P-ISSN 2355-2794
E-ISSN 2461-0275

Flipped Classroom in Indonesian Higher Education: A Mixed-Method Study on Students' Attitudes and Experiences

Ika Wahyuni Lestari*

English Language Education Department, Faculty of Language Education, Universitas Muhammadiyah Yogyakarta, Yogyakarta 55183, INDONESIA

Abstract

The flipped classroom has been widely applied in many educational settings. Thus, it is significant to understand how its implementation is perceived by students. This mixed-method study aimed to find out the fourth-year students' attitudes at a university in Indonesia on the flipped classroom they attended. It was also aimed at exploring their perception of the benefits and pitfalls they experienced when attending the flipped classroom. Employing a convergent mixed-method design, the quantitative data were obtained from 75 students (n=75) who were asked to complete a questionnaire. For the qualitative data, 13 students, divided into two groups, were invited to participate in a focus group interview to explore their experiences in attending the flipped classroom. The findings indicated that the students had positive attitudes towards the flipped classroom (M=2.87) and reported several benefits they perceived. Nonetheless, aspects regarding motivation (M=2.50) and the use of videos (M=2.49) and other technological supports indicated negative attitudes and were considered as pitfalls in the implementation of the model. Implications and recommendations were addressed for the better implementation of a flipped classroom.

Keywords: Blended learning, flipped classroom, flipped learning, flipped teaching, inverted teaching.

* Corresponding author, email: ikawahyuni_11@umy.ac.id

Citation in APA style: Lestari, I. W. (2021). Flipped classroom in Indonesian higher education: A mixed-method study on students' attitudes and experiences. *Studies in English Language and Education, 8*(1), 243-257.

Received August 5, 2020; Revised December 15, 2020; Accepted December 16, 2020; Published Online January 3, 2021

https://doi.org/10.24815/siele.v8i1.17636

1. INTRODUCTION

The incorporation of technology in education has developed the concept of blended learning. Blended learning systematizes instruction to enable teachers and students to make both online and face-to-face interaction in their learning process. It opens a greater chance for learning to take place as the teaching and learning process can be done both inside and outside a classroom. The key point of blended learning is not only on how to conduct teaching and learning activities online but also on how to adjust the technology used in the instruction and the learning objectives (McCarthy, 2016). Thus, all activities conducted through blended learning should assist students to achieve their learning goals.

One of the instructional models in line with blended learning is the flipped classrooms. This model inverts the traditional teaching model in that it brings activities traditionally done in class into those done at home. One of the main characteristics of a flipped classroom is the use of online videos uploaded in advance as a pre-class activity to replace a traditional in-class lecturing method. With this method, students are more well-prepared for the materials they will learn in class (Chen & Chuang, 2016). Many studies have revealed opportunities and challenges of the employment of flipped teaching (Chen & Chuang, 2016; McCarthy, 2016; Sun & Wu, 2016; Zainuddin & Halili, 2016).

In the Indonesian context, English is a compulsory course in its tertiary education levels. English should be taught at universities or colleges as a compulsory course (Badan Pengawas Keuangan, 2005). Nonetheless, it is still challenging for Indonesian students to master English. Because English is a foreign language in Indonesia, it is expected that students lack exposure to native speakers' language. In addition, the school's contact hour is limited to one or two sessions per week. It gives students a very limited time to learn and practice English. Another challenge is the implementation of teaching methods that focus on summative evaluation. These problems should be overcome to provide more opportunities for Indonesian students to improve their English.

With all the opportunities that a flipped classroom offers, it can be treated as a good instructional model to deal with the problems outlined above. Also, research that investigates students' views on a flipped classroom in the Indonesian context is lacking. Therefore, the present study aimed to measure the attitude of the fourth-year students who attended flipped classrooms in a university in Indonesia. It is also aimed at exploring their experiences of the flipped classroom. Thus, the present study focused on three research questions:

1. How is students' attitude toward a flipped classroom?
2. What are the benefits of a flipped classroom perceived by students?
3. What are the pitfalls of a flipped classroom perceived by students?

2. LITERATURE REVIEW

The literature review section explains the characteristics of a flipped classroom, its strengths, and the possible pitfalls in the implementation of a flipped classroom.

2.1 The Characteristics of a Flipped Classroom

The flipped classroom is a type of blended learning as it incorporates technology in the practice. Flipped teaching or inverted teaching, the two terms used interchangeably, refers to a teaching model that is the opposite of the conventional classroom (Chen & Chuang, 2016). The main goal of a flipped teaching is to engage students with learning materials and content, to provide more teacher-student contact time, and to improve learning (Rotellar & Cain, 2016).

The characteristic of a flipped classroom is the use of pre-recorded video uploaded online for material delivery (Chen & Chuang, 2016; Dickenson, 2016; McCarthy, 2016; Rotellar & Cain, 2016). In the teaching and learning process of a traditional or conventional classroom, knowledge is mostly delivered in class, where teachers explain learning contents in class, while practice and production are done at home. On the other hand, in a flipped classroom, knowledge is transferred in advance through a video-recorded lecture uploaded online, so students can learn materials before the learning process in class (Rotellar & Cain, 2016). In class, both teachers and students can focus on getting more practice to gain a deeper understanding of the material. Therefore, a flipped classroom enables teachers to create a more student-centred learning environment that can maximize learning opportunities for students. Generally, the design of a traditional classroom follows the hierarchy of Bloom's taxonomy, where the domains of remembering and understanding are done in class and the next four levels should occur at home. A flipped classroom, on the other hand, inverts this hierarchy, where the domains of remembering and understanding are done at home, as proposed by Zainuddin and Halili (2016).

Like a traditional classroom, a flipped classroom has three learning stages, i.e., pre-learning, whilst-learning, and post-learning. Rotellar and Cain (2016) used the terms pre-class learning activities to refer to activities completed at home, in-class learning activities as those performed in class, and post-class learning activities as those completed in class after the in-class activities or at home. Pre-class learning activities are usually in the form of reading or pre-recorded videos in which students learn materials autonomously at home. It can also be in the form of simulations or other types of material (Zainuddin & Halili, 2016). In in-class learning activities, computer-based or paper-based quizzes, discussions, simulations, and other teaching strategies can be carried out to facilitate a deeper understanding of the material. Flores et al. (2016) also proposed some activities which can be organized in this second stage, such as reviewing materials in the pre-recorded video, doing group works, sharing ideas with other groups, making a consensus on a discussed topic, and ending the discussion with reflection. In the last stage, post-class learning activities, teachers can give assessments or other productive activities.

2.2 Strengths of Flipped Learning

Prior studies in various contexts have revealed many benefits of a flipped classroom. A flipped classroom can save lecturing time, give hands-on interaction, and make students more prepared and motivated with their learning (Chen & Chuang, 2016). Therefore, it can also improve students' performance, engagement with the content, and understanding (Aşıksoy & Özdamlı, 2016), confidence (Dickenson, 2016), and critical thinking skills (Flores et al., 2016). Moreover, students can adjust

their time and learning pace based on their ability as the teacher's explanations are given in the form of pre-recorded videos which can be watched at any time. Both teachers and students can also be more literate about technology (Zainuddin & Halili, 2016). A flipped classroom also builds cooperative learning among students (Chen & Chuang, 2016; Flores et al., 2016; Sun & Wu, 2016; Zainuddin & Halili, 2016) and provides more opportunities for teacher-student interaction during the teaching and learning process (Dickenson, 2016; Sun & Wu, 2016).

2.3 Possible Pitfalls of Flipped Learning

Although a flipped classroom brings an opportunity for a new learning model, researchers have found some aspects which might become the challenges and pitfalls of this model. The first aspect is the result of using technology. A flipped classroom might be challenging for students if the quality of videos is not satisfactory (McCarthy, 2016; Zainuddin & Halili, 2016), the internet access is poor or unreachable at all, or computers or other required devices are not available (McCarthy, 2016). The second aspect is related to teachers. As a flipped classroom is a new teaching model that integrates technology in its practice, poorly trained teachers can have many problems when they apply this model, in addition to more workload (Zainuddin & Halili, 2016). The last aspect is related to students. A change in teaching model employed by their lecturers requires students to adjust to a new style of learning, and they often find it challenging to catch-up with their own study as it requires autonomous learning (McCarthy, 2016).

2.4 Related Studies

A few studies have been conducted to investigate the implementation of a flipped classroom. In the Turkish context, Kurt (2017) conducted an experimental study with 62 pre-service English teachers. The findings showed that the pre-service teachers had a positive perception towards the implementation of a flipped classroom. McNally et al. (2016) also investigated the types of students who favoured a flipped classroom. By surveying 563 university students, they showed that different characteristics of students responded differently to the implementation of a flipped classroom. Another study was conducted by Long et al. (2016) to investigate the instructors' perspectives on the implementation of a flipped classroom. The findings revealed the benefits, the challenges, and how their teaching can be improved by the implementation of a flipped classroom.

3. METHODS

This section explains the design of the research, respondents, instruments of the study, and the data analysis.

3.1 Design

The flipped classroom designed for this study was conducted in sixteen meetings. The class was conducted in three stages: pre-class learning activities, in-

class learning activities, and post-class learning activities. In the pre-class learning activities, the participants were required to read a book chapter, and to watch a video-recorded lecture created by their peers with prior consultation with the lecturer when necessary. In the in-class learning activities stage, the participants had a whole-class discussion, a twenty-minute teaching demo, feedback giving activities, and a review. In the last stage, the participants made a project in the form of a summary of the discussed materials.

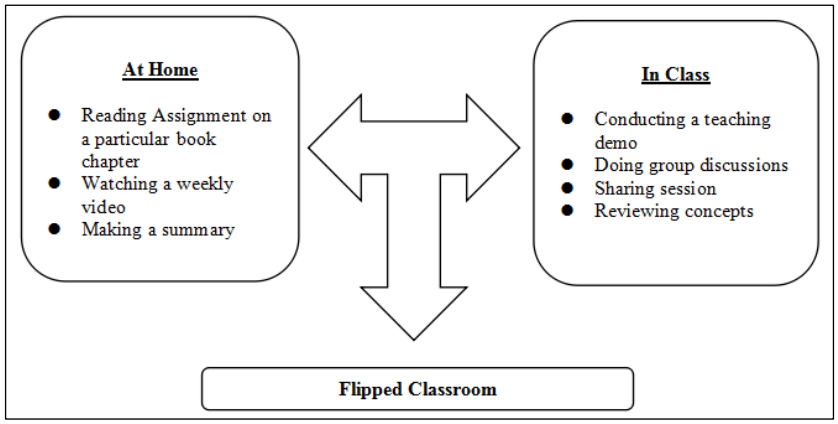

Figure 1. The design of the flipped classroom in the current study.

The present study applied a convergent mixed-method design, which is applied by combining both quantitative and qualitative data collected at the same time (Creswell & Creswell, 2018). The combination of qualitative and quantitative data is aimed at providing comprehensive findings. In the present study, the quantitative study was conducted to examine students' attitudes on the flipped classroom they attended. A quantitative design was appropriate as the first research question was answered by measuring students' attitudes and presented the findings in numbers (mean scores). Meanwhile, the qualitative design was employed to answer the second and third research questions, which emphasized the exploration of the students' experiences in the flipped classroom. Due to the significance of both types of data, the present study employed a mixed-method design.

3.2 Respondents

The subjects of the study were 75 students (n=75) who enrolled in an English course which applied flipped classrooms in three different classes. They joined a class designed as a flipped classroom for sixteen meetings. Their ages ranged from 20 to 22 years old and were in the last year of their study in the English Education Study Program at a university in Indonesia. Of the 75 students who participated in the quantitative study, 13 of them were invited to participate in a focus group interview. The 13 students were divided into two groups. The participants for the focus group interview were purposefully selected based on their active participation as well as good performance in the learning process. With these criteria, the selected participants were expected to be able to share their experiences elaboratively as they were engaged in the activities in the flipped classroom.

3.3 Instruments

The items of the questionnaire were developed and categorized based on the findings of previous studies on the implementation of a flipped classroom, i.e., Aşıksoy and Özdamlı (2016) and Zainuddin and Halili (2016). The questionnaire consisted of 22 items grouped into nine aspects with a 4-point Likert scale ranging from strongly agree (4) to strongly disagree (1). The designed questionnaire was validated by two university instructors and piloted to five students. Some feedback from the teachers and students had been addressed. The reliability test of the instruments resulted in Cronbach's Alpha Coefficient (α) = 0.78, which means that the instrument is reliable (Cohen et al., 2011).

The second instrument was a focus group interview. The selected participants were asked to share their views and experiences on the benefits and pitfalls of the flipped classroom they attended. The interview was audio-recorded under the participants' consent.

3.4 Data Collection Method

The data for the study were collected using two techniques, i.e., a questionnaire to measure the respondents' attitude on the implementation of the flipped classroom, and a focus group interview to explore the participants' views on the benefits and pitfalls of the flipped classroom. Several steps were taken in collecting the data. First, after the course where the flipped classroom was implemented had ended, the researcher distributed the questionnaire to the course participants. Then, the researcher contacted 13 participants who were purposefully selected to participate in a focus group interview. The participants were divided into two groups based on the classes they enrolled in.

In conducting the focus group interview, firstly, the participants were shown a piece of paper on which a question was written. Then, the participants were asked to respond to the prompt. They took a turn answering the question based on the experiences they had during the flipped classroom. They were also allowed to add or refute the other participants' responses as long as they reported what they experienced and felt during their participation in the flipped classroom. Before the focus group interview ended, when the researcher found interesting or inadequate responses, she asked for further elaboration from the participants to enrich the data. The focus group interview was conducted with two main questions for each group of participants with a similar procedure. The focus group interview was video-recorded and lasted for around 50-60 minutes for each group.

3.5 Data Analysis

The data collected in this study were analysed both quantitatively and qualitatively. The quantitative analysis was used to analyse the data from the questionnaire using descriptive quantitative statistics (mean and standard deviation). The findings were interpreted based on the range of criteria of interpretation. The mean score of 1.00 to 2.50 showed negative attitudes while that of 2.51 to 4.00 showed positive attitudes.

Meanwhile, the data from the focus group interview were analysed qualitatively through several steps following Creswell and Creswell (2018). First, the data were organized and prepared to be analysed. In this step, the audio-recorded focus group interview was transcribed separately based on the group (Group A and Group B). Then, the researcher jotted down general information and thoughts obtained from the interview. The data from the interview were coded to find major themes from the two groups. Finally, the themes and descriptions of each theme were presented.

4. RESULTS

This section presents the quantitative findings on the attitudes on the implemented flipped classroom. It also reports the benefits and the pitfalls the participants perceived and experienced in the implemented flipped classroom.

4.1 Students' Attitudes on the Implemented Flipped Learning

Table 1 shows the findings on the students' attitude on the implemented flipped learning.

Table 1. Results on the students' attitudes towards the flipped learning.

Researched aspects	Item no.	Mean score	SD	Σ Mean score	Attitude
The Use of Video	1	2.97	0.59	2.39	Negative
	6	1.97	0.57		
	8	2.23	0.58		
Motivation	3	3.19	0.59	2.50	Negative
	21	1.81	0.56		
Self-paced Learning	7	2.91	0.74	2.71	Positive
	11	2.24	0.52		
	18	2.97	0.52		
Engagement with the content	5	3.00	0.68	2.97	Positive
	15	2.93	0.62		
Student-Teacher Interaction	2	3.23	0.63	3.15	Positive
	20	3.08	0.61		
Peer-to-Peer Interaction	4	3.21	0.47	3.21	Positive
	12	3.21	0.47		
The Nature of the Pre-Class Activities	10	2.59	0.64	2.70	Positive
	14	2.37	0.63		
	19	3.13	0.55		
The Nature of the In-Class Activities	9	3.32	0.60	3.24	Positive
	16	3.27	0.50		
	17	3.20	0.64		
	22	3.17	0.60		
Effectiveness of the Flipped Classroom	13	3.11	0.56	3.11	Positive

Generally, the findings indicated that the students showed a positive attitude towards the implementation of the flipped classroom (M = 2.87). Of the nine aspects of the flipped classroom investigated in the present study, seven of them, i.e., self-paced learning (M = 2.71), engagement with the contents (M = 2.97), student-teacher interaction (M = 3.15), peer-to-peer interaction (M = 3.21), the nature of the pre-class activities (M = 2.70), the nature of the in-class activities (M = 3.24), and the

effectiveness of the flipped classroom (M = 3.11), indicated a positive attitude towards flipped classroom as evident from the mean scores, which were higher than 2.50 (M > 2.50). It indicates that with the implementation of the flipped classroom, the students believed that they could manage their own learning pace, gained a better understanding of the contents or materials they were learning and made better interactions with the teacher and peers. In addition, the students had positive attitudes towards the activities conducted in the pre-class and in-class sessions. In contrast to the seven aspects of a flipped classroom which the students perceived positively, the students showed a negative attitude towards the use of videos (M = 2.39) and motivation they had during their participation in the flipped classroom (M = 2.50). The negative attitudes were evident from the mean scores of the two aspects which were lower than 2.50 ($M \leq$ 2.50).

4.2 The Benefits of the Implemented Flipped Classroom Perceived by the Students

Based on the focus group interview, there were several benefits of the implementation of the flipped classroom from the perspective of the students. The benefits can be categorized into five main themes, i.e., positive psychological state, interaction enhancement, engagement to learning, soft-skills training, and better learning management. The findings of each theme are discussed along with interview excerpts from the participants. To maintain the confidentiality of the participants, pseudonyms were used in the presentation of the excerpts.

4.2.1 Positive psychological state

The participants reported that by joining the flipped classroom, their confidence and motivation to learn improved, and they felt that learning English was becoming more interesting.

Focus Group Interview - Group A:

Winda: "In my opinion, flipped teaching was useful as students could learn at home. We could also read the material before class, so we knew what would be discussed and practiced in class later. When we were asked a question, we knew the answers. It could [eventually] motivate us to learn more".

Fahri: "Also, students could learn autonomously. They could read materials from books or watch videos presented by classmates. So, indirectly they became well prepared for the topic they were going to learn."

Umi also stated, "I become more confident in sharing my ideas". Besides increasing confidence, the participants also reported that the flipped classroom enhanced their motivation to learn. Umi pointed out that "the flipped classroom could enhance my motivation to learn as there were many activities in class, not only listening to teacher's lectures". She added that "I was more motivated to attend the class because the learning was not monotonous". Similarly, Vanda stated "[I was] more motivated to learn since I could discuss materials with my classmates in the in-class meeting". Vanda also added that "the class was not boring since there were many activities that we could do in class"

4.2.2 Interaction enhancement

The participants reported that through the flipped classroom, they had a better interaction with their teacher and their peers.

Focus Group Interview - Group A:

Jihan: "In the flipped classroom, students were more engaged, while in a traditional classroom, the teacher is usually more active, and the students just sit down and listen to the teacher. In a flipped classroom, students have been previously introduced to the material. In the class, the teacher can ask questions to the students and the students answer the questions together and the interaction is stronger in a flipped classroom".

Winda: "So, this flipped classroom was not only student-centred, but also teacher-centred. In the beginning, the students played more roles by sharing the ideas and understanding of the materials, then the teacher clarified it. So, the combination was good. There was also a discussion, so the interaction between the teacher and students, and that among peers did exist".

Besides teacher-students interaction, the participants also reported that the flipped classroom offered better interaction among peers. Lulu asserted "[flipped classroom] improved the peer-to-peer interaction, so we became closer to one another". Aliyah also stated, "we knew our classmates better because each of us was given a chance to show 'our hidden talent'".

4.2.3 Engagement in learning

The flipped classroom which encouraged students to gain knowledge autonomously may lead to better engagement in learning. Tika stated, "I got a better understanding since the knowledge could be obtained from various sources". Fahri added, "with various sources, we could cross-check. When I did not understand the concept by reading it in books, I watched a video lecture". Besides gaining a better understanding, the participant also felt that the flipped classroom could improve her reading habit. She stated, "I was more motivated to read the material because I knew that there would be a discussion, so I had to read. I did not want to be a free rider in the discussion". Umi also perceived that she was more engaged in learning as the flipped classroom provided contextual learning.

Focus Group Interview - Group B:

Umi: "I personally think that [the learning] was more contextual and real since we did not only learn the concept but also practiced language skills. There were also discussions and experience sharing sessions, which helped us understand the concept better".

Aliyah: "That's right. In the class we thought, we created, we discussed, especially when the teacher gave us feedback, and our classmates did some demonstrations. That improved our comprehension".

Hana added that the flipped classroom could improve her speaking skills as there was a discussion session in which she had to share her thoughts.

4.2.4 Soft-skill training

The participants reported that the flipped classroom helped them improve their soft skills. Umi and Aliyah stated that the flipped classroom made them practice their critical thinking skills.

Focus Group Interview - Group B:

Umi: "[with the flipped classroom] the teacher did not have to explain much. Instead, she encouraged her students to speak up [their ideas]. Actually, the teacher knew the answers, for instance, problems in teaching using technology, but the teacher wanted the students to think about what the problems were".

Aliyah: "I agree with that. For example, when we were in the same class with students from different classes, we knew when they did some practices, we were amazed, wow, why I did not think about that idea".

Anna and Lulu also reported that their responsibility and teamwork were improved. Anna claimed, "I have become more responsible and have better teamwork skills from the group tasks I had to complete". Lulu added, "I become more responsible with my learning since I had to prepare things in advance". Winda and Lulu also perceived that their creativity was trained through the flipped classroom. Winda pointed out "[flipped classroom] improved my creativity since I had to perform before my classmates. So, I had to make it as creative as possible". Lulu added that she had to be creative to fairly compete with her classmates. With the discussion activity, Umi also reported that she was indirectly trained to appreciate her classmate's views. Umi asserted "[flipped classroom] can improve soft skills, for instance how to share opinions to others and appreciate theirs". Lastly, the flipped classroom also trained students to be disciplined. Winda explained, "it could train discipline since we had a responsibility to upload our videos punctually. We uploaded it online so it could not be manipulated".

4.2.5 Better learning management

The focus group interview also showed that the participants could manage their learning better. Better learning management could be achieved as they had to prepare for the in-class meeting by learning autonomously.

Focus Group Interview - Group B:

Aliyah: "We made some preparation in advance to attend the class, for example for discussion. Usually, the teacher started the class by asking the students to share our experiences [brainstorming] regarding the materials to be discussed in the meeting. So, before class, I usually thought about relevant experiences. So, I prepared myself to attend the class and to learn".

Hana: "In this flipped classroom, we needed to learn the materials in advance. So, we read books and watched the videos before the class".

The participants also reported that they had better learning management skills since they applied autonomous learning with the flipped classroom. Winda explained, "[in the pre-class activities], I taught by myself the materials by reading books and

watching video lectures". Fahri also added that the video lectures which covered important points helped him understand the material better. Finally, Hana claimed "[flipped classroom] raised my awareness on autonomous learning as I had to learn prior to the in-class meeting".

4.3 Pitfalls on the Implementation of Flipped Learning Perceived by the Students

The focus group interview also showed some pitfalls that the participants experienced during their participation in the flipped classroom, i.e., demotivation, and technological problems.

4.3.1 Demotivation

Vanda and Aliyah explained that the flipped classroom might demotivate slow learners.

Focus Group Interview - Group B:

Vanda: "We usually had a discussion session. For some quiet students, this session made them feel discouraged and demotivated because many students were participating. Ah, they had many experiences, so that how it was! The discussion was dominated by them [active students], and it demotivated the others".

Aliyah: "Before the in-class session, we had to read the material, so when we did not understand, we thought 'Well, I did not understand, so I got lazy [to read]'. Finally, we kept quiet because we did not have adequate background knowledge".

4.3.2 Technological supports

Besides demotivation, Winda and Vanda also reported that the weaknesses of the flipped classroom were its reliance on internet connection. Winda and Vanda explained that the internet connection she had was poor as it was frequently buffering when they watched video lectures and had slow internet speed. This problem finally hampered their learning. Winda's statement was supported by Bram.

Focus Group Interview - Group A:

Winda: "Internet connection was not that good, so when there was updated information, I had to rely on my classmates".

Bram: "That's right! It was also a key factor that determined whether or not we would watch the videos".

5. DISCUSSION

The findings from the questionnaire and the focus group interview in general resonated with each other. The students showed a positive attitude towards the implementation of the flipped classroom. Nouri (2016) also found that 75% of the students showed a positive attitude towards the flipped classroom implemented in the

study. The findings also corroborated with that of Singay (2020) who found that Bhutanese students had a positive attitude towards the flipped learning model. This finding is significant because students who have positive attitudes towards learning tend to have better achievement. The quantitative and qualitative data also indicated that the students benefited from better interaction with their teachers and classmates during the in-class meeting. As reported in many previous research findings, a flipped classroom enables students to collaborate and interact with their peers (Chen & Chuang, 2016; Flores et al., 2016; Zainuddin & Halili, 2016) and teachers (Dickenson, 2016; Sun & Wu, 2016). With better classroom interaction, learning can be more effective due to the exchange of information during the teaching and learning process. The students also reported that the flipped classroom helped them understand the contents or materials better. They could manage their own learning to meet their learning needs, such as their preference on the time and place, sources of materials, and learning pace. Buitrago and Díaz (2018) also found that the majority of the respondents reported that a flipped classroom provided flexible learning time and spaces as well as various ways of accessing information. With the flexibility that a flipped classroom offered, students can be more engaged and have a better understanding of the material (Aşıksoy & Özdamlı, 2016).

One interesting finding which emerged from the focus group interview was related to soft skills development. Unlike previous studies that reported on the improvement of content knowledge that students gained, the findings of the present study indicated that the students perceived the improvement of their soft skills after they participated in a course that implemented a flipped classroom. The improvement in responsibility, critical thinking skills, teamwork, creativity, sense of respect, and punctuality was reported. The students perceived that there was an improvement in their soft skills because they had been involved in many activities within the flipped classroom. The pre-class activities which required them to learn materials autonomously through reading and video watching (Rotellar & Cain, 2016) may eventually train them to be responsible and punctual with their own learning; otherwise, they may be left behind. Leis (2018) also reported that with a flipped classroom, students could manage their learning autonomously. The pre-class activities can motivate students to prepare for their learning. They can learn in advance through online videos provided prior to the in-class session and prepare the idea that they had to say and experiences that they had to report in the class discussion. Through autonomous learning during the pre-class activities, they should also think critically to understand the materials themselves. Meanwhile, in the in-class activities, which emphasized practices and discussion, the students were indirectly trained to have good teamwork skills, respect for others' ideas and opinions, and develop critical thinking skills. Thus, a flipped classroom could enhance critical thinking skills, as discovered by Flores et al. (2016). The soft skill development that the students perceived may complement the content knowledge they obtained from the flipped classroom.

Of the positive attitude towards many aspects of and the benefits the students perceived from, the flipped classroom they attended, the students also reported pitfalls in relation to technological support and motivation to learn. In terms of technological support, the students had a negative attitude on the use of videos in the flipped classroom and expressed challenges in the flipped classroom due to inadequate internet connection. Although the use of videos and online activities characterizes a flipped classroom, prior studies also reported the problems resulted from poor quality of

videos (McCarthy, 2016; Zainuddin & Halili, 2016) and poor internet connection (McCarthy, 2016). Without proper treatment to anticipate the problem, students' learning experience through a flipped classroom may not be as expected. Another aspect which indicated a negative attitude was motivation. In the focus group interview, the students also expressed that demotivation may become pitfalls in the implementation of a flipped classroom. It is contradictory with Chen and Chuang (2016) who pointed out that students can be more motivated in learning using the flipped model. The contradictory findings may arise because the flipped classroom was implemented in an EFL class, that is the context of the present study. Therefore, the students might be overwhelmed with the need to autonomously learn the materials which were delivered in English. It might pose a challenge to them because English is not their first language, which eventually may be another burden which demotivates them.

6. CONCLUSION

The present study showed that in general, the students expressed a positive attitude towards the implementation of the flipped classroom. They also reported some benefits they perceived from this new teaching model. Therefore, wider implementation of a flipped classroom in different school settings is worth the effort to provide new learning experiences for students. For better and more effective implementation of a flipped classroom, the inhibiting factors, i.e., technological supports and motivation, need to be taken into account because students considered them as the pitfalls of the implementation of a flipped classroom. Both teachers and students need to ensure that they have adequate technological supports, e.g., good internet access and connection and good quality of videos so that the learning process can be effective. In addition, teachers should also pay attention to students' motivation. Because a class which implements a flipped classroom requires that the students learn autonomously prior to the in-class meeting, teachers' instruction and support are pivotal to help students understand the materials. Teachers can assist the pre-class learning so that students can share their difficulties while preparing for their in-class meeting.

The generalizability of the results of this research is subjected to some limitations. Although the data were obtained both quantitatively and qualitatively, they were collected from a limited number of respondents in one institution. Therefore, the findings of the study should not be generalized into the implementation of a flipped classroom outside the context of this study. Nonetheless, although this research was a small-scale study, it has provided an adequate overview related to the implementation of a flipped classroom in EFL classes particularly in the Indonesian higher education institution. To provide more comprehensive information related to the implementation of a flipped classroom, future studies should involve a greater number of participants and employ an in-depth interview to explore the experiences in a flipped classroom from each participant.

REFERENCES

Aşıksoy, G., & Özdamlı, F. (2016). Flipped classroom adapted to the ARCS model of motivation and applied to a Physic course. *Eurasia Journal of Mathematics, Sciences & Technology Education, 12*(6), 1589-1603.

Badan Pengawas Keuangan. (2005, May 16). *Standar nasional pendidikan* [The standard of national education]. https://peraturan.bpk.go.id/Home/Details/49369/pp-no-19-tahun-2005

Buitrago, C. R., & Díaz, J. (2018). Flipping your writing lessons: Optimizing time in your EFL writing classroom. In J. Mehring & A. Leis A (Eds.), *Innovations in flipping the language classroom* (pp. 69-91). Springer.

Chen, K. C., & Chuang, K. W. (2016). Building a cooperative learning environment in a flipped classroom. *Academy of Educational Leadership Journal, 20*(2), 8-15.

Cohen, L., Manion, L., & Morrison, K. (2011). *Research methods in education* (7th ed.). Routledge.

Creswell, J. W., & Creswell, J. D. (2018). *Research design: Qualitative, quantitative, and mixed-method approaches* (5th ed.). SAGE.

Dickenson, P. (2016). The flipped classroom in a hybrid teacher education course: Teachers' self-efficacy and instructors' practices. *Journal of Research in Innovative Teaching, 9*(1), 78-89.

Flores, Ò., del-Arco, I., & Silva, P. (2016). The flipped classroom model at the university: Analysis based on professors' and students' assessment in the educational field. *International Journal of Educational Technology in Higher Education, 13*(1), 1-13.

Kurt, G. (2017). Implementing the flipped classroom in teacher education: Evidence from Turkey. *Educational Technology & Society, 20*(1), 211-221.

Leis, A. (2018). Content-based language teaching and the flipped classroom: A case study in the Japanese EFL environment. In J. Mehring & A. Leis A (Eds.), *Innovations in flipping the language classroom* (pp. 221-230). Springer.

Long, T., Cummins, J., & Waugh, M. (2017). Use of the flipped classroom instructional model in higher education: Instructors' perspectives. *Journal of Computing in Higher Education, 29*(2), 179-200.

McCarthy, J. (2016). Reflections on a flipped classroom in first year higher education. *Issues in Educational Research, 26*(2), 332-350.

McNally, B., Chipperfield, J., Dorsett, P., Del Fabbro, L., Frommolt, V., Goetz, S., Lewohl, J., Molineux, M., Pearson, A., Reddan, G., Roiko, A., & Rung, A. (2016). Flipped classroom experiences: student preferences and flip strategy in a higher education context. *Higher Education, 73*(2), 281-298.

Nouri, J. (2016). The flipped classroom: For active, effective and increased learning - especially for low achievers. *International Journal of Educational Technology in Higher Education, 13*(1), 1-10.

Rotellar, C., & Cain, J. (2016). Research, perspectives, and recommendations on implementing the flipped classroom. *American Journal of Pharmaceutical Education, 80*(2), 1-9.

Singay. (2020). Flipped learning in the English as a second language classroom: Bhutanese students' perceptions and attitudes of flipped learning approach in learning grammar. *Indonesian Journal of Applied Linguistics, 9*(3), 666-674.

Sun, J. C. Y., & Wu, Y. T. (2016). Analysis of learning achievement and teacher-student interactions in flipped and conventional classrooms. *International Review of Research in Open and Distributed Learning*, *17*(1), 79-99.

Zainuddin, Z., & Halili, S. H. (2016). Flipped classroom research and trends from different fields of study. *International Review of Research in Open and Distance Learning*, *17*(3), 313-340.