



## FLIPPED CLASSROOM FOR TEACHING ENGLISH AT SENIOR HIGH SCHOOLS IN BANJARMASIN

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### article info

#### Article history:

Received: 18 March 2023

Received in revised form: 13 June 2023

Accepted: 17 June 2023

Available online: 30 June 2023

#### Keywords:

flipped classroom

flipped materials

materials sharing

audios, videos, and text files utilization

in class activity

### abstract

In an online or a hybrid English flipped classroom, the traditional teaching and learning processes instruction is changed. The English lesson does not start with the face-to-face meeting in which the teacher will explain the materials, but the students are supposed to start by themselves studying the learning materials, which are shared by the teachers virtually before the classroom start. The materials can be utilized from many different digital learning platforms such as websites, YouTube channels, and presentation, pdf files and so forth. This research is aimed to investigate: 1) what flipped materials are utilized by the Senior High School English teachers for English reading assessment during the Covid-19 Pandemics; and 2) how the Senior High School English teachers in Banjarmasin utilize the flipped materials for the English reading assessment during the Covid-19 Pandemics. This qualitative study involves Senior High School English teachers, who teach at either state or private schools in Banjarmasin, as the subjects. The selection of those teachers depends on their willingness to participate in the interview. In short, the teachers are familiar enough with some Learning Management Systems (LMS) as the software application or web-based technology used to upload the materials. Teachers also provided some materials before attending class, and the students are required to do a preparatory study prior to face-to-face meeting. For the in-classroom session, the teachers review the materials and later use them for the assessment of reading.

## INTRODUCTION

Learning English as a Foreign Language (EFL) in Indonesia is in some way difficult because English is not spoken in daily context. People rarely hear or listen to English in everyday conversations although there has been massive use of English (Alrajafi, 2021). In addition, the inconsistency of English spellings and pronunciations bring another challenge for Indonesian students. That Indonesian people speak English with accents is also undeniable. People from certain regions talk in English with Javanese, Bugisi, or Acehnese accents. However, they are better speakers than their counterparts from Japan, China, Thailand or Korea. This makes that most Indonesian might not speak English, but there are many who can speak quite well. This implies that the English Language Teaching (ELT) still needs proper instructions utilized by the teachers. The 2016 study of The World's Most Literate Nations (WMLN) indicated that the reading rank of Indonesians is the 60th out of 61 countries studied. (Miller & McKenna, 2016). This put emphasis on the importance of reading. As for writing it is known that Asian people, especially Indonesians, have indirect writing styles. Rather that

directly discussing the main points, Indonesian students write longer and quite unrelated introductions.

This circumstance requires the English teachers, especially, to innovate their teaching in order that they can improve their students' English reading comprehension. The choice might be on Flipped Classroom which based on several research have successfully improved the students' achievement on English lessons. In an online or a hybrid English flipped classroom, the traditional teaching and learning processes instruction is changed. The English lesson does not start with the face-to-face meeting in which the teacher will explain the materials, but the students are supposed to start by themselves studying the learning materials, which are shared by the teachers virtually before the classroom start. The materials can be utilized from many different digital learning platforms such as websites, YouTube channels, and PowerPoint presentation files, pdf files and so forth.

Based on the results of preliminary study which asked the English teachers of senior high schools in Banjarmasin about the implementation of flipped classroom, some of them did answer that they implement this innovative 21<sup>st</sup> century teaching and learning model. It is also believed that during the Covid-19 Pandemics, the English teachers 'were forced' to implement flipped classroom as a recently established innovative teaching and learning model, especially when they share reading materials to their students. This research is aimed to investigate what and how flipped materials are utilized by the Senior High School English teachers for teaching English the Covid-19 Pandemics.

## METHOD

This is a qualitative study that explore about the English flipped materials used in the flipped classroom by the English teachers. The participants of the study are four Senior High School English teachers, who teach at either state or private schools in Banjarmasin, as the subjects. The selection of those teachers depends on their willingness to participate in the interview. Data collection was conducted by distributing a questionnaire and conducting interviews with the subjects of the research. The analysis procedures are involving categorizing the answer from the questionnaire and transcribing the interview answer.

## FINDINGS AND DISCUSSION

### Findings

As it has been previously stated, there are four English teachers involved in this qualitative study. As luck would have it, all of them is female. They were chosen because they admitted having practiced flipped classroom during the Covid-19 Pandemics.

**Table 1** Description of the Subjects

Subject No.	1	2	3	4
Gender	Female	Female	Female	Female
Types of School	Public	Public	Private	Private

Location of School	Urban	Suburban	Urban	Urban
Name of School	MAN 1	SMAN 9	SMAIT Ukhuwah	SMA Muhammadiyah 2
Grade Taught	10 <sup>th</sup>	10 <sup>th</sup>	11 <sup>th</sup>	11 <sup>th</sup>
Years of Teaching	10 to 19 years	10 to 19 years	5 to 9 years	Less than 3 years

In terms of subject variance, they teach at different types and location of school as well as grade taught and years of teaching.

#### *What Flipped Materials are Utilized?*

To answer what flipped materials have ever been used by the Senior High School English teachers during the Covid-19 Pandemics, the teachers confirm that the flipped materials are in forms of audio, video, and text files for reading materials and for assignment. The subjects admitted that they make use of YouTube videos for their materials by giving link from YouTube . Unexpectedly, one teacher said that she was able to make her own videos. It is surprising because female teachers are usually not technology savvy enough for elaborating many facilities of what newly technologies offer. For the language skills, the subjects admitted that in the flipped classroom possibly covered the teaching and learning of four language skills although they put more emphasis on the reading skill.

#### *Materials Sharing*

When the subjects were asked about what Learning Management System (LMS) that they used to share the reading flipped materials during the Covid-19 Pandemics, they answered that they did it by using Google Classroom, Kahoot, Quizizz, Whatsapp and Ruangguru. To initially gather data about the LMS used, Google Classroom is the most answer. In fact, Whatsapp then becomes the media most frequently used by the teacher. It seems that they use Google Classroom although it is not as massive as Whatsapp. In fact, the question was about the LMS and the answers do not represent what information is actually asked because their answers were not LMSs, but e-learning platforms. Interestingly, one of them admitted utilizing certain learning destination sites or web that is [ruangguru.com](http://ruangguru.com). Exploring [ruangguru.com](http://ruangguru.com) is not part of the compulsory techniques assigned at schools since to get an access to [ruangguru.com](http://ruangguru.com) not free of charge. In Ruangguru, lessons that are provided are school-related subjects, foreign languages, musics, sports, and others. Ruangguru receives 20% of every transaction made.

Based on question about whether they make Pre-reading materials (i-Lecture/others) available on e-learning portal before the flipped classroom activity and what media they use, all subjects admitted that they utilize the Google Applications such as email, Google Docs, Word, Excel, PPT, Google Form, Drive, Google Sites, and Google+for sharing the materials. Unfortunately, it was not clarified whether they used all Google applications available because Google Sites and Google+ need certain digital skills to manage them. Not so many people are able to skillfully manage those applications

In providing adequate time to spend on the pre-reading materials (i-Lecture/additional references etc.) before the flipped classroom activity, the subjects share the materials in 5-7 days before the in-classroom session. This is in order to enable the students to have enough time to learn the materials shared. A week seems to be the longest time given by the teachers for the students to learn the materials. This is probably due to the weekly schedule of English subject before the face-to-face or virtual meeting.

### *Audios and Videos Utilization*

Asking about audio and video files for the reading materials was actually to discover whether there are texts which are utilized in both forms. Voice note from Whatsapp application is the format of audio files which have ever been sent to the your students before the lesson. The topics of the audio files were about expressions of congratulating and complementing others, name of fruits, vegetables, adjectives and verbs. The video files are mostly from YouTube and are informed to the students before the lesson. The video files utilized from YouTube are about tenses, reading text, narrative, application letter, suggestion and offer. As for reading, it was then revealed from the answers of Questions 7 and 8 that the teachers have ever shared reading materials in form of audio and video. The materials are like related vocabularies and expressions which are found in the passages. There are abundant of video files from YouTube that can be utilized for teaching. Sorting out the video takes a lot of time; nevertheless, it is worth searching if teachers could find the appropriate ones.

The duration of the audio and/or video utilized by the teachers vary. According to them, the approximate length of their “flipped” videos are 2-4 minutes, 5-8 minutes, and 13-15 minutes. In short, the video is not less than 2 minutes and more than 15 minutes.

### *Text files Utilization*

For text files sharing, the teachers prefer taking photos of the materials from the textbook/LKS to maximizing the use of LMS. There are also other ways like copying links from certain websites and sharing e-books. Although there are various genres of text included for senior high school curriculum, it seems Narrative and Procedure Text is the most text type utilized for the flipped classroom by the subjects.

The format of assignment given by the teachers varies like the objective ones (True or False and Short Answer) and the subjective one like writing as they admitted that they always gave their students’ reading materials accompanied by the assignments. The assignments are in form of True or False Statement, Short Answer Question, and Writing Task of Narrative text and Procedure text.

### *In class Activity: Checking the students*

The teachers prepare some questions related to the video for the students to answer for in class activity because their answers to whether their students answer any questions about the video were ‘Yes.’ The fact that the students didn’t do the assignments or task given is

undeniable; however, some other students might have put their concerns on working on the flipped materials as the answers for the question whether they checked the students in case some of them did not learn the material or submit the task were ‘Yes, some students didn’t care with their assignment; however, some of them do their best.’

#### *In class Activity: Engaging Students*

Making the students engaged during the in-class activity can only be a success of the students previously worked on the flipped materials. When the subjects were asked whether they are able to engage the students in the flipped classroom activity, the answers were ‘Yes.’ They said that they engaged the students during in class session by making the interactive session by giving more questions about the reading materials, by asking the students to write about what they have understood from the reading (journaling), by creating games that check students’ understanding about the reading materials, and by integrating activities using technology like Kahoot, etc. It is clear that some interesting ways were elaborated by the four teachers; however, asking questions is always the easiest way out despite all other techniques.

#### *In class Activity: Clarifying concepts*

It is very important for the teachers to get feedback from the students about the difficult concepts from the flipped materials. They are asked whether they required the students to take notes about what they really didn’t understand the already-shared materials. In short, the teachers in this study did not forget to remind the students about the difficulties that they face during working out with the materials shared as they admitted that they asked the students to take note on the difficult words.

During the in-class activity, providing clarification on difficult concepts was done by involving the students in several ways. They asked the students to give examples based on the reading materials, provide definitions, give an analogy, share a personal experience, make a comparison and contrast, and provide visual means like pictures, graphs, etc.

#### *In class Activity: Reviewing the materials*

As a step in a flipped classroom, reviewing the flipped materials is compulsory to obtain insights about the students’ comprehension. The subjects said that they did a review for the online materials based on the previously submitted tasks during the in-classroom session. They review the online flipped materials by asking questions to the students about the reading materials, giving a quiz about the reading materials, and asking the students to retell the contents of the reading materials. The four teachers said that they reviewed the materials by prioritizing asking some questions related to the materials.

#### *In class Activity: Teaching Steps*

Related to expanding or adding the flipped materials for pre-reading, the teachers stated that they had no difficulties to do so. It means that they are able to enrich their materials anytime. In term of relevancy of the flipped materials, the teachers have related the three-phase technique (pre, while, post) with the topics as the text utilized mostly is Narrative. To check whether the pre-reading materials are relevant for the flipped classroom activity, they are asked about the examples. Then, one of the answers is in brief telling that the Pre-reading material given to the students are some pictures which are connected to the story for example Narrative Text and then teacher asked students to guess how they are connected. While reading material that can be used is some passage about narrative text and the students identify topic sentences and main idea of paragraphs in group. And post reading material that can be used is asking the students to change the end of the story to something unpredictable thing. The flipped materials that has ever been used is Narrative Text in the form of PowerPoint that the teacher shared on Google Classroom.

Another answer is telling that before the class, the teacher asked the students to read the materials about 'Meeting My Idol.' In class, she asked the students to review the material by presenting it/retelling it. Based on the presentation, she scored the students. Prasetyo (2015) stated that the Microsoft PowerPoint application can help the tasks and obligations of a teacher because his presence can be replaced by the application and students can learn independently.

#### *In class Activity: Assessing the students*

According to the teachers, their students' comprehension of the key concepts increased. They checked the students' mastery of the reading contents by giving the student a reading text, by asking them to read the text and then answer the question related to the text. The students also demonstrate their mastery of the reading contents by storytelling. Asking questions mostly favorable and it is actually an assessment for learning. It shows the students' understanding of the text.

## **Discussion**

There are two points investigated in this research, those are what and how flipped materials are utilized by Senior High School English teachers for teaching English during the Covid-19 Pandemics.

Findings of this study show that the senior high school English teachers in this study utilized Whatsapp and Google Classroom as the media and platform for sharing the materials. From the answers of what LMS that the subjects used to share the flipped materials, it can be inferred that there should be a clear difference between LMSs and e-learning platforms. LMS and eLearning platforms are much alike in terms of the basic concept of providing a learning environment to learners, but they are different in some characteristics. An LMS is a designed application for the administration, documentation, tracking, reporting, and delivery of learning materials for certain courses or training programs. An LMS is a software application that enables users to create, design, and deliver their own course content through a website or a mobile app. E-Learning platforms, on the other hand, are web-based applications that allow users to design online courses, then deliver/share them with learners. An eLearning platform is

similar to an LMS because it also comes with an option of creating the content yourself. Both tools are essentially used to help educators and learners organize, view, and manage the learning process. While LMSs are either hosted or on-premises, eLearning platforms are generally hosted. This means that eLearning platforms come with more flexible access controls and a higher degree of scalability. eLearning platforms can be accessed from anywhere with an internet connection, while LMSs are commonly accessed within the organization's network.

Google Classroom is blended learning platforms for educational institutions that aims to simplify creating, distributing, and grading assignments. This is categorized as free LMS from Google. Kahoot! is a Norwegian game-based learning platform used as educational technology. It has learning games, also known as "kahoots", are user-generated multiple-choice quizzes that can be accessed via a web browser or the Kahoot! app. Similarly, Quizizz is a teacher-powered interactive learning platform to find and create engaging activities that students love. We can also remarkably say that, there is always individual who is willing to explore beyond the mainstream or what people generally like what has been done by one of the subjects 'utilizing quangguru.com which is not free'.

A study by Prasetya (2021) concluded that English lecturers preferred Google classroom as one of their daily Learning Management Systems to others. Ahmad & Triastuti (2021) also revealed that EFL teachers used social media and digital platforms to carry out their online teaching and these teachers had some issues incorporating online learning such as the unfamiliarity with the platforms and the inability to respond to students quickly. The conclusion from the last study actually answers why the media and platform used are limited to certain choices. Issue on how to manage the LMS or platform is probably the main problems for all those teachers so that it makes them again and again using the same media and platform. This limitation on utilizing the platform is also added by Nartiningrum & Nugroho (2021) who informed that poor internet signal disrupts the teaching process and difficult access to online applications and websites is deemed necessary by teachers as material sources for online teaching.

With regard to the material sharing, audio and video utilization, although it cannot be generalized, firstly, it seems teachers with less than ten-year experience of teaching is more explorative is using the available applications. Two younger teachers have ever shared their own videos for the flipped materials. Making one's own audio, video, and text files might suit the need of the flipped materials. Teachers can freely modify them. Secondly, videos, as well as audio, help the spoken version of written texts and might ease the students in comprehending the meaning through the stress, intonation, etc. as Tomas et al. (2019) revealed that 98.8% of students believed that viewing the flipped videos helped them to understand the key concepts.

Irawan (2015) confirms that the existence of learning video media is very familiar in the classroom. With videos students can remember messages quickly. The videos can play back the learning as needed. Learning with video media also fosters interest and motivates students to always pay attention to the lesson. The results of his research show that learning videos are declared feasible and effective to be used as learning media.

Katie Gimbar argues against using videos created by others. Instead, she says instructors who create customized videos for their classes will be most effective because they understand

their audience best, and learners have an established bond and trust with their own teacher (as cited in Valenza, 2012).

Although the flipped materials utilized by the secondary English teachers during the Covid-19 Pandemics from this study are not specifically for reading skill, Nugroho and Triana (2021) found out that EFL learners surely believed that digital learning activities could significantly enhance the target language skills. Rahmani (2021) concluded from his research that the pre-service teachers, during teaching practice program in the Covid 19 pandemics, has been provided opportunities to be familiar with technology in education since they were compelled to use more than one teaching application through having online teaching practice. According to Arslan (2020), it is found that one of the most reported benefits of the use of flipped learning in the field of teaching English as a foreign or second language is that it has positive effects on enhancing students' English language skills such as writing and speaking. In addition, Fadhilah et al. (2021) indicate that Flipped Classroom have the potential to improve students' grammatical competence. In other words, any language skills and components are actually possible in flipped classroom.

Concerning the students who access the flipped materials when checking them in class activity, all students might have accessed. Dooley & Makasis (2020) in their study revealed patterns of student access changed throughout the course period, and most students did access their study materials before the relevant classroom session. Related to the tasks or assignment related to the flipped materials, the teachers have even given them. Findings of this study also show that students are into two groups; those who did the flipped materials and those who didn't. Syafri (2022) who researched on how schools and teachers prepare for online-based distance learning, and how the learning process conducts during the distance learning policy, found that schools and teachers are more well-equipped and prepared than the students due to the absence of facilities and geographical situation. These might be the reasons why some students belong to the second group in this study. In addition, Dwiyanti et al. (2020) showed the students generally were ready for online learning. However, their self-directed learning dimension was still in the level of "not ready" or "needs some work." This finding might be the reason why some students didn't do well their flipped materials because they are lack of self-directed learning urge and are not accustomed of working independently. Subekti (2021) showed that learners' self-directed learning was very weakly associated with their English learning achievement in an EAP online class. In short, he suggested that further studies should be conducted to establish more conclusive findings on the predictive power of learners' Self-directed learning and resilience towards their English learning achievement.

Aprilyasanti, R., Cahyono, B. Y., & Astuti, U. P., (2016) in accommodating students' individual needs, flipped classroom is widely applied in non-EFL teachings to facilitate students with different phases of learning and to encourage more student engagement. As for engaging the students, according to Chapman (2003) and Skinner, Kinderman & Furrer (2009) a student's participation in lessons (academic engagements) involves the student's active involvement in educational activities like fulfilling the assigned tasks/homework and the eagerness which he/she displays under his/her teacher's instructions. Tomas et al. (2019) showed that while students reported a high level of engagement with the videos and believed that they supported their learning although a significant time was required at the start of class to review key



concepts as students appeared reluctant to engage independently with the planned activities. To add, Utami (2021) concluded that when the lecturer assigns the students to read all or part of the recommended reading then the students are supposed to make a report on the analysis of the book they read. The teachers in this study have tried to engage the students using various ways. Some are successful and some others are not.

Every step of clarifying the concepts of and reviewing the flipped materials is actually worthy to research because the students' responses might show their short access and utilization to the materials shared. As Uran (2022) stated, Flipped Classroom needs more development because of students' resistance to change, failure to self-learning management, poor collaboration and communication, technological setbacks, technical issues, and other socio-environmental constraints.

Fahmi et. al (2020) investigated the teacher's way of implementing flipped classroom in teaching reading narrative text. The result of the study showed that the teacher implemented four main stages in teaching reading narrative text using the flipped classroom model. This is closely connected to the results of this study that the English teachers managed their lesson plan using the three-phase technique. In preparing the material for the pre-classroom session, the teacher dealt with preparing the flipped materials including the reading texts and questions. For sharing the material, the teacher shared the material through (mostly) Whatsapp Group for at the most 7 days before the meeting. They also instructed the students to take notes on the difficulties, finish and submit the reading task before the in-classroom session. For the in-classroom session, the teacher reviewed the flipped materials by initially checking the students who did not learn the material or submit the task.

Herlindayana, Sahlan & Alberth. (2017) investigated there was a significant positive effect of flipped classroom on students' reading comprehension. Talan & Gulsecen (2019) in their study compared a flipped classroom with blended learning and face-to-face learning environments. It was found that the scores for the students in the experimental groups with regard to academic achievement and engagement were higher. It is critical to the success of flipped classroom that the out-of-class materials can also be a formative assessment. The assessment should consider the effectiveness of the out-of-class activities relative to course objectives and if certain activities or tasks need to be changed. In the context of assessment for learning, one purpose of formative assessment is to gather data that allows teachers to adjust their approach based on the characteristics and needs of students because students with certain characteristics might experience special challenges with the flipped classroom.

In addition to asking students specific questions about out-of-class activities, it should assess the effectiveness of in-class activities and whether the activities are achieving the desired cognitive and affective objectives. As with out-of-class activities, instructors will likely be concerned with whether or not the in class activities align with learning objectives and other course elements. Other considerations are similar to the evaluation of out-of-class activities and include clarity, perceptions of effectiveness, and learning gains.

Assessment in the English flipped classroom follows the same strategies as evaluating any other type of instructional setting. Evaluators may want to consider when developing an evaluation plan for a flipped course. Teacher should be concerned with the alignment of the course activities, both in-class and out-of-class, to course learning objectives. They need to be

aware of how student characteristics can affect what students can gain from the course. Teachers need to be concerned with both summative and formative aspects of evaluation to both identify areas where change is necessary and to understand what benefits students gain from the course. In the flipped classroom flip, learning objectives should guide the selection of both in-class and out- of- class activities included.

## CONCLUSION

In short, the teachers are familiar enough with some Learning Management Systems (LMS) as the software application or web-based technology used to upload the materials. Teachers also provided some materials before attending class, and the students are required to do a preparatory study prior to face-to-face meeting. For the in-classroom session, the teachers review the materials and later use them for the checking of students' comprehension which is mostly on reading materials. In this study, assessment of learning unfortunately was not conducted because the teachers did do checking on the key concepts during the flipped classroom procedures, but not scored the students. This type of assessment is more to assessment for learning to gather ideas about the students' achievement in a contextual time. In other words, formative assessment is more feasible for this type of learning model – flipped classroom.

## Acknowledgments

This paper and the research behind it would not have been possible without the exceptional support of Universitas Lambung Mangkurat through the Program Dosen Wajib Mengabdikan (PDWA) 2022 and Musyawarah Guru Mata Pelajaran (MGMP) Bahasa Inggris SMA Kota Banjarmasin.

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