Flipped Classroom Approach in Increasing EFL Learners' Higher-order Thinking Skills: An Overview

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Abstrak

Kurikulum baru di Indonesia yaitu Kurikulum 2013 memiliki beberapa perbedaan dengan kurikulum sebelumnya atau KTSP. Kurikulum 2013 merubah gaya kegiatan belajar dan mengajar di dalam kelas, dari yang berpusat pada guru menjadi berpusat kepada siswa. Kurikulum baru ini juga memiliki tujuan yang berbeda yaitu meminta siswa untuk memiliki pemahaman yang lebih mendalam terhadap materi pelajaran, atau disebut juga kemampuan berpikir tingkat rendah (LOTS), dan juga mendapatkan keterampilan yang dibutuhkan pada abad kedua puluh satu ini, atau dapat disebut juga dengan kemampuan berpikir tingkat tinggi (HOTS). Untuk mencapai tujuan yang ada di kurikulum 2013 dan dengan memperhatikan perubahan model kegiatan pembelajaran, Pendekatan kelas terbalik bisa menjadi pilihan alternatif bagi para guru untuk mereka gunakan ketika mengajar kelas bahasa Inggris. Pendekatan kelas terbalik adalah sebuah pendekatan pedagogi yang bertujuan untuk meminta siswa menguasai materi secara mandiri sebelum mendiskusikan materi tersebut dengan guru mereka di kelas. Artikel ini akan lebih fokus pada meningkatkan HOTS milik siswa menggunakan pendekatan kelas terbalik pada pengajaran bahasa Inggris guna.

Kata Kunci: Pendekatan kelas terbalik, kemampuan berpikit tingkat tinggi, HOTS, pendekatan berpusat pada siswa, pelajar EFL, EFL.

Abstract

New curriculum in Indonesia which is 2013 curriculum has differences with the previous curriculum or KTSP. It has transformed the style of teaching and learning activities from teaching centered learning to student centered learning. It also has different goals which are asking students to get deeper understanding of the key concept, or developing students' lower-order thinking skills (LOTS), as well as getting competent demonstration of the twenty-first century skills, or developing students' higher-order thinking skill (HOTS). To achieve the goals set by the 2013 curriculum and to consider changing models of teaching and learning activities, Flipped classroom approach can be an alternative choice for teachers to use when teaching English classes. Flipped classroom approach is a pedagogical approach which aimed to require the students to master the materials by themselves before discussing those with their teacher in a classroom. This paper will mainly focus on increasing students' HOTS using the flipped classroom approach in English teaching.

Keywords: Flipped classroom approach, higher-order thinking skills, HOTS, student centered approach, EFL learner, EFL.

INTRODUCTION

Curriculum in Indonesia has transformed the style of teaching and learning activities, from traditional instruction to innovative instruction as well as from teacher centered learning to student centered learning. Besides changing the style of teaching and learning, new curriculum also has another goal. According to Diaz (2018) the goal is asking students to get deeper understanding of the key concept, in taxonomy bloom it called Lower-order thinking skills or LOTS, as well as getting competent demonstration of the twenty-first century skills; in taxonomy bloom it called Higher-order Thinking skill or HOTS. LOTS is the lowest three levels of intellectual behaviour important in learning or Bloom's taxonomy that already revised by Lorin Anderson in the 1990's which are remembering, understanding, and applying while HOTS is the highest three levels which are analyzing, evaluating, creating (Alsowat, 2016).

Even though new curriculum already changes the teaching and learning style from teacher centered learning into student centered learning, the reality is different. There are some English teachers still use the traditional ways to teach their students. Some teachers still spoon feed their students by lecturing the material in front of the class. By knowing those facts, this paper written in order to give information to other English teacher that there is an alternative student centered learning approach called flipped classroom approach.

According to Turan & Akdag-cimen (2019) Flipped classroom approach is one of student centered learning approach which is needed for the needs of this new age and has been welcomed by instructors and researchers. Flipped classroom approach is a pedagogical model which transfers learning instruction from teacher centered learning to student centered learning (Awidi & Paynter, 2018). By using flipped classroom approach teaching and learning activity in a classroom will efficiently.

This paper will mainly focus on increasing students' higher-order thinking skills using the flipped classroom approach in English teaching. First, it begins with history of English language teaching. Second, it explains about flipped classroom approach which contains of the definition, the history, also the procedure. Then, it explains about what higher-order thinking skills is as well as the history of it. Finally, it explains how to increase students' HOTS by implementing flipped classroom approach.

ENGLISH LANGUAGE TEACHING

English is not the first international language to use and language teaching does not start from teaching English. There is a long history of teaching English before the system becomes like now. Richards & Rodgers (2001) stated that the history of teaching foreign languages begins with teaching Latin. Five hundred years ago Latin became the most controlling country in the fields of education, commercial, religion, and government in the western region. That is why Latin became an international language at that time. However, in the sixteenth century several countries were like French, Italian, and English gave important roles in changes in Europe. It made those languages replaced Latin as a spoken and written language gradually. From the seventeenth to nineteenth centuries, after the status of Latin was diminished from the languages used in various countries, it became a subject used occasionally in the school curriculum. Latin took on a different function in education system. Analyzing Latin's grammar and rhetoric grammar become a reference for teaching foreign languages. While in the sixteenth century until the eighteenth century, children in English started entering grammar school which initially received a thorough introduction to Latin grammar, which was taught through root grammar learning, declension and conjugation analysis, translation, and sample sentence writing.

Nowadays English becomes international language so more than 60% of the world's population is multilingual or bilingual. Being a spoken and written language used to communicate between countries, causing English to be the language most widely studied as a foreign language or second language in various countries in the world (Richards & Rodgers, 2001). In Indonesia, English becomes foreign language and since the time of independence has a very high commitment to teaching English at all levels of education (Emilia, 2011).

According to Richards & Rodgers (2001) in the nineteenth century foreign languages were taught using the same teaching model as were taught Latin. Not only the procedure that the teachers were used to teach but also the textbooks as well as the goals. The textbooks consisted of grammar rules, vocabularies of this language, and sentences for translation. The goal was students who were taught the foreign language be able to translate it into their first language. It means that in that time speaking skill was not the goal. Students who were taught foreign language only practice their speaking skill when they were asked their teacher to read aloud the sentences they had translated. Then, the Latin teaching model became the standard to teach foreign language in every school especially in Europe. Type of textbooks that were used in that time consisted of chapters or lesson organized around grammar points. Until these days, this approach was known as Grammar Translation Method which is the first foreign language teaching in the world.

According to Emilia (2011) in Indonesia learning English as a foreign language was applied during the independence period of 1945. During the 5 years until 1950 the teaching of English did not have such clear characteristics, it did not yet have the objective of learning as well as a clear teaching model because at that time formal education such as school cannot be done because of an unstable political situation. In 1954 the *Kurikulum Gaya Lama* emerged, at that time the aim of teaching was

still unclear, but the teaching method was determined using the Grammar Translation Method.

While in twenty-first century which called the information age, at this time technology holds control in almost every aspect of human life and the internet affect the way people think of things like culture, language, and how to teach languages (R. D. Lewis, 2019). Therefore, in the twenty-first century, several teaching approaches emerged, such as the Scientific Approach, Genre-Based Approach, Project-Based Learning, Problem-Based Learning, and Flipped Classroom Approach.

While according to Emilia (2011) in Indonesia, in 2001 there was a new curriculum that used competence-based curriculum. The teachers were asked to develop English teaching and learning based on competence target. Then, in 2004 there was emerged 2004 curriculum which was used genre-based approach because the students were learned English based on texts and were asked to write various texts in English. Start from 2006, the 2006 curriculum or *Kurikulum Tingkat Satuan Pendidikan (KTSP)* was still used competence-based curriculum, but it had clear learning

FLIPPED CLASSROOM APPROACH

In twenty-first century, advances in technology to facilitate human activities in various aspects are an advantage. Especially to the educational aspect, currently education throughout the world has experienced rapid development by using technology. Both educators and students must be willing to keep up with transformed today's classroom. The educators should facilitate their students with innovative learning involving the use of technology. The educators must also know that in this era information is easier to obtain so they must also consider their teaching style which makes their students become more active and independent.

There are many teaching methods and approaches that emerged in twenty-first century. Those teaching methods and approaches were created in order to fulfill the demands and needs of educators and students in this era. For instance there is a teaching approach which is included one of students centered learning approach as well as needed for the needs of this modern age and has been welcomed by educators and researchers. The teaching approach is flipped classroom approach.

objectives also the materials. Then the English teachers had freedom to do some innovations in their classroom in order to reach the learning objectives on the curriculum.

Now Indonesia uses latest curriculum which is the 2013 curriculum. In 2013 curriculum, it changes learning and teaching model from teacher-centered learning to student-centered learning. Even it changes the learning and teaching style, this curriculum still gives the teacher freedom to choose the student-centered approach that appropriate with the material (Retnawati & Nugraha, 2016). In the beginning of implementing the 2013 curriculum, almost every teacher in every subject teach their students using scientific approach. In that time, there was misconception between the teachers and the curriculum designer. The teachers think they should use scientific approach because it is a student centered approach, actually they can use other student-centered approach such as Project-Based Learning, Problem-Based Learning, and Flipped Classroom Approach (Wahyudin & Sukyadi, 2015).

Flipped classroom approach is a pedagogical model that reformed a traditional learning style into a modern one (Awidi & Paynter, 2018). In 2001 flipped classroom is also called inverted classroom. Inverted classroom has a basic concept that every activity traditionally happen inside classroom will take place outside classroom and vice versa (Lage et al., 2000). According to Bergmann & Sams 2012, in 2006 Jonathan Bergmann and Aaron Sams firstly found flipped classroom approach. Both of them are teachers at one of high school in Colorado. They notice that many students miss to understand the materials because of their activities and sport. Based on their observation they can conclude that they need something to help their student, so their students can learn the materials independently.

Based on observations and results from previous studies, there are many students who are more focused on non-academic activities, this is due to the 2013 curriculum which are required students to attend at least one extracurricular. Nowadays there are also many kinds of competitions held between classes or

schools, this makes more time for students who are taken up and cannot be used to study well. Even because of limited time, students also have to leave their lessons in class. That is why this teaching approach is appropriate to the conditions in Indonesia.

The basic idea of this approach is a teacher's explanation about the materials that should be done during teaching and learning activities in the classroom would be done at home. As well as what students do at their home as homework would be done in the classroom during teaching and learning activity (Bergmann & Sams, 2012). In 2012 Bergmann and Sams coined the term of flipped classroom. Flipped classroom approach combines both traditional as well as online educational so it utilizes both in and out of class-time (Mattis, 2014). Then, in 2014 Flipped Learning Network officially proposed the definition of Flipped learning which is

> *Flipped Learning is a pedagogical approach in which direct instruction moves from the group learning space to the individual learning space, and the resulting group space is transformed into a dynamic, interactive learning environment where the educator guides students as they apply concepts and engage creatively in the subject matter* (Flipped Learning Network, 2014).

It is common for students to be asked by their teacher to prepare themselves about material for the next meeting before the class begins. There are two reasons why flipped classroom approach is different with the other. The first reason is a teacher will give students learning material as a pre-teaching tool, it can be a handout or learning video related to the next meeting material. Those pre-teaching tool will help the students to learn the material at home independently. The second reason is flipped classroom approach construct a framework that students get personalization of education effectively. It is one of the solutions to teacher problems, as is known, a teacher must have around thirty students in a class and each student has their own needs. Therefore, personalization of education effectively will

help students to receive better knowledge than lecturing (Al-harbi & Alshumaimeri, 2016)

According to Lo & Hew, (2017)flipped classroom approach is a technology-supported pedagogy which has two components. The first component is using computer based as individual instruction before class time. The second one is using group learning activities instruction during class time in classroom. Based on that definition of flipped classroom approach, it can distinguish that approach with other strategies of class preparation.

Flipped classroom approach has three sections which called pre-class activities, in-class activities, as well as after-class activities (Lo & Hew, 2017). When pre-class activities, the teacher should prepare the pre-teaching tools which are computer based individual instruction such as learning video, online exercises, or online discussion. Another role of the teacher is she should give the right instructions to the students when she shares the pre-teaching tools' link. The right instructions will help the students to use the pre-teaching tools. Then the students should open the pre-teaching tools and try to remember, understand, and apply the material by answering several questions that already provided by the teacher. Whereas in-class activities, the teacher should guide the students to do some group learning activities which ask the students to analyze, evaluate, and create something related to the material. For instance, asking the students to do quiz, asking the students to make brief review about the material, doing small-group activities, or presenting something. Then the students should actively participate in those activities. The last section is after-class activity, the teacher usually asks the students to do self-evaluation and reflection in this section. There are some student books that provide part self-evaluation and reflection on each chapter in order to know the students' understanding about the material.
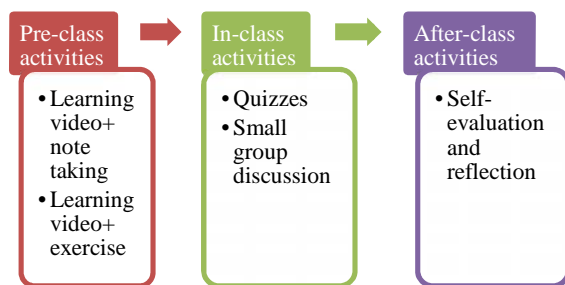
Pic.1. summary of flipped classroom approach activities

According to (Flipped Learning Network, 2014) Flipped classroom approach has four pillars which are F – L – I – P. The first one is F which is flexible environment; it means it can use various learning models. The teacher also will prepare learning material by themselves. This condition helps students to be able to choose flexibly when and where they will study. The second pillar is L which is learning culture. This pillar means teacher will give students opportunities to exploring the materials during in-class activities so the teacher is not being central like in teacher-centered learning. So students will be more active in teaching and learning activities. The next pillar is I which is intentional content. Intentional content means teachers prioritize the concept of each learning material used in order to help students develop conceptual understanding. Teachers will create or choose relevant content for pre-teaching tool, usually it is a learning video, for their students. The last pillar is P which is professional educator. Professional educator means teachers will make their self be available to their students whether it is in individual, small group, as well as class feedback as needed. Teachers also conduct on-going formative assessments during in-class activities by observing and recording students' data to inform future instruction. Then teacher will collaborate and reflect with other teachers from other subjects as well as take responsibility for transforming their teaching practice.

According to (Akçay & Akçay, 2018)flipped classroom approach has several advantages. The first advantage is using flipped classroom improves the students' learning performance. The second advantage of using flipped classroom is the flexibility. Flexibility means that the students can learn the materials in and also out the class time. The last advantage is flipped classroom makes teaching and learning activities in a classroom more efficiently. According to Cahyono & Astuti (2016) flipped classroom approach will increase students-teacher interaction inside also outside classroom. This condition makes they can focus on each individual to fulfill different needed assistance. So students will get better understanding on the materials.

HIGHER-ORDER THINKING SKILLS (HOTS)

There is an instructional framework which is usually used to determine the output of teaching and learning activities called Bloom's taxonomy (Alsowat, 2016). In 1956 Benjamin Bloom who was one of educational psychologist developed a classification the levels of intellectual behavior important in learning. There are six levels in the Bloom's taxonomy which are knowledge, comprehension, application, analysis, synthesis, and eval. Later, in 1990 there was a new group of cognitive psychologist which leaded by Lorin Anderson. Anderson updated the Bloom's taxonomy into the new version of Bloom's taxonomy (Seaman, 2011). Curriculum in Indonesia also uses the new version of Bloom's taxonomy as instructional framework to determine the teaching and learning's output. There are six levels in the new version of Bloom's taxonomy. The lowest level is remembering, the second level is understanding, the third level is applying, the next level is analyzing, then evaluating, and the highest level is creating. People involved in education know that the level at Bloom's taxonomy is divided into two groups. The three lowest levels (remembering, understanding, applying) are also called Low-order thinking skills (LOTS), while the top three levels (analyzing, evaluating, creating) are also called Higher-order thinking skills (HOTS).

According to A. Lewis, Smith, & Lewis (2009) the definition of higher-order thinking skills has several implications for teachers. The first implication is important for every student to learn to have higher-order thinking skills. Since whenever they are faced with a situation that makes them to decide what to believe or do, they need higher-order thinking skills. The second is students' prior knowledge have main role when the higher order thinking happen. If a student can achieve his or her purpose by recalling his or her information without interrelate or rearrange it, then higher order thinking will not occur. The next implication is when teacher want to evaluate students' higher order thinking skills, it is necessary to ask them to analyze, evaluate, and create something which related with a real life. The last implication is important for teacher starting to help young learners who even in elementary school with learning difficulties to develop skills in higher order thinking.

In this era students are required to be able to compete with other students, not only from different schools but also from different cities even if possible from different countries. All of these efforts are made so that students can survive when they work later. To compete with others, students are expected to get competent demonstration of the twenty-first century skills rather than have a deep understanding of a key concept. According to Diaz (2018) having a deep understanding means that students only develop their low-order thinking skills such as trying to remember as well as comprehending the material which given by the teacher. While getting competent skills means that the students already develop their higher-order thinking skills like analyzing, evaluating, and also creating something which is related with the material.

Higher order thinking skills is a process for analyzing, reflecting, giving arguments (reasons), applying concepts to different situations, composing, and creating. HOTS include the ability to solve problems or problem solving, ability to think critically or critical thinking, ability to think creatively or creative thinking, the ability to reason or reasoning, and the ability to make decisions or decision making (Sugiarto, 2019).

THE IMPLEMENTATION OF FLIPPED CLASSROOM APPROACH IN ENGLISH CLASS

In the implementation of a flipped classroom approach in an English class, this approach will help students to be able to deepen their knowledge related to the material being taught also helps them to apply the knowledge. The flipped classroom approach has two stages in its implementation that related with students' lower-order thinking skills as well as higher-order thinking skills. The first is pre-class activities where students are asked to understand the material deeper indepentently or can be called developing lower-order thinking skills by watching a learning video, making a summary of a learning video, or reading a PowerPoint that contains material. Next, it is in-class activities at this stage students will be asked to apply their knowledge about the material that they have gained during the pre-class activities process. At this stage it can also be referred to as developing their higher-order thinking skills. In-class activities, students are asked to apply their knowledge critically by solving several cases related to problems in everyday life, by discussing with small groups, presenting their thoughts in front of the class, or making a work. In English classes students are also often asked to write a text as their work.

According to Al-harbi & Alshumaimeri (2016) the English teacher should send a learning video that related with the students' level and topic every three days prior to each lesson, this stage called pre-class activity. In the stage pre-class activity the teacher should upload these video on Edmodo application so the students who were the experimental group could watch these video, comment on the video, also post questions for the teacher at their home in order to understand the material deeper or develop the students' LOTS. When the lesson began or in-class activities stage, the teacher discussed the video with the students. The teacher answered the students' questions as well as clarified the misunderstood or misconception

that arise related to the material by analogizing the answer with problems or events that occur in daily life. After that, the teacher guided students to do a collaborative activities or a game. Then the teacher was asked the students to complete their exercise in their textbook as well as exchange their books for peer-correction. In-class activities stage, the students were asked to apply their knowledge that already they learned at their home in order to develop their HOTS.

According to Cahyono & Astuti (2016) who have conducted experimental research in Indonesia, they did almost the same steps like Al-Harbi and Alshumaimeri. When pre-class activities, the students who were experimental group and got flipped classroom approach treatment were asked to watch learning video, read online materials, then finish a quiz related to the material. Lastly they were asked to complete their "Student Learning Checklist". Whereas during in-class activities, the students were discussed their understanding on the material that already learned at home. Then, they were started working on their writing. After they finished their writing progress they have peer checking and teacher's feedback.

While in the 2013 curriculum in Indonesia, in addition to changing the teaching and learning model into student-centered learning the 2013 curriculum also targeted students in Indonesia to improve their higher order thinking skills. The target to increase their HOTS is not only on subjects that involve formulas and numbers but also on social subjects as well as languages. Therefore, according to both Chayono's research as well as Al-harbi's research using a flipped classroom approach in teaching English in Indonesia is considered very efficient.

According to Al-harbi in the second paragraph and Cahyono in the third paragraph, generally the implementation of flipped classroom approach in teaching English can increase students' HOTS. Giving learning videos, exercises or quizzes at students' house will help them to remember also understand the material and to apply their knowledge when they do the exercises. It means that pre-activities stage in flipped classroom approach

will help the students to increase their LOTS. While asking students to discuss in a small group or to present their opinion in front of the class will help students to analyze, evaluate their knowledge to solve some study cases and to create something that related with their knowledge. It means in-class activities stage in flipped classroom approach will increase students' HOTS effectively. The reason is students already prepare themselves at home so many students become more confident, then this approach increases the interactive period between teacher-student also student-student in the classroom. The effectiveness of teaching and learning process in the classroom greatly affects students learning outcomes.

Here is the design of the effective teaching and learning process using flipped classroom for EFL learners in senior high school in Indonesia. there are two meetings, that had ninety minutes in duration for each meeting, which discussed the basic competencies of 3.4 for tenth grade namely descriptive text.

The learning process strated from three days before the English class begin, the teacher should share the pre-teaching tools as learning media for students in pre-class activities. The teacher shares a learning video about the material. While watching the learning video which is about general information of descriptive text, the teacher gives instruction to the students to take notes or summary the material on the learning video. When the English class begin, the teacher will begin the main learning activities by opening a discussing forum in the classroom for fifteen until twenty minutes. Students are welcome to ask some questions related to the material that they have gotten by watching the previous learning video. Then, other students are given opportunity to answer questions from their friends. At the end of discussion section will be concluded by the teacher. If there is no student asking any question, the teacher will give students stimulus questions at the beginning of discussion section. The next sixty minutes will be followed by the teacher giving instruction to students to work on quizzes in groups related to descriptive text. Then, the last ten minutes will be used by the

teacher to give instruction to students to do self-evaluation and reflection. Thus ending the learning and teaching process at the first meeting.

Like the first meeting, the learning process of the second meeting also starts three days before the start of English lessons in the classroom. The teacher will share a learning video about how to write descriptive text. After watching that learning video, the teacher gives an instruction to the students to do some online exercise which related to the material. When the English class begin, the teacher will give a brief review about how to write a descriptive text for ten minutes. Then the next sixty minutes, the teacher gives instruction to the students to compose a descriptive text about historical or famous building. After the students compose their descriptive text, they are given ten minutes to ask or give opinion to each other. In other words, the students do peer-feedback with their desk mate. Then, the last five minutes will be used by the teacher to give instruction to students to do self-evaluation and reflection. Similarly with the first meeting, the second meeting 's learning cycle always stops after the students do self-evaluation and reflection.

Tabel 1. The design of flipped classroom approach teaching and learning process

Section	Duration	Activities
Pre-class	-	• The teacher shares first learning video about general information of descriptive text. • The teacher gives instruction to the students to watch the video also take notes or summary the material on the video.
First meeting		
In-class	5 minutes	• Opening section.
	15 minutes	• The teacher open a discussing forum related the material on the first learning video.
		• The teacher closes the discussion section by concluding the material.
	60 minutes	• The teacher gives instruction to students to work on quizzes in groups related to descriptive text.
After class	10 minutes	• The teacher gives instruction to students to do self-evaluation and reflection
Pre-class	-	• The teacher shares second learning video about how to write a descriptive text. • The teacher gives an instruction to the students to do some online exercise which related with the material.
Second meeting		
In-class	5 minutes	• Opening section.
	10 minutes	• The teacher gives brief review about the material on second learning video.
	60 minutes	• The teacher gives instruction to the students to compose a descriptive text about historical or famous building.
	10 minutes	• The students do peer-feedback with their desk mate.
After class	5 minutes	• The teacher to give instruction to students to do self-evaluation and reflection.

Pic.2. The design of flipped classroom approach teaching and learning process

However, students have their own perceptions, attitudes, as well as responses about flipped classroom approach. Al-harbi & Alshumaimeri (2016) found that the majority of those perceptions were positive. There were eleventh students who answered it and mostly they answered that watching videos and various activities in the in-class activities stage were help them to improve their learning. Their responses showed that because the students can watching the video anytime and anywhere as well as they can repeating the video many time. Also when they did various activities during in-class activity make them more competitive and collaborative.

Zainuddin (2017) reported that 81% of his participants had active participated as well as engaged in their teaching and learning activities in a classroom. The students reported that flipped classroom more engaging than traditional classroom, because they can practice a lot with their peers. More than 90% of students always watch the movie trailers before the class time or pre-teaching tools. Not only watch that trailers, they also took notes, and He also reported that the students as his participants were become more confident in practicing their knowledge. The students become more confident because flipped classroom help them to get good interaction with their peers whether during class time or after class time.

Fauzan & Ngabut (2018) stated that most of the participants' responded agree also strongly agree to all the statements in the likert scale questionnaire which contains statements related to pre-class activities and in-class activities, as well as the effectiveness of this approach in EFL writting class. Based on the positive result from the participants, Fauzan & Ngabut considered that the four pillars of F-L-I-P in flipped learning which are making flexible environtment, learning culture, intentional content, also professiona educator was successfully implemented in this study.

According to Al-harbi & Alshumaimeri (2016), Zainuddin (2017), as well as Fauzan & Ngabut (2018) students who were taught using flipped classroom approach always give positive responses also positive perceptions. Students found it helpful to understand the material taught using this approach. The reason is they do not need to miss some concept from their teacher's lecturer because they can play their learning videos anytime, anywhere, also repeatedly. The students who taught using this approach also become more confident because there were various collaborative and competitive activities during in-class activity stage. In other words, this approach will give students opportunities to explore topics and engage in various activities without teacher being central. It shows that using flipped classroom approach will give a lot of benefits for the students who are taught.

CONCLUSION

To conclude, the implementation of flipped classroom approach in English teaching can increase students' higher-order thinking skills effectively. Although the flipped classroom approach is a student centered approach that causes students to be more responsible for their learning environment independently, by using this approach the teacher also will not lose their role in the learning and teaching activities in the classroom. Teacher becomes a guide and at the same time an observer, the teacher will give instructions to students at each stage. When pre-class activities, teacher will help students to increase their lower-order thinking skills (LOTS). Teacher will prepare the pre-teaching tools such as learning video, material PowerPoint, or quizzes then share it to every student. Every student should open those pre-teaching tools to remember, understand the key concept also apply their knowledge when they do some online exercises in their home. While in-class activities, teacher will help students to develop their higher-order thinking skills (HOTS). Teacher as a guide will give instruction to students to do some collaborative or competitive activities like group discussing, presenting their opinion in front of class, or doing quizzes. Since in implementing the flipped classroom approach students are only required to focus on developing their HOTS while in class and exploring material or LOTS

in their homes, this is the reason why this approach is highly recommended for use in increasing students' HOTS.

All students have positive responses and perceptions of implementing the flipped classroom approach in teaching English. For students watching learning videos (pre-teaching tools) in pre-class activities is interesting. They feel no need to worry about skipping material from their teacher's explanation because they can play the video repeatedly, they can also pause the video when they want to take notes, and most importantly they can play the video wherever and whenever they want. The activities they do when in-class activities are also of interest to them. By doing these various activities they feel more confident with their English language skills. They are also happy because they have become more competitive and collaborative during class activities.

Every teacher in Indonesia should start to consider using a flipped classroom approach to help students pay more attention to their learning styles, making them more motivated to manage their learning time to be more efficient. Using this teaching approach also makes teachers more technologically literate and more creative in managing their classrooms.

In the midst of the co-19 pandemic as it is currently forcing every teacher into working from home and forcing students to learn from home, implementing this approach will also be very effective. When teachers and students conduct online classes using the video call feature, teachers no longer need to spend time explaining the material but the teacher can clarify any misunderstanding that arises when students understand the material using pre-teaching tools beforehand.

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