

FLIPPED CLASSROOM IN TEACHING SPEAKING

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Abstrak

Tujuan dari penulis pada artikel ini adalah untuk memberikan informasi kepada pembaca apa saja yang dibutuhkan dalam penerapan *flipped classroom* sebagai pembelajaran aktif pada proses belajar mengajar. Penulis menggunakan *flipped classroom* karena *flipped classroom* adalah pembelajaran yang menggunakan teknologi, media atau aplikasi. Dengan menggunakan *flipped classroom*, proses belajar mengajar menjadi lebih mudah dan siswa dapat mengakses materi yang mereka pelajari diakses dimanapun dan kapanpun menggunakan teknologi, media, atau aplikasi. selain itu, pembelajaran dapat dilakukan bertatap muka dan pembelajaran online. Dalam artikel ini, penulis mencoba memberikan beberapa informasi tentang apa yang dibutuhkan guru dalam pengemplementasian *flipped classroom* dalam proses belajar mengajar. Penulis juga menuliskan beberapa aktifitas, teknologi, media atau aplikasi yang dapat digunakan dalam *flipped classroom*. penulis juga memberikan beberapa keuntungan dan tantangan dalam menggunakan *flipped classroom* untuk guru dan murid dalam proses belajar mengajar.

Kata Kunci: *Flipped Classroom*, Teknologi dalam Pembelajaran, Mengajar Berbicara.

Abstract

The author's purpose in this article is to provide the reader with information what is needed in the implementation of flipped classroom as active learning in teaching and learning. The writer uses flipped classroom because flipped classroom is learning that uses technology, media or applications. By using flipped classroom, the teaching and learning process becomes easier and students can access the material they are learning wherever and whenever they use technology, media, or applications. In addition, learning can be done face to face and online learning. In this article, the author tries to provide some information about what the teacher needs in experimenting with flipped classrooms in the teaching and learning process. The author also writes several activities, technologies, media or applications that can be used in a flipped classroom. The author also provides several advantages and challenges in using flipped classroom for teachers and students in the teaching and learning process.

Keywords: *Flipped Classroom*, *Technology in learning*, *Teaching Speaking*.

INTRODUCTION

Speaking is one of the English language skills that must be learned for students and everyone. Speaking is a difficult ability because someone will interact and meet face to face with other people (Luoma, 2004). When they want to communicate with other people around the world, people have to use English to understand what they are saying. As we know, English is not easy for the Indonesian people. In Indonesia, some students still have difficulties when they learn English. Students have some problems and errors when they learn English especially in speaking skill. There are so many problems faced by the students. Nakhlah (2016), stated that the most of the students' problems are afraid of making mistakes in speaking English. Students are afraid to make mistakes when they speak English because they will be laughed by their friends or they are

afraid of bad input from their friends. Second is shyness, that happened because some students felt less confident because their friends felt he was intimidated by everyone in the class, causing them to be embarrassed to speak English in the class. Third is anxiety. Almost all students have anxiety experienced in learning English. Fourth is nervousness. Often occurs because of a number of things such as a student's lack of ability, an evaluation that causes nervousness to do it again. Lack of confidence, almost similar to the fear of making mistakes. The last is the lack of motivation in learning English. Not only the students get difficulties or problems in learning English, but the teacher also finds some problems in teaching and learning process. The problem is passive learners. As we know, traditional learning or usually called teacher-centered is a learning style that has been used for years. Almost all teachers use the learning style Teacher-centered learning

can make students passive in class Maryam, Hassan, & Farid (2017). In line with Duckworth (2009) that the knowledge given by teachers to students will be hampered if it is teacher-centered only.

Based on the problem above, the teacher must do something to help the students in learning English. One of the things that can be done by the teacher is combining learning and technology. One way that can help the problem is technology. Technology can help the teacher to solve the students' problems because in this era technology is developing rapidly. Almost all people around the world use technology, from children to adults. Technology is a media that provides whatever is needed by humans to facilitate their work in their life. Technology covers all aspects of modern life, so technology can facilitate students in the teaching and learning process Ponmozhi & Thenmozhi (2017). With the existence of technology in the field of education, various subjects are easily understood by students wherever and whenever.

Flipped classroom is learning that combines with technology. Flipped classroom is one of the appropriate new learning models in the teaching-learning process, where the teacher flips the activities at school and at home. Activities at home are carried out at school, and activities at school are carried out at home (Sohrabi & Iraj 2016). Flipped classroom is kind of learning strategy because in the application of flipped classroom has ways for the teacher to facilitate delivery of the materials to students. It aims to facilitate students in understanding the material, so learning objectives can be achieved. This strategy is combining learning and technology. As known, some students have their self-phone where they can use it in improving their learning English. The teacher can use the technology in delivering the material to make it easier in learning English. In the Flipped classroom, the teacher only needs to convey information to students. After that, students are responsible for their learning process (Lai & Hwang 2016). This happens because class time is not used to explain knowledge to students but learning activities such as discussions or problem-solving proposed by students. Students feel comfortable when they work with their friends, so they can share difficulties or express their thoughts. By using flipped classroom in the teaching-learning process, students are more active in the class. Roach (2014) claimed that the application of the flipped classroom could make the classroom active and also help students in learning. The application of the flipped classroom in the classroom can be allocated as an active learning technique without worrying about running out of time because the material to be delivered has been given or studied at home. The implementation of flipped classroom, students already have a better understanding because the material has been given before coming to

class, and thus the teaching and learning process in class does not require a long time.

Besides making students active in the classroom, flipped classroom has some benefits. Chen Hsieh, Wu, & Marek (2017) claimed that almost all the students got some benefits of using flipped classroom on their learning. Some benefits that the students get from the strategy are new learning experiences, improving the students' motivations, comfort, and enjoyment when they learn English, nervousness, and improving students' outcomes. Besides having some benefits, flipped classroom is also very challenging for both teachers and student.

Thus, this paper will discuss about flipped classroom in the teaching and learning process. The discussion will start from a review of speaking as active learning. Then, an explanation about the definition and the importance of speaking. The next is all about flipped classroom such as the definition of flipped classroom, how to develop flipped classroom, the activities in flipped classroom, the technology that can be used in flipped classroom, the implementation of flipped classroom, the challenges and the last are the advantages of flipped classroom.

SPEAKING

Speaking is different from other language skills because it needs much energy to do that. Speaking activities require efforts from the speaker because they do not only try to convey the meaning, but they also support the production of the words (Cameron, 2001). To build understanding in a foreign language, learners used their language in prior knowledge. They need to find the appropriate words and correct grammar to convey their meaning, and also need to organize the conversation so that the listener will understand.

Speaking is a productive skill that can be observed and assessed directly (Brown, 2004). In other words, the speaking skill is done by students to make good communication by pronouncing the pronunciation correctly and as clearly as they have learned before. Because speaking is an oral activity, students must repeatedly listen to be able to pronounce some words or sentences correctly. Sometimes, students are still wrong in saying some words or sentences in English, and it becomes a problem faced by students.

Speaking is one of the skills where students speak and express what they want to convey to communicate with others. In learning English, speaking ability is used to communicate with other people, especially foreigners. It was done to make it easier for them to get information and experience. In other words, the most essential thing in speaking is communicating or interacting.

The Importance of Speaking

There are some important why speaking is important for the students. Harmer (2007), claimed that there are three main reasons that the students speak in the classroom. The first reason is speaking has opportunities for the students to practice in real-life speaking in the classroom. Second, the students' speaking task is used to know the language deeply and provide some feedback for the teacher or the students. Last, the students have opportunities for the various elements in language, and they can keep it in their brains, so automatically, they use the elements when they speak.

The main purpose of speaking is to make the students communicate using the target language. The teacher facilitated the students' speaking ability when they are in the class. The teacher provides some speaking activities in the classroom. By giving the speaking activities in the classroom, they can interact with others and share some ideas of the materials in the classroom.

FLIPPED CLASSROOM

Flipped classroom is learning where students learn the material with video, audio, power points before class or online learning, and the application of material is made in class. This flipped classroom learning has developed rapidly and has been applied in a variety of context education (Bergmann & Sams, 2012). Abeysekera Lakmal & Dawson (2015), stated that Flipped classroom be defined as a type of blended learning. While blended learning can be considered as a combination of "online learning" and "face to face" learning activities at school." In a flipped classroom, students are asked to do a form of online learning in advance as a preparation for learning. For the first meeting, students are introduced through a short video. This strategy is not like a traditional strategy that usually uses lectures.

Many people misunderstand the notion of flipped classroom, they think they are only reversing their learning. whereas what is meant in a flipped classroom is not only the teacher giving the material by watching videos at home and doing assignments in class (Nederveld & Berge, 2015). This learning aims to make students become the center of learning in the class so that students become more active and the teacher becomes a facilitator in the classroom. In this learning process, students can watch, read material online given by the teacher outside the classroom before the class. Then, students can take note some important points in the material provided by the teacher, and also, students can ask questions from the material. The questions can be asked when learning in school. In the classroom, the teacher has done prepare some activities. Those activities are discussion, question and answer, and other activities that can make the students active in the classroom.

Flipped classroom is a new strategy where it is very different from the traditional concept. This learning strategy is supported by technology L. Wolff, C. Jenny (2016), The purpose of this strategy is to increase the effectiveness and efficiency in teaching and learning, given the limited time of teaching and learning in school. This learning strategy can enhance student learning experiences and support students to actively build their knowledge (Awidi & Paynter, 2019). Flipped classrooms should be based on some students' needs (Bergmann, 2017). First, flipped classrooms help students master certain concepts or knowledge that are difficult for students to master through traditional learning methods. Second, flipped classrooms involve students in the material that is considered boring. The last flipped classrooms facilitate students in developing their skills by using new concepts.

Developing Flipped Classroom

There are several steps in implementing flipped classroom in the teaching and learning process. According to Lutz-Christian & Jenny (2017), there are three steps in developing flipped classroom. The steps are planning, production, and distribution. The first step is planning. Planning is the most important thing to make a success in applying flipped classroom. First, the teacher should pick one chapter to apply in flipped classroom. The teacher does it because the teacher must make or find suitable content when the teacher delivers the video or audio. After the teacher finds the suitable material for the students, the teachers must prepare in-class activities. The teacher must include some activities in the class, such as question and answer, group discussion, problem-solving, simulations, and others. The second step is production. In this step, the teacher must have the proper preparation. In this book, the material is made by the teacher. First, the teacher must prepare a script, such as teaching in the classroom. Second, the teacher must practice aloud to avoid some errors while the teacher takes the video. After all the first and the second step is done, the teacher continues to make a video or audio for the material. After that, the teacher delivers the material to the students. The last step is distribution. The teacher must know to deliver the material to the students. After the teacher thinks about that, the teacher must make sure that the students can access the material easily. The teacher must know that the resolution of the video and the quality of the sound is in good quality.

Activities Flipped Classroom

The teacher who want apply flipped classroom in the teaching and learning process must prepare some activities in the classroom and outside classroom. There are several activities that can be done in the classroom. First, the

teacher can make the students to discussion in the class. Al-Zahrani (2015), he has investigated what are the effects of flipped classroom on student' thinking skills. So, he provides some small group activities such as discussion, problem solving and feedback in the classroom. The activity is carried out by him because the activity focuses on increasing interaction and communication between students and students or students and teachers. So, students can help each other students to explain what they are learning. Khanova, Roth, Rodgers, & McLaughlin (2015), they use problem solving activities to make the class active in problem solving together in the classroom. Second is question and answer. Questions and answers are conducted by the teacher as active activities in the Galway, Corbett, Takaro, Tairyan, & Frank (2014), these activities make students more with their teachers or friends. Question and answer activities can be a challenge for students in answering questions that have been asked before. McLean, Attardi, Faden, & Goldszmidt (2016), showed a lot of activities that can be done in the classroom using reverse classes. such as debates, discussion groups or project groups that can be assigned to students. Besides these activities, there are many activities that can be done in the classroom, so that they become more active. Such as Feedback, collaborative group work, grouping project and the others.

In presenting the material, the teacher can prepare various kinds of activities for home. First, the teacher prepares video material for his students. A video is a recording of a moving image that is displayed. By using video as a tool to deliver material, there are several benefits to be gained. using video in teaching and learning can make the material more practical and easier for students to understand (Olimpo, Kumi, Wroblewskic, & Dixon, 2015). Second is audio lectures. Audio lectures can provide material to be studied in more detail (Bösner, Pickert, & Stibane, 2015). So, that it can make students understand the material easily. Third is online modules. online modules or commonly referred to as OML are materials compiled by teachers or lecturers (McLean et al. (2016). these materials can be accessed by students online, the module is used to facilitate and facilitate students in learning and facilitating students before class begins. In addition, online modules can make students study independently so they can measure their own learning abilities. Besides, the teacher can make a variety of fun activities at home, so the material can be conveyed easily and easily understood by the students.

Technology used in Flipped Classroom

Technology is a medium that provides services used to facilitate the delivery of material to students (Cloete, 2017). Media is a tool used to convey information for

others, while an application is a software used to carry out certain tasks. In using flipped classrooms in the teaching and learning process in class, teachers must prepare media or applications as a tool for delivering material online. The media or application must be easy to access for the students. There are a lot of media or applications that can be used in implementing a flipped classroom. First is moodle. Moodle is a system used for free online learning. Moodle can be used by teachers as a media for creating learning materials that are interesting for their students (Rice, 2006). Moodle is equipped with various additional features of interactive material such as making various quizzes ranging from multiple choice, true and false, matching and others. In addition to adding interactive material features, Moodle also has several other features, such as forums for discussion, ranking, chat, inline schedules, news and others. Interactive moodle is free and easily accessible to everyone. In addition, Moodle provides various modules such as journals, quizzes, workshops and others.

Second is Edmodo. Edmodo is an online learning application that can be used by teachers and students. various content applications such as pictures, videos, quiz and other tasks. Edmodo has facilities that can be used to facilitate assignments, feedback between teachers and students and others (Khodary, 2017). Edmodo helps make it easier for students and teachers to interact online. besides this application can be easily used through the application or through the web browser. In line with Rachmatillah, Munir, & Anam (2019), Edmodo can help students and teachers in delivering material and facilitate before class begins. Then, the teacher can prepare various activities to be carried out in class. Edmodo has been used as a material delivery by a researcher in teaching transactional dialogue in 2019 in one of the cities in Indonesia.

The third is the line application. Line is an application that is used as an interaction tool in the form of text or video. Chen Hsieh et al., (2017), used the line application as a tool for delivering material in the teaching and learning process in flipped classrooms. by using this application, teachers can interact directly without having to meet with the teacher. In addition, there are several benefits to using a line in a flipped classroom. There are several benefits to using a line application in a flipped classroom (Chen Hsieh et al., 2017). First, teachers can save time in delivering material, and are more effective than explaining in class. The second is, Commitment of time and effort. This happens because they need time to understand the material. The third is less nervous. because using line as a medium in flipped classrooms, they can communicate online without face to face meeting so they can consider their comments or responses without feeling

pressured. The fourth is student learning outcomes. Students become more active in interacting with others.

The fourth is google classroom. Google classroom is a platform used to facilitate online learning. Google classroom can help students save time and improve communication so the teaching and learning process becomes more productive. Based on Al-Marroof & Al-Emran (2018), google classroom can be used to implement flipped classroom. Google classroom can improve learning independently. by using google classroom the teacher becomes a facilitator and makes students play an active role in learning. In addition, Google classroom has many advantages in the teaching and learning process. such as easy to use in completing assignments for teachers or students, teachers can observe them, and are also easily accessed through a web browser or application that can be installed on their mobile phones.

In addition to the four media above, teachers can also use edpuzzle, padlet, quizizz, whatsapp and others. Edpuzzle is a free program that can be used to help teachers in the learning process by adding or subtracting clips in the video (Mischel, 2019). Edpuzzle has features to assist students in learning such as quizzes, reports, voiceovers and others. A padlet is a visualization tool or tool such as a canvas that can be used to convey an author's ideas or thoughts online (Zhi & Su, 2016). Quizizz is a web tool that is used as an interactive quiz game in education that can invite many players into the classroom created by the teacher (Zhao, 2019). Quizizz has game features such as photo display to be used, themes, memes and music to entertain when learning. besides that, students can find out their ranking when taking the quiz in the class. teachers can monitor their learning process with their quiz report so that it can be used as an evaluation of student performance.

Challenges in Flipped Classroom

There are several challenges faced by both teachers and students when implementing flipped classroom in the teaching and learning process. According to Akçayır & Akçayır (2018), there are some challenges faced by the students and also the teacher in implementing flipped classroom in teaching and learning process. First, the students improve their learning at home by themselves. In this case the students must know their ability to understand the material. If the students have some questions, the students can keep the question and ask the teacher when they are at school. If there are no questions, the teacher will give questions for the students to measure their understanding of the material provided at home. Second, they need extra time. Because flipped classrooms are different from traditional learning, of course there is extra time in the learning process. Extra time in a flipped

classroom is used as an active activity in the classroom with the teacher and students (Smith, 2013). Besides, teachers need extra time in making material. While students need extra time in understanding the material provided by the teacher at home. The third is difficult in managing assignments before class. Chen, Chen, & Chen (2015), in their study said that, some students said it was difficult to manage assignments because of the independent learning process that made them have big responsibilities. The last is cost. As we know, flipped classroom is online learning so it requires technology in its application, so it cost is used in technology (Jensen, Kummer, & Godoy, 2015). These costs are used when recording or editing material that will be used in learning. In addition, costs are incurred by teachers and students in activities outside the classroom to access the material. Thus, costs become a challenge for teachers and students in implementing flipped classrooms because the costs incurred can be large or small.

Advantages of Flipped Classroom

Flipped classroom is a process of teaching and learning using technology. Therefore, flipped classroom has many advantages for teachers and students. According to Lutz-Christian & Jenny (2017), they stated that three advantages can be seen from using flipped classroom. First is improving students' learning experiences. Because the study is combining learning and technology, the students get a new learning experience. Usually, the teacher is just giving the material by a lecture in the class. In this strategy, the teacher provides online learning before the class, so they have enough preparation before doing activities in the classroom. Second is flexible learning. The students can access the material everywhere and every time because the material is given by the teachers in the class' group. The students can play, pause, and replay the video to make them understand more about the material. In line with Nguyen, Yu, Japutra, & Chen (2016), their research shows that flipped classrooms become flexible learning. One student said that he enjoyed learning by watching videos online because he could do it anywhere and anytime.

The third is improving students' outcomes. In flipped classroom, the teacher compares with traditional teaching, but the teacher delivered the material online, and the teacher has documented it. It is in line with (Chen Hsieh et al., 2017), claimed that flipped classroom has some advantages in improving students' outcomes. Students are active in a group class because they can give their idea without saying. Some students increase their knowledge because the material is delivered online that has been documented so the students can learn it again and again. Wu, Hsieh, & Yang (2017), the instructions given during the flipped classroom are more effective and improve their

speaking ability. In the study, students feel unafraid of learning English that they can get a lot of time to understand the material and have enough information so that they are more confident when talking to their friends about the material. The other advantages of flipped classroom stated by Schmidt, Wagener, Smeets, Keemink, & van der Molen (2015), the class becomes active because the teacher and students can interact during lessons such as asking questions and answering questions and this is different from traditional strategies where there are boundaries between teacher and student asking and answering questions whereas traditional strategies might discourage active students due to limited questions and answers.

THE STEPS FOR IMPLEMENTING FLIPPED CLASSROOM

Because flipped classroom includes e-learning, so there are a few steps in e-learning. according to Bybee et al., (2006), there are several phases in implementing e-learning, namely engaging, exploring, explaining, elaborating, evaluating. The use of the phases is divided into 2 stages, namely before class and during class it is different from the stage in the use of non-flipped classroom (Jensen et al., 2015). In a flipped classroom, the phase is divided into 2 stages, namely before class and during class. Look at the table below to see the division of phases before and during class.

Tabel 1. Stages in Flipped Classroom

Before Class	<ul style="list-style-type: none"> • Engage • Explore • Explain
During Class	<ul style="list-style-type: none"> • Elaborating • Evaluating

Phase conducted before class is done to facilitate students in understanding the material provided by the teacher. while the phase carried out in class is how students apply the concepts they have learned. For before class, engage here intends to involve students in new concepts that have been given by the teacher in the learning material, so they have experience in traditional concepts and new learning concepts. Explore is how students develop their own understanding of the material. the goal is students can use their knowledge to play an active role in class. Explain, this phase is the phase where students really show their understanding and skills in learning. in addition, the teacher can provide an explanation of the concept or learning material.

While during the class, elaborate is the next phase of the previous phase which is to apply concepts or materials that they have understood by providing additional activities in the classroom or outside the classroom. Evaluation is an essential activity after doing a new strategy. By evaluating, we as a teacher can find or look for the strengths and weaknesses of the strategy in the teaching and learning process that we facilitate. The aim is to improve the quality of our learning.

THE IMPLEMENTATION OF FLIPPED CLASSROOM AS ACTIVE LEARNING

There are several activities that can be done by the teacher to help students speak using English in the classroom. According to Brown (2004), there are several speaking activities that are used by teachers in the classroom, question and answer, role play, discussion, make a conversation, presentation, retell a story or events, and others. To conduct speaking activities in the classroom, the teacher must prepare well. This is done because some activities and the number of students in the class can spend a lot of time or less efficiently, so the teacher does not have enough time in delivering further material. Therefore, the teacher must really schedule which activities will be carried out within the available time. If the teacher does not have enough time to do the activity, the teacher can make assignments that can be done at home for example such as students assigned to record a story or retell stories that have been read on the material narrative text or others.

As an example of the implementation of flipped classroom in teaching and learning transcriptional dialog Rachmatillah et al., (2019). The purpose of implementing flipped classroom conducted by Rachmatillah in 2019 is to focus on implementing flipped classrooms using technology in learning transactional dialogue, which means focusing on their speaking abilities. in the implementation of the flipped classroom, the first is the teacher has prepared material and activities that will be used in the teaching and learning process. In making material the teacher uses Powtoon and viva video as the delivery of material as activities at home. After the video is made, the teacher uses Edmodo. Edmodo is used to convey material to students. The material contains an explanation and also instructions given by the teacher. Aside from delivering material, Edmodo is also used as a communication tool between teacher and student. the teacher will explain what students need to do next. After everything is ready, the teacher will give assignments done in groups in making the transactional dialogue that they have learned before. In the process of making the dialogue, the students discuss about the dialogue in the class and teacher as the facilitator to monitoring the students when they make the dialogue. The video editing process is done

in the classroom so the teacher can monitor their work. After all is done the teacher will give comments and evaluations by seeing the videos they have made and having discussions directly.

As we saw in the implementation carried out above, the application can help students play an active role in the teaching and learning process. The teacher becomes a facilitator to help students do their group work in class. The teacher does not need to spend time explaining the material in the classroom because the teacher has given the material at home so the teacher and students have lots of free time in the classroom. The free time is used by the teacher as a student-center so students play an active role in class by discussing, asking questions, or giving feedback.

CONCLUSION

The conclusion of the article is to help teachers prepare what is needed in the implementation of flipped classroom in the teaching and learning process by creating a different atmosphere in the classroom. Usually, teachers spend time in class with lectures or commonly referred to as teacher-center, but using flipped classroom makes students active or student-centered in the class because the material has been distributed by the teacher before the lesson begins. The purpose of the first flipped classroom is to make the teaching and learning process effective because the subject matter has been learned by students at home so that class time is used to interact or do activities between teacher and student. The second is, the class becomes more active because they have learned the material so they are ready for learning in the classroom. To achieve these objectives, this application requires a lot of preparation starting from developing material using media or applications so that online learning is more interesting for students conducted by the teacher. Then, the teacher must ensure that the media or application used in the delivery of material is easily understood by students and easily accessible anytime and anywhere. After preparing the material for online learning, teachers must think about what activities will make them active in class and online classes. The teacher must prepare everything well so that the implementation of flipped classroom can run well and follow the desired goals.

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