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STUDENTS' PERCEPTIONS OF FLIPPED APPROACH IN EFL CLASSROOM: A SURVEY RESEARCH

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Abstract. This research investigated the implementation of Flipped Approach in EFL classroom with the implementation of the E-learning platform. The participants were 42 sophomore English majors of Advanced Paragraph Writing class at Jember University. A within-subjects research design exposed all participants to have Writing Class by flipped learning and to use the E-learning platform. A one-shot survey design was used in this research by distributing two questionnaires "Perception of Flipped Learning Experience" and "Technology Acceptance Model" and doing the in-class observations as "Flipped Note" to collect the data. Data were analyzed quantitatively through SPSS 16.0 by applying the formula of Descriptive Statistics. The results of this research revealed that the implementation of the flipped approach in the classroom: (1) motivated the students in learning the materials, (2) enhanced the students' knowledge, (3) and engaged them more in the learning tasks. They explained that the flipped approach gave them a new experience in language learning processes, in which they learned the materials before coming to the classroom so that they could criticize the materials. This way of learning aligns with the idea of student-centred learning. It is notable, however, that the students who did not learn the materials yet, could not criticize the materials and could not reach better outcomes in flipped classroom. Moreover, the use of E-learning in the flipped classroom gave the students beneficial outcomes in the learning processes. Students revealed on the Technology Acceptance Model questionnaire that E-learning facilitates them properly, and they wanted to look forward to having E-learning in the future learning processes. Despite this finding, there remain limitation on the "server down" issue which needs to be straightened for more accessible E-learning among users.

Keywords: Flipped Approach; E-Learning Platform; Academic Writing Class; EFL Learners

I. INTRODUCTION

For generations, teachers have taught their students through conventional teaching which basically takes places in the classroom. (Afrilyasanti, Cahyono, & Astuti, 2016). This practice, however, has several drawbacks, such as students in conventional classroom often become confused and frustrated, which can lead to misconceptions (Kirschner, Sweller, & Clark, 2006). It happens because the information may come too slowly or cover the information that students already knew (Souza & Rodrigues, 2015). Besides, students are not directed to actively engage in the learning process, instead, they are

forced to listen to teachers' explanations, and record the information by taking some notes which resulting passive classroom instruction (Khalaf & Zin, 2018). Teachers subsequently give homework to substantiate students' understanding, in doing their homework, students might not have any assistance to help them when they feel confused about the vague concepts (Afrilyasanti, Cahyono, & Astuti, 2016). In fact, if students want to clear their confusion, they still have to wait until the following meeting to have their teacher's assistance (Bergmann & Sams, 2012:14). As a result, conventional teaching is considered an ineffective, inefficient and irrelevant pedagogical approach in the classroom (Souza & Rodrigues, 2015).

As the enhancement of technology develops rapidly, the flipped classroom is introduced. This technologically based teaching paradigm reverses the teaching-learning practice in a conventional class by making the students acquire the knowledge outside the classroom. In the flipped classroom, students acquire their knowledge at home by watching videos and/or reading passages as their homework. Thereafter, school time will be used to apply their knowledge in the form of problem-solving and practical work (Hsieh, Wu, & Marek, 2017). In this case, students who experienced misconceptions will get the most help because they do not need to attend the lecture to listen to the teacher presents the information, instead, they take on more tutorial roles (Bergmann & Sams, 2012:14). Furthermore, after the classroom session, students still have chances to re-play videos or re-read passages that have been shared by teachers in any online learning platform, such as E-learning websites to have a deeper understanding (Roth & Suppasetsee, 2016).

The implementation of the flipped classroom has been investigated by some researchers in different classes through different online learning platforms with different purposes, such as Facebook in General English Class (Quyen, 2017), E-learning in Computer Class (Yilmaz, 2017), Moodle in General English classes (Evseeva & Solozhenko, 2015; Nouri, 2016), Line in Oral Training Classes (Hsieh, Wu, & Marek, 2017; Hsieh, Huang, & Wu, 2017), and Websites in Writing and Computer Classes (Afrilyasanti, Cahyono, & Astuti, 2016; Sohrabi & Iraj, 2016; Sojayapan & Khlaisang, 2018; Fauzan & Ngabut, 2018). In general, the implementation of the online learning platform in the Flipped Classroom resulted in positive results. Besides, the previous study was conducted in the Writing Class by implementing the Websites platform, which was not specifically explained by the researcher. Meanwhile, in the present study, the research was conducted in the Writing Class by implementing an E-learning platform. Students in the Writing Class might need more time to practice their writing skill outside the classroom and use the offline class for the consultation. Having the concept of Flipped Approach, the researcher expects that students can have more time to consult their writing inside the classroom. Considering the information above, the researcher would like to investigate the utilization of E-learning in Writing Class by using Flipped Instruction. Moreover, the present study was done in Advanced Writing Class, in the English Department at Jember University, with some considerations, first, Jember University releases a new version of the E-learning platform that assesses the students work. Second, the finding of the study is expected to contribute knowledge about how well E-learning plays its role in the flipped classroom, and how well E-learning plays its role as the official online platform of Jember University. Considering the information above, this research involves two research questions:

1. How do the students perceive the flipped class learning experience?
2. How do the students perceive the platform selected for the flipped learning treatment?

II. METHODOLOGY

This research applied survey research as the objective is to investigate the students' perceptions of the flipped approach on E-learning in Writing Class. The design of this research is One-Shot Survey Design because a one-shot survey was employed to determine the current perception of one group at one point in one time (Lodico, Spaulding, & Voegtle, 2010:199).

20-item-questionnaires adapted from Hsieh, Wu, & Marek (2017) was distributed to investigate students' perceptions on two questionnaires, which are Perception of Flipped Learning Experience with four constructs (Motivation, Effectiveness, Engagement, and Overall Satisfaction), and Technology Acceptance Model with three constructs (Perceived Ease of Use, Perceived Usefulness, and Attitude about Use). Additionally, the questionnaires were administered in the Likert Scale Model. Ary et al. (2010:209) explained a Likert Scale is used to measure attitudes. It consists of the number of statements that asking the respondent to indicate whether they strongly disagree=1, disagree=2, agree=3, or strongly agree=4. As the researcher of the present study did not conduct an interview, therefore each statement on the questionnaires has blank space which is provided for students to write their opinion or reason related to their personal experiences on the Flipped Classroom, and classroom observation (flipped note) was done by the researcher to support the results of students' perception. Moreover, the questionnaires were written in English and Indonesian to avoid misunderstanding.

Also, the participants were the whole population of paragraph writing C class of English department at Jember University, consisting of 42 students, who had no experience in joining flipped class before. The writing class implemented flipped class because the class needs extra time to work on their composition as well as to get both consultation and feedback from teachers or their peers on their writings.

Furthermore, the result of two questionnaires provides numerical data which were analyzed quantitatively through SPSS 16.0 by applying the formula of Descriptive Statistics. The researcher counted the mean score of each item on the questionnaires and the mean score of each construct on the questionnaires. The mean score is the result of the division of the Total Number of Items to the Number of Responses. If mean score $> (\text{minimum} + \text{maximum}) : 2 =$ Upper-intermediate (positive) and if mean score $< (\text{minimum} + \text{maximum}) : 2 =$ Lower intermediate (negative) (Hsieh, Wu, & Marek, 2017).

III. RESULTS AND DISCUSSION

The analysis of the questionnaires revealed that in general, the theory-based flipped classroom treatment motivated the students in learning the materials, enhanced the students' knowledge, improved their writing ability, and engaged them more in the learning tasks. The results of the questionnaires will be explained more in the following paragraphs and are organized by the research questions.

A. Students perception of the flipped class learning experience

The first questionnaire was used to evaluate the students' overall perceptions of the implementation of the flipped approach in the Classroom. The results as shown in Table I revealed that the participants' responses to four constructs were categorized as upper-intermediate (Hsieh, Wu, & Marek, 2017). Based on the results, it can be revealed that the implementation of the flipped approach in the classroom (1) motivated the participants to learn the materials and to improve their writing ability, (2) enhanced the participants' knowledge and writing ability, and (3) engaged the participants in the learning processes and tasks.

TABLE I
 DESCRIPTIVE STATISTICS OF THE PERCEPTION OF THE FLIPPED LEARNING EXPERIENCE

Constructs	N of items	Mean	Min	Max
Motivation	4	3.39	1	4
Effectiveness	3	3.19	1	4
Engagement	3	3.34	1	4
Overall satisfaction	1	3.38	1	4

Note: N of participants= 42; Minimum Score= the lowest score of students' perception result on the questionnaires (Appendix 3, p: 43-45); Maximum Score= the highest score of students' perception result on the questionnaires (Appendix 3, p: 43-45).

Hsieh, Wu, & Marek (2017) indicated that the participants can evaluate their flipped learning experiences via four constructs: motivation, effectiveness, engagement, and overall satisfaction. The motivation construct was related to students' self-motivation in following the flipped learning processes. By applying the concept of the flipped approach, students can understand and comprehend the materials to become their background knowledge before attending the class (Zainuddin, 2018). Awidi & Paynter (2018) added that students are likely to feel more motivated when they give allow sharing information dealing with their background knowledge about the related materials. Considering the results of the flipped note, it was found that the lecturer always gave questions related to the materials the students have learned. It is to promote the students' knowledge construction during the in-class flipped activities (Kong & Song, 2015). Some students showed their motivation by actively answering the lecturer's questions. This fact is under the statement of Giesbers et al. (2013) who claimed that students who are motivated will likely engage themselves more confidently during in-class activities in the flipped classroom. It was found, however, that the idea of developing the students' background knowledge in pre-class activity did not help motivate the students in flipped learning. Based on the research observation there some students being passive during the instruction. The researcher noticed that some students played with their cellphone instead of answering the lecturer's questions. Later, it was revealed, based on their answer on the questionnaire that they did not learn the materials yet and/or they were shy to speak up. Zainuddin (2018) found a significant finding, the pre-class activity in the flipped classroom was not the main factor of

motivating students' learning in the flipped classroom. Instead, it was the gamified activity. Zainuddin (2018) followed the recommendation from Araujo, Otten, & Birisci (2017) that the implementation of a new strategy in flipped classrooms is much needed in increasing students' content mastery before class. Furthermore, the results of the questionnaires showed that for "motivation construct", the students who responded "Agree" (M= 5) and "Strongly Agree" (M=27) were in a great number, with a mean score of 3.39. They claimed that the flipped approach has an effective and efficient way to learn, Chilingaryan & Zvereva (2017) claimed that the flipped approach produced more efficient use of time. It was found from the students' answers in the questionnaires that in Flipped Classroom they had a chance to learn the materials in their way, had more time to learn the materials, experienced a new sense of learning, and came to the classroom with their understanding to the materials. This condition is described as a potential benefit of flipped learning (Roach, 2014). Thus, the flipped approach is an approach that could increase the students' motivation in learning the materials (Akcayir & Akcayir, 2018; Chilingaryan & Zvereva, 2017).

Moreover, Effectiveness Construct on the questionnaire deals with the idea of how effective the flipped classroom was for the students. The descriptive statistic of the "effectiveness construct" resulted in 3.19 as the mean score. Most of the students responded "Agree" and "Strongly Agree". They particularly explained that the flipped approach was effective for them to develop their understanding of the materials and enhance their writing skill. It was because they had more time to practice their skill outside the classroom, as the face-to-face interactions in classroom meeting were used to have a deeper understanding and/or perceiving immediate feedback from the lecturer. Face-to-face interactions in the flipped classrooms between the lecturer and the students with immediate feedback are important to foster the students' learning (Ng, 2018). Also, this learning activity can lead to the development of intense interaction between the lecturer and the students (Wang, 2017; Lin, 2018). Moreover, this finding has a similar finding with the result of the research conducted by Afrilyasanti, Cahyono, and Astuti (2016) who investigated the effect of the flipped classroom on EFL students' writing ability. They compared two different classes, it was flipped class and conventional class and found out that students with flipped instruction treatment had achieved better writing ability than those with conventional treatment. Therefore, it can be said that the flipped approach promotes the students' better-writing ability. It is notable, however, although most of the students responded "Agree" and "Strongly Agree", there were about 6 students who responded, "Strongly Disagree". They thought that the flipped classroom was time-consuming. It was because they have to work harder by spending more effort and time to learn the materials outside the classroom. Also, it aligns with the result of the research that was done by Dehghanzadeh, & Jafaraghaie (2018). The participants of the research revealed the disadvantage of the flipped classroom that pre-classroom activities were time-consuming. For example, the students had to download and to learn the materials before the classroom (Gilboy, Heinerichs, &

Pazzaglia, 2014). Thus, although flipped classroom was effective for developing the students' learning outcomes, the time-consuming issue is seen as the disadvantage of flipped class based on the students' perceptions.

Furthermore, the "engagement construct", deals with the students' engagement in the flipped classroom. They revealed that they have spent more time and effort than usual because they are forced to learn the instructional materials before coming to the classroom and applying it during the in-class activities (Alten et al, 2019). This effort leads to the real learning process, which, happens when the students are directly engaged with the materials via active student-centred learning (Hsieh, Wu, & Marek, 2017). In this way, the students achieve a deeper understanding of the materials (Chi & Wylie, 2014). Based on the flipped note, during the in-class activity students can actively involve the learning process by answering the lecturer's questions, which means the students engaged themselves more during the flipped learning. Also, the flipped approach is one of the most effective student-centred instructional models (Hao, 2016). According to Chilingaryan & Zvereva (2017), the flipped classroom is where the teacher-centred is transformed into student-centred. In which, based on the flipped note, it was found, the students were asked to read passages themselves, instead, the teacher explained the materials in detail. Moreover, the transformation of teacher-centred into student-centred is immensely influenced by learner autonomy (Boyadzhieva, 2016). Additionally, Najeeb (2013) mentioned three basic pedagogical principles of learner autonomy in language learning, there are: "learner's involvement (engaging learners to share responsibility for the learning process), learner's reflection (helping learners to think critically when they plan, monitor and evaluate their learning) and appropriate use of target language (using the target language as the principal medium of language learning)". Considering those three basic principles, based on the flipped note, it was found out that only some of the students fulfilled the basic principles of learner autonomy. The other students did not seem to accustom to student-centred learning, where they have a responsibility in learning the materials by themselves, but depended on the lecturer more. In other words, the students did not engage themselves more in the flipped learning processes. Similarly, the participants in other studies (Duong & Seepho, 2014; Haddad, 2016; Yildirim, 2012) believed that teachers had more experiences and knowledge of assessment than students. Therefore, they depended more on teachers' direction and evaluation. It is because "autonomy is a process and is not something that will happen overnight" (Lazar, 2013). It takes time, and replaces familiar teaching methods with totally new ones is not an easy task (Erturk, 2016; Tran & Duong, 2018; Yagcioglu, 2018). Therefore, the finding over the lack of students' engagement in this research was not surprising. It is also notable that students generally had a positive perception of the "engagement construct" if it is referred to as the result of the questionnaire where the mean score was 3.34, which means positive (Hsieh, Wu, & Marek, 2017). They revealed that they have experienced pleasure in the flipped classroom in which they perceived immediate

feedback from the lecturer, in this case on the results of their writing. It is reasonable since the flipped learning increased the contact time between the students and the lecturer (Chilingaryan & Zvereva, 2017). Thus, in general, it can be said that the students were satisfied with the concept of flipped approach, although some did not follow the instructions well, such as they did not download the materials given, they did not read the materials, they did not share their problems, and they did not actively engage in the learning processes.

B. Students Perception of the Platform Selected for the Flipped Learning Treatment

The questionnaire on Technology Acceptance Model was used to answer research question number two and to measure students' overall perceptions of the use of E-learning in the classroom. The results were categorized as upper-intermediate, which means positive (Hsieh, Wu & Marek, 2017). Table II showed the three constructs: perceived ease of use (M=3.34), perceived usefulness (M=3.20), and attitude about the use (M=3.41).

TABLE II
 DESCRIPTIVE STATISTICS OF THE TECHNOLOGY ACCEPTANCE MODEL

Constructs	N of items	Mean	Min	Max
Perceived Ease of Use	2	3.34	2	4
Perceived Usefulness	3	3.21	1	4
Attitude About Use	4	3.41	2	4

Note: N of participants= 42; Minimum Score= the lowest score of students' perception result on the questionnaires (Appendix 3, p: 43-45); Maximum Score= the highest score of students' perception result on the questionnaires (Appendix 3, p: 43-45).

According to Chen et al. (2014), it is possible to use digital technology in the form of an online learning platform in a flipped classroom to engage the students in the home-based study before the school-based study. It is a known fact that the students in the flipped classrooms get through the home-based study to gain their knowledge before the classroom (Sohrabi & Iraj, 2016). In this case, E-learning is the only platform suggested at Jember University and it is not popular yet among the students. Having this in reality, the result of the students' perception of the questionnaire was surprising. They revealed that E-learning is an effective, efficient, and simple learning platform. It also gave beneficial outcomes to the students. Besides, it was also mentioned that E-learning facilitated them to download the materials given by the lecturer, to submit their work as well, and the most significant thing is that they possibly can fix their work outside the classroom; it was because everything was done digitally. Digital media used in the classroom can empower both lecturers and students in transforming teaching and learning processes from teacher-centred learning to student-centred learning (Trucano, 2005). A similar finding was found in other studies (Quyen, 2017; Yilmaz, 2017) that the use of digital media in the flipped classroom resulted in positive perceptions from students, and gave beneficial outcomes to them. Moreover, digital media help the students to search for

more sources (Soliman, 2016). Some students revealed on the questionnaire that when the materials shared were not understandable enough for them they could search for different sources to support their understanding of the materials. For this finding, it was surprising indeed that the students feel very positively about the use of an online platform although they are not too familiar with the use. Thus, generally, E-learning gives beneficial outcomes for students in the learning processes and they revealed that they would like to look forward to the use of E-learning in future learning. Despite this finding, there remain limitations on the “server down” issue which needs to be straightened for more accessible E-learning among users.

IV. CONCLUSION

The results of this research revealed that the implementation of the flipped approach in the classroom: (1) motivated the students in learning the materials, (2) enhanced the students’ knowledge, (3) and engaged them more in the learning tasks. They explained that the flipped approach gave them a new experience in language learning processes, in which they learned the materials before coming to the classroom so that they could criticize the materials. This way of learning aligns with the idea of student-centred learning. It is notable, however, that the students who did not learn the materials yet, could not criticize the materials and could not reach better outcomes in flipped classroom. Moreover, the use of E-learning in the flipped classroom gave the students beneficial outcomes in the learning processes. Students revealed on the Technology Acceptance Model questionnaire that E-learning facilitates them properly, and they wanted to look forward to having E-learning in the future learning processes. Despite this finding, there remain limitation on the “server down” issue which needs to be straightened for more accessible E-learning among users.

Furthermore, based on the limitation of this research that this research was done in five classroom meetings, the researcher would like to suggest future practices. The implementation of the flipped approach in the language classroom must be at least in the whole semester so that the students will be more aware of the flipped approach concepts. It is also expected that this practice could facilitate the students’ “Disagreement” and “Strongly Disagreement” responses to the questionnaires. This means that more students can have more beneficial outcomes towards the implementation of Flipped Approach in the classroom.

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Appendix1. Questionnaire of Perception of Flipped Learning Experience

This survey is to understand your overall perception of flipped learning in the course. There is no right or wrong answer. Please circle the answer, which best reflects your overall thoughts about each statement. You can write your reason for Bahasa Indonesia. Your answers are anonymous and confidential. Thank you in advance for your time.

Strongly Disagree (Sangat Tidak Setuju)	Disagree (Tidak Setuju)	Agree (Setuju)	Strongly Agree (Sangat Setuju)
1	2	3	4
Motivation			
1. A flipped classroom is a better way of learning. (<i>Flipped Classroom merupakan cara pembelajaran yang lebih baik</i>)			1 2 3 4
Reason:.....			
2. I enjoy the flipped classroom teaching approach (<i>Saya menikmati pembelajaran dengan menggunakan pendekatan Flipped Classroom</i>)			1 2 3 4
Reason:.....			
3. I think the flipped classroom is an effective and efficient way to learn, therefore I feel more motivated (<i>Menurut saya, Flipped Classroom merupakan cara pembelajaran yang efektif dan efisien, maka dari itu saya merasa lebih termotivasi dalam belajar/mengikuti pelajaran</i>)			1 2 3 4
Reason:.....			
4. I participate and engage myself more in learning in the flipped classroom. (<i>Saya menjadi lebih aktif terlibat dalam proses pembelajaran di Flipped Classroom</i>)			1 2 3 4
Reason:.....			
Effectiveness			
5. I think the time and effort I spend in the flipped classroom was worthwhile. (<i>Menurut saya, Flipped Classroom sangatlah bermanfaat dalam membantu proses belajar saya</i>)			1 2 3 4
Reason:.....			
6. I learn more and better in the flipped classroom. (<i>Saya belajar dengan lebih baik dan lebih banyak di dalam Flipped Classroom</i>)			1 2 3 4
Reason:.....			
7. I prefer the flipped classroom to a lecture-based classroom. (<i>Saya lebih suka pembelajaran pada Flipped Classroom dibandingkan dengan Lecture-Based Classroom</i>)			1 2 3 4
Reason:.....			
Engagement			
8. I think the flipped classroom learning guides me toward better understanding of the course lesson. (<i>Menurut saya, pembelajaran pada Flipped Classroom memberi saya pemahaman yang lebih baik terkait dengan materi perkuliahan</i>)			1 2 3 4
Reason:.....			
9. I experience pleasure in the flipped classroom. (<i>Saya merasa senang berada di Flipped Classroom</i>)			1 2 3 4
Reason:.....			
10. I spend more time and effort than usual on my flipped classroom learning activities. (<i>Saya meluangkan lebih banyak waktu dan usaha ketika saya berada di Flipped Classroom</i>)			1 2 3 4
Reason:.....			
Overall Satisfaction			

11. Generally, I am happy and satisfied with this flipped learning experience. (Secara keseluruhan, saya merasa senang dan puas dengan pengalaman saya di Flipped Classroom)	1 2 3 4
Reason:	

(Adapted from Hsieh, J. S. C., Wu, W. V., & Marek, M.W, 2017)

Appendix 2. Questionnaire of Technology Acceptance Model

This survey is to understand your overall learning perception of the use of E-learning in the course. There is no right or wrong answer. Please circle the answer, which best reflects your overall thoughts about each statement. You can write your reason for Bahasa Indonesia. Your answers are anonymous and confidential. Thank you in advance for your time.

Strongly Disagree (Sangat Tidak Setuju)	Disagree (Tidak Setuju)	Agree (Setuju)	Strongly Agree (Sangat Setuju)
1	2	3	4
Perceived Ease of Use			
1. Using E-learning does not require too much time (Penggunaan E-learning tidak memerlukan waktu yang lama)			1 2 3 4
Reason:			
2. Learning to use E-learning for my class activities is easy (Menggunakan E-learning saat proses pembelajaran adalah hal yang mudah)			1 2 3 4
Reason:			
Perceived Usefulness			
3. Learning through E-learning provides a beneficial outcome to this class. (Pembelajaran menggunakan E-learning memberikan manfaat terhadap pembelajaran)			1 2 3 4
Reason:			
4. Learning through E-learning enhances my desire on the material (Pembelajaran menggunakan E-learning dapat meningkatkan rasa ingin tahu saya terhadap materi yang akan dipelajari)			1 2 3 4
Reason:			
5. Learning through E-learning strengthened my critical thinking as I consider the work of mine/peers (Pembelajaran menggunakan E-learning dapat memperkuat cara berfikir kritis saya ketika mengerjakan tugas mandiri maupun kelompok)			1 2 3 4
Reason:			
Attitude about Use			
6. I like using E-learning in downloading the materials and submitting my works. (Saya suka menggunakan E-learning saat mengunduh materi dan mengumpulkan tugas)			1 2 3 4
Reason:			
7. I have a positive attitude about using E-learning in this class (Saya memiliki pendapat positif tentang penggunaan E-learning di kelas)			1 2 3 4
Reason:			
8. I feel that using E-learning in the language learning is a good idea (Menurut saya, penggunaan E-learning pada pembelajaran bahasa adalah gagasan yang bagus)			1 2 3 4
Reason:			
9. I look forward to use E-learning in this class. (Saya berharap dapat selalu menggunakan E-learning)			1 2 3 4
Reason:			

(Adapted from Hsieh, J. S. C., Wu, W. V., & Marek, M.W, 2017)