

Investigating The Implementation Of Flipped- Differentiated Learning In The Context Of Efl Learners

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Abstract

This study examines the implementation of flipped-differentiated learning in the context of English as a Foreign Language (EFL) learners. Flipped learning is an instructional approach that reverses the traditional classroom model, where students engage with content outside of class and participate in interactive activities during class time. Differentiated learning, on the other hand, focuses on tailoring instruction to meet individual students' needs and learning styles. This integration of flipped and differentiated learning has the potential to enhance EFL instruction by providing personalized learning experiences and promoting active engagement among students. The objective of this research is to investigate how the two English teachers of a certain Senior High School In Samarinda conduct the integration, the opportunities, and the challenges they discover during the implementation of flipped-differentiated learning in EFL classrooms. The study employs a qualitative case study and the data is collected through open-ended questionnaire and depth interview, analyzed thematically to gain insights into teacher's experiences of this instructional approach. The findings of this study shows the process, the opportunities, and challenges of implementing this integration and hope to inform future research on integration that promote active learning and personalized instruction in language classrooms with the complete data and extent context.

Keywords: flipped learning, differentiated learning, English as a Foreign Language (EFL), language instruction, and personalized learning.

Abstrak

Penelitian ini mengkaji implementasi pembelajaran flipped-differentiated dalam konteks pembelajar Bahasa Inggris sebagai Bahasa Asing (EFL). Pembelajaran terbalik adalah pendekatan instruksional yang membalikkan model kelas tradisional, di mana siswa terlibat dengan konten di luar kelas dan berpartisipasi dalam aktivitas interaktif selama waktu kelas. Pembelajaran yang dibedakan, di sisi lain, berfokus pada penyesuaian pengajaran untuk memenuhi kebutuhan dan gaya belajar masing-masing siswa. Integrasi pembelajaran terbalik dan pembelajaran terdiferensiasi ini berpotensi meningkatkan pengajaran EFL dengan memberikan pengalaman pembelajaran yang dipersonalisasi dan mendorong keterlibatan aktif di antara siswa. Tujuan dari penelitian ini adalah untuk menyelidiki bagaimana dua guru bahasa Inggris di sebuah SMA tertentu di Samarinda melakukan integrasi, peluang, dan tantangan yang mereka temukan selama penerapan pembelajaran berdiferensiasi terbalik di kelas EFL. Penelitian ini menggunakan studi kasus kualitatif dan data dikumpulkan melalui kuesioner terbuka dan wawancara mendalam, dianalisis secara tematis untuk mendapatkan wawasan tentang pengalaman guru dalam pendekatan pembelajaran ini. Temuan penelitian ini menunjukkan proses, peluang, dan tantangan penerapan integrasi ini dan harapan untuk menginformasikan penelitian masa depan tentang integrasi yang mendorong pembelajaran aktif dan pengajaran yang dipersonalisasi di ruang kelas bahasa dengan data lengkap dan konteks yang luas.

Kata Kunci : pembelajaran terbalik, pembelajaran terdiferensiasi, Bahasa Inggris sebagai Bahasa Asing (EFL), pengajaran bahasa, dan pembelajaran yang dipersonalisasi.

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INTRODUCTION

There has been an increasing interest in new teaching approaches that can improve language learning outcomes in the setting of English as a Foreign Language (EFL) in recent years (Namaziandost & Cakmak,2020). Two such approaches that have gained traction in language classes

are flipped learning and differentiated learning. The use of technology to transmit content outside of class time allows for more engaging and individualized activities within class (Ceylaner & Karakuş, 2018). Differentiated learning, on the other hand, seeks to meet learners' various needs and abilities by providing individualized learning experiences (Tomlinson, 2001).

The popularity of flipping classrooms has recently increased because the approach has inspired researchers to seek out creative methods to improve the quality of language learning and teaching, cater to language learners' expanding and shifting needs and interests, and thus inspire students to succeed (Hsieh, Wu, & Marek, 2017). Because flipped classrooms can create a more dynamic, interesting, and effective learning environment than traditional classes, they have changed classic classes into modern forms. The modern side of learning has motivated scholars to implement in a variety of sectors.

Active learning tactics are now believed to be superior to teacher-centered strategies when teaching English as a foreign language (EFL). The flipped classroom is one of several active learning strategies that have emerged as a result of the quest for a strategy that satisfies the changing needs of the new period, and it has been widely acknowledged by educators and academics. The existence of flipped classrooms has attracted many EFL teachers to investigate many aspects of English skills and elements such as listening (Etemadfar, Soozandehfar, & Namaziandost, 2020; Namaziandost, Neisi, & Momtaz, 2019), speaking (Sudarmaji, Anwar, Mulyana, 2021; Li & Suwanthep, 2017), reading (Fahmi, Friatin, & Iriant, 2020; Hashemifardnia, Namaziandost & Shafiee, 2018) and writing (Güvenç, 2018; Arifani, 2019), collocation knowledge: lexical and grammatical (Suranakkharin, 2017).

Originally defined by Bergmann and Sams (2012) as doing what is normally done in class relocate to home, and as homework in traditional class totally done in class. Tucker (2012) pioneered the notion of the "flipped classroom," which substitutes interactive lessons and teacher-created videos for regular classroom instruction. The classroom is transformed into a space for problem solving, concept development, and collaborative learning. Flipped learning, a contemporary educational innovation, is regarded to have the potential to improve regular classes and make them more engaging and appealing (Hsieh, Wu, and Marek, 2017). Flipped learning or inverted learning reverses the order of instruction by asking students to complete homework prior to class. This frees up more time in class for active learning activities and in-depth discussion of subjects. Tasks that were formerly accomplished in the classroom are now completed outside of it through flipped learning (Adnan, 2017).

Some benefits of implementing flipped learning as the following description. *Decreasing Students' Anxiety*. The fact that the students have ample time to prepare the materials that will be discussed in class with their teachers and peers, while also looking for additional information from other sources, as well as ample time to get teacher feedback before class, among other factors, has helped the students feel more confident and less anxious. The role of device that they use influences them to get access everywhere and anytime. According to Abdullah, Hussin, and Ismail (2019 & 2021), the usage of flipped learning in English speaking performances helped students feel less anxious because they had plenty of time to prepare their content before class. *Enhancing Student's Self Efficacy*. When students acquire the information at their own pace and are encouraged to work together with their classmates and teachers, they are better able to verify that they have understood the materials. Self efficacy in this context is about a person's belief or belief in his ability to successfully do something in a certain situation. A person with a strong sense of self-efficacy is more likely to be able to challenge himself or herself to tackle difficult tasks and motivated to achieve success. According to psychologist Albert Bandura (1977), a Canadian-American psychologist and a professor at Stanford University, self-efficacy is a component of a person's self-system, which also includes their attitudes, skills, and cognitive capacities. This system has a significant impact on how an

individual sees events and responds to various circumstances. *Developing Student's Autonomy.* The students' autonomy is another advantage of flipped learning. Self-directed learning preparedness and attitudes toward EFL are the sources of autonomy. The main benefit of flipped learning is the student's independence because they are given the freedom to learn at a pace that suits their needs and at their own pace. The flipped classroom gives students the opportunity to actively improve their interpersonal and communication skills. It also increases their autonomy, which motivates them to work more and be more responsible for their academic goals (Khalil, Mohammed, Naser & Vadivel, 2021). *Enhancing Student's Critical thinking.* Flipped learning has an effective way to enhance students critical thinking because of its process of learning that needs more comprehending and active to consult the difficulties to teachers and engagement in class time. By watching interactive video and another resources provided by the teachers, students are eager to deep the material and question it so they have much understanding the material. The process of getting feedback from the teachers enables them to criticize the content and dig more answer to be discussed forward. According to Abedi, Namaziandost, and Keshmirshakan (2019), students felt that using classroom activities that stimulated higher-order thinking helped them compose various types of essays and complete their writing assignments. *Increasing Student's Motivation.* Watching videos given by the teachers, accepting the feedback and collaboration in class enhance students' motivation to comprehend the materials. According to Abdullah, Hussin, and Ismail (2021), the students' access to instructional videos can increase their motivation because they can be ready for class before they arrive. When preparing by watching videos and taking additional notes for the teacher, students are not required to attend class. The majority of the time, the students feel confident and prepared to present the information to the class. *Getting Student's Satisfaction.* Getting good score on a certain skill plays a significant part of students' life. Flipped learning has increasingly improved students' performance. Most of studies that have conducted flipped learning indicate a great satisfaction in terms of significant improvement from pretest. According to Abdelshaheed (2017), flipped learning participants exhibit higher levels of happiness and optimism than traditional one. They appreciated how dynamic the lessons were, how easy it was to reach the teacher during exercises and chores, how the teacher took into account their talents and shortcomings, and how they received frequent feedback and correction. *Teacher centered to student centered.* The new paradigm found in education field is in flipped learning regarding to the center of learning that had been ignored, is student. Student is main player in learning process, not teacher, that prominently promoted in flipped learning. Starting before class activity, students are required to learn independently the materials from videos, they manage their time properly to learn, ask question to the teacher and follow up the feedback from the teacher. Teacher in this case as facilitator to guide students get more understanding the materials. In class time, the students engage in discussion about what their difficulties with their friends and teachers. Teacher guides them to solve their problem and finds the good solution. The process shows the genuine part of flipped learning is student centered, teacher as a guide to show the way how to learn, find, and solve the problem. The usefulness of changing the teaching and learning process from one that is teacher-centered to one that is student-centered was highlighted by Abdelshaheed (2017). *Active and Collaborative Learning.* Flipped learning is identically with active and collaborative learning. According to Abdelshaheed (2017), the participatory and constructivist nature of flipped learning is the reason why the students' test results are so high. Active and collaboration are two elements which can increase level of motivation, performance, and satisfaction. They can be easily active to explore their potential and reduce their anxiety by working with others in a group. In the framework of learning, students are expected to study and comprehend a variety of theoretical principal concepts, such as the stages of the writing process, the components of an essay, and the strategies used in teaching English as a foreign language. Additionally, students require additional time to put these ideas into practice, develop written materials, create lesson plans, conduct mini-lessons, and complete a variety of other duties.

The fact that the students liked the classroom setting was the most intriguing finding. Because of the calm, cozy, and supportive learning environment, they found their class to be a source of inspiration, motivation, and competition. According to Abedi, Namaziandost, and Keshmirshekan (2019), flipping the classroom empowers students through more active learning as opposed to having the lecturer explain the content openly throughout class, when students merely take notes and occasionally ask questions. Students are free to revise the subject outside of the classroom and then summarize it at their own speed.

On the other hand, differentiated learning or differentiated instruction plays a significant role in fulfilling students' needs. Teachers must provide appropriate learning procedures and materials that best meet the needs of their students, as well as design their lessons around the students' different demands (Idrus, Asri, & Baharom, 2021). Differentiated Instruction has been advocated as an instructional technique to accommodate students' learning variety. This instructional design aims to help teachers intentionally encourage meaningful learning in a class with varying student characteristics, learning profiles, and prior knowledge (Alavinia and Viyani, 2018; Ortega, Cabrera, and Benalcázar, 2018). Different instruction strives to create a learning process that allows students to study the learning styles they prefer, allowing them to obtain good learning outcomes since varied instruction provides a supportive learning environment (Tomlinson & Imbeau, 2010). It would allow them to actively engage and participate in their learning since they would have control over their learning responsibility (Güvenç, 2021; Malacapay, 2019). It is also highlighted that varied education allows teachers to regularly reflect on their teaching and improve themselves.

According to Magableh and Abdullah (2022), differentiated instruction is beneficial in raising reading comprehension scores of grade 11 students overall but has no influence on gender. The studies also revealed that DI had varying effects on reading comprehension skill level, with above-average receiving the greatest effect. As stated by Saleh (2021), diversified reading activities can efficiently inspire kids reading. It was clear that the planned diversified instruction tactics and activities were effective in encouraging nearly all of the kids to participate in the reading process. This method assisted students in better understanding the reading text and, as a result, answering the questions correctly. They felt at ease during the various stages of the method and while completing the reading comprehension questions, and they gradually improved their reading comprehension skills. According to the previous researcher, Heacox (2018), differentiated instruction gives a number of approaches for support and monitoring while learners are only beginning to practice their instructional choices. Differentiated instruction, according to Bondie, Dahnke, and Zusho (2019), allows teachers to plan strategically to meet individual needs where they are, as well as providing many approaches to grasp, gain, and apply learning, as opposed to one-size-fits-all training. Teachers must change teaching in the domains of content, process, product, and learning environment based on students' readiness, interests, and learning profiles in differentiated learning (Said & Ehsan, 2019). The content is what students need to learn, as well as the key concepts, abilities, and principles. To address the varying needs of their students, teachers modify the level of complexity utilizing various teaching processes. As a result, all learners understand the same concepts, skills, and principles, but in different ways. Several recent studies have investigated the efficiency of differentiated instruction in various language skills. For example, Altin and Saracalolu (2018) investigated the effect of differentiated instruction enhanced with cultural, educational materials on English reading comprehension, vocabulary, and students' attitudes toward English lessons. The study's two groups were assigned at random to two levels of grade 7 students. The researchers employed a quasi-experimental approach to get the investigation's results, which included a pre/post English reading comprehension accomplishment test. Treatment teachers instructed the experimental group on reading comprehension texts improved with educational resources using differentiated learning strategies over

a six-week period. The comparison group, on the other hand, studied normal reading comprehension teaching for the same time period. The findings revealed that tailored instruction improved students' reading comprehension.

Additionally, Davidsen (2018) evaluated the effects of distinctive instruction on the English reading comprehension of level 3 students. The purpose of the study was to compare varied instruction methodologies to traditional teaching on grade three English reading comprehension achievement. This quasi-experimental study lasted a full year to reveal the results, which revealed that segregated learning greatly improved the reading comprehension achievement of third-grade students. Forster, Kawohl, and Souvignier (2018) explored the impact of long-term tailored instruction on reading comprehension and fluency. The results showed that the treatment group significantly improved in terms of reading comprehension and fluency when compared to the control group. The data also revealed that students with lower-than-average grades benefited the most. Kotob and Abadi (2019) investigated the influence of customized instruction on academic success of below-average and above-average learners in a mixed-ability classroom. The findings revealed that the overall class average score had improved, the results revealed a significant improvement in the below-average scores, whereas the mean score for the above-average remained essentially constant. Differentiated education is an approach that has a considerable impact on below-average students. Magableh and Abdullah (2019) investigated the effects of differentiated teaching on reading comprehension using a mixed-method approach that used qualitative and quantitative methodologies to reveal the study's findings. The results revealed that modified teaching was robust in increasing reading comprehension and reducing classroom diversity. Mavidou and Kakana (2019) investigated the effectiveness of differentiated teaching on the reading achievement of youngsters. The study's findings revealed a significant positive difference between the two groups, preferring the experimental group, implying that differentiated instruction improved students' achievement. Furthermore, differentiation by interest had the highest mean score of any type of differentiated strategy.

This issue looks crucial to be applied in the context of EFL learners because of those approaches have their own benefits in teaching learning process. Flipped learning is more comfortable, dynamic, active, collaborative and independent because students autonomously and responsibly learn material through videos provided by the teacher before learning in class, while differentiated learning has the advantage that the learning approach in the classroom is more varied according to the needs of students and the teacher as a facilitator accompanies students according to the conditions of the students. However, those approaches are separated each other in conducting teaching learning process and only few studies specifically explored the integration those approaches in the context of EFL learners. Concerning this case, this research focuses on exploring how instructors implement the ideas, their problems, and possibilities that arise when conducting the integration. Flipped and differentiated learning have the potential to transform traditional language classes into more interesting, interactive, and learner-centered environments. Teachers may create a more dynamic and engaging classroom environment that promotes active participation and critical thinking by offering students with tailored learning experiences and leveraging technology to deliver curriculum. To investigate the integration of those approaches, the research questions need to be explored:

1. How do the teachers implement Flipped-Differentiated learning in the context of EFL learners?
2. What opportunities and challenges do they discover from the implementation?

METHOD

Research Design and Setting

A qualitative case study was employed because of the interest to explore how the two English teachers implemented flipped-differentiated learning, their opportunities and challenges they faced in the context of EFL learners. They are teachers of a certain Senior High School in Samarinda who had been one semester conducting the integration.

Research Participants

The first participant, Ms. Catarina (a pseudonym), 23 years old, novice teacher, who had just been 8 months teaching, has some certificates of teaching learning with digital media, and enthusiastic to learn something new, particularly in teaching field.

The second participant, Ms. Jenny (a pseudonym), 40 years old, permanent teacher, has three children, active in giving training for students who join on some competitions, and has some certificates for professional development.

Data Collection and Analysis

The data-gathering process took about 5 months, collected through open ended questions of questionnaire for knowing process of their teaching learning and in-depth interviews to explore their experience regarding the implementation. Since qualitative research is frequently subject to concern about its trustworthiness, using the technique of member checking to ensure the credibility of this study was conducted (Denzin & Lincoln, 1998). In the process of member checking the data, the participant was asked to examine those rough drafts of writings and notes and provided alternatives for what might need to be changed or modified.

A relevant data analysis method based on the research's emphasis could be thematic analysis. Thematic analysis is a way to analyze data with the aim of identifying patterns or finding themes through data collected by researchers (Braun & Clarke, 2006). This method is a very effective method when a researcher intends to examine in detail the qualitative data they have in order to find related patterns in a phenomenon and explain the extent to which a phenomenon occurs through the eyes of researchers (Fereday & Muir-Cochrane, 2006). Even Holloway & Todres (2003) said that this thematic analysis is the basis or foundation for the purposes of analyzing in qualitative research. There are several methods that can be used in qualitative research, and this thematic analysis is very important to learn because it is considered a core skill or basic knowledge for conducting analysis in qualitative research. It can even be said further that identifying themes that characterize thematic analysis is one of the generic skills for most qualitative analysis methods (Holloway & Todres, 2003). Thematic analysis is a versatile and user-friendly qualitative tool for identifying patterns and themes in data. It entails carefully finding and categorizing data themes relevant to the study issue. To do thematic analysis, transcribe the data from the interviews, observations, and any other sources, and then read through the data numerous times to become acquainted with the topic. Identifying patterns and themes in data through a coding technique. This entails dividing the data into smaller pieces, giving codes to the data, and categorizing the codes into themes based on their commonalities.

After coding and categorizing the data, assessed and interpreted the themes to answer the research question. By preserving complete records of the coding process and decision-making throughout the analysis, it is possible to preserve transparency and rigor in analysis. Thematic analysis is a versatile and adaptable method for analyzing a wide range of qualitative data and producing valuable insights into research subject.

RESULT AND DISCUSSION

Result

After giving questionnaire with open ended questions and in-depth interview to the two English teachers, the researcher got some information in terms of how the teachers conducted the integration in the context of EFL learners.

1. The implementation of Flipped-Differentiated Learning in the context of EFL learners

The first participant, Ms. Catarina conveyed the steps of how she implemented in her class. *I made learning videos to my students. So far I had made 2 learning videos. I sent the video links in the class' WhatsApp group the day before class started. Students were given much time to learn and find another resources to discuss in class. At school, I asked students to discuss in group based on the diagnostic assessment, they might tell what they knew or what information they got from the video. I invited students to discuss the material along with giving some examples. In class, I also asked students to work on the questions I gave them together. The differentiated assessment was carried out after the discussion and exercise activities were completed, for example telling personal experiences and making biographies. For making the learning valuable I invited my students to do reflection.*

The second participant, Ms. Jenny delivered the steps how she conducted the implementation. *The steps that I did were sharing the materials before the day, then students learnt the material by their own pace. In the class, I gave differentiated worksheet to students in based on their needs, discussed in group, took confirmation and conclusion, post test, and the last was reflection. I mad two videos during the program running.*

The way of those teachers when they implemented the integration seems different, namely Ms. Catarina started telling the steps with making learning videos, sending to her students through WhatsApp group, making group based on the diagnostic assessment, asking the students about what they knew from the video, discussing the materials with examples, and giving assessment. Meanwhile, Ms. Jenny started sharing the materials, giving differentiated worksheet, discussing in group, taking conclusion, and posttest. She added a note that she made 2 videos.

After conducting the open ended questions, in-depth interview held to explore their ways in implementing the integration.

Ms. Catarina told the ways mostly same with the open ended question answers, however, one point she underlined in some cases the process did not work well because of less preparation, especially making videos.

I sometimes did not have time and good skill to make videos by myself, it made the materials given directly to students through their WhatsApp group. The students did not understand well with the material, so it influenced them not really interested in learning the materials.

Ms. Jenny has the similar experience in delivering the materials. She took the videos from another resources that could not meet with the learning objective.

I took videos from certain source to fulfil the learning needs. Making videos are such difficult work I faced in my life, so I preferred taking videos from another resources, however, those videos did not really meet with the learning objective.

Based on the information that they made just two videos during the process, they took another way such as from certain resource and gave materials through word or power point document.

2. The opportunities and challenges that the teachers discovered from the implementation

The data from open ended questions regarding to the opportunities and challenges that the teachers discovered as follows.

Ms. Catarina highlighted the advantage of using flipped learning, however not really clear expressing about differentiated learning.

The first advantage is that because students had already opened the video lesson, it motivated them to arrive at class prepared. Students could spend more time collaborating with one another in class, which was beneficial for their teamwork skill. Through collaborating in class, their skill of English get better. Moreover, they had an access to a variety of materials, and I could also point them in the direction of sources written by other teachers and because flipped learning may depend on each student absorbing and understanding at a free time, students studied at their own pace.

The benefit shown is students' self preparation. Students were more motivated to come to class because they had prepared by watching the videos... *students had already opened the video lesson, it motivated them to arrive at class prepared...* Moreover, students had an access to get variety materials from other resource, so it could not make them afraid to attend the class and collaborate with other students and their teacher. They could absorb and understand through their own pace. The second benefit is having a good teamwork. Involving in the discussion makes them have a good skill in teamwork, able to communicate their thoughts with each other, and sharpen their skill in English.

Ms. Jenny has a really brief answer in terms of this question.

The benefit is student who didn't care about any material of English before should take care of herself/himself/group and tried to understand and answer the questions in worksheet.

Ms. Jenny points a crucial part of student's behavior which students finally cared themselves in learning English and try to understand and answer the questions delivered in worksheet. Their behavior was changed into the better ones.

In-depth interview section, those two teachers expressed more details.

Beside the above answers, Ms. Catarina witnessed some of students that have more progress by following this integration. The point here is about students' achievement. There were three students who were recognized as less interested in English became enthusiastic and got good score. It is different with what they had before engaging the process.

I am very happy that some of my students have much progress in learning English. They really hated of English before I implemented the methods. They like the methods because they have much time to prepare and they are not afraid to come to class because they tried to find another resources to comprehend the material. In class, they were confident to express their English, consulted their needs to me and their friends because they could express what they knew based on their level. Finally, they got good score and always happy during the lesson.

The impact of the implementation improves the knowledge of the students because they have much time to prepare the material and to find another resources to equip their understanding, so in class they are more confident to actualize their capability. The other point that can be underlined here is decreasing students' anxiety... *they like the methods because they have much time to prepare and they are not afraid to come to class because they tried to find another resources to comprehend the material...*It shows how big impact the methods for students where they are not afraid to come and collaborate to their friends and teacher in class. The last benefit is students' comfort. Students were aided in differentiated learning based on their level or learning style in order to ensure they were not offended to learn from other levels. ... *in class, they were confident to express their English, consulted their needs to me and their friends because they could express what they knew based on their level, they were assisted based on their level so they could learn materials happily...*The situation shaped in class becomes more convenient because the students treated as they are.

Ms. Jenny has quite similar to what Ms. Catarina experienced related to students self preparation, students achievement and comfort. The benefit of this implementation plays on the effect to some students who really want to enhance their English. They found this implementation as a new style in learning process and they always ask what material that is going to be learnt for the next meeting.

I recognize some of my students who are really in love of learning English. They said to me that they were enthusiastic with this methods because they had much time for preparing the material and they could ask their friends and me in class, and they were not forced to learn because they were guided based on their condition. After class, they asked the materials for the next meeting. I worked hard to prepare more and more to face them.

Enthusiasm to learn English is such benefit thing of this implementation. The students got new learning environment that makes them eager to know more the material, they are not forced to learn but allowed to express themselves freely underpinned on their step, and eager to know the coming meeting.

The following elaboration is about challenges that they experienced during the implementation.

The challenges they faced from open ended questions as follows:

The obstacles that I experienced, firstly, not all students could open the video that I sent because there were some who lived in dormitory. They were not allowed to use their cellular phone without any formal permission. They understood the material based on discussion, question, and answer activities in class. Secondly, I once experienced a problem on my broken laptop when I was making a learning video.

There are two sides of challenges, from the students and the teacher herself. From the students, Ms. Catarina found some students were in not good preparation in terms of their regulation at dormitory, so they just had time to understand the materials in class. It relates to students environment. The place that some students stay is really strict of using electronic devices because of some reasons. They can not freely use their laptop or hand phone to access the videos delivered by their teachers. The situation obstructs their self preparation time. The second challenge comes from teachers' equipment as an educator... *I once experienced a problem on my broken laptop when I was making a learning video...* The condition hampers teachers to create creative and interesting videos. They stag on the critical situation where they can not find any solution to overcome their problem.

Ms. Jenny has a short answer of this part. She focuses on the time management in class.

Sometimes it's so difficult to manage the time in class

Time management is a crucial problem that Ms. Jenny faced during the learning process. It connects to time management. Though flipped learning conducted in this integration, the problem of managing time in class still becomes a problem. It means a lot how to organize time properly.

In-depth interview recorded some new information beside those answers regarding to the challenges they faced.

Ms. Catarina found the reaction of her students regarding to differentiated learning in class. Some of her students from the different classification felt not comfortable with the group and the situation in class. Beside that, Ms. Catarina also confessed that she does not have a capability in making videos.

At the beginning of the class when this methods conducted, some of my students from advanced level felt not comfortable because some of their friends from another level asked some questions meanwhile they had to finish their own work from their teacher. On the other hand, the students from another level were not comfortable because they were in the same level. After I told them some advices and the goals of this methods, they tried to accept it although it needs time. I have to say that I have a problem with my own skill in making video. I have not found a certain way to make myself easy to make video.

Ms. Catarina had to face the learning environment which was not comfortable for everyone in case of differentiated learning implementation. This condition is about inconvenient environment...*some of my students from advanced level felt not comfortable because some of their friends from another level asked some questions meanwhile they had to finish their own work from their teacher. On the other hand, the students from another level were not comfortable because they were in the same level...* Feeling uncomfortable in differentiated learning makes class become not conducive for learning. The students felt annoyed by others and their own group. The teacher's challenge related to technology competence... *I have to say that I have a problem with my own skill in making video. I have not found a certain way to make myself easy to make video...* Implementing this integration needs a certain capability prominently in technology field. The capacity of making video still becomes her problem and it effects to her performance especially in making interesting and creative videos.

Ms. Jenny had a different challenge when she motivated some students who were not interested in learning English and followed these methods and lack of her capability in making video is a crucial case that she has to fix it.

I have a difficult time when I motivated my students to learn English and when I asked them to watch videos and discussed in group. They tended to be lazy, assumed that learning English was not important for them and watching video before class made them busy at home. I had many times to encourage them, some of them aware that they have to improve their English, however, some of them are still in the same problem. Beside the problem, I have my own problem, it's my capability in creating videos. I need to learn more and more for the next meeting and try my best.

The first challenge stated is students' disposition. Ms. Jenny highlighted the problem facing the students who were not interested learning English because they assumed English is not important and watching videos made them burdened. The students tend to just attend the class without any preparation. The second comes from the teacher which is about her competence in making video. ...*I have my own problem, it's my capability in creating videos. I need to learn more and more for the next meeting and try my best...*The capability of creating video is the main obstacle that she faced. It is similar to Ms. Catarina that found the major problem in this implementation comes from themselves as teachers. However, they have a commitment to learn much about technology.

Discussion

The focuses of this research are exploring how the teachers implemented the integration, the opportunities and challenges they discovered during the process. The first points that they did were preparing and delivering the learning video to the students the day before class. Ms. Catarina and Ms. Jenny prepared learning videos for their students because those videos were important for students in their preparation. It connects with Lin & Hwang (2018) & Sams & Bergmann (2013) who stated that students learn via videos or multimedia learning materials prepared by the teacher before class. At the step, they made two learning videos by themselves and the other videos from another resources. There

was something to be noticed that they had a similar problem in making videos related to their capability to manage time and make video by themselves. Ms. Catarina sent the material to students using word and power point document in stead of videos that made her students not enthusiastic to learn more the materials, while Ms. Jenny sent the videos from other resources which were not suitable with the learning objective. Those cases could contribute not effective in learning English. Instructional videos are crucial to motivate students to learn English independently.

The availability of instructional videos can boost students' motivation because they can prepare for class before they show up, claim Abdullah, Hussin, and Ismail (2021). They emphasized how important the videos made by teacher to motivate students to learn by their own pace. Regarding to delivering the videos to the students, maximum a day before the class should be sent because of the time that the students need to have learning by themselves. The two teachers had done well so their students had time to prepare before coming to class. An important part of the process was students pace for independent learning. In a flipped learning, preliminary information outside of the classroom is given to the learners and they utilize class time to construct their knowledge foundation (Bergmann and Sams 2012). They underlined that in the time for students outside class is constructing their knowledge foundation which needs an autonomy to arrange their time and place. Bruner (1966) and Piaget (1970), two famous constructivist theorists, believe that learners are active participants of the learning process and create their own learning by solving problems with the least possible elementary aid from the instructor. Indeed, constructivism proposes that learners construct and learn their knowledge basis similarly to the way they acquire new content via experiences rather than from lecture (Lotter et al. 2011; Hashemifardnia et al. 2018a; Rusche and Jason, 2011). With access to learning content outside the class, students can use features such as pause and rewind to privately revisit confounding information (Bergmann and Sams, 2012; Doman and Webb, 2014; Hashemifardnia et al. 2018b). Flexibility and the ability to adapt the learning pace with differences in individual attention were some of their reasons noted for the observed gains of the flipped classroom model (Herreid and Schiller, 2013; Muldrow, 2013). Additionally, when students make use of their own knowledge in the classroom, they take ownership of their own learning process and can be inspired to want to learn more about a topic because it becomes more personally interesting (Hao, 2016; Namaziandost, et.al., 2019). Governing learning pace combined with positive personal learning experiences can result in increased success in the classroom (Janatha, 2016; Ajzen, 2005). According to the theory of self-efficacy (Bandura, 1977), individual behavior is subject to awareness of and congruence with the anticipated results, which inevitably affect a person's learning outcomes. In simple terms, motivation is about the students' self-view of their ability to complete tasks. When operating at that own rate, it could be suggested that the improvement in self-awareness could improve self-efficacy as well (Bandura, 1997).

Moving to the class activities that used differentiated learning, the two teachers conducted the class differently based on the students needs. They gave the students differentiated worksheet based on the student's needs, assisted the students, allowed them to ask their difficulties in terms of the materials which they have learnt, gave feedback, and shared their knowledge to their fellow friends, carried the student to conclude the materials, conducted differentiated assessment and reflection. Mavidou & Kakana (2019) stated that there is an increasing interest in research for differentiated instruction as a vigorous way of supporting different students in their knowledge acquisition and skills while, on the other hand, it also breaks down the obstacles that prevent their distinctive abilities to show their maximum potential as students effectively. Murley (2010) reported that teachers carry the heavy responsibility of engaging to the immense learning varieties in their classrooms. These learning varieties are the reasons for many problems during teaching and assessments. Each student has his favorite learning styles and multiple intelligences. As a result, the "one for all" attitude to assessment is not reliable. Effective learning is rarely to occur if all children in a classroom are doing the same thing. Teachers cannot satisfy students' different needs if every student is reading the same story and completing the same task. Academic needs are central. However, they are not the single needs students have. Students still require quality education to satisfy their educational requirements and varied needs. If teachers do not fulfill students' fundamental needs, core curriculum and teaching do not matter (Tomlinson & McTighe, 2006).

Two big points of the process in class are implementing differentiated learning and assessment. It has to be correlated each other when the teacher assists the students with differentiated learning, the assessment is also conducted differently based on the process of learning. These steps of learning show clearly the integration of flipped and differentiated learning in the context of EFL learners, where the first comes is flipped learning to prepare students in learning process, and in class students are guided by differentiated learning including the differentiated assessment as a correlative part of the learning itself.

Implementing the integration has some opportunities and challenges at once. The two teachers have their own experiences regarding those components. There are some benefits that Ms. Catarina discovered that such students are more motivated to attend class because they have prepared by watching videos, students have plenty of time to collaborate in groups so they can learn teamwork skills, they also have access to a variety of materials from other resources, and they can absorb and understand at their own pace. The first benefit of conducting the integration is more motivated to attend class and learn at their own pace. It underlines the students' self preparation before coming to class. They have much time and learn outside of class with their own pace makes them ready to come to class without doubts. It aligns with Abdullah, Hussin, and Ismail (2021) that emphasized the preparation before coming to class by watching videos make students motivated to explore themselves better. Haghghi et al. (2018) used flipped learning to highlight the construct of motivation, and students are more motivated to learn when the teacher aids them in class. Because of flipped learning's

success, Zainuddin and Perera (2017) emphasized the students' own motivation. It demonstrates higher levels of intrinsic drive while tackling the demands of learning. In the meantime, Ms. Jenny emphasizes a crucial element of student behavior in which pupils finally care about learning and make an effort to understand and respond to the worksheet's questions. In addition to the responses provided above, Ms. Catarina noticed some pupils who had improved as a result of this integration. Three students who had previously been labeled as uninterested in English developed a passion and excelled in the subject. Zainuddin & Perera's (2017) research, which was conducted concurrently, demonstrated that students in the flipped learning environment were more adept at handling online assignments and activities and were able to direct their learning results. The survey results demonstrated that the students' peer interactions and self-directed learning abilities improved in the flip-class environment. Additionally, the flip-class setting benefited students' intrinsic drive. Students were motivated by the videotaped lectures, self-regulated learning environments, participation in class activities, and peer interaction, according to the qualitative findings from the student interviews, and they outperformed their peers in the traditional classroom. It differs from what they had prior to involving the procedure. The impact of implementation boosts students' knowledge since they have more time to prepare the content and locate additional resources to supplement their comprehension, so they are more confident in class (Hsieh, Wu, & Marek, 2017). It aligns with what Alebrahim & Ku (2020) found in their study that students got more engagement in learning activities and enhancing their performance. Active and collaborative aspects are the other advantages of the integration. Because of their preparation before class and the students are guided differently, students get more active to comprehend the materials and collaborate with each other. They have a good teamwork skill and able to present themselves in their group. The good self preparation before coming to class strengthens themselves to collaborate with their friends and teachers. According to Abedi, Namaziandost, and Keshmirshakan (2019), flipping the classroom, as opposed to having the lecturer explain the topic in class while students just take notes and occasionally ask questions, empowers students through more active learning. Students are permitted to review the content outside of class and summarize it at their leisure. Students may be more interested when teachers instruct them in a different approach because they are not forced to learn at a higher level. Through the integration, they were able to admit to themselves that they needed to learn English in contrast to their previous knowledge. Moreover, when working cooperatively in a group, people are able to explore their expertise from wherever they are. Another benefit of this integration is that the students were satisfied. They are more confident in expressing themselves because they are not compelled to push their learning limits; instead, they study on their own terms. They have more information about the contents because of the preparation before class, so they may boost their confidence and knowledge, and they finally received a decent grade and feel satisfied.

The benefit of this integration is that it has an effect on some students who desire to improve their English. They recognized its implementation as a new approach in the learning process, and they always inquire about the information that will be learned for the following meeting. The desire to learn English is one of the many advantages of this implementation. The students have a fresh learning environment, decreasing their anxiety, which has made them eager to learn more about the content, even for the upcoming meeting. Due to their extensive preparation and the lack of pressure from their professors, it demonstrates the relaxed environment they have. The combination of their preparation before class and the differentiated learning in class made students get more enthusiastic and confident because they could express themselves based on their level.

Regarding to the challenges, the result shows two sides, from the students and the teacher herself. From the students relates to the students' environment that could not meet the needs of independent learning by using electronic device. Ms. Catarina found some students were in not good preparation in terms of their regulation at dormitory, so they just had time to understand the materials in class. Additionally, Ms. Catarina had to face the learning environment which was not comfortable for everyone in case of differentiated learning implementation. Feeling not comfortable for everyone in the process was a truly challenge that the teacher had. Those challenges in accordance to living environment for learning which is not supported for learning with the students (Du,Fu, Wang, 2014) and the openness of the students to accept others or help others in differentiated learning. The attitude of students is a major difficulty for teachers, in addition to the uncomfortable setting. The students are not interested learning English because of they don't concern English as a priority in their life and also they assume that they waste their time to prepare before class. It becomes main problem when some of them have not realized the important of English. Meanwhile, from the teacher side, there are two cases related to the capability of making videos and time management especially in differentiated learning setting. The most challenge for teachers is lack of knowledge and skill in making creative and interesting videos. It aligns with Lo & Hew (2019) that emphasize the main problem of teachers in doing flipped learning is creating the video because of the time and high skill needed to make the videos. The concrete problem influences their performance on how to attract students desire in learning on their pace. Managing time in differentiated class is also one of the crucial problems in terms of handling students needs with their variety of needs. Assisting students underpinned their needs takes time and energy. It is accordance with Suwastini, et.al. (2021) that stated this instruction model is time-consuming and increases the teacher's workload: a workload that depends on the students' possible differences. The more varied the students' readiness, background, and learning profiles, the more workload the teachers will have with different complexity of classroom management for each class.

CONCLUSION

The implementation of Flipped-Differentiated Learning in the context of EFL Learners is a new approach which has a crucial way in terms of the process, the advantages, and the challenges. How the teachers conducted the integration showed big effort in preparing and delivering the videos before class related to their capacity to make videos, while students had much time to prepare the materials and make them eager to comprehend more and confident in class with the differentiated approach by the teachers. Flipped Learning shapes students' environment that is more motivated, more confident, responsible, and student-centered pace, meanwhile Differentiated Learning continues with new approach based on student's needs. Students have a time to collaborate and learn the materials from their level. It makes students have a comfortable zone to enhance their capability, ask many things to their teacher, and do reflection as a crucial part to maximize their competence to connect the materials to real life. However, the main issue for students is their lack of enthusiasm for learning English and their uncomfortable surroundings, while the biggest issue for teachers is their inability to create videos, which results in students who are less eager to learn the topic.

This study only focuses on a few aspects, such as how teachers handle integration, possibilities, and problems with the available information. Due to this flaw, more information and clarification are required to ensure that integration plays a part in the teaching and learning process. Additionally, data regarding differentiated learning must be included based on certain context.

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