

**UTILIZING FLIPPED LEARNING TO FACILITATE EFL STUDENTS'
LISTENING COMPREHENSION: NON-FORMAL EDUCATION
TEACHERS' PRACTICES AND CHALLENGES**

A Thesis

Submitted to the Master's Program in English Language Education, Faculty of
Language and Literature Education, Universitas Pendidikan Indonesia in partial
fulfillment of the requirements for a Master Degree in English Language
Education



By
Silvina Yuza
2106615

**ENGLISH LANGUAGE EDUCATION STUDY PROGRAM
FACULTY OF LANGUAGE AND LITERATURE EDUCATION
UNIVERSITAS PENDIDIKAN INDONESIA
2023**

APPROVAL PAGE

A Thesis

**UTILIZING FLIPPED LEARNING TO FACILITATE EFL STUDENTS'
LISTENING COMPREHENSION: NON-FORMAL EDUCATION
TEACHER'S PRACTICE AND CHALLENGES**

By
Silvina Yuza
2106615

Approved by

Supervisor I



Prof. Dr Sri Setyarini, MA.Ling.
196312291990022001

Supervisor II



Dr. Fazri Nur Yusuf, M.Pd
197308162003121002

Head of English Education Study Program
Faculty of Language and Literature Education
Universitas Pendidikan Indonesia



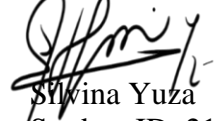
Prof. Emi Emilia, M.Ed. Ph
D
196609161990012001

STATEMENT OF AUTHORIZATION

I hereby declare that this thesis entitled Utilizing Flipped Learning to Facilitate EFL Students' Listening Comprehension: Non-Formal Education Teacher's Practice and Challenges is totally my own work. To the best of my knowledge and belief, it contains no element of plagiarism. Therefore, I confirm that I will be ready to respond to any risks that can be imposed on me if later there will be any violations of educational research ethics in this work.

Bandung, 28 Juli 2023

Author,



Silwina Yuza

Student ID. 2106615

ACKNOWLEDGEMENT

All praise and glory to Almighty Allah SWT, who gave me the blessing, courage, strength, and insights to carry out this thesis. Peace and salutation be upon the last prophet Muhammad SAW, who has guided us from darkness to brightness. A lot of people have been involved in the accomplishment of this thesis.

First and foremost, I am forever grateful to my first supervisor, Prof. Dr. Sri Setyarini, MA. Ling., and my second supervisor Dr. Fazri Nur Yusuf, M.Pd., who provided unwavering expertise, support, and understanding throughout this process. Without their support and guidance, this thesis would not be all it came to be. I would also like to express my gratitude to Dr. Fazri Nur Yusuf, M.Pd., for his enthusiasm and encouragement towards me and my fellow advisees. His attention and support have been highly influential throughout the course of our studies. My deepest gratitude is also addressed to the head English education study program, Prof. Emi Emilia M. Ed. Ph.D., and all lecturers of the faculty of English education study program. It is a great opportunity for me to have great lectures with them.

I also extend my heartfelt gratitude to the Secretary of Muaro Jambi Regency, Mr. Budhi Hartono, S.Sos., MT. who, with his kindness, facilitated my study leave in the region. I also would like to express my deep appreciation to the Head of the Department of Education in Muaro Jambi, Mr. Firdaus, S.Ag. MM., and all the staff members who have assisted in the administrative procedures required for my study leave.

I would like to express my heartfelt gratitude to all my classmates in PBI C 2021, the English Language Education department. Their support, camaraderie, and encouragement throughout my research journey have been truly invaluable. I would also like to extend my special thanks to Cholidah, Puti Masurai, and Irna Christina for their support and assistance in my research. They have always been there for me whenever I needed to discuss ideas, seek advice, or receive feedback. Their contributions have greatly enriched the quality of my work, and I am truly grateful for their presence. I also thank Ms. Silvina Arifah, Mr. Anto, and Ms. Prastiwi for being willing to be part of the research and sharing their experiences regarding flipped learning.

I extend my deepest gratitude to my parents, Zainal and Yurli Eniva, as well as my parents-in-law, Dr. Asep Machpudin and dra. Tri Winarsih and my auntie Dr. Sri Handayani, for their unwavering support and for instilling in me a love for learning. Your constant encouragement, guidance, and prayers have been instrumental in my academic journey, providing me with the strength and motivation to overcome challenges and reach this significant milestone. I am forever grateful for your love and the invaluable lessons you have imparted throughout my life. I also thank my daughters, Intan and Berlian. I am filled with immense pride and admiration for both of you, and I look forward to celebrating our shared achievements. Your presence in my life is a constant reminder of the importance of balance, love, and the endless support we provide to one another. Last but not least, I am deeply grateful to my husband, Aviantara Sains Kesuma M.Si.Ak. I am grateful for the countless hours you spent with me, discussing ideas, offering valuable insights, and providing constructive feedback. Your perspective and contributions have undoubtedly enriched the quality of this work.

I would like to express my sincere appreciation for the generous financial support provided by LPDP (Indonesia Endowment Fund for Education) and *Beasiswa Pendidikan Indonesia Guru dan Tenaga Kependidikan*. Their investment in my education and research has played a pivotal role in enabling me to fully devote my efforts to this project, without being encumbered by financial constraints.

In conclusion, I humbly acknowledge and extend my profound appreciation to all those who have contributed, directly or indirectly, to the successful completion of this thesis. Your invaluable support, guidance, and encouragement have played an integral role in its fruition.

UTILIZING FLIPPED LEARNING TO FACILITATE EFL STUDENTS' LISTENING COMPREHENSION: NON-FORMAL EDUCATION TEACHER'S PRACTICE AND CHALLENGES

ABSTRACT

Despite recognizing listening as an essential skill in language learning, research on effective teaching methods remains limited, particularly regarding the use of flipped learning as a notable learning model. This study aims to address this gap by investigating teachers' practices in facilitating students' listening comprehension under flipped learning model and the challenges they encounter when utilizing flipped learning. The study employed a qualitative case study involving two teachers and six EFL students enrolled in a non-formal education program in Jambi. Data collection methods included document analysis, observation, and multiple interviews. The findings reveal that flipped learning facilitates students' listening comprehension through both out-of-class and in-class activities. Out-of-class activities provide language input, repeated exposure and media support, and also accommodating self-paced learning. Consequently, it facilitates students in addressing their listening difficulties and preparing them better for in-class activities. In-class activities, particularly through reviewing activities to reinforce vocabulary and pronunciation concepts, greatly benefiting listening exercises. The study also identified four teacher strategies employed in this context namely gamified activities, group discussions, listening-speaking integrated activities, and answer sharing and presentations which promote learning quality improvement in listening class. However, various challenges were also identified, including those related to students, operational aspects, and teachers. To address these challenges effectively, the study recommends utilizing more well-designed out-of-class and in-class activities. This demands regular training for teachers in institutions that have adopted the flipped learning model to enhance their understanding of the utilization of flipped learning.

Keywords: Flipped learning, flipped material, in-class activities, listening comprehension, non-formal education, out-of-class activities.

TABLE OF CONTENTS

STATEMENT OF AUTHORIZATION	iii
ACKNOWLEDGEMENTS	iv
ABSTRACT	vi
TABLE OF CONTENTS	vii
LIST OF TABLES	ix
LIST OF FIGURES	x
LIST OF APPENDICES	xi
CHAPTER I INTRODUCTION	
1.1 Background of the Study	1
1.2 Aims of the Study	2
1.3 Research Questions	3
1.4 Scope of the Study	3
1.5 Significance of the Study	3
1.6 Clarification of the Key Terms	5
1.7 Organization of the Study	7
CHAPTER II LITERATURE REVIEW	
2.1 The History and Theoretical Foundation of Flipped Learning	9
2.2 Flipped Learning in ELT Context: What is and What is not?	12
2.3 Preparation for Flipped Learning Implementation in EFL Classroom	14
2.4 Benefits of Implementing Flipped Learning	17
2.5 Teacher’s Challenges in Utilizing the Flipped Learning	19
2.6 Teaching Listening Comprehension	21
2.7 Students’ Difficulties in Listening Comprehension	23
2.8 Teaching Listening and Flipped Learning	24
CHAPTER III RESEARCH METHODOLOGY	
3.1 Research Design	28

3.2 Site and Participants	29
3.3 Data Collection	31
3.3.1 Instruments	31
3.3.1.1 Interview	31
3.3.1.2 Document	32
3.3.1.3 Classroom Observation	33
3.3.2 Procedure of Data Collection	34
3.4 Data Analysis	36
 CHAPTER IV FINDINGS AND DISCUSSION	
4.1 Facilitating Student’s Listening Comprehension Through Flipped Learning	40
4.1.1 The Flipped Learning Featured in the Research Context.....	42
4.1.2 Flipped Material in Out-of-class Sessions to Facilitate Students’ Listening Comprehension	44
4.1.3 Teachers’ Strategies during In-Class Sessions to Facilitate Students’ Listening Comprehension	63
4.2 Teacher’s Challenges in Utilizing the Flipped Learning	106
 CHAPTER V CONCLUSIONS, IMPLICATIONS, AND RECOMMENDATIONS	
5.1 Conclusions	119
5.2 Implications	122
5.3 Recommendations	123
REFERENCES	125
APPENDICES	132

LIST OF TABLES

Table 3. 1 Basic Information of Students Participants	31
Table 4. 1 Flipped Learning Featured in Research Context	42
Table 4. 2 Teachers' Role and Flipped Material for Out-of-class Sessions....	44
Table 4. 3 Flipped Material for Vocabulary.....	48
Table 4. 4 Flipped Material for Pronunciation.....	50
Table 4. 5 Flipped Material for Listening Comprehension.....	51
Table 4. 6 Summary of Students' Interview Result	52
Table 4. 7 Teacher A's Listening Instruction.....	62
Table 4. 8 Teacher B's Listening Instruction.....	65
Table 4. 9 Materials Covered in the Flipped Material and Student Book	71
Table 4. 10 Variation of Activities Presented on Flipped Material and Students' Book	72
Table 4. 11 The Provided Pictures Related to the Topic	75
Table 4. 12 The Stages of Teacher B's Listening Instruction.....	77
Table 4. 13 Teacher A's Steps in Opening the In-Class Sessions	79
Table 4. 14 Types of Questions in Flipped Material and Students' Book	81
Table 4. 15 The Stages of Teacher B's Listening Instruction.....	82
Table 4. 16 Teacher B's Steps in Opening the In-Class Sessions.....	84
Table 4. 17 The Comparison between Vocabularies in Flipped Material and Students' Book	85
Table 4. 18 Teacher A's and Teacher B' Forms of Games in Their Class	89

Table 4. 19 Variation of Activities Conducted in Teacher A's and Teacher B's Class.....	91
Table 4. 20 Speaking-Listening Integration Activities Utilized for In-Class	92
Table 4. 21 Students' Perspective of In-Class Activities	96
Table 4. 22 The Result of Teachers' Interview	104
Table 4. 23 Teachers' Challenges	112

LIST OF FIGURES

Figure 4. 1 Flow of Listening Learning in Flipped Learning Context	41
Figure 4. 2 A picture taken from the opening of the unit on the students’ book	78
Figure 4. 3 A picture taken from the opening of the unit on the students’ book unit 4A (Teacher A)	81
Figure 4. 4 A picture taken from the opening of the unit on the students’ book unit 3A (Teacher B)	83
Figure 4. 5 Picture of vocabulary exercise on students’ book	85
Figure 4. 6 A picture taken from the opening of the unit on the students’ book unit 4A (Teacher B)	86
Figure 4. 7 Picture of vocabulary exercise on students’ book	87
Figure 4. 8 Situation of students’ group activity	92
Figure 4. 9 Picture of the first page of unit 4A (Teacher A)	93
Figure 4. 10 Whiteboarding technique used by Teacher B	95
Figure 5. 1 Listening material for out-of-class sessions	119
Figure 5. 2 Listening material for in-class sessions	120
Figure 5. 3 Teachers’ Challenges	121

**UTILIZING FLIPPED LEARNING TO FACILITATE EFL STUDENTS'
LISTENING COMPREHENSION: NON-FORMAL EDUCATION
TEACHERS' PRACTICES AND CHALLENGES**

Oleh
Silvina Yuza

S.Pd Universitas Jambi, 2013

Sebuah Tesis yang diajukan untuk memenuhi salah satu syarat memperoleh
gelas Magister Pendidikan (M.Pd) pada Fakultas Pendidikan Bahasa dan Seni

© Silvina Yuza 2023
Universitas Pendidikan Indonesia
Agustus 2023

Hak Cipta dilindungi undang-undang
Tesis ini tidak boleh diperbanyak seluruhnya atau sebagian, dengan dicetak
ulang, difoto kopi, atau cara lainnya tanpa izin dari penulis.

REFERENCES

- Abdelrahman, L. A. M., Dewitt, D., Alias, N., & Rahman, M. N. A. (2017). Flipped learning for ESL writing in a Sudanese school. *Turkish Online Journal of Educational Technology*, 16(3), 60–70.
- Abeysekera, L., & Dawson, P. (2015). Motivation and cognitive load in the flipped classroom: definition, rationale and a call for research. *Higher Education Research and Development*, 34(1), 1–14. <https://doi.org/10.1080/07294360.2014.934336>
- Ahmad, S. Z. (2016). The Flipped Classroom Model to Develop Egyptian EFL Students' Listening Comprehension. *English Language Teaching*, 9(9), 166. <https://doi.org/10.5539/elt.v9n9p166>
- Alsowat, H. (2016). An EFL Flipped Classroom Teaching Model : Effects on English Language Higher-order Thinking Skills , Student Engagement and Satisfaction. 7(9), 108–121.
- Amiryousefi, M. (2019). The incorporation of flipped learning into conventional classes to enhance EFL learners' L2 speaking, L2 listening, and engagement. *Innovation in Language Learning and Teaching*, 13(2), 147–161. <https://doi.org/10.1080/17501229.2017.1394307>
- Arikan, A. (2004). Questions to Ask in Post-Observation Conferences for a Reflective Practice. 3rd International ELT Conference.
- Astri, U. S., Syarif, H., & Ningsih, K. (2019). The Effect of Flipped Classroom Strategy on Listening Comprehension of Undergraduate Students at English Department in IAIN Batusangkar. 335(ICESSHum), 316–321. <https://doi.org/10.2991/icesshum-19.2019.51>
- Awad, M. A., & Aburezeq, I. M. (2021). The Impact of Using Flipped Learning Strategy on Developing Listening Skills of 7th Grade Female Students in the United Arab Emirates. *Journal of Language Teaching and Research*, 12(No. 5), 661–670. <https://doi.org/http://dx.doi.org/10.17507/jltr.1205.04>
- Bäcklund, J., & Hugo, M. (2018). The paradox of the flipped classroom: One method, many intentions. *Problems of Education in the 21st Century*, 76(4), 451–464. <https://doi.org/10.33225/pec/18.76.451>
- Bartkus, K. R., Nemelka, B., Nemelka, M., & Gardner, P. (2012). Clarifying The Meaning Of Extracurricular Activity: A Literature Review Of Definitions. *American Journal of Business Education (AJBE)*, 5(6), 693–704. <https://doi.org/10.19030/ajbe.v5i6.7391>
- Basal, A. (2015). The implementation of a flipped classroom in foreign language teaching. *Turkish Online Journal of Distance Education*, 16(4), 28–37. <https://doi.org/10.17718/tojde.72185>
- Bergmann, J., & Sams, A. (2012). *Flip Your Classroom: Reach Every Student in Every Class Every Day* (pp. 120-190). Washington DC: International Society for Technology in Education
- Bergmann, J., Overmyer, J., & Wilie, B. (2013). The Flipped class: Myths vs. reality. 2013. URL <http://Www.TheDailyriff.Com/Articles/the-Flipped-Class-Conversation-689> Php, 6–9.
- Bergmann, J., & Sams, A., April Gudenrath (2016). *Flipped Learning for English Instruction*. Washington DC: International Society for Technology in Education

- Bergmann, J., Overmyer, J., & Wilie, B. (2013). The Flipped class: Myths vs. reality. 2013. URL <http://www.thedailyriff.com/articles/the-flipped-class-conversation-689> . Php, 6–9.
- Bergmann, J., & Sams, A. (2014). Flipped Learning: Gateway to Student Engagement. International Society for Technology in Education
- Betihavas, V., Bridgman, H., Kornhaber, R., & Cross, M. (2016). The evidence for “flipping out”: A systematic review of the flipped classroom in nursing education. *Nurse Education Today*, 38, 15–21. <https://doi.org/10.1016/j.nedt.2015.12.010>
- Bingol, M. A., Mart, C. T., Celik, B., & Yildiz, N. (2014). Listening comprehension difficulties encountered by students in second language learning class. *Journal of Educational and Instructional Studies in the World*, 4(4), 25–30.
- Bond, M., & Bedenlier, S. (2019). Facilitating student engagement through educational technology: Towards a conceptual framework. *Journal of Interactive Media in Education*, 2019(1). <https://doi.org/10.5334/jime.528>
- Chen, A. (2013). Listening Problems : A Process-Based Study. *The Journal of Asia Tefl*, 10(3), 81–101.
- Chen, H.-L., & Wang, S. (2016). Turning passive watching to active learning: Engaging online learners through interactive video assessment tools. *The Annual Convention of the Association for Educational Communications and Technology*, 15–20.
- Chen, Y., Wang, Y., Kinshuk, & Chen, N. S. (2014). Is FLIP enough? or should we use the FLIPPED model instead? *Computers and Education*, 79, 16–27. <https://doi.org/10.1016/j.compedu.2014.07.004>
- Creswell, J. W. (2007). *Qualitative Inquiry & Research Design; Choosing Among Five Approaches* (Vol. 77, Issue 4). SAGE Publications. <https://doi.org/10.1111/1467-9299.00177>
- Davies, R. S., Dean, D. L., & Ball, N. (2013). Flipping the classroom and instructional technology integration in a college-level information systems spreadsheet course. *Educational Technology Research and Development*, 61(4), 563–580. <https://doi.org/10.1007/s11423-013-9305-6>
- Diora, L., & Rosa, R. N. (2020). An Analysis of Students’ Difficulties in Listening Comprehension: A Descriptive Study at English Language and Literature Department FBS UNP. *Journal of English Language Teaching*, 9(1), 85. <https://doi.org/10.24036/jelt.v9i1.107957>
- Ebadi, S., Nozari, F., & Salman, A. R. (2022). Investigating the effects of flipped vocabulary learning via an online dictionary on EFL learners’ listening comprehension. *Smart Learning Environments*, 9(1). <https://doi.org/10.1186/s40561-022-00209-7>
- Emerick, M. R. (2018). Explicit teaching and authenticity in L2 listening instruction: University language teachers’ beliefs. *System*, 80, 107–119. <https://doi.org/10.1016/j.system.2018.11.004>
- Estes, C. A. (2004). Promoting Student-Centered Learning in Experiential Education. *Journal of Experiential Education*, 27(2), 141–160. <https://doi.org/10.1177/105382590402700203>
- Etemadfar, P., Soozandehfar, S. M. A., & Namaziandost, E. (2020). An account of EFL learners’ listening comprehension and critical thinking in the flipped classroom model. *Cogent Education*, 7(1). <https://doi.org/10.1080/2331186X.2020.1835150>

- Field, J. (1998). Skills and strategies: towards a new methodology for listening. *ELT Journal*, 52(2), 110–118. <https://doi.org/10.1093/elt/52.2.110>
- Flipped Learning Network. (2014). What Is Flipped Learning ? The Four Pillars of F-L-I-P. Flipped Learning Network, 501(c), 2. <http://www.flippedlearning.org/definition>
- Flowerdew, J., & Miller, L. (2005). Second Language Listening: Theory and Practice. <https://doi.org/10.1093/elt/cci107>
- Fu, J. S. (2013). ICT in Education : A Critical Literature Review and Its Implications *Jo Shan Fu*. 9(1), 112–125.
- Fulton, K. (2012). Upside down and inside out : Flip your classroom to improve student learning. *Learning & Leading with Technology*, 39(8), 12–17.
- Gilboy, M. B., Heinerichs, S., Pazzaglia, G., & Chester, W. (2014). Report Enhancing Student Engagement Using the Flipped Classroom. *Journal of Nutrition Education and Behavior*. <https://doi.org/10.1016/j.jneb.2014.08.008>
- Goh, C. (2005). Second language listening expertise. *Expertise in Second Language Learning and Teaching*, 64–84. https://doi.org/10.1057/9780230523470_4
- Graham, S. (2006). Listening comprehension: The learners' perspective. *System*, 34(2), 165–182. <https://doi.org/10.1016/j.system.2005.11.001>
- Griffiths, R. (1990). Speech Rate and NNS Comprehension: A Preliminary Study in Time-Benefit Analysis. *Language Learning*, 40(3), 311–336. <https://doi.org/10.1111/j.1467-1770.1990.tb00666.x>
- Hamdan, N., McKnight, P., McKnight, K., & Arfstrom, K. M. (2013). A Review of Flipped Learning. c, 20.
- Hora, M. T., & Ferrare, J. J. (2013). WCER Working Paper No . 2013-1 A Review of Classroom Observation Techniques in Postsecondary Settings.
- Hornby, A.,S. (2010). *Oxford Advanced Learner's Dictionary of Current English*. 7th edition. Oxford University Press.
- Hsieh, J. S. C., Vivian Wu, W.-C., & Marek, M. W. (2017). Using the flipped classroom to enhance EFL learning. *Computer Assisted Language Learning*, 30(1–2), 1–21. <https://doi.org/10.1080/09588221.2015.1111910>
- Ishikawa, Y., Akahane-Yamada, R., Smith, C., Kondo, M., Tsubota, Y., & Dantsuji, M. (2015). An EFL flipped learning course design: utilizing students' mobile online devices. 2015, 261–267. <https://doi.org/10.14705/rpnet.2015.000343>
- Kawinkoonlasate, P. (2019). Integration in Flipped Classroom Technology Approach to Develop English Language Skills of Thai EFL Learners. *English Language Teaching*, 12(11), 23. <https://doi.org/10.5539/elt.v12n11p23>
- King, A. (1993). From Sage on the Stage to Guide on the Side. *College Teaching*, 41(1), 30–35. <https://doi.org/10.1080/87567555.1993.9926781>
- Khoiriyah. (2021). Journal on English as a Foreign Language Flipping the classroom to enhance EFL students ' listening skill. *Journal on English as a Foreign Language*, 11(1), 21–41.
- Kline, J. A. (1996). *Listening Effectively (I)*. Air University Press.
- La-Belle, T.J. (1982). Formal, non-formal and non-formal-education: A holistic perspective on lifelong learning. *International Review of Education*, XXVIII, 159–175.

- Lee, J. (2023). Flipped Learning. In: Zawacki-Richter, O., Jung, I. (eds) Handbook of Open, Distance and Digital Education. Springer, Singapore.
https://doi.org/10.1007/978-981-19-2080-6_69
- Lee, G., & Wallace, A. (2018). Flipped Learning in the English as a Foreign Language Classroom : Outcomes. 52(1), 62–84. <https://doi.org/10.1002/tesq.372>
- Lester, J. N., Cho, Y., & Lochmiller, C. R. (2020). Learning to Do Qualitative Data Analysis: A Starting Point. Human Resource Development Review, 19(1), 94–106.
<https://doi.org/10.1177/1534484320903890>
- Littlemore, J., Krennmayr, T., Turner, J., & Turner, S. (2014). An investigation into metaphor use at different levels of second language writing. Applied Linguistics, 35(2), 117–144. <https://doi.org/10.1093/applin/amt004>
- Lo, C. K., & Hew, K. F. (2017). A critical review of flipped classroom challenges in K-12 education: possible solutions and recommendations for future research. Research and Practice in Technology Enhanced Learning, 12(1).
<https://doi.org/10.1186/s41039-016-0044-2>
- Mazur, E. (2014). Peer instruction: Pearson new international edition: A user’s manual. www.pearsoned.co.uk
- Miller, G. A. (1956). The magical number two, plus or minus one: Some limits on our capacity for processing musical information. Psychological Review, 101(22), 343–352. <https://doi.org/10.1177/102986490200600205>
- Moran, C.M., & Young, C.A. (2017). Applying the Flipped Classroom Model to English Language Arts Education. In Educational Technologies and Instructional Design (AETID) Book Series. <https://book.asia/book/5591244/041131?dsource=recommend>
- Namaziandost, E., Neisi, L., & Momtaz, S. (2019). The Effectiveness of Flipped Classroom Model on Listening Comprehension Among Iranian Upper-intermediate EFL Learners. Journal of Applied Linguistics and Language Research, 6(4), 129–139.
- Nihei, K. (2002). How to Teach Listening How to Teach Listening Contents. ERIC, 1–25.
- Nouri, J. (2016). The flipped classroom: for active, effective and increased learning – especially for low achievers. International Journal of Educational Technology in Higher Education, 13(1). <https://doi.org/10.1186/s41239-016-0032-z>
- Olakanmi, E. E. (2017). The Effects of a Flipped Classroom Model of Instruction on Students’ Performance and Attitudes Towards Chemistry. Journal of Science Education and Technology, 26(1), 127–137. <https://doi.org/10.1007/s10956-016-9657-x>
- ÖzkanKırmızı, & FundaKömeç. (2019). The impact of the flipped classroom on receptive and productive vocabulary learning. Journal of Language and Linguistic Studies, 15(2), 437–449. www.jlls.org
- Öztürk, M., & Ünal Çakıroğlu. (2021). Flipped Learning Design In EFL Classrooms: Implementing Self-Regulated Learning Strategies to Develop Language Skills.pdf. Smart Learning Environments.
- Purnamasari, Dinda. (2017, May 2). Bisnis Industri Pendidikan yang Makin Diminati [Web page]. Retrieved from <https://tirto.id/bisnis-industri-pendidikan-yang-makin-diminati-cnRh>

- Rajabi, P., Mahmoodi, K., & Hosseini, S. A. (2021). Flipped classroom model and its impact on Iranian EFL learners' classroom anxiety and listening performance. *Call-Ej*, 22(3), 1–16.
- Reynolds, R., & Caperton, I. H. (2011). Contrasts in student engagement, meaning-making, dislikes, and challenges in a discovery-based program of game design learning. *Educational Technology Research and Development*, 59(2), 267–289. <https://doi.org/10.1007/s11423-011-9191-8>
- Richards, J. C., & Schmidt, R. (2010). *Dictionary of Language Teaching and Applied Linguistics* (Fourth, Vol. 5). Pearson Education Limited.
- Richards, J. C. (2006). Communicative Language Teaching Paradigm. In Cambridge University Press (Vol. 1, Issue 1). <https://www.professorjackrichards.com/wp-content/uploads/Richards-Communicative-Language.pdf>
- Richards, J. C. (2008). Language teaching. In *Language Teaching* (Vol. 35, Issue 4). <https://doi.org/10.1017/S0261444802211829>
- Roehling, P. V. (2018). *Flipping the College Classroom; An Evidence-Based Guide*. Palgrave Macmillan.
- Romi, S., & Schmida, M. (2009). Non-formal education: A major educational force in the postmodern era. *Cambridge Journal of Education*, 39(2), 257–273. <https://doi.org/10.1080/03057640902904472>
- Rost, M. (2011). Teaching and Researching Listening. In *System* (2nd ed.). Pearson Education Limited. <https://doi.org/10.1016/j.system.2003.11.004>
- Safiyeh, H. A., & Farrah, M. (2020). Investigating the effectiveness of flipped learning on enhancing students' english language skills. *Journal of English Education*, 9(1), 193–204. <https://journal.uniku.ac.id/index.php/ERJEE>
- Scott, J., Hsieh, C., Wu, W. V., Marek, M. W., Scott, J., Hsieh, C., Wu, W. V., & Using, M. W. M. (2017). Using the flipped classroom to enhance EFL learning. *Computer Assisted Language Learning*, 30(1–2), 1–21. <https://doi.org/10.1080/09588221.2015.1111910>
- Smallhorn, M. (2017). The flipped classroom : A learning model to increase student engagement not academic achievement. 8(2), 43–53. <https://doi.org/10.5204/ssj.v8i2.381>
- Steen-Utheim, A. T., & Foldness, N. (2018). Teaching in Higher Education, 23 (3), 307-324.
- Subramaniam, S. R., & Muniandy, B. (2019). The Effect of Flipped Classroom on Students ' Engagement. *Technology, Knowledge and Learning*, 24(3), 355–372. <https://doi.org/10.1007/s10758-017-9343-y>
- Tadayonifar, M., & Entezari, M. (2020). Does flipped learning affect language skills and learning styles differently? *E-Learning and Digital Media*, 17(4), 324–340. <https://doi.org/10.1177/2042753020931776>
- Tersta, F. W., & Novianti, A. (2017). Listening to Students Voice: Students' Problems in Listening Comprehension. 82(Conaplin 9), 33–36. <https://doi.org/10.2991/conaplin-16.2017.7>
- Turan, Z., & Akdag-Cimen, B. (2020). Flipped classroom in English language teaching: a systematic review. *Computer Assisted Language Learning*, 33(5–6), 590–606. <https://doi.org/10.1080/09588221.2019.1584117>
- Vaezi, R., Afghari, A., & Lotfi, A. (2019a). Flipped Teaching-Iranian Students' and Teachers' Perceptions. 139–164. <https://doi.org/10.22108/are.2019.114131.1382>

- Vaezi, R., Afghari, A., & Lotfi, A. (2019b). Investigating listening comprehension through flipped classroom approach: Does authenticity matter? *Call-Ej*, 20(1), 178–208.
- Vandergrift, L. (2002). “It was nice to see that our predictions were right”: Developing metacognition in L2 listening comprehension. *Canadian Modern Language Review*, 58(4), 555–575. <https://doi.org/10.3138/cmlr.58.4.555>
- Vitta, J. P., & Al-hoorie, A. H. (2020). The flipped classroom in second language learning : A meta-analysis. <https://doi.org/10.1177/1362168820981403>
- Webb, M., & Doman, E. (2016). Does the Flipped Classroom Lead to Increased Gains on Learning Outcomes in ESL/EFL Contexts? *The CATESOL Journal*, 2014, 39–68.
- Winter, J. W. (2018). Performance and Motivation in a Middle School Flipped Learning Course. 176–183. <https://doi.org/10.1007/s11528-017-0228-7>
- Yavuz, F., Faculty, N. E., Ozdemir, S., & Faculty, N. E. (2019). *World Journal on Educational Technology : Current Issues* Flipped classroom approach in EFL context : Some associated factors. 11(4), 238–244.
- Yildirim, S & Yildirim, O. (2016). The Importance Of Listening In Language Learning And Listening Comprehension Problems Experienced By Language Learners: A Literature Review. *Abant İzzet Baysal Üniversitesi Eğitim Fakültesi Dergisi*, 16(4), 0–0.
- Yin, R. K. (2018). Case study research and applications: Design and methods. In *Journal of Hospitality & Tourism Research* (Vol. 53, Issue 5). <https://doi.org/10.1177/109634809702100108>
- Yujing, N. (2015). Influence of Flipped Classroom on Learner’s Empowerment-A study based on English Writing Courses in China. *An International Peer-Reviewed Journal*, 12(2013), 1–8. www.iiste.org