

**ENHANCING THE DESIGN OF FLIPPED LEARNING STRATEGIES
IN HIGHER EDUCATION**

THESIS

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**FAKULTAS TARBIYAH DAN KEGURUAN
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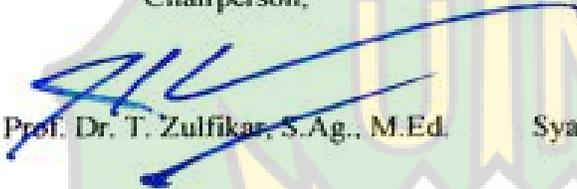
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adalah benar-benar karya saya, kecuali semua kutipan dan referensi yang disebutkan sumbernya. Apabila terdapat kesalahan dan kekeliruan di dalamnya, maka akan sepenuhnya menjadi tanggung jawab saya. Demikianlah surat pernyataan ini saya buat dengan sesungguhnya.

Banda Aceh, 02 August 2023

Saya yang membuat surat pernyataan,



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Aceh Besar, Mei 26th 2023

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ABSTRACT

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Flipped learning is also called flipped classroom. This strategy is used in all educational subjects and at all education levels. The aims of this research are to recognize teaching-learning activities, identify the lecturers' strategies, and find out the challenges perceived by the lecturers in using flipped learning in higher education. This qualitative research used semi-structured interviews to find the result, and the participants were five English language education lecturers at UIN Ar-Raniry Banda Aceh who have been teaching the students using flipped learning strategies. The results of this research were transcribed and analyzed using thematic analysis to find the objectives. The result showed that the teaching-learning activities using flipped learning in higher education were grouped into three parts. The parts were pre-class, in-class, and post-class. In addition, there were four strategies used by the lecturers: understanding the content, eliciting students' responses, following-up activities, and encouraging interpersonal communication. Furthermore, there were three challenges perceived by the lecturers: a lack of resources, a lack of students' discipline, and a lack of learning facilities.

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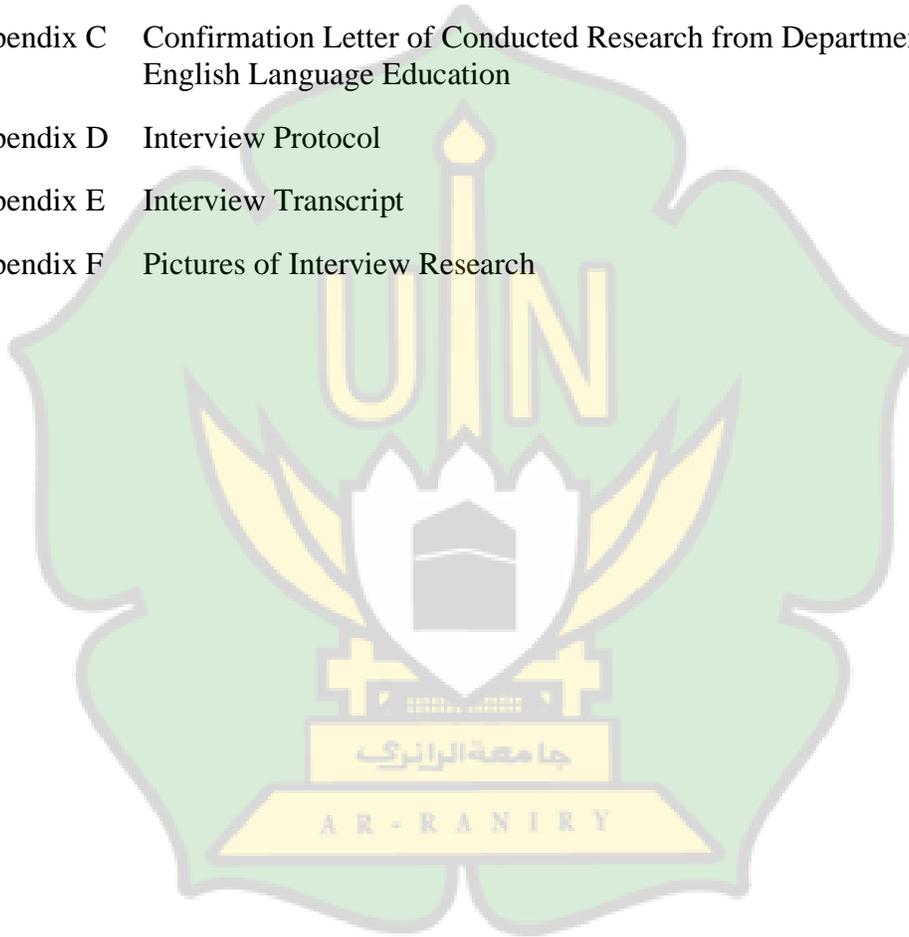
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CHAPTER I

INTRODUCTION

This chapter describes the reasons for conducting the research and deals with several points such as background of the study, research questions, aims of the study, the significance of the study, and terminologies.

A. Background of the Study

Flipped learning is also called Flipped classroom. This strategy used in all educational subjects and all education levels (Verch and Nissen, 2020). Eppard and Rochdi (2017), claimed that the flipped learning term hits 5440 appearance in Google Scholar. According to Strayer (2012) in Verch and Nissen (2020) article, he considered flipped learning as a specific type of blended learning. The consideration comes from the combination of moments of distance and moments of face-to-face learning.

Flipped learning is a teaching strategy that utilizing Information Technology (IT) in learning. In this age of globalization, learners at the higher education level are surrounded by technology. That is the reason why “The use of the traditional learning approach which focuses on the instructor as the centre of knowledge is irrelevant in today’s digital age” (Zainuddin and Halili, 2016). As a result of technology, the patterns of teaching and learning processes have changed (Wolff and Chan (2016). It

has a direct impact on the current state of education, as well as teaching and learning activities.

Moreover, Keengwee (2014) as cited in Verch and Nissen (2020), said that flipped learning become a common design learning strategy because it is easy to access. It is also all-over of technological tools in the past decade, such as video cameras, video-making tools, screencast technology, video streaming platforms, and digital learning environments. Before entering class, students engage in active and independent learning utilizing video as a medium. Class is only used to actively interact in tough problem solving (Bergmann and Rotellar, 2016). Therefore, the students must prepare for the following session before the lecturer allows students to actively participate in classroom.

On top of that, learning design is a variety ways of designing students learning experience by purposely choice on how to teach in a way that suit the students. According to Koper (2006) as cited in Mor, Maina and Craft (2015), learning design is a teaching-learning process that takes place in the learning unit such as courses, lessons, or any other designed learning events. The learning design major principle is the representation of learning activities and support activities performed by learners and lecturers in the learning unit context. With the growth of flipped learning, the lecturers could provide the students a learning video before the class begin. That way, the face-to-face class would be more effective and interactive, at some point it will also save the explanation time.

There were three previous studies to support this thesis under the title “Teaching strategies in EFL flipped classroom: a trend towards education 4.0” (Prabawati, Sumardi, Supriyadi, and Fauzi 2019, p. 1). This study explored the teaching strategies in implementing flipped classroom for EFL students at the university level. The researchers reported that there were four strategies on using flipped classroom for EFL students at university level namely; making content understandable, eliciting students’ responses, checking students’ understanding and encouraging interpersonal communication.

A study conducted by Lee, Lim, and Kim (2017). The study aim was to develop a flipped leaning design model at Korean University that could systematically help instructors in creating combine online and face-to-face learning activities. The study involved six professors, three teaching assistants, and 18 college students. They implemented the conceptual framework of flipped learning in algebra class through model usability tests, expert review, and field evaluation. The result showed model specificity increases in the maturity of satisfactions of students, mathematical views, and quality of reflections.

A study carried out by Jenkins, Bokosmaty, Brown, Browne, Gao, Hanson, and Kupertadze (2017). They have used the flipped learning matrix model for locating different flipped designs of teaching. They argued that the essence of flipped learning is a strategy that forms part of the overarching pedagogical philosophies that educate

more active, engaged and autonomous learners, rather than merely structural inverting of the process of learning or as a technology implementation.

The similarities between this study and previous studies are that all of the studies investigated teaching strategies and learning designs in using flipped learning in higher education. However, this study focuses on teaching-learning activities, the strategies used by the lecturers, and the challenges perceived by the lecturers in using flipped learning in higher education. The lecturers are masters of utilising technology in teaching and they have interesting teaching strategies. Furthermore, I conducted this research at Universitas Islam Negeri AR-Raniry Banda Aceh.

B. Research Questions

Based on the background of the study, the research questions were formulated as follows:

1. How is teaching and learning activities in using flipped learning in higher education?
2. What are the strategies used by lecturers in using flipped learning in higher education?
3. What are the challenges perceived by the lecturers in using flipped learning in higher education?

C. The Aims of the Study

Based on the research questions above, this study aims to find out the following:

1. To recognize teaching and learning activities in using flipped learning in higher education.
2. To identify the lecturers' strategies in using flipped learning in higher education.
3. To find out the challenges perceived by the lecturers in using flipped learning in higher education.

D. Significance of the Study

The findings of the study were expected to benefit a variety of parties, such as English lecturers and other researchers. It will be highly valuable for lecturers who want to implement flipped learning in the teaching and learning process in higher education. This research will help lecturers lead a better teaching and learning process, know how to find the learning strategies that suit the students, and know what kind of challenges will be faced by the lecturers. The information and results of this research can be used for further studies as references about teaching strategies, flipped learning, and learning designs.

E. Terminology

There are some terms used in this study that relate to the title of this research. This discussion is essential to making sure the research is clear and understandable. The following terms are described as follows:

1. Teaching Strategy

Teaching strategy is techniques or methods that a lecturer employs to assist students in their learning process (Gill, 2020). A lecturer selects the best strategy for instruction for the material being taught, the students' abilities, and the stage of their learning process (Sarode, 2018). So a lecturer is free to teach their students in their own way.

2. Flipped Learning Strategy

Flipped learning is also called flipped classroom or inverted classroom. It is a process of transferring knowledge to independent study (Otakhon 2020). It combines two learning models: online and face-to-face learning (Osguthorpe and Graham, 2003). In flipped learning, the students prepare themselves to participate in class activities before face to face meeting. While during classroom, students practice applying key concepts with feedback. After class, students check their understanding and extend their learning.

3. Learning Design

According to Ertmer (2013) as cited in Mor et al., (2015), learning design is a goal-directed and a creation of something useful as a problem solving activity. Meanwhile Holmberg (2014) as cited in Mor et al., (2015), his understanding of design is a lecturer who is the designer itself who plan the problem solving methods and artefacts. So, learning design is a planning of teaching-learning process that is created by lecturers or instructors.

CHAPTER II

REVIEW OF LITERATURE

In this chapter, I provide literature review related to this research. There are several essential theories that must be understood in depth. This review covers points including of definition of teaching strategy, types of teaching strategy, flipped learning definition, flipped learning purposes, flipped learning models, flipped learning implementation, the strategy of teaching in flipped learning, flipped learning advantages, flipped learning challenges, learning design definition and learning design aims.

A. Teaching Strategy

1. Definition of Teaching Strategy

Lawton as cited in Sarode (2018, p. 58) defined a teaching strategy as "a generalized plan for a lesson that includes structure the expected learner's behaviour in terms of goals of instructions and an outline of planned tactics necessary to implement the strategy." In the context of education, the terms strategy, approach, method, and technique are regularly encountered in any situation involving learning and teaching.

According to Gill (2020), an approach is a type of strategy that includes a set of ideas as well as an overarching view or concepts for dealing with an issue. Every instructor has a unique theory of teaching. Gill (2020) stated that the teaching

approach is the type of activity a lecturer employs to teach. The technique within an approach is referred to as a method. Lecturers employ a method that is more scientific than an approach and includes a step-by-step procedure for solving problems.

2. Types of Teaching Strategies

Teaching strategies are methods used to assist students in learning the appropriate course information and developing future goals that are attainable. To teach at the higher education level, lecturers must prepare a number of strategies to assist in the teaching-learning process. Students in higher education differ from those in lower education. One of the probable teaching system ideas to be utilized in higher education is self-direction (Khandelwal, 2009). Therefore students are required to be independent as universities are developing a student-centered focus. Sarode (2018) elaborated five essential teaching strategies that most educators in higher education used.

a. The authority

The authority model is one of the teacher-centred learning strategies and frequently entails lengthy lecture sessions or one-way presentations. Esmaeili, Mohammadrezai, and Abdollah (2015) told that the teacher has the responsibility and full control during teaching-learning process to make decisions about classroom activities as well as the main provider of information. Meanwhile, students can only listen for hours and take notes or absorb information.

This style is acceptable for certain higher-education with large groups of the students (Gill, 2020). The pure lecture approach is best suited to subjects such as history, but it has certain disadvantages because there is little or no interaction with the students. Because the teacher's role is too dominating in the learning process, this method is being phased out. This is due to the fact that this strategy gradually weakens or removes students' creative abilities. This approach of learning is being faded out since students just hear the content presented by the teacher, take notes, and memorize it.

b. The demonstrator

The demonstrator maintains formal authority by demonstrating to learners the information they require to learn. As claimed by Umara (2022), demonstration is a teaching strategy that directly shows items or how to accomplish something so that the process can be learned. He noted that the teacher has to set up the demonstration tools, master the subject topic, and be able to organize the class. During a class demonstration, students should be able to focus on or notice the object being demonstrated and succeed after seeing a presentation that is live, filmed, or electronically operated. Demonstrations are able to be used in all subjects based on the subject matter and learning targets to be reached.

c. The facilitator

Facilitators encourage self-learning and assist students in developing critical thinking abilities and knowledge retention (Gill, 2020). Additional, the teacher

encourages students to seek knowledge from a variety of print and digital sources. This teaching method encourages students to ask questions, explore options, suggest alternatives, and develop abilities for finding answers and solutions through exploration (Grasha 2010). The teacher only acts as a learning companion for students by creating a democratic and enjoyable learning environment. As a facilitator, the teacher facilitates students' participation in learning activities.

d. The delegator or group

The delegator is group discussion learning. Students are separated into groups to discuss and evaluate their work on the most recent organized topics. It is critical to encourage, affirm, and sustain solid collaboration among members (Gill 2020). The delegator “contributes to students perceiving themselves as independent learners” (Grasha 2010, p.23). In this style, the teacher is more of a consultant, participating as an observer who motivates students by working toward a common goal.

e. The hybrid or blended

The hybrid or blended is a teaching strategy that employs a combined approach to teaching that combines the teacher's personality and interests with the requirements of the students and curriculum-appropriate methods (Gill, 2020). Blended learning refers to an integrated learning experience under the supervision and guidance of a teacher in the form of face-to-face or virtual presence (Bryan and Volchenkova, 2016). It is an effective learning strategy that uses technology which provides an effective learning experience, expands access and flexibility, and lowers

learning costs, they added. It enables teachers to adapt the way they teach to meet the requirements of their students and the subject matter at hand.

f. Games

Educational games in the classroom can increase student involvement during the learning process. “The application of games in education can foster notable improvements in both learning and education outcomes” (Adipat, Laksana, Busayanon, Asawasowan, and Adipat, 2021, p. 542). It allows students to be more active in the classroom. It also enables pupils to converse with other players and discuss game events, which improves coordination and social connection abilities.

B. Flipped Learning

1. Definition of Flipped Learning

Eppard and Rochdi (2017) stated that, flipped learning is inverting the classroom, so the information delivered outside the class. They also define flipped learning into two definitions, the broadest and the narrowest. The broadest definition is assigning the reading material to the students for prior exposure. While the narrowest definition, is the concept where the lecturer use technology, especially the videos, to spread the information outside the class. In original pedagogical, flipped learning means that the information transmission happens outside the classroom. Whereas, the assimilation process is happens in the classroom (Eppard and Rochdi, 2017). So, the students already get the materials before class.

Further, Gaughan (2014) as cited in Eppard and Rochdi (2017) claimed, flipped learning as a lecturer that presented in online videos as homework outside the class. So the rest of the time is reserved for engaging directly with the materials. While Strayer (2012) as cited in Eppard and Rochdi (2017) said that flipped learning is relies on technology to introduce the content course to the student outside the classroom. Then inside the class, students can engage the course content deeper. In addition, Hung (2015) as cited in Eppard and Rochdi (2017), stated that flip teaching not only using the online video to introduce the content beforehand. Flipped learning could use other forms of pre-class assignments to help students prepare for in-class participation, such as reading quizzes or worksheets.

Karnawati and Istianingrum (2020) mentioned that blended learning used two approaches: asynchronous and synchronous. Asynchronous learning is non-time-bound learning. Students are free to interact with special resources and with one another at any time. Students who engage in the session can attend at any time that is convenient for them and study wherever and whenever they choose (Stewart, Harlow and DeBacco, 2011). Furthermore, synchronous is a method in increased students-student and student-instructors interaction (Martin, Parker, and Deale 2012). It is participating in an online learning community using learning resources such as internet conferencing, satellites, video teleconferencing, and chat (Karnawati, et al., 2020).

2. *Flipped Learning Purposes*

The purpose of flipped learning is to give the student the material before the classes so then the students could prepare for better participation in class. According to Brooks (2014) as cited in Aido, Tsyawo, Quansah, and Boateng (2022) the flipped learning is to provide students with active instructional and learning activities with videos. Therefore, they could use the class time for discussion and collaborative work. Nichols (2017) as cited in Aido et al., (2022) highlighted students given the learning materials outside the classroom, including videos and others, is to prepare for active learning activities in the classroom. While in Jdaitawi, Hussein, Muhaidat, and Joudeh (2022) states that flipped learning also promote higher order of thinking skills and improving students learning results in all fields.

3. *Models of Flipped Learning*

There are three of models of flipped classroom that specified by Bryan and Volchenkova, (2016):

a. *Traditional Flip*

Traditional Flip is a basic model of flipping the classroom. Students in traditional flipped learning first learn the content at home before continuing with the learning system in the classroom. In traditional flip, lecturers provide students with access to learning tools such as lecture videos to introduce or preview knowledge that students will need for the next day (Bryan and Volchenkova, 2016). Students can watch the videos at home whenever they want. The following day in class, the teacher

handles any student problems and explains the planned learning activities. During class, students complete a question and answer session similar to a quiz as part of the evaluation process.

b. In class-flip

Students must finish watching the video or studying at home before returning to class. The professor divides the class into groups, then students work independently, collaboratively, or a combination of the two, to complete project-based critical thinking activities (Bryan and Volchenkova, 2016). The lecturer's responsibility is to guide the learning, assisting in the resolution of any misunderstandings that may arise over the course of the learning. All learning activities can be self-organized by the teacher.

c. Master flip

The mastery flip has three primary components, as defined by Bergmann & Sams (2012) as cited in Dong, (2016). First, students work independently or in small groups. Second, teachers formatively examine students' comprehension. Third, students demonstrate mastery of goals in summative exams. Students who have difficulty comprehending the objectives can receive remediation.

4. Implementation of Flipped Learning Strategy

Soliman (2016) highlighted, the flipped learning strategy could be implemented in higher education as follows:

a. Pre-Class

The lecturer prepared the learning material before class began. A learning material should have been created before starting class. The lecturer could select the learning material from YouTube or have it created by them. The chosen video needs to fit the module's targeted learning goals. Each video is 10–15 minutes long to minimize student boredom and distractions. Hasanudin and Fitriainingsih (2018) argued that longer videos will make students bored and less able to concentrate on the lesson.

The lecturer was free to gather the material from multiple sources, including books, articles, journals, YouTube videos, and other sources (Rahayu and Ardi, 2022). So, the learning material can be accessed by the students at anytime and anywhere. Additionally, the lecturer encouraged the students to be focused on learning the material because the content of the material would be discussed in the classroom. And the students studied it asynchronously to get ready for the class activity.

b. In-Class

According to Rahayu et al., (2022), the lecturer splits the class into small groups as part of the flip learning process. Following that, students inquire about previously learned topics that they do not comprehend. Hereafter, the lecturer facilitates the discussion room in order to answer some of the students' questions. Thenceforward, teacher guides students during the learning process by giving

explanation. Students then debate the learning material with their teacher and peers. Teacher provides several examinations for evaluation. Thereafter, students must complete the teacher-provided test while the lecturer assists students in studying and answering questions about the learning material.

c. After-Class

The final step occurs after class, when students use their knowledge and skills by completing some assignments as self-reflection such as research article and journal review (Saputri, 2019). They will recall, think, apply, and develop new knowledge based on how they process and integrate new information.

Furthermore, there are two types of assessment in the teaching and learning process. The first is formative assessment, which provides feedback and information both during and after the educational process (Ismail, Rahul, Patra, and Rezvani, (2022). Formative evaluation measures both student and teacher development. For example, question and answer sessions, in-class activities where students informally present their results, and homework exercises. The second type of evaluation is summative. Summative evaluation is more product-oriented and evaluates the finished product. After the learning has been completed, this assessment presents information and feedback that summarise the teaching and learning experience (Ismail, et al., 2022). For example, the final examination, students evaluation of the course, and project.

5. Strategies of Teaching in Flipped Learning

According to Prabawati, et al., (2019) there are four strategies that support the integration of technology for lecturers to use in teaching flipped learning, they are:

a. Making Content Understandable

Making content understandable helps teachers develop students' comprehension of the content being learnt (Van Olphen, Hofer, Harris, 2012). For example, the lecturer handed the students the task of selecting their own listening materials in order to attract their interest in the listening course. The instructor advised the students to look into TED presentations because it offers a variety of themes from which they can select according to their passions.

b. Eliciting Students' Responses

Eliciting students' responses helps teachers conduct regular informal language assessments (Van Olphen et al., 2012). In order to put this method into practice, the teacher assigned the students to two tasks: requesting students to summarize the video in the form of a listening journal and giving an oral presentation.

c. Checking Students' Understanding

Checking students' comprehension is critical for continual assessment and keeping students involved in the learning process (Van Olphen et al., 2012). Teachers must constantly assess students' grasp of a topic before moving on to the following materials to ensure that learners understand every concept. The instructor frequently

evaluated the students' comprehend of the contents in the classroom, both for the presenters and the audiences, by asking questions.

d. Encouraging Interpersonal Communication

According to Van Olphen et al. (2012), students need to connect with classmates and teachers in order to broaden their subject knowledge. The instructor used Google Classroom or another online application to conduct tutoring/mentoring to encourage interpersonal relationships with the students. The students were free to ask whatever questions they had.

6. Flipped Learning Advantages

A flipped learning method has numerous benefits for educational activities. Students can learn at their own pace using flipped learning (Fulton 2012), and each student can control it to match their individual learning experience and learning interests. This is especially freeing for slower learners. They no longer feel the pressure to "keep up." They are free to learn in any way suits them. And they can go back and study something else if they want to.

According to Bloom (1956) as cited in Aido et al., (2022), with flipped learning, students can engaged in mastery level of learning during the in-class activities. In line with Soliman (2016), students can also absorb knowledge at a deeper level. While knowledge is supplied through easily accessible videos at home,

challenging concepts can be taught in the classroom with the support of a lecturer (Soliman, 2016). So the students enter the class prepared.

The flipped design also helps students to maintain the fundamental skill of remembering, understanding, and application at home, to build on deeper activities that increase the higher-order of thinking skills. Kostaras (2017) as cited in Jdaitawi, et al., (2022), showed that the flipped learning increased active learning and interactions between students and teacher or instructors. While Bowers (2018) as cited in Jdaitawi, et al., (2022), said that flipped learning technique positively improves students' perceptions and their learning experiences.

According to Chilingaryan and Zvereva (2016), flipped learning encourages a good learning environment by making classrooms more welcoming, comfortable, and inspiring. They also stated that the quantity of engagement between professors and students is increased in the flipped learning because they can interact at any time and from any location utilizing digital technology.

According to Basal (2015), lecturers are assisted in determining their required materials for teaching online or offline by employing flip learning. He added that in a flipped learning, the lecturer is a guide to facilitate and organize the students' learning process. Teacher-centeredness may be avoided depending on the level of education and subject matter because it allows teachers to maximize instructional time for a

variety of student-centered activities. Additionally, lecturers can make changes based on student needs and interests as well as classroom dynamics.

In the other hand, one of the benefits for lecturer is creating space for the lecturers by freeing the learning activities (Kim, 2014) as cited in Aido et al., (2022). Therefore, the instructional time can be uses for collaboration and knowledge application.

7. Flipped Learning Challenges

Besides the advantages of flipped learning, it also poses several challenges that perceived by the lecturers when implementing flipped learning in higher education. Each of them will be explained one by one in the following:

a. Organized Students' Work Properly

One of the challenges faced by lecturers in applying flipped learning is the difficulty of organizing students' work properly (Erlinda 2018). The students are close with technology, and some of the students cheat in doing their tasks because they can access Google when they do homework at home. And the lecturer cannot control all of them, even though they have already been announced, to be honest in doing their task.

b. Limited Access to Internet Connection

Another potential problem in implementing flipped learning is limited access to internet connection (Erlinda 2018). Without internet connection the students cannot

learn and cannot prepare themselves to participate in the classroom activities. In flipped learning, an internet connection is very important because students have to access learning materials and communicate with students and lecturers outside the classroom online. For example: watching YouTube videos, accessing journals, articles, and websites that were shared by the lecturers.

c. Lack of Facilities

Moreover, current problems in implementing flipped learning in teaching the lack of facilities (Li, 2018). Also, Ivala (2013) as cited in shnai (2017) mentioned that poor classroom conditions, and lack of technology and technical support are the challenges in using flipped learning. An effective school facility is responsive to the changing programs of educational delivery, and at a minimum should provide a physical environment that is comfortable, safe, secure, accessible, and aesthetically pleasing. The school facility consists of not only the physical structure and the variety of building systems, such as mechanical, plumbing, electrical and power, and telecommunications. The facility also includes materials and supplies, equipment and information technology, as well as areas for outdoor learning.

d. Lack of Adequate Knowledge of Computer Science

Another challenge is lecturer lack of adequate knowledge of computer science (Li, 2018). There is a misperception among teachers about technology-based pedagogy, and teachers have a blind assumption about flipped classrooms that they are not as effective as traditional approaches. Teachers who are familiar with the

roles, behaviour, tactics, and setting of the traditional classroom may find the introduction of the flipped classroom to be unsettling for some lecturers (Ali, 2019). Teachers who lack computer and Information and Communication Technology (I.C.T.) abilities lack self-confidence and are concerned about managing I.C.T. sorts of equipment.

e. Lack of Resources

The drawback faced by the lecturers is a lack of resources (Shnai, 2017). In fact, most of the faculty challenges were related to the lecturers' preparation of the materials for the students. Because the lecturers have to find credible sources on the internet, select interesting content, and choose related content to the topic to be discussed in the classroom. It is not easy to find videos that perfectly match what the lecturer wants his or her students to learn.

C. Learning Design

1. Learning Design Definition

Lockyer et al., (2008), describe learning design in two ways, these are as a process of designing learning experience and a product of the design process. Oliver (2006) as cited in Lockyer et al., (2008) states that learning design is commonly describes as a representation of a learning process. Also, the outcomes could be replicated and reused. He then added that learning design could be seen as a lesson plans. It involves descriptions of learner activities, the resources being used, and the teacher provided the supports.

Further, Mor et al., (2015) states learning design into 8 definitions, these are:

- a. Learning design is a process to achieve the educational aims in a given context.
- b. An art: a skilled craftsmanship and creative practice.
- c. A science: a critical and reflective inquiry informed by theory.
- d. Ethical driven: understanding the “better” meaning and how to get there.
- e. Change-oriented: responding to a world change, doing things differently would achieve better results, rather than doing the same as before.
- f. Iterative: considering nowadays issue, innovations interfere, observing the changes that happen and repeating.
- g. Interleaving problem-setting and problem-solving: as the place that we take action change, the understanding of the environment also changes, and in the end so does the desire within it.
- h. Humble: acknowledging the limitation of real-world settings and acknowledging our limitations as actors within those setting.

In conclusion, learning design is the process of creating a framework that supports educational activities such as resolving issues in learning, achieving learning goals, and getting greater outcomes.

2. Learning Design Aims

According to Putrawangsa (2018), learning design aim is to produce learning design (activities, programs, and tools) that relevant to achieve the certain learning objectives by looking comprehensively the factors that influence the learning process.

On the other hand, Railean (2018), learning design aims to facilitate learning that allows the (meta) cognitive to turn from one state of behaviour into higher state. In addition, Schaffer (2010) as cited in Railean (2018) claims that learning design aims is to support a change in the behaviour of a system.



CHAPTER III

RESEARCH METHODOLOGY

This chapter provides the method used by the researcher in the study. It covered research design, research participants, data collection methods, and techniques of data analysis. The explanations need to be clear because they demonstrate how to conduct this research.

A. Research Design

The nature of this research was qualitative design. According to Cresswell (2018), qualitative research is educational research that is focused on the experiences of participants, collects data that is mostly vocal, textual, non-numerical, and visual, and then describes and analyzes it. As additional, Cresswell (2012) explained, qualitative research is a naturalistic inquiry process that seeks an in-depth understanding of social phenomena in their natural setting. I conducted qualitative research because the aims of this study were to recognize the teaching-learning activities, identify the lecturers' strategies, and find out the challenges perceived by the lecturers in using flipped learning in higher education. Qualitative research worked well for this research project because it allowed participants to explore their own experiences, and I could get deep and open information about the study.

B. Research Participants

I used the purposive sampling technique in this research because I wanted to use participants' experiences to select the most useful sample. According to Jupp (2006), purposive sampling is a non-probability sampling technique in which participants are chosen because they have characteristics that the researcher requires in the sample. In other words, purposeful sampling selects people on purpose.

This research was conducted in the English language education department at Ar-Raniry State Islamic University Banda Aceh. The participants of this study were five English lecturers who have been teaching English using flipped learning. The participants were chosen because they have experience of implementing flipped learning in the teaching and learning. Furthermore, I was in their class when they used flipped learning in teaching and learning, so they were chosen because of my own experience learning with them. On top of that, they have been skilled at utilizing digital tools such as WhatsApp, Google Classroom, Zoom, YouTube, and any other learning applications. Moreover, all of them have been lecturers for more than five years. For those reasons, their perspective and the strategies they used during flipped learning in the classroom are interesting.

Table 3.1
Data of Participants

No.	Name	Age	Years of Teaching Experience	Subject
1	SKH	54 years old	25 years	English Course Design, English Curriculum Development, Micro Teaching, English Teaching Methods, and Grammar.
2	RF	36 years old	10 years	Cross Culture Understanding (CCU)
3	FB	34 years old	7 years	CCU, Linguistics, Discourse Analysis, and English Proficiency test.
4	AK	40 years old	13 years	Basic English and Language Assessment
5	AN	40 years old	13 years	Communication Management, Public Speaking Course, Vocabulary and Pronunciation, English Presentation Skill, and Translation Interpreting.

C. Method of Data Collection

In collecting the data, interview was used in this research. According to Kajornboon (2005), an interview is a way to implicate and communicate to participants their opinions, perceptions, and interpretations of a given situation. Kvale (1983) as cited in Diccico-Bloom (2006) said that an interview is a structured and purposeful conversation. As a research method, an interview has structure, purpose, and form. Moreover, an interview is typically characterized as a person-to-person, structured discourse designed to identify and/or generate important data that must be

collected, analyzed, and validated (Griffee, 2012). So, an interview is an organized dialogue in which the researcher asks questions and the participants respond, and the significant data is then analyzed.

I used a semi-structured interview. As reported by Arikunto (2010), a semi-structured interview is a type of interviewing technique in which the researcher first asks structured questions, which are then deepened one by one to extract more in-depth information about the research topic that she wants to study. There was a list of questions prepared for a semi-structured interview to recognize the aims of this research.

Before beginning the interview, I informed the participants about the study's background, purposes, importance, research methodologies, and participant confidentiality. The interview technique would then be documented, and permission from the participants would be obtained. Twelve interview questions were presented to each participant. During the interview, I asked twelve core questions and some additional questions related to the research. I gave the participant the opportunity to talk about their personal experiences with the topic at hand. Each participant took 15-20 minutes for the interview. The interviews were conducted face to face. I employed a voice recorder and recorded over the phone to ensure accuracy and more detailed data in the transcription process. Meanwhile, SK and AK preferred to answer questions in writing because of time constraints for a face-to-face interview.

Therefore, I sent them a list of interview questions via WhatsApp. They forwarded it immediately after responding to the questions.

D. Method of Data Analysis

According to Williamson (2018), qualitative data analysis is the process through which researchers collect and correlate data to determine the outcome of a study. Furthermore, qualitative data analysis approaches include the observation of non-numerical data. I collected the data for this study through interviews. Braun and Clarke (2006) stated that thematic analysis is a technique for detecting, analyzing, organizing, characterizing, and reporting on themes discovered in a data set. Also, Braun and Clarke (2021) said that thematic analysis provides a simple and reliable tool for qualitative analysis researchers who are new to the field. So, thematic analysis is a simple way for determining people's perspectives on a specific topic in analysing the data. I used thematic analysis because this study focused on teaching-learning activities, the strategies used, and the challenges perceived by the lecturers in using flipped learning in higher education level.

Braun and Clarke (2006) as cited in Maguire and Delahunt (2017), presented a six-phase guidance that is a highly effective foundation for undertaking thematic analysis. The first step is to become familiar with the data. I read and re-read all the data after transferring the data into a written report of the interview's spoken statements, word by word, of every interview that I collected and took some important notes.

Second, by generating initial codes, it is generally refers to the process of labelling and grouping similar types of data to make generating themes and analysing the data more manageable (Maguire et al., 2017). I organized the data in a reasonable way and coded it to compress a great deal of data into small chunks of meaning. The data that I coded was related to the research questions.

Third, search for themes. Maguire et al., (2017), noted that the researcher analyses data patterns to determine what is significant, fascinating, or unique the data about the research questions, and then generates arguments about the topic being examined. I investigated the codes and found some related information that fit into a theme. After that, I looked for common patterns and categories in the data to serve as a starting point for creating a first set of themes. Then, I reduced the themes by filtering them to the specific study aims.

Fourth, review themes. During this phase, the researcher modifies and expands on the preliminary themes established previously (Maguire et al., 2017). I evaluate the subjects and make sure that everything I have categorized as a theme corresponds to the data.

Fifth, defining and naming themes helps the researcher understand the data (Maguire et al., 2017). I defined and accumulated all important data for each theme, as well as refined the themes and the goals of each theme. The data chosen by me is clear, accurate, and supports the topics.

The last step is to write up the analysis data (Maguire et al., 2017). I reported the facts, which include an analysis and explanation of the findings and the stories under consideration.



CHAPTER IV

FINDING AND DISCUSSION

This chapter consist of findings and discussions based on interviews with five lecturers who took part in this research. This research are intend to recognize the teaching-learning activities, identify the lecturers' strategies, and find out the challenges perceived by the lecturers in using flipped learning in higher education. Thus, the discussion highlight the explanation of the interview results.

A. Research Findings

In conducting this study, five English lecturers were chosen as participants who met the criteria and goal of the study. The participants were English lecturers from UIN Ar-Raniry Banda Aceh. The data were collected by doing interviews, as mentioned in the previous chapter. The duration of each interview took approximately 15–25 minutes, with 12 core questions prepared and a few follow-up questions that appeared in the middle of the interview section. The interviews session were recorded by phone as a research tool. The interviews were conducted at participants' houses (lecturers 2 and 5), a coffee shop (lecturer 3), and via WhatsApp (lecturers 1 and 4). Participants in this research were called Lecturer 1 (SKH), Lecturer 2 (RF), Lecturer 3 (FB), Lecturer 4 (AK), and Lecturer 5 (AN). Following data analysis, various findings were obtained. The points were presented below:

1. Teaching-learning Activities in Using Flipped Learning in Higher Education

Based on interviews, all of the participants used flipped learning in teaching and learning processes. They employed flipped learning for almost all subjects that they lectured on. The activities of teaching-learning in using flipped learning in higher education were grouped into three parts. The parts were pre-class, in-class, and post-class.

a. Pre-Class Activities

In this process, the lecturers reported that they created their own plan for the flipped class and they also focused on preparing the materials to share with their students before class started.

1) Design Lesson Plan

In this process, the lecturers mentioned that they created their own plan for the flipped class before the beginning of the semester, starting from the first meeting until the end of the meeting, which included rewards and punishments for the students. While the objectives for every meeting and the materials were selected based on the syllabus that was prepared in UIN Ar-Raniry, As stated by lecturer-2 below:

I guess make my own lesson plan but then the objective of the class for every meeting they already had in UIN. They already had the syllabus, I just need to improve some of them...on the first day of the class...I have talked my students about how many meeting we have just a normal procedure... I also talked them about what kind of materials that we are going to have... what things they need to read even like I remember giving a reading task for every

meeting that we have... But instead of that, they also feel free if they want to get another inside or knowledge about the topic that we are going to discuss. I even told my students about what kind of midterm they have as well as the final for the class. So it was done on the first day of the class. (Lecturer 2)

Moreover, the same view on the statement of design lesson plan mentioned by lecturer-5, she added an additional statement about design lesson plan, including the consequences for the students who did not prepare. As noted below:

Usually as lecturers we have to prepare the lesson plan first before we start the semester. So before we start entering the class or teaching in the classroom, as lecturer we have to get ready to prepare our-self first before we teach and we design the lesson plan first or in bahasa we say RPS... So far, actually the beginning of the semester I would like to make them like agreement first when the first time we meet in the classroom we start the semester I would like to make appointment with the students that would be consequences what they got if they do not doing what I ask them to do (Lecturer 5)

From the excerpts above, two lecturers designed a lesson plan called RPS at the beginning of the semester, before class started. They set the classroom activities, the content of the learning materials, and the agreement with the students. In addition, it would make lecturers improve their teaching and learning strategies because they would be well prepared for the teaching and learning process in a flipped classroom.

2) Prepare Materials

In this process, the lecturers focused on preparing the material to share with the students before class started to encourage active participation in the classroom. As lecturer-1 said:

I have to prepare materials such as e-book/ chapter, e-article, videos, other supporting materials and clear instruction to guide students in learning at home. I compile materials from different sources and then send them to students. (Participant 1)

Furthermore, lecturer-2 also mentioned that she set the contents pre-class. As mentioned below:

I have already set the context about what we are going to discuss in the classroom before they come into the classroom itself. ...so what I need to do is only to see like just to find the supportive learning materials for the class itself... I'll go to like Discovery channel, National Geography, and also like BBC. I will select the most knowledgeable and the most reliable sources. (Lecturer 2)

In addition, lecturer-3 also explained that she shared the material for the students because she wanted them to engage with it. As described below:

Yeah I share material. Somehow can make me be more well prepare, since I need to have something before I'm going to the class which is just not kind of lecturing, you know like giving lecture to my students, more like I want them to also keep interact or be engage with the topic by providing them; power point and also reading materials that is related to the topic study on that day. (Participant 3)

Lecturer-4 also mentioned that she prepared the materials from any resources to share with the students. As noted below:

Usually, I prepare the material (PPT slides, YouTube videos, audio explanations, etc) for one whole semester and sets of exercises as follow-up activities in the classroom... I ask them to watch a video (containing my own explanation) and/or YouTube videos regarding the teaching materials for a topic that will be learned in the classroom. I also sometimes share the additional link to the material with them so that they will have various resources to refer to...(Lecturer 4)

Lecturer-5 also responded the same point about sharing the materials with the students before class. As mentioned below:

I ask them or recommend them to read sometimes at home. Usually we can say we take the materials roles materials from the internet, after we select that we can also adapt and recommend the students or ask them to read the materials from that website or ask them to watch the videos from the link that I share them through WhatsApp group. (Lecturer 5)

The responses above showed that all of them prepared the material and asked the students to learn it at home first. They also shared the materials with the students through a WhatsApp group. They provided a variety of materials for students, such as PowerPoint slides, YouTube videos, audio explanations, an e-book or chapter, an e-article, a website, etc. So, when the students came to the class, they had some inside knowledge about the materials that would be discussed that day, and watching the video lectures before class helped them prepare for the class activities. The students could re-watch the video or re-read the materials, then take notes on their own to gain a better understanding.

b. In-Class Activities

1) Classroom Activities

In this process, the students participated in classroom activities such as group discussion, presentations, demonstrations, group projects, and games. As explained by lecturer-1, she used combination activities as mentioned below:

In classroom activities I used a combination of group discussion, presentation and demonstration. (Participant 1)

Similar answer, mentioned by lecturer-2:

So we have more about discussion and then we did some presentation and also we did some group work... every week the students will perform... I defied like six or five group, each week one group will perform... But it is not like just making slide shows for the country so for example they present about a Palestine for example... they sing a song or they dance or they do just like cultural activities based on the country. And I even ask the students to prepare some poster presentation... So they will talk about the country, and they will talk about the food, and they will talk about the culture. And when they talk about the food, they try to make a food. They are making food like as if it is from Palestine. (Participant 2)

Based on the answer above, I found that the lecturer asked the students to present, but the presentation was not only showing the power point, but the students had to act out the topic discussed that day.

Lecturer-5 explained that she used discussion activity and presentation as stated below:

We can start discussing in the classroom discuss the material together and we have read and understand it a little bit at home... Their ideas for those who have read or studied a lot it could be seen from the discussion and presentation session in the classroom... (Lecturer 5)

After that, lecturer-3 elaborated that, she used presentation and discussion at the same time. Sometimes she used games for fun in teaching and learning.

It can be various, presentation I normally always ask my students to present at least once for every subject because it's not presenting is more like teaching explaining something to their friends and I also sometime ask them to,, I

sometime give them quizzes as well, you know kind of quizzes like a,, giving some terms about topic that we have learned and ask them why they can't answer...Is more like discussion, sometimes presentation more yeah,, something that more often a,, the second that I do is more like discussion so I ask them questions so it can be like quiz as well or maybe games so I will you know like students who didn't answer they will have to leave the team like at the end only one students win the session. (Participant 3)

In addition, lecturer-4 said:

I often implement group work, group discussion, and educational games (group as well). (Participant 4)

According to the findings above, there were various activities in the classroom, such as group discussion, presentations, demonstrations, group projects, and games. All lecturers combined class activities from presentation to discussion; sometimes the lecturer asked students to do the group project. Two lecturers said that sometimes, to make teaching and learning fun, they used games in classroom activities. The lecturers have their own way of combining the activities based on lessons that they have already created. So they combined the activities at the right time based on what the class needed.

2) Learning Application

In using flipped learning, the lecturers used learning applications in the teaching and learning process in higher education. There were three learning applications used by the lecturers, as mentioned below:

a) Edmodo

The second participant used Edmodo for teaching and learning activities using flipped learning. As stated by lecturer-2:

I did use Edmodo at that time. I think I have some reviews so like I ask my students to write some essay if I'm not mistaken and they send the essay to Edmodo. So I think like I used Edmodo for the paper submission so they don't need to give me the hard copy... They just sent the soft copy and I can access it anywhere and anytime. So this is also to make my students do not have the reason for "miss ketinggalan, miss lupa" because it is impossible they forgot it, because they can access it from anywhere. So when I had the Edmodo it's very easy for me to go back to there and then I make sure that there is no student left. And the best part of Edmodo is also they have the deadline. So I know if you have late submission they will deducted of your score. So I think it's really favo the students because like the earlier you submit is the better. (Participant 2)

Based on the explanation above, I found that the lecturer used Edmodo in teaching to allow students to share the materials and submit the tasks. So, the students did not have any reason to forget to do the task because they could access it anywhere and anytime. In the application, the lecturer set a deadline for the submission of the assignment. For the students who submitted their task late, Edmodo reduced their scores automatically. The lecturer said that she used Edmodo to submit the task on less paper. So the students could save money, and the lecturer could access the task whenever she wanted.

b) YouTube

Another application used by the lecturers was YouTube. It was to visualize the materials being learned in the classroom. As mentioned by lecturer-2:

Yes, absolutely I used YouTube. Because sometime video has been a very... for me I think it's a quick and very interesting about using the video because it is not only like you listen but also like you see what its' like. (Lecturer 2)

Moreover, lecturer-3 explained that YouTube videos were assisting her showing how to pronounce correctly for the students, as follows:

When I told linguistic, and I want them to see the difference in vocabulary in English in term of the stress so I just show them the video on YouTube. Because I think that's more you know like more correct and appropriate instead of listening of me you know like kind of pronouncing the vocabulary. (Lecture 3)

Based on the statements above, it could be seen that two of the lecturers used YouTube while teaching in the classroom to show more detailed materials and visualize the materials themselves for the students. As a result, the students could easily grasp the topic being taught.

c) Google Classroom

In the process of teaching and learning, the lecturers used Google Classroom to share the materials and submit the tasks. As lecturer-3 said:

Google Classroom I still used that. So I just, Google Classroom just to share materials and also to keep the students engage with the topic learn doing semester. They send the power point to the Google Classroom. It can also last

semester I ask them to make video and to set it also to Google Classroom. Google Classroom is pretty much helping yeah,, (Participant 3)
(Lecturer 3)

Similar statement from lecturer-5, she responded that Google Classroom was really helpful. As mentioned below:

They could easily submit the task of Google Classroom yeah. It is really helpful we can combine to use in the Google Classroom or real activity in the class. (Lecturer 5)

From the findings above, it could be inferred that the lecturers found Google Classroom easier to conduct the tasks of the students, and the lecturers could access it anytime to assess. Moreover, Google Classroom was very supportive for the lecturers as well as the students.

3) *Types of Assessments*

In this process, the lecturer used formative and summative assessment in a flipped classroom. As stated by lecture-4:

I use both summative and formative assessment because I need to assess not only the students' final understanding of the materials but also the ongoing process of learning. (Lecturer 4)

Similar answer from lecturer-5:

I used both, actually, formative for daily assessment, such as to assess students' active participation in the classroom and summative assessment to assess their midterm and final. (Lecturer 5)

However, lecturer-1 said that the assessment should be based on the type of the courses.

The assessment should be based on the type of the course, theoretical or practical course. Most often, I ask students to write summary/ portfolio after they read materials at home, written midterm test, quiz, oral test for presentation, and final product. (Lecturer 1)

So, based on the statements above, lecturer 1, 4 and lecturer 5 used both formative and summative assessment to assess their students' participation in classroom activities in flipped learning. The lecturers used formative assessment for daily assessment of the participation and active learning of students in the classroom. At the end of the semester, the lecturers used summative assessment, such as the final exam, to assess the students' outcomes.

Meanwhile, lecturer-2 used formative assessment to assess the students on daily activities.

In Flipped learning I think I used presentation and also review because I wanna see how they understanding about the topic that I have assign them to do. So most of the time I will ask my students to do the work at home, I mean like to read at home and then the next day when come to the class they will present it or they will discuss it. After that I think I will give them like quick quiz to see what they understand about that or not. I give them sometimes, so yeah sometimes they got the quiz. (Participant 2)

Besides, lecturer-3 noted:

...I really do like quiz or ask them to do assignment on that day or maybe give them daily task I also focus in great for their participations, there are some topics where, if show their participations and they being active in the class. (Participant 3)

It showed that both of them used formative assessment only. The lecturers assess the students at every meeting based on their active participation in the classroom, active discussion, and so on.

c. Post-Class Activities

1) Keep Interaction

In this part, outside of class, the lecturers and the students keep in touch through online applications, as mentioned by all of the lecturers.

Lecturer-1 said:

We are connected through WAG, GC and Email. (Lecturer 1)

Then, Lecturer-2 noted:

They used WhatApp for the quick replay (Lecturer 2)

Also, lecturer-4 mentioned:

I usually use a WhatsApp group to communicate with my students (Lecturer 4)

Furthermore, lecturer-5 explained that she used WhatApp to communicate with the students outside class. Sometimes they discussed the materials on WhatApp group.

As noted below:

Sometimes we can use the WhatsApp. So we can communicate with them in the group, WhatsApp group. Anytime if they have questions they can send me the messages through the WhatsApp. Sometimes when make discussion in the WhatsApp we can also have the time sometimes outside of our class. If they have any questions or they do not understand sometimes they send me a

message about the task. Miss what about this”, I don’t understand this one so I can respond them. (Lecturer 5)

Another statement stated by lecture-3, she used WhatsApp and Google Classroom to connect with the students. As mentioned below:

I will like just have one students serving as the chief of the class and whenever I need something to tell to the class, to his class meet I normally just WhatsApp him, text him and let him know and he will directly message to his friends but whenever it is like yeah,, Google Classroom can also work as a forum like something that can connect me and my students so sometimes I also a,, sent like announcement on Google Classroom. (Lecturer 3)

According to the description above, all participants continued to communicate with their students outside of the classroom. At this point, all of the lecturers were communicating via WhatsApp. Lecturer 3 also interacted with the students through Google Classroom as well. In addition, lecturer 1 used Email. As a result, communication is one of the most important components of the teaching and learning process since it helps to develop a link between the two.

2. The Strategies Used by Lecturers in Using Flipped Learning in Higher Education

Based on the experiences of the interviewed lecturers, they used four strategies in teaching using flipped learning. Those strategies that were used by the lecturers in teaching at the higher education level were: understanding the content, eliciting students’ responses, following-up activities, and encouraging interpersonal communication.

a. Understanding the Content

One of the strategies applied by lecturers 2, 3, and 5 in teaching students in higher education was understanding the content. In this part, I found that the lecturers have various ways of choosing the materials for the students. The students have to understand the topic that will be discussed in the classroom. As lecturer-2 said:

I will make sure this content really relate to the material itself or the learning objective itself and also I will consider about some areas like the most understandable words that they used. Because I think it's not only to make my students know but also to make my students understand. And I didn't find it difficult because CCU...so they already good enough to understand some complicated words in English. (Lecturer 2)

Then, lecturer-3 mentioned that she used fun materials to attract the students to learning. As explained below:

just like in the topic which is related to the materials, which is related to the topic and also try to find something fun so maybe something like funny so it can yeah you know entertaining students as well. (Lecturer 3)

Moreover, lecturer-5 stated that she asked the students to watch a YouTube video to make students understand the topic that would be discussed. As mentioned below:

I ask them to do or to read at home before they coming to the class and understand the materials it a little bit at home....When I teach like Public Speaking Class or English Presentation Skill, I ask them to connect or watch the TED.com frequently to add their knowledge and understanding about how to deliver the speech in the classroom. (Lecturer 5)

So, there were three lecturers who chose materials besides being related to the topic that will be discussed in the classroom; they also selected interesting content,

like something fun and incredible, to make their students desire to understand the content being learned.

b. Eliciting Students' Responses

Another strategy employed by lecturers 1, 2, 3, and 4 was eliciting students' responses. In this part, the lecturers asked for feedback from the students. As explained by lecturer 1:

Most often, I ask students to write summary/ portfolio after they read materials at home, (Lecturer 1)

Then, lecturer-2 announced:

...So we have more about discussion and then we did some presentation and also we did some group work...every week the students will perform a very specific... (Lecturer 2)

Also, lecturer-3 commented:

...so they are supposed to join the class with some inside... and also I sometime you know kind of making a,, like a,, impromptu quiz. Kind just asking them about some questions relating the materials. (Lecturer 3)

Another point of view explained by lecturer-5 is as follows:

I ask my student to summary the materials that they already read at home. So, we can start discussing in the classroom discuss the material together and they are active. (Lecturer 5)

The statements above reported that there were four lecturers who used this strategy, which was to ask for feedback from the students in several ways, such as a summary or portfolio, a direct quiz, active participation in presentations, discussion, and group work, to obtain their responses after they learned at home.

c. Following up Activities

The fourth strategy used by the lecturer was following up on activities in using flipped learning. In this strategy, the lecturer constantly checked the students' mastery of the content.

Lecturer 4's point of view:

I usually stick to the plan and proceed with the follow-up activities during the classroom period, and those students will struggle to engage in the activities. Later on, the students understand the importance of reviewing the pre-class assignment. Other times, when a lot of students do not understand the pre-class work, I still give them a short recap of the material. (Lecturer 4)

Based on the statement above, I realized that only one lecturer used this strategy. In the classroom, the lecturer usually reviews students' understanding of the material. So, if a lot of students did not understand it, the lecturer explained it in more detail and provided them with a short recap.

d. Encouraging Interpersonal Communication

The result of the interview showed that all of the lecturers used encouraging interpersonal communication strategy in using flipped learning. In this strategy, the lecturers engaged with the students outside class through online applications. As noted by lecturer- 1:

We are connected through WAG, GC and Email. Students can contact me during the class periods or anytime they need help. (Lecturer 1)

The same argument was mentioned by lecturer-3 that she used Google Classroom to connect with the students outside class or to share the announcement for the students, as noted below:

Google Classroom can also work as a forum like something that can connect me and my students so sometimes I also a,, sent like announcement on Google Classroom. They will have to text me at the office hour of day. So it's eight to five. (Lecturer 3)

Lecturer-2 said:

They used WhatsApp for the quick replay. And I used a standard limit time perhaps they don't contact me after magrib. (Lecturer 2)

Lecturer-4 stated:

I usually use a WhatsApp group to communicate with my students and have no time limit to discuss any problems. (Lecturer 4)

Similarly, lecturer-5 explained:

Sometimes we can use the WhatsApp. Anytime if they have questions they can send me the messages through the WhatsApp anytime. (Lecturer 5)

The explanations mentioned previously showed that the lecturers and the students were connected. All of them were keeping in touch with their students even outside of class through online applications such as Google Classroom, WhatsApp Group, and Email. There were three lecturers who let the students contact them at any time. So if the students do not understand the topic, they should feel free to ask the lecturers about the materials have learned. But two lecturers only encouraged students to contact them during office hours, which are from 8 a.m. to 5 p.m.

So there were four strategies used by five lecturers using flipped learning in teaching at UIN Ar-Raniry. I found that they not only used one strategy but combined the strategies with another while applying flipped learning in the classroom based on

what kind of class activities they would have and the topic that would be discussed that day.

3. The Challenges Perceived by the Lecturers in Using Flipped Learning in Higher Education

I also asked the participants about the difficulties using flipped learning in higher education. Based on the interview session, there were three challenges that the lecturers faced in using flipped learning:

a. Lack of Resources

The result showed that the first challenge faced by the lecturer in the teaching and learning process using flipped learning was lack of resources because they had to prepare the materials. As mentioned by lecturer-4:

The challenge is preparing the pre-class materials (Lecturer 4)

As mentioned by lecturer-4 above, it was difficult for the lecturer to prepare learning materials before class started because the lecturer needed to find interesting content, search good references and incredible website from different sources to attract their students in learning.

b. Lack of Student Discipline

Another challenge faced by lecturers was lack of student discipline. As explained by lecturer-3:

I think students at higher education that meaning this students are all Gen Z and they are also closed with technology and it can be risky as well because students can be so tricky and also they are so close with plagiarism and many things yeah. Sometime when I ask them to do submit assignment online they will be like many excuses for their lateness (Participant 3)

Based on the result above, lecturer-3 mentioned that the challenge of using flipped learning was lack of discipline among students. Because students were so close with technology and did not use it improperly.

c. Lack of Learning Facilities

The facility was an important component for lecturers in the teaching and learning process using flipped learning. According to lecturer- 4, a lack of learning facilities was also an obstacle in teaching using the flipped learning in higher education.

...Because lack of learning facilities (Participant 4)

According to the preceding statement, a good facility reacts to changing educational delivery programmes and, at a minimum, provides a physical setting that is comfortable, reliable, accessible, well-lit, and visually pleasing.

So, there were three challenges perceived by the lecturers in using flipped learning in teaching and learning process in higher education. There were lack of resources, lack of student discipline, and lack of learning facilities.

To minimize the problems that mentioned above, a lecturer suggest a solution. She stated:

Plan the lesson in advance, well plan, so if you just go with the flow, it didn't work and that will be overlap. I believe and then that will be something missing from that. (Participant 2)

As previously said, well-planned is a solution to minimize the difficulty of using flipped learning in the classroom. Because lecturers must consider the entire class while using flipped learning strategies. They must prepare the lesson not just on the first day, but also on subsequent days. As a result, if the lecturers truly want to implement the flipped learning method and they want to make it very effective, this solution suggests that they have to plan the entire meeting first and then see when they will make the quizzes, such as where they will set the midterm or when they will set the final.

B. Discussions

In this section, I presented discussions based on the findings of the research. The purposes of this research were to recognize teaching-learning activities, identify the lecturers' strategies and find out the challenges perceived by the lecturers in using flipped learning in higher education. The data were collected through face to face interviews and via WhatsApp interviews.

In this research, there were five participants that were selected purposefully who have been using flipped learning in teaching and learning activities in higher education. They were chosen based on my experience learning in their class while

using flipped learning. The participants were the lecturers in English language education at UIN Ar-Raniry.

One of the purposes of this research was to recognize the teaching-learning activities in using flipped learning in higher education. There were three parts of activities to follow: pre-class, in-class, and post-class. According to Esmaili, Mohammadrezai, and Abdolah (2015), in their research stated that the teacher has full responsibility and control over the teaching-learning process. So the lecturers have to create all of the class activities from the start of the first meet to the end.

For pre-class activities, the lecturers created a lesson plan and prepared the materials for students before class started. In the line with Rahayu and Ardi, (2022), they found the lecturer was free to obtain information from a variety of sources, such as websites, books, articles, journals, and YouTube videos, to prepare the materials. So, in a flipped learning, lecturers and students have unlimited access to the materials they want to study.

In-class activities, the lecturers employed various kinds of learning activities. This finding agreed with the study conducted by Sarode (2018), which elaborated on five essential teaching strategies that most educators in higher education used, such as history, group presentations, discussions, group projects, and games. In flipped learning, the lecturers combined all of the strategies into one class. For example, after the students presented the materials, all of the students in the class participated in a

discussion about the topic that was presented. So, they did not only listen to their friends presentations. In the classroom activities, the lecturers also used some learning applications in the class, such as Edmodo, YouTube, and Google Classroom. To assess students' outcomes, the lecturers used formative and summative assessments. This finding was consistent with the findings of Ismail et al., (2022), who indicated that there are two types of assessments: summative assessment for the final exam and formative assessment for the daily quiz activities.

Moreover, in outside class activities, the lecturers and the students were connected to discuss the materials through learning applications such as WhatsApp, Google Classroom and Email. In flipped learning, the students were free to ask whatever they wanted about the topic learned at any time. This activity increased the relationship between lecturers and students.

Another purpose of this research was to identify the lecturers' strategies in using flipped learning in higher education. I found out that there were four strategies used by the lecturers: understanding the content, eliciting students' responses, following-up activities, and encouraging interpersonal communication. The first strategy mentioned by the lecturers was understanding the content. I found out that the lecturers used this strategy to help students understand the topic that would be discussed in the classroom. They tried to find interesting materials from any resources to share with the students, such as funny videos and credible websites.

The second strategy used by the lecturers in using the flipped learning was eliciting students' responses. This finding was related to the previous research. According to the previous study conducted by Van Olphen et al. (2012), eliciting students' responses helped teachers conduct regular informal language assessments. In this strategy, the lecturers expected feedback from students after giving them teaching materials to study at home. The lecturers asked the students to summarize and some of them asked the students to present.

The third was the following-up strategy. The lecturer used this strategy to continuously assess students' comprehension. If any students did not understand, they could immediately fix the problem directly and explain it in them more detail. In addition, students were encouraged to ask the lecturer questions if they did not comprehend what they had learned.

The last strategy was encouraging interpersonal communication. This strategy in the line with Van Olphen, et al., (2012), in order to enhance their subject knowledge, students must communicate with classmates and teachers. So, all of the strategies mentioned above were helpful guides for the lecturers on implementing flipped classrooms.

After exploring the results deeper, I found that the lecturers perceived the challenges in using flipped learning. The challenges in using flipped learning in higher education were a lack of resources, a lack of students' discipline, and a lack of

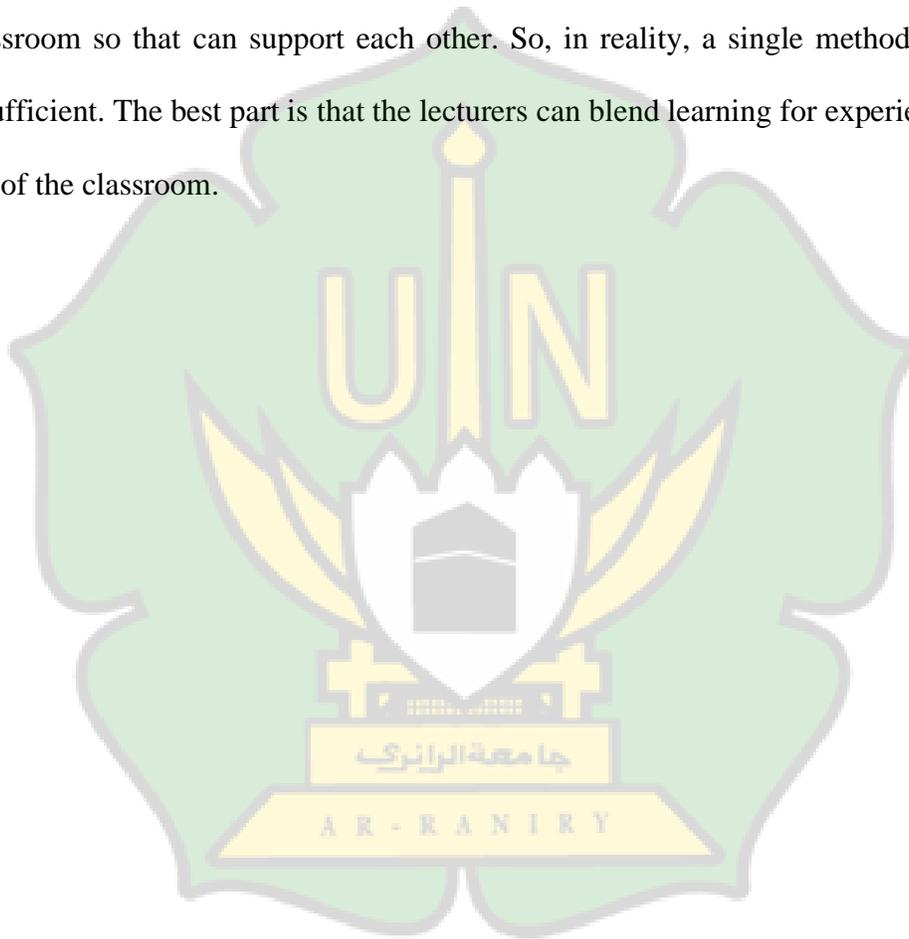
learning facilities. I found two participants who said that preparing materials was a problem. In the same result obtained by previous study by Shnai (2017), she mentioned that teachers most frequently face a lack of resources. The lecturers searched for any credible sources that related to the topic and shared with the students or recommended they read them.

After that, I found that the other challenge was lack of students' discipline. As mentioned by Erlinda (2018), one of the challenges in implementing flipped learning is organizing students' work properly. Because they were close to technology and to plagiarism, they did not notice what the lecturer said about not cheating.

Moreover, I found that the last challenge faced by participants was a lack of facilities. This finding was in line with the result of (Li, 2018) research article, which stated that current problems in implementing flipped learning in teaching are students' inadaptability to unmonitored e-learning, the lack of facilities, and teacher lack of adequate knowledge of computer science. Therefore, the flipped classroom had challenges in implementing in higher education.

The lecturers believe that the flipped learning is very helpful for lecturers in the teaching and learning process in higher education. Students in higher education are adult learners, and the flipped learning is a type of student-centered learning. So this strategy is very appropriate to be implemented in higher education. They are used to independent learning activities.

However, every plan has strengths and limitations because no strategy or technique is complete. So one method or strategy is not enough to make a successful teaching learning process, to make a successful class, but what is crucial is how the lecturers can integrate the method, technique, and strategies to be one in the classroom so that can support each other. So, in reality, a single method or plan is insufficient. The best part is that the lecturers can blend learning for experience in and out of the classroom.



CHAPTER V

CONCLUSION AND SUGGESTION

In this chapter, I present conclusions and suggestions. Based on the study's findings, I reached a number of conclusions. Then, I present some suggestions that might be valuable to instructors/lecturers, students, readers, and future researcher.

A. Conclusions

In the findings mentioned in the previous chapter, the lecturer said that flipped learning is one of the strategies that focuses on the student. In flipped learning, lecturers explained that all lecturers need to create lesson plans before applying it and the lecturers shared material for the students and asked them to learn at home first, so when they came to class, they were prepared to participate in classroom activities such as discussions, group presentations, demonstrations, group projects, and games. After class, the lecturers and the students connected with each other to discuss the materials through online applications such as WhatsApp, Email, Edmodo, and Google Classroom.

Furthermore, there were four strategies that used by the lecturers in using flipped learning in higher education such as understanding the content, eliciting students' responses, following up activities, and encouraging interpersonal communication.

The lecturers also pointed out the challenges perceived in using flipped learning in higher education. There were three challenges that faced by the lecturers while used flipped learning namely; a lack of resources, a lack of students' discipline, and a lack of learning facilities.

The lecturers believe that flipped learning is appropriate for higher education. In addition, a well-planned lesson is the key to a successful and effective flipped classroom. Because flipped learning requires a lot of work before class, during class, and after class. But still, every strategy has strengths and weaknesses.

B. Suggestions

According to research findings, I would suggest this to readers who are interested in conducting flipped learning as well as future researchers. The following suggestions are made:

For lecturers who would like to implement flipped learning in higher education, there are some things that need to be considered such as lecturer creativity, university facilities, and technology.

For readers who are seeking for the information of flipped classroom strategies and the process of applying the strategies at higher education level, hopefully this research can help you to understand more about lecturers' strategies in applying flipped learning for adult learners.

For other researchers, I hope that there is more related research to come conduct the issue of the flipped learning journal. This research has a limitation because it is only investigated in one university implementation of the flipped classroom method. It will be better to investigate participants from different university that implement the flipped classroom.



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Appendix A : Appointment Letter of Supervisor



SURAT KEPUTUSAN DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY
Nomor : B-6643/UN.08/FTK/KP.07.6/06/2023

TENTANG
PENGANGKATAN PEMBIMBING SKRIPSI MAHASISWA FAKULTAS TARBIYAH DAN KEGURUAN
UIN AR-RANIRY

DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY

- Menimbang** : a. bahwa untuk kelancaran bimbingan skripsi dan ujian munaqasyah mahasiswa pada Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh, maka dipandang perlu menunjuk pembimbing skripsi tersebut yang dituangkan dalam Surat Keputusan Dekan;
b. bahwa saudara yang tersebut namanya dalam surat keputusan ini dipandang cakap dan memenuhi syarat untuk diangkat sebagai pembimbing skripsi.
- Mengingat** : 1. Undang-undang Nomor 20 Tahun 2003, tentang Sistem Pendidikan Nasional;
2. Undang-undang Nomor 14 Tahun 2005, tentang Guru dan Dosen;
3. Undang-undang Nomor 12 Tahun 2012, tentang Pendidikan Tinggi;
4. Peraturan Pemerintah Nomor 74 Tahun 2012 tentang Perubahan atas Peraturan Pemerintah RI Nomor 23 Tahun 2005 tentang Pengelolaan Keuangan Badan Layanan Umum;
5. Peraturan Pemerintah Nomor 4 Tahun 2014, tentang Penyelenggaraan Pendidikan Tinggi dan Pengelolaan Perguruan Tinggi;
6. Peraturan Presiden RI Nomor 64 Tahun 2013; tentang Perubahan IAIN Ar-Raniry Banda Aceh Menjadi UIN Ar-Raniry Banda Aceh;
7. Peraturan Menteri Agama RI Nomor 12 Tahun 2014, tentang Organisasi dan Tata Kerja UIN Ar-Raniry Banda Aceh;
8. Peraturan Menteri Republik Indonesia No. 21 Tahun 2015, tentang Statuta UIN Ar-Raniry;
9. Keputusan Menteri Agama Nomor 492 Tahun 2003, tentang Pendelegasian Wewenang, Pengangkatan, Pemindahan dan Pemberhentian PNS di Lingkungan Departemen Agama Republik Indonesia;
10. Keputusan Menteri Keuangan Nomor 293/KMK.05/2011 tentang Penetapan Institut Agama Islam Negeri Ar-Raniry Banda Aceh pada Kementerian Agama sebagai Instansi Pemerintah yang Menerapkan Pengelolaan Badan Layanan Umum;
11. Keputusan Rektor UIN Ar-Raniry Nomor 01 Tahun 2015, tentang Pendelegasian Wewenang kepada Dekan dan Direktur Pascasarjana di Lingkungan UIN Ar-Raniry Banda Aceh;
- Memperhatikan** : Keputusan Sidang/Seminar Proposal Skripsi Prodi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Tanggal

MEMUTUSKAN

Menetapkan
PERTAMA

- Menunjuk Saudara:
1. Prof. Dr. T.Zulfikar, M.Ed. Sebagai Pembimbing Pertama
2. Syarifah Dahliana M. Ag., M.Ed., Ph.D. Sebagai Pembimbing Kedua
- Untuk membimbing Skripsi :
Nama : **Anniation Wida**
NIM : **160203106**
Program Studi : **Pendidikan Bahasa Inggris**
Judul Skripsi : **Enhancing the Design of Flipped Learning Strategy in Higher Education**

- KEDUA** : Pembiayaan honorarium pembimbing pertama dan kedua tersebut diatas dibebankan pada DIPA UIN Ar-Raniry Banda Aceh Nomor: SP DIPA. 025.04.2.423925/2023, tanggal 30 November 2022.
- KETIGA** : Surat keputusan ini berlaku sampai akhir semester Ganjil Tahun 2023
- KEEMPAT** : Surat Keputusan ini berlaku sejak tanggal ditetapkan dengan ketentuan segala sesuatu akan diubah dan diperbaiki kembali sebagaimana mestinya apabila kemudian hari ternyata terdapat kekeliruan dalam penetapan ini.

Ditetapkan di: Banda Aceh
Pada tanggal: 13 Juni 2023
Dekan,

Saiful Muluk

Tembusan

1. Rektor UIN Ar-Raniry (sebagai laporan);
2. Ketua Prodi PBI Fak. Tarbiyah dan Keguruan;
3. Pembimbing yang bersangkutan untuk dimaklumi dan dilaksanakan;
4. Mahasiswa yang bersangkutan;
5. Arsip.

Appendix B : Research Letter from The Fakultas Tarbiyah dan Keguruan

7/10/23, 10:16 AM

Document



**KEMENTERIAN AGAMA
UNIVERSITAS ISLAM NEGERI AR-RANIRY
FAKULTAS TARBİYAH DAN KEGURUAN**

Jl. Syeikh Abdur Rauf Kopelma Darussalam Banda Aceh
Telepon : 0651- 7557321, Email : uin@ar-raniry.ac.id

Nomor : B-6190/U.n.08/FTK.1/TL.00/05/2023
Lamp : -
Hal : *Penelitian Ilmiah Mahasiswa*

Kepada Yth,
Ketua Prodi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan UIN AR-Raniry
Assalamu'alaikum Wr.Wb.
Pimpinan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry dengan ini menerangkan bahwa:

Nama/NIM : ANNIATON WIDA / 160203106
Semester/Jurusan : / Pendidikan Bahasa Inggris
Alamat sekarang : Gampoeng Lamreung Ds. Meunasah Papeun, Kec. Krueng Barona Jaya, Kab. Aceh Besar

Saudara yang tersebut namanya diatas benar mahasiswa Fakultas Tarbiyah dan Keguruan bermaksud melakukan penelitian ilmiah di lembaga yang Bapak/Ibu pimpin dalam rangka penulisan Skripsi dengan judul *Enhancing the Design of Flipped Learning Strategy in Higher Education*

Demikian surat ini kami sampaikan atas perhatian dan kerjasama yang baik, kami mengucapkan terimakasih.

Banda Aceh, 06 Juli 2023
an. Dekan
Wakil Dekan Bidang Akademik dan Kelembagaan,



Berlaku sampai : 31 Juli 2023

Prof. Habiburrahim, S.Ag., M.Com., Ph.D.

Appendix C Confirmation Letter of Conducted Research from Department of English Language Education



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI AR-RANIRY
FAKULTAS TARBIYAH DAN KEGURUAN
PRODI PENDIDIKAN BAHASA INGGRIS**

Jln Syekh Abdur Rauf Kopelma Darussalam Banda Aceh
Email pbi.fk@ar-raniry.ac.id Website http://ar-raniry.ac.id

SURAT KETERANGAN

Nomor: B-598/Un.08/PBI/Kp.01.2/07/2023

Sehubungan dengan surat An. Dekan, Wakil Dekan Bidang Akademik dan Kelembagaan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry. Nomor: B-6190/Un.08/FTK.I/TL.00/05/2023 tanggal 06 Juli 2023, Ketua Prodi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Darussalam Banda Aceh menerangkan bahwa yang namanya tersebut di bawah ini:

Nama : Anniaton Wida
NIM : 160203106
Fak/Prodi : Pendidikan Bahasa Inggris/Fakultas Tarbiyah Keguruan

Benar telah melakukan penelitian dan mengumpulkan data pada mahasiswa Prodi Pendidikan Bahasa Inggris dalam rangka penyusunan Thesis yang berjudul:

“Enhancing the Design of Flipped Learning Strategy in Higher Education”

Demikianlah surat ini kami buat agar dapat dipergunakan seperlunya.

Banda Aceh, 21 Juli 2023

Ketua Prodi Pendidikan Bahasa Inggris,



Sarifah Dahliana
Sarifah Dahliana

Appendix D : Interview Protocol

INTERVIEW PROTOCOL

Project: Enhancing the Design of Flipped Learning Strategy in Higher Education

Time of Interview : 23 minutes

Date : 13 Juli 2023

Place : Participant's House

Interviewer : Anniaton Wida

Interviewee : RF (Lecturer 2)

Age : 36

Duration of Teaching : 10

Subject : Cross Culture Understanding (CCU)

Position of Interview : The English lecturer who had implemented the flipped learning strategy and had experience utilizing technology tools such as Google Classroom, Zoom, Youtube, and any learning application in teaching at UIN Ar-Raniry Banda Aceh.

The purpose of this study is to determine the lecturers' strategy and analyze the teaching and learning process when using flipped learning in the classroom by utilizing technology as a tool in the learning process at UIN Ar-Raniry Banda Aceh. The data will be gathered through a semi-structured interview, which will be recorded and exclusively used for research purposes in order to maintain the confidentiality of the interviewees based on informed consent. Several questions will be asked of you

during the interview about the strategies and process of teaching learning activities that use flipped learning in the classroom.

Questions List:

1. In teaching learning process, have you ever used flipped learning?
2. What is your opinion about Flipped Learning?
3. How is your preparation before applying flipped learning?
4. How do you provide materials to students before class starts?
5. How do you select learning content?
6. What kinds of in-class activities do you employ when practicing flipped learning?
7. Do you use learning applications in classroom activities? Why?
8. How do you communicate with your students outside of class? Is there a time limit for contacting you?
9. What types of assessments do you use in flipped learning? Why?
10. Do you think that the flipped learning strategy is appropriate in teaching learning process at higher education miss? Why?
11. Are there any challenges faced by lecturers in using the flipped learning strategy in the teaching and learning process?
12. How do you deal with the challenges? Are the strategies used effective to solve the problems?

Appendix E : Interview Transcript

INTERVIEW TRANSCRIPT

Interviewee : RF (Lecturer 2)

1. In teaching learning process, have you ever used flipped learning?

Yeah. I think it has been one of my favorite technique in teaching.

2. What is your opinion about Flipped Learning?

I think it really improve and also it really influence the communicative language learning for students, because I have already set the context about what we are going to discuss in the classroom before they come into the classroom itself. So they already had the idea about the discussion and as a teacher itself I feel like having the students knowing beforehand it makes my teaching is more effective and also more efficient. And my favorite part is how active my students will be in the classroom.

What subject miss do you used Flipped Learning?

At that time I used this in Cross Culture Understanding class. So yeah I used it some Flipped learning technique in that subject.

3. Do you provide materials to students before class starts?

Yes of course, I remember on the first day of the class I have discussed, I mean like I have talked my students about how many meeting we have just a normal procedure and also it's not only a part the number of meetings at that time I also talked them about what kind of materials that we are going to have, and also what things they need to read even like I remember giving a reading task for every meeting that we have. So like I told them for the first meeting you have to read. I think it start in the second meeting. In the first meeting we did the introduction of the class, and in the second meeting I have told them about that you have to read about this one. But instead of that, they also feel free if they want to get another inside or knowledge about the topic that we are going to discuss. And I remember I even told my students about what kind of midterm they have as well as the final for the class. So it was done on the first day of the class.

4. How do you select learning content?

Well actually is not that difficult...

actually because this class has been in UIN for such a long time they already had the learning objective for the subject itself for Cross Culture Understanding (CCU) so what I need to do is only to see like just to find the supportive learning materials for the class itself. So for the lesson... perhaps I guess make my own lesson plan but then the objective of the class for every meeting they already had in UIN. They already had the syllabus, I just need to improve some of them.

Have you ever used YouTube video for learning content?

Yes, absolutely. Because sometime video has been a very... for me I think it's a quick and very interesting about using the video because it is not only like you listen but also like you see what its' like. I think I remember once, I told them about the language loss in one of a country because like people don't really used the mother tongue anymore and how the language just gone and I can see like I show my students about three people, so it's only three people last whose speak those and it was a bit sad. Yeah, it's very interesting actually. It's only three and they are very old because the other people in that village do not speech that language anymore so I think I compare it about how young people now do not speak Acehnese so I'm a bit worry about that. That's very interesting. Because CCU is not only about they know about this one but also they see the people of that country itself.

Whose channel YouTube do you like the most?

When we talk about channel, I think if it's for culture, so I'll go to like Discovery channel, National Geography, and also like BBC. I think I will select the most knowledgeable and the most reliable sources because they talked a lot about the culture.

Do you have any characteristic or criteria for the learning content itself?

First think first I will make sure this content really relate to the material itself or the learning objective itself and also I will consider about some areas like the most understandable words that they used. Because I think it's not only to make my students know but also to make my students understand. And I didn't find it difficult because CCU is for the sapermer so they already good enough to understand some complicated words in English.

5. What do you do if there are students who do not study at home and are not ready to participate in class?

Well...actually...luckily because I can prepared, I think like, I get the same response for my students itself. I think I will remind them about it and also like...but...I guess I don't have that much problem because most of the time, because I mentioned I insist them to read. So they did it and I remember like giving them materials, so for example we are going to have this class next week. So this week I give them the materials so it's impossible for them to forgot about that, so most of the time I am okay with that. I have no problem with that, because my students are very cooperative.

6. What kinds of in-class activities do you employ when practicing flipped learning? Why?

This is my favorite part, actually like I remember I have 16 meetings for TEN. And what I did it for the half meeting I'm focus more on theory of CCU. So we have more about discussion and then we did some presentation and also we did some group work. And the half part of the class I remember having the International day where every week the students will perform a very specific cultural even based on the country itself. And it was so much fun, I remember like I defied like six or five group, each week one group will perform. So that's the way how I organize this class.

It's group presentation. But it is not like just making slide shows for the country so for example they present about a Palestine for example. So they don't talk about the presentation of the Palestine, what kind of currency, what is going on. But I remember I also ask them to perform one of cultural things from Palestine whether they sing a song or they dance or they do just like cultural activities based on the country. And I even ask the students to prepare some poster presentation so like aaa just to give a vibe how you go to festival, a cultural festival. So they will talk about the country, and they will talk about the food, and they will talk about the culture. And when they talk about the food, they try to make a food. They are making food like as if it is from Palestine. So it was really nice and satisfied.

7. Do you use learning applications in classroom activities?

Of course, I did use Edmodo at that time. Because I have talked you a half of the class we had presentation. I think I have some reviews so like I ask my students to write some essay if I'm not mistaken and they send the essay to Edmodo. So I think like I used Edmodo for the paper submission so they don't need to give me

the hard copy. They just sent the soft copy and I can access it anywhere and anytime. So this is also to make my students do not have the reason for “miss ketinggalan, miss lupa” because it is impossible they forgot it, because they can access it from anywhere. And it’s a good thing because I can get, sometime you know one thing about teaching, sometime you don’t review the exercise or the assignment as soon as possible, because we do have the other class. So sometime like, we do back and review the assignment just like three or four weeks after the submission. So when I had the Edmodo it’s very easy for me to go back to there and then I make sure that there is no student left. And the best part of Edmodo is also they have the deadline. So I know if you have late submission they will deducted of your score. So I think it’s really favo the students because like the earlier you submit is the better. So yeah I used Edmodo a lot.

8. How do you communicate with your students outside class?

Most of the time, we used the phone like I think they contact me to the phone. They used WhatsApp for the quick replay, because if they sent it through Edmodo sometimes I don’t read it. But then I always say if you need a quick replay or respond just send directly to my phone number. And I used a standard limit time perhaps they don’t contact me after magrib. So yeah I think, they will contact me before magrib most of the time and also like I told them sorry if I didn’t reply it as soon as possible just because I do have some other assistant that I need to teach, so yeah usually before magrib.

9. What types of assessments do you used in flipped learning?

In Flipped learning I think I used presentation and also review because I wanna see how they understanding about the topic that I have assign them to do. So most of the time I will ask my students to do the work at home, I mean like to read at home and then the next day when come to the class they will present it or they will discuss it. After that I think I will give them like quick quiz to see what they understand about that or not. I give them sometimes, so yeah sometimes they got the quiz.

10. Do you think that the flipped learning strategy is appropriate in teaching learning process at higher education miss? Why?

Absolutely, especially I think it’s really work in adult class, I mean in adult learners because they already had very good understanding but they just need to read some more about that. And also like having Flipped learning is also help me

a lot how to get my students attention at that time how they become very proactive in the classroom. So yeah, flipped learning is very nice.

11. What are the benefits of using flipped learning strategies in the teaching and learning process?

Well for us itself it's really actually its one way of assessment for the students so we can see how whether they really understand about that or not. And also the second one just like I said, the class become more interactive rather than just doing mainstream slide presentation, I think having discussion become its better for that. And the last one actually it give, when you have a Flipped learning set for the students it give like every students the responsibility, the same responsibility, so it's not only depend on one person of the group but the individual work. So yeah I love Flipped learning.

For the students I believe I push them. Because like it's a bit different when I just say okay you just read this, but then when I push I really said that you need to read this like I give the push enforcement for them to do the reading because I said if you don't read, we don't have that live discussion. So I think for the students the biggest effect for them they read it because they are must to read it. So I think, it make it they become more responsible for that. That's the biggest point.

12. Are there any challenges faced by lecturers in using the flipped learning strategy in the teaching and learning process?

Actually it's not the challenges but I take this as something that you need to consider when you make a flipped learning or when you used the flipped learning strategies you really need to see the class as a whole. You really need to see the class is not only like the first day of the class but you really need to see it as from the first day until the last day of the class. So this is why if you really want to implement the flipped learning method and you want to make it very effective, I suggest you to plan for the whole meeting first and then you see when will you make the quizzes for example, where will you set the midterm or when will you set the final for the students. So I think that one the biggest point that you need to know. So if you just go with the flow, it didn't work and that will be overlap I believe and then that will be something missing from that. So you can see like how, I think in my way of doing flipped learning I set some, in the first meeting is a bit easier like you give an easy reading compare to the letter on. And how can I do that, because I set it even before the first day of the class. So seen the class as a whole seen the class as sixteen meetings this is what you need to do if you want to implement a flipped learning itself.

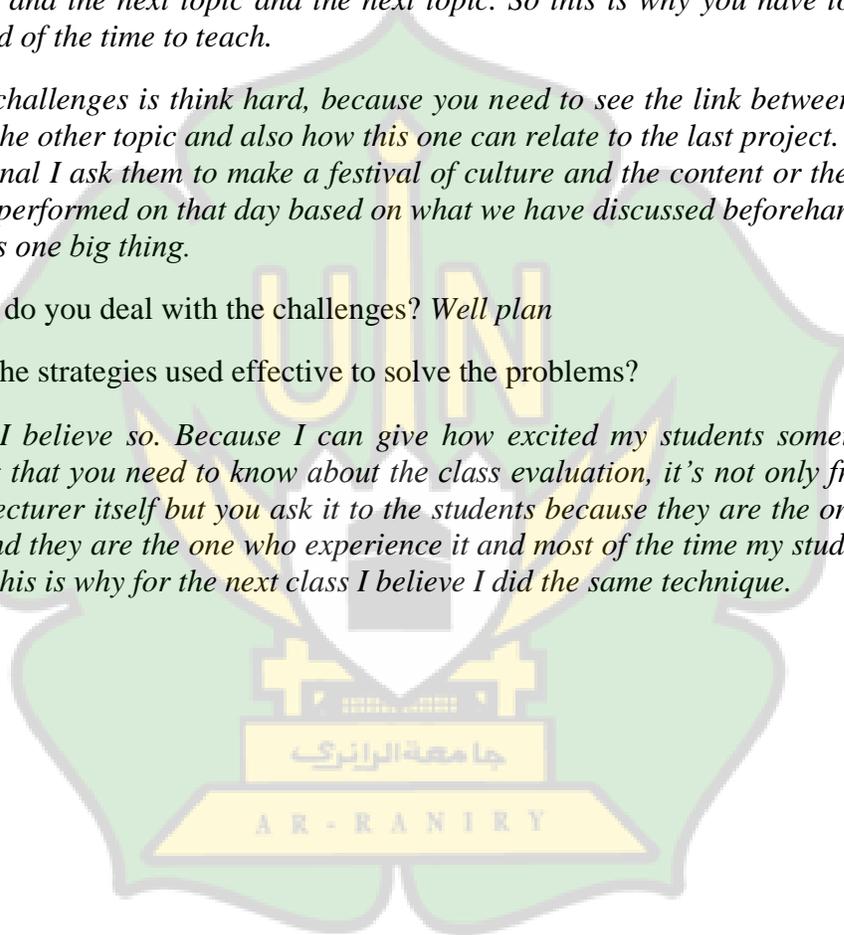
Well plan, so you can just, “oh I want to teach this, oh wait a minute, what should I do” it didn’t work that way. I mean I did that sometimes but not for this class. I think it’s for easy class like beginner English class or intermediate English class, you can do that, like I’m going to teach at four but then at three you just like scroll down and then see what kind of subject you can give, there is no problem with that, because today’s topic and the next day’s topic are different. But then in my class, in CCU today’s topic it’s going to relate to the next topic and the next topic and the next topic and the next topic. So this is why you have to well plan ahead of the time to teach.

The challenges is think hard, because you need to see the link between this topic and the other topic and also how this one can relate to the last project. I think like for final I ask them to make a festival of culture and the content or the thing that they performed on that day based on what we have discussed beforehand. So yeah that’s one big thing.

How do you deal with the challenges? *Well plan*

Are the strategies used effective to solve the problems?

Yes, I believe so. Because I can give how excited my students sometimes. One thing that you need to know about the class evaluation, it’s not only from you as the lecturer itself but you ask it to the students because they are the one who feel it. And they are the one who experience it and most of the time my students love it and this is why for the next class I believe I did the same technique.



Appendix F : Pictures of Interview Research**Pictures of Interview Session**

Picture of Interview with Lecturer 2



Picture of Interview with Lecturer 3



Picture of Interview with Lecturer 5