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Flipped Classroom in English Language Instruction: An Integrated Technology-based Language Learning Study

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ABSTRAK

Berangkat dari latar belakang masalah tentang kesulitan yang dihadapi siswa SMA dalam belajar bahasa Inggris, penelitian ini menyelidiki efektivitas pendekatan flipped classroom, dan mengungkap persepsi siswa tentang penggunaan pendekatan tersebut dalam pengajaran bahasa Inggris. Menggunakan metode campuran eksploratif sekuensial, dengan data yang dikumpulkan melalui pre-test, post-test, dan wawancara, 125 siswa kelas II di SMAN 6 Maros dilibatkan sebagai populasi penelitian, dan 60 siswa dipilih sebagai sampel dengan teknik *random sampling* untuk pengumpulan data kuantitatif, dan teknik *purposive sampling* untuk pengumpulan data kualitatif. Data dianalisis dengan menggunakan SPSS untuk hasil tes, dan analisis tematik untuk hasil wawancara. Analisis data kuantitatif menunjukkan bahwa pendekatan *flipped classroom* efektif diterapkan dalam pembelajaran bahasa Inggris. Sementara itu, analisis data kualitatif mengungkapkan bahwa siswa memandang pendekatan *flipped classroom* lebih efektif, fleksibel, mampu menumbuhkan kepercayaan diri dalam belajar bahasa Inggris, dan meningkatkan partisipasi di kelas. Namun, beberapa siswa juga mengemukakan adanya tantangan terkait pendekatan tersebut, termasuk kesulitan beradaptasi dengan metode baru dan gangguan koneksi internet. Sebagai implikasi penelitian, pendekatan *flipped classroom* ini dapat digunakan sebagai strategi pedagogis alternatif yang efektif dalam pembelajaran bahasa Inggris, yang lebih fleksibel dan berpusat pada siswa. Dengan demikian, penelitian ini berkontribusi pada pengembangan studi pembelajaran bahasa berbasis teknologi.

Kata kunci: konteks kependidikan, pengajaran bahasa Inggris, flipped classroom, pembelajaran bahasa berbasis teknologi

ABSTRACT

Starting from the background of the problem regarding the difficulties faced by high school students in learning English, this research aims to investigate the effectiveness of flipped classroom approach, and to elaborate students' perceptions on the use of that approach in English teaching. Using a sequential exploratory mixed method, with data were collected through pre-tests, post-tests, and interviews, 125 second-grade students at SMAN 6 Maros were involved as the research population, and 60 students were selected as the sample, by using random sampling technique for quantitative data collection, and purposive sampling technique for qualitative data collection. Data were analysed using SPSS for test results, and thematic analysis technique for interview results. Quantitative data analysis found that the flipped classroom approach was effective to apply in English learning. Meanwhile, qualitative data analysis found that students perceived the flipped classroom approach were more effective and flexible, emerging confidence in learning English, and increasing participation in class. However, some students revealed challenges with that approach, including difficulty adapting to the new method and internet distractions. As the implication, the flipped classroom approach can be used as an effective alternative pedagogical strategy in English learning, which is more flexible and student-centred. Thus, this research contributes to the development of technology-based language learning studies.

Keywords: educational context, English language instruction, flipped classroom, technology-based language learning

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A. INTRODUCTION

In countries where English is not an official language, English is typically taught as a foreign language, which is distinct from being taught as a second language. According to Giles and Ogay (2006) and May (2008) foreign language is a language that is beyond the learner's social environment and is not used as the main means of communication in the learner's daily life. That opinion was supported by Davari et al. (2022), who argue that a language is considered foreign if it is mostly learned in the classroom and not used in the society where it is taught. Pułaczewska (2022) also added that English is currently the most extensively used language in the world as an international language. The growing number of people learning it as a second or foreign language around the world is proof of this.

English is currently an international language widely used in various aspects of global life (Leung, 2022; Ohi & Ingram, 2022; Tajeddin et al., 2023). Millions people speak English as their first language (Kaya, 2023; Lising, 2023; Sung, 2022), while more than 1.1 billion people speak it as a second or foreign language (Fu et al., 2022; Jia & Hew, 2023; Matsumoto et al., 2022); Pandey & Jha, 2023), and overall, and the number of English speakers worldwide reaches approximately 1.5 billion (Liu & Yu, 2025; Terasawa, 2024). Furthermore, English is an official language in approximately 67 countries and is widely used in education, business, technology, diplomacy, and international communication (Karpava et al., 2025; Tan & Quek, 2024). This demonstrates that English proficiency plays a crucial role in supporting public access to developments in science and global communication.

In countries where English is studied as a foreign language, English teaching often faces challenges this language is hardly used in everyday communication. A research conducted by Rahimi and Fathi (2024) found that the learning process which is teacher-centered, and only emphasizes memorizing grammar rather than using communicative language, causes students getting barriers in learning English. Furthermore, limited authentic exposure to English leaves students with few opportunities to practice speaking, listening, and writing skills outside of the classroom (Alharbi & Al-Ahdal, 2024; Chandrella, 2025; Seo, 2025). Another research conducted by Alshaie et al. (2025) found challenges in English teaching are learning motivation, limited learning support facilities, and disparities in technology and internet access, which can impact the effectiveness of English learning.

In the EFL context in some countries, various English language teaching approaches have been implemented to improve students' language skills more effectively and communicatively. Commonly used approaches include Communicative Language Teaching (CLT), Task-Based Language Teaching (TBLT), cooperative learning, and technology-based digital learning such as blended learning and flipped classroom (Lee, 2022; Pang, 2022). Those approaches emphasize active student involvement, communicative interaction, and the development of language skills in real contexts rather than simply mastering grammatical rules (Taguchi, 2024; Zhang, 2022). From the results of previous research, it is understandable that the integration of technology in English language instruction is growing because it is considered capable of creating a learning environment that is more flexible, interactive, and in accordance with the needs of 21st-century learning.

In Indonesia, English language instruction aims to develop students' communicative competence, broaden their access to global information, and prepare them for participation in an increasingly interconnected world. Despite these educational objectives, achieving effective

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English language learning remains challenging in many schools. Previous studies have identified several persistent obstacles, including limited opportunities for authentic language use beyond the classroom, inadequate learning facilities, and the continued reliance on teacher-centered instructional practices (Fernandes et al., 2025; Permana & Rohmah, 2024; Salwa & Ghassani, 2025). These conditions highlight the need for alternative pedagogical approaches that provide students with greater opportunities for active engagement, independent learning, and meaningful language practice. Therefore, research to uncover learning approach innovation which is more interactive, communicative, and technology-based is highly relevant to improve the quality of English language teaching in Indonesia.

One of the prevailing characteristics of English language teaching in Indonesia is the continued reliance on conventional, teacher-centered instruction, in which teachers serve as the primary sources of information while students tend to function as passive recipients of knowledge (Hamid et al., 2025; Lathan, 2020). Classroom activities often emphasize grammar explanation, translation, and written exercises rather than communicative tasks that promote active language use. Consequently, students have limited opportunities to practice speaking, engage in discussions, and develop critical thinking skills through English. This situation highlights the need for instructional approaches that provide more opportunities for active participation and meaningful language practice.

Another significant problem concerns the limited and uneven integration of digital technology into English language teaching across educational institutions in Indonesia (Hofverberg et al., 2025; Musahrain et al., 2026; Nashruddin et al., 2024). In many schools, particularly those in remote and rural areas, inadequate internet access, limited technological facilities, and varying levels of digital competence among teachers and students remain substantial barriers. These conditions restrict the effective implementation of technology-supported instruction and contribute to disparities in students' access to digital learning resources. Therefore, the central problem is not merely the continued use of conventional teaching methods but also the difficulty of integrating technology into English instruction in ways that are accessible, interactive, and pedagogically meaningful.

Although previous studies have highlighted the potential of technology-supported and student-centered approaches in language learning, further research is needed to understand their implementation in Indonesian secondary EFL classrooms, particularly in relation to students' learning outcomes, perceptions, and challenges in adapting to digital learning. Addressing this gap, the present study investigates the effectiveness of the flipped classroom approach in English language instruction and explores students' perceptions of its implementation. By examining both learning outcomes and student experiences, this study provides insights into the pedagogical potential and practical challenges of implementing flipped classroom in Indonesian secondary EFL education.

Based on the background and the literature review, this research more specifically formulates the following two research questions.

1. How effective is the implementation of the flipped classroom approach in English language teaching?
2. How do students perceive the implementation of the flipped classroom approach in English language teaching?

These two questions are expected to provide a comprehensive picture of the pedagogical impact and student learning experiences in implementing flipped classroom. The objectives of

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this study are to examine the effectiveness of implementing the flipped classroom approach in English language teaching and to explore students' perceptions of its implementation. Specifically, this study aims to determine how the approach supports students' English learning and to understand their experiences and views regarding its application in the classroom.

B. LITERATURE REVIEW

Teacher-centered instruction remains a common approach in English language teaching, where teachers primarily deliver information and students have limited opportunities to participate actively in the learning process. Previous studies indicate that this approach may restrict the development of students' communication, critical thinking, and collaborative skills, while also reducing their learning motivation (Fu et al., 2022; Kaya, 2023). In particular, students may have fewer opportunities to use English in meaningful communicative contexts. These limitations highlight the importance of shifting toward more student-centered instructional approaches that encourage active participation and meaningful language practice.

The integration of digital technology has become an important consideration in contemporary English language teaching because it provides access to multimedia materials, authentic learning resources, and more interactive learning experiences. However, previous studies suggest that limited technology integration may restrict opportunities to create engaging and varied learning activities (Taguchi, 2024; Zhang, 2022). Conventional instruction that relies heavily on classroom-based materials may also limit students' access to diverse learning resources and reduce the relevance of learning activities to the demands of the digital era (Alshaie et al., 2025; Lee, 2022). Therefore, integrating technology into English language instruction is important not merely for providing digital materials but also for supporting more flexible, interactive, and meaningful learning experiences.

The flipped classroom approach is closely related to student-centered learning theory, which emphasizes students' active involvement and responsibility in the learning process (Weimer, 2013). From this perspective, learning should provide opportunities for students to engage with materials, construct understanding, and participate actively rather than depend entirely on teacher explanations. The flipped classroom supports this principle by allowing students to study instructional materials independently through digital resources before classroom meetings (Lo et al., 2024). Consequently, classroom time can be devoted to discussions, communication practice, problem-solving, and collaborative activities. Kreis et al. (2024) also highlight the relevance of the flipped classroom approach to student-centered learning and the integration of digital technology into instruction.

The flipped classroom approach involves two interconnected learning activities: independent preparation before class and interactive learning during classroom sessions. Independent preparation enables students to access and review learning materials at their own pace, while face-to-face activities provide opportunities to apply knowledge through communication, discussion, and collaboration. Previous studies have reported that implementing this approach can improve students' learning outcomes, active participation, and motivation (Aygün & Çelik, 2025; Fisher et al., 2024). Other studies have emphasized its potential to create more flexible and student-centered learning experiences (Romanyshyn & Freiuk, 2024), as well as to strengthen students' confidence, classroom interaction, and use of

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digital technology in English language teaching (Han & Hamzah, 2024; Yarım et al., 2024). These findings suggest that the flipped classroom approach offers pedagogical opportunities for addressing limitations associated with conventional English language instruction.

Although previous studies have highlighted the benefits of flipped classroom implementation, further investigation is needed to understand its effectiveness and students' perceptions within specific educational contexts, particularly Indonesian secondary EFL classrooms. Examining learning outcomes alone may not fully explain how students experience this approach, while exploring their perceptions without considering learning outcomes may provide an incomplete understanding of its effectiveness. Furthermore, students' experiences may be influenced by their ability to adapt to independent digital learning and the availability of technological resources. Addressing these aspects, the present study examines the effectiveness of the flipped classroom approach in English language teaching and explores students' perceptions of its implementation. By considering both learning outcomes and student perceptions, this study aims to provide a more comprehensive understanding of the approach's potential and challenges in the Indonesian secondary EFL context.

C. METHOD

This present research employed a mixed methods approach, integrating quantitative and qualitative data to evaluate the role of the flipped classroom approach in EFL learning. The research design employed an exploratory sequential design, with the first stage focused on quantitative data collection and analysis, followed by qualitative data collection and analysis based on the research findings. This research was carried out at SMAN 6 Maros, Bontoa District, Maros Regency, Indonesia, with all 125 second year students as the research population.

Data collection procedure follows the stages formulated by Creswell and Clark (2017) and adopted by Mohammed (2024). For quantitative data collection, samples were taken from students in class XI-A and class XI-B, using random sampling technique. The class XI-A that contained 30 students was used as the experimental class, while the class XI-B that also contained 30 students was used as the control class. At the first step, a pre-test was given to the experimental class and control class to identify students' initial abilities. Next, treatment was given to both groups for eight meetings, with the flipped classroom approach was applied to the experimental class, and conventional approach was applied to the control class. After the treatment was completed, a post-test was given to both classes to assess the effectiveness of the flipped classroom approach in English teaching. For qualitative data collection, six students from the experimental class were selected using purposive sampling technique to be interviewed. The interview was conducted to explore their perceptions on the implementation of flipped classrooms in English language learning.

The results of the pre-test and post-test were analyzed and compared by applying the theory proposed by Creswell and Clark (2017). In the first stage, the quantitative data from the test results were analyzed using the version 29 of SPSS, which included descriptive analysis and hypothesis testing through independent samples t-test. Meanwhile, the qualitative data from interview results were analyzed using thematic analysis technique developed by O'Callaghan et al. (2024) to identify, explore, and interpret the main themes from the interview results related to students' perceptions on the implementation of flipped classrooms in English language teaching.

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D. FINDINGS AND DISCUSSION

1. Findings

The following are the research results that are presented and reported.

a. The effectiveness of flipped classroom approach in english teaching

The first finding of this study is the effectiveness of the flipped classroom approach in English language teaching. To answer this research question, the researchers analyzed data obtained from pre-test and post-test results in the experimental and control classes. The results of this analysis were used to identify the effectiveness of the flipped classroom approach in English language teaching, compared to the conventional approach.

The following table 1 presents descriptive statistics from the results of the pre-test and post-test conducted on those two groups.

Table 1. ***Descriptive Statistics***

	N	Range	Minimum	Maximum	Sum	Mean
	Statistic	Statistic	Statistic	Statistic	Statistic	Statistic
Pre-test Experimental	30	30	30	50	1105	36.83
Post-test Experimental	30	55	55	90	1925	64.17
Pre-test Control	30	30	20	50	1060	34.19
Post-test Experimental	30	45	35	80	1675	54.03
Valid N (listwise)	30					

Source: Pre-test and post-test results score

Descriptive statistical analysis was conducted to provide an overview of students' English achievement before and after the implementation of the flipped classroom approach in both the experimental and control groups. The results showed that the experimental group's mean score increased from 36.83 on the pre-test to 64.17 on the post-test, while the control group's mean score increased from 34.19 to 54.03. The analysis was based on 30 valid cases (Valid N = 30).

Table 1 indicates that the experimental class obtained an average score of 36.83. while the experimental post-test with an average of 64.17 which shows an increase in students' English language skills. In the control group, the pre-test showed an average of 34.19 while the post-test with an average of 54.03. There is a significant difference between the experimental class and the control class. The higher mean gain observed in the experimental group provides preliminary evidence that the flipped classroom approach was more effective in improving students' English achievement than the conventional teaching approach.

Following the instruction, a normality test was conducted on the students' learning outcomes. The normality test was conducted to determine whether the pre-test and post-test scores in both the experimental and control groups were normally distributed before proceeding with inferential statistical analysis. Assessing the normality of the data is an essential prerequisite for selecting the appropriate statistical test, particularly when using parametric analyses to examine the effectiveness of the flipped classroom approach. Therefore, the results of the

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normality test provided the basis for deciding whether parametric or non-parametric statistical procedures were suitable for analyzing the research data. The results of the normality test are presented in the following table 2.

Table 2. ***Test of Normality***

	Class	Kolmogorov-Smirnova			Shapiro-Wilk		
		Statistic	**Df**	**Sig.**	**Statistic**	**Df**	**Sig.**
Students Learning Outcomes	Pre-test Experimental	0.159	30	0.050	.948	30	0.150
	Post-test Experimental	0.102	30	0.200*	.952	30	0.190
	Pre-test Control	0.156	31	0.052	.959	30	0.267
	Post-test Control	0.126	31	0.200*	.958	30	0.260

Source: Normality test results

The table 2 shows that the sig value of the pre-test score of the experimental class who were taught using flipped classroom approach was 0.150> 0.05, the sig value of the pre-test score of the control class using conventional approach was 0.267> 0.05, the sig value of the post-test score in the experimental was 0.190> 0.05, and the sig value of post-test score in the control class was 0.260>0.05. It means that the data of both pre-test and post-test were normally distributed.

The results shown in the tabe 2 indicate that all data were normally distributed. The significance values were 0.150 for the experimental group's pre-test, 0.267 for the control group's pre-test, 0.190 for the experimental group's post-test, and 0.260 for the control group's post-test, all of which were greater than the significance level of 0.05. Therefore, the assumption of normality was met, indicating that the data were suitable for further analysis using parametric statistical tests.

The next step, an independent samples t-test was conducted to determine whether there was a statistically significant difference in post-test scores between the experimental group, which received instruction through the flipped classroom approach, and the control group, which was taught using the conventional method. Before interpreting the t-test results, Levene's Test for Equality of Variances was examined to determine whether the assumption of homogeneity of variances was satisfied, thereby identifying the appropriate row of the t-test output for interpretation. The independent samples t-test then provided the significance value (*Sig.*), mean difference, standard error difference, and 95% confidence interval, which together indicated whether the observed difference between the two groups was statistically significant and estimated the magnitude and precision of that difference. The result of independent sample test is shown in the table 3.

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Table 3. ***Independent Sample Test***

		Levene's Test for Equality of Variances		t-test for Equality of Means							
						Sig		Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
		F	Sig.	T	df	One-Sided p	Two-Sided p			Lower	Upper
Learning Outcomes	Equal variances assumed	3,872	0,054	-2,789	59	0,004	0,007	-10,134	3,633	-17,405	-2,864
	Equal variances not assumed			-2,772	50,493	0,004	0,008	-10,134	3,656	-17,477	-2,792

Source: Independent sample test results

Based on the result of independent sample test seen from the table 3, the sig (2-sided p) was < 0.05, which means that H_1 was accepted. The independent samples t-test revealed a statistically significant difference in post-test scores between the experimental and control groups. This finding indicates that students who were taught using the flipped classroom approach achieved significantly better learning outcomes than those who received conventional instruction. The mean difference demonstrates that the experimental group outperformed the control group, while the standard error suggests that the estimated difference between the two groups was measured with an acceptable level of precision. Furthermore, the confidence interval did not include zero, providing additional evidence that the observed difference between the two groups was statistically meaningful and unlikely to have occurred by chance.

These findings indicate that the difference in students' post-test performance was attributable to the different instructional approaches implemented in the two groups. The greater improvement achieved by the experimental group suggests that the flipped classroom approach contributed positively to students' English learning outcomes. Therefore, the findings provide evidence that the implementation of the flipped classroom approach in the EFL classroom improves students' English language skills.

b. Students' perceptions on the use of flipped classroom in English teaching

Semi-structured interviews were conducted with six students from the experimental class to elaborate their perceptions on the use of flipped classroom in English teaching. After the data were coded based on the interview results, two major themes found: advantages of the flipped classroom approach and challenges in the implementation of the flipped classroom approach.

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1) Advantages of flipped classroom

Based on the interview results, it was found that students viewed the flipped classroom as a learning approach that provided various positive benefits in the English learning process.

a) Producing more effective learning

One of the main benefits expressed by students regarding the implementation of the flipped classroom is the creation of a more effective learning process compared to conventional approaches. This finding was obtained from interviews with research subjects who stated that the flipped classroom approach helped them better understand English learning materials through a combination of independent learning and in-class discussions. The following are excerpts from student interviews regarding their perceptions on the effectiveness of the flipped classroom implementation in English learning.

> "I feel that I understand English better because I have studied the basic material at home so that when I am in class I can focus on the examples and I can ask the teacher about things I don't understand" (RS1).

Another research subject revealed that English grammar learning with the flipped classroom approach makes it easier for them to understand the material more quickly.

> "I think it is easier to learn using this new method because the class is not only spent explaining the material but also focuses on what students do not understand and also focuses on example questions that make it easier to understand the context" (RS2).

Another research subject explained that the flipped classroom approach made the learning process more effective and helped students understand English language learning materials more deeply. The following are the results of the interview.

> "I find this new approach to learning more effective because I can study the material at home before class. This allows me to understand the teacher's explanations more easily and be more prepared to participate in discussions" (RS3).

This statement indicates that flipped classrooms provide students with the opportunity to develop initial understanding before face-to-face activities begin. Other research subjects also revealed that implementing flipped classrooms helps create more effective learning than traditional teaching methods.

> "I find it easier to learn English vocabulary using the teacher's learning method because I can study the material through videos before the lesson begins. In class, I am less confused and can focus more on doing the exercises with my friends" (RS4).

This statement shows that this approach also allows the learning process in the classroom to be more focused on practical activities and collaboration.

b) Providing flexibility in learning

Students also expressed the flexibility of the flipped classroom, namely that they can learn anytime and anywhere based on their opportunities. The following is the result of an interview with one of the research subjects.

> "The video is from YouTube so it can be accessed anytime and anywhere

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the student wants to learn as long as it supports the network" (RS5).

Another research subject stated that flipped classroom provides greater flexibility in the English learning process.

> "I like this new method because I can study the material any time before class. If I don't understand something, I can replay the video until I understand." (RS6).

This statement demonstrates that flipped classroom provides opportunities for students with to adjust their learning time and pace to suit their individual needs. This flexibility helps students understand the material more independently without the pressure of limited class time. Other research subjects also revealed that the flipped classroom approach makes the learning process more flexible than traditional learning.

> "With this approach, I can study at home during my free time, so I don't just depend on the teacher's explanation in class, so I think this method is more comfortable because I can study according to my own conditions" (RS1).

This statement demonstrates that flipped classroom supports more personalized learning and is less reliant on face-to-face classroom interactions. Furthermore, students feel they have greater freedom to manage their own learning process. Subsequent research subjects reported that the flexibility of flipped classrooms helped them better prepare for classroom learning.

> "I used to have a hard time understanding English grammar if it was only explained once in class, but with video lessons, I can study ahead of time at home. So, by the time I get to class, I already have a good idea of the material" (RS2).

This statement indicates that the flipped classroom allows students more flexible access to digital learning before face-to-face learning begins. It helps students build better learning readiness and enhance their understanding of English language learning materials.

c) Making students more confident when learning

From the results of interviews conducted with research subjects, it is known that by studying lesson materials outside the classroom or at home, they feel more prepared in the learning process because they have understood the basics of what will be learned in class.

> "I felt more prepared to follow the learning process in class because I had a basic understanding of the concepts I had learned outside of class" (RS5).

Another research subject stated that the flipped classroom made students more confident when participating in class learning.

> "I became more confident in answering the teacher's questions because I had previously studied the material at home." (RS3).

This statement indicates that learning preparation before face-to-face activities helps students feel more prepared for learning. It also encourages students to participate more actively during the learning process. Other research subjects also revealed that the flipped classroom helped boost their confidence in learning English.

> "By studying the material first, I am no longer so afraid when asked to speak or explain answers in front of the class" (RS4).

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This statement indicates that the flipped classroom can reduce students' anxiety in learning English. Furthermore, a prior understanding of the material helps students feel more confident in expressing their opinions in class. Subsequent research subjects reported that the flipped classroom approach made them more confident when participating in learning discussions.

> "I feel more prepared to participate in class discussions because I already understand the material from the learning videos" (RS6).

This statement indicates that the flipped classroom helps students build academic readiness before the lesson begins. This readiness contributes to increased student confidence in classroom discussions and interactions. Another research subject explained that the flipped classroom made students more comfortable in the English learning process.

> "I am more confident in speaking English with this method because I understand the material first before it is explained in class" (RS1).

This statement demonstrates that the flipped classroom provides opportunity to learn at students' own pace before face-to-face learning begins. It helps students feel more comfortable and less stressed during classroom learning activities.

d) Increasing student participation in learning

Students also stated that they used to not speak much in English class, but with the flipped classroom approach they became more engaged because they had studied the material at home. One of the research subjects said:

> "I understand the material so I am willing to answer. Before, I didn't know so I rarely joined in class if it was English class" (RS2).

Another research subject stated that the flipped classroom made more activated students during the learning process.

> "I started asking and answering questions more often while studying in class because I already understood the material beforehand" (RS6).

This statement indicates that a prior understanding of the material helps students better prepare to engage in learning activities. It encourages increased student participation in classroom interactions. Other research subjects also reported that the flipped classroom increased their engagement in learning discussions.

> "By studying at home first, I am more confident in participating in discussions and expressing my opinions during lessons" (RS5).

This statement indicates that the flipped classroom provides opportunity for students to build learning readiness before face-to-face activities. This readiness contributes to increased student participation in classroom discussions. Subsequent research subjects reported that the flipped classroom approach creates a more active learning environment.

> "I feel more active in learning in class because the teacher invites us to discuss and do exercises together more often" (RS4).

This statement indicates that flipped classrooms transform learning into a more student-centered approach compared to conventional methods. Furthermore, this approach creates greater opportunities for students to engage directly in the learning process. Another research subject explained that flipped classrooms helped them

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become more engaged in group activities in class.

> "I work more with my friends when studying because class time is used for discussion and practice." (RS3).

This statement demonstrates that the flipped classroom supports collaborative interactions among students during learning. These collaborative activities help increase student participation in the English learning process. Overall, these statements demonstrate that the flipped classroom can reduce the dominance of teacher-centered learning. Thus, students have greater opportunities to actively participate in classroom learning activities.

2) Challenges regarding the implementation of the flipped classroom approach

Although students expressed various benefits of the flipped classroom implementation, interview results also revealed several challenges they faced during the learning process. In the interviews, two main obstacles were identified by the research subjects: difficulty adapting to the new learning method, and internet access disruptions during learning activities. These findings suggest that implementing flipped classrooms in English language teaching does not only offer pedagogical benefits but also requires student preparedness and adequate technological infrastructure support.

a) Difficulty in adapting to new method

Some students expressed that they were used to learning in class by listening to the teacher's explanations. A research subject revealed that students experienced difficulties when they first started learning using the flipped classroom approach.

> "At first I felt confused because I was not used to studying the material on my own before entering class" (RS4).

This statement indicates that the transition from conventional learning to flipped classrooms requires an adaptation process for students. This occurs because students were previously more accustomed to receiving direct explanations from the teacher during learning activities. Other research subjects also stated that implementing flipped classrooms required adjustments in their learning methods.

> "I had difficulty managing my study time at home because this method was different from the way I usually use" (RS6).

This statement indicates that flipped classrooms require a higher level of learning independence from students. Furthermore, the ability to manage learning time is a crucial factor in the successful implementation of this approach. The next research subject explained that it took time for her to understand the flipped classroom learning system.

> "At first I was uncomfortable because I had to learn the material first before the teacher explained it in class" (RS5).

This statement demonstrates that some students still rely on teacher-centered learning methods. It suggests that the implementation of flipped classrooms requires gradual adjustments to allow students to adapt to a more student-centered learning pattern.

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b) Internet access disruption during learning times

One of the research subjects stated that internet access disruptions were an obstacle in participating in flipped classroom-based learning.

> "Sometimes I have difficulty accessing learning videos because the internet connection is unstable" (RS1).

This statement indicates that the success of flipped classroom implementation is heavily influenced by the availability and quality of internet access. This can hinder independent learning before classroom activities. Other research subjects also revealed that limited internet access disrupted their learning process.

> "I often watch the material late because my internet quota runs out quickly or the signal is not good" (RS2).

This statement indicates that economic factors and network infrastructure pose challenges to implementing digital-based learning. This results in unequal access to learning materials for students. The next research subject explained that internet issues prevented him from always following the material optimally.

> "I can't always open the learning videos on time because the signal in my area is sometimes lost" (RS3).

This statement indicates that geographic location also affects the quality of internet access. As a result, some students do not receive the same learning experience in the flipped classroom. Overall, interview results indicate that internet access disruption is a major obstacle to implementing the flipped classroom in English language learning. Limited internet access and data limits make it difficult for some students to access learning materials independently. Therefore, adequate digital infrastructure support is crucial to ensuring the effectiveness of this approach.

2. Discussion

This research develops the language teaching theory proposed by Giles and Ogay (2006) which emphasizes that language learning will be more effective when students actively construct their knowledge through independent and interactive learning experiences. The findings of this study provide evidence that the flipped classroom approach can contribute to improving English language learning outcomes by reorganizing the relationship between individual preparation and classroom instruction. Rather than relying exclusively on teacher-led explanations during classroom sessions, this approach allocates initial content exposure to students' independent learning activities and reserves face-to-face interaction for more active engagement with the learning materials. This instructional arrangement offers students opportunities to become more involved in constructing their understanding while allowing teachers to devote classroom time to clarification, feedback, and communicative activities. In this respect, the quantitative results are consistent with previous studies (Pang, 2022; Romanyshyn & Freiuk, 2024; Yarım et al., 2024) which reported positive contributions of flipped classroom implementation to students' understanding of English language concepts. The present findings reinforce these studies by demonstrating the potential benefits of this instructional model in an Indonesian EFL context, where conventional teacher-centered instruction may still characterize students' previous learning experiences.

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The relationship between independent preparation and classroom interaction is particularly important in understanding why flipped classroom can support language learning. English proficiency requires more than the acquisition of linguistic knowledge; it also involves opportunities to use language, negotiate meaning, exchange ideas, and receive feedback. When students encounter learning materials before attending classroom sessions, instructional time can be redirected toward activities that require them to apply and develop their knowledge. This arrangement is consistent with the principles of active and student-centered learning, as discussed by Lathan (2020) and Weimer (2013), particularly regarding the importance of learner responsibility and participation in the construction of knowledge. It also suggests a shift in the teacher's instructional function, from primarily transmitting information to facilitating learning experiences that encourage interaction, critical thinking, and collaborative problem-solving. Consequently, the pedagogical value of flipped classroom lies not merely in the use of digital materials but in the purposeful integration of independent learning and interactive classroom instruction.

Beyond its contribution to academic achievement, the findings also provide insight into the ways students experience and respond to technology-supported language instruction. Previous research by Fisher et al. (2024) and Lo et al. (2024) had highlighted the potential of flipped classroom to promote student motivation and engagement through prior access to instructional materials. The present study extends this discussion by drawing attention to the relationship between learning flexibility, learner confidence, and classroom participation. In particular, the opportunity to access learning materials before classroom meetings may reduce students' dependence on immediate teacher explanations and allow them to prepare for classroom activities according to their individual learning pace. This possibility is pedagogically relevant in EFL settings, where differences in language proficiency and learning readiness may influence students' willingness to participate in classroom interaction. Students who have sufficient opportunities to review materials independently may feel better prepared to respond to questions, express opinions, and engage in learning activities. Thus, the contribution of flipped classroom should also be considered in relation to the learning conditions that support students' psychological readiness to participate in English language instruction.

This interpretation highlights the importance of considering affective and behavioral dimensions in evaluating technology-supported language learning. Students' willingness to communicate is influenced not only by their linguistic knowledge but also by their confidence and perceived ability to participate. In this regard, pre-class preparation provides students with additional time to process learning materials, potentially reducing their hesitation to participate due to limited vocabulary, grammatical uncertainty, or fear of making mistakes. Although this study does not establish a direct causal relationship between learning flexibility and increased confidence, students' reported experiences indicate that these factors contribute to a more supportive learning environment. Therefore, the effectiveness of language instruction should be evaluated not only through academic performance but also through its capacity to foster students' confidence and active participation.

Nevertheless, the implementation of flipped classroom should not be understood as an automatically successful pedagogical transformation. The challenges identified in this study indicate that the effectiveness of this approach is conditioned by students' readiness to adapt to different learning arrangements and their ability to access the required technological resources. This finding is consistent with Fu et al. (2022), Jia and Hew (2023), and (Lee, 2022), who

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emphasized the influence of digital readiness and technological infrastructure on the implementation of technology-based learning. However, the present study provides a context-specific perspective by highlighting how pedagogical adjustment and internet accessibility can emerge simultaneously as barriers in an Indonesian EFL classroom. Difficulty adapting to a new instructional approach suggests that students may need time to develop the independent learning habits required by flipped classroom. Students who are accustomed to receiving direct explanations from teachers may initially experience difficulties managing their preparation, understanding digital materials independently, or recognizing their responsibilities before classroom meetings. Therefore, successful implementation requires more than introducing a new instructional model; it also requires a gradual transition toward greater learner autonomy.

Internet accessibility is another critical factor, as flipped classroom requires students to access digital learning resources outside the classroom. Unequal internet access may limit students' opportunities to prepare for classroom activities and affect their readiness to participate. This challenge highlights that the effectiveness of technology-supported instruction depends not only on pedagogical design and student motivation but also on the availability and accessibility of digital infrastructure. Therefore, the benefits of flipped classroom should be understood in relation to the contextual limitations that may create unequal learning opportunities among students.

Taken together, the findings contribute to a more integrated understanding of flipped classroom implementation in English language instruction. While previous studies have frequently examined learning achievement, student engagement, or perceptions of flipped learning, the present study brings these dimensions into a single research design through the integration of quantitative and qualitative evidence. Such integration is valuable because learning outcomes alone may indicate whether an instructional approach is associated with improved performance, but they do not fully explain how students experience the learning process or what conditions facilitate and constrain its implementation. Conversely, students' perceptions can provide insights into the acceptability and perceived usefulness of an instructional approach, but these perceptions should be considered alongside evidence of learning outcomes. By examining both dimensions, this study offers a broader account of flipped classroom as a pedagogical approach whose effectiveness involves the interaction of instructional organization, learner engagement, and contextual readiness.

The theoretical contribution of this study lies in extending the understanding of flipped classroom as a context-sensitive approach to technology-mediated EFL learning. The findings suggest that its effectiveness depends on the interaction of three dimensions: instructional organization, students' cognitive and affective engagement, and technological readiness. Thus, flipped classroom involves more than transferring learning materials to an online environment; its value lies in connecting independent preparation with meaningful classroom interaction. By highlighting both its pedagogical benefits and implementation challenges, this study provides contextual evidence for understanding technology-supported language learning in Indonesian secondary schools, particularly in settings with limited digital infrastructure.

From a pedagogical perspective, flipped classroom offers an alternative strategy for promoting active student engagement in English language instruction. Its successful implementation requires accessible learning materials, clear pre-class instructions, and interactive classroom activities involving discussion, collaboration, language practice, and feedback. Teachers should also provide gradual guidance to help students develop independent

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learning habits, while educational institutions need to support the process through adequate technological facilities. In areas with limited internet connectivity, downloadable or offline learning resources can help ensure learning continuity and more equitable access.

Despite these contributions, several limitations should be acknowledged when interpreting the findings. First, the study involved students from only one school, which restricts the extent to which the findings can be generalized to other educational settings with different student characteristics, institutional conditions, and levels of technological infrastructure. Second, the study did not investigate the long-term effects of flipped classroom implementation, particularly in relation to knowledge retention and the sustained development of students' English language proficiency. These limitations provide directions for future research. Studies involving multiple schools and more diverse student populations would help determine whether the benefits and challenges identified in this research are consistent across different educational contexts. Further investigations could also employ longitudinal designs to examine whether improvements in learning outcomes, learner confidence, and classroom participation are maintained over time. In addition, future research could explore how specific dimensions of digital literacy, learner autonomy, and technological accessibility interact with flipped classroom implementation. Such investigations would provide a more detailed understanding of the conditions under which technology-supported instructional approaches can produce sustainable improvements in English language learning.

E. CONCLUSION

The flipped classroom approach has a positive impact in teaching English as a foreign language. Classes that use the flipped classroom approach show higher learning outcomes compared to classes that use conventional learning. This indicates that the flipped classroom approach is more effective in improving students' academic achievement. Besides that, students positively perceive on the flipped classroom, especially in terms of learning effectiveness, learning flexibility, increased self-confidence, and in-class participation.

However, difficulties in adapting to new methods and limited internet access remain obstacles in implementing this approach. Overall, the flipped classroom has proven to be a promising approach to improve the quality of English language learning. Therefore, adequate pedagogical readiness and infrastructure support are essential.

This research suggests that English teachers integrate the flipped classroom approach as an alternative learning strategy. Educational institutions are also expected to provide infrastructure support so that the implementation of technology-based learning can run more optimally. In addition, further research is recommended to examine the effectiveness of flipped classrooms in various educational contexts.

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