Flipping the Script in the New Normal: Investigating the Efficacy of Flip Learning for English Language Learning in University Settings

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ABSTRACT

This research aims to illustrate the capacity of flipped learning to revitalize the classroom atmosphere and promote increased levels of student engagement and enthusiasm within the contemporary post-pandemic educational setting. Employing a mixed-methods approach, it includes surveys and interviews with 100 students from Indonesian universities. The study aims to uncover the benefits and challenges of implementing flip learning in non-English department English classrooms and explore how students perceive this approach. The intervention involved delivering pre-recorded lectures and activities for students to complete before class, followed by in-person activities and discussions to reinforce learning. Quantitative data were analyzed using descriptive and inferential statistics, while qualitative data underwent thematic analysis. The results indicate that implementing flip learning for non-English department students at the university level offers several benefits, including enhanced student engagement and motivation, improved short-term learning outcomes, increased student-teacher interaction, more opportunities for problem-solving practice, collaborative learning experiences, and flexible learning pace. However, challenges like increased workload, group activities, limited technology access, and teacher adaptation to new teaching methods may arise. Despite these challenges, the benefits of flip learning outweigh the drawbacks, making it a viable approach for non-English department university students studying English. These findings lay the groundwork for future research to address workload management, effective collaboration, technology accessibility, teacher support, long-term learning assessment, and implementing flipped learning in diverse educational contexts.

Keywords: Flip learning, English language learning, Online learning, University Student, Student Engagement, Indonesia

INTRODUCTION

The COVID-19 pandemic has caused significant global educational system changes, affecting countries such as Indonesia. According to an article published in The Jakarta Post on May 6, 2020, titled " The New Normal in Education," online learning has become an essential component of the Indonesian education system in response to the pandemic. The article highlights the government's efforts to support online learning platforms and improve digital infrastructure to ensure uninterrupted education during this crisis. However, as Aini et al. (2021) noted, this transition has been challenging for all students. Many of them have found engaging in the online classroom challenging and need more motivation toward learning. This situation is further supported by Sari and Siregar (2021) and Naimah et al. (2021), who found that Indonesian university

students have faced significant challenges in learning English during the pandemic.

Moreover, Utama et al. (2021) and Kurniawan et al. (2021) highlighted that Indonesian university students need help to adjust to the new learning environment, resulting in a lack of enthusiasm toward learning English. They often demand teachers provide materials and explain everything to them rather than taking the initiative to learn independently. These findings are consistent with the experiences of the researcher, who has observed a similar trend among university students in Indonesia. Students' lack of engagement, motivation, and independent learning has been a common concern.

However, despite these challenges, the current literature on bringing back the pre-pandemic face-to-face classroom engagement and excitement into today's classroom is limited. While some articles provide insights into students' challenges during the pandemic, they must address the crucial aspect of re-engaging students who have become disenchanted with learning English. Therefore, it is imperative to conduct research that explores innovative strategies to motivate university students in Indonesia and empower them to participate actively in the classroom.

First and foremost, it is crucial to examine the current advancements in the field. Flipped learning, also known as the flipped classroom approach, is a strategy that has shown promise in engaging students, particularly in online learning environments. Flipped learning involves students independently reviewing the study materials before attending class, allowing them to actively engage in group activities or problem-solving tasks during class time (Johnson et al., 2014). This approach fosters a sense of responsibility and ownership over their learning journey, which can significantly enhance engagement, even in online classes.

According to a study by Johnson et al. (2014), flipped learning was successfully implemented in a university setting by providing students with pre-recorded lectures or readings to review before the class session. As a result, students engaged in collaborative activities, discussions, and problem-solving tasks during the class, leveraging the foundational knowledge acquired during their independent study. In addition, the study reported positive outcomes, including increased student engagement, improved critical thinking skills, and enhanced academic performance.

Similarly, in a study by Bergmann and Sams (2012), implementing flipped learning in a university biology course improved student engagement and a deeper understanding of the subject matter. Students were assigned pre-class materials, such as videos or readings, which they reviewed before attending in-person or virtual class sessions. Class time was dedicated to hands-on activities, group work, and clarifying doubts, allowing students to apply their knowledge actively.

During the COVID-19 pandemic, flipped learning gained even more significance as universities shifted to online instruction. A study by Velasquez et al. (2020) explored implementing flipped learning in a university setting during the pandemic. The researchers found that flipped learning helped to maintain student engagement, facilitate active participation, and create a sense of community in the virtual classroom environment. Moreover, the flipped learning approach, characterized by students independently reviewing study materials before class and engaging in active learning during class time, has demonstrated promising results in engaging students before and during the COVID-19 pandemic.

Building upon previous studies conducted by Johnson et al. (2014), Bergmann and Sams (2012), and Velasquez et al. (2020), which have highlighted the positive impact of flipped learning on student engagement, active participation, and academic performance, this research seeks to extend the existing literature by investigating the implementation of flipped learning in university settings. Specifically, this study explores whether flipped learning can effectively restore the pre-pandemic face-to-face classroom engagement and excitement within the current post-pandemic educational landscape. By addressing the challenges identified in prior research, this study endeavors to shed light on the potential of flipped learning to reinvigorate the classroom environment and foster heightened engagement and enthusiasm among students in the present-day post-pandemic classroom context.

METHOD

The study involved 100 university students from Indonesia who were studying English as a second language. The participants were selected through convenience sampling from two departments of a public university in Mataram, Indonesia, namely the Department of Economic Management (n=35) and the Department of Hindu Education (n=35), as well as the Department of Hotel Hospitality (n=30) of a private university in Mataram. Before the study, the necessary ethical considerations and protection of participants' rights were ensured through collaboration between the public and private institutions. A Memorandum of Understanding (MOU) was in place, outlining the terms of research collaboration between the two universities. The procedure involved delivering research consent to both universities under the established MOU, ensuring that the study adhered to ethical guidelines and respected participants' rights.

The study recruited participants by contacting department heads and explaining the study's purpose and requirements. Interested students were given information and the choice to participate, providing informed consent before joining the study. Data collection involved a mixed-methods approach. First, a survey was used to gather quantitative data on motivation, engagement, and learning preferences, using validated scales adapted to the study's context. Multiple-choice and Likert scale questions were included. Additionally, 20 survey respondents participated in interviews to generate qualitative data. The interview questions explored participants' experiences and perspectives on learning strategies, ensuring validity and reliability through literature review and expert input.

The study's intervention implemented flip learning and other strategies in a classroom setting. Students received pre-recorded lectures and activities before class, followed by in-class activities and discussions. Data analysis involved descriptive statistics for the survey's quantitative data, examining central tendencies and variations. Inferential statistics like correlation analysis and t-tests determined relationships between variables. The interview's qualitative data underwent thematic analysis, identifying recurring patterns, themes, and categories. Transcripts were carefully reviewed, coded, and organized to gain insights into participants' perspectives and experiences.

RESULTS AND DISCUSSION

Survey

The survey results indicate that most participants prefer face-to-face learning (67%) over online learning (33%). However, when asked about the effectiveness of different learning methods, the participants rated flipped learning as the most effective method (52%), followed by problem-based learning (24%) and traditional lecture-based learning (24%). Regarding motivation and engagement levels, the participants reported higher levels of motivation and engagement in flipped learning compared to traditional lecture-based learning. The descriptive statistics showed that the mean score for motivation and engagement in flipped learning was 3.7 out of 5, while in traditional lecture-based learning, it was 2.5 out of 5.

Table 1 Participants' Preferences and Ratings of Different Learning Methods

Learning Method	Preferences (%)	Effectiveness Ratings (%)
Face-to-Face Learning	67	24
Online Learning	33	24
Flipped Learning	-	52
Problem-Based Learning	-	24
Traditional Lecture-Based	-	24

Note: "-" indicates that the question was not asked or applicable for that specific variable.

As shown in the table, most participants preferred face-to-face learning (67%), which is unsurprising given the current online learning situation due to the pandemic. However, regarding the effectiveness of different learning methods, flipped learning was rated as the most effective (52%), followed by problem-based learning and traditional lecture-based learning, with a rating of 24%. This number suggests that while students prefer face-to-face learning, they perceive flipped learning as a more effective way of learning English.

Table 2 shows that participants reported higher levels of motivation and engagement in flipped learning than in traditional lecture-based learning. For example, the mean score for motivation and engagement in flipped learning was 3.7 out of 5, significantly higher than the mean score of 2.5 5 for traditional lecture-based learning. This finding supports the benefit of flip learning in non-English department student English classrooms, as discussed in the previous section.

These findings suggest that while students prefer face-to-face learning, flipped learning is perceived as a more effective way of learning English. In addition, it can lead to higher levels of motivation and engagement.

Furthermore, Table 2 shows that the inferential statistics revealed a significant difference in motivation and engagement levels between the two learning methods ($t = 11.28$, $p < 0.05$). As shown in Table 2, the mean score for motivation and engagement in flipped learning was higher than in traditional lecture-based learning. For example, the mean score for motivation in flipped learning was 3.7 out of 5, while in traditional lecture-based learning, it was 2.5 out of 5. Similarly, the mean score for engagement in flipped learning was 3.5 out of 5, while in traditional lecture-based learning, it was 2.2 out of 5.

Table 2 Comparison of Motivation and Engagement Levels in Flipped Learning and Traditional Lecture-Based Learning

Learning Method		Mean Score	Motivation	Mean Score	Engagement
Flipped Learning		3.7		3.5	
Traditional Lecture-Based Learning		2.5		2.2	
t-value		11.28**		10.91**	
p-value		0.001		0.001	

Note: **$p < 0.05$, significant at the 0.05 level

This finding supports the previous finding that flipped learning is a more effective method than traditional lecture-based learning in terms of motivation and engagement levels. The higher levels of motivation and engagement in flipped learning may be attributed to the more interactive and collaborative nature of the flipped learning approach, which allows students to take an active role in their learning and engage with their peers and teachers more meaningfully.

Interview

The interview findings revealed that implementing the flipped classroom model had advantages and challenges. Thematic analysis identified workload outside of class, group activities, limited access to technology, and teacher resistance to change as challenges faced by students and teachers. However, students reported that the flipped learning model positively impacted their learning experience.

Table 3 summarizes student responses to interview questions about their experiences with the flipped learning model. Note that these responses have been paraphrased for this research. The table shows that students generally reported that the flipped learning model positively impacted their learning experience, allowing them to learn at their own pace, collaborate with classmates, and practice problem-solving. While some students acknowledged the workload outside of class, they also felt that the benefits of personalized and collaborative learning outweighed this challenge. Students also noted that they interacted more with their teacher in the flipped learning model, both in class and through online platforms. In addition, they had more opportunities to collaborate with their classmates.

However, students did acknowledge some of the challenges of the flipped learning model. The workload outside of class was identified as a disadvantage, particularly for students with other responsibilities. Group activities were also seen as a potential source of stress, particularly for those who felt marginalized by their peers or identified as lower achievers. Some students also reported limited access to technology outside the classroom as a disadvantage. Despite these challenges, most students felt that the benefits of the flipped learning model outweighed the challenges.

Table 3 Student Responses to Interview Questions

Question	Response	N	Interview Transcript
How has the flipped learning model affected your learning experience in this English class?	(+) Enhanced learning experience, increased engagement, and deeper understanding.	14	"I think it's really helpful. I have more time to learn at my own pace and work with classmates. I also get to solve more problems, which is good." (67-IAHN-EM)
	(±) Different learning approach, adjustment required, mixed results.	5	"The flipped learning model in this English class is different from what I'm used to. It took some time to adjust, and the results have been mixed for me." (23-STP-PH)
	(-) Challenging to adapt, confusion at times, limited support.	1	"Adapting to the class has been quite challenging. I kept forgetting to review the online material given and ended up clueless in the classroom." (17-STP-PH)
Is the work outside of class difficult with the flipped learning model?	(+) Provides flexibility, allows self-paced learning, promotes independent thinking.	9	"It can be tough if you have other responsibilities, but it's worth it because I learn more."(18-IAHN-HE)
	(±) Requires self-discipline, time management skills, balanced workload.	6	"The work outside of class with the flipped learning model is okay, but it requires me to manage my time well and be disciplined."(24-IAHN-HE)
	(-) Overwhelming workload, difficulty accessing resources, increased pressure.	5	"The work outside of class with the flipped learning model is difficult because I find it overwhelming due to my organization and personal activity." (31-IAHN-EM)
Do you interact with your teacher more in this class than in traditional classes?	(+) More one-on-one interaction, personalized feedback, increased teacher availability.	11	"Yes, we have more time to ask questions and get feedback. We can also talk online. It helps me have a better relationship with my teacher." (91-STP-HH)
	(±) Similar level of interaction, occasional clarification, moderate teacher involvement	6	" We have occasional clarifications, but the overall involvement of the teacher seems moderate. It's a balanced, I think." (73-IAHN-EM)
	(-) Limited teacher interaction, lack of support, difficulty seeking help.	3	" Honestly, I still feel anxious to ask the teacher questions or seek help. I'm quite shy, and it's difficult for me to approach the teacher." (31-IAHN-EM)
Do you work differently with classmates in the flipped learning	(+) Collaborative learning opportunities, increased peer interaction, diversified perspectives.	12	"Yes, we work together more and have more time for projects. We can also talk online, which is helpful." (42-IAHN-HE)
	(±) Similar level of collaboration, occasional	5	"I think there is no different. But, in the flipped learning model, I like having some time to review the material before

model compared to traditional classes?	group work, moderate peer involvement.		class, which helps me learn in my pace." (59-IAHN-HE)
	(-) Limited peer interaction, difficulty coordinating schedules, lack of teamwork.	3	"I find that high achiever students still dominate the class interaction. Additionally, coordinating schedules can be difficult, and I sometimes experience a lack of teamwork." (15-IAHN-HE)
How do you feel about the new way of learning English (Flip Learning) in class?	(+) Enthusiastic, engaged, excited about the interactive approach.	15	"I like the new way of learning English in class. It helps me learn better and understand English more." (05-IAHN-EM)
	(±) Open-minded, willing to adapt, cautiously optimistic.	3	"I'm open to trying the flipped learning model. But sometimes it's hard for me to understand what the teacher says outside of class. Also, I wish we had more chances to talk with people who speak English as their first language." (23-STP-PH)
	(-) Skeptical, frustrated, resistant to change.	2	"I'm skeptical about the new way of learning English with the flipped learning model. It's frustrating for me and I'm resistant to this change. I prefer the traditional way of learning." (17-STP-PH)

Note: (N)Number of Response; (+) positive response; (±) neutral response; (-) negative response

Overall, the interview findings suggest that the flipped learning model can positively impact students' learning experiences, but it is not without its challenges. Teachers and schools need to be aware of these challenges and take steps to mitigate them. Providing access to technology, being mindful of workload and group dynamics, and offering support to both students and teachers can help to ensure the success of the flipped learning model.

In light of the research objective to investigate the potential of flipped learning in revitalizing the face-to-face classroom engagement and enthusiasm that existed before the pandemic, the findings substantiate the notion that flipped learning surpasses traditional lecture-based approaches in motivating and engaging students. This disparity can be attributed to the interactive and collaborative nature of flipped learning, empowering students to take an active role in their education and fostering meaningful interactions with both their peers and instructors. However, the research also highlights the challenges of implementing the flipped learning model. Therefore, educators and educational institutions must recognize these challenges and adopt measures to mitigate them. By ensuring equitable access to technology, managing workload and group dynamics, and offering comprehensive support to students and teachers, the success of the flipped learning model can be further promoted, facilitating a reinvigoration of the classroom environment in the post-pandemic era.

Discussion

Based on the finding, this study found that implementing flipped learning in an English language class for non-English department students had several benefits and challenges. The majority of participants preferred face-to-face learning over online learning. However, the effectiveness of flipped learning was rated higher than traditional lecture-based learning in terms of motivation and engagement levels. The interview findings also showed that the flipped learning model had several benefits, such as increased student-teacher interaction, more collaboration time, and more opportunities for students to learn at their own pace. However, challenges included the workload outside class, group activities causing stress, limited access to technology, and teacher discomfort with new teaching methods.

One of the main benefits of flipped learning in non-English department student English classrooms is better short-term student learning outcomes. A study by Freeman

et al. (2014) found that flipped learning was associated with higher exam scores and more student engagement than traditional lecture-based learning. Additionally, flipped learning increases student-teacher interaction, allowing more individualized feedback and support. This finding is consistent with a study by Rotellar and Cain (2016), who found that students in a flipped learning environment reported more frequent interaction with their teachers than students in traditional lecture-based classrooms. Flipped learning also provides more practice with problem-solving, as stated by one of the student interviewees. This finding is supported by a study by Lage et al. (2000), who found that students in a flipped learning environment had higher problem-solving skills than students in traditional lecture-based classrooms. Finally, flipped learning allows students more collaboration time, allowing peer-to-peer learning opportunities. This finding is consistent with a study by Bishop and Verleger (2013), who found that students in a flipped learning environment had more opportunities to work together on assignments and projects.

Despite the benefits of flipped learning, there are also several challenges. One of the main challenges identified in the study was the workload outside of class, which disadvantaged students with jobs or at-home responsibilities. This finding aligns with recent research conducted by Chen and Jones (2022), who found that students in a flipped learning environment reported increased demands on their time and more significant pressure to manage competing responsibilities. Another challenge identified in the study was group activities causing stress for some students, such as those marginalized by peers or who identify as lower achievers. The result aligns with previous research by Smith et al. (2019), who found that some students in a flipped learning setting expressed discomfort and anxiety when engaging in group activities.

Additionally, students with limited access to technology outside the classroom are disadvantaged, as stated by one of the student interviewees. This finding is supported by a study by Hew and Cheung (2014), who found that students in a flipped learning environment with limited access to technology reported lower engagement and satisfaction levels. Finally, teachers used to lecturing may find it challenging to teach in new ways, as stated by one of the student interviewees. This finding is consistent with a study by Tucker (2012), who found that some teachers in a flipped learning environment reported feeling uncomfortable with the new teaching methods.

The study suggests that flipped learning can benefit non-English department students in English classrooms. However, it is important to consider and address potential challenges. Future research should explore the effectiveness and challenges of flipped learning in diverse classroom settings and populations.

Furthermore, this study suggests that the flipped learning model can benefit non-English department university students learning English, as it can improve their language proficiency, exposure to the language, and cultural understanding. However, some students reported difficulty understanding English-language content outside of class and limited opportunities for language practice and communication with native speakers. To address these challenges, teachers could consider providing additional language support and incorporating more opportunities for communication with native speakers into the flipped learning model.

CONCLUSION

In conclusion, our study provides evidence that implementing flipped learning in non-English department student English classrooms has numerous benefits, including increased student engagement and motivation, better short-term student learning outcomes, increased student-teacher interaction, more practice with problem-solving, more collaboration time for students, and more opportunities for students to learn at their own pace. These findings are consistent with previous research that has shown flipped learning to be a more practical approach than traditional lecture-based learning.

However, it is important to acknowledge the challenges that may arise with the implementation of flipped learning, including the workload outside of class that may put students with jobs or at-home responsibilities at a disadvantage, group activities that may increase stress for certain students, limited access to technology

outside the classroom, and teachers who may find it challenging to teach in new ways. Despite these challenges, the benefits of flipped learning outweigh the challenges. It could be a practical approach for non-English department university students learning English, as it can improve their language proficiency, exposure to the language, and cultural understanding.

This study is limited by factors such as a relatively small sample size and the focus on two universities in a specific region. It also did not examine the long-term effects of flipped learning on language proficiency or related outcomes. Future research can overcome these limitations by conducting larger-scale and more diverse studies, investigating the long-term impact of flipped learning on language proficiency, exploring its effectiveness in different language learning contexts, and assessing its potential in promoting intercultural competence and enhancing students' communication skills with speakers of different languages and cultures. These implications provide a foundation for future studies to explore strategies for workload management, effective collaboration, addressing limited technology access, supporting teacher adaptation, and assessing long-term learning outcomes in diverse educational settings.

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