



**THE EFFECT OF FLIPPED CLASSROOM INTO FOCUS GROUP DISCUSSION IN SPEAKING SETTING CLASSROOM**

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**ABSTRACT**

This study deals with the Effect of Flipped Classroom into Focus Group Discussion in Speaking Setting Classroom. The researcher took this method by expecting that students would be more active in communication and doing great speaking with their teacher and friends in learning English. This study was conducting by using experimental and control class and it took 68 (sixty eight) total students of SMAS Budi Agung Medan as sample. They were divided into two groups, they were 37 students were taken as experimental group and by the effect group discussion in speaking, 31 students were taken as control group by flipped classroom method-centre learning by teacher. The instrument of this study was making the sentences they could by paying attention the grammar, pronunciation, fluency, comprehension and vocabulary. The result of the t-test showed that the t-observed was higher than t-table ( $1.280 > 1.279$ ). Group speaking method gave a significant effect on the students' speaking. In order it is possible to make that the students' speaking enhanced as a result of the group discussion. The effect of speaking method in the students' flipped classroom performed better than the usual approach (TCL). Discussions in groups were of a lot of relaxing, cheerful, and challenging activities that make it difficult for students learn spoken English in the classroom.

**Keywords:** Group Speaking Discussion Method, Conversation, Challenging Activity

**ABSTRAK**

Penelitian ini membahas tentang Pengaruh Flipped Classroom ke dalam Focus Group Discussion dalam Kelas Setting Speaking. Peneliti mengambil metode ini dengan harapan bahwa siswa akan lebih aktif dalam berkomunikasi dan melakukan speaking yang baik dengan guru dan teman-temannya dalam belajar bahasa Inggris. Penelitian ini dilakukan dengan menggunakan kelas eksperimen dan kelas kontrol dan mengambil 68 (enam puluh delapan) siswa SMAS Budi Agung Medan sebagai sampel. Mereka dibagi menjadi dua kelompok, yaitu 37 siswa diambil sebagai kelompok eksperimen dengan metode diskusi kelompok dalam berbicara dan 31 siswa diambil sebagai kelompok kontrol dengan metode flipped classroom yang berpusat pada guru. Instrumen penelitian ini adalah membuat kalimat yang mereka bisa dengan memperhatikan tata bahasa, pengucapan, kelancaran, pemahaman, dan kosakata. Hasil uji-t menunjukkan bahwa t-observasi lebih tinggi dari t-tabel ( $1,280 > 1,279$ ). Metode berbicara dalam kelompok memberikan pengaruh yang signifikan terhadap kemampuan berbicara siswa. Hal ini menunjukkan bahwa kemampuan berbicara siswa meningkat sebagai hasil dari diskusi kelompok. Efek dari metode berbicara di kelas terbalik siswa tampil lebih baik daripada pendekatan biasa (TCL). Diskusi dalam kelompok merupakan kegiatan yang santai, ceria, dan menantang yang membuat siswa lebih mudah untuk belajar bahasa Inggris lisan di dalam kelas.

**Kata Kunci:** Metode Diskusi Berbicara Kelompok, Percakapan, Aktivitas yang Menantang

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## INTRODUCTION

Learning is the product of the interaction of stimulation and reaction. Someone is said to have learned something if he can demonstrate changes in behavior. According to this hypothesis, the shape of input and output of the stimulus in learning is significant. Learning is defined as "a process that leads to change as a result of experience and increases the potential for improved performance and future learning". (Ambrose et al, 2010).

One of the most innovative pedagogical approaches in today's education is the usage of the flipped classroom in student-centered learning. The goal of this study is to investigate, show, and answer the challenges of implementing the flipped classroom in undergraduate courses. This research focuses on the arrangement of course content that will be prepared before, during, and after class learning and evaluations, based to learning purposes that would result in various Bloom's taxonomy levels. In conventional learning environments, the learner moves thorough the learning process in the instructor. (Ash, K, 2012). Technological advances affect our way of life and educational procedures. As the twenty-first century brings about the globalization of ICT through the creation of vast amounts of new knowledge, education institutions must move from being teacher-centered to being more student-centered. The impact of technical improvements on educational approaches may explain the employment of audio-visual aids for instructional purposes. A new pedagogical technique known as flipped classroom has arisen in combination with technological improvements and a shift in teaching and learning paradigms (Hawks, 2014).

Meeting the needs of students and

increasing their knowledge and abilities that would enable them to be global competitors in the 21st century have proven to be difficult with traditional direct teaching. Flipped classrooms could give teachers the opportunity to replace conventional teaching methods with a more student-centered approach in which students collaborate with peers about some activities, such as tasks or projects, engage deeply with content, develop their thinking skills, and receive feedback about their development in order to break this traditional direct lecture-based teaching and transform it into a self-directed and active learning approach (Hamdan et al., 2013; Kong, 2014; Missildine et al. 2013).

The first is imitation. The attempt to imitate a word, phrase, or sentence is known as imitative speaking. The most important aspects are pronunciation and grammar. Imitative speaking does not prioritize communicative language competence because it is performed solely to obtain information, which is then verbally copied without explanation. Students should concentrate on vowel sounds and intonation and practice imitating them correctly.

The second demands effort. In intensive speaking, pronunciation and phonological features were more important than understanding meaning in response to specific tasks. The interlocutor plays a minor duty in intense speaking types including reading aloud, sentence completion, and dialogues. This fundamental kind of speaking can be studied in pairs by students in the speaking course.

The third may be replaced. Respondent speaking emphasizes the gravity and honesty of the dialogue. When speaking responsively, the speaker is urged to answer as soon as feasible. Popular instances of responsive

speaking include comments, brief chats, and basic requests. Participation is crucial in class. They must provide input in the speaking class through asking questions on the teacher and making comments.

The fourth is a pastime. Interactive speaking is a more complicated conversation because each one involves a lot of interlocutors. The latter is equally strong. As a high-level speaking talent, extensive speaking requires mature language abilities since it involves asking questions interactions with other speakers, as in discussion activities such as a variety of conversation topics. One of the languages that students and everyone else must learn is speaking. Students in Indonesia experience some difficulties and mistakes while learning English, particularly speaking abilities. As a result of their friend feeling terrified to speak English in class, some students become less confident because they are worried of making mistakes when speaking in English. Students' learning of English must be assisted by the teacher's issues. The teacher uses technology to combine learning and education.

In other words, the flipped classroom's goal is to create a learning environment where an emphasis is placed on a variety of exciting activities that enable students to develop higher order thinking skills. The flipped classroom, a mixed method of learning, may vary in various lessons depending on the teacher, the subject matter, and the adoption of digital resources, tools, and technology (Osguthorpe & Graham, 2003).

## **THEORETICAL FRAMEWORK**

### **1. Learning of Flipped Classroom**

In general, the learning model is defined as a conceptual framework. The

learning model is a conceptual framework in the form of a pattern of systematic procedures developed based on theory and used in organizing the teaching and 3 learning process to achieve study goals (Sani 2013 ). Where, this learning model is related to the election teaching methods or strategies, skills and activities of students. Characteristic the main thing in a learning model is the presence of syntax or stages learning.

The special characteristics of the learning model are logical theoretical rationale compiled by the teacher, the learning objectives will be achieved, the necessary teaching steps in order to model learning can be carried out optimally, as well as a good learning environment necessary so that learning objectives can be achieved (Taufik & Muhammadi 2012).

As a result, the learning model can be viewed as a pattern used to design learning, started with the selection of methods or learning strategies, moving on to the selection of media to organize students in class, with various phases. There are currently numerous learning models established, one of them is learning flipped classroom.

Flipped classroom learning exists because technological advancements have now invaded the field of education, allowing technology to have a major effect on education (Kadiyala & Crynes 2000). Technology in education has been demonstrated to encourage more interactive learning, effective student grouping, or cooperative learning. The term flipped classroom is the first time introduced by J. Wesley Baker in 2000, in his writings which entitled "The classroom flip: using

web course management tools to become the guide by the side". At the same year, Lage, Platt, and Treglia conduct research using an identical idea, the 21 inverted classroom. Several terms are used in various contexts, according to research that shows flipped classroom learning is just-in-time teaching by Novak and inverted learning by Barker (Uzunboylu & Karagozlu 2015).

Confirms that time learning in the classroom on flipped classroom learning is used for active learning activities and requires students to complete pre/post class assignments (Abeysekera & Dawson 2015). On another occasion (Lai & Hwang 2016) added that flipped classroom allows carrying out practical and effective interaction between teachers and students in the classroom. In flipped classroom learning students are required to engage in completing online learning activities in order prepare lessons that are aligned with in the classroom (Reidsema et al. 2017).

This understanding results in an understanding that flipped learning is learning that combines learning in class with learning outside the class in order to maximize learning activities. Internal learning is regarded as learning where a teacher offers students of the subject matter to learn. While learning outside of the classroom is more efficient, as sets a higher priority on the introduction of the material.

## 2. Description of Flipped Classroom

### a. What is in flipped classroom?

A flipped classroom method of teaching is centered on the basic principles of online instruction and getting active learning into the

classroom. There are various strategies to give instruction online, such getting the course instructors create online lectures, constructing the course around a MOOC, and collecting online videos from many sources. There are additional options for including active learning in the classroom . In this paper, we describe our strategies for using online videos in a flipped classroom. These involve selecting videos from a variety of sources, incorporating video selection and evaluation to the process of learning, and organizing lessons in the classroom around establishing abilities and identifying misconceptions. As the flipped classroom method to teaching is effective, it results in students become self-conscious. (Love, Hodge, Grandgenett, & Swift, 2014).

### b. How is flipped classroom?

According to the teacher's 4 assignments, students study the material at home before studying is in class in a flipped classroom. When a student absent from class for any reason, teachers use this approach.

### c. Why is flipped classroom?

Because they prepared for the class through learning the subject matter. Due to the model's increased curiosity, pupils are urged as well to participate.

## 3. Variety of Flipped Classroom

a. Teacher from the school has implemented a flipped classroom system. flipped a classroom as a method of instruction.

b. The flipped classroom is a technique of students use video on the internet

or a combination of face-to-face and activity-based instruction. Mobile technology in the process of learning.

- c. A flipped classroom improves student' communication and thinking skills. The interview process evaluates learning achievements of students.
- d. In a modified form on the flipped classroom, students in the teaching group deliver curriculum to the others and organize activities. Students engage in groups create papers on research after class and conduct empirical research. It was found through qualitative and quantitative analysis that a modified flipped classroom can effectively encourage student initiative and improve the level of learning satisfaction. Students in the experimental group formed.

#### **4. The Definition of Speaking**

Speaking is different from other components of language because it needs a lot of energy. Speaking requires effort from the speaker because they support the production of the words and also the attempt to convey the meaning. (Cameron, 2001). According to Marriam Bashir, Speaking is a essential capacity as speaking verbally. Similarly to the other skill, it required more than simply word pronunciation and is more difficult than it first seems.

#### **5. Definition of Discussion**

Definition of discussion is the English language teaching(ELT) that proposed by

experts. Argawati defined discussion is a process of taking things over among two or more persons, preferable face to face. In the classroom use from idea paper discussion is define as two way, spoken English communication between the teacher and the students and more importantly the students themselves.

#### **6. Challenge in Flipped Classroom**

The issues with Classroom Flipped teachers and students must overcome a number of obstacles in using flipped classroom in the teaching and learning process. According to (Akçayr & Akçayr, 2018), integrating a flipped classroom in the teaching and learning process presents many kinds of difficulties for both teachers and the students. First, the pupils enhance their learning at home in their own. In this situation, pupils must be aware of their level of subject comprehension. Students should write them down any questions they have and bring them to class to ask the teacher. If there aren't any, the teacher will ask questions to gauge how well the learners retain the information they were given at home. They require more time as the flipped classroom is used as an active activity in which the teacher and the student participate. (Smith, 2013).

#### **7. Advantages of Flipped Classroom**

A flipped classroom is a technologyenhanced method of teaching and learning. As a result, both teachers and students benefit the flipped classroom. According to Lutz-Christian and Jenny (2017), The use in classroom flipped has multiple benefits:

- a. Improve the process of learning in students.
- b. Flexible learning.
- c. Improving performance among students.

## 8. Types of Discussion

According to Ernest G. Bormann There are four types of discussions:

### a. Forum Discussion

The program's format, which is a forum discussion, incorporates a special section for audience participation. The panel discussion show appears on radio and television, and viewers can submit topics by phone and letter.

### b. Panel Discussion

A small number of individuals talk about the topic in a panel discussion, identical to in a conversation about topic. Much to a way a speaker might prepare and deliver a spontaneous speech, panel discussion topics and questions are often outlined, and participants improve their remarks.

### c. Symposium Discussion

The topic is split according to a group of experts in the symposium. After their prepared says, the experts could take part in a panel discussion, question one another inquiries, be interviewed by another set of interrogators, or perhaps maybe invite people in the audience to join the discussion.

by combining subcategories (Miles and Huberman 1994). Learning on these two kinds of groups personal and online (Carle's 2009). interaction between students and teachers in location and whole class online (Bergelson 2005). Online classes provide learners the ability for interacting in the material at their personal movement, facilitating learning and participation. (Schulte 2004). There are several reasons that students to speak up. According to Harmer (2007), Students speak in class due three basic reasons. The first reason is that speaking in class provides students the chance to practice speaking in situations that are real. Second, the speaking task help students learn the language and give them the opportunity to give feedback to other students or the teacher. Ultimately, the students are exposed to an array in language components and have the capacity to remember the knowledge so that they can apply it easily and talking.

In prior research, certain researchers have implemented the flipped classroom approach. Nissa et al. found that utilizing a flipped classroom approach with the use of a Google document can effectively improve students' engagement and written work quality in the classroom. The experimental technique and observation reveal a significant benefit of using this method, particularly in enhancing students' writing structure and coherence. Research has demonstrated that the utilization of 3D Page Flip learning media facilitates students' comprehension of the material presented by instructors and enhances their engagement in both offline and online learning endeavors (Izar, 2023).

Furthermore, students perceive Moodle as a user-friendly learning management system. They find it convenient to access course materials by logging in. Moreover, using Moodle increases students' engagement in the learning process. It is worth noting that Moodle is highly regarded as one of the top learning management systems due to its effective features that facilitate the learning process (Arifin et al., 2023).

## PREVIOUS RESEARCH

At first looked at, helpful declarations were encoded to create a coding scheme, subcategories were created by combining the codes, and inductive categories were formed

## CONCEPTUAL FRAMEWORK

Provided outside of the classroom including instruction Instructors have to decide how to split the learning process between the three stages of the flipped classroom building prior to are allowed to flip their classrooms. They must first decide which portions of the lecture can be studied online, which are best completed in class, as well as which may be completed after class. After this distribution finished, students ought to think on how to meaningfully deliver content to students outside of the classroom. Educators have delivered information outside of the classroom employing a variety of methods. A teacher's effort must be made so as to help students in performing educational tasks. argues that interactions between teachers and students is the core of teaching. In this interaction, pupils engage in an activity known as learning, while the teacher engage in an activity known as teaching. Therefore, the term "teaching-learning process" also refers to the interaction between students and teachers in learning (Ibrahim & Nana 2010).

## METHODOLOGY OF RESEARCH

### 1. Research Subject

(Sugiyono, 2019). The population for this study collected from tenth senior high school year 2023/2024 at SMA Swasta 6 Budi Agung, Medan which consist of two class such as X Jendral Sudirman consist 37 students, X Albatani Consist 31 students so the entire of the students consist 68 students.

### 2. Research Design

This study will conduct by using experimental design which applies two groups that receives pre-test and post-test. Those groups were experimental and control groups. The experimental group obtain treatment by flipped classroom into focus group discussion in speaking and the control group are taught by description

quantitative method.

A flipped classroom is one where the teacher presents the topic in class with powerpoints, audio, and videos, and the students apply the knowledge they have learned online (Bergmann & Sams, 2012). The flipped classroom was introduced in a way to implement novel teaching and learning methods.

**Table 1. Pre-Treatment Test and Post-Test**

Group	Pre-Treatment Test	Post-Test
Experimental	✓ Discussion Flipped	✓
Control	✓ Conventional Method	✓

## 3. Research Procedure

### a. Pronunciation

**Table 2. Pronunciation Score**

Level	Explanation
16-20	Very good: Understandable
11-15	Good: Few noticeable errors
6-10	Fair: Error of basic pronunciation
1-5	Unsatisfactory: Hard to understand because of sound, accent, pitch, difficulties and incomprehensible

### b. Grammar

**Table 3. Grammar Score**

Level	Explanation
16-20	Very good: Understand
11-15	Good: Few noticeable errors
6-10	Fair: Error of basic pronunciation, structure, meaning occasionally obscure by grammatical errors.
1-5	Unsatisfactory: Usage definitely unsatisfactory, frequently needs to rephrase construction or restrict himself to basic structure.

c. Vocabulary

**Table 4. Vocabulary Score**

Level	Explanation
16-20	Very good: Rarely has trouble
11-15	Good: Sometimes use in appropriate terms about language
6-10	Fair: Frequent uses wrong word speech limited to simple vocabulary
1-5	Unsatisfactory: Very limited vocabulary and make the comprehension quite difficult.

d. Fluency

**Table 5. Fluency Score**

Level	Explanation
16-20	Very good: Understandable
11-15	Good: Speech is generally natural
6-10	Fair: Some definite stumbling but message to rephrase and continue
1-5	Unsatisfactory: Speed of speech and length of utterances are far below normal, long pause, utterances left unfinished.

e. Comprehension

**Table 6. Comprehension Score**

Level	Explanation
16-20	Very good: Understand the material and purpose the text
11-15	Good: Acting power is generally natural
6-10	Fair: Some topic is wrong and is not fix with the material but still understand what is it
1-5	Unsatisfactory: Could not design well the material with the topic, and speak slow and low.

Pre- and Post-Tests would be employed for the test. Both groups would practice in front of the class using the researcher's provided topic for the pre-test. The researcher would be ready

with the paper in this precise moment to collect the test results of the students. The researcher could offer a simple topic for this pre-test.

4. Data Collecting Method

- a. Conduct a group discussion and give a pre-test question for each student for both lessons.
- b. Using discussion to give treatment to the control group.
- c. Using improve speaking in giving treatment to the experimental group. Giving post-test to both of classes.
- d. Evaluating the effect of discussion speaking in flipped classrooms.

5. Data Analysis Technique

- a. Evaluating the test's value for scoring the students' activities.
- b. Delivering their findings in two tables: the experimental class score is shown initially, followed in the control class scores. Calculating the normality and homogeneity test by using lilifors test to know the normality and reliability of the test.
- c. The calculating was concluded by using t-test as show below, according Sugiyono.

1) Coefficient  $r$  (Sugiyono, 2010)

$$r_{xy} = \frac{n \sum XY - \sum X \sum Y}{\sqrt{[n \sum X^2 - (\sum X)^2][n \sum Y^2 - (\sum Y)^2]}}$$

**FINDING AND INTERPRETATION**

1) Findings Description of Research

A. Post-Test

The mean of Pre-test in experimental was 68.27 and the mean of post test was 76.72. The highest score in pre-test of the experimental group was and the lowest score was 60. While in the post test was and that mean was 76.72 and that mean



was 68.27. There was an score between post test and pre-test in experimental group. Based on the fact in the field, the students taught by using the effect of flipped classroom into focus group discussion in speaking classroom was more active of a students.

**B. Pre-Test**

That the total score of pre-test was 2.200 and the mean was 70.96. While the total score of pre-test and post-test was 4.537 and the mean of post-test was 75.38 There was an improvement score also between pre-test and post-test in control group. Based on the fact in the field, the students taught by using TCL in teaching speaking was completely knew about the theory of asking and giving an opinion because the student could listen in the explanation about the material but in the real practice the students who taught by using group speaking discussion. The highest score 84 in Pre-test of the control group was and the lowest score was 60. While in post-test the highest score was 91 and the lowest score was 68.

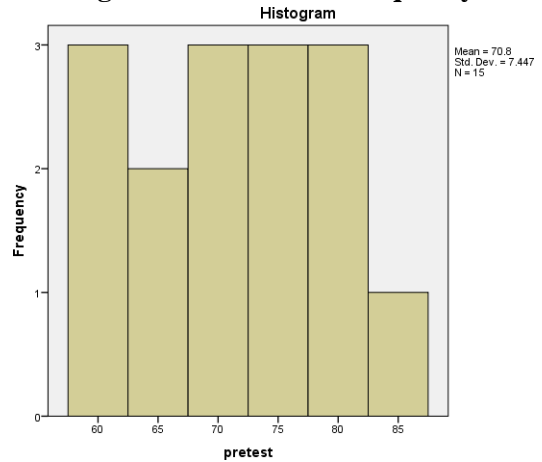
The mean score of post- test in experimental group was 65.60 and mean score of control group was 76.05. The data showed that the mean score of students in experimental group who were taught by group speaking discussion was better than the mean score of students in control group who were taught by using Teacher Centre Learning in discussion.

**2) Interpretations**

$L_{hitung}$  was 0.110 and the lilifors test in significant  $\alpha=200$ . So it could b distributed normal if the score of statistic bigger that the significant ( $0.110 < 200$ ). So it could be concluded that the data was normally distributed.

$L_{hitung}$  was 0.032 and the liliefors test in significance  $\alpha=0.200$ . So the  $L_{hitung} < L_{table}$  ( $0.032 < 0.200$ ). So it could be concluded that the data was normally distributed.

**Figure 1. Distributed Frequency**



**Homogeneity Score Test of homogeneity of variances**

Post-test class control

**Table 7. Score Test**

Levene Statistics	df1	df2	Sig.
1,013	7	16	,458

The significance  $\square \square 0,458$  with  $n=37$  was 3.54 those scores got in the constant table in  $F_{table}$ . And the  $F_{hitung}$  was 1.03 so the  $F_{hitung} < F_{table}$  ( $1.03 < 3.54$ ). So it could be concluded that the data was homogen.

After measuring the data above by using t-test formula. It showed that t-observed value was 32.20 after seeking the table of the distribution of t-observed as the basis of accounting in certain degree of freedom

(Df), the calculating showed that:

$$\begin{aligned}
 Df &= N1+N2-2 \\
 &= 37+31-2 \\
 &= 66
 \end{aligned}$$

## CONCLUSION

Based on the findings and data analysis, there were some conclusion that could be described as follows: Based on the result of the pre-test and post-test the researcher found there was a significant the effect of flipped classroom into focus group discussion in speaking setting classroom, which is proven from the result of the test  $t$ -observed  $>$  $t$ -table or  $32.20 > 2.30$ . The fact hypothesis  $H_a$  was accepted.

The problem faced by the students they were difficult to understand the meaning of the English words and sentences and they haven't been able to express their ideas. The result from students who were taught by using group discussion speaking became more enjoy, cheerful, active and interesting in speaking. It meant that there was a significant effect of flipped classroom into focus group discussion in speaking setting classroom.

The reason why the students' were bored and felt difficult to understand the speaking was, the students did not experience forward what the practice about, and the students were fun while they played the challenging activity into their learning moment. Student needed to get attention to their teacher, so they could understand well the learning was all about.

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