

**THE IMPACT OF FLIPPED CLASSROOM ON THE
SPEAKING SKILLS OF ESP LEARNERS AT
UNIVERSITAS 17 AGUSTUS 1945 JAKARTA,
INDONESIA**

BY

GUFRON

A thesis submitted in fulfilment of the requirement for the
degree of Doctor of Philosophy in English Language Studies

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ABSTRACT

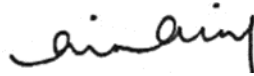
The flipped classroom approach has garnered significant attention for its potential to enhance various educational outcomes. This study focuses on its effects on students' speaking skills within a pharmacy classroom setting, aiming to understand student perceptions and the factors influencing their participation and communication. This study aims to explore the impact of the flipped classroom model on improving speaking skills among intermediate-level pharmacy students learning English for pharmaceutical purposes. It seeks to compare these outcomes with those achieved through conventional teaching methods and to analyze students' perceptions of the flipped classroom. A mixed-methods approach was employed, involving 60 intermediate-level pharmacy students divided into a control group and an experimental group. The experimental group was taught using the flipped classroom model, while the control group followed traditional teaching methods. Data collection included pre- and post-intervention speaking tests, surveys, and thematic analysis of student feedback. The investigation revealed a significant improvement in the speaking skills of students in the experimental group, particularly in fluency, accuracy, vocabulary utilization, and pronunciation. Additionally, these students exhibited increased self-assurance and comfort in oral expression, leading to a heightened sense of confidence and improved communication capabilities. Students in the flipped classroom reported increased engagement, motivation, and more opportunities for English communication with peers. They perceived the flipped model as enhancing their learning experience, fostering independence, and better preparing them for class activities. Thematic analysis identified key factors affecting participation and communication, including student engagement, autonomy and accountability, and overall perceptions of the flipped classroom. Lecturers observed that the flipped classroom approach also required them to adapt their teaching methods, become more responsive to student needs, and provide more individualized support, ultimately leading to a more dynamic and interactive learning environment.

خلاصة البحث

هذه الدراسة ذات الأساليب المختلطة تستكشف آثار منهج الفصول الدراسية المعكوسة على مهارات التحدث لدى الطلاب في إعداد الفصول الدراسية الصيدلانية. تبحث الدراسة عن تصورات الطلاب والعوامل المؤثرة على مشاركتهم وتواصلهم. وتشمل هذه الدراسة ستين طالبا صيدلانيا من المستوى المتوسط يتعلمون حاليًا اللغة الإنجليزية للأغراض الصيدلانية. وتم تقسيمهم إلى مجموعتين: مجموعة تحكيمية وتجريبية. وتكشف نتائج هذا البحث عن تحسن مهارات التحدث التي تشمل عدة جوانب وذلك مثل الطلاقة والدقة واستخدام المفردات والنطق بالمقارنة مع طرق التدريس التقليدية. بالإضافة إلى ذلك، يُظهر الطلاب في الفصل الدراسي المعكوس ثقة متزايدة بالنفس وراحة في التعبير الشفوي ومساهمة في زيادة الشعور بالثقة وتعزيز قدرات الاتصال. فيما يتعلق بتصورات الطلاب، أفاد المشاركون عمومًا عن زيادة المشاركة والتحفيز وفرص التواصل باللغة الإنجليزية مع أقرانهم في الفصل الدراسي المعكوس. إنهم يعبرون عن معتقدات إيجابية، مع الأخذ في الاعتبار بالنموذج المعكوس، وذلك لتعزيز تجربة التعلم لديهم، وتعزيز الثقة كمتعلمين مستقلين، وتسهيل الإعداد الأفضل. بالإضافة إلى ذلك، يشعر الطلاب بالمشاركة النشيطة والتعاون التعليمي وثقافة الاستفسار داخل الفصل الدراسي المعكوس، مما يخلق بيئة تعليمية إيجابية مهيأة. فالعوامل التي تؤثر على مشاركة الطلاب وتواصلهم في الفصل الدراسي المعكوس تنقسم إلى تحليلات موضوعية: مشاركة الطلاب والاستقلالية والمسؤولية وإدراك الطلاب. وتشمل المواضيع المفتاحية الرئيسية زيادة المشاركة والثقة والتأهب؛ قدر أكبر من الاستقلالية والمسؤولية والمرونة والراحة وسهولة الوصول؛ التوافق مع أسلوب التعلم والجاذبية والإثارة والميزات المتنوعة. بشكل عام، تسلط هذه الدراسة الضوء على التأثير الإيجابي للفصل الدراسي المعكوس على مهارات التحدث وتصورات الطلاب. فيمكن للمعلمين الاستفادة من هذه النتائج لتصميم استراتيجيات تعزز المشاركة والاستقلالية والتواصل الفعال داخل الفصل الدراسي المعكوس، مما يؤدي في النهاية إلى تعزيز تجربة التعلم.

APPROVAL PAGE

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DECLARATION

I hereby declare that this thesis is the result of my own investigations, except where otherwise stated. I also declare that it has not been previously or concurrently submitted as a whole for any other degrees at IIUM or other institutions.

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This thesis is devoted to my parents, Abd. Mugni and Sunnati, whose unwavering desire for my success has been a constant source of motivation. I express deep gratitude to my wife, Nia Irfiana, for her steadfast support through both joyous and challenging times. Additionally, my heartfelt appreciation goes to my four sons— Muhammad Raihan, Muhammad Fairuzzabadi, Muhammad Al Ghifari, and Muhammad Faqih—whose continuous inspiration accompanies me with every step I take on this earthly journey.

My parents are well aware of the challenges I faced during my studies and understand the extent of my struggles.

My wife, in turn, could likely recount the countless days I dedicated to completing my thesis.

My sons carry memories of the difficult days I persevered through.

In every nook and cranny of my home, the unwavering dedication of my parents to my present success is evident.

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LIST OF ABBREVIATIONS

ATLAS.ti	Archive for Technology, Lifeworld and Everyday Language
CL	Collaborative Learning
CLT	Communicative Language Teaching
EAP	English for Academic Purposes
EDA	Exploratory Data Analysis
EFL	English as a Foreign Language
EGP	English for General Purposes
ELT	English Language Teaching
EOP	English for Occupational Purposes
EPT	English Placement Test
ESL	English as a Second Language
ESP	English for Specific Purposes
FC	Flipped Classroom
GCR	Google Classroom.
GE	General English
ICT	Information and Communication Technology
IELTS	International English Language Testing System
IT	Information and Technology
LMS	Learning Management System
PBL	Problem-Based Learning
PBL	Project-based Learning
RQ	Research Question
SLA	Second Language Acquisition
SPADA	Sistem Pembelajaran Daring
SPSS	Statistical Package for the Social Sciences
STAD	Student-team Achievement Division
TOEFL	Teaching of English as a Foreign Language
TOEIC	Test of English for International Communication
UTA 45	Universitas 17 Agustus 1945
ZPD	Zone of Proximal Development

CHAPTER ONE

INTRODUCTION

1.1 INTRODUCTION

This chapter starts with an overview of English for Specific Purposes (ESP) and Flipped Classroom (FC). The following section explains the background of the research, starting with how ESP is taught and some challenges in teaching ESP in higher education institutions in Indonesia. Then, this chapter presents the problem statement, followed by the purpose of the study. The main question of this study is "How does Flipped Classroom help improve students' communication skills in English for Specific Purposes courses?" together with three research questions. The significant outcomes of the study and the organisation of the thesis are also presented in this chapter. Finally, the definition of terms is given at the end of this chapter.

1.2 BACKGROUND OF THE STUDY

ESP (English for Specific Purposes) in some universities in Indonesia is an English language course for non-English majors. This regulation is contained in the regulation of the Ministry of Education and Culture Number 232/U/2000, whereby English is a compulsory subject in which its content and orientation are in line with the English for Specific Purposes in accordance with the respective fields or study programs. The credit hours of this course vary from 2 to 3 credits and should be taken from the first to the third semester consecutively, for a total of 4 to 6 credits. The ESP policy differs for each faculty in several universities in Indonesia, like Universitas Jember in East Java and STMIK INTI Indonesia. ESP is merged into elective courses in several faculties for six weeks, so students must work on their English language skills through outside courses (Lubis et al., 2020).

Furthermore, implementing ESP courses in higher education is an effort to answer the challenges and demands of the industry. A university graduate, for instance, is expected to be proficient in English for food and beverages when they work in the hospitality and tourism industry. ESP courses provide dual benefits. Firstly, ESP is offered when students pursue academic education following their field of study, so

students learn to use English directly in the context of their disciplines, both for academic and non-academic purposes. Students can read, listen, write, and talk about content or topics relating to their fields in academic purposes courses. For non-academic purposes, courses provide benefits gained outside their disciplines, such as speaking, reading, listening, and writing related to issues used in daily life. For instance, they talk to lecturers and friends, write light reviews, and hear English news. The second benefit is to prepare the students for the workforce. To enter the working world, English is a pre-condition for entering the professional world. Some local and international companies are always looking for proficient English candidates, both spoken and written (Mulyadi et al., 2020).

English is a medium of communication and the exchange of ideas for various purposes. One of the most essential areas within the study of English is English for Specific Purposes (ESP). ESP is an approach to teaching English in which the material and teaching methods are based on why the learner wants to learn English. In the context of universities in Indonesia, ESP is offered as an English course for non-English majors. This means that students pursuing degrees in fields other than English are provided with an opportunity to enhance their English language skills in a way tailored to their specific academic or professional interests.

ESP courses enable students to communicate effectively and confidently in English within their respective domains by focusing on the specific language skills and vocabulary relevant to their chosen fields. For example, students studying business may take an ESP course that emphasises business English, covering topics such as negotiations, presentations, and business correspondence. These universities recognise the importance of English proficiency in a globalised world, where English is widely used as a lingua franca for academic, professional, and international communication.

By offering ESP courses, they aim to equip non-English majors with the necessary language skills to succeed in their chosen fields and enhance their career prospects. ESP is part of English as a second or foreign language that deals with specific disciplines, occupations, and activities (Salmani-Nodoushan, 2020), like English for Pharmacy, English for hospitality, English for engineering, and English for tourism. To teach ESP, an ESP teacher needs to develop his syllabus, goals, and objectives to meet the needs of particular learners. ESP teachers must not only master their English skills but also master some vocabulary related to student subject matters, such as vocabulary

related to English for pharmacy, English for hospitality, English for nursing, etc. They should use their university's existing teaching materials and syllabi only if they are suitable and necessary. Therefore, they must design their own courses, which require considerable effort (Bekteshi, 2020).

ESP teachers face several challenges, and so do ESP learners, one of which is the suitability of teaching materials. These materials must meet the needs of students and be applicable to the professional world. Another challenge involves the teaching methods used by ESP instructors. An ESP teacher is required to apply engaging methods to maintain student interest. Most ESP course participants are adults, who have different cognitive abilities, learning needs, and strategies compared to children in school (García-Pinar, 2019). Therefore, the pedagogical methods used in teaching ESP should be tailored to these adult learners. ESP instructors should be proficient in various teaching methods to promote active engagement in class (Rudneva, 2020).

One effective method that has gained popularity among educators and researchers is the Flipped Classroom (FC) approach. Numerous studies over the past five years have explored this innovative teaching and learning model. Several studies have specifically examined the application of the FC method in ESP contexts, such as Salem (2018) in English for business, Hasanah and Arifani (2018) in accounting classes, Karapetian (2020) in English for business, and Hsiao (2021) in STEM disciplines. These studies have focused on various aspects, including student attitudes, motivation levels, teaching and learning effectiveness, teacher readiness and ability to use the internet, necessary teacher training, infrastructure support for FC methods, and comparisons between FC and traditional teaching models (Kvashnina & Martynko, 2016; Salem, 2018; Hung, 2015; Islam et al., 2018; Zainuddin & Perera, 2017).

By integrating the FC method, ESP instructors can address the challenges of engaging adult learners and providing relevant, practical learning experiences. This approach not only enhances student motivation and participation but also allows for more personalized and effective teaching strategies, ultimately improving the overall learning outcomes in ESP courses. The flipped classroom is a new model that appears as an alternative to shifting the traditional teaching model, teaching and learning using a lecture style (Sadik & Abdulmonem, 2020). In the flipped classroom model, students are given time prior to class to access class lecture recordings on various devices such as computers, laptops, tablets, smartphones, or other media. During class time, they

engage in learning activities, including discussions based on the topics provided by the instructors beforehand (Zainuddin et al., 2019). They are involved in learning activities usually expressed in traditional classes as homework (Lopes & Soares, 2018). When students are given materials by watching videos provided by the instructor before the class starts, they can learn from the video in their own way and their learning rhythm. They can pause or playback the video according to their abilities and needs. Repeating material and learning resources can strengthen and deepen students' understanding. Learners can then apply knowledge gained before the class in the broader scope during class activities (Zainuddin, 2018).

One flipped classroom characteristic is that a teacher prepares teaching materials before class begins while the classroom focuses on activities that involve students more actively. Knowledge obtained outside the classroom is then applied in a more challenging learning atmosphere, such as elaborating and thinking critically (Bouwmeester et al., 2016). This learning approach makes students more active and think critically. At the same time, the teacher only monitors and acts as a facilitator in the classroom instead of giving lectures, as happens in the classroom with traditional teaching methods. The teacher guides, directs, and oversees to ensure all students play an active role in learning (Goh, 2012; Danker, 2015). The flipped classroom promotes a relaxing atmosphere by combining online learning and physical interaction. In terms of a learning culture, flipped instructional design uses a learner-centred approach where students actively participate outside the classroom online or in collaborative learning.

1.2.1 Issues and Challenges in Learning ESP in Indonesia

There are several challenges for lecturers who teach ESP in universities in Indonesia. Low learning motivation among students and a curriculum that still does not meet students' needs (Shykhnenko & Nozhovnik, 2020) are problems that must be resolved. Ali (2015), in his research on the ESP teacher education model in the Indonesian context, interviewed one of the lecturers who taught ESP in the marine department and observed his ESP class. He found that lecturers still used old teaching methods, such as grammar-translation, that made students passive. The lecturer should have made a better ESP class environment, and there should be an improvement in teaching to raise students' motivation to learn ESP.

Meanwhile, Mahendra (2020), in his study on the ESP teacher education model in Indonesia, discovered that ESP instructors lack professional training specifically tailored to teaching ESP. This gap in training hinders their ability to maintain their professional identities through ESP-related development activities. Consequently, it is crucial for the institute to facilitate opportunities for these teachers to engage in ESP research and training. This can be achieved by critically examining the current state of ESP development and exploring how ESP instructors implement their classroom practices. Furthermore, when teaching ESP, an instructor must possess a strong command of the English language, proficiency in effective teaching techniques, and a thorough understanding of technical terminology tailored to the specific learning goals of the students. Lin et al. (2014) stated that one of the characteristics of the ESP class is authentic materials that are taught according to student learning goals.

The next challenge in ESP teaching lies in the development of teaching materials. One of the five critical roles for the ESP Practitioner introduced by Dudley-Evans and John (1998) is a course designer and materials provider. The materials provided by the institution were insufficient, so ESP instructors need to be more creative in preparing teaching materials. In this case, an ESP instructor can act as a material provider. The third challenge is institutional policies. The institution's policies cover two things: curriculum and facility policies. The ESP curriculum on several campuses still needs to determine the type of ESP, whether to accommodate ESP or English for General Purposes (EGP). Policymakers must immediately decide about the nature of learning English at the university. English courses should reflect the actual ESP, where the teaching materials should follow the needs and field of study.

Another challenge is coming from ESP learners. This includes two things: the entry of learners' proficiency level and learners' motivation. Learning motivation is reduced because of the level of English proficiency and less innovative teaching methods. Students with English language skills at the beginner level are taught in traditional ways by lecturing and listening. This makes students bored, and results in low level of motivation in learning.

Carver (1983) stated that the characteristic of ESP is self-direction. Self-direction means turning learners into users. Learners can decide when, what, and how they learn. Gatehouse (2001) adds that the essential thing in ESP is how learners can access information in a new culture. The Flipped classroom is a new culture in

pedagogical methods where this method reverses teaching methods that are usually used in traditional ways. In traditional teaching systems, homework is done after class, but in the flipped classroom model, the task is done before students enter the class. Before the class starts, students are given video teaching materials the instructor has prepared and they discuss when the learning process occurs.

ESP practitioners can overcome the lack of availability of ESP teaching materials by utilising technological advances by accessing teaching materials that are already available online (Asri & Ulfa, 2017). Through the Ministry of Research, Technology, and Higher Education, the Indonesian government has provided various online materials through an online learning system program called SPADA. Using a flipped classroom model, the instructor can get a discussion topic from the SPADA website and then share it with students online to discuss in the classroom. Some studies on flipped classrooms show that flipped teaching models can improve student motivation and achievement (Zainuddin & Perera, 2017; Islam et al., 2018; Villalba et al., 2018; Santikarn & Wichadee, 2019).

1.2.2 Universitas 17 Agustus 45, Jakarta

The Universitas 17 Agustus 1945 (UTA 45), Jakarta, has five faculties. They are faculties of law, engineering, political sciences, IT, and pharmacy. The pharmacy faculty is the most favourite faculty where students' enrolment reaches hundreds of students in each intake. UTA 45 has a central English language institution that handles compulsory English subjects that students must take from all faculties and departments for four semesters. Every new student takes the English Placement Test (EPT) before starting their classes at the faculty. The EPT results will determine each student's English level, which is divided into four levels: Beginner, Pre-intermediate, Intermediate, Advanced, or TOEIC (Test of English for International Communication). The module used is a general English book, *Interchange*, published by Cambridge University Press.

Students studying at the UTA 45 are Indonesian students from various Indonesian islands such as Java, Sumatra, Kalimantan, Sulawesi, and Papua. The everyday language used is Bahasa Indonesia and the local language (mother tongue).

English at the UTA 45 campus is considered a foreign language, and most students only use English occasionally when studying English courses.

1.3 STATEMENT OF THE PROBLEM

The issue frequently arises in teaching and learning English in Indonesia is learners' engagement, which is caused by teaching methods that often make students bored and less motivated. Many studies on ESP learning in Indonesia show that one of the causes of students needing more learning motivation is caused by less effective teaching methods that jeopardise the student's engagement and motivation (Muliyah & Aminatun, 2020; Abdul Syakur et al., 2020; Sari, 2018). The ESP lecturers need to be more creative in teaching ESP to make students more motivated to learn and be actively involved in the teaching and learning process in the classroom. Instructors could utilise technology as a learning tool to create a more active atmosphere in class and allow students to participate more in learning English (Alsowat, 2016).

In the information and technology era, traditional teaching with the teacher as the centre of knowledge is less relevant because students can access information online, learn interactively, and collaborate globally, making active engagement and adaptability more important (Wang & Heffernan, 2010). All teaching and learning activities that are usually carried out in traditional classrooms, such as lectures, labs, quizzes, homework, and exams, can be migrated and integrated into websites or videos where students can access them from anywhere, either inside the class or outside class, during or outside the class hour. In addition, students can enrich their knowledge by accessing online teaching materials on several learning websites. The development of learning technology is heavily influenced by the growth of technology, which has replaced whiteboards with online video lectures (Baepler et al., 2014). In today's digital era, every student can learn from online and unlimited learning resources such as YouTube, TED-Ed, online websites, or Khan Academy (Zainuddin & Halili, 2016). The learning approach using the FC is an innovative learning method carried out worldwide in various fields of study, including English as a foreign language.

Despite the increasing importance of English for Specific Purposes (ESP) in higher education, particularly at Universitas 17 Agustus Jakarta, students struggle to improve their speaking skills due to limited opportunities for practical application

within the classroom. The prevalent use of traditional teaching methods, such as the grammar-translation method, contributes significantly to this issue. These methods often prioritize reading and writing over speaking and listening, resulting in a lack of interactive and communicative activities that are essential for developing speaking proficiency. Consequently, students receive minimal exposure to real-life speaking scenarios, which hampers their ability to practice and enhance their speaking skills in English.

Moreover, the traditional classroom environment typically places students in a passive learning role, where they are expected to absorb information rather than actively engage in language use. This educational approach fails to create the dynamic and interactive learning environment necessary for fostering effective communication skills. As a result, students remain apprehensive about speaking up in class, further limiting their progress in acquiring the speaking competencies required for their specific fields. Addressing this problem requires a shift towards more innovative teaching methods, such as the flipped classroom model, which emphasises active learning and provides students with greater opportunities to practice speaking in a supportive and engaging environment.

One of the common issues in teaching ESP in Indonesia is that the content often does not align with students' specific needs (Netiksiena, 2006). Research from various higher education institutions in Indonesia has consistently recommended that the materials used in ESP classes should be tailored to meet students' needs (Pranoto & Suprayogi, 2020; Parnawati & Ulinuha, 2019; Diana & Mansur, 2018). For example, pharmacy students frequently study general English rather than English tailored to the pharmaceutical field. Aligning the content with students' professional needs can significantly enhance their motivation and engagement in learning (Saragih, 2014). Typically, ESP students aim to improve their speaking skills in contexts related to their fields. However, at present, pharmacy students are primarily studying general English, which does not adequately develop the core skills required for their future careers. Given that higher education authorities in Indonesia have mandated the replacement of EGP with ESP in universities (Kusni, 2013), it is crucial to offer non-English major students ESP instead. This would involve incorporating speaking activities such as role-plays and discussions that reflect the specific content students expect. For instance, students studying English for pharmacy should be able to communicate effectively

within the context of pharmacy by the end of their studies. Through English for pharmacy, students can acquire specialized vocabulary and skills relevant to the pharmaceutical field, ultimately developing strong English communication abilities suited to pharmacy-related professions.

Given the identified issue, the research attempts to incorporate the FC method as an innovative approach for instructing English for Specific Purposes (ESP). This pedagogical framework was explicitly adopted for teaching English in pharmacy. The study's primary aim was to investigate and evaluate the impact of the FC method on enhancing students' English-speaking proficiency. Furthermore, the researcher comprehensively explored students' perceptions and experiences in this flipped classroom environment. This examination used a quasi-experimental research design to shed light on how this modern teaching approach influenced learning outcomes and student perspectives in the realm of English education for pharmacy.

This current research is needed due to the scarcity of research focusing on using the FC method among pharmacy students to improve communication through situational conversation. The researcher underscores that within the existing body of research concerning teaching English for Specific Purposes (ESP), there appears to be a notable need for more focus on implementing the FC method to enhance pharmacy students' English speaking skills. Previous studies, exemplified by the works of Poedjiastutie and Oliver (2017), Saragih (2014), and Kusni (2013), primarily concentrated on diverse aspects related to ESP education in the Indonesian context. These studies explored challenges within ESP programs at Indonesian universities, assessed learning needs among nursing students, and developed ESP materials for nurses through Need Analysis. While contributing valuable insights, they should have delved into utilising the flipped classroom technique, specifically incorporating situational conversation to augment communication skills, thus highlighting the unique and unexplored territory this research seeks to address.

This research was conducted at the Faculty of Pharmacy, where students learn English for pharmacy using the Flipped Classroom (FC) method, a novel approach in this context. Currently, there is limited knowledge about the extent of FC implementation in teaching English for Specific Purposes (ESP) in higher education in Jakarta. Therefore, this research is both timely and essential. It aims to explore the use of FC to enhance communication skills among pharmacy students. To gain deeper

insights into the implementation of flipped classrooms, the researcher also conducted interviews with experienced lecturers who have utilized this teaching method. Additionally, the study seeks to understand lecturers' perspectives on the effectiveness and practicality of the Flipped Classroom approach in this educational setting.

1.4 OBJECTIVE OF THE STUDY

The main objective of this study is to investigate the pedagogical potential of using the flipped classroom method to enhance English for Specific Purposes (ESP) among learners in the faculty of pharmacy. Specifically, it aims to assess the impact of the flipped classroom approach on students' speaking skills. The study also seeks to explore lecturers' perceptions and identify challenges they encounter when implementing the flipped classroom model in ESP teaching. Understanding these perspectives is crucial for evaluating the overall effectiveness and practicality of the flipped classroom method in this educational context.

1.4.1 Specific Objectives

This research has the following objectives:

1. To investigate ESP learners' use of situational conversation to improve speaking skills using the FC method.
2. To discover students' perception of teaching ESP using the FC method.
3. To investigate how students perceive communication changes after participating in the flipped classroom method.
4. To explore lecturers' perceptions and identify challenges they encounter

1.5 RESEARCH QUESTIONS

This study raises the following research questions:

1. What are the effects of using the FC method on students' speaking skills in an ESP classroom?
2. How do students perceive the FC method in ESP class?

3. What factors affect students' participation and communication delivery in the FC method?
4. What are the teachers' perceptions of the FC method and what challenges do they encounter in its implementation?

1.6 IDENTIFICATION OF VARIABLES

The following variables were pertinent to this study: teacher pedagogy is an independent variable, two methods of instruction, traditional and flipped classroom instruction, academic achievement of speaking skills, and the post-test scores are the dependent variable.

1.7 SIGNIFICANCE OF THE STUDY

The findings of this study are expected to contribute to the issues of the development of English for Specific Purposes in higher education in Indonesia, especially for students, lecturers, and curriculum and institutions. By investigating and analysing data from the ESP class setting, this study will gain a deep understanding of language use in the pharmacy workplace and evaluate whether graduates consider current ESP practices adequate for language use in their professional lives. Furthermore, the study is helping future pharmacist to apply ESP in their daily professional work. This study will also contribute to the field of curriculum and instruction. Specifically, it will provide input for the curriculum of English for Specific Purposes. It is hoped that it can help produce an ESP course design and module that refer to the teaching materials needed by ESP students, especially English for pharmacy.

Furthermore, it adds to the literature on ESP teacher knowledge and practices and draws attention to ESP teachers' voices and needs at pharmacy schools. This is important because ESP lecturers in this study are supposed to play a crucial role in fulfilling students' objectives with a skilled workforce. Furthermore, the study is intended to help those affected by the course itself to refresh their planning and implementation perception. The information provided will help establish whether ESP students currently studying English for pharmacy perceive their specific needs and the course content positively or wish the course to be more specialised.

The results should help instructors develop student-centred learning by specifying the experiences of students who have taken inverted learning courses. Besides, the findings interest faculty-development personnel and higher education administrators in creating a more communicative EFL classroom. Further study of the flip model can contribute to a significant change in language teaching in Indonesia, which is still developing a face-to-face learning environment. This study will contribute to teaching methods that rely on technology to support communicative and student-centred learning.

1.8 ORGANISATION OF THE THESIS

Chapterisation of the entire thesis runs into five chapters. It begins with an Introduction that brings out the study's overview and background and states its problem statement. It also includes the research questions that seek to be answered through the research conducted with the help of instruments identified in Chapter Three. A brief conceptual framework is also presented in this chapter. Finally, the significance or expected outcomes of the study are presented at the end of this chapter.

Chapter two begins with an in-depth exploration of the theoretical foundations relevant to the research topic. This section aims to provide a solid theoretical framework underpinning the study and guiding the research questions and methodology. The chapter delves into various theoretical perspectives and theories that inform the study's approach to English for Specific Purposes (ESP) and flipped classroom methods. These theoretical discussions include concepts from linguistics, education, second language acquisition, and instructional design. By discussing these theories, the chapter establishes a theoretical basis for the research and demonstrates the depth of understanding in the field. The literature review section of this chapter is dedicated to examining the existing body of literature related to the research topic. It extensively explores relevant scholarly works, research articles, books, and other published materials. The literature review aims to identify key findings, trends, and gaps in the current knowledge and understanding of ESP and flipped learning. Within this literature review, the researcher presents the views and perspectives of various scholars and experts in ESP and flipped classroom methods. These views include discussions on the

effectiveness of ESP in specific contexts, the benefits and challenges of the flipped classroom approach, and innovative instructional strategies employed in ESP courses.

Chapter three of the study outlines the research methodology employed in the present study. It focuses on explaining the rationale behind selecting a quasi-experimental research design and incorporating qualitative and quantitative research methods. The chapter begins by providing an overview of the study's chosen research design. In this case, a quasi-experimental research design is selected. The chapter discusses the integration of qualitative and quantitative research methods. The rationale for incorporating both approaches is presented, emphasising the benefits of triangulation and complementarity. Qualitative methods, such as interviews and observations, allow in-depth exploration of participants' experiences, perceptions, and attitudes. On the other hand, quantitative methods, such as surveys or tests, provide statistical data to measure the effectiveness or impact of interventions or variables. Integrating both approaches enhances the robustness and richness of the research findings.

Chapter four of the study focuses on presenting the findings and discussions based on the results of the research. This chapter provides an analysis of the collected data, addressing the three research questions that were formulated earlier in the study. The chapter begins by summarising the data analysis techniques employed. It uses paired t-tests to compare variables or conditions before and after an intervention or treatment. The paired t-test helps determine whether there are statistically significant differences between the two data sets.

Additionally, the chapter mentions using descriptive statistics to describe frequencies and percentages of variables. Furthermore, the chapter highlights thematic analysis as a qualitative data analysis method. Thematic analysis involves identifying qualitative data patterns, themes, or categories to derive meaningful insights and interpretations. The specific methods and steps followed for thematic analysis, as described in Chapter Three, are applied to analyse the qualitative data collected.

In addition, the chapter presents the results of the data analysis. This includes the statistical findings from the paired t-tests, such as mean differences, standard deviations, and p-values, to assess the significance of any observed changes or differences. The descriptive statistics provide an overview of frequencies and

percentages for specific variables of interest. The chapter then proceeds to discuss the findings concerning the research questions. It delves into a detailed interpretation and analysis of the results, addressing each research question individually. The discussions involve comparing the findings with previous studies and explaining or justifying the observed outcomes. Throughout the discussions, the chapter presents supporting evidence from the collected data, quoting relevant quotes or excerpts from interviews or observations. It also incorporates relevant literature and theoretical frameworks to provide a broader context for interpreting the findings.

Chapter Five of the study serves as the concluding chapter, where the conclusions and suggestions for further research are discussed based on the results presented in Chapter Four. The chapter begins by addressing several important issues that emerge from the findings, providing an opportunity to delve deeper into critical aspects that require attention or consideration. After discussing these important issues, the chapter presents the conclusions drawn from the study's significant findings. The conclusions summarise the primary outcomes and critical insights from the data analysis and discussions in Chapter Four. These conclusions address the research questions, highlight patterns or trends, and explain and interpret the findings. The conclusions are supported by evidence from the data analysis and literature review.

Furthermore, the chapter addresses the implications of the study's findings. It discusses the research outcomes' practical, theoretical, and pedagogical implications. The implications highlight the potential impact of the findings on the field of study, educational practices, policy recommendations, or future developments in the specific domain. These implications are based on the research's insights and open avenues for further exploration or application of the findings. Finally, the chapter concludes by offering suggestions for further research based on the current study's findings. These suggestions identify areas that require further investigation, highlight potential research gaps, or propose new directions for future studies. The suggestions for further research contribute to the ongoing scholarly discourse and encourage the advancement of knowledge in the field.

1.9 OPERATIONAL DEFINITION OF TERMS

The following are definitions of key terms used in the study.

1.9.1 English for Specific Purposes

English for specific purposes (ESP) is a subcategory of English as a foreign language in Indonesia's higher education context, designed and related to particular disciplines in particular teaching situations with a different methodology from general English (Syakur et al., 2020). Learning design refers to themes and topics in specific disciplines, occupations, and activities (Nur, 2018). As with languages taught for specific purposes, this study's ESP course will focus on English for pharmacy. ESP in this study refers to English for pharmacy taught to students majoring in pharmacy.

1.9.2 Flipped Classroom

Flipped Classroom (FC) is a learning method that reverses teaching in class. This method teaches the teaching materials at home before class starts. Students learn teaching materials outside the classroom by watching videos, visiting subject-related websites, listening to the audio, and reading related references (Abu & Farrah, 2020). After watching the material outside class hours, students collaborate with peers and the instructor, discussing and applying the material they learned at home. Students are also projected to complete homework during class discuss, explain, and extend the concepts they learned from the pre-recorded material (Springen, 2013). In this study, students were required to learn and understand every learning topic uploaded to Google Classroom in the form of videos or PowerPoint before entering the classroom to participate in every discussion in class actively.

1.9.3 Traditional Classroom

Traditional Classroom is a learning model where students are positioned as inactive learners (Vallee et al., 2020). The instructor gives lectures, explains the lesson's topic, and assigns homework to be done and completed at home. Students' homework is then graded for accuracy, returned to the student for brief reflection, and introduced a new

concept (Del-Campo et al., 2012). In this study, in the traditional classroom, the teacher enters the class by introducing the concept of a lecture, and students listen. Assignments are given to be completed independently at home; student homework was graded for accuracy and then returned to students for a brief reflection. This kind of cycle is repeated in traditional classrooms.

1.9.4 Speaking

Speaking is a productive, interactive process involving receiving, constructing, and conveying meaning in spoken words (McDonough & Shaw, 1993; Brown, 1994). In this study, speaking refers to students' situational conversation skills using technical words and expressions commonly used in pharmacy based on different situations, such as at the drug store, doctor's office, or pharmacy lab. They are measured by making conversation scripts based on predetermined situations and delivering scripts in conversations.

1.9.5 Engagement

Engagement is students' academic and non-academic experience activities, including active and collaborative learning, participation in academic activities by enriching educational experiences and gaining legitimacy and support from the academic environment (Coates, 2007). Engagement in this study refers to the active involvement of students in every learning activity, either before entering the classroom by studying teaching materials online or during the learning process in class, such as being actively involved in a group discussion or question-and-answer activities.

1.10 CHAPTER SUMMARY

This chapter presents some information related to the background of the study, problem statements, research objectives, research questions, and conceptual framework for this research. It also discusses the significance of research and provides operational definitions of several terms often used as references to make it easier to understand. The next chapter will review the theories relevant to theoretical discussions and previous studies.

CHAPTER TWO

LITERATURE REVIEW

2.1 INTRODUCTION

This chapter discusses the theoretical basis for the study. It reviews some literature related to the flipped classroom method (FC) and how it is applied in teaching English for Specific Purposes to improve communication skills. This chapter discusses related theories and their relationship to the English language learning environment. The whole discussion of this chapter forms the basis for the conceptual framework and the study's overall design.

2.2 THEORETICAL FRAMEWORK

Theoretical perspectives on promoting active learning pedagogy in teaching ESP using the FC method are discussed. Four significant theories are related to this study. The first theory is Second Language Acquisition Theory: This theory focuses on how individuals learn a second language. The theory explores the processes involved in acquiring and developing proficiency in a language, not the learner's native tongue. Various factors, such as exposure, interaction, and practice, play essential roles in this theory (Broad, 2020). The second theory is Vygotsky's Social Constructivism Theory: Lev Vygotsky's theory emphasizes the social and cultural aspects of learning. According to this theory, learning occurs through social interaction and collaboration. Vygotsky proposed that learners construct knowledge and understanding through their interactions with more knowledgeable individuals, and this interaction is known as the zone of proximal development (Sarita, 2017). The third theory is Bandura's Social Learning Theory: Albert Bandura's theory suggests that learning occurs through observing and imitating others. This theory highlights the role of modelling and the influence of social context on learning. Bandura argued that individuals could acquire new behaviours and skills by observing others and by experiencing the consequences of those actions (Manik et al., 2022). The last theory is Schema Theory: Schema Theory suggests that individuals organize and interpret information based on their existing knowledge structures called schemas. Schemas are mental frameworks that help us make sense of new information

by relating it to prior knowledge and experiences. Pre-class instruction, as mentioned, aligns with schema theory by providing students with a conceptual framework before engaging in learning activities (Pankin, 2013).

It is worth noting that these theories can be applied in various educational contexts and have influenced instructional practices differently. Each theory offers unique perspectives on learning, and educators often draw on these theories to design effective teaching strategies.

2.2.1 Second Language Acquisition Theory

Krashen (1982) argued that language acquisition is used for the first language (mother tongue). The term acquisition is also embedded in a second language. He then packages his ideas into five primary hypotheses: the Acquisition-Learning Hypothesis, the Monitor Hypothesis, the Natural Order Hypothesis, the Input Hypothesis, and the Affective Filter Hypothesis. Three of these hypotheses, i.e., the Acquisition-Learning Hypothesis, Natural Order Hypothesis, and Input Hypothesis, are very relevant to this study as it involves second-language learners of English.

Krashen (2009) argued that learners have two ways to develop second language skills: language acquisition and language learning. Language acquisition is a subconscious process where students do not realize that they are learning a language but only recognize that they are communicating. Thus, language acquisition occurs when students share and continue to communicate naturally by avoiding language rules. Furthermore, the ability of language acquisition is not unaffected by increasing age. Even though they are already adults, the language acquisition process is reinforced continuously when applied as an adult. Meanwhile, in language learning, a language is obtained through a conscious process. This means that language is mastered through formal processes and conditioning, such as learning in class by knowing grammar, word synonyms, and contextual learning. Correction occurs by doing exercises and habituation (Krashen, 1982).

In terms of inputs, this concept explains that second language learning occurs when the student gets information or knowledge that is one level higher than what he or she has mastered. In other words, for students to acquire language, they should be exposed to new knowledge or concepts they have not encountered before. This

hypothesis has the formula $(i + 1)$. (i) has an intention as an input, while (1) has a purpose competence one level higher than before. If $(i + 2)$ is applied, students will find learning languages difficult. Furthermore, if the formula is $(i + 0)$, students will be lazy to learn because learning is done with knowledge as input that students have mastered (Krashen, 1985). On the other hand, for Natural Order Hypothesis, Krashen (1982) hypothesized about the 'natural sequence' in acquiring L2 grammar, based on several investigations. Dulay and Burt (1973) found that students from different L1 backgrounds seemed to obtain a set of grammatical items in English in roughly the same order. The instruction process could not change the natural acquisition sequence. Krashen concludes that this 'natural' acquisition sequence results from a system obtained that operates freely from conscious grammar.

Krashen's theory of second language acquisition can be effectively applied to the flipped classroom model, which involves students engaging with instructional content outside the traditional classroom and using class time for interactive activities and discussions. Krashen's theories, particularly the Input Hypothesis and the Affective Filter Hypothesis, align well with the flipped classroom approach;

Comprehensible Input: Krashen's Input Hypothesis emphasizes the importance of providing learners with input slightly above their current proficiency level $(i+1)$ that is still understandable. In a flipped classroom, instructional materials such as videos, readings, and online resources are carefully curated or created by teachers to provide this level of comprehensible input. Students can engage with these materials at their own pace, allowing them to pause, rewind, and review content as needed to ensure understanding.

Lowering the Affective Filter: According to Krashen's Affective Filter Hypothesis, learners acquire language more effectively when they are relaxed and motivated, with low anxiety. The flipped classroom can help lower the affective filter by allowing students to learn new content in a comfortable environment outside the classroom, reducing the pressure of immediate comprehension. By moving direct instruction to homework, classroom time can then be used for more supportive, interactive, and personalized activities that help reduce anxiety and increase confidence.

Active Learning in the Classroom: During class time, the flipped classroom model shifts the focus from passive reception of information to active learning. This

aligns with Krashen's idea that meaningful interaction in the target language enhances acquisition. Teachers can design activities that encourage students to use the language in authentic contexts, such as discussions, group work, problem-solving tasks, and presentations. These activities not only promote language use but also provide immediate feedback and opportunities for scaffolding from the teacher and peers.

Personalization and Differentiation: The flipped classroom allows for more personalized instruction. Teachers can monitor students' progress with the instructional content and tailor classroom activities to address specific needs, reinforcing Krashen's idea that language acquisition is more effective when input is tailored to the learner's current level. Differentiated activities can ensure that all students are appropriately challenged and supported, regardless of their proficiency level.

In summary, the flipped classroom model leverages Krashen's theories by providing comprehensible input through well-designed instructional materials, creating a low-anxiety learning environment, facilitating active use of the language in meaningful contexts, and allowing for personalized and differentiated instruction. This approach helps maximize the effectiveness of second language acquisition by aligning instructional practices with the principles of how languages are naturally acquired.

2.2.2 Vygotsky's Social Constructivism Theory

Vygotsky argued that a person's thinking can be understood from socio-cultural and historical backgrounds. Understanding people's minds is not done by tracing what is behind their brains and by what is in their souls but by the origins of their conscious actions and the social interactions in which they grow and develop (Greenberg & Moll, 1990).

The three concepts of Vygotsky's theory that discuss cognitive development according to the socio-cultural revolution theory are the Genetic Law of Development, Zone of Proximal Development (ZPD), and Mediation. The second concept, ZPD, is relevant to this study. ZPD links learning with development. According to Vygotsky, the development of a person's abilities can be divided into actual and potential development. The actual development level is seen from the student's ability to solve problems or tasks independently. In contrast, the level of potential development is seen

from a student's ability under the guidance of parents/others or peers who have more competent skills.

Constructivism theory is a dominant theory explaining how humans interact, learn about nature, and get new knowledge. In constructivist theory, knowledge does not wait to be discovered but is built by humans through interaction with the world and each other. Student collaboration, interaction, and engagement are the basis of constructivist learning theory (Gordon, 2008). The essential view of the constructivist is that learning is defined as an active process of building rather than merely acquiring knowledge and is a process that supports the development of building knowledge. The learning process, based on constructivist learning theory, is where students are facilitated to gain learning experiences that they can use to construct meaning from the current knowledge studied (Neo et al., 2009).

In proposing concepts that need to be learned by students, the teacher does not do it by spoon-feeding. The most appropriate way for teachers who apply constructivist learning theory is to allow students to discuss or dialogue about the concepts being learned. Dialogue and discussion must be conducted between fellow students and teachers. Students will build on the knowledge and concepts being studied through this dialogue and discussion. This is in line with Vygotsky's theory of "socio-constructivism." Contrary to constructivist learning theory, one-way learning and spoon-feeding only stuff students with a variety of information that they must memorize. Learning needs to be designed so that students can gain meaningful experiences (Cunningham & Duffy, 1996). Constructivist learning environments change the status of teachers and students as practised in traditional teaching models. The constructivist learning theory emphasises the role of students in the classroom where the learning process is student-centred, making students the central part of cognition and an active constructor of the meaning of knowledge. In contrast, the teacher helps students promote knowledge construction and does not need to provide knowledge directly. This further emphasises that the constructivist learning theory recommends student-centred learning while still supervised and guided by the teacher (Neo et al., 2009).

Furthermore, the constructivist learning environment includes situational, cooperation, conversation, and meaning construction elements. The situation implies that teachers should create a conducive learning environment to construct what students

have learned. Collaboration in constructivism occurs throughout the learning process. Moreover, conversation constitutes an integral aspect of the collaborative learning process, particularly as group members work together to fulfil the assignments provided by the teacher, with the overarching objective of all learning processes being the construction of meaning. In the learning process, the time allotted for teaching is utilized to assist students in constructing meaning and in achieving comprehensive and in-depth understanding (Gagnon & Collay, 2001).

In the flipped classroom, constructivist theory is combined with a sociocultural perspective. Constructivist theory is related to student engagement and makes students more active in the learning process, while sociocultural theory deals with how students develop learning through socialization (Lantolf, 2000). Both perspectives emphasize specific student changes, knowledge transfer supported by the instructor, and learning modes that give more roles to learners, as in flipped classroom instruction. Both theories also support the idea of scaffolding students in the classroom by increasing the allocation of student learning time in class, and students learn at their own pace outside the classroom (Hamdan et al., 2013).

2.2.3 Bandura's Social Learning Theory

The ground of the Social Learning Theory is that people learn by observing new information and new behaviours from others. Bandura believed that students attend to others, create ideas about how new behaviour should be done, and then copy the code information into action. Observational learning systems, also called modelling, can be applied to explain the backgrounds of different students. Bandura's Social Learning Theory explains cognitive, environmental, and behavioural influences on human behaviour (Bandura, 1977).

To make observational learning effective, students should have four conditions. These conditions include strong attention, retention, reproduction, and motivation (Abbott, 2007). The other conditions will follow in sequence when the first condition is fulfilled. The first condition, attention, will determine the outcome. Because other conditions depend on attention, this stage will determine how effective the modelling is. In terms of attention, students should focus more on what is being modelled. When attention is displayed in the correct manner, retention conditions will also be fulfilled,

and students can perform the modeller's behaviour. Suppose that students can successfully reproduce the modelled action. Students will likely become motivated about the experience and want to continue modelling the proper action to get verbal praise, recognition, and intrinsic reasons (Abbott, 2007).

The theory of social learning has been a subject of discussion in flipped learning. Students present learning materials in the form of media that demonstrate appropriate behavior. When students focus on instruction, retention, reproduction and learning, motivation will occur (Alvarez, 2012; Fulton, 2012; Miller, 2011). The Social Learning Theory promoted by Bandura provides a theoretical framework for flipped classrooms because the concept models are presented through online videos that are already available on YouTube, videos made by teachers, or other media easily accessed and watched by students. Students who focus and pay attention to instructions in class tend to retain and then produce concepts learned through problem-solving practices and then follow up these concepts in real-life practice. Although the flipped learning model may only partially contribute and solve some problems in the traditional teaching model, this is the first step to overcoming and reducing communicative language teaching and learning issues. Inverted classrooms provide student engagement, collaboration, and autonomous student learning, resulting in students retaining concepts longer and trying to connect these concepts to real-life practice (Alvarez, 2012; Bergmann & Sams, 2012; Berrett, 2012).

The flipped classroom model supports Bandura's Social Learning Theory by providing a platform for students to observe and imitate models of desired behaviours or skills in the pre-class activities. Additionally, the in-class activities promote social interaction and collaboration, allowing students to learn from each other and engage in meaningful discussions. By incorporating social learning elements into the flipped classroom, educators can create an environment that fosters the development of social skills, promotes observational learning, and encourages students to take an active role in their learning process.

2.2.4 Schema Theory

Linguists, cognitive psychologists, and psycholinguistics have used the concept of a schema to understand the interaction of key factors that influence understanding.

Schema theory has been introduced to explain some benefits of offloading teaching and learning materials provided to learners outside the classroom before classes begin. Schema theory states that all knowledge is organized and processed into several units. Some knowledge obtained from various sources are stored in some of these units called schemata (Rumelhart, 1980). A Schema is an organized mental structure that can make students understand and associate what is presented. Students use a scheme to organize existing knowledge, which provides a framework for reference and subsequent understanding (Anderson et al., 1977).

Schema theory can be categorized into three main types: linguistic schema, content schema, and formal schema. Linguistic schema pertains to the reader's pre-existing language knowledge, encompassing phonetics, grammar, and vocabulary as traditionally recognized. Often, students need help with a restricted vocabulary and limited syntactic understanding. Content schema involves the background knowledge related to an essay or its subject matter. It encompasses various aspects, such as familiarity with the topic, cultural knowledge, conventions, and prior experiences within the domain. Lastly, formal schema refers to abstract, encoded, internalized, coherent patterns of meta-linguistic, discoursed, and textual organization that shape our expectations when comprehending a meaningful language (Zhao, 2012).

Some research results have shown positive results from pre-lecture and flipped instruction. A study conducted in a psychology class, which involved 162 students, by Narloch, Garbin, and Turnage (2006), tested the impact of the pre-class quiz on exam performance for five consecutive semesters. The results showed that students in the pre-class quiz group are better prepared than the control group with no quizzes. Furthermore, students who underwent pre-class examinations exhibited proficiency in various exam formats compared to the control group. The post-semester survey indicated that students undergoing the treatment demonstrated enhanced organizational skills and greater effectiveness in preparing for exams on their own. Another study by Stelzer et al. (2010) using longitudinal data from flipped classrooms showed that pre-class preparation drastically reduces the initial assumption of a course's difficulties. This result implies that pre-class learning can reduce intrinsic cognitive load by allowing students to build a stronger foundation of knowledge before a class starts and use that knowledge when conducting teaching and learning activities in the classroom.

Regarding learning time, students use their time more to study the material their lecturers give before the class begins. In a flipped classroom, assignments given before class require students to allocate more time to study. Learning before a class starts builds students' readiness to accept the lessons delivered by the lecturer and increases the level of attendance in the class (Stelzer et al., 2010; Deslauriers et al., 2011).

Here, the Schema Theory can be integrated into the context of a flipped classroom model by Activating Prior Knowledge: Schema Theory emphasizes the importance of activating prior knowledge as a foundation for new learning. In a flipped classroom, students can receive pre-class materials that activate their existing schemas related to the upcoming topic. These materials could include readings, videos, or interactive online resources that prime students' schemas and prepare them for deeper engagement during in-class activities. Another way to integrate schema into a flipped classroom is Scaffolding and Guided practice: Schema theory suggests that learners benefit from guidance and support as they build new schemas. In a flipped classroom, the pre-class materials can include guided practice exercises or interactive simulations that scaffold students' learning process. These materials can provide step-by-step guidance, feedback, and opportunities for self-assessment, allowing students to develop their schemas in a supportive environment gradually. Lastly, Schema Activation During Class Discussions: In-class discussions are valuable to a flipped classroom. By engaging in discussions, students can activate their schemas, share their perspectives, and make connections between different concepts. The teacher can facilitate these discussions by asking thought-provoking questions, encouraging students to relate the new material to their schemas, and connect different ideas. In understanding the pedagogical implications and efficacy of the flipped classroom model in enhancing English language skills among ESP learners in the faculty of pharmacy, it is essential to ground this study in robust theoretical frameworks. Figure 2.1 illustrates the four foundational theories that underpin this research: Second Language Acquisition Theory, Social Constructivism Theory, Social Learning Theory, and Schema Theory.

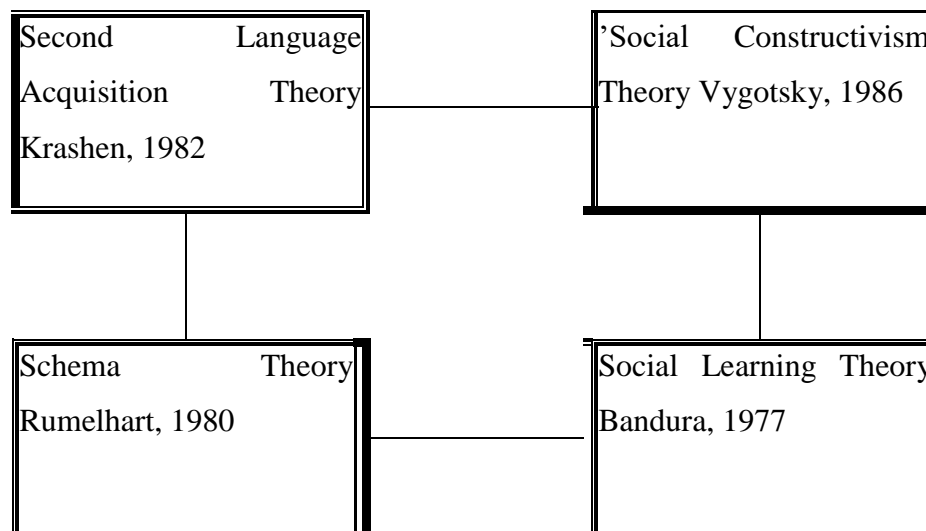


Figure 2.1 The Four Theoretical Framework for this Study: Second Language Acquisition Theory, 'Social Constructivism Theory, Social Learning Theory, and Schema Theory

2.3 ENGLISH FOR SPECIFIC PURPOSES (ESP)

English for Specific Purposes (ESP) is an approach to teach English for specific studies that aligns with the needs of English language users, such as English for law, medicine, mechanical engineering, economics, maritime, and so on. Teaching English for Specific Purposes (ESP) has approaches and assumptions different from General English (GE). The aim of ESP is for students to be able to master English in the fields they study. For example, hospitality students aim to master hospitality English (Suramto et al., 2021).

According to Ekayati et al. (2020), English for Specific Purposes (ESP) is a language teaching program where students learn because of special needs that need to be learned for specific purposes. ESP aims for students to master English in their study fields (Abdul Syakur et al., 2020). For example, in ESP, pharmacy students learn English, whose content uses technical words related to pharmacy.

Students must understand English tailored to their specific fields, such as chemistry, hospitality, or maritime studies, which requires specialized language skills relevant to those areas. For instance, chemistry students need to grasp complex scientific terminology and be able to read and write research papers in English.

Similarly, hospitality students must master customer service phrases, industry-specific jargon, and communication skills essential for interacting with international guests. Maritime students need to understand technical vocabulary related to navigation, safety procedures, and maritime regulations.

Therefore, English for Specific Purposes (ESP) teaching employs different approaches and assumptions compared to General English (GE). ESP focuses on the practical use of language in specific professional or academic contexts, prioritizing the vocabulary, skills, and genres that students will encounter in their respective fields. It often involves authentic materials and tasks that simulate real-life scenarios, such as reading scientific articles for chemistry students or role-playing customer interactions for hospitality students.

In contrast, GE aims to provide a broad foundation in the language, covering general grammar, vocabulary, and everyday communication skills. GE courses are typically more flexible and less focused on the specialized language needs of particular professions or academic disciplines. Thus, while GE provides the necessary groundwork, ESP homes in on the specific language requirements of a student's chosen field, ensuring they are equipped to use English effectively and confidently in their professional or academic environments.

ESP is commonly known as an English language course for non-English major students. Hutchinson and Waters (1994) said that ESP is an approach to teaching English where the material and its teaching methods are based on why the learner wants to learn English. According to Dudley-Evans and St John (1998), ESP is divided into two areas, which are EAP (English for Academic Purposes) and EOP (English for Occupational Purposes). The purpose of EAP is learning English for the purposes and needs of a particular academic discipline, while EOP is learning English for work and training. Furthermore, Kennedy and Bolitho (1984) stated that in EOP programs, students receive different teaching materials by adjusting their skills and work positions when they take EOP courses. Students with better language skills need more advanced teaching materials than less experienced learners. Orr (2002) added that ESP is built based on EGP (English for General Purposes) and is designed to prepare English language learners to use specific disciplines and occupations to achieve certain goals.

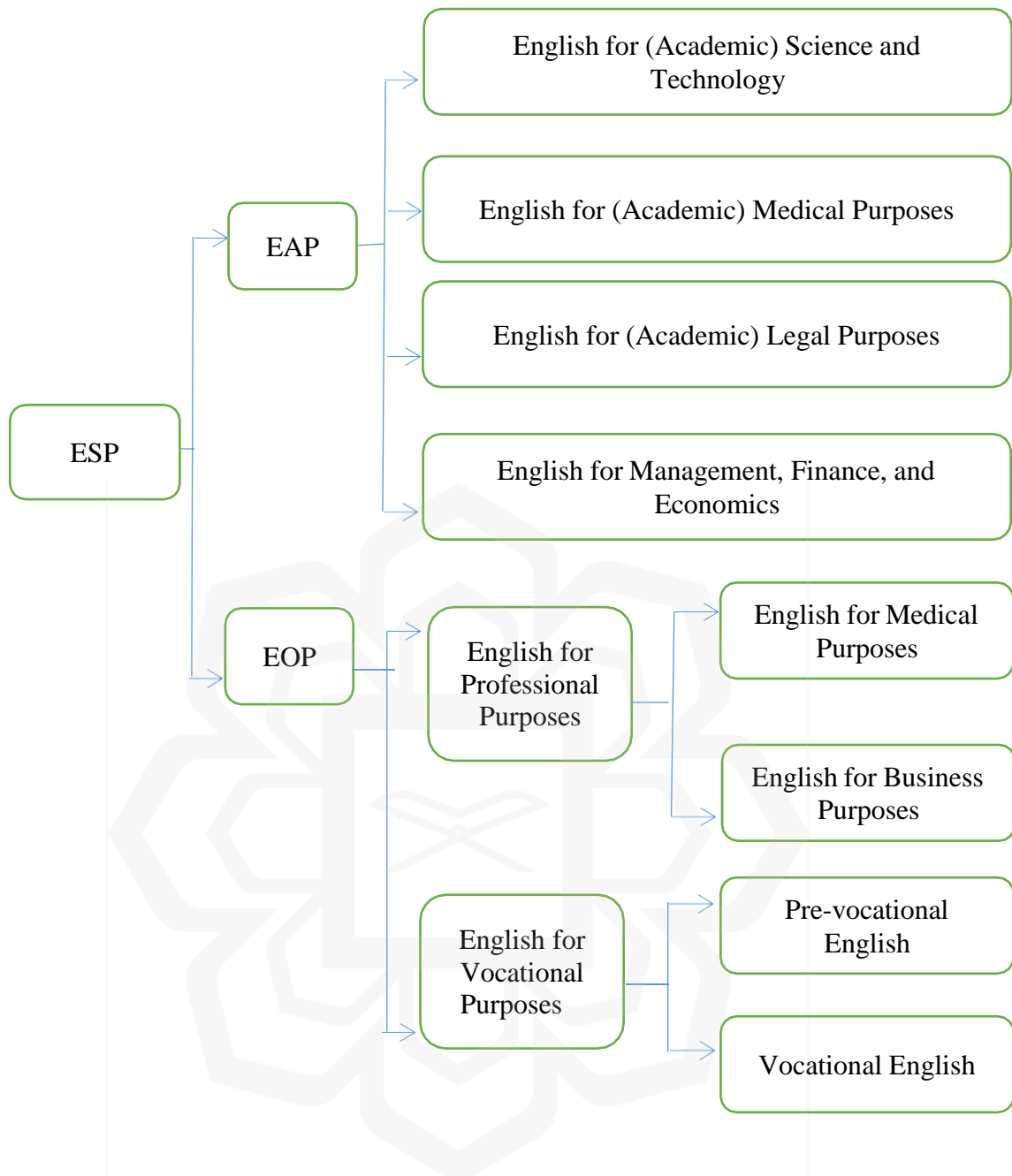


Figure 2.2 ESP (English for Specific Purposes) and its Classifications and Branches from EAP (English for Academic Purposes) and EOP (English for Occupational Purposes)

Source: (Dudley-Evans & St John, 1998)

According to Strevens (1988), ESP can have different definitions. However, what is important is that anyone involved and concerned with ESP must know that the primary purpose of designing ESP courses is to meet learners' needs, which deal with the teaching contents, specific disciplines, work and occupations, and language learning

activities that are tailored to syntax, lexis, discourse, and semantics. The term 'specific' used in English for Specific Purposes refers to the specification of goals and objectives, not specific English jargon (Dudley-Evans & St John, 1998; Harding, 2007; Hyland, 2006). Specific concepts in ESP can be understood from the classification based on the discipline and profession.

2.3.1 Birth and History of ESP

In its history, ESP emerged as a planned change and an emerging phenomenon beyond centralization. There are three reasons behind the birth history of ESP. They are the demands of a Brave New World, a revolution in linguistics, and a focus on the learner (Hutchinson & Waters, 1987).

In the first phase of the demand for a brave new world, two factors were underlying in the emergence of ESP: post-World War 2 and the Oil Crisis of the early 1970s. After the end of the Second World War, international language was dominated by the English language as the exchange of goods and services after the World War was controlled by the United States. English was the key to international-scale trading activities. Therefore, mastering English was a necessity. Knowledge of English, in general, was considered an excellent educational requirement. Meanwhile, the oil crisis in the early 1970s resulted in money from the West and Western knowledge flowed into oil-rich countries. As a result, English language was required as a medium to communicate. This development had an impact on the language teaching profession. English, previously the language of communication commonly used as the first language, is a matter of the requirements, needs, and demands of people other than language teachers (Hutchinson & Waters, 1987).

Revolution in linguistics was the second factor that impacted the emergence of ESP. Linguists aimed to explain the rules of English usage, such as grammar. However, language revolutionaries focused more on how language could be used daily according to the actual context. Hutchinson and Waters (1987) pointed out that language when we speak and write varies in different ways from one context to another. In other words, when the use of language is adapted to the context, the teaching material should follow the needs of students so that the outcome of teaching meets the learners' purpose.

Finally, the third factor dealt with learners; according to Hutchinson and Waters (1987), the factors that influenced the emergence of ESP were less related to linguistics and psycholinguistics. Instead, more attention was given to language teaching methods appropriate for learners and how learners master language. Students were expected to use varied learning strategies, use different skills, start learning in the classroom with varying learning schemata, and be motivated by their needs and goals.

Since the late 1980s, ESP has been known as the most essential and distinctive branch of English teaching and learning and included most of the course analysis and results from corpus linguistics. Dudley-Evans and St. John (1998) asserted that ESP teaching is generally considered separate teaching and learning activities. It has developed its methodology and relies on disciplines other than applied linguistics, especially second language teaching. Although ESP is open to insight into other fields, ESP is an essential component of ELT that emphasizes the results of needs analysis and genre analysis and prioritizes students to communicate effectively.

As course designers and material providers, ESP practitioners have the task of designing their courses to be taught and providing materials tailored to the needs of learners. The use of already available textbooks needs to be supplemented with tailor-made materials appropriate to their majors. ESP practitioners can choose teaching materials from published materials such as online news, printed news, and videos adapted to the student's needs (Dudley-Evans & St. John, 1998).

According to Mahendra (2020), ESP teachers should always get involved in the research area of ESP. Research findings will enrich knowledge, analyse needs, design a course, and prepare teaching materials. ESP teachers are advised to work with subject teachers closely as they need to gain knowledge of the subject matter, especially if the teaching material is too specific. ESP teachers need to work with other teachers who master knowledge to support their pedagogical knowledge in languages. According to Dudley-Evans and St. John (1998), cooperation can be achieved by finding out the syllabus of the subject in an academic context or learning the assignment relating to business situations given to students.

Like the GE teacher, an ESP teacher is also an evaluator. Therefore, ESP practitioners should create an achievement test to gauge students' outcomes in learning

ESP. Evaluating course design is done three times, namely when the course progresses, at the end, and when the course is complete (Dudley-Evans & St. John, 1998).

2.3.2 Role of ESP Practitioners

The term 'practitioner' was first coined by Dudley-Evans and St. John (1998) for ESP teachers. This is motivated by the fact that an ESP teacher is not just teaching but also designing courses, developing materials, researching, and evaluating. The basic argument of Dudley-Evans and St. John (1998), which distinguishes ESP teachers from GE teachers, is that ESP teachers focus on facilitating mastery of English related to the learners' major subjects rather than mastering the primary subject content themselves. In some cases in the ESP class, they further argue that students understood the subject contents more than the ESP teacher because they mastered more technical terms as their majors. In other words, in an ESP class, students master the subject matter more than the teacher. Therefore, teaching methods such as teacher-centred learning, where the teacher is positioned as a source of knowledge, are inappropriate because they fail to address the aspects of ESP where learners need to master language skills for effective workplace communication.

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syllabus in an academic context or by learning the assignment relating to business situations given to students.

2.3.3 English for Specific Purposes (ESP) in Higher Education in Indonesia

The purpose of teaching English in Indonesia has been stated in Minister of Education and Culture Decree No. 096/1967 dated 12 December 1967, to develop students' English communicative abilities, including listening, reading, writing, and speaking skills (Kurnadi, 1998). At the tertiary level, students are expected to know English grammar and then apply that knowledge in communicating and interacting in real life (Galloway, 2020). English teaching in Indonesia emphasises understanding syntactic and lexical rules rather than teaching emphasising communication goals. At the tertiary level, teaching English should emphasise the development of communication skills in specific fields of study because it is assumed that students already have knowledge of English grammar and use it in real situations (Aksara et al., 2024).

In Indonesia, where English is a foreign language, ESP has been developed in vocational schools, colleges, and universities as many students need to learn ESP. The presence of ESP teachers helps students who want to develop their English according to what they need (Dizza et al., 2021). Furthermore, there is a need for international standard vocational schools in Indonesia to educate and prepare human resources to compete with the global world. Teachers competent in teaching General English can be trained to teach ESP.

ESP at the Higher Education level is a compulsory subject for each department, including several campuses in Indonesia that run the English Business Purposes course in blended learning. The credit hours of this course vary from 2 to 3 credits and are taken in the first to the third semester in a row with a total of 4 to 6 credits. In several universities in Indonesia, the ESP policy is different for each faculty. ESP is merged into elective courses in several faculties for six weeks, so students must work on their English language skills through outside courses (Rohimajaya et al., 2021). Nevertheless, some other faculties include this ESP course as a compulsory subject.

Implementing ESP courses in higher education is an effort to answer the challenges of one thing: the demands of the world of work. ESP courses provide dual benefits. First, ESP is given when they pursue academic education in line with their

field interests, so students learn to use English directly in the context of their disciplines, both for academic and non-academic purposes. Academic purposes encompass the skills of reading, listening, writing, and discussing topics relevant to specific content areas or fields of study. These skills are essential for students to effectively engage with and comprehend academic material, participate in scholarly conversations, and produce well-informed written work that reflects their understanding of subject-specific knowledge (Kohnke & Jarvis, 2021). Non-academic purposes are benefits gained outside their disciplines, such as speaking, reading, listening, and writing things used daily. Examples are talking to lecturers and friends, writing light reviews, and hearing English news. The second advantage is to prepare for the workforce. To enter the world of work, English is a pre-condition for entering the professional world. Both local and international companies are always looking for proficient English candidates, both spoken and written. Job interview sessions require many TOEFL scores or IELTS. This happens because companies prepare themselves to compete globally, especially in the current era of free trade. Besides, English will be needed in several positions requiring English communication, such as receptionists, marketing, bank customer service, technicians, programmers, journalists, lawyers, and others.

2.3.4 Issues and Challenges in Teaching and Learning ESP in Indonesia

There are several challenges for lecturers who teach ESP in universities in Indonesia. Low student learning motivation and curricula that still do not meet students' needs (Kusuma & Apriyanto, 2018) must be resolved. Fitria (2023), in a study on the difficulties faced by English lecturers in teaching English for Specific Purposes (ESP) at various higher education institutions in Indonesia, identified several challenges. These include creating ESP course materials tailored to student needs, selecting and implementing appropriate learning methods, obtaining ESP textbooks relevant to student needs, developing or producing ESP textbooks that meet these needs, and dealing with institutional policies that inadequately support necessary facilities.

Meanwhile, Kusumaningputri (2010) described several problems in ESP learning at the University of Jember Indonesia. The first problem is the inexperienced instructor. Instructors still new to teaching and learning must learn more about teaching methods according to students' needs. Moreover, in teaching ESP, an instructor must

master the English language and teaching techniques and master technical words according to the specific objectives of the students learning. Rohimajaya et al., (2021) stated that one of the ESP class's characteristics is authentic materials taught according to student learning goals.

The next problem in ESP teaching is teaching materials (Risan et al., 2021). Among the five critical roles for the ESP Practitioner introduced by Dudley-Evans and John (1998) are a course designer and materials provider. The material provided by the institution is insufficient, so ESP instructors need to be more creative in preparing teaching materials. In this case, an ESP instructor can act as a material provider.

The third challenge is institutional policies (Fitria, 2023). The institution's policies cover two things: curriculum and facility policies. The ESP curriculum on several campuses still needs to determine the type of ESP and whether to accommodate ESP or EGP. Policymakers must immediately decide about the nature of learning English at the university. There have been courses with the name ESP, but its contents reflect EGP.

The fourth challenge is from ESP learners (Poedjiastutie, 2017). This includes two things: the entry of learners' proficiency level and learners' motivation. Learning motivation is reduced because of the level of English proficiency and less innovative teaching methods. Students with English language skills at the beginner level are taught in traditional ways by lecturing and listening. This makes students get bored, and their motivation is reduced in learning.

Carver (1983) stated that the characteristic of ESP is self-direction. Self-direction means turning learners into users. Learners can decide when, what, and how they learn. Gatehouse (2001) added that the essential thing in ESP is how learners can access information in a new culture. The FC is a new culture in pedagogical methods where this method reverses teaching methods that are usually used in traditional ways. In conventional teaching systems, homework is done after class, but homework is done in the flipped classroom model before students enter the class. Before the class starts, students are given video teaching materials the instructor has prepared, which are then discussed in the classroom when the learning process occurs. The need for more availability of ESP teaching materials can be overcome by utilizing technological

advances by accessing teaching materials that are already available online (Asri & Ulfa, 2017).

2.4 LEARNING ESP VOCABULARY

Vocabulary is essential to language acquisition because, by mastering vocabulary, a student can speak, listen, read, and write well (Bown & Pullen, 2020). Two things must be considered in learning ESP vocabulary: technical and semi-technical. Dudley- Evans and St. John (1998) suggested two important things related to technical vocabulary. The first is vocabulary commonly used in general English but often used in special situations using a technical description. Second is vocabulary that has a restricted meaning and is specific to particular disciplines, and the substance can differ between one discipline and another.

When a learner learns English for academic purposes, the primary purpose and reason are learning academic-related vocabulary involving specific fields in various social and physical sciences disciplines. Thus, students learning academic English will focus on academic language, commonly known as general useful scientific vocabulary and semi-technical vocabulary, because this will be used in academic skills such as listening comprehensively to teachers speaking about lessons, reading papers about research in their field, writing journals, and presenting research findings (Magfirah, 2022)

2.5 TEACHING ESP VOCABULARY

It is imperative to teach vocabulary specifically for ESP courses because vocabulary is the most crucial component in mastering the four language skills: listening, speaking, reading, and writing (Al-Tamimi et al., 2018). At least two parts need to be considered in teaching vocabulary in the ESP class, namely technical vocabulary and the Lexical approach.

2.5.1 Technical Vocabulary

Teachers and practitioners must group technical vocabulary into two groups, technical and semi-technical, when teaching technical vocabulary in ESP classes. Dudley-Evans and St. John (1998), suggested two broad matters relating to technical vocabulary. The first is the vocabulary commonly used in general English, but it is more often in specific or technical discussions and descriptions. The second is a vocabulary with special meaning and is limited to particular disciplines, but the definition could differ between one discipline and other disciplines. ESP is a language teaching approach driven by detailed and precise reasons to learn. In this context, the specific and apparent reason is learning English for academic purposes. However, when a learner learns English for academic purposes, he automatically learns different disciplines (Widiawati, 2021), such as physics or social sciences. According to Mohsine (2018), technical vocabulary is a type that often arises due to the influence of all vocabulary. Thus, language teachers should expose their students to technical vocabularies as they are often used in particular texts.

2.6 ESP MATERIAL

Arroyani et al., (2022) argued that a crucial role of the teacher or ESP practitioner is to provide materials that meet students' needs. These materials should prepare students to effectively function in their workplaces. Unlike in general English classes, where many textbooks are readily available, in ESP courses, teachers or practitioners must develop teaching materials tailored to the specific needs and contexts of the learners. They create their teaching material by making, choosing, and adapting to students' academic courses, organizing material and learning activities to achieve learning objectives (Syakur et al., 2020). Amna and Idriani (2019) argued that the essential part of teaching courses is good teaching material that suits students' needs. The teaching material determines the objectives, provides clear information on tasks, and provides guidance and feedback on student learning outcomes.

There are three important principles, as revealed by Hutchinson and Waters (1987) in developing teaching materials that a material developer can do, namely 1) choosing existing teaching materials and evaluating them according to the student's learning objectives, 2) developing their teaching materials, and 3) adapting and

modifying existing teaching materials. Developing one's teaching materials is the ideal ESP learning practice criteria for the three alternative teaching materials. This has become one of the main distinguishing features between the ESP and EGP approaches; on the other hand, developing their teaching materials would further increase the awareness and sensitivity of ESP instructors on aspects that support and achieve the effectiveness of the learning process (Menggo et al., 2019).

2.6.1 Need Analysis in Designing ESP Teaching Materials

Developing ESP-based teaching materials should always be based on needs analysis. According to Lapele (2019), a needs analysis identifies language and skills used in determining and selecting material in ESP-based learning. This analysis can also assess learners and the learning process at the end of the learning period. A needs analysis consists of three components: Target, Current, and Learning Situation Analysis. These three components cannot be separated from the needs analysis described by Hutchinson and Waters, developed by paying attention to three main aspects: necessities, lacks and wants (Hutchinson & Waters, 1987; Adhabiyyah et al., 2014).

More specifically, Hutchinson and Waters (1987) elucidated that when conducting a needs analysis and exploring the target situation, one should consider necessities, deficiencies, and desires. A scheme of needs analysis approach is critical and it will determine the success and meaningfulness of the analysis and needs to be carried out and considered. It is illustrated when ESP is viewed as a journey, with the starting point being a component of 'lacks' and the destination representing a 'necessity.' Additionally, the identification of how to reach the destination, characterized as an element of 'wants,' has been recognized. However, the current process has not yet considered the route of the journey. The route taken is also essential in determining the effectiveness of the journey taken in achieving that goal. This route is what Hutchinson and Waters (1994) call another element in needs analysis: learning needs.

Furthermore, Hutchinson and Waters (1987) emphasized that what distinguishes ESP from EGP is not the existence of a learner's need but rather an awareness of the learner's needs. All parties involved in the language learning process; learners, teachers, stakeholders, and prospective users, are aware of the needs analysis and the importance of this process. However, awareness of how this needs analysis is carried out and how

to react to it throughout the learning process, including internalizing the results of these needs analyses in developing teaching materials, is an important key that distinguishes ESP or EGP-based learning practices.

2.6.2 Published or Tailor-Made Materials

The teacher prepares ESP teaching materials by selecting several topics from books already available either at school, the library, or in the bookstore that suit students' academic needs (Hanifa & Yusra, 2023). However, the reality of books that ESP teachers and practitioners should refer to still needs to be fulfilled (Marjanovikj-Apostolovski, 2019). This lack of dedicated materials may hinder effective teaching and learning, as instructors might struggle to find appropriate content that aligns with the specific needs of their students. Consequently, this uncertainty around resource availability could impact the quality of ESP programs, making it challenging to achieve desired educational outcomes (Tomlinson & Masuhara, 2018). According to Basturkmen and Bocanegra-Valle (2018), the increasing development of the industry also increases the demand for English, putting pressure on language teachers. Therefore, it is necessary to design courses that can serve the language needs of particular students with specific goals. Consequently, language teaching must shift from teaching general English to developing tailored materials based on learners' wants, needs, and demands.

Tailored-made teaching materials prepared by ESP teachers combine vocabularies, functions, and structures. They develop materials by introducing vocabulary relevant to students' academic subjects, as well as related functions and structures (Li & Li, 2021). According to Tomlinson and Masuhara (2018), there are things that teachers need to consider when designing tailored-made materials and using which textbooks that are suitable for academic subjects; how long the course is, who the target audiences are, what vocabularies are most appropriate to the current situation, whether visually alive and whether the teaching material can be presented well.

Bielousova (2020) pointed out that in-house produced or tailored-made material is very suitable in ESP teaching because the contents that are directed at students' needs are different from teaching materials of available textbooks. In tailored-made materials, several activities match students' special needs with the workforce's needs. When determining what tasks and activities will be included in the ESP material, the teacher

will undoubtedly put much effort into choosing tasks that stimulate the learner's real-life situation.

2.6.3 Authentic Materials

Authenticity is considered an essential part of English Language Teaching, especially in ESP teaching, to create a communicative language learning environment and expose students to authentic English with the intrinsic quality of communication (Tonawanik & Donavanik, 2019).

Chapelle (2020) emphasized that English should be taught authentically to familiarise students with specific fields where the language is used in the functions needed and practised in speciality or jobs. In the discussion of ESP teaching, Fitria (2022), stressed that authenticity is closely related to what is taught and is also related to real life outside the classroom. The more authentic the material taught in class by reflecting the real world, the more real the activities and exercises in the teaching and learning process are. In addition, according to Wulandari (2018), the definition of authentic text is materials designed for real-life communication not intended for teaching language, like teaching material that includes written text and audio-visual from the media, teaching material used in the professional world, and textbooks selected from a variety of different subjects. Meanwhile, the authenticity of the task ensures that target language learners practice authentic tasks such as how to answer a phone call from a guest as hotel front officers. Bachman (1991) pointed out that the authenticity of a language task can improve the understanding of tasks set for students in instructional programs or subjects in language learning. When designing tasks for assessment or learning, a teacher or practitioner needs to pay attention to students' language skills who will be involved with the assignment.

Asnawati et al. (2020) found that the use of authentic materials in teaching English is effective in improving students' English proficiency. Fansury (2019) found that authentic materials can enhance students' understanding of the real contexts used by native speakers, expand their knowledge, improve their English competence in both spoken and written forms, and enrich their vocabulary. However, Primadona and Prastiyowati (2018), in their analysis of learning English using authentic materials, revealed that while these materials can enhance the learning experience, they also

present a challenge for teachers. Specifically, educators face difficulties in making lessons easy and enjoyable for both regular students and those with special needs when utilizing authentic materials.

2.7 TEACHING METHOD

The teaching method is a way to teach English based on systematic principles and procedures so that English can be taught and learned as well as possible (Richard, 1999). Concerning English teaching methods, Hutchinson and Waters (2004) stated the principles of English teaching in general. According to them, teaching techniques in GE classes can also be applied in ESP classes. On the other hand, the teaching method in ESP is different from GE. The method used in GE tends to be teacher-centred, where the teacher has more of a role in achieving the specified learning targets. In contrast, ESP tends to be student-centred, where students are the central focus of the learning process because English teaching is carried out to meet the appropriate English language needs of the student's field of study.

After determining on what to learn and determining that good instructions have been found, the next question is on the most appropriate method to use. Each teacher uses different teaching methods (Richards & Rodgers, 2004). Specifically, in teaching ESP, a teacher should use a special and unique methodology, different from teaching GE (Johns & Dudley-Evans, 1991). Teaching ESP requires a particular method because it differs from General English, for which teaching material is already available. However, Brumfit (1980) argued that the methods available in GE teaching can be adapted to ESP teaching because the ESP seed is present in all good teaching. It requires a certain flexibility from an ESP course. An ESP practitioner needs to be creative by relying on existing textbooks rather than teaching them traditional methods. Modular courses can be developed and conducted with different sources of material tailored to students' academic subjects. The ESP teaching methodology relies heavily on communicative and functional approaches in teaching languages with special and unique characteristics.

2.8 PEDAGOGICAL AND METHODOLOGICAL TRENDS AND DEVELOPMENTS IN ESP

The learning method plays a significant role in teaching foreign languages and learning activities. Using appropriate English teaching methods can help students achieve the best performance. However, students feel bored learning English when the teaching methods are not effective. Teaching methods continually evolve in response to advancements in pedagogy, technology, and our understanding of effective educational practices. Some English teachers have tried to find the most effective method and follow the expectations of English learners. The four best-known methods among language practitioners are the grammar-translation, audio-lingual, silent way, and total physical responses method.

The grammar-translation method is the oldest method in foreign language teaching. In this method, the teacher emphasizes grammar. The material taught is grammar using formulas and translation in teaching reading, writing, and vocabulary. In the audio-lingual method, the teacher practices a short dialogue that students follow. Students then memorize the contents of the conversation. After memorizing and understanding the contents of the conversation, students then write each new vocabulary learned. Meanwhile, in the silent way method, a teacher is silent and only gives instructions quickly. He only acts as a guide, organizer, and evaluator of student problems. At the same time, each student involved in learning thinks actively to follow the details of the material provided by their teacher. The last method is the total physical response. In this method, the teacher does physical work such as walking, sitting, putting books, holding objects, or writing. This was repeated several times, and the teacher would order students to do the same. Through these commands, students are expected to carry out an example that has been delivered (Richards & Rodgers, 1986).

The four methods that are popular in teaching English can be adopted and adapted in teaching ESP. They could be combined with the following teaching approaches.

2.8.1 Project-based Learning

Project-based Learning (PBL) is a student-centred learning model by conducting activities such as completing an in-depth topic investigation. Students constructively

deepen learning with a research-based approach to problems and questions that are weighty, real, and relevant (Grant, 2002). PBL uses issues to gather and integrate new knowledge based on experience activities (Kemdikbud, 2013). Project-based learning is a learning strategy to empower students with learning skills such as collaborative work, communication skills, and problem-solving (Bell, 2010). Several studies on PBL have shown that PBL is more in demand by teachers and students than traditional teaching methods (Byrne, 2001; Thomas, 2000; Zhou & Lee, 2009).

The duties and responsibilities of a teacher and students in PBL learning are unlike traditional methods, where students depend more on the teacher. The teacher acts as a mediator and facilitator, while students are responsible for their learning in the learning process (Bell, 2010; Savery, 2006). Student-centred learning aims to obtain new information and promote active learning and high-level cognitive skills (Begay et al., 2006; Zhou & Lee, 2009; Savery, 2006) and PBL learning strategies prioritising student collaboration do not deny individualistic and independent learning (Bagheri et al., 2013).

In some literature, many benefits are found in using PBL in teaching English. One of the most prominent is the real-life problem, where students are exposed to the real-life faced in the community and connect learning with global issues (Bell, 2010; Swafford & Dainty, 2010). Besides, students can learn to respect different opinions and views and become more capable of transferring knowledge in different contexts. Soft skills, such as the ability to communicate and plan, are also developed in PBL (Mitchell et al., 2009).

2.8.2 Problem-based Learning

Problem-Based Learning (PBL) is a curriculum model adapted to students' real-world problems that they have in general. Problems related to students have two main characteristics: they must be authentic problems related to students' social context and must be rooted in curriculum subject matter (Kamdi, 2007). According to Nurhadi (2004), PBL is a learning approach that presents contextual problems to stimulate students to learn. PBL is a learning model that challenges students to learn and work in groups to solve real-world problems. This problem is used to bind students to curiosity in the intended learning. Furthermore, PBL is a learning approach that exposes students

to real-world problems to start learning. Problems are given in advance to students before students learn concepts or materials relating to problems that must be solved. Thus, students realize they need new knowledge to solve the problem (Huda, 2018).

PBL, according to Arends (2007), is orienting students to their problems, organizing students to research, helping with independent and group investigations, developing and presenting exhibits and artefacts, and analyzing and evaluating the problem-solving process. With the application of PBL, students can learn independently, solve problems, and behave more maturely (Arends, 2007). Furthermore, the collaborative application of PBL requires students to solve problems and be more actively engaged in a relatively long time. Therefore, PBL can be applied in language learning because learning languages requires students to be engaged in class. So far, there has been little research on problem-based learning in language. This is expressed in a study conducted by Larsson (2001). It was stressed that the implementation of PBL in language learning could be applied, but due to the lack of similar studies, it would become a challenge when implementing problem-based learning in language learning (Elizabeth & Zulida, 2012).

2.8.3 Cooperative Learning

Several learning methods are commonly used in cooperative learning models, such as jigsaw, group investigation, student-team achievement division (STAD), and team game tournaments (Lai, 2007). The cooperative learning model is an alternative improvement in the learning process through student collaboration in solving a problem and through critical thinking related to the material being taught to increase motivation and learning outcomes. For this reason, one of the possible cooperative learning models that can be used to overcome these problems and is suitable is the Jigsaw cooperative learning model (Bintari, 2017).

The Jigsaw method is to design students for extreme interdependence in learning (Kagan, 1985). Each student is only given a small portion of the learning material, and each student is challenged to learn the material to teach other students in the group (Johnson & Johnson, 1999). Jigsaw is a cooperative learning technique that consists of several members responsible for mastering the learning material and they are to teach the material to other group members (Muhammad, 2015). The Jigsaw method is

designed to increase students' sense of responsibility towards their learning and also towards the teaching of others. Thus, students are interdependent with each other cooperatively. The Jigsaw learning model is divided into origin groups and expert groups. The origin group is the leading group of students who have diverse abilities. At the same time, expert groups are groups of students consisting of members of different origin groups who are assigned to study and explore a particular topic and complete tasks related to the subject for a later explanation by members of the origin group (Bintari, 2017).

2.8.4 Collaborative Learning

Collaborative Learning (CL) is a system based on group work and peer class interaction. CL uses a student-centred learning approach where students depend highly on positive interdependence and individual responsibility (Koppenhaver & Shrader, 2003; Ravenscroft et al., 1999; Johnson et al., 1991; Slavin, 1988). Since the communicative approach has begun to develop and has always been a topic of conversation among activists in pedagogy and L2 teaching (Roskams, 1999), collaborative learning has become a significant move because of the distinctive features it develops, namely the learning system that follows the situation faced by students and the authenticity of the material and tasks involved given to students (Widdowson, 1998). Furthermore, many works of literature and research have led to the use of CL in higher education institutions (McKeachie, 1999; Astin, 1993; Johnson et al., 1991). CL too, is applied in the classroom and, more broadly, to online and distance learning systems (Stevens, 2007; Bernard et al., 2000).

A teacher must design and plan appropriately to use CL in class to stimulate students to collaborate with their peers. A practitioner must remember that CL is not merely grouping students in a class to work together to complete the assignment given by the teacher (Austin et al., 2010; So & Brush, 2008). Designing the right CL will impact the success or failure of the collaboration dynamics in the CL-class (Dillenbourg, 2002). Furthermore, we should remember that not all classes suit CL. Student and teacher experience, ability to practice CL in class, time allocation, and task complexity must be the main considerations for using CL (Smith, 1996).

Other things to consider in applying CL in the classroom are coordination and communication, teachers need to ensure that coordination between interdependent groups runs in the proper order and time. Communication between group members takes place actively and communicatively (Gutwin & Greenberg, 2004); each group is responsible for evaluating the course of the discussion (Johnson & Johnson, 1994); each group member has the same opportunity to participate in the group actively, to interact simultaneously, to make shared decisions which need to be improved and which need to be replaced (Johnson et al., 1995; Kagan, 1985); and students should have interpersonal skills so that they are always actively involved together in completing group assignments, and in mastering social skills such as leadership, building trust, decision making, and conflict management (Harvey, 2001). Finally, based on collaborative outcomes, they should be rewarded and punished accordingly (Zagal et al., 2006).

2.9 STUDIES IN ENGLISH FOR SPECIFIC PURPOSES (ESP)

A study carried out by Poedjiastutie (2017) on the pedagogical challenges of English for specific purposes (ESP) teaching at the University of Muhammadiyah Malang, Indonesia, stated that many English language instructors who graduated in English major teach ESP. However, their pedagogical knowledge of ESP needs to be improved for such purposes. The study revealed that communication focus, learner-centred, collaborative teaching and practical and authentic materials should be crucially applied in ESP classrooms. Therefore, pedagogical methods that introduce learner-centred and use authentic materials can be applied to ESP teaching in higher education in Indonesia.

Meanwhile, collaborative research was done by Poedjiastutie and Oliver (2017) from Universitas Muhammadiyah Malang and Curtin University of Australia on the English learning needs of ESP learners. The findings showed that the quality of English language teaching is influenced by the instructor's limited access to quality online resources. Also, Internet connection has an impact on students' learning. They added that instructor must be aware of the institution's leaders and that students and instructors can access any online teaching materials.

Another study carried out by Saragih (2014) on designing ESP materials needs analysis. The findings of this study described the real needs of students of ESP for

nurses, the lecturers' viewpoints on the practice of ESP instructions, and descriptions of ESP for nurses in English-speaking countries. Most of the lecturers interviewed stated that their institutions do not have a curriculum for English for nursing. Hence, they get more online materials from the internet in the form of articles related to nursing. For the needs analysis, the findings revealed the need to set up a language course with a clear focus on English for Specific Purposes and on the target discipline, English for Nursing.

Ayuningtyas (2015) studied the perception and needs for English for Specific Purpose (ESP) at a state high school - Ragunan High School in Indonesia. This school applies the latest Indonesian curriculum, Kurikulum 2013, which can be combined with the specific purpose of the students. In this curriculum, instructors act as facilitators while students participate actively. The curriculum also allows instructors to include the school's cultural environment related to any field - culture, sports, arts (Kementrian Pendidikan dan Kebudayaan, 2014). The samples were teenage professional athletes who often go abroad for competitions or training. The study discovered that students' perception of English still needs to be improved in four aspects (listening, reading, writing, and speaking). Additionally, the study found that students need more speaking activities with authentic topics relating to their field.

In several studies on ESP teaching and learning in Indonesia, the focus was on four stakeholders: practitioners or instructors, learners, course design, and policymakers or institutions. The research findings primarily focus on the concerns of practitioners and learners regarding the availability of resources and the necessity of enriching teaching methods. This emphasis aims to address the issue of learner motivation, as students tend to be less motivated to learn when resources are scarce or when teaching methods lack variety. Enhancing motivation becomes pivotal in fostering students' active participation and interaction within the classroom, ultimately creating a more engaging and dynamic learning environment.

2.10 THE FLIPPED CLASSROOM (FC)

Bishop and Verleger (2013) defined the flipped classroom model as a pedagogical technique consisting of interactive learning group activities held in classrooms and computer-based individual learning activities held outside the classroom. The instructional approach reverses the traditional order of learning activities. In a flipped

classroom, students use instructional materials, such as video lectures or readings, at home before class. The in-class time is then dedicated to activities that promote active learning, such as discussions, problem-solving, and hands-on projects (Dove & Dove, 2015). Some of these activities use smartphone applications, tablets, paired thinking and sharing activities, and online formative assessments to provide direct feedback about misunderstandings or gaps in student knowledge. However, there is no standard rule in the flipped classroom approach. Various approaches can be applied in classroom activities, such as a combination of small quizzes at the beginning of the lesson, video lecture reviews, small or large group discussions, student presentations, application projects, etc. (Lopes & Soares, 2018).

According to Bishop and Verleger (2013), FC is a teaching method that appears as an alternative to shift the traditional teaching model using lecture style. In the FC method, students are allocated time before the class begins to watch or listen to class lecture recordings on computers, laptops, tablets, smartphones, or other media, while in class, they carry out learning activities by discussing materials that are already given before they meet in the class. The students are involved in learning activities usually expressed in traditional classes as homework (Baker, 2000). When lecturers give the teaching material in videos before class begins, students can learn it by utilizing their free time before starting their class lessons. They can pause or playback the video according to their skills and needs. Repeating material and learning resources can improve and deepen students' understanding. Knowledge gained before the class can be applied to a broader scope during class activities (Carbaugh, 2016).

One of the characteristics of the FC is that online materials are prepared in the form of video and are distributed to the students as homework before class begins. Knowledge obtained outside the classroom is then applied in a more challenging learning atmosphere, such as elaborating and thinking critically (Butler & Lumpe, 2008). This learning approach makes students more active and think critically, while the instructor is only a facilitator instead of giving lectures. Moreover, the instructor guides, directs and oversees the lesson by ensuring all students play an active role in the learning process (Danker, 2015). The FC method promotes a flexible learning environment by combining online video and physical interaction in class. In terms of a learning culture, a flipped instructional design uses a learner-centred approach where

each student actively participates both outside the classroom online and in collaborative learning in the classroom (Wiginton, 2013).

2.10.1 The History of Flipped Classroom

The history of a flipped class needs to be documented because there was no exact term to describe this flipped learning model. Long before the well-known flipped classroom method, in 1990, Eric Mazur of Harvard saw his students in physics class needing help understanding the basic concepts of the lessons he was teaching using the traditional instruction method. Mazur then developed a new teaching technique called Peer Instruction with students' initial goal to engage actively during class. Students are introduced to the concept of reading textbooks before class. While in class, questions are designed and presented to elicit interesting discussions that engage students (Mazur, 1996). Students only use textbooks to prepare themselves for class, but as technology develops, more learning resources are available outside the classroom besides textbooks. Mazur stated that this was only the first step, and the next, computers would soon become an inseparable part of education. According to him, computers would not change the role of a teacher, but it would provide facilities for teachers to improve the quality of education (Mazur, 1991).

Teacher-centred teaching concepts shifted to student-centred, and knowledge transfer with lecture systems changed to group discussions by dividing students into small groups to get students actively involved in learning. In 1993, King introduced a teaching method that diverged from traditional approaches. Instead of focusing solely on transferring knowledge during class time, he emphasized the importance of delving into the understanding of concepts. It's noteworthy that while King's approach shares similarities with the modern concept of a flipped classroom — where traditional lecture and homework elements are reversed — he did not explicitly coin the term "flipped classroom" to describe his method. King's innovation was centered on prioritizing conceptual understanding and active engagement during class sessions, paving the way for later developments in pedagogy. Nevertheless, King's approach from 1993 has frequently been cited as a foundational reference for what later became known as the flipped instruction model. Notably, Lage et al. (2000) adopted and further developed

this concept, coining the term "Inverted Classroom" to describe the innovative teaching method.

The inverted classroom is closer to the term of the flipped classroom, which was first introduced by Lage et al. (2000) in a study. Inverting class means that learning activities traditionally carried out in the classroom are done outside and vice versa. In class, the students were expected to have prepared themselves and discuss a predetermined topic studied through videotaped lectures. As soon as the class began, the students were encouraged to submit questions about the material given before class, which led to the initial discussion about the topic to be taught; next, students engaged in small experiments to improve their understanding of the material. The study results showed that students preferred to be inverted to class and were more actively involved in the teaching and learning process in class.

Bergmann and Sams (2012) were pioneers who first applied the flipped class model. They tried to find ideas on how students who could not attend class could catch up on their lessons. Then, they budgeted \$ 50 to buy software to record and add lesson captions and upload them online. Sam and Bergmann wanted students to be present at one session in the class to take advantage of the opportunity to follow their lessons. The students also shared their enthusiasm and want to attend every lesson they cannot follow in class. Strangely, students already present in class also wanted to attend online classes to review and reinforce class lessons. They immediately and radically reconsidered how they used class time to respond to this situation.

When Bergmann and Sams started using this method, they did not immediately call it the Flipped Class Model. Initially, they named the method the Pre-vodcasting model, by referring to the video first distributed to students as podcasts. However, after several videos were shared through podcasts, they realised that not all teachers were technology literate and could not do what they had done. Bergmann and Sams continued to struggle to find the right name, and at the same time, they continued to develop their new method to find a more appropriate name, Reverse Instruction. However, this term was deemed inappropriate, so Bergmann and Sams rarely used it until finally, in 2010, they read Karl Fink's article using the term Flipped Class, which later was also decided to be the name for the method they found (Bergmann & Sam, 2012).

2.10.2 Characteristics of the Flipped Classroom

The characteristics of FC are spelt out in four letters found in the word FLIP itself. As described in the Flipped Learning Network (Network, 2014), F-L-I-P stands for:

F in the word FLIP means Flexible Environment, which means that the teacher can create a flexible learning atmosphere in the Flipped learning class, such as group work, self-study or research. The flexible environment also allows teachers to promote learning systems by adjusting the mode and ability of students to carry out learning activities to support students interacting using the target language. Besides, the teacher who uses flipped learning in class is also more flexible in student performance outcomes because it has been adjusted to the abilities of each student (Network, F.L., 2014).

Meanwhile, L in FLIP is analogous to Learning Culture. The learning culture implemented in FC differs from the teaching culture in a traditional classroom, where the teaching system is centred on the teacher, who acts as the sole teaching provider. While in FC, the teacher is a mediator and facilitator, making students more actively involved in the learning process. Classes that usually provide a more significant role for teachers turn into more interactive classes and give students the freedom to develop language skills outside the classroom. In addition, students can also set their learning rhythm at their own pace to enable students to understand and absorb the lessons given by the teacher (Network, F.L., 2014).

Furthermore, the letter I in the word FLIP is interpreted as Intentional Content. In flipped learning, the teacher prepares content taught in class in advance as a facilitator in videos, PowerPoint slides, photos and others before the lesson begins. Teaching material is then circulated through an online teaching platform for students to learn before class begins. In real lessons class, students and teachers review the materials that have been given and have been studied online outside the classroom. This active learning strategy enables students to develop an in-depth understanding (Network, FL, 2014).

In the word FLIP, the last letter, P, means Professional Educators. To implement Flipped learning in the classroom, educators need to be equipped with soft and hard skills to change their paradigm of thinking from being the centre of the classroom to being facilitators in the flipped learning class. A teacher should be internet savvy as he should search for material sources from online media such as YouTube, then download,

edit, and re-upload them before sending them to students. Besides that, a teacher should adjust the material to student's cognitive skills, language proficiency, and time outside the classroom to obtain knowledge in specific disciplines (Yarbro et al., 2014).

2.11 FLIPPED CLASSROOM APPROACH /STRATEGY

Instructors adopting flipped learning aim to convey class learning and instructional content as homework. At the same time, students must watch instructional videos that the instructor has prepared as class preparation. This frees up class time that has previously been used for learning. The time in class is used to solve problems, develop concepts, and engage in collaborative learning (Roehl et al., 2013). Meanwhile, according to Johnson (2013), the Flipped classroom is a strategy that teachers can apply by minimizing the number of direct instructions in class while maximizing interaction between one student and another under the instructor's supervision. This strategy could utilize technology that provides several sources of teaching material to support the learning process that can be accessed online.

Natalie (2012) suggests several benefits of the FC approach. One of the immediate advantages enjoyed by both educators and learners is the enhanced appeal of extending teaching time. This is particularly evident in a blended format that encompasses various combinations of in-person and online instruction. Nevertheless, this strategy also has limitations—first, video quality. The quality of videos transmitted to students may not be as good as the original because the technological tool of each student is different and is of different quality too. Second, given that students can view video lectures on their computers, this condition allows them to split their concentration by engaging in other activities from other online platforms such as watching sporting events, listening to music, chatting online with friends, etc. This makes learning ineffective. Third, students may not watch or understand the video, so they are not ready to attend face-to-face activities in the classroom. Fourth, students need to be more creative and develop their abilities to understand the material presented in the video. Fifth, when studying the material by watching videos, students cannot ask questions directly to the instructor or to their classmates when facing problems in understanding.

Although there are many limitations to the flipped classroom strategy and there is no empirical research to support its use, anecdotal reports by many instructors

maintain that it can be used as a valuable teaching strategy at every level of education, depending on students, resources, and time constraints. Moreover, flipped learning can be used as preliminary knowledge for procedural teaching, one of the four types of general knowledge described in Bloom's Taxonomy, which has been improved by Anderson et al. in Natalie (2012) Procedural knowledge is knowledge about how to do things. Therefore, the flipped classroom lecture video on how an instructor explains how to solve a problem is part of a procedure that can attract the instructor's attention to using flipped learning techniques. However, complex procedural knowledge can also be taught using the flipped classroom strategy because the video provided is a short video that meets the requirements of the procedure steps so that students can easily understand the content.

2.11.1 Bloom Taxonomy in the Context of FC

In the FC model, shifts in teaching and learning are presented at a lower level of Bloom's Taxonomy, whereby 'remembering', 'understanding', and 'applying' occurs outside the classroom (Uzunboylu & Karagozlu, 2015). The time spent in class is elevated to a higher level of Bloom's Taxonomy, encompassing activities such as analyzing, evaluating, and creating. In 1956, cognitive psychologist Benjamin Bloom (1956) introduced the Taxonomy of Educational Objectives, known as Bloom's Taxonomy. Bloom's taxonomy was developed to classify the level of learning goals. Bloom divided the cognitive domain into six categories ranging from the most straightforward and concrete ranking to the more complex and abstract. They are knowledge, understanding, application, analysis, synthesis, and evaluation. The first three levels relate to concrete thinking, while the remaining top three levels are under creative and abstract thinking.

Anderson and Krathwohl (2001) then revised Bloom's Taxonomy to remember, understand, apply, analyse, evaluate, and create. This revision is then known as the Revised Bloom Taxonomy (RBT) by changing from noun to verb to reflect the dynamic nature of the learning process. Flipped learning reverses the focus in terms of Bloom's taxonomy. The bottom half of Bloom (remembering, understanding, and applying) focuses on student self-instruction through structured activities such as learning the material by watching videos at home. The upper half of Bloom (analysing, evaluating, and creating) focuses on group time in class, where students do activities like a group

discussion with the guidance of instructors (Talbert, 2019). Figure 2.3 delineates the connection between these two instructional approaches and Bloom's Taxonomy, a widely recognized framework for categorizing educational goals. Bloom's Taxonomy, with its hierarchical structure ranging from lower-order to higher-order cognitive skills, provides a valuable tool for assessing the depth and complexity of student learning.



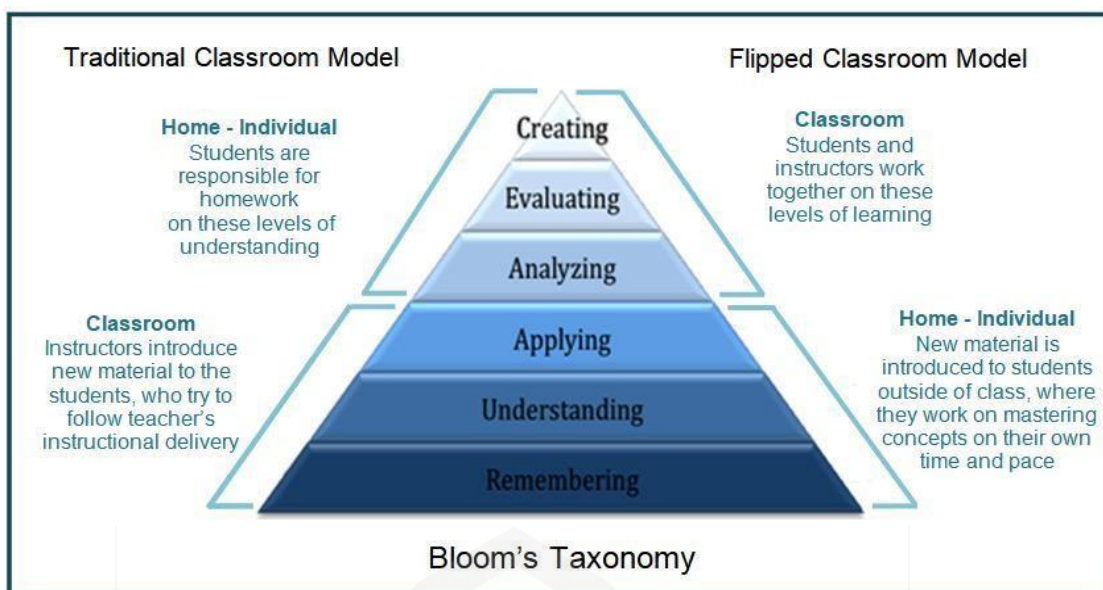


Figure 2.3 Connection between Traditional and Flipped Classroom to Bloom's Taxonomy

2.11.2 Flipped Classroom in Foreign Language Teaching

The flipped classroom, first implemented in science classes by Bergman and Sams (2012), has recently become popular in foreign language education (Loucky & Ware, 2017). In teaching English as a foreign language, FC is a development of Computer Assisted Language Learning that has existed and has been applied in foreign language education for years. Language instructors in all parts of the world take advantage of this technological progress not only to develop language learners' skills such as listening, speaking, reading, and writing but also to develop the skills needed in the current acquisition of languages such as autonomous learning, digital technology, language teaching and learning approach, and communicative language teaching (Loucky & Ware, 2017).

Bishop and Verleger (2013) divided the two main activities of the FC: first, interactive group learning activities where student-centred learning activities are carried out in the classroom. In this stage, students actively conduct group work and discuss materials they have learned through online videos. The second is individual instruction

outside the classroom. At this stage, each learner is given online recorded learning materials and they are to learn them individually at home. Learning activities in the FC method show educators that communication is the main idea to improve students' abilities in communication skills (Bergmann & Sams, 2012).

2.11.3 The Role of Teachers

The teacher's role is also different because FC is different from the traditional instruction model. The primary role of teachers in the FC instruction model is a supporting role, to guide the classroom teaching contents. In the first stage, teachers must change their traditional educational mindset by allowing students to dominate the teaching process. Furthermore, teachers should 'put themselves into students' shoes ', which means instructors need to understand students' needs from students' perspectives, use class time effectively, provide special guidance, and promote individualized teaching. This change in mindset in teaching would change the attitude of teachers in carrying out their learning tasks and, at the same time, encourage teachers to enhance their abilities further (Dong, 2016).

Furthermore, in developing courses, the teacher as a content provider must consider what Brame C. from Vanderbilt University outlines;

1. The course must be designed by allowing students to explore the material before class. The content of the material in the video can be presented in various formats ranging from PowerPoint presentations, which contain an introduction to courses, course objectives, class rules, methods of assessment, etc., to a short video on the subject matter. The things that are considered necessary are highlighted or bolded.
2. The course must provide opportunities for students to compete in obtaining high scores by giving incentives to students who are well prepared before the actual class starts. Students who are more prepared than others get more points to be motivated to learn the material online. Assessments can also be provided through a comprehension test and discussion forum held in the classroom. Students who learn online at home confidently follow the topical discussion held

in the class. Another way to motivate students to stay engaged is by introducing an online discussion platform, not just monotonous text such as lecture material delivered via Moodle or PDF.

3. There must be a clear cut in assessing, namely on how to know that a student understands every assignment given online. To assess students' understanding, pre-class online assignments can be provided, such as multiple-choice quizzes, true or false statements, cloze tests, etc., and writing assignments, such as writing about definitions of a term in pharmacy. This can help students focus their attention on important matters related to the topic of discussion in class, help students practice vocabulary in the form of expressions with correct grammar, help students prepare to follow in-class learning better, and help students to create an atmosphere of more productive and deep understanding.
4. A teacher as a course provider ensures that teaching materials must reflect high-level cognitive activities. Pre-class assignments are directed at high-level cognitive activities that can be applied when students are engaged in class, such as being involved in a group discussion, role play, presentations in front of the class, case studies, and simulations of real-life communication situations.

2.11.4 The Role of Student

In the flipped learning model, students switch functions and roles to the leading actors in learning. This strategic transformation requires students to strengthen their autonomous learning skills further. Furthermore, students must consider three situations in undertaking FC learning: pre-class, in-class, and after-class. The role of students concerning pre-class is as a guide and information collector. Students are required to get information following what has been assigned by the teacher after completing learning in class. Concerning class participation, students are the prominent participants in the discussion of each topic discussed. Students actively participate in class by asking questions to the teachers and classmates. Besides that, students need to actively provide feedback on their learning experiences in pre-class and in-class learning. Students take the initiative to correct the deficiencies in pre-class and in-class learning experiences

after class. These three situations in undertaking FC learning guide students to develop their independent learning abilities and increase teamwork between students and teachers (Yu & Cheng, 2009).

2.12 TRADITIONAL VS FLIPPED MODEL

The definition of traditional classroom setting has different meanings in the education system from one period to another. Therefore, the researcher needs to define the notion of traditional classroom instruction so that it can be distinguished from other classroom instructions that are more recent, like flipped classroom instruction.

A standard definition to describe the meaning of 'traditional' is a teaching and learning model by giving assignments to students referring to the existing reading textbook and then giving a set of problems to be done outside the classroom, listening to the teacher's explanation in the form of lectures, and lastly doing tests in class (Nwosisi et al., 2016). In the traditional learning model, teachers use direct instruction, whole-class teaching, and the lecture method in the classroom. The teacher starts teaching by reviewing the previous lesson and checking the student's homework. After that, the teacher begins to deliver new material with the lecture system accompanied by several examples while students listen and do the exercises given during class. In addition, in delivering learning materials in the teacher-centred instruction model, the students are focused on rote learning and memorizing some basic facts. The teachers rigidly present teaching material using standard methods by referring to textbook guidelines and all-purpose exam evaluation schemes (Vaiyavutjamai & Clements, 2006).

It is commonly said that traditional teaching instruction is analogous to 'spoon-fed' teaching models and 'chalk and talk' classes. Lave (1988) argued that the traditional teaching model is learning-centred on teachers, passive students, and repeated lessons in the classroom. While outside the classroom, students learn independently, repeat practice, and do problem-solving homework. Au Yeung (2015) figured out the characteristics of traditional model and flipped classroom activities inside and outside the classroom, as presented in Figure 2.4.

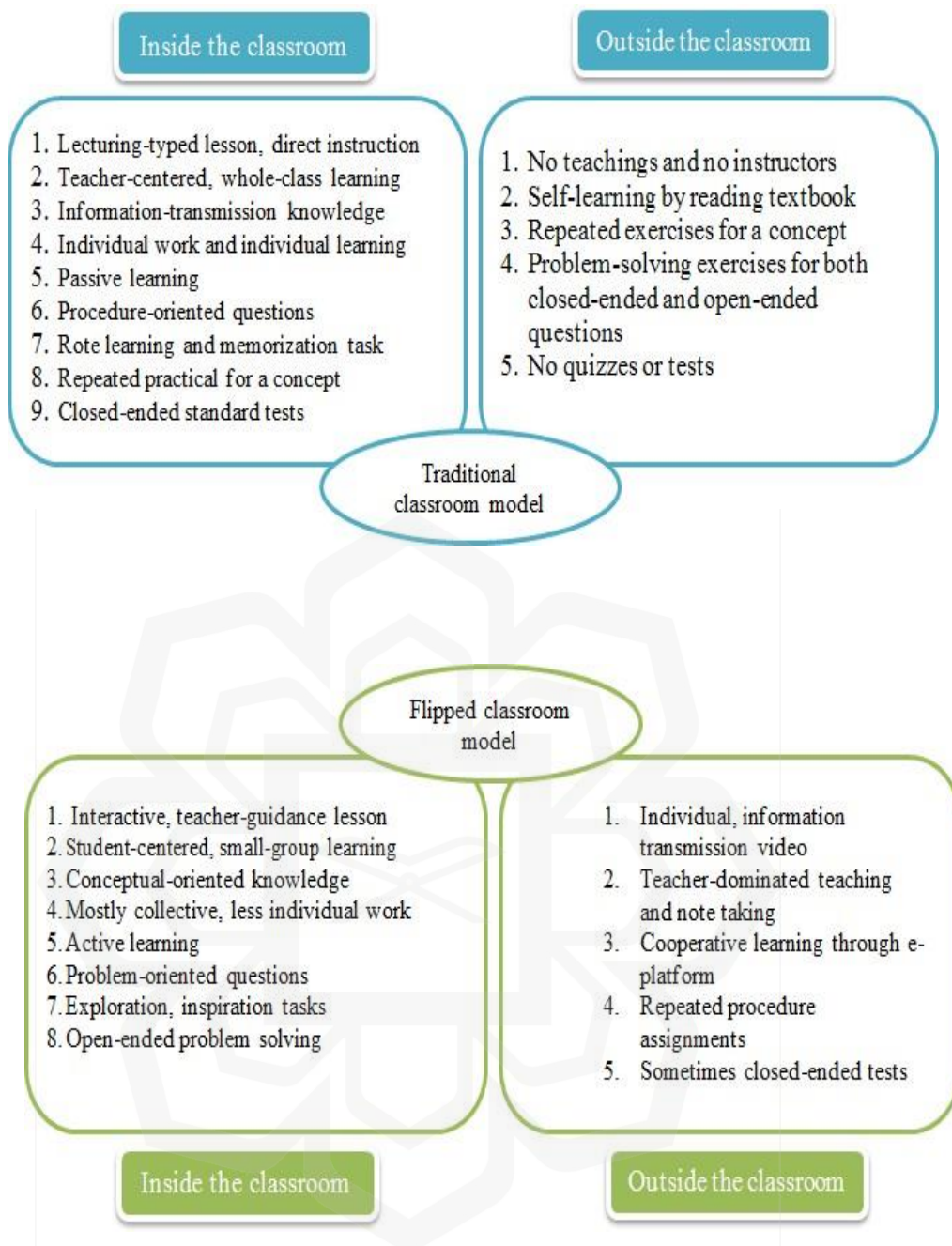


Figure 2.4 Activities in the Traditional Classroom vs Flipped Classroom Model

In contrast to the traditional model, Flipped Classroom (FC) instruction is a learning approach where the learning process carried out in class is done at home, and homework that is typically done at home is now done in the classroom. In the flipped instruction model, students learn new material by watching videos prepared and given

online by the instructor. Students study online material independently at home and then discuss it in groups in class. This learning model is not just learning through video. Still, students should maximize time in class together with other students to be engaged and be actively involved in discussing material through meaningful discussions (Bergmann & Sams, 2012; Lage et al., 2000).

However, flipping the class does not merely rearrange learning activities from inside to outside class and vice versa. This definition needs to be narrower to judge the effectiveness of applying FC instruction. Bishop and Verleger (2013) explained the two stages of outside and inside the classroom: interactive group learning activities in class and computer-based individual learning activities outside the classroom. They further describe that while activities in the classroom are interactive and student-centred, lessons conducted outside the classroom are unique because online students interact with fellow students and teachers at home. They can use online platforms such as Zoom, podcasts, and Google Classroom to continue discussions with their classmates at home. Furthermore, Abeysekera and Dawson (2015) proposed that the application of FC instruction consisted of three aspects, namely active learning activities inside the classroom; most of the transferring knowledge processes are moved outside the classroom, and students should be able to take advantage of all learning activities in a class by completing pre and post-class activities.

Traditional and flipped classroom instruction differ in teaching methods, learning models, and learning material. These teaching instruction models also differ in learning activities outside the classroom, such as preparing teaching materials for the next lesson and how to assign and do homework. The study of traditional classroom instruction (Huitt, 2003) is generally restricted to the experimental environment in the classroom. Still, with technological advances and the development of information, research focuses on the instruction model in the classroom. It examines learning activities outside the classroom, like the use of time in class and increased learning and teaching.

2.13 FLIPPED CLASSROOM IMPLEMENTATION

To apply FC in class, instructors need to pay attention to some of the steps described by Sam and Bergmann (2012) which are as follows:

1. Ensure students are technology literate and teach them how to watch and interact via video online. The initial step in implementing flipped learning is to teach students how to open videos. This is like teaching students to read textbooks, as is done in traditional classes. An instructor could start with a simulation, watch a video lesson in the classroom, teach how to repeat and stop the video and record some crucial points in the learning video.
2. Tell students about the material that needs to be learned at the next meeting. Because the FC approach is about teaching materials studied at home, it is necessary to direct students to review the video at home. The videos could be existing videos appropriate to the learning topic or videos created and tailored to the student's needs.
3. Students are directed to prepare questions. This is a strategy to find out that students have learned video material at home and understand the material that has been given. Each student is directed to ask one question to be addressed during the teaching and learning process in the class. From each of these questions, an active discussion will occur so that all students are engaged in the learning process in the classroom.
4. The instructor gives individual and group assignments. By working on tasks individually and in groups, students will understand the content of the subject matter. The instructor is a facilitator who pays attention to students struggling to understand the task.
5. Directing students to help each other to cover up the weaknesses of other students. Because this flipped learning model is student-centred, students should help each other and work on problem-solving in every problem or issue that arises in an active classroom. The teacher's presence in the class is as a facilitator and supervisor who always oversees every student activity.

6. Summarize each learning topic done independently and in groups discussed in class through group discussion. Teachers and students are actively involved in concluding each learning topic. Besides, the teacher also directs students to note what has been discussed.

2.14 COMPONENTS OF A FLIPPED CLASSROOM

FC involves innovative teaching methods in conveying learning content. This includes changing the way of teaching in the classroom from lectures to online learning outside the classroom through open access to online materials. The FC instructional model includes inverting classes, places, and ways learning content is delivered. Therefore, homework and assignments usually done at home are now done at school (Lage et al., 2000).

Meanwhile, pre-class activities are also included in FC learning activities. Assignments given in pre-class help teachers save time in one-on-one interactions with individual students and make students more engaged (Roehl et al., 2013; White et al., 2017). In-class active learning activities also maximize teacher and student time in group work and interactions between teacher and student. Students can ask questions and answer about the material being discussed (Senske, 2017). The learning activities in FC include teaching that involves student-centred teaching to improve thinking abilities such as critical thinking, creative thinking, analytical, and problem-solving skills. Students then apply this high level of thinking in meaningful, independent, and reflective learning to increase positive attitudes and motivation. Figure 2.5 illustrates the three key components of the flipped classroom: pre-class, in-class, and post-class activities. Each component plays a distinct and complementary role in the overall learning process, ensuring that students are actively involved in their education at every stage.

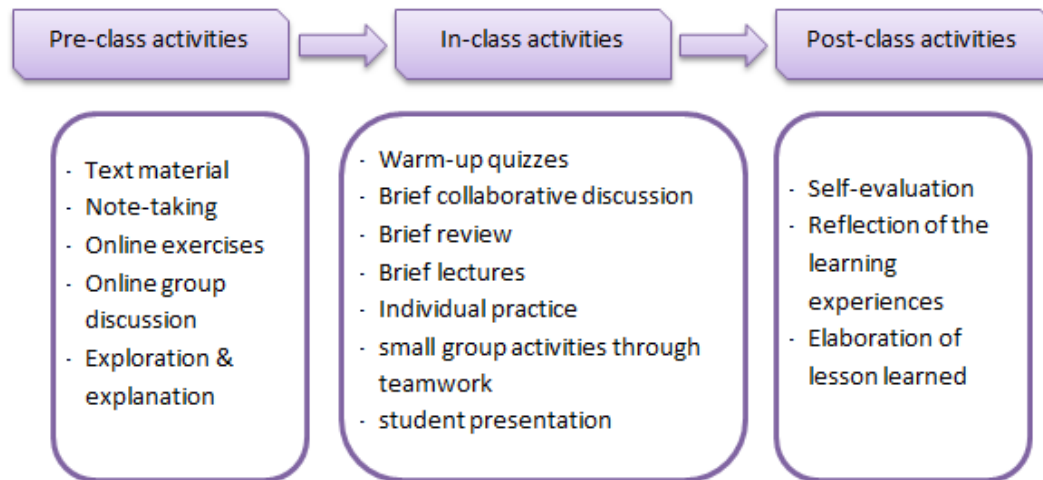


Figure 2.5 Component of the Flipped Classroom

2.15 ADVANTAGES OF FLIPPED LEARNING

According to Bennett et al. (2011), the advantage of FC is that it enables students to develop autonomous learning, flexible learning schedules tailored to their own pace, and online learning. Because the material taught can be studied online at home, students can determine their time allocation, whether they want to take a large portion of time or a little to get information. This is very useful for students who are slow in writing or note-taking and extremely valuable for student who needs repeated explanation. In the flipped classroom teaching method, the material is given online before class begins, students have plenty of time to study at home before the teacher presents in class. This situation makes the student more independent and helps them learn and understand the lesson easily in a comfortable atmosphere. Besides that, in FC, the teacher only discusses the problems students get when studying independently at home so that students get the teacher's full attention. Ultimately, students engage in independent study at home, supplementing their learning by sharing content through videos and websites. This departure from traditional settings, where learning primarily occurs through the whiteboard, reflects a more dynamic and diversified approach to education. Another benefit of Flipped learning is that students can spend time in class by actively interacting and engaging with lessons and other students.

On one other benefit of flipped learning, Bergmann and Sams (2012) remarked that one of the greatest benefits of flipping is that overall interaction increases: Teacher to student and student to student. Since the role of the teacher has changed from presenter of content to learning coach, we spend our time talking to kids. We are answering questions, working with small groups, and guiding the learning of each student individually (p. 27).

Bennett et al. (2011) also suggested some benefits of FC found on the instructor's side. Among its advantages is that learning is more effective because the material that is presented in videos can be used for other classes. In terms of time, the teacher saves more time because it only explains materials that students consider problematic. Furthermore, teachers are more motivated to prepare online learning content in videos, websites, or mobile applications, and learning models are well-planned and organized. Finally, teachers become more creative in designing learning materials using technological developments so that it is easier for students to understand. Active communication between the teacher and students is established because classroom learning is done more by discussion and problem-solving activities.

Natalie (2012) argued that FC enhances learning time in class and makes classes more interesting because students are taught with hybrid or blended concepts that combine face-to-face with online. The FC model of instruction is an innovative learning approach that has been proven to be able to improve achievement, increase student motivation levels, engage students more in classes that lead to improvement of learning experiences, improve autonomous learning, and develop more positive attitudes (Alsowat, 2016; Hung, 2015; Kvashnina & Martynko, 2016; Memler, 2017; Salem, 2018).

2.16 LIMITATIONS OF FLIPPED LEARNING

Like other language teaching methods, FC also has some limitations. Among the weaknesses Berret (2012) mentioned is the availability of technological devices. Instructors, students or educational institutions must be equipped with technology and information equipment such as laptops, computers, and adequate internet connections

at home and on campus. Besides, not all students are accustomed to and are comfortable in learning using computers. At the same time, the FC method requires students to be always connected to the internet and use technological devices such as computers or laptops (Tran & Nguyen, 2018). The subsequent weakness is student motivation. Some students are not accustomed to doing independent study at home. Moreover, they must learn the material the teacher has not taught in class. Students received lessons and explanations from their teacher before doing independent learning at home, such as doing homework like in a traditional classroom (Weng & Chen, 2018). Finally, instructors who are not proficient in technology will take time to prepare materials in online videos.

Arifani et al. (2020), elaborated on these limitations. One potential cause is the limitation inherent in the traditional flipped classroom model, particularly concerning out-of-class discussions and task activities. These limitations can hinder student engagement and the effectiveness of collaborative learning outside the classroom. Zwaagstra (2013) argued that relying solely on technological sophistication is insufficient to guarantee learning effectiveness. Moreover, FC instructions are implemented in high schools that cover many subjects. Utilizing the FC method across multiple classes can cause confusion and complexity for both teachers and students, as they must prepare and watch numerous videos. Bergmann al. (2011) explained that flipped learning activities aim to promote active learning, such as group discussions and role-play. However, the success of these activities depends heavily on proper implementation and student participation, which can be challenging to achieve consistently.

2.17 STUDIES ON FLIPPED CLASSROOM

FC learning, though not a widely established pedagogical method, has a strong foundation in research on FC instructional design. This research encompasses various areas, including how to implement FC teaching methods in both STEM (Science, Technology, Engineering, and Mathematics) and English for Specific Purposes (ESP) classes.

2.17.1 Studies on Flipped Classroom in ESP Contexts

A study by Asaad and Sharma (2022) discovered that students utilize their leisure time at home to delve further into the subject matter, leverage online resources for additional support, and enrich their vocabulary. Such practices have the potential to augment their overall speaking proficiency. Furthermore, this approach enables students to review their spoken lectures in collaboration with their educators, fostering greater autonomy in their learning journey. Meanwhile, a study conducted by Phoeun and Sengsri (2021) delved into the impact of a flipped classroom approach with an emphasis on Communicative Language Teaching (CLT) in enhancing students' speaking skills within an undergraduate English course. The study aimed to determine whether such an approach could lead to heightened proficiency in spoken language. The findings revealed a noteworthy transformation not only in participants' speaking competence but also in their overall attitude towards learning English. These outcomes distinctly underscored the effectiveness of the flipped instructional method combined with CLT activities, as it significantly bolstered the participants' speaking acumen, thus contributing substantially to improved learning outcomes.

In 2019, Yeşilçınar conducted a study investigating the application of the Flipped Classroom methodology to amplify the speaking abilities of adult learners in the context of English as a Foreign Language (EFL). The research unveiled that incorporating the flipped learning approach yielded notable improvements in speaking proficiency and a surge in learners' motivation and contentment with the Flipped Classroom model. Furthermore, in 2018, Quyen and Loi adopted a quasi-experimental approach encompassing pre- and post-speaking assessments, a comprehensive questionnaire, and semi-structured interviews. Their study aimed to delve into the influence of a flipped classroom framework on the speaking proficiency of EFL (English as a Foreign Language) students. Furthermore, the investigation extended to understanding students' perspectives towards this instructional model. The outcomes underscored the significant enhancement in students' speaking abilities attributed to the flipped classroom approach while concurrently revealing the students' favourable and affirmative attitude towards the model.

Salem (2018) researched Engaging ESP University Students in Flipped Classrooms for the subject of English for Business Purposes. He used the Learning Management System (LMS) in applying the FC. Student activities are divided into three steps: pre-class activities, where students explore and explain the material uploaded in LMS. The second part is in-class activities, and the third is post-class activities. In these two parts, students engage and elaborate on the material that has been learned before entering class. He stated that the FC model could enrich students' in-class performance due to adequate mental preparation before in-class tasks. In traditional classroom settings, students rarely undertake such roles because of the domination of the instructors' roles. In the FC setting, instructors are the lesson planners, the strict classroom managers and the sole knowledge providers (Quyen & Loi, 2018).

Furthermore, Singh et al. (2018) conducted a study to explore the efficacy of the flipped classroom approach in improving the speaking skills of Food and Beverage TVET trainees. This approach addressed the importance of English language proficiency in workplace settings. The study's results indicated that incorporating video-based teaching and learning tools established a favourable environment for trainees within and beyond the classroom. Moreover, the utilization of resources like YouTube videos, guiding students to enact roles based on scenarios provided by their lecturer, emerged as a confidence-building strategy, enhancing their ability to interact effectively with peers. Kadam and Sawant (2020) provided valuable insights following the practical application of modified reciprocal teaching to enhance communication skills. This approach aimed to cultivate proficiency in all fundamental language skills: listening, speaking, reading, and writing. Students' presentation abilities, teamwork, leadership aptitude, and overall communication skills were significantly elevated through a structured integration of modified reciprocal teaching as an active learning method. Reciprocal teaching, tailored for comprehension, was the instructional strategy of choice in this endeavour.

Yang and Chen (2019) conducted an investigative study centred on implementing a flipped classroom within EFL classrooms in China. The primary objective of their research was to discern the perceptions of participating students and teachers concerning the flipped classroom approach. They sought to determine whether

this approach had the potential to enhance student engagement and improve learning outcomes. The study's outcomes revealed a prevailing positivity among participating students toward the flipped classroom approach and a similar sentiment was expressed also by the instructors guiding the flipped classes. Both participating teachers concurred that the flipped classroom method effectively economizes valuable lesson time, allowing for increased focus on student practice and rectifying pronunciation errors during in-class sessions.

A study carried out by Islam et al. (2018) on a comparative study of learning outcomes through FC and Traditional lecture instructions discovered that the success of the FC method relies heavily on the development of existing material sources, how to deliver the materials, assessment methods, and facilities that support the success of teaching using an FC model. In addition, there was a need for proper planning and reliable managerial abilities from the institution. Although the research revealed no different significant outcomes between FC and Traditional instruction, the students showed positive perceptions of the flipping class method.

Zarrinabadi and Ebrahimi (2019) explored peer collaborative dialogue using a flipped classroom method. Students accessed pre-class materials on Telegram: videos, highlighted texts, and topic-related audio. Analyzing discussions from audio recordings, they found that the flipped strategy significantly improved collaborative peer dialogue compared to traditional teaching. Several factors require attention when introducing FC methods in language classes. One of the factors is facilities owned by educational institutions. The success or failure of new approaches like FC is very dependent on the facilities owned, such as solid internet connection, classrooms equipped with overhead projectors, unique rooms for instructors to record materials before being distributed to students, and a qualified IT team in the field of IT technology (Villalba et al., 2018). Another factor that supports the success of the flipped classroom method is the change in mindset from the level of managers to the instructors or faculty members. They should understand that the advancement of IT is not an obstacle but a tool that can help instructors deliver teaching materials (Islam et al., 2018).

Furthermore, a study exploring students' competence, autonomy and relatedness in the FC pedagogical model done by Zainuddin and Perera (2019) revealed that the FC

models have succeeded in terms of building a basic psychological need for self-determination theory, namely competence, autonomy and its relevance in the flipped classroom model. Besides that, these studies found that students in the FC model environment were more reliable in doing online tasks and activities and could maintain their learning outcomes. The practice of teaching using flipped classroom techniques also had a positive influence on students' intrinsic motivation. At the same time, the qualitative findings from interviews with students stated that students were motivated by video recordings from instructors that contained teaching materials, independent learning environments, active roles in class activities, and interaction with peers.

Another similar research on Teaching and Learning English was done by Santikarn and Wichadee (2018). The study focused on learning performance and perceptions towards FC, which was adopted in an English course as a pilot project in a private university. This study revealed that the students' results showed higher scores after they learned English using FC techniques. Besides that, the results of this study indicate that the students were satisfied with the delivery of material through videos and Edmodo. Students claimed that they become more responsible individuals after being involved in the flipped model in the classroom. In addition, the perception of student autonomy was higher than before being taught using the FC approach. When students were learning in the classroom, they could make their own decisions in learning by following their own pace and had more chances to manage their learning.

Furthermore, the research conducted by Hew and Lo (2018) expanded this concept by revealing that the flipped classroom approach effectively accommodated diverse learning preferences. In addition to promoting engagement, this approach aligned with various ways students grasped and processed information. The flipped classroom method resonated with a broader range of learning styles by allowing students to interact with pre-class materials at their own pace and utilizing in-class time for collaborative activities. This adaptability contributed to heightened student engagement, making the learning experience more inclusive and effective.

A study conducted by Prasetya (2021) delved into exploring Learning Management Systems (LMS), specifically Moodle and Google Classroom, within the context of English instruction at the tertiary level. The examination revealed that both

platforms exhibited suitability for electronic assessment and accessible feedback provisions. Notably, Google Classroom emerged as the more straightforward choice for integrating feedback, while Moodle showcased a heightened degree of adaptability. The study participants acknowledged the merits of both platforms, underscoring their capacity to elevate the pedagogical landscape of English education in higher academia. While Google Classroom boasted user-friendly attributes and streamlined feedback mechanisms, Moodle excelled in affording a broader spectrum of functionalities. This included a more extensive array of options for versatile feedback delivery.

From various explanations and research on the FC, it can be implied that teaching and learning English is not limited by space and time. Instructors can teach the students wherever they are. An instructor starts creating materials in videos before the class begins and distributes them to students. Students learn and understand the content of the videos before class starts. Students perform various activities like discussions and do exercises and quizzes guided by lecturers to strengthen their understanding. The flipped classroom is an alternative method to replace the traditional teaching model. In flipped instructional settings, digital technology could be incorporated into lessons, bringing different nuances to learning outside and inside the classroom.

One potential gap in the literature that led to the current study in the flipped classroom is the need for empirical evidence of its effectiveness in different educational settings and disciplines. While many studies have reported positive outcomes associated with the flipped classroom, there is still a need for more rigorous research that examines its impact across diverse educational contexts. Another gap is the exploration of the factors that influence the successful implementation of the flipped classroom. Understanding the facilitators and barriers to adopt this approach can help educators and policymakers make informed decisions and provide appropriate support for its implementation.

Additionally, the role of technology in supporting the flipped classroom is an area that requires further investigation. With the increasing availability of online platforms, educational apps, and tools, it is important to examine how these technologies can enhance the flipped classroom experience and contribute to improved learning outcomes. Furthermore, there is a need for research that explores the

perspectives and experiences of both teachers and students regarding the flipped classroom. Investigating their attitudes, motivations, and challenges can provide valuable insights into the implementation process and potential areas for improvement.

Lastly, while many studies have focused on the flipped classroom's academic outcomes, research is needed to investigate its impact on other important aspects of education, such as student engagement, critical thinking skills, and metacognitive abilities. Understanding the holistic effects of the flipped classroom can provide a more comprehensive understanding of its benefits and limitations. Overall, the current study on the flipped classroom aims to address these gaps in the literature by providing empirical evidence of its effectiveness, exploring the factors influencing its implementation, examining the role of technology, investigating the perspectives of teachers and students, and assessing its impact on various educational outcomes.

2.18 SPEAKING SKILLS

Speaking is more than just producing and saying words. Speaking is a productive, interactive process involving receiving, constructing, and conveying meaning in spoken words (Hinkel, 2021). According to Brown and Yule (1983), speaking is categorized into two functions: the transactional function, which focuses on delivering information, and the interactional function, which focuses on maintaining social relationships between people. This shows that the ability to speak is an important communication skill not only for conveying information or ideas but also for maintaining social relations with others. A good speaker should use effective, precise, and accurate language in communicating his needs to his/her audience (Namaziandost & Nasri, 2019).

According to Brown (2001), the sub-skills of speaking skills include speaking using correct pronunciation, speaking fluently without using too many pauses, using proper grammar, being able to convey what you want to say correctly without making listeners confused or misunderstood, using appropriate conjunctions to share the idea, and speaking according to the right situation and conditions with whom to speak and in what context. These sub-skills need to be taught to English students to properly convey

messages through verbal communication without causing misunderstandings or communication breakdowns. In the field of Applied Linguistics, speaking can be understood through distinct lenses: firstly, as a social and context-dependent activity, and secondly, as a form of interaction (Azadi et al., 2018). This revision clarifies that speaking is viewed in terms of its social dynamics and the specific situations in which it occurs, emphasizing its dual nature as both a communicative act influenced by social factors and an interactive process involving participants.

Speaking as a skill is divided into two types of motor-perceptive skills and interaction skills. Perceptual-motor skills include understanding, remembering, and articulating the correct sequence of sounds and language structures. These are referred to as 'context-free' types of skills. Meanwhile, interaction skills relate to using knowledge and basic motor-perceptive skills to communicate successfully. More specifically, it is concerned with making decisions about what to say and how to say it according to the evolving context of the conversation (Bygate, 1987; Levelt, 1989).

2.19 CONCEPTUAL FRAMEWORK

This research is supported by conceptual analysis. Every study must have a conceptual framework. According to Sinclair (2007), the conceptual framework is a road map directing the researcher's research. When conducting any research, it is essential to refer to the theories that underpin the knowledge base of the phenomena to be studied, in this case, flipped classrooms. The following diagram helps capture the core of this research's conceptual framework.

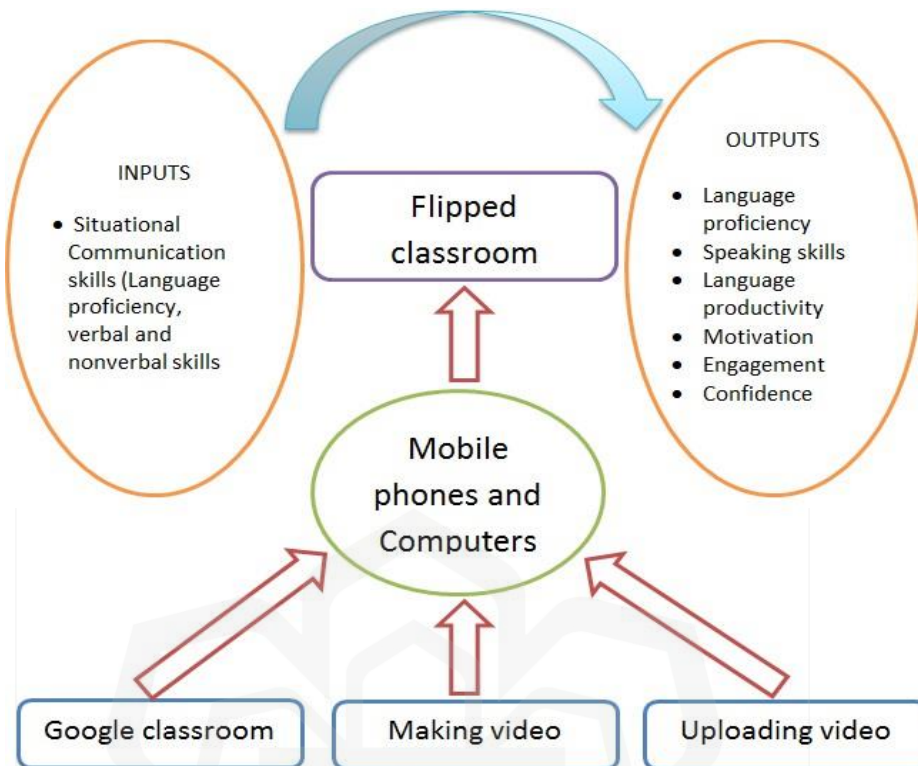


Figure 2.6 Core of Conceptual Framework of this Study

The diagram above shows three essential elements in the conceptual framework. They are inputs, processes, and outputs. The inputs refer to the communication skills, covering language proficiency, verbal skills, and nonverbal skills that the students should have. Speaking skills are expected to increase when they are involved in flipped classroom activities, which offer a pleasant, prosperous and non-threatening environment for them to interact in English in the classroom activities. The researcher measures the output of this research based on qualitative findings in the form of language proficiency, speaking skills, language, motivation, and confidence.

Furthermore, the inputs, processes, and outputs are guided by three major theories in this study. Vygotsky's social constructivism theory, Bandura's Social Learning Theory, and schema theory are the theories. Vygotsky's social constructivism theory is grounded in the ideas of constructivism due to the use of the flipped model,

where the students are engaged in active learning. Constructivism is the idea that learning should be a dynamic process in which the learner constructs rather than acquires knowledge. Instructors are the facilitators of this construction of knowledge (Neo et al., 2009). Bandura's Social Learning Theory is the second theory that will support this study. The ground of the Social Learning Theory is that people learn by observing new information and new behaviours from others. Bandura believes that students observe others, create ideas about new behaviour, and then copy the code information into action. Observational learning systems - also called modelling - can be applied to explain the backgrounds of different students. Bandura's Social Learning Theory explains cognitive, environmental, and behavioural influences on human behaviour (Bandura, 1977). Another theory that will support this study is a theory supporting pre-class instruction called schema theory. Linguists, cognitive psychologists, and psycholinguistics have used the concept of a schema to understand the interaction of critical factors that influence understanding. Schema theory has been introduced to explain some benefits of offloading teaching and learning materials provided to learners outside the classroom before classes begin.

2.20 CHAPTER SUMMARY

In the course of this chapter, a thorough exploration was described, delving into the theoretical framework and existing literature pertaining to the application of the flipped classroom model in the realm of teaching English for Specific Purposes. Theories of Second Language Acquisition—namely, Vygotsky's Social Constructivism, Bandura's Social Learning, and Schema Theory—were presented and expounded upon, providing a vigorous foundation for the subsequent discussions. Furthermore, the chapter embarks on a comprehensive review of English for Specific Purposes (ESP), tracing its evolution and contextualizing it within the broader spectrum of educational practices. The historical path of the flipped classroom model is traced, accompanied by an insightful examination of pertinent studies that have contributed to its development and understanding. A nuanced synthesis of previous research was provided, encompassing investigations into the application of the flipped classroom model within the specific context of English for Specific Purposes, as well as its implementation in diverse

educational settings. The inclusion of studies from varied contexts enriches the discourse, offering a holistic perspective on the efficacy and adaptability of the flipped classroom approach.



CHAPTER THREE

METHODOLOGY

3.1 INTRODUCTION

This chapter discusses the methodological aspects of this study. It specifically examines the research framework, research treatment, participants, data collection framework, research setting and sampling, research instruments and procedures, and data analysis. Each aspect provides descriptive explanations and reasons that support the methodological procedures.

3.2 RESEARCH FRAMEWORK

This research employs both quantitative and descriptive qualitative designs to investigate the impact of the Flipped Classroom (FC) method on teaching English for Specific Purposes (ESP), specifically focusing on students' speaking skills. In addition to evaluating the effectiveness of the FC method, the study aims to explore students' perceptions of ESP instruction using this method, including any changes in their communication skills after participating in the flipped classroom approach. Importantly, the research also includes insights from ESP lecturers who are experienced in teaching English using the FC method, providing a comprehensive view of the instructional strategy from both student and teacher perspectives.

In the quantitative method section, the researcher employed a quasi-experiment to investigate students' speaking improvement and administered a questionnaire to determine students' perceptions. Meanwhile, under the qualitative method, the researcher conducted interviews to investigate the significant changes in students' communication. The participants were divided into two groups: the experimental and the control groups. Each group was administered a pretest of speaking skills, performing a situational conversation to measure students' speaking skills before the intervention. A posttest with the same test was carried out on the experimental and control groups at the end, to measure the differences between the two groups after the ESP learning process using the FC method was conducted. Meanwhile, the questionnaire was only

given to the experimental group to assess students' engagement before and after the intervention.

Figure 3.1 illustrates the comparison between the control and experimental groups, highlighting the outcomes of the ESP learning process using the FC method.

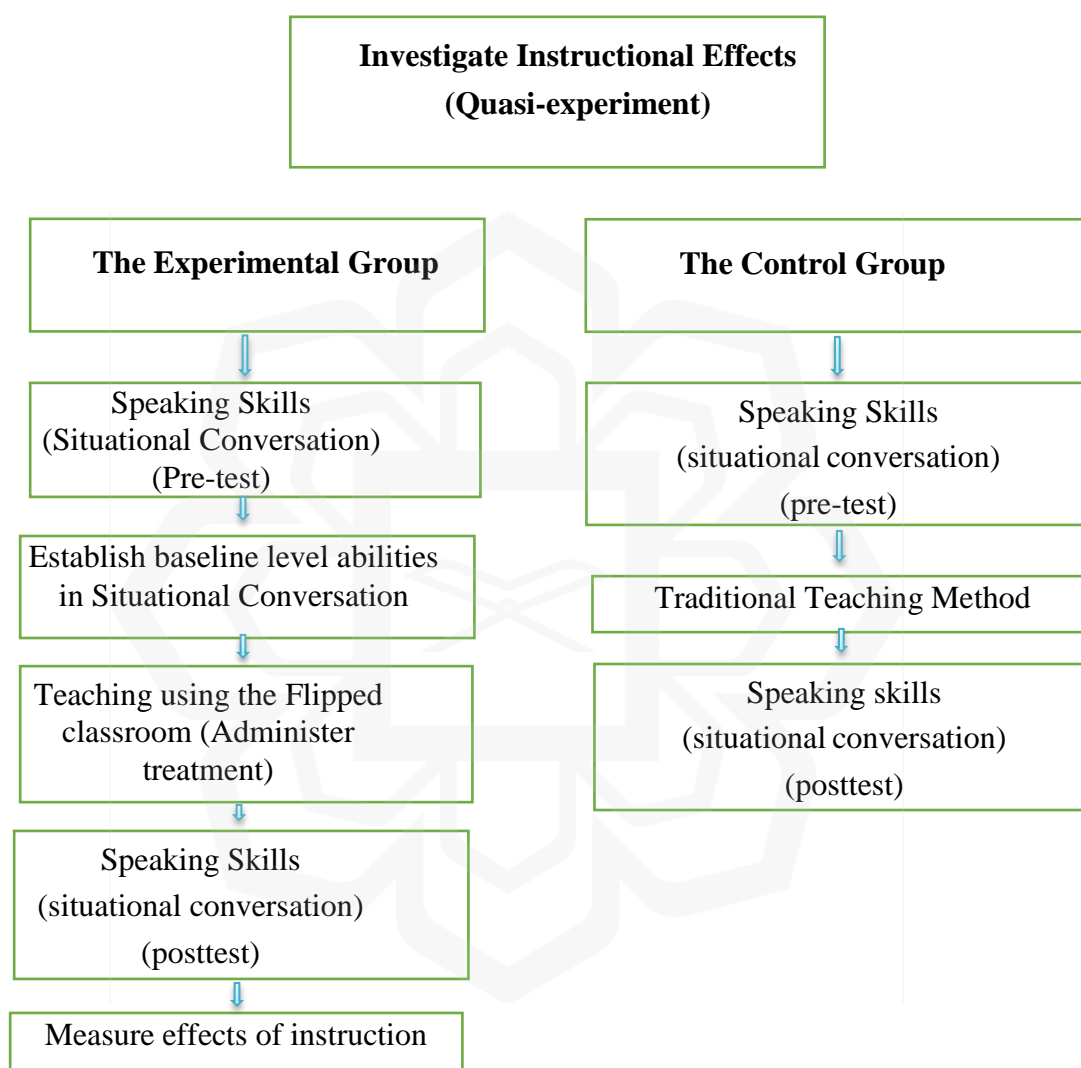


Figure 3.1 The Comparison between the Control and Experimental Group for the FC Intervention

3.2.1 Quantitative and Descriptive Qualitative

This research employs quantitative and descriptive qualitative designs to investigate the FC method used in teaching English for Specific Purposes. Quantitative research is

defined as research studies involving collecting numerical data, showing the relationship between theory and research as deductive and predictive approaches, and having an objective conception of social reality (Bryman, 2012). Meanwhile, a descriptive qualitative design is a research approach that aims to provide a detailed, in-depth understanding of a particular phenomenon or experience. It involves collecting rich, non-numerical data to describe and interpret the meaning of the subject of study. Descriptive qualitative research is often used when little is known about a topic or when researchers want to explore a complex phenomenon from the participants' perspective (Fraenkel & Wallen, 2012). The qualitative analysis of this research heavily depends on the description, which is obtained from interviews.

As this study involves a learning process and learning engagement which requires students to solve a problem, i.e., constructing and developing situational conversation or dialogue in a pharmacy setting, the qualitative approach is appropriate to observe the whole process holistically. Each respondent would have a role to play, and each would have to dramatize a situational conversation by referring to the teaching materials given before.

3.2.2 Quasi-experiment Research Design

This study also employs a quasi-experiment research design, which aims to predict and explain things that happen or will happen between certain variables through efforts to manipulate or control variables to find relationships, influences, or differences in one or more variables (Danim, 2013). The quasi-experimental design is an experimental research design carried out under conditions that do not allow controlling or manipulating all relevant variables. Quasi Experiment is part of experimental research, which differs from a true experiment. The fundamental difference between these two types of experiments is that true experiments control all the desired variables. In contrast, for quasi-experimental research, the researcher cannot control all the variables influencing them (Bungin, 2005).

Yusuf (2014) categorized quasi-experimental research designs into three often used designs: the equivalent time series samples design, the non-equivalent group design, and the time series experiment design. In the equivalent time series samples

design, the treatment is introduced once and repeatedly interspersed with periods not given treatment.

Meanwhile, in the non-equivalent group design, the researcher used a pretest before treatment for the experimental and control groups (O1, O3), where the pretest results were used to determine changes. In addition, this design can also minimize or reduce selection bias. Furthermore, a posttest was given at the end of the intervention to find out how far the change is due to the treatment (X). It aimed to see the difference in scores before and after being given treatment. The O2 - O1 process was carried out to determine the difference, while for the control group, O4 - O3. The difference in O2 and O4 will give a better picture of the effect of treatment X after considering the difference in O3 and O1.

Diagrams as follows:

O1 ————X———— O2

O3 ———— ————— O4

X = Treatment

O1, O2, O3, and O4 = test (O1, and O3 as pretest and O2, and O4 as posttest)

In the time series experiment design, the researcher carries out several observations or conducts a test on the subject before the intervention was carried out to find out the group's tendency. After treatment was given, the experiment was continued with repeated observations several times using the same instrument. The distance from the first observation to the next time must be equal. In the following diagram, the research design illustrates that the interval between each observation must remain consistent.

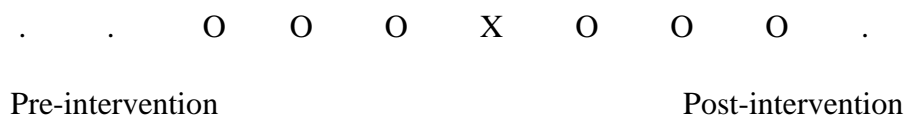
O1 O2 O3 O1 X O5 O6 O7 O8

X = Intervention

O1, O2, O3, O4, O5, O6, O7, and O8 = test

For this study, the third type of quasi-experimental time-series design was used to analyze the flipped classroom method's impact on teaching English for Specific Purposes (ESP). Initially, this design was introduced by Campbell and Stanley (1963)

as "a tool for assessing the impact of discrete interventions on social processes" (as cited in McDowall et al., 1980, p. 10). Based on Campbell and Stanley's ideas, the experiment can be conventionally described as follows:



The diagram above explains that 'O' refers to observing one or more dependent variables, while 'X' represents the intervention action. Glass et al. (2008) revealed that the above diagram is the most basic time-series experimental design. This experimental design divides observations into two stages, namely the pre-intervention and post-intervention stages.

3.2.3 The Rationale for Research Design: Quasi Experiment and Qualitative Descriptive

This research uses a mixed quantitative and descriptive qualitative method to study the effects of the FC instructional model. The quantitative method analyses quasi-experiment findings and describes the frequencies and percentages of respondents' responses through questionnaires. A quasi-experiment was administered to investigate the flipped classroom method's effects on teaching English for Specific Purposes (ESP). A quasi-experimental design was used because randomization in selecting respondents was not possible (Chua, 2006). The Non-Randomized Control Group Pretest-Posttest Design can be seen in Figure 3.2.

Pre		Treatment	Post
Experiment	T1	X	T2
Control	T1 ¹	-	T2 ¹

Figure 3.2 Non-Randomized Control Group Pretest-Posttest Design

Source: (Maksum, 2012)

T1 = pre-test of situational conversation given to the experimental group.

T2 = post-test of situational conversation given to the experimental group.

X = the treatment given to the experimental group. The use of flipped classroom method.

T11 = pre-test situational conversation given to the control group.

T21 = post-test situational conversation given to the control group.

- = there was no treatment with the flip classroom method during the intervention process in the control group.

According to Bogdan and Biklen (2003), qualitative research is descriptive in nature, where the data collected is always in the form of words or pictures, not numbers. Qualitative-descriptive views a problem or phenomenon from a naturalistic perspective (Sandelowski, 2000), which can be in place/space, atmosphere, environment, organization, culture, time, etc. Qualitative-descriptive is built based on the general premise developed by constructivists; its interpretation is based on the participant's point of view. According to what it is, there is no determination of variables and no commitment to a particular theory in viewing the target phenomenon. Typically, this design is intended to understand phenomena whose meaning, and form still need to be clarified and cannot be approached using quantification. Due to its innate nature, this natural setting is very complex, dynamic, and multifaceted. That is why the Qualitative-descriptive design must also be constrained by context and time-bound. It is agreed that the Qualitative-descriptive design is essential and appropriate to use when research questions that focus on what, who and where relates to events or experiences of informants about a phenomenon whose presence is not widely understood (poorly understood) or has not been revealed (Suardi, 2017).

3.2.4 Internal Validity

A study using a quasi-experimental design needs to consider the possible threats that could disrupt the instructional effect. Referring to Campbell and Stanley (1966) and Fraenkel and Wallen (2012), Table 3.1 discusses internal validity threats that may

confound the effect on the dependent variable in a quasi-experiment. In this section, the researcher describes several possibilities that can lead to internal validity threats. The researcher also presents the actions taken to control these possible threats.

Table 3.1 Internal Validity Threats and Measures to Control

No.	Sources of Invalidity	Definitions	Measures to Control Possible Threats
1	History	Unrelated Events that may affect the subject responses occurring between the 1st and the 2nd measurements in addition to the experimental variable.	No such incident occurred during the study. Students carried out the same activities on a tight schedule, so there was little room for variation.
2	Maturation	Research results vary due to the natural passage of time.	Respondents in the treatment group received the same treatment. The treatment schedule was carried out on the same day, time, and place with the same teaching material from the beginning to the end of the intervention.
3	Testing	The effects of the test on the score of the second test.	A pretest was essential because

			<p>the results were needed to ensure</p> <p>Sample equality and as a covariant when ANCOVA is applied. The effect of the pretest needs to be minimized because it was implicit</p>
4	Statistical Regression	<p>Statistical tendency where the group who scored extremely high or low on test scores closer to the mean on subsequent testing.</p>	<p>The selection of respondents was not based on the student who got the highest score. Respondents were selected based on their English proficiency level. Before the treatment starts, a general English test was given to ensure that their English proficiency levels were, on average, the same.</p>
5	Experimental Mortality	<p>The loss of some respondents from the comparison groups.</p>	<p>Mortality did not occur.</p>
6	Selection of Subject	<p>Respondents for the comparison groups</p>	<p>Respondents were selected from the</p>

			same major
7	Instrumentation or Instrument Decay	Instruments may allow for different interpretations, or lengthy scoring procedures may impact factors external to the scorer. Unexpected impacts from scorers can cause changes in the measurement.	The test scores were rated by two raters who were given ample time to complete the rating.
8	Interaction of selection and other threats	Maturation interactions can lead to confusing results. Interaction of different variables can be misinterpreted as the effect of experimental variables.	Ensure that the instructor who taught each group was the same so that the material taught, and the exercises given were uniform.
9	Attitudinal or subject effect (John Henry effect)	The attitude and perspective of the respondents towards a study can be a threat to internal validity. Like the example that happened to John Henry.	Informing students that they are respondents in this study. It is crucial to build a positive attitude to minimize the attitudinal effect.

There are at least nine possible cases that can threaten internal validity. In the context of historical research, no anticipated or unforeseen events are likely to introduce historical threats. In contrast, other conceivable factors that may undermine internal validity encompass maturation, testing, regression, mortality, selection, and

instrumentation. The researcher controlled them in various ways within the static group design. Interactions of selection with other threats and attitudinal effects are also managed to maintain internal validity.

3.3 POPULATION AND SAMPLING

The purposeful sampling technique is commonly applied in quasi-experiment and qualitative research designs. In quasi-experimental research, a researcher uses purposive sampling by selecting respondents who are accessible to him. The purposeful sampling technique is also used in qualitative research to effectively identify and select various information with limited resources (Patton, 2002). The selection of respondents in this study was not made by random sampling because it was easy to implement for a small population and was based on its accessibility. A sampling technique that uses a selected sample was based on the researcher's subjectivity.

Qualitative research attempts to understand a phenomenon from the participants' perspective (Idrus, 2012). This concerns Research Question 3 of the current study. Furthermore, Miles and Huberman (1994) said that this sampling method would be even more effective when the sample to be selected is extensive. In the sample selection stage, a researcher identifies and designates a group or individual considered to understand and experience a phenomenon being studied (Cresswell & Clarks, 2011). Besides knowledge and experience, it was essential that participants were available and willing to participate and contribute as well as communicate their opinions and experiences expressively, reflectively, and clearly (Bernard, 2002; Spradley, 1979).

The sampling strategy adopted in this study was convenient sampling because the selection of samples was fast and convenient (Patton, 2002). In convenience sampling, the researcher chooses respondents in whole or in part according to the researcher's convenience (Bryman, 2004). This was done because the sample was available and easily accessed by the researcher. Furthermore, Miles and Huberman (1994) also stated that convenience sampling provides essential information when there are limitations in ensuring that the selected sample represents several more prominent groups in the population.

A purposeful sampling for this research consisted of 60 students from the Department of Pharmacy, UTA 45 Jakarta. At the time of the research, they were in

semester 3. The samples were divided into two groups: control and experiment. The experiment group experienced English for pharmacy classes using the flipped classroom method for approximately fifteen weeks. At the end of the class, they took a posttest with the same set of questions taken in the pretest. In addition to the pretest and posttest, the experiment group responded to the questionnaire and interview sessions. This study builds upon and integrates data from lecturers to enhance its insights. By incorporating both student and teacher perspectives, the research provides a more comprehensive and balanced overview of the findings and contributions, ensuring an accurate representation of the full scope of the study. The questionnaires, theme interview questions and pretest question papers are appended in appendices.

The researcher focused on students from Universitas 17 Agustus 45, Jakarta. The students majored in pharmacy. This higher institution was selected because it met the criteria that reflected this study, where the institution teaches English for Specific Purposes (ESP). Students were divided into several classes and grouped by faculty and majors. Pharmacy students studied English for Pharmacy, engineering students studied English for Engineering, and law students learned English for Law. Furthermore, the researcher brought significant expertise to this study, having served as an educator within the campus for multiple years. This experience provides a comprehensive understanding of the English teaching and learning processes, particularly the employed teaching materials and methodologies. To ensure the research's rigour, the researcher collaborated with a program coordinator to select a specific class, carefully chosen from the existing intermediate classes, comprising 30 students. These students were subsequently divided into six distinct groups, each consisting of five individuals, fostering an environment conducive to group discussions, role-playing exercises, and the creation of conversational video content. The outcomes of meticulous class observations, coupled with in-depth interviews, affirm the suitability of this chosen class as a prime candidate in investigating the application of the flipped classroom methodology in ESP (English for Specific Purposes) instruction.

The participants were semester three students studying English at an intermediate level. For them, English is a foreign language that they have learned since kindergarten. At UTA 45, English is a prerequisite for passing a bachelor's degree program, which takes four years or eight semesters. All students from all faculties and departments must attend an English program managed by an institution at UTA 45

called the UTA 45 English Center. All students must pass four English language programs ranging from beginner, elementary, pre-intermediate, and intermediate. Before starting the class, they took an English placement test to gauge their English language skills in general. 30 students were chosen as the respondents of this study. They were students at the intermediate level who had already passed the beginner and pre-intermediate levels. They had studied general English for two semesters using the Interchange book published by Cambridge and compiled by Jack Richard. However, in this study, students learned English for pharmacy using tailor-made materials. Table 3.2 provides a comprehensive overview of the participants involved in this study, including their demographic information and details regarding their English language study.

Table 3.2 Participant Information and English Language Study Details

Participants	Semester	English Level	English Program	English Placement Test	Respondents
Students Enrolled in a 4-year bachelor's degree program at UTA 45	Semester 3	Intermediate/ B1 of CEFR	UTA 45 English Center	Administered	30 students (Intermediate level, passed beginner and pre-intermediate levels)
Students Enrolled in a 4-year bachelor's degree program at UTA 45	Semester 3	Intermediate	UTA 45 English Center	Administered	30 students (Intermediate level, passed beginner and pre-intermediate levels)

The study results are also determined by the sample used as the research object and therefore, has a very significant impact on the outcomes of a study. Cohen et al. (2007) emphasized that in addition to the methodology and instrumentation of research, selecting a sample strategy is an essential part of the quality of research work. Therefore, the chosen participants should be those who could provide information supporting the research process. This sampling technique is commonly called 'purposeful sampling', which this present study adopts. For social research methods, selection and sampling are the processes of selecting objects from people or organizations from the population.

3.4 RESEARCH INSTRUMENTS

The instrument used in this static-group comparison study was situational conversation. The situational conversations conducted with students were designed by the researcher to measure students' speaking proficiency in English. At this stage, students were assigned to practice their speaking skills through situational conversations, which they were required to present in front of the class. Other instruments used in this study were questionnaires and interviews. A close-ended questionnaire was administered to the treatment group after they had finished the ESP class using the FC method. The rating scale consisted of 15 statements divided into three clusters: students' engagement, students' beliefs, and effectiveness of the class time. Each respondent had to choose one of the responses (strongly agree, agree, neutral, disagree, and strongly disagree).

In addition, interviews were used to explore the students' perceived changes in their communication ability after participating in flipped class instruction and to explore teachers' perceptions of the flipped classroom. The following table shows the instrument matrix related to the research question of this study. Table 3.3 provides a detailed matrix that maps out the research questions against the specific instruments used to gather relevant data.

Table 3.3 Matrix of Research Questions and Instruments

Research Questions	Instruments Used	Data analysis
What are the effects of using the FC method on students' speaking skills in an ESP classroom?	Pretest-posttest observation for the quasi- experiment	<ul style="list-style-type: none"> – Exploratory data analysis – Cronbach's Alpha of Reliability Statistics – Levene's Test of Independent Sample Test – Levene's Test of Homogeneity of Variance – Paired samples T-test – Analysis of Covariance (ANCOVA)
How do students perceive flipped Classroom method in ESP class?	Linkert-scale questionnaire	<ul style="list-style-type: none"> – Cronbach Alpha of Reliability Statistics – Descriptive Statistic
What factors affect students' participation and communication delivery in flipped classroom method?	Semi-structured Interview	<ul style="list-style-type: none"> – Analyzing question responses – Describing frequencies and percentages – Themed and coded using ATLAS.ti
What are the teachers' perceptions of the FC method and what challenges do they encounter in its implementation?	Semi-structured Interview	<ul style="list-style-type: none"> – Analyzing question responses – Describing frequencies and percentages – Themed and coded using ATLAS.ti

3.4.1 Pre-test and Post-test

This static-group comparison study utilized pre- and post-tests (see Table 3.4: Scenario of writing conversation scripts and speaking for the test instructions). Students were divided into groups. Each group was instructed to construct a situational conversation in the pharmacy setting for the speaking test. Assessments were based on fluency, spelling and grammar, presentation/memorization, and pronunciation/expression. The pre-test was done to examine the normality between control and treatment groups before treatment, and post-tests were conducted to assess the improvement of students' speaking skills in the ESP classroom after using the FC method for the control and experimental groups after treatment to address the null hypotheses. The post-test was carried out after the treatment on both the experimental and control groups using the same set of questions as the pre-test before the treatment was carried out.

The chosen pretest-post-test design with control and experimental groups, along with specific assessment criteria, allowed the researcher to examine the effectiveness of the FC method in improving students' speaking skills. By comparing the participants' performance before and after the treatment, the study aims to provide valuable insights into the impact of the intervention on language learning outcomes. The Pre-test and post-test were conducted to answer research question number one: What are the effects of using the FC method on students' speaking skills in an ESP classroom?

3.4.1.1 Situational Conversation

In the context of this language learning endeavor, students created situational conversations, a dynamic approach to fostering English language proficiency. These conversations are videotaped interactions, tangible representations of the students' linguistic development.

Students created videotaped situational conversations in English, and the results had to be uploaded on the Learning Management System (LMS) or online teaching media. First, the students were given a scenario where one of their friends complained of a headache. They went to a drugstore to buy headache medicine. At the drugstore, they asked for the availability of various headache medications and decided to choose the most suitable drug for their friend. Secondly, students were given 40 minutes to prepare some activities. The initial activity involved creating a dialogue script within a

35-minute time frame before proceeding to perform a role-play conversation in front of the class. In a group, students developed a script of conversation based on the given scenario. The group leader decided to assign different roles to each group member. The script included some expressions related to the situation where the conversation was taking place. The second activity was making videotaped conversations. In 5 minutes, each group made a video of the conversation and uploaded it on the LMS. Figure 3.3 provides a concise summary of the step-by-step approach to creating teaching and learning materials tailored for a flipped classroom environment.

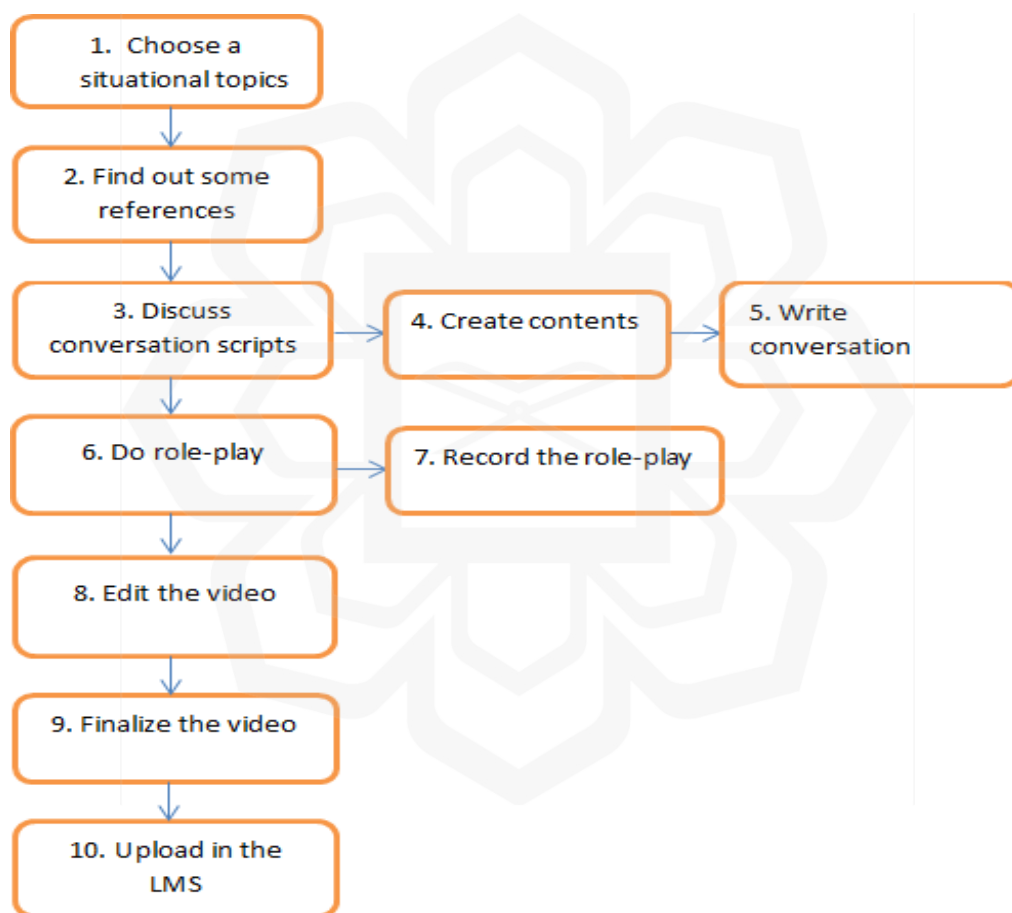


Figure 3.3 A Summary of Step-by-step Approach to Creating Flipped Classroom Teaching and Learning Materials

Source: (Adapted from The University of Houston’s Educational Uses of Digital Storytelling)

Figure 3.3 above shows the flow chart of the summary of a step-by-step approach to creating Flipped classroom teaching and learning materials. Students were encouraged to follow the correct flipped classroom implementation procedure for each step. Each student contributed ideas and opinions, from scripting situational conversations and recording conversations to uploading videos on the Google Classroom platform. These activities could add new learning experiences for students.

Meanwhile, to engage in role-playing conversations related to pharmacy, the researcher prepared scenarios as guidelines on how students would conduct situational conversations, from script preparation to performing role-play dialogues in front of the class.

Table 3.4 Scenario of Writing Conversation Scripts and Speaking

<p>Scenario</p> <p>One of your friends complained of a headache. You go to a drugstore to buy medicine. At the drugstore, you ask for the availability of various headache medications and decide to choose the most suitable drug for your friend.</p> <p>You have 40 minutes to prepare for the following activity.</p> <p>Activity 1 – constructing a dialogue script: 30 minutes for one dialogue</p> <p>In a group, develop a dialogue based on the above scenario. The group leader decides to assign different roles to each group member.</p> <p>Each dialogue includes some words/phrases related to the situation given.</p> <p>Activity 2 – Presenting the dialogue in front of the class: 10 minutes for presenting and Q&A.</p> <p>Each group comes forward to have a conversation based on the dialogue scripts prepared.</p> <p>After presenting the dialogue in front of the class, there will be Q & A among the group. The Assessor may participate in the question-and-answer session.</p>
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To observe the students' speaking skills during the class, the researcher assessed four skill categories: fluency, spelling and grammar, presentation/memorization, and pronunciation/expression. Further explanation of the rubric assessment is presented in the conversation assessment rubric shown in Table 3.5.



Table 3.5 Rubrics of Conversation Assessment

	Excellent	Very good	Good	Poor
Fluency (25pts)	Speaker presents in highly normal pace, highly engaging, and effective.	Speaker demonstrates adequate normal pace, not too fast, not too slow.	Speaker demonstrates some normal pace, not too fast, not too slow.	Speaker demonstrates little normal pace, not too fast, not too slow.
Spelling and Grammar (25pts)	There are no spelling, punctuation, or Grammar errors.	There are 1-2 spelling, punctuation, or grammar errors.	There are 3-4 spelling, punctuation, or grammar errors.	There are more than 4 spelling, punctuation, or grammar errors.
Presentation (25pts)	Dialogue is well organized and flows like a Natural conversation. Background is clearly related to the conversation.	Dialogue is fairly well organized and mostly flows like a natural conversation.	Dialogue is slightly confusing and somewhat flows like a natural conversation.	Dialogue is hard to follow and doesn't flow like a natural conversation.
Pronunciation	No	There are 1-2	There are 3-4	There are 5 or

tion/ expression (25pts)	Pronunciation errors are noted. Conversation is recited with appropriate expression.	errors in pronunciation. Conversation is recited with mostly appropriate expression.	pronunciation errors. Conversation is recited with somewhat appropriate expression.	more pronunciation errors. Appropriate expression not used.
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The scoring scheme focuses on language communication, and the marks were distributed into four different categories: Fluency (25%, Spelling and Grammar 25%), Presentation (25%), and Pronunciation/expression (25%). This procedure was carried out for both pre and post-test. A test validation expert also reviewed and validated the speaking scoring scheme. The reviewers agreed that the scheme met the standards of a speaking assessment.

The assessment was made when the instructor taught English for pharmacy using the FC method throughout the semester. It was relevant to the research because the researcher observed the class by teaching, watching, and recording the conversation among students and the instructor with students in the class.

3.4.2 Questionnaire

The questionnaire (see Appendix M) was used to collect data to answer research question 2, "How do students perceive the flipped classroom method in ESP class." Both Likert-scale and close-ended questions were used. The questionnaire comprised an initial section explaining the study's goal and collecting anonymous demographic data, and another section that explained the previously defined research objectives and presented the questions. The questionnaire was set by adapting previous studies (Yang

& Chen, 2019; Kim et al., 2020) on FC teaching models. Two experts in flipped classroom reaching method validated each item in the questionnaire.

3.4.3 Interview

The interview (see Appendix L) method allowed the researcher to investigate the views and experiences of respondents in-depth and breadth, and this provided the data to answer RQ number 3, "To what extent do the students perceive changes in their communication ability after participating in flipped class instruction?". This enabled the researcher to learn and confirm respondents' feelings and views about their practices and learning experiences. The interview also allowed the researcher to verify and validate the information gathered (Vockell & Asher, 1995). Conducting focus group interviews, recording interviews, and transcribing interviews are several ways among the data collection approaches carried out in qualitative research, as mentioned in Creswell (2013). Therefore, in this study, interviews were conducted.

In addition, interviews were conducted to get more information about students' FC method experiences while learning English for Specific Purposes. An interview is a form of data collection in which individuals or groups are questioned orally to find out what the people think or feel about something (Fraenkel et al., 2012). Interviews were conducted with eight randomly selected students who participated in the FC model. Additionally, to gain further insight from the lecturers' perspective, five experienced lecturers who implemented the FC model were also interviewed. The interview questions were classified into different items to show that students analyzed their experiences closely when the FC method was applied in the classroom when answering multiple questions. More specifically, the interview protocol was segmented, which was then divided into categories, namely (1) Perceptions, (2) engagement, (3) autonomy and accountability, and (4) general viewpoints. The aim was to get deeper information about the student's engagement in ESP learning using the FC method. Therefore, this type of interview helped the researcher collect in-depth information systematically from several respondents in conducting an interview section (Easwaramoorthy & Zarinpoush, 2006).

As the study seeks to evaluate the practicality and overall impact of the flipped classroom method, comprehensive understanding of its benefits and potential drawbacks in a higher education setting is needed. To gain deeper insights into the implementation of flipped classrooms in higher education, the researcher conducted interviews with experienced lecturers who have utilized this teaching method. These interviews aimed to gather detailed information about the practical aspects of implementing flipped classrooms and to understand lecturers' perspectives on the effectiveness and challenges of this approach.

There were several stages involved in carrying out the interview. According to Kvale and Brinkmann (2009), there are seven stages. Table 3.6 below summarizes the seven steps of an interview inquiry.

Table 3.6 Seven Stages of an Interview Inquiry

Source: (Kvale & Brickman, 2009)

1. Thematizing	Formulate the purpose and the concept of the study
2. Designing	Plan the design of the study
3. Interviewing	Conduct the interview with a reflective approach to the knowledge sought
4. Transcribing	Prepare the interview materials for analysis
5. Analyzing	Decide which mode of analysis is suitable
6. Verifying	Ascertain the validity, reliability, generalizability of findings
7. Reporting	Communicate the findings of the study in a readable product

In the thematizing stage, the researcher formulated interview questions adapted to the study's research questions. Question words of investigation, such as 'why' and 'what',

were carefully arranged and clarified so informants could easily understand and respond clearly. Meanwhile, in the designing stage, the researcher formulated specific interview questions to answer the research questions of this study. In addition, careful consideration of the informants' backgrounds was also carried out. Their profile as students at the University of 17 August 1945 was considered: which faculty they belonged to, their study semester, and their English proficiency level. The validity of the interview protocol was carried out and rated by experts in flipped classroom instruction and qualitative research design.

Interviews were conducted by adjusting the appropriate time for the informants. Using a semi-structured interview guide, the researcher tried to build a good rapport with the interviewee. This was important to avoid awkwardness on the part of the informant. The appointment was then determined at the right time, as the interview was conducted online. Interviews were then conducted online using the Google Meet platform. The advantage of this platform was that the interview results were automatically recorded and stored in Google Drive after the interview. One of the suggestions in conducting interviews was to record using recorders to avoid unnecessary writing that can distract both the interviewer and the interviewee (Best & Kahn, 2006). Another suggestion was to set up a comfortable interview place. The researcher first generated a Google Meet link, then sent the link to the informant via WhatsApp in the interview session. Informants only needed to click on the link, and they would automatically be connected to the virtual interview room. The researcher started with questions that made them comfortable by breaking the ice, such as questions related to the demographic background (Patton, 2002). This was important because some of the questions in this interview involved students' feelings, perceptions, and attitudes towards the learning method.

3.5 ADMINISTRATION

The researcher administered a close-ended questionnaire to all students in the treatment group and conducted a semi-structured group interview with ten students in the treatment group. Questionnaires filled out by respondents were related to students' participation, belief, and engagement in attending ESP classes using the FC method.

This was conducted after taking ESP classes using the flipped classroom teaching method. In the interview, respondents were asked several questions that were divided into four themes, namely (1) perceptions, (2) engagement, (3) autonomy and accountability, and (4) general viewpoints that students would respond to as answers to the research questions mentioned earlier.

The study was conducted at the Universitas 17 Agustus 45, Jakarta. Students selected were in the third semester of the pharmacy department with permission from the program coordinator of UTA 45 English Center. Their English level was intermediate. They have undergone three levels of English proficiencies, starting from Beginner, Elementary, and Pre-intermediate. First, they were introduced to English for pharmacy and Flipped classroom teaching methods by showing a video about pharmacy-related conversations conducted at the drugstore. Then, they were shown how to upload and download videos in the Google Classroom Learning Management System application. All selected students were registered to join Google Classroom. By showing video examples and explaining ESP and the flipped classroom method, students were expected to get a clearer picture of ESP learning activities in and outside the classroom. Because students were familiar with smartphones, they faced no obstacles in utilizing technological advancements to support learning English. They could make and edit videos using a video maker application on their smartphones.

Based on their explanation, the researcher then discussed with the Pharmacy students on what and how they should be involved in the learning process of English with the flipped method. Then, the students were given a briefing on how to use the Google Classroom platform and how the teaching flow of the flipped classroom method was applied to the platform. At the first meeting in the first week, the researcher explained the flipped classroom method in advance. An explanation of the flipped classroom method was presented using presentation slides adopted from Chaeruman (2020), presented at the webinar on tips for implementing flipped learning during the pandemic. The presentation slides of the flipped classroom presented in the first meeting are shown in Figure 3.4.

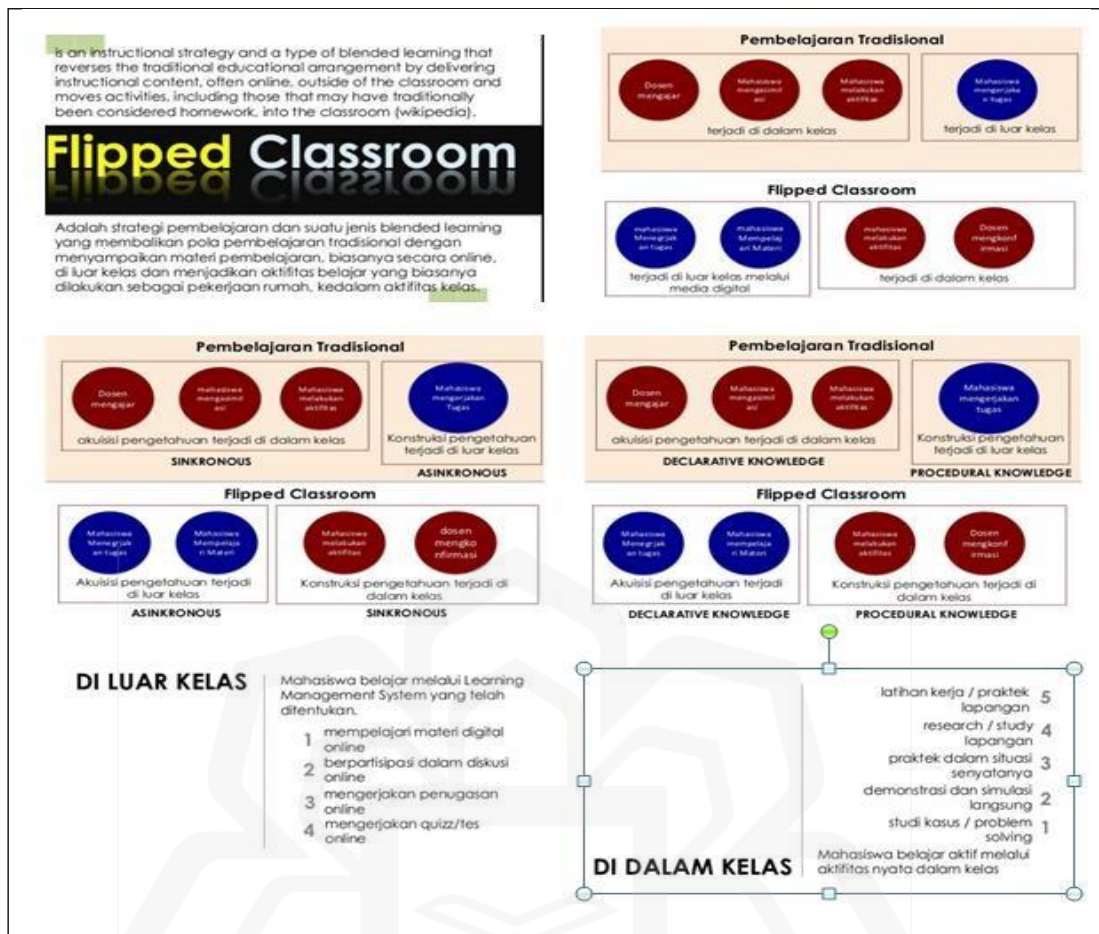


Figure 3.4 The Slides of the Introduction of the Flipped Classroom

After that, the researcher conducted a pre-test. For the pre-test, the Pharmacy students were instructed to construct a dialogue script related to a situation in a pharmacy. In a group, they created a dialogue for three different situations. The first situation was to see a doctor at the hospital, the second was at the pharmacy, and the third was in the pharmacy lab. Once the script was finished, they practiced the conversation in front of the class and or recorded. The video results were uploaded to the Google Classroom learning system management.

All treatment students were registered to the Google Classroom application to participate in the English for Pharmacy class using the flipped classroom method. Once they registered, this group could watch videos on conversations in pharmaceutical contexts, such as conversations at the pharmacy, doctor's office, technical words used

in a pharmacy, types of drugs, etc. During the regular class, the treatment group was exposed to constructing conversation scripts and they practiced in front of the class.

In the Google Classroom platform, they learned by watching videos as teaching materials before entering the classroom. Some videos and other teaching materials were uploaded on the Google Classroom platform. In addition, students also uploaded the videos they made when conducting conversations in class. Before students began learning ESP with the flipped classroom method, the researcher explained how FC is applied in detail. The following guideline explains the phases of how FC is implemented in the classroom. These guidelines were obtained from Jun et al. (2016).

Table 3.7 Detailed Phase-specific Procedures about the Holistic Theory-based Flipped Instruction for Students and Instructors

Phases	Individual student	Students in group	Instructors
Phase 1: online self-study prior to class	Students watch the instructional video clips (learning materials) ahead of class time.	Students are randomly paired up and establish a personal google classroom Learning Management System (LMS)	(1) Instructors make instructions on pharmacy situations for students to download and watch. (2) Instructors lead the platform to monitor their progress.
Phase 2: online learning community via	(1) Each individual student writes situational	(1) Students first draft their	(1) Instructors read students' written

		guided conversation	
Google Classroom LMS	<p>conversation in a pharmacy setting.</p> <p>Student posts personal conversation for his/ her partner to read and reply.</p> <p>Students provide verbal or written feedback to partners.</p> <p>Students then video tape the final version of the conversation and upload the video to the Google Classroom platform</p> <p>Each student participates in face-to-face activities, joins a group or pair</p>	<p>through discussion with respective partner.</p> <p>(2) Students post the complete text version of the guided conversation in the Google Classroom.</p> <p>Students record the guided conversation with partners and upload the video recording to the Google classroom.</p>	<p>assignments (individual situational conversation) and watch their video.</p> <p>Instructors correct mistakes in their written work and pronunciation in the verbal recording while also providing overall verbal and written feedback.</p>

	<p>discussion, shares reflections, and makes conversation in front of the class.</p>		
Phase 3: physical classroom		<p>Students perform their conversations and various group activities with the</p>	<p>(1) To master student ESP learning, to foster active learning, and</p>
		<p>instructor correcting students' intonation and pronunciation and grammatical errors used by the group during the presentation.</p>	<p>to enhance higher order level thinking, instructors engage learners in various collaborative activities. (2) To clarify the students' misconceptions and check their understanding while</p>

			<p>improving their oral skills, the instructor asks students questions and engages them in</p> <p>group/pair discussion.</p>
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To ensure that students watched the video posted in the Google Classroom, the researcher created assignments by asking several questions based on the conversations in the video. Questions were taken from the beginning, middle, and last part of the video conversation to ensure that they watched the whole video. Students were asked to ask questions where the answer had been given in the assignment assigned in Google Classroom. As an example;

Write five questions where the answers are

1. Walmart, Superstore, Costco
2. Drop off the area and pickup area
3. Capsule and Tablet
4. Chewable vitamins
5. Vitamin

Students who did not watch or study the learning material will be automatically marked as missing as they did not turn in the assignment. In Google Classroom, the due date when the assignment should be submitted can be set.

3.6 INSTRUCTIONAL TREATMENT

Situational conversation topics in pharmacy settings were chosen carefully for this study. Nonetheless, before the flipped classroom activities began, the researcher also accepted suggestions from students should they have good ideas on the situational topics which matched their academic real-life. This enriches topics and themes that can support the flipped classroom method's teaching and learning activities. Many situational topics in the pharmaceutical context can be developed in conversation to suit the real life of every student in the pharmaceutical world. Usually, conversations in the most common pharmaceutical context are related to drugs that can then be organized around meaningful events in daily life. Conversations with situational topics can be made in a place that matches the theme and topic, such as in a drugstore or a hospital.

The researcher applied the same thing practiced in a pilot study by developing and multiplying situational topics assigned to students in the research. However, outside-classroom conversation was done virtually as the class was conducted online. The researcher provided topics based on their own experiences in the pilot study. The selected situational topic was 'at the drugstore'. They made conversation scripts in a group in the classroom and then practiced in front of the class with different roles. The roles played were as a customer, a pharmacist, and a pharmacist assistant. After class ended, students were asked to upload the video to Google Classroom (Learning Management System). Meanwhile, outside the classroom, students made role-play conversations on the spot according to the theme and situational topic.

Before discussing the process of making conversation scripts and videos, students were first introduced to curriculum specifications, English for Specific Purposes (ESP), English for Pharmacy, and the module's learning outcomes to be studied. The learning outcomes for this study are adjusted to the Lesson Plan created earlier. The lesson plan is shown in Appendix N. Below are situational topics given to students and the sources.

Table 3.8 The Situational Topics Chosen and the Sources

No.	Titles of Situational Topics	Resources
1	At the drugstore	https://www.youtube.com/watch?v=_NXqTqZLI90
2	At the doctor's office	https://www.youtube.com/watch?v=Zk1L0m67pfU&t=89s
3	At the hospital	https://www.youtube.com/watch?v=PWQ-fd1JEVY
4	Going to the doctor	https://www.youtube.com/watch?v=rCgfEnhgsR8
5	Health problems- English vocabulary	https://www.youtube.com/watch?v=Zm1KKcgQ7DM&t=14s
6	How to talk about illness and medicine in English	https://www.youtube.com/watch?v=RaB5Bydz8rE
7	Common Diseases and Different Types of Doctors	https://www.youtube.com/watch?v=fuNmvm5BvDM

3.7 TRIANGULATION

Using the three instruments mentioned above enabled the researcher to triangulate data. Triangulation refers to cross-checking and validating data obtained from various sources (Cohen & Manion, 1994). In a study, triangulation is an important aspect. Triangulation strengthens the results and draws logical conclusions from two or more data sources (Mann, 2006). Furthermore, Bush (2007) elaborated further that triangulation is comparing various sources to determine the accuracy of information or phenomena. This is important to establish validity, credibility, and reliable research. Cohen and Manion (1994) described the concept of triangulation clearly:

Triangulation may be defined as the use of two or more methods of data collection in the study of some aspects of human behaviour. The use of multiple methods or the use of the multi-method approach as it is sometimes called, contrasts with the ubiquitous but generally more vulnerable single-method approach that characterises so much of the research in social sciences. Triangular techniques in the social sciences attempt to map out, or explain more fully the richness and complexity of human behaviour by studying more than one standpoint (p233).

Figure 3.5 below illustrates how all data was collected, the methods adopted in this study, and how each instrument helps enrich and validate data obtained from various sources.

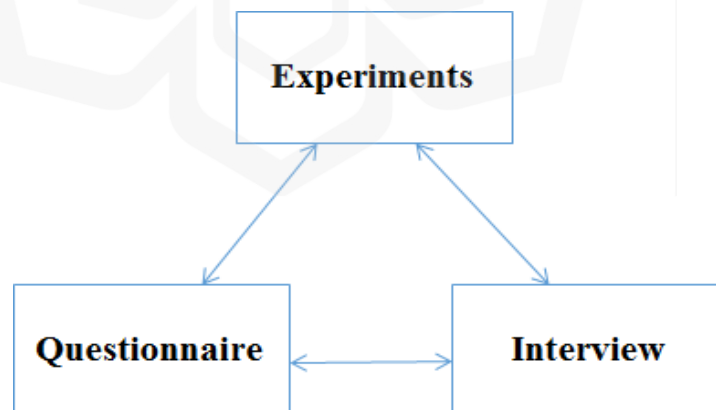


Figure 3.5 Data Collection Method

The researcher used triangulation in this study to integrate data from interviews with several informants. The researcher conducted semi-structured and in-depth interviews to explore the opinions and views of several students after learning ESP using the Flipped classroom method. In addition to the interview method, the researcher also used a questionnaire and experiment for this research. Data obtained from various methods will lead to several findings that confirm the resulting theme and increase the credibility of interpretations and findings of the research (Guba & Lincoln, 1981; Stake, 1995; Merriam, 2009).

3.8 DATA ANALYSIS

The quantitative, static-group comparison study aimed to investigate the potential effects of the flipped classroom approach on students' speaking skills. The researcher chose to employ a static-group comparison design due to the limitations preventing using a true experimental design (Bivens, 1999; Trochim & Donnelly, 2006). In a static group comparison design, causality is explored by comparing two distinct groups: one group that receives the treatment (flipped classroom) and another group that does not. This design allows for examining potential effects but this needs more rigorous control measures of a true experimental design. The static-group comparison design possesses two key characteristics: control and manipulation (Trochim & Donnelly, 2006). The control characteristic refers to the researcher's efforts to manage unrelated variables that could influence the study's outcomes. It is crucial to minimize the impact of these variables to draw valid and reliable conclusions from the research.

On the other hand, the manipulation characteristic is related to the treatment or lack of treatment provided to the groups of subjects. One group would have experienced the flipped classroom approach in this study, while the other group would not have received this treatment. By comparing the speaking skills of the two groups, the researcher could evaluate the potential impact of the flipped classroom on students' speaking abilities (Bivens, 1999). However, it is essential to note that the static-group comparison design has inherent limitations. Since it lacks random assignment, pre-existing differences between the groups may influence the results. Factors such as prior knowledge, motivation, or individual characteristics may vary between the groups,

potentially confounding the findings. To mitigate these limitations, the researcher used statistical techniques such as pre-test/post-test measurements, matching participants on relevant variables, or including covariates in the analysis. These methods help control some of the potential confounding factors and increase the study's internal validity.

3.8.1 Analysing Pretest and Posttest Data

The data obtained from the control and treatment groups after attending the class using the flipped and traditional classroom methods were analyzed using a t-test. The t-test is a statistical analysis tool used to gauge the effectiveness and significance of the language learning intervention described earlier. Specifically, it is a powerful means of assessing whether the observed changes in students' linguistic performance, as evidenced by their situational conversations, are statistically significant or merely the result of chance variation. By comparing the means of the pre-test and post-test scores within the control and experimental groups, the t-test would provide a quantitative framework in determining whether introducing the Flipped Classroom (FC) method has improved the participants' speaking skills. More specifically, the paired samples t-test or dependent sample test was used to measure two measurements on the same item and test two items with a unique condition (Kim, 2015). Two items measured were samples who learned ESP using the FC method. Besides that, an independent sample t-test was also conducted to analyze the post-test results between the control and experiment groups. Two items measured - samples who learned ESP using traditional methods and samples who learned ESP using the FC method, to determine whether there was a statistically significant difference in the post-test mean scores between the control and treatment groups.

There were several reasons why the independent sample t-test was used. The first was that the number of participants in each group was less than 40, and the means of the two groups were compared to see a significant difference statistically (Trochim & Donnelly, 2006). The second reason was related to the fulfilment of all assumptions to conduct an independent sample t-test. Four conditions need to be met in conducting an independent sample t-test; the first is the existence of bivariate independent data of control and treatment. The second is the presence of a continuous dependent variable.

Thirdly, each independent variable must be independent of the dependent variable. The fourth is a normal distribution of the dependent variable for each group. The independent t-test results are still valid, although, for this study, the respondents were not randomly selected. Randomization not required to evaluate the data when using an independent t-test (Elrod, 2013).

The pre-test and post-test scores of the speaking test were analyzed using the SPSS exploratory data analysis tool (EDA). The data obtained were then analyzed by parametric testing using the SPSS paired-samples t-test application. Conventionally, the alpha level was set at < 0.05 for all statistical results. The results provide answers to research questions number one. This statistical procedure is further described in the following section.

The tasks employed to assess students' speaking skills in this study included conducting conversations and participating in role-play activities. These tasks were intended to assess the student's speaking skills and ability to effectively communicate in the target language, specifically those within the English for Specific Purposes (ESP) domain. During the pre-test phase, students were instructed to independently write conversation scripts or work in groups, with a specific focus on given topics or scenarios. After completing their conversation scripts, students proceeded to engage in role-playing by conducting conversations in front of the entire class. This allowed the researcher to establish a baseline measurement of students' initial speaking skills.

Following the pre-test, the FC method was implemented in the classroom. This method typically involves students engaging with instructional materials outside of class time, such as video lectures or readings. The in-class time is then dedicated to interactive activities, such as discussions, collaborative work, and role-play, which promote active engagement and application of the learned content. After the FC intervention, a post-test was administered. Students were tasked with composing an additional conversation script and engaging in role-playing exercises, where they conducted conversations in front of their peers, similar to the pre-test. By comparing the pre-test and post-test performance, researchers can assess the effects of the FC method on students' speaking skills. Any improvements or changes in the quality of their speaking skills practiced through conversations and role-play performances can be

attributed to the FC intervention. The pre-test and post-test design allowed the researcher to examine the progress and growth in students' speaking skills due to the FC method. By analyzing and comparing the performance data, the researcher can determine the effectiveness of the FC method in enhancing students' speaking abilities in the ESP classroom.

3.8.2 Test of Reliability

The researcher conducted a reliability test, specifically using Cronbach's alpha, to assess the reliability of the data obtained from both the experimental and control groups. Cronbach's alpha is a commonly used measure of internal consistency, indicating the extent to which the items or measures in a scale or test correlate. In this case, the researcher calculated Cronbach's alpha coefficient for the data and obtained a value of 0.79 (see table 4.1 Chapter Four). The researcher concluded that the data is reliable because the alpha coefficient (0.79) exceeds the acceptable threshold of 0.60.

Typically, a Cronbach's alpha coefficient above 0.60 is considered acceptable for research purposes to determine data reliability. Consequently, a Cronbach's alpha value of 0.79 surpasses this threshold, indicating a high level of internal consistency among the items or measures used in the study. This result suggests that the items or measures used to assess the variables in the experimental and control groups are reliable, meaning they consistently measure what they are intended to measure. This enhances the confidence in the data and strengthens the validity of the findings derived from the study.

It is important to note that while Cronbach's alpha measures internal consistency, it does not evaluate other aspects of measurement quality, such as construct validity or test-retest reliability. Therefore, the researcher considers using additional reliability and validity measures to comprehensively assess the data's quality and ensure their findings' robustness. From the statistical calculations using SPSS, it shows that Cronbach's Alpha is at 0.797. Meanwhile, the reliability value is set at > 0.60 . Thus, statistically, this data is considered reliable. For the next stage, descriptive statistics

were then performed to measure the minimum, maximum, mean and standard deviation of the test scores of the two groups.

After confirming the data's reliability, the researcher proceeded with the independent t-test. However, before conducting the independent t-test, a homogeneity test was conducted. The calculations yielded a homogeneity value of 0.225. The data is considered both normally distributed and homogenous because the homogeneity value exceeds 0.05. This signifies that the data is suitable for proceeding with the independent t-test. Table 3.9 presents the results of Levene's Test of Homogeneity of Variance, which evaluates whether the variances of the dependent variable are equal across the groups being compared in this study.

Table 3.9 Levene's Test of Homogeneity of Variance

Test of Homogeneity of Variance					
		Levene Statistic	df1	df2	Sig.
Results	Based on Mean	1,504	1	58	0,225
	Based on Median	1,411	1	58	0,240
	Based on Median and with adjusted df	1,411	1	52,700	0,240
	Based on trimmed mean	1,531	1	58	0,221

Based on the independent sample T-test results (see table 4.2 Chapter Four), the obtained significance value was 0.055, more significant than the conventional alpha significance level (0.050). This suggests that no statistically significant difference exists

between the mean scores of the control and experimental groups. In other words, the p-value (0.055) was greater than the chosen significance level (0.050), indicating that any observed differences in the mean scores could have occurred due to random variation rather than a meaningful distinction. Therefore, both the control and experimental groups exhibited a similar level of English competence before the commencement of the main study. This equivalence in English competence between the two groups provides a solid foundation for conducting further investigations or experiments, without the confounding factor of initial group differences in English proficiency.

3.8.3 Control and Experimental Groups' Pre-test Scores

The mean scores of the pretests for the control and experimental groups were reported as 75.03 and 76.60, respectively (see table 4.2 Chapter Four). These mean scores provided an initial indication of the performance levels of the two groups before any intervention or treatment.

To determine if there was a statistically significant difference between the mean scores of the control and experimental groups, a paired-sample t-test was conducted. However, before conducting the t-test, it was necessary to assess the normality of the data. The normality test is typically performed to ensure that the data follows a normal distribution, an assumption of the t-test.

In this study, the Shapiro-Wilk test was used to assess the normality of the data. The Shapiro-Wilk statistical test assesses if a given dataset significantly deviates from a normal distribution. The test provides a p-value that can be compared to a predetermined significance level (usually >0.05) to determine whether the data is normally distributed. Based on the statement, the benchmark for determining normality is set at a significance level greater than 0.05 (>0.05). This implies that the data is normally distributed if the p-value obtained from the Shapiro-Wilk test is greater than 0.05 (>0.05).

The Shapiro-Wilk test was applied to the control and experimental group data separately to determine if they met the normality assumption. The results of the Shapiro-Wilk test provided the respective p-values for each group. By comparing the obtained

p-values with the significance level of >0.05 , the researcher can determine whether the data from both groups satisfies the normality assumption. The data is normally distributed if the p-values exceed 0.05 (>0.05), the paired-sample t-test can proceed. Table 3.10 presents the results of tests of normality for the pre-test and post-test scores of the two groups involved in this study.

Table 3.10 Tests of Normality of Two Groups' Pre-test and Post-test

Group		Shapiro-Wilk		
		Statistic	df	Sig.
Final Score	Pretest of Experiment	0.890	30	0.005
	Posttest of Experiment	0.938	30	0.080
	Pretest of Control	0.939	30	0.087
	Posttest of Control	0.969	30	0.512

The output results, as displayed in the Shapiro-Wilk table, provided compelling evidence regarding the distribution of the research data. The significant value that exceeded the commonly used threshold of 0.05 suggested that the data adheres to a normal distribution pattern. This outcome is crucial because the assumption of normality is a fundamental prerequisite for many statistical analyses, including the paired-sample t- test. With the assurance that the research data satisfies the normality assumption, the path is now clear to move forward with the paired-sample t-test. This statistical test makes meaningful comparisons and draws valid conclusions regarding the pretest and posttest mean scores, ultimately shedding light on the effects of the variables under investigation. It is essential to acknowledge that meeting this

assumption enhances the reliability of findings, ensuring that any inferences drawn from the t-test results are grounded in solid statistical principles.

A paired t-test was conducted to test whether there were different results between the two paired samples, namely the pretest and posttest of the Experimental Group. The basic concept of calculating the paired sample t-test is that if <0.05 , it is stated that there is a significant difference. After the paired-sample t-test was conducted, it was found that there was a significant difference between the average scores of the pretest and posttest of the experimental group ($t=-.3.66$, $p=.40 <.05$). Given that the p-value (sig 2-tailed) was reported as 0.01, which was less than the conventional threshold of 0.05, this indicated a statistically significant difference between the pretest and posttest scores of the participants. Therefore, there was a significant difference in student learning outcomes after implementing the flipped classroom method.

3.8.4 Control and Experimental Groups' Post-test Scores

The data obtained from the posttest was also calculated using a descriptive statistics test and paired samples t-test. The results of the descriptive statistics test are described in Table 3.11 below:

Table 3.11 Descriptive Statistics of Two Groups' Post-test Scores

Group	N	Min	Max	Mean	SD
Control	30	69	80	75.37	2.822
Experimental	30	70	84	78.07	2.815

As shown in Table 3.11, there was a noticeable variability in the mean scores the control and experimental groups achieved. To delve deeper into this, paired-sample t-tests were carried out to scrutinize each group's pretest and post-test mean scores,

including the control and experimental groups. This analysis sheds light on the flipped classroom model's impact on improving learners' speaking skills within each group. The next step involved conducting an independent sample t-test to determine if there were any significant differences between the post-test scores of the control group and the post-test scores of the experimental group. The p-value of less than 0.05 indicates statistically significant results, implying meaningful distinctions between the two groups. The detailed calculations and results are provided in Chapter Four.

3.8.5 Analyzing Data Obtained from Questionnaire

In answering RQ 2, "How do students perceive the flipped classroom method in ESP class?" The researcher analyzed the data from the closed-ended and open-ended questionnaire using the SPSS application. SPSS is an application program with high statistical analysis capabilities and a data management system in a graphical condition, using descriptive menus and simple dialogue boxes. SPSS can read various data types and one can enter data directly on the SPSS data editor. The analysis results will later appear in the SPSS Output Navigator (Bryman & Cramer, 2009).

To analyze the data obtained from the questionnaire, the researcher tested the reliability using Cronbach's alpha by setting the value of .60 or $\alpha > .60$. Using Cronbach's alpha, the internal consistency or correlation of the average items in the survey instrument to measure the reliability of the questionnaire can be determined. In other words, Cronbach's alpha is an index of reliability related to the variation calculated by the actual score (Chetty, 2016). From the alpha test, the reliability value was obtained at .818, which indicates that the calculation results of this reliability statistic are reliable at $\alpha > 0.60$. Table 3.12 presents the Cronbach's alpha reliability statistics for the questionnaire used in this study.

Table 3.12 Cronbach Alpha of Reliability Statistics for Questionnaire

Reliability Statistics	
Cronbach's Alpha	N of Items
0,818	15

Besides that, from the questionnaire data, the researcher also analyzed using descriptive statistical analysis methods, and frequency was analyzed by analyzing the distribution of responses from each respondent, by looking at the mean scores generated from descriptive statistics. Table 3.13 presents the descriptive statistics for the engagement questionnaire used in this study.

Table 3.13 Descriptive Statistic of Engagement Questionnaire

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
X1.1	30	2	5	3,23	1,006
X1.2	30	2	5	3,73	0,785
X1.3	30	3	5	3,93	0,691
X1.4	30	2	5	3,37	0,964
X1.5	30	2	5	3,53	0,860
X2.1	30	2	5	3,53	0,819
X2.2	30	2	5	3,67	0,711
X2.3	30	2	5	3,90	0,662

X2.4	30	2	5	3,67	0,884
X2.5	30	3	5	4,00	0,643
Y.1	30	2	5	3,60	0,621
Y.2	30	3	5	3,77	0,568
Y.3	30	2	5	3,80	0,714
Y.4	30	3	5	3,90	0,607
Y.5	30	3	5	3,87	0,681
Valid N (listwise)	30				

3.8.6 Analyzing Data Obtained from the Interviews

The researcher analyzed the interview results using Atlas.ti to get a detailed and comprehensive answer. Examining the data acquired from semi-structured interviews is a prevalent method in qualitative research in investigating and comprehending participants' experiences, perceptions, and behaviours. When exploring factors that impact students' involvement and communication delivery in the flipped classroom approach, utilizing semi-structured interviews facilitates comprehensive exploration, offering significant insights into individual experiences and perspectives.

The researcher followed a series of steps to analyze the data from semi-structured interviews. The initial step involved transcription, where the interviews were transcribed verbatim to create a written record of the participant's responses. This entailed converting the video recordings of the interviews into textual form. The subsequent step was familiarization, where the researcher read and re-read the interview transcripts to develop a holistic understanding of the data and the narratives expressed by the participants.

Next, the researcher employed coding to identify and label meaningful data sections. This process involved categorizing portions of the interview transcripts based

on emerging themes, concepts, or patterns. The researcher utilized qualitative data analysis software called Atlas.ti to facilitate coding. Following coding, the researcher moved on to theme development, analyzing the coded data to recognize common themes or patterns that reflected the factors influencing students' participation and communication in the flipped classroom method. Themes were identified based on the participants' recurring ideas, experiences, or perspectives (Braun & Clarke, 2006).

Data reduction was the subsequent step, involving the condensation and summarization of data within each theme. This entailed selecting representative quotes or excerpts from the interview transcripts that captured the essence of each theme (Nowell et al., 2017). The researcher then proceeded to interpret the data. This step involved analyzing the summarized data within each theme to derive meaningful interpretations, exploring how the identified factors interacted and influenced students' participation and communication in the flipped classroom method. The researcher sought connections, relationships, and potential explanations based on the data.

The researcher conducted a thorough validation process to establish the credibility and reliability of the research findings by comparing them with the existing literature and theories relevant to flipped classrooms and student engagement. Following that, a reliability check for coding was performed by an independent rater (See Appendix H). Afterwards, the agreement percentage between the researcher and the raters was computed to evaluate the reliability of the coding, employing the interpretation of Cohen's Kappa (See Appendix I) for assessment. Finally, the researcher organized the analyzed data, themes, and interpretations into a coherent and comprehensive report. The findings were presented clearly and structured, substantiated by relevant quotes or excerpts from the interview transcripts. These series of steps mentioned above are to answer research question three: "What factors affect students' participation and communication delivery in the flipped classroom method?" Figure 3.6 presents the Qualitative Analysis Tree Diagram generated using Atlas.ti, a software tool for qualitative data analysis.

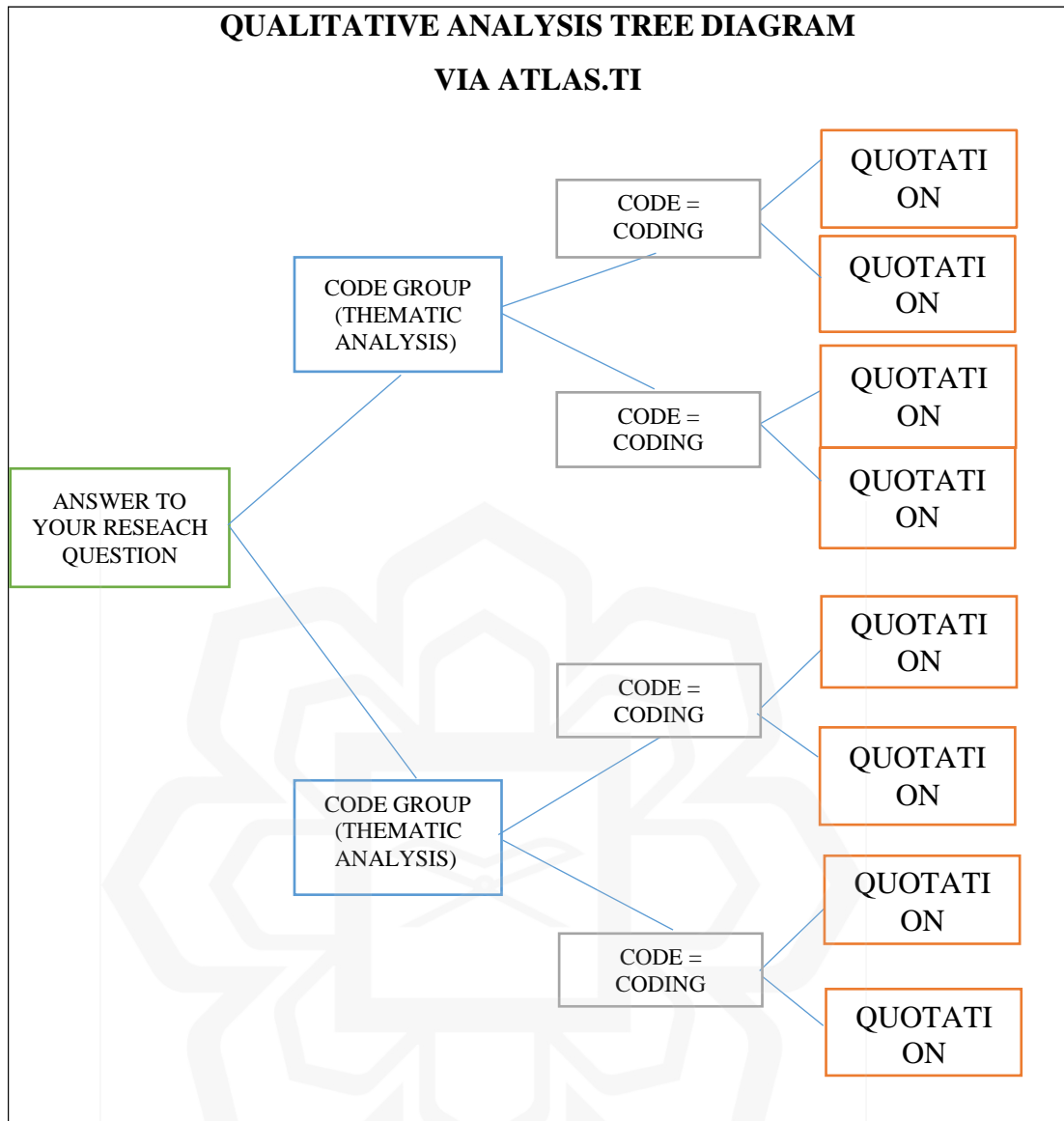


Figure 3.6 Qualitative Analysis Tree Diagram using Atlas.ti

Thematic analysis revealed various factors that shape students' participation and communication in the flipped classroom method. These factors were classified into three key themes: Students' Perception, Student Engagement, and Autonomy and Accountability. Analysis on Students' Perception examined their viewpoints and understanding of the flipped classroom approach, encompassing aspects such as comprehension of the model, attitudes towards pre-class tasks, and beliefs regarding in-

class interactions. Students' perceptions significantly influenced their willingness to engage and communicate throughout the learning process.

Analysis on Student engagement focused on factors associated with active involvement in the flipped classroom. It encompassed students' participation in pre-class activities, contributions during in-class discussions, and interaction with peers and instructors. Motivation levels, interest in the subject matter, learning resources quality, and pre-class materials design were among the factors influencing student engagement. Effective communication delivery and overall learning experience were strongly influenced by student engagement.

Analysis on Autonomy and Accountability revolved around students' autonomy and sense of responsibility within the flipped classroom environment. It included self-regulation skills, time management abilities, and the student's sense of ownership over their learning. Autonomy and Accountability directly impacted participation and communication as students took charge of their learning, sought clarification when necessary, and actively engaged in collaborative activities in and out of the classroom.

Examining these thematic groups across the pre-class, in-class, and after-class phases provides valuable insights into the factors influencing students' participation and communication within the flipped classroom method. These findings enhance our understanding of the challenges and opportunities of implementing the flipped model, enabling educators to create supportive learning environments that foster student engagement and effective communication.

To gain additional insights, the study incorporated data from lecturers, providing a thematic analysis from their perspective. This analysis revealed various viewpoints that shaped lecturers' perception in the implementation of the flipped classroom model. The teachers' perspectives were classified into four themes: Effectiveness of Flipped Classroom, Student Engagement and Participation, Challenges of Flipped Classroom, and Student Perception and Motivation.

Effectiveness of Flipped Classroom: This theme captures lecturers' evaluations of how well the flipped classroom model works in practice. Lecturers highlighted its potential as a blended learning approach that enhances student engagement and

classroom activity. Their insights suggested that the flipped classroom can lead to more effective teaching outcomes by preparing students beforehand, thus making classroom interactions more meaningful and productive.

Student Engagement and Participation: Lecturers observed that the flipped classroom model significantly boosted student engagement and participation. By having students review materials before the class, they arrived better prepared and more ready to engage in discussions and activities. This preparation helped to create a more interactive and dynamic classroom environment, where students were more involved in their learning processes.

Challenges of Flipped Classroom: Despite its advantages, lecturers also identified several challenges associated with the flipped classroom model. Ensuring that all students completed their pre-class assignments was a major concern, as the success of the flipped classroom relied heavily on students being prepared. Additionally, there was a challenge in familiarizing students with the FC method itself. Lecturers noted that addressing these challenges was crucial for the effective implementation of the flipped classroom.

Student Perception and Motivation: Lecturers reported that students generally perceived the flipped classroom model positively, which was crucial for its success. A positive perception among students indicated a higher level of acceptance and openness to this learning approach compared to traditional methods. Lecturers also noted an increase in student motivation, with students showing greater confidence and active participation in class presentations. This enhanced motivation and positive perception were essential for fostering a supportive and engaging learning environment.

3.8.7 Transcribing the Interviews

Proceeding to the subsequent phase, transcription became paramount. The researcher diligently and meticulously documented every facet derived from the interview outcomes. Leveraging the automated recording feature on Google Drive for the interviews, the researcher adeptly captured each nuance of the conversation verbatim, thus guaranteeing the utmost precision and fidelity in portraying the interview results.

Poland (1995) explained that accuracy is essential in interviews. Therefore, verbatim transcription can produce verbally obtained data, a replica of every word recorded during the interview. As shown in Appendix K, the coding was conventionally used in transcribing interviews to capture the informants' perceptions. The recorded audio-video interviews were transcribed, and the transcripts formed the raw data, which was then ready to be coded for emerging themes and categories (Stake, 1995).

An issue that often arises in qualitative research is the reliability of interviews. The researcher typed transcripts based on each recorded interviewee's answers in this study and then double-checked them. Besides that, the researcher also reread the transcripts that have been produced to ensure that every sentence written in the transcript is the perception mentioned during the interview. Member checking is another process that the researcher went through to ensure the reliability of this research. Member checking is always used in a qualitative inquiry methodology, which is part of quality control to improve the accuracy, credibility, and validity of every moment recorded during the interview (Harper & Cole, 2012). The researcher used linguistic analysis such as pause, repetition, and voice tone in this study. All transcript data were carefully documented.

To maintain confidentiality, the researcher put a pseudonym on each informant at the first transcription stage. Fictitious names were affixed to each informant for reasons of confidentiality. Before the data collection stage, the researcher prepared an informed consent form signed by each informant and a statement of assurance from the researcher that all data obtained would be kept confidential and used for research purposes only (see Appendix C for a sample Consent Form). Several codes of ethics outline anonymity and confidentiality in qualitative research (Given, 2008; Wiles et al., 2008; Grinyer, 2002). Naming a pseudonym aims to protect and maintain each participant's identity and minimize their concerns if harmful, confidential, and sensitive information is identified in this study (Grinyer, 2002). The detailed questions used in the interview protocol are shown in Appendix D.

All data obtained from various resources are examined to address the research questions. Thematic analysis was conducted to answer research question three (R3): What factors affect student participation and communication delivery in flipped

classrooms? Data analysis begins with coding the data, dividing the text transcript into small units, and affixing a label to each unit (Creswell & Clark, 2011). The questions in each interview protocol were broken down into several text segments to get a broader theme. In analyzing the data, the researcher transcribed the interview results to interpret the emerging patterns and themes accurately and then placed them into several categories through analytic induction (Lecompte & Preissle, 1993). The data scanning technique was carried out for several categories of phenomenology and their relationship to each category. Categories that emerged from the analysis of interview data were used to explain and highlight student experiences during the ESP learning process using the flipped classroom method.

The data obtained were then carefully managed and stored in ATLAS.ti, commonly used to analyze qualitative data. All data were carefully stored on ATLAS.ti, themed and coded. Richards and Richards (1994) explained that coding uses the labelling of parts of text based on content and collects labels of similar information from those parts of the text. The ATLAS.ti software, part of the CAQDAS genre, allows the researcher to manage, organize, extract, compare and explore all data most meaningfully as with other CAQDAS programs. Atlas.ti helps manage all the information and input the data collected from interviews (Friese, 2012). Analyzing data involves scanning the data for several categories and their relationship to these categories. The researcher analyzed several keywords and phrases often said repeatedly from the interview data in this study. Words and phrases spoken frequently can be analyzed either formally or informally. In this study, interview transcripts were read carefully, and some notes, phrases, and synonyms were generated. These words and phrases were then managed and categorized using Atlas.ti (Refer to Appendix J for the Editor Page from ATLAS.ti).

It should be noted that the purpose of this interview, which is part of a qualitative study, is to focus on students' experiences and perceptions of using the flipped classroom method and not to generalize the findings but to generate unique interpretations of events (Creswell, 2011). Interview questions posed to interviewees used a data table by entering questions in column one, followed by keywords in column two. Column three provided specific answers from informants with main points and

several keywords. The last column presented general patterns that emerged from the answers, which then generated the main ideas and themes to help answer the research question of this study. An example of a coding template is shown in Appendix G. Figure 3.7 illustrates the process of coding perceptions gathered from the study participants. This visual representation showcases how different aspects of participants' perceptions have been categorized and coded during the analysis.

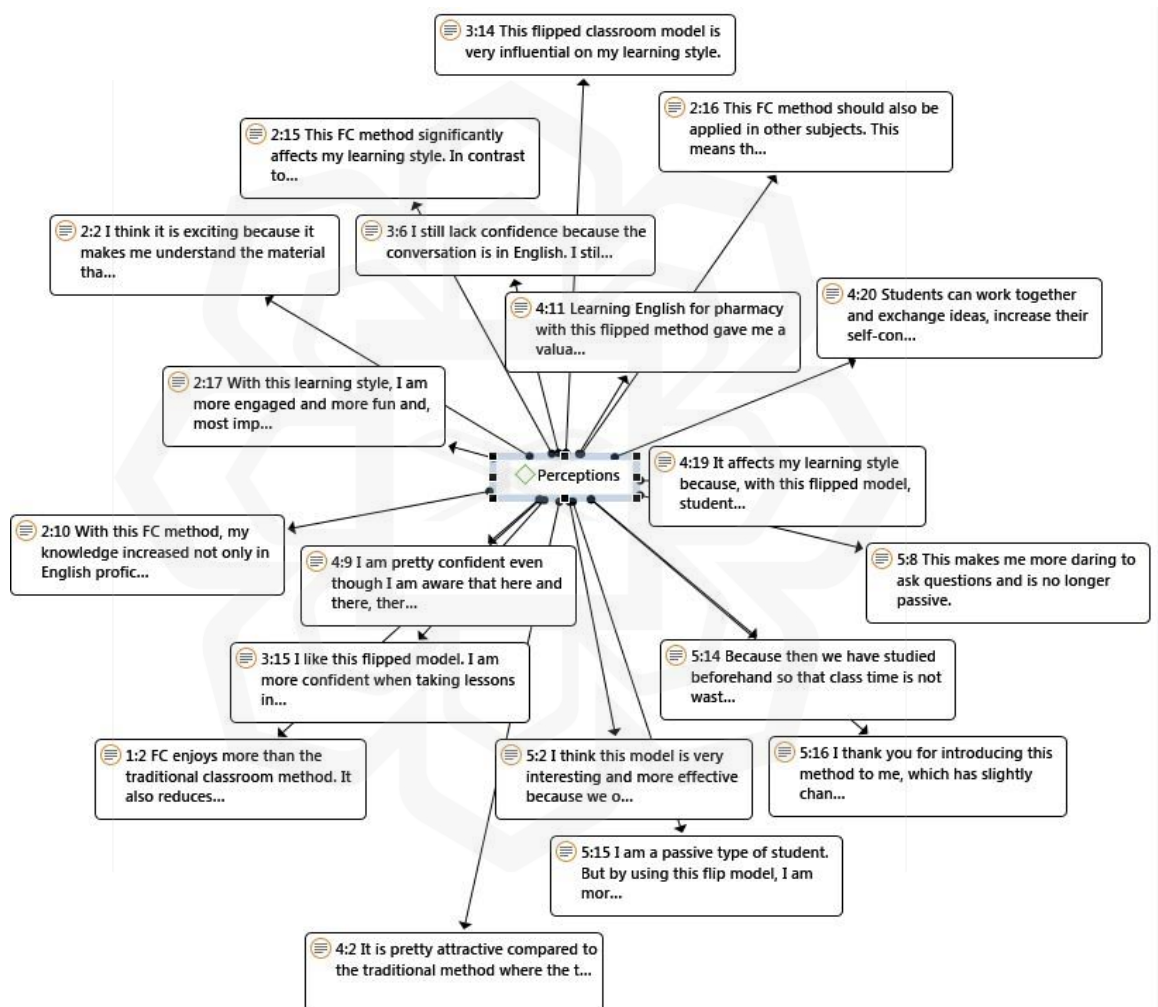


Figure 3.7 Coding of Perception

Figure 3.8 presents the coding framework used to analyze students' engagement in the study. This figure provides a visual representation of how various aspects of student engagement were systematically coded and categorized during the data analysis process.



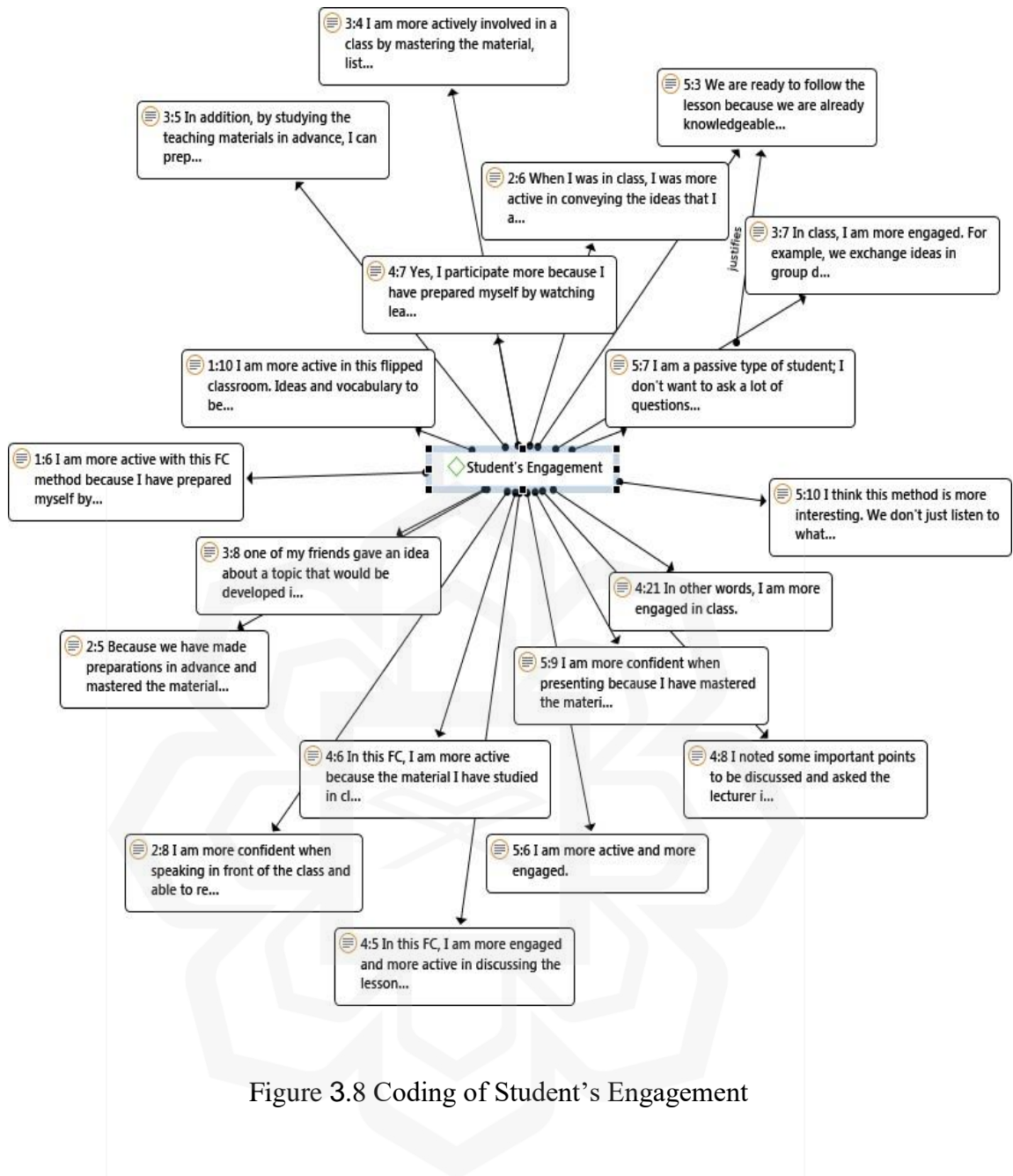


Figure 3.8 Coding of Student's Engagement

Figure 3.9 illustrates the coding framework used to analyze data related to autonomy and accountability in the study. This visual representation highlights the systematic approach taken to categorize and interpret responses concerning these key constructs.

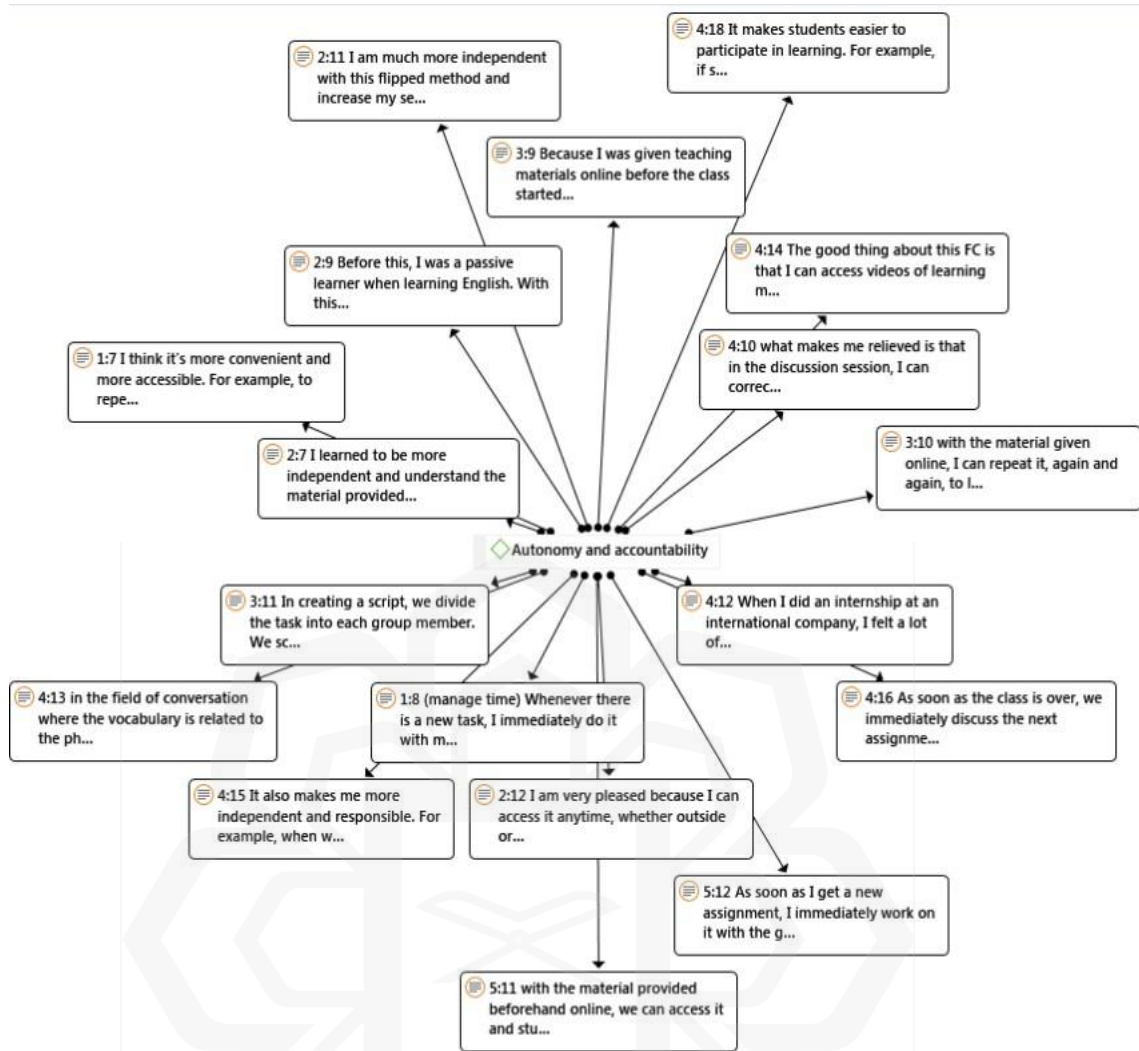


Figure 3.9 Coding of Autonomy and Accountability

3.9 PILOT STUDY

For the pilot study, the researcher chose a class of part-time students of Universitas 17 Agustus 45 Jakarta, consisting of 30 students. They were pharmacy students who have passed English Beginner, Elementary, and Pre-intermediate levels. The students' ages ranged from 20 to 30. They have been working in several private and public companies around Jakarta. The pilot study was conducted in one semester or fifteen weeks. During the pilot study, the researcher observed the flipped classroom method and conducted in-depth individual interviews with some randomly selected students.

The primary purpose of the pilot study was to explore specific aspects, such as feasibility, before carrying out actual studies and improving the methodological quality that was part of the study (Yin, 2003). Furthermore, the pilot study aimed to improve and develop research instruments and adapt research procedures (Sampson, 2004). The researcher recorded essential decisions made while conducting the pilot study, recorded the results of the pilot study, and illustrated the possible adaptations made in the actual study (Sampson, 2004). Accordingly, from the results of this pilot study, the researcher improved and refined the questions of interviewees and questionnaires, as well as the research procedures related to making videos in applying the FC teaching model.

Furthermore, according to Yin (1994), a pilot study needs to be done to help validate data collection procedures by adjusting to the research object's question structure and re-conceptualizing the research design. Hence, a researcher needs to test research procedures to ensure credibility. In a pilot study, a researcher would discover and identify problems that could occur when conducting actual research. It should be emphasized that conducting a pilot study is not intended to collect data (Glesne & Peshkin, 1992) but to help researchers gain access to preliminary data and refine research instruments and procedures proposed before conducting actual research.

By conducting a pilot study, the researcher could identify weaknesses in the research methodology that could be corrected and refined in the actual research implementation. In addition, the researcher could measure and adjust the time required by participants in applying the Flipped classroom method in ESP classes, such as constructing conversation scripts, making videos, uploading, and downloading videos. Furthermore, the pilot study forms the initial foundation for an actual investigation. In the pilot study, the researcher tried to find answers to the following questions:

1. How long does it take for students to complete conversation scripts?
2. How much time do students need in role-playing and Q&A?
3. Are students engaged in class discussions and group discussions?
4. Do students need help making, editing, and uploading videos?
5. What are the concerns and contribution of this research to students?

A pilot study was carried out at the same host institution as the actual study so that the researcher could measure several problems that are likely to arise in the actual

study. For the pilot study, a class of 30 students was chosen. These students in semester three were learning English for pharmacy in the department of pharmacy, UTA 45 Jakarta. One semester period (15 weeks) was taken for the pilot study. Students were given ESP materials related to English for pharmacy in every face-to-face class meeting. Students watched situational conversation videos for the first 15 minutes, such as the drugstore conversation. After that, students were instructed to construct a conversation script and come to the front of the class for role-playing. The researcher videotaped every role-play performed by students before uploading it to the Google Classroom LMS platform.

For the interview session, the researcher chose the leader of each group to be interviewed. Participants chosen to be interviewed were targeted research populations because the characteristics of respondents who decided to participate in the pilot study should be as similar as possible to those in the actual study (Glesne & Pershkin, 1992). Interview sessions were then conducted with each group leader, lasting about 20 minutes. One of the findings in this pilot study was the need to conduct learning activities outside the classroom with adapted situational conversations such as in pharmacies, hospitals, etc. Once the pilot study was completed, some parts of the interview questions were revised and verified again by two experts before being implemented in the actual study.

3.10 ESTABLISHING THE CREDIBILITY AND TRUSTWORTHINESS OF THE STUDY

To enhance the dependability of the outcomes in this research, the researcher carried out member validation of the themes and employed triangulation. Qualitative researchers must diligently follow the necessary measures to confirm the study's reliability and validity, a fundamental requirement. Guba and Lincoln (1985) suggested a range of approaches that can be employed to guarantee credibility and dependability, commonly known as trustworthiness, within the qualitative framework. These include (i) internal validity, (ii) reliability, and (iii) external reality. A member validation process was conducted to ensure the authenticity of the findings. Every participant was asked to examine the transcripts to validate the gathered data. This step was taken to ensure the themes derived from the results were accurate.

Apart from using triangulation, the internal validity of a study can be attained by authentically portraying and precisely explaining the reality of the results through the researcher's truthful and rational examination of the data (McMillan & Schumacher, 2010; Newman, 2000). In this research, the researcher consulted the participants while reviewing the transcripts, emphasising the emerging initial themes. As clarified by Creswell (2007), the participants were requested to examine the preliminary analyses, which included a depiction of the themes, to gather their perspectives on the written analyses and any potential aspects that might have been overlooked. Enabling the participants to express concurrence or disparity with identified themes facilitated accurate data capture and analysis. While it remains challenging to eradicate personal assumptions and perspectives, conducting member validation aids in reducing potential bias, as researchers inevitably bring their preconceptions and perspectives into the study. Fraenkel and Wallen (2012) and Mann (2006) highlighted that the researcher's biases could threaten validity. Guaranteeing internal consistency can also be achieved through methods like maintaining an audit trail (Mann, 2006; Stake, 1995), through conducting prolonged or recurring observations, peer examination of findings, engaging in participatory or collaborative research approaches, and openly addressing the researcher's biases (Merriam, 1998). In this research, the researcher actively participated in the classroom sessions where the rubrics were employed for 14 weeks and was involved in all instances of self-editing across the classes.

The reliability of this study relies on the coherence of its outcomes if replicated in a different research context. Nonetheless, as Merriam (1998) noted, ensuring reliability is challenging within qualitative research. Fraenkel and Wallen (2012) emphasized that the duty of guaranteeing the potential replication of the study in other settings is not placed upon the qualitative researcher, as this is not the primary aim of qualitative research. Human behaviour rarely remains constant with an identical interpretation for our viewpoints and choices can shift based on time and circumstances. Consequently, attaining the conventional form of reliability, as seen in quantitative research, becomes challenging. In addressing this issue, Bogdan and Biklen (2003) proposed and advocated for that meticulous meticulous recording of each data collection aspect and thorough documentation of events occurring during data collection. McMillan and Schumacher (2010) recommended that recording interviews

or events on videotapes and conducting member checks in collaboration with the researchers' perspective is satisfactory.

Lastly, it is essential to emphasize that this study was conducted without the intention of applying its findings to a larger population or different contexts. The potential for generalizations rests on the reader's interpretation of the study, allowing for naturalistic inferences about how the research outcomes can be related to and compared with their circumstances (Hashim & Leitner, 2014; Fraenkel & Wallen, 2012).

3.11 ETHICAL CONSIDERATION

Before starting the research, a researcher needs to consider several ethics-related things. This ethical consideration relates to gaining access, informed consent, and confidence. This is to ensure that this does not conflict with research ethics.

3.11.1 Gaining Access

Several ethical issues need to be considered by the researcher before data collection procedures. First is getting approval to conduct research from the Department of English Language and Literature, Kulliyah of Islamic Revealed Knowledge & Human Sciences, IIUM (See Appendix A). After obtaining consent, the researcher submitted official approval to the rectorate of Universitas 17 Agustus 45, Jakarta, to access the UTA 45 Language Center, where the researcher conducted the research. The approval letter was granted (see Appendix B). The letter was shown as evidence when the researcher needed access to the campus, the director of the language centre, and students. (See Figure 3.10 illustrates the flow of getting access).

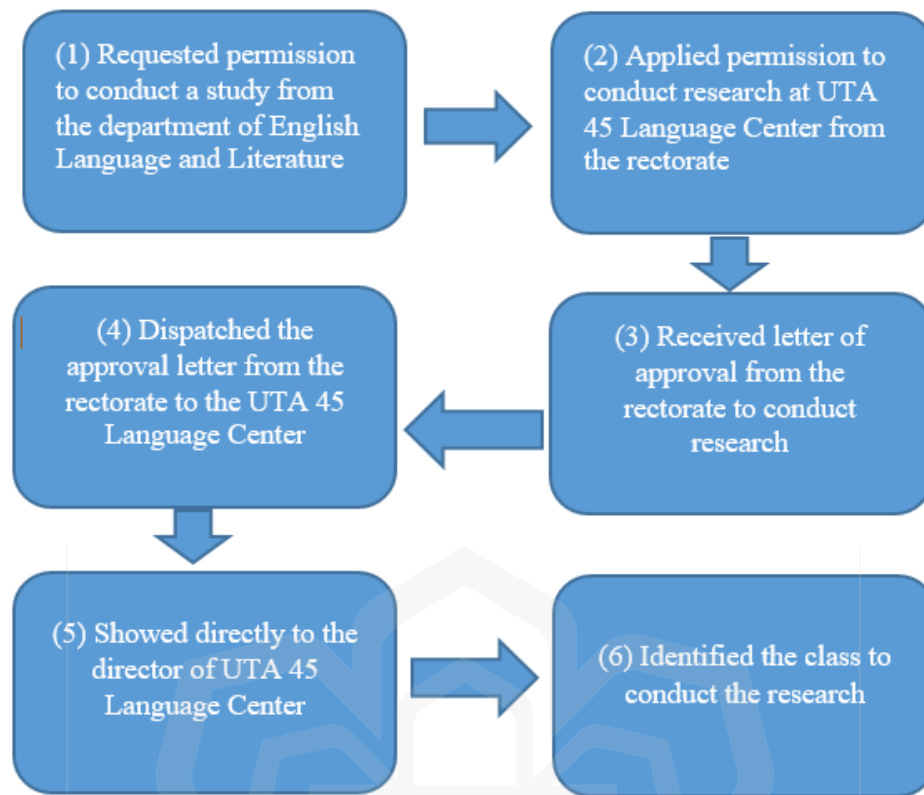


Figure 3.10 Flowchart of Gaining Access for the Procedure of the Data Collection

3.11.2 Informed Consent

After obtaining formal approval from the rectorate, the researcher arranged a meeting with the director of the language centre. During this meeting, the researcher conveyed his aspirations and objectives for conducting their research project. After careful consideration, the director was receptive to the proposal and granted consent for the research to proceed. The reason behind the institution's approval was that the topic of the study closely aligned with a pre-existing program administered by the language centre of UTA 45. This alignment signified an opportunity for synergy and collaboration between the researcher's study and the center's ongoing initiatives.

With the necessary permissions in place, the researcher then contacted the pre-identified participants, who had been selected based on specific criteria relevant to the study. In the initial stages, the researcher took great care to distribute the informed consent form to each participant. The informed consent form served as a crucial document outlining the research's purpose, procedures, and objectives. It also provided

a comprehensive overview of the rights and responsibilities of the participants. Particular emphasis was placed on guaranteeing the anonymity and confidentiality of the information provided by the participants throughout the research process. This assurance was paramount in establishing trust and ensuring participants felt secure sharing their perspectives and experiences.

Furthermore, participants were informed that they retained the autonomy to withdraw from the research at any point in time without any repercussions. This acknowledgement of their rights underscored the ethical and respectful approach taken by the researcher in engaging with the participants. Finally, the researcher's journey began with official approval from the rectorate and fruitful discussions with the language centre director. Subsequently, participants were approached, informed consent was obtained, and the researcher was dedicated to upholding the principles of confidentiality and participant autonomy throughout the research endeavor.

3.11.3 Confidentiality

Maintaining the privacy and confidentiality of participants is an essential part of conducting research. A researcher should care for and safeguard the rights and dignity of participants. Participants should not accept any adverse impacts of their cooperation because they are essential study entities. Therefore, the researcher took the initiative to provide an acronym for each respondent (Cohen et al., 2007).

3.12 CHAPTER SUMMARY

This chapter has presented a detailed research design consisting of sampling strategy, methods used in data collection, ethical considerations, data collection protocols, fieldwork procedures, research questions and procedures for analyzing the data. The next chapter will present the analyses and discussions of this study.

As can be seen from the summary of this study's main aspects, the study design was designed to collect the data needed to answer the research questions and achieve the three research objectives. The reasons for choosing the method of data collection and analysis were stated. Furthermore, this chapter identifies the research setting, a sample of the target population, and the instruments developed for data collection,

explaining the procedures for collecting and analyzing data and the steps followed by the researcher to show how the data was analyzed.



CHAPTER FOUR

FINDINGS AND DISCUSSION

4.1 INTRODUCTION

This study sought to investigate the impact of the Flipped Classroom method on learning English for Specific Purposes. Ultimately, the primary objective of this study is to ascertain the flipped classroom model's impact on enhancing students' speaking proficiency, their perceptual perspectives, and the determinants influencing their engagement and communicative abilities within the flipped classroom setting. Three research questions were designed to address this issue. This chapter focuses on data analysis and research findings, presented in several sections, and developed according to the research question being addressed. In answering the research questions, the results of the qualitative and quantitative analyses are presented. The analysis includes a normality test of pretest and an independent t-test. These tests were summarized to support the analysis of the test, questionnaire, and interviews conducted. The interpretation of the results is discussed, and conclusions are drawn as findings in each section addressing the research questions.

4.2 FINDINGS

In this research, three research questions were addressed: 1) What are the effects of using the FC method on students' speaking skills in an ESP (English for Specific Purposes) classroom? This research question investigated the impact of implementing the flipped classroom (FC) method on students' speaking skills in an ESP classroom. It involved comparing the speaking skills of students who received instruction through the FC method to those who received the traditional one. Quantitative measures were used to assess and compare the speaking skills of the two groups. 2) How do students perceive the flipped classroom method in the ESP class? This research question focuses on exploring students' perceptions of the flipped classroom method in the context of an ESP class. This involved gathering quantitative data through surveys to elicit students' opinions, attitudes, and experiences regarding the flipped classroom approach. This information could provide insights into the method's effectiveness from the student's

perspective. 3) What factors affect students' participation and communication delivery in the flipped classroom method? This research question aimed to identify the factors influencing students' participation and communication delivery in flipped classrooms. This part of the study examines factors such as student motivation, engagement, self-regulated learning, instructional design, and technological aspects. Data were collected through interviews.

By addressing these research questions, the study sought to contribute to the understanding of the effects of the flipped classroom method on students' speaking skills, explore students' perceptions of this instructional approach, and identify key factors that influence students' participation and communication in a flipped classroom setting. The findings could provide valuable insights for educators and researchers interested in incorporating the flipped classroom method in ESP classrooms and improving student learning outcomes.

4.2.1 Effects of Using the FC Method on Students' Speaking Skills in an ESP Classroom

To answer research question 1, "What are the effects of using the FC method on students' speaking skills in an ESP classroom?", a pretest and post-test approach was employed. This approach administered the pretest before implementing the flipped classroom (FC) method and the post-test after the intervention.

The results indicated that both tests exhibited strong scale reliability of Cronbach's alpha coefficient 0.79 respectively (see Table 4.1). This suggests that the tests were dependable and that the data collected were trustworthy. The researcher utilized SPSS to scrutinize the data from the speaking tests (both before and after) to determine whether there were any significant statistical differences between the mean scores of the two tests. The next step is to perform statistical calculations to observe the mean scores that reflect students' speaking performance before any intervention. Table 4.1 provides the Cronbach's alpha reliability statistics for the instruments used in this study.

Table 4.1 Cronbach's Alpha of Reliability Statistics

Reliability Statistics	
Cronbach's Alpha	N of Items
0.79	2

The table 4.2 presents data on the speaking performance of two groups of students, the pretest of the control group and the pretest experimental group, before any intervention. The pretest experimental group exhibits slightly higher mean performance scores (76.60) than the pretest control group (75.03). Both groups show relatively limited variability in scores, with standard deviations of 2.472 and 2.632, respectively. The minimum and maximum scores for the pre-experimental group (73-83) are also marginally higher than those for the pre-control group (70-79). These findings suggest that, before any treatment, both groups had similar speaking performance levels, with the pre-experimental group displaying a slightly favorable mean performance, which may serve as a baseline for evaluating the impact of subsequent interventions.

Table 4.2 Descriptive Statistics of Two Groups' Pre-test Scores

Group	N	Min	Max	Mean	SD
Control	30	70	79	75.03	2,632
Experimental	30	73	83	76.60	2,472

The independent sample t-test (Table 4.3) indicates no statistically significant difference in the two groups' speaking performance before the flipped classroom instruction. This finding suggests that the students' speaking abilities were comparable in both groups before the introduction of the flipped classroom approach, implying that there were no significant performance disparities between the two groups at the outset.

Table 4.3 Levene's Test of Independent Sample Test

Independent Samples Test										
		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
After intervention	Equal variances assumed	4,555	,037	1,960	58	,055	4,600	2,346	-,097	9,297
	Equal variances not assumed			1,960	53,862	,055	4,600	2,346	-,105	9,305

After the intervention, the participants in both groups were administered an identical speaking test, similar in format as the post-test to assess its impact. The mean score performances of both groups are presented in Table 4.4.

Table 4.4 Descriptive Statistics of Two Groups' Post-test Scores

Group	N	Min	Max	Mean	SD
Control	30	69	80	75.37	2.822
Experimental	30	70	84	78.07	2.815

The table above presents the speaking performance results of two groups: control and experimental, following the treatment. The control group, with a mean score of 75.37, demonstrated an average performance level characterized by a minimal range between the minimum (69) and maximum (80) scores and a relatively modest standard deviation (2.822), indicating a relatively consistent performance. In contrast, the experimental group displayed a slightly higher mean score of 78.07, suggesting a slightly better speaking performance on average. Like the control group, the experimental group also showed a narrow range between the minimum (70) and maximum (84) scores and a comparable standard deviation (2.815). These results suggest that the treatment has positively impacted speaking performance, as indicated by the higher mean score in the experimental group. However, further statistical analysis would be necessary to confirm the significance of this difference. The next step is to calculate a paired sample t-test to determine whether there is a difference between the pretest and post-test scores of the experimental group. Table 4.5 presents the paired t-test results for both the pretest and post-test.

Table 4.5 Paired t-test Pretest Experiment and Post-test Experiment

Paired Samples Test										
		Paired Differences								
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference		t	df	Sig. (2-tailed)	
					Lower	Upper				
Pair 1	Pretest_Exp eriment - Posttes Experiment	-1.467	2.193	0.400	-2.286	-0.648	-3.663	29	0.001	

The calculated p-value of 0.001 is highly significant, suggesting that the observed difference between the pretest and post-test scores impacts the participants' performance. In other words, there is strong evidence to conclude that the intervention or treatment in the experiment significantly affected the participants' scores. The 95% confidence interval of the difference (-2.286 to -0.648) further supports this conclusion, as it does not include zero. This implies a 95% confidence in the actual score difference

residing within the specified interval, signifying a decrease in scores following the intervention.

In summary, the results of this paired samples t-test provide compelling evidence that the intervention employed in the experiment had a substantial and statistically significant impact on the participants' performance. The mean difference of -1.467, accompanied by a narrow 95% confidence interval (-2.286 to -0.648), clearly illustrates a consistent decline in scores from the pretest to the post-test. This outcome underscores the practical relevance of the intervention and highlights its potential for meaningful improvements in the measured outcomes. The analysis proceeds with an independent sample t-test conducted on the results of the post-test scores of both the control and experimental groups, as presented in Table 4.6.

Table 4.6 Independent Sample Test of Control and Experiment Posttest

Independent Samples Test

Levene's Test for Equality of Variances		t-test for Equality of Means					
		F	Sig.	t	Std. Error Difference	95% Confidence Interval of the Difference	
						Lower	Upper
				Mean Difference			

		F	Sig.	t	df					
After intervention on	Equal variances assumed	0,000	0,983	-3,710	58	0,	-2,700	0,7	-4,157	-1,243
	Equal variances not assumed			-3,710	58,	0,	-2,700	0,7	-4,157	-1,243

This statistical test is employed to assess whether there are significant differences between the two groups regarding their post-test outcomes. A p-value less than the customary threshold of 0.05 signifies statistical significance, indicating that there are meaningful distinctions between the control and experimental groups in their post-test performance. The independent samples t-test results, conducted to compare the post-intervention scores between two groups, yield compelling evidence of a significant difference in their performance. When assuming equal and unequal variances, the t-test

reveals a statistically significant p-value of 0.000, indicating that the observed mean discrepancy is not due to chance. In practical terms, this suggests that the intervention had a discernible impact on the two groups, with one group significantly outperforming the other.

The 95% confidence interval, ranging from -4.157 to -1.243, offers a valuable perspective on the extent of the divergence in post-intervention scores between the two groups. This interval represents the statistical range within which there is 95% confidence that the true difference in means lies. In this context, the interval's entire span falls below zero, indicating that the experimental group's post-intervention scores are consistently lower than those of the control group. This observation aligns with the highly significant p-value of 0.000 obtained from the t-test, reinforcing the robustness of the findings. After implementing the flipped classroom method in ESP class, the comprehensive findings indicate a substantial enhancement in students' speaking skills within the experimental group. This positive outcome aligns with the first research question, which sought to assess the impact of the flipped classroom method on students' speaking performance. Notably, the experimental group, which received the flipped classroom intervention, displayed significant progress in their English for Specific Purposes (ESP) learning journey compared to the control group.

These outcomes further emphasize the efficacy of the flipped classroom model in identifying students who experienced notable improvements in their speaking skills after the intervention. The analysis also underscores the disparities in speaking proficiency between flipped and traditional classrooms. Flipped classroom students exhibited higher fluency, accuracy, vocabulary usage, pronunciation skills, and increased confidence in oral expression compared to their counterparts in traditional classrooms.

Regarding statistical validation, the paired t-test between the pretest and post-test scores of the experimental group yielded a p-value of 0.01, surpassing the conventional threshold of 0.05. This signifies a statistically significant difference in student learning outcomes, specifically concerning speaking skills, following the implementation of the flipped classroom method. This statistical significance underscores the practical significance of the effect, confirming that the flipped classroom approach substantively improved students' speaking abilities.

Furthermore, the independent samples test results also indicated a significant difference (p-value of 0.01) between the pretest and post-test scores of the participants, reinforcing the positive impact of the flipped classroom method on speaking skills. These findings align with prior research on the Flipped Classroom approach, which consistently underscores its potential to enhance speaking skills, boost confidence, refine accuracy and fluency, and foster engagement and motivation in language learners. Studies by Lee and Wallace (2017), Sudarmaji et al. (2021), and Rahman and Hajar (2021) indicated the potential of the Flipped Classroom approach to positively influence speaking skills. These studies suggested that the Flipped Classroom model could enhance speaking proficiency, increase confidence, improve accuracy and fluency, and promote engagement and motivation in speaking activities.

Furthermore, it also aligns with prior research on the Flipped Classroom method and its influence on enhancing speaking skills within language learning contexts. Studies by Asaad and Sharma (2022), Phoeun and Sengsri (2021), Yeşilçınar (2021), and 2018 Quyen and Loi (2018) also indicated the potential of the Flipped Classroom approach to positively influence speaking skills. Findings has shown that students effectively utilized their at-home leisure time. They immersed themselves in academic subjects, leveraging online resources to supplement their learning and expand their vocabulary. This deliberate practice heightened speaking proficiency and entails a collaborative review of spoken lectures with educators, strengthening the learning process. By embracing this approach, students enhanced their autonomy and self-directed learning and enrich their educational journey by proactively engaging with the material, resources, and mentors.

A significant study exploring the impact of a flipped classroom approach, emphasizing Communicative Language Teaching (CLT), on undergraduate English students' speaking skills found that this FC method could enhance spoken language proficiency. Results revealed a substantial transformation in participants' speaking competence and a positive shift in their attitudes toward learning English. This highlighted the combined efficacy of the flipped classroom and CLT principles in fostering holistic language development. The study underscores how innovative pedagogical methods can effectively improve linguistic skills and learning experiences. In addition, integrating the flipped learning approach resulted in significant enhancements in speaking proficiency and an upsurge in learners' motivation and

satisfaction with the Flipped Classroom model. The outcomes emphasized a substantial improvement in students' speaking abilities due to the flipped classroom approach. Simultaneously, they unveiled a positive and affirmative attitude among students towards this model.

These studies collectively indicated that the Flipped Classroom model has the potential to elevate speaking proficiency, bolster confidence, refine accuracy and fluency, and foster active engagement and motivation during speaking activities. The consistent findings across various studies strongly support the belief that the Flipped Classroom approach holds considerable promise for nurturing speaking skills among language learners. This implies that the flipped classroom approach effectively facilitated progress in English for Specific Purposes (ESP) learning, particularly within speaking skills. Overall, the study's results suggest that implementing the flipped classroom method yielded substantial enhancements in speaking skills within the experimental group, unlike the traditional instruction method in the control group.

In sum, this study underscores the effectiveness of the flipped classroom approach in advancing ESP learning, particularly in speaking skills. At the same time, traditional instruction did not yield comparable results in the control group.

4.2.2 Students Perception of Flipped Classroom Method in ESP Class

To answer research question 2, “How do students perceive the flipped classroom method in ESP class?” The data obtained from an open-ended questionnaire were analyzed. Before analyzing the data from the questionnaire, a test of reliability was carried out first to test the reliability of the questionnaire.

4.2.2.1 Findings from the Questionnaire

In the subsequent data analysis, the researcher examined how pharmacy students perceived the English for Pharmacy learning model that utilized the flipped classroom method. The data for this analysis was obtained from a questionnaire administered to the students. The questionnaire (see Appendix K) consisted of fifteen items, divided into three constructs: Students' Engagement, Beliefs, and Participation. These constructs were used to organize and illustrate the findings of the analysis.

The first construct of Students' Engagement aimed to assess the pharmacy students' level of involvement and interest in the flipped classroom model for learning English for Pharmacy. The questionnaire items in this cluster addressed aspects such as the student's motivation, attention, and active participation in the learning process. The second construct of Students' Beliefs aimed to explore the students' beliefs and perceptions regarding the effectiveness and value of the flipped classroom method for learning English for Pharmacy. The questionnaire items in this cluster examined the students' attitudes towards this learning model, their confidence in its outcomes, and their overall satisfaction with the approach. The third construct, Students' Participation, focused on evaluating the extent to which the pharmacy students actively engaged in the flipped classroom activities and tasks. The questionnaire items in this cluster included questions about the student's involvement in discussions, group work, and other collaborative activities and their contribution to the learning experience.

By analyzing the data obtained from the questionnaire, the researcher aimed to gain insights into how pharmacy students perceive the English for Pharmacy learning model using the flipped classroom method. The findings from this analysis provide valuable information about the effectiveness and acceptance of this teaching approach among the students.

A descriptive statistical test was conducted to measure the minimum, maximum, mean, and standard deviation of student perceptions of the instruction of the flipped classroom model. The results are shown in Table 4.7 below.

Table 4.7 Descriptive Statistics of Students' Perceptions of the Flipped Model

Constructs	N	Min	Max	Mean	SD
Students' engagement	30	11	25	17.80	3.32
Students' Beliefs	30	13	25	18.77	2.71
Students' Participation	30	14	25	18.93	2.24
Valid N (listwise)	30				

According to the data presented in Table 4.7, it was observed that the average scores for the three constructs investigating learning perceptions of the flipped classroom model ranged from 17.80 to 18.93 on a Likert scale ranging from 1 (strongly disagree) to 5 (strongly agree). Among the three constructs, the mean score for the third cluster, which examined students' participation, appears to be the highest, with an average value of $M=18.93$ and a standard deviation of $SD=2.243$. The second highest mean score is observed in the Students' belief constructs, with an average value of $M=18.77$. The lowest mean score is found in the Students' engagement construct, with an average value of $M=17.80$. These findings suggest that the participants generally agree with various statement items in the questionnaire, indicating a positive perception of the flipped classroom model regarding participation, beliefs, and engagement.

Furthermore, a one-sample t-test was carried out to find out whether there was a statistical difference between the level of participants' perceptions of the impact of the flipped classroom model ($M = 18.93, SD = 2.24$) as a high level of agreement and a test score of 18.77 was considered a medium level of agreement, while a mean of 17, 80 and lower for "low". A mean range of 17.75 to 19.78 for 'medium' and a mean range of 18.10 to 19.77 for 'high' level of strategy use. This study indicates a significant difference between the level of participants' perceptions of the impact of the flipped classroom method and the observed test scores ($p=.00<.05$). This indicates that the level of student perception of the impact of the flipped classroom model is generally at a high level (see Table 4.8)

Table 4.8 One-sample Test of Mean Difference

	Test Value = 0					
	t	df	Sig. (2-tailed)	Mean Difference	95% Confidence Interval of the Difference	
					Lower	Upper
Students' engagement	29,313	29	0,000	17,800	16,56	19,04
Students' Beliefs	37,895	29	0,000	18,767	17,75	19,78
Students' Participation	46,239	29	0,000	18,933	18,10	19,77

The next step involved conducting a frequency test designed to assess participants' opinions on several key aspects: their level of engagement, their beliefs related to the subject matter, and their extent of participation. This test will help identify patterns and commonalities in responses, providing valuable insights into the overall attitudes and behaviors of the participants.

Table 4.9 Students' Perceptions of their Engagement

Items	SD	D	NEU	A	SA
The flipped classroom is more engaging than traditional classroom instruction.	0.0	26.7	36.7	23.3	13.3
The flipped classroom gives me greater opportunities to communicate in English with other students in class.	0.0	0.0	26.7	53.3	13.3
I actively participate in learning activities at home through videos.	0.0	0.0	26.7	53.3	20.0
I am more motivated to learn English in class using the flipped classroom method.	0.0	20.0	36.7	30.0	13.3
When I work on something in class, I feel encouraged.	0.0	13.3	30.0	46.7	10.0

Note: SD = strongly disagree, D = disagree, NEU = neutral, A = agree, SA = strongly agree

Five items were clarified in the questionnaire in the first construct on engagement. As can be seen from Table 4.9, it can be observed that 26.7% of the participants disagreed with the statement, indicating that they do not perceive the flipped classroom as more engaging than traditional classroom instruction. Additionally, 36.7% of the participants stated as being neutral, implying that they neither agreed nor disagreed. On the other hand, 23.3% agreed, and 13.3% strongly agreed that the flipped classroom is more engaging. Overall, there is a range of opinions among the participants

regarding the level of engagement in the flipped classroom compared to traditional instruction. In addition, it can be observed that most participants (66.6%) agreed or strongly agreed that the flipped classroom provides them with more significant opportunities to communicate in English with other students in class.

Meanwhile, 26.7% of the participants remained neutral on this statement. No participants chose the strongly disagree or disagree options, indicating that no one expressed a negative view regarding the increased opportunities for English communication in the flipped classroom. Respondents also revealed that they actively participated in learning activities at home through videos. Most participants (73.3%) agreed or strongly agreed that they actively participated in learning activities at home through videos. Students' learning motivation also increases when learning ESP using the flipped classroom method. It can be observed that 50% of the participants agreed or strongly agreed that they were more motivated to learn English in class using the flipped classroom method. Meanwhile, 36.7% of the participants remained neutral on this statement. A smaller percentage, 20%, disagreed or strongly disagreed with the statement. This indicates that while many participants perceive increased motivation through the flipped classroom approach, a considerable portion remains neutral or does not feel an increased motivation. Meanwhile, students are of the opinion that they are more encouraged when they work on something in class. Most participants (56.7%) agreed or strongly agreed that they feel encouraged when working on something in class. Meanwhile, 30.0% of the participants remained neutral on this statement. A smaller percentage, 13.0%, disagreed or strongly disagreed with the statement. This suggests that many participants feel encouraged during their in-class work.

The findings indicate a range of opinions among participants regarding the level of engagement in the flipped classroom compared to traditional instruction. There needs to be a clear consensus among participants in this regard. On the other hand, there is a general agreement among participants regarding the increased opportunities for English communication in the flipped classroom. They perceived the flipped classroom as providing greater chances for communication in English with their peers. Participants showed a high level of active participation in learning activities outside of the classroom setting. They actively engaged in learning activities at home through videos, indicating their proactive approach to learning. This aligns with the findings of Kay and Kletschin (2012), who found that students' active engagement was influenced by the quality and

design of the videos and the ability to pause and review the material at their own pace. A significant number of participants felt increased motivation through the flipped classroom approach. They exhibited higher motivation levels when learning English in the flipped classroom than other methods. Additionally, participants felt encouraged during in-class work. They experienced a sense of encouragement when working on tasks and assignments in the flipped classroom setting.

The second construct of investigating learners' perceptions of the flipped classroom learning model is students' perception of their own beliefs, described through the last five items in this questionnaire section. Table 4.10 presents the results.

Table 4.10 Students' Perceptions of Own Beliefs

Items	SD	D	NEU	A	SA
I feel that flipped classroom has improved my understanding.	0.0	6.7	46.7	33.3	13.3
I feel more confident to ask for clarifications in class after watching the instructional videos at home.	0.0	3.3	36.7	50.0	10.0
The flipped instruction allows me to prepare for my class in advance.	0.0	3.3	16.7	66.7	13.3
I have enough time to study the teaching materials through the video.	0.0	13.3	20.0	53.3	13.3
I enjoy discussing topics with my peers.	0.0	0.0	20.0	60.0	20.0

Note: SD = strongly disagree, D = disagree, NEU = neutral, A = agree, SA = strongly agree

In the construct of learners' beliefs, five items were created to gauge participants' beliefs in using the flipped classroom method in the English for pharmacy class. As displayed in Table 4.4, 46.7% of the participants selected the neutral option, indicating neither agreement nor disagreement with the statement. Concurrently, 33.3% of the participants agreed, and 13.3% strongly agreed that the flipped classroom had enhanced their understanding. Conversely, a mere 6.7% disagreed with the statement.

Furthermore, students felt relaxed about seeking clarifications in class after viewing instructional videos at home. A significant portion of the participants (60.0%) either agreed or strongly agreed that they felt more confident seeking clarifications in class following the home video instruction. Simultaneously, 36.7% of the participants remained neutral, expressing neither agreement nor disagreement, while a smaller fraction, 3.3%, disagreed or strongly disagreed.

Participants also believed that flipped instruction allowed them to prepare for their classes in advance. A substantial majority (80.0%) agreed or strongly agreed that flipped instruction facilitated advanced preparation. Similarly, 16.7% of participants held a neutral stance, with neither agreement nor disagreement, while a small percentage, 3.3%, disagreed or strongly disagreed.

Moreover, respondents indicated that the available time was sufficient for studying the teaching materials through video. Most participants (66.6%) either agreed or strongly agreed that they had adequate time to study the teaching materials via video. Correspondingly, 20.0% of participants remained neutral, expressing neither agreement nor disagreement, and 13.3% disagreed or strongly disagreed.

Furthermore, students also expressed enjoyment in discussing topics with their peers. The data illustrates that a significant proportion of participants (80.0%) agreed or strongly agreed with this statement. Conversely, 20.0% of participants maintained a neutral stance, with neither agreement nor disagreement. Notably, no participants selected the strongly disagree option, and only a minor percentage (13.3%) disagreed with the statement.

The findings shed light on students' thoughts about the effectiveness of self-paced learning, the value of active learning activities, and their overall confidence in their ability to learn through the flipped classroom method. Positive perceptions in this construct indicated that students believed the flipped classroom enhanced their learning

outcomes and built their confidence as independent learners. Many participants felt increased confidence to seek clarifications in class after engaging with instructional videos at home. This suggests that the flipped classroom approach has positively impacted their confidence in asking questions and seeking clarification during class time. This is in line with a previous study by Hew and Lo (2018) indicating that students in the flipped classroom group exhibited an increased confidence in their ability to understand and apply concepts.

In addition, a significant number of participants found the flipped instruction approach beneficial in terms of preparing for their class in advance. They perceived that the instructional materials provided before class enabled them to come prepared and better understand the topics to be discussed. Furthermore, findings suggested that many participants felt they have sufficient time to study the teaching materials provided through videos. They perceived that the flipped classroom approach allowed them enough time to engage with the instructional content at their own pace, enabling better understanding and preparation for class. This is in line with a study conducted by Herreid and Schiller (2013), who reported a greater sense of independence in their learning journey, as they could engage with pre-class materials at their own pace. Finally, these findings indicated that many participants had a positive attitude towards discussing topics with their peers. They enjoyed engaging in discussions and exchanging ideas with their classmates, which suggests a favorable learning environment for collaborative learning and knowledge sharing.

The last construct of investigating learners' perceptions of the flipped classroom learning model is students' participation, described through the last five items in this questionnaire section. Table 4.11 presents the results.

Table 4.11 Students' Perceptions of their Participation

Items	SD	D	NEU	A	SA
I use class time very effectively.	0.0	3.3	36.7	56.7	3.3
In class, I do further practice on a conversation that I have learned at home through videos.	0.0	0.0	30.0	63.3	6.7
Online teaching materials resources are helpful in learning English for Specific Purposes.	0.0	6.7	16.7	66.7	10.0
I discuss what I have learned from the video with my friends and teacher in class.	0.0	0.0	23.3	63.3	13.3
I ask things I don't understand with my friends and teacher in class.	0.0	0.0	30.0	53.3	16.7

Note: SD = strongly disagree, D = disagree, NEU = neutral, A = agree, SA = strongly agree

As shown in Table 4.5, 70% of students used class time very effectively. The data shows that most participants (60.0%) agreed or strongly agreed that they use class time effectively. Meanwhile, 36.7% of the participants remained neutral on this statement, neither agreeing nor disagreeing. Only a small percentage, 3.3%, disagreed or strongly disagreed with the statement. Meanwhile, 70% said they further practiced a conversation in class following what they had learned at home through videos. 30.0% of the participants remained neutral on this statement, neither agreeing nor disagreeing. Only a small percentage, 3.3%, disagreed or strongly disagreed with the statement. Students frequently utilize online teaching materials readily available on various platforms, which facilitates their active participation in the learning process. This is

evidenced by the responses to statement three, where 76.7% of students reported using online resources to support their learning in English for Specific Purposes.

Meanwhile, 76.6 % of students agreed that this flipped model improved participation by discussing what they learned from the video with their friends and teachers. Only a small percentage, 6.7%, disagreed or strongly disagreed with the statement. Finally, respondents agreed they participate a lot in class by asking the teacher and their friends about things they didn't understand. The data shows that most participants (70.0%) agreed or strongly agreed that they ask questions about things they don't understand with their friends and teachers in class. Meanwhile, 30.0% of the participants remained neutral on this statement, neither agreeing nor disagreeing. Only a small percentage, 6.7%, disagreed or strongly disagreed with the statement.

The findings revealed students' opinions on factors such as their engagement with peers, the level of instructor support, and the impact of collaborative activities. Positive feedback of this construct suggests that students felt encouraged to actively participate, collaborate, and take responsibility for their learning within the flipped classroom model. A significant number of participants perceived themselves as utilizing class time effectively. The flipped classroom approach allowed them to make the most of the time spent in the classroom due to their prior engagement with instructional materials outside of class. However, a notable portion of participants remained neutral, indicating a range of perspectives on the effectiveness of class time utilization in the flipped classroom. Findings also suggested that many participants actively practiced and applied the conversations they have learned at home through videos during their in-class activities. They perceived the flipped classroom approach as providing opportunities to reinforce and extend their learning through practical application and practice. The relatively high percentage of agreement indicated that the flipped classroom method effectively facilitated further conversation practice in the classroom setting.

Furthermore, these findings indicate that many participants perceive online teaching materials resources as beneficial for their specific English language learning needs. They believed these resources effectively enhanced their understanding and proficiency in English for Specific Purposes. The relatively high percentage of agreement suggests that the availability and utilization of online teaching materials positively impact the participants' language learning experience.

In addition, many participants actively engaged in discussions with their peers and teachers regarding the content they have learned from the video materials. This indicates that the flipped classroom approach promotes collaborative learning and allows students to share their insights and seek clarification during in-class discussions. The relatively high percentage of agreement highlights the importance of interaction and dialogue in the learning process within the flipped classroom environment. Finally, the findings suggest that many participants actively sought clarification and asked questions about concepts they found challenging or do not understand. They felt comfortable approaching their peers and teachers to address any confusion or seek additional information. This reflects the collaborative and supportive learning environment fostered by the flipped classroom method, where students are encouraged to engage in discussions and seek assistance from their peers and teachers. The relatively high percentage of agreement indicates the effectiveness of the flipped classroom approach in promoting active participation and a culture of inquiry among students. The findings of Betihavas et al. (2016) support the notion that the convenience and accessibility of the flipped classroom approach contributed to students' engagement and active participation in the learning process.

To conclude, the findings obtained from the questionnaire show that participants exhibited a high level of agreement, especially in the engagement construct, followed by two other constructs that obtained a relatively high level of agreement: beliefs and participation. This finding is consistent with the findings obtained from data interviews (to be presented next), where most interviewees stated they were more engaged in flipped classroom models than traditional instruction. This finding aligns with the fact that learners require varied teaching methods. They are interested in new teaching methods, especially those that utilize technological advances.

The findings revealed students' opinions on factors such as their engagement with peers, the level of instructor support, and the impact of collaborative activities. Positive feedback in this cluster suggests that students felt encouraged to actively participate, collaborate, and take responsibility for their learning within the flipped classroom model. A significant number of participants perceived themselves as utilizing class time effectively. The flipped classroom approach allowed them to make the most of the time spent in the classroom due to their prior engagement with instructional materials outside of class. However, a notable portion of participants remained neutral,

indicating a range of perspectives on the effectiveness of class time utilization in the flipped classroom.

Findings also suggest that many participants actively practiced and applied the conversations they have learned at home through videos during their in-class activities. The findings align with the study by Singh et al. (2018), which suggests that employing resources like YouTube videos to guide students in role-playing scenarios their lecturer prescribes fosters confidence and peer interaction. These outcomes reflect the success of the flipped classroom strategy among Food and Beverage trainees, significantly improving their speaking skills to meet industry demands. They perceive the flipped classroom approach as providing opportunities to reinforce and extend their learning through practical application and practice. The relatively high percentage of agreement indicates that the flipped classroom method effectively facilitated further conversation practice in the classroom setting.

Furthermore, these findings indicate that many participants perceived online teaching materials resources as beneficial for their specific English language learning needs. They believed these resources effectively enhance their understanding and proficiency in English for Specific Purposes. The relatively high percentage of agreement suggests that the availability and utilization of online teaching materials positively impact the participants' language learning experience.

In addition, many participants actively engaged in discussions with their peers and teachers regarding the content they have learned from the video materials. This indicated that the flipped classroom approach promoted collaborative learning and allows students to share their insights and seek clarification during in-class discussions. The relatively high percentage of agreement highlights the importance of interaction and dialogue in the learning process within the flipped classroom environment. Finally, the findings suggest that many participants actively sought clarification and asked questions about concepts they found challenging or do not understand. They felt comfortable approaching their peers and teachers to address any confusion or seek additional information. This reflects the collaborative and supportive learning environment fostered by the flipped classroom method, where students are encouraged to engage in discussions and seek assistance from their peers and teachers. The relatively high percentage of agreement indicates the effectiveness of the flipped classroom approach in promoting active participation and a culture of inquiry among

students. The findings of Kadam and Sawant (2020) support the notion that the convenience and accessibility of the flipped classroom approach contributed to students' engagement and active participation in the learning process.

To conclude, the findings obtained from the questionnaire showed that participants portrayed a high level of agreement, especially in the engagement construct, followed by two other constructs that obtained a relatively high level of agreement: beliefs and participation. This finding is consistent with the findings obtained from data interviews, where most interviewees stated they were more engaged in flipped classroom models than traditional instruction. This finding aligns with the fact that learners require varied teaching methods. They are interested in new teaching methods, especially those that utilize technological advances.

4.2.3 Factors that Affect Students' Participation and Communication Delivery in the Flipped Classroom Method

The data from semi-structured interviews were analyzed to address the third research question, "What factors affect students' participation and communication delivery in the flipped classroom method?"

4.2.3.1 Findings from the Interview: Students' Perception towards Flipped Classroom

For the students' perception, the group code from the thematic analysis results through Atlas.ti found four group themes: Affect learning style, Attractive, Exciting and interesting, and Variety of features.

4.2.3.1.1 Affect Learning Style

Students in the flipped classroom method underwent a shift in their learning styles compared to their previous approach. Previously, their focus was primarily on learning during class time. However, within the flipped classroom method, students acknowledged studying in two distinct phases: outside and during in-class sessions. When asked how the FC method affects learning style, respondent 2 responded, "In this

method, I learn twice, namely learning outside the classroom independently and learning in class from classmates and teachers through group discussion."

This statement reflects the change in students' learning patterns within the flipped classroom. Firstly, students engage in independent learning outside the classroom, where they take responsibility for acquiring knowledge through pre-class activities such as watching videos, reading materials, or completing assignments. This phase allows them to familiarize themselves with the foundational concepts and gain a basic understanding of the subject matter. Secondly, during the in-class sessions, students actively participate in group discussions and interactions with their classmates and teachers (Austin et al., 2010; So & Brush, 2008). This collaborative learning environment enables them to deepen their understanding, clarify doubts, and explore complex topics through shared perspectives and insights. Students benefit from diverse viewpoints and collaborative problem-solving by engaging in these group discussions, enhancing their overall learning experience. Aligned with the findings of Zarrinabadi and Ebrahimi (2019), the flipped strategy demonstrated a notable increase in collaborative peer dialogue among learners when contrasted with traditional teaching methods.

By recognizing the dual nature of their learning experience within the flipped classroom, students acknowledge the added value of studying both independently outside the classroom and collaboratively in the classroom. This shift in learning styles promotes a more comprehensive and interactive learning process, facilitating a deeper understanding and application of knowledge. Moreover, the flipped classroom method significantly impacts students' learning styles. As highlighted by respondent 3:

This flipped classroom model is very influential on my learning style. I like this flipped model. I am more confident when taking lessons in class because I have mastered the teaching material presented or discussed in class.

This indicates that the flipped classroom approach changes how students' approach and engage with their learning process.

One aspect of this impact is its challenge to students in developing critical thinking skills. As respondent 4 explained, "It affects my learning style because, with this flipped model, students are provided with preparation for critical thinking." This suggests that the flipped classroom method encouraged students to go beyond passive absorption of information and instead fosters their ability to analyze, evaluate, and

critically apply knowledge. Respondent 7 compared the traditional classroom to dining at a Padang restaurant, where the teacher is like the chef who serves all the dishes first and then asks which ones are preferred. In contrast, in a Flipped Classroom (FC), the lecturer provides the recipe and asks the students to cook it themselves. He said,

It's like we are going to Restoran Padang, and our teacher is like a chef. He just gives us all the food, and we just eat them all, and then after all, he just asks which menu you like most. But in FC, the lecturer just gives us the recipes, and we make our food. For me, it's more engaging and more challenging.

By requiring students to engage with pre-class materials and actively participate in in-class discussions, the flipped classroom model prompts students to think critically about the subject matter (Senske, 2017). They are encouraged to delve deeper into the content, question assumptions, and draw connections between concepts. This shift in learning style promotes higher-order thinking skills and helps students develop their ability to analyze information, solve problems, and make informed judgments. In essence, the flipped classroom method brings about a transformation in students' learning styles. It challenges them to develop critical thinking skills by providing preparation for critical analysis and fostering active engagement with the subject matter. This shift empowers students to become more independent, analytical learners who can apply their knowledge and think critically in various contexts.

Furthermore, respondent 7 recognize the significant impact of the flipped classroom model on their learning style, describing it as having a massive influence. This suggests that the flipped classroom approach substantially changes how students perceive and approach their learning process. Respondent 6 echoes this sentiment: "Of course, it affects my learning styles because FC makes me more independent than the traditional one." This indicates that the flipped classroom method promotes greater independence in students' learning journeys than traditional instructional approaches. The flipped classroom model encourages students to take responsibility for their learning and actively engage with the course material outside the classroom. Providing pre-class resources and activities allows students to explore and understand the content at their own pace. This self-directed learning aspect of the flipped classroom empowers students to become more independent learners, capable of setting their own goals, managing their time effectively, and taking ownership of their educational journey. Compared to traditional classroom settings, where instruction is primarily delivered

during class time, the flipped classroom model allows students to gain a deeper understanding of the subject matter through independent exploration and self-study. This increased independence in learning style enables students to develop critical thinking skills, problem-solving abilities, and a sense of agency over their education.

In essence, respondent 7 acknowledges the massive impact of the flipped classroom model on their learning style, indicating a significant shift in their approach to learning. Additionally, respondent 6 highlights the enhanced independence fostered by the flipped classroom, contrasting it with traditional methods. The flipped classroom model promotes self-directed learning, empowers students to take ownership of their education, and cultivates independent learning styles that facilitate more profound understanding and critical thinking. Learning English using this method can make students learn more independently. Hung (2015) revealed that FC can create an independent learning atmosphere. Additionally, respondent 8 acknowledges that the introduction of the flipped classroom method has had a significant impact on their learning style, particularly in the context of learning English. They express:

It has quite an effect on my learning style because I have only known traditional learning methods so far. In this FC method, it is easier for me to master the teaching materials because I can watch learning videos repeatedly.

This suggests that the flipped classroom approach has provided them with a new and different learning experience, challenging their previous familiarity with traditional instructional methods. Similarly, respondent 5 shares a similar sentiment, expressing gratitude for being introduced to the flipped method and highlighting how it has changed their perception of learning English. They state, "I thank you for introducing this method to me, which has slightly changed my perception of learning English." This indicates that the flipped classroom method has offered them a fresh perspective and approach to learning the English language, diverging from the conventional methods they had previously encountered.

Both respondents recognize the value of the flipped classroom method in enhancing their language learning experiences. They express hope that this method can be extended beyond English courses to other subjects, indicating a desire for its application across different areas of education. The flipped classroom model emphasizes active engagement, self-directed learning, and collaborative interactions

and presents a departure from traditional instructional approaches. By experiencing this alternative method, respondents 8 and 5 have had their learning styles positively impacted and their perceptions of language learning transformed. Their positive feedback underscores the potential of the flipped classroom method to offer innovative and effective learning experiences, not only in language education but also in other subject areas.

The theme of affect learning style highlights how students' perception of the flipped classroom method relates to their preferred learning style. It encompasses factors such as whether the method aligns with their individual learning preferences, whether it caters to different learning styles, and whether it allows for personalized learning experiences. Students' perception of how well the flipped classroom method accommodates their learning style can impact their engagement and communication within the approach, in line with the finding of a study conducted by Means et al., (2013). They found that the flipped classroom method accommodated different learning preferences and increased student engagement. Hew and Lo (2018) also found that the flipped classroom approach catered to different learning preferences and enhanced student engagement. The availability of pre-class materials and in-class activities provided opportunities for self-directed learning and active engagement, which could be beneficial for students with varying learning styles.

4.2.3.1.2 Attractive

The flipped classroom method offers a more attractive learning experience as it actively engages students in every learning activity. Through this approach, teachers no longer dominate the classroom with traditional lecture methods but take on the role of facilitators. This shift in teaching style promotes student-centered learning and active participation. When asked about the FC method, respondent 4 mentioned, "It is pretty attractive compared to the traditional method where the teacher explains at length in class and then gives questions or homework to students." The flipped classroom method is perceived as attractive compared to the traditional approach, where the teacher delivers lengthy class explanations and assigns students questions or homework. In the flipped classroom, students engage with pre-class materials independently, allowing for

more efficient use of in-class time (Hamdan et al., 2013). This change in dynamics makes the learning process more engaging and interactive.

Another appealing aspect of the flipped classroom method, as highlighted by several respondents, is the presence of group discussions during in-class sessions. Group discussions allowed students to interact and exchange ideas with their peers actively. Respondent 2 specifically preferred group discussions, emphasizing the value of collaborative learning and the ability to share and discuss ideas within a group setting. He said:

The feature that I like the most is during group discussions because I can interact and exchange ideas with group friends in group discussions. Another part that I like is watching learning videos that can be watched and studied at our own pace. I can learn the material according to my free time.

The flipped classroom method fosters a more engaging and participatory learning environment by incorporating group discussions and interactive activities. It promotes active learning, critical thinking, and the development of communication and collaboration skills. Students appreciate the opportunity to engage with their peers actively and contribute to meaningful discussions, enhancing their overall learning experience (Lopes & Soares, 2018). The attractiveness of the flipped classroom method lies in its student-centered approach, where students become active participants in their learning journey. This shift away from traditional lecture-based instruction and the incorporation of interactive activities, such as group discussions, contribute to the overall appeal and effectiveness of the flipped classroom approach.

The statement aligns with the perspective shared by Basal (2015) regarding the flipped classroom instructional model. Basal emphasizes that in the flipped classroom approach, the teacher's role shifts from being a central figure delivering lectures to that of a facilitator. In this model, the teacher takes on a supportive role, guiding and facilitating the learning process rather than being the primary source of information.

By adopting the facilitator role, teachers in the flipped classroom method encourage student engagement and active participation. They create an environment where students are responsible for their learning and collaborate with their peers. Instead of solely disseminating information, the teacher focuses on guiding discussions,

providing clarifications, and promoting deeper understanding through interactive activities.

The notion that the teacher's role in the flipped classroom is that of a facilitator is in line with the student-centered approach of this instructional model, which underscores the constructivist learning theory's endorsement of student-centered learning, guided by the teacher's supervision and support (Neo et al., 2009). It recognizes the importance of student agency, autonomy, and active involvement in the learning process. By shifting the focus away from the teacher-centered lecture format, the flipped classroom empowers students to become more independent while fostering a collaborative and engaging classroom environment.

The flipped classroom method offers learning activities that simulate real-life situations, as highlighted by Respondent 7: "The FC method that I follow makes me learn like in real life". This approach allows students to engage with authentic materials and experiences that reflect the realities of their future professional or workplace contexts. For example, video conversations uploaded on the learning management system (LMS) allow students to learn from realistic scenarios, such as conversations between pharmacists and patients or patients and doctors in the case of pharmacy students. She further stated:

The FC method that I follow makes me learn like in real life. I can apply teaching materials such as video conversations related to the pharmacy in my workplace, such as conversations between pharmacists and patients, patients and doctors, etc.

This suggests that the Flipped Classroom (FC) method is effective in bridging the gap between theoretical knowledge and practical application. The respondent indicates that the method allows them to directly apply the teaching materials, such as video conversations related to pharmacy, in their workplace. This implies that the FC approach facilitates contextual learning, enabling students to use classroom content in real-life professional scenarios, thereby enhancing the relevance and utility of their education. This is congruent to the findings of Poedjiastutie (2017) where it was explained that the inclusion of such authentic materials in the flipped classroom method enhances students' ability to apply their learning to real-life situations. The flipped classroom method bridges the gap between theory and practice, promoting a deeper

understanding of concepts and their practical applications by exposing students to practical examples and scenarios relevant to their field of study.

Respondent 4 also expressed the value of the flipped method in learning English for pharmacy, stating that it provided a valuable experience. This approach allows students to interact actively, be more creative, and significantly increase their self-confidence. Students can work together, share ideas, and express their opinions through collaborative activities and discussions. This active engagement fosters a sense of ownership over the learning process, as the lecturer no longer dominates the classroom, creating a more student-centered and participatory environment (Zhou & Lee, 2009).

By incorporating real-life situations and encouraging active participation, students participated in role-playing scenarios where they simulated a conversation between a pharmacist and a patient discussing medication usage and potential side effects. The flipped classroom method enhances students' practical skills, critical thinking abilities, and confidence in applying knowledge. It provides a dynamic and engaging learning experience beyond traditional classroom settings and prepares students for the challenges they may encounter in their future professional endeavors.

This attractive theme captures students' perceptions of the flipped classroom method as visually appealing or aesthetically pleasing. Elements within this theme encompass the layout and delivery of pre-class materials, incorporation of multimedia components such as instructional videos discussing pharmacy, and the overall appeal of learning resources as part of the intervention in this study. When students perceive the flipped classroom approach as visually appealing, it can contribute to their motivation, interest, and willingness to participate and communicate, in line with the finding of a study by Lee et al. (2019). They found that well-designed and visually appealing illustrations, diagrams, and graphs enhanced students' understanding, interest, and engagement. When students perceive the flipped classroom materials and resources as visually appealing, it can positively impact their motivation, interest, and willingness to participate and communicate within the learning environment.

The flipped classroom method is more appealing than traditional teaching, where teachers provide long explanations in class and give assignments. In the flipped classroom, students independently study pre-class materials, optimizing in-class time for better engagement and interaction in the learning process (Hamdan et al., 2013). The

attractiveness of the flipped classroom method stems from its student-centered approach, empowering students to engage in their learning journey actively. Moving beyond conventional lectures and integrating interactive elements like group discussions enhances the method's effectiveness and attractiveness.

The flipped classroom method enhances learning through group discussions and interactive activities, creating an engaging and participatory environment. It encourages active learning, critical thinking, and the growth of communication and collaboration skills. Students value the chance to engage with peers, partake in valuable discussions, and enrich their learning experience (Lopes & Soares, 2018). Teacher transforms from a lecturer to a facilitator, supporting and guiding learning rather than being the primary source of information. In this approach, teachers promote engagement and active student involvement, fostering an environment of collaborative learning. The focus shifts from imparting knowledge to guiding discussions, offering explanations, and encouraging comprehension through interactive activities (Basal, 2015).

4.2.3.1.3 Exciting and Interesting

Students perceive the flipped classroom method as interesting and more effective. When asked if the FC method is interesting, Respondent 5 highlighted, "I think this model is very interesting and more effective because we only learn and discuss what we have learned at home, and the lecturer's explanation in class does not use up time". The approach directs students to focus on the pre-prepared materials available on the learning management system (LMS) online. This allows students to engage with the learning materials independently before class. Consequently, classroom time can be optimized for discussions, application, and a deeper understanding of the concepts.

Moreover, the flipped classroom model can transform passive learners into active participants. Respondent 5 initially acknowledged being a passive learner but experienced a shift in their learning behavior within the flipped model. They became more active, enthusiastic, and interested in learning than other instructional methods. This change in learning style can be attributed to the interactive and engaging nature of the flipped classroom, where students are encouraged to take ownership of their learning and actively participate in class discussions, activities, and collaborative exercises. He mentioned:

I am more active and more engaged. I am a passive type of student; I don't want to ask a lot of questions, don't dare to ask questions, but with this flip class method, I am more engaged and active because I am ready by studying the material first. This makes me more daring to ask questions and is no longer passive.

By allowing students to engage with the material before class and fostering an active learning environment, the flipped classroom method promotes more profound understanding, critical thinking, and higher levels of student engagement. Students' transition from passive to active learners within the flipped model signifies this instructional approach's effectiveness and positive impact on student motivation and enthusiasm for learning.

By engaging with online teaching materials before class, students experience a sense of preparedness and readiness for their in-class learning activities. This preparation contributes to their excitement and enthusiasm for learning. Respondent 2 expressed that the flipped classroom method is exciting because it enhances the understanding of the upcoming material, enabling them to approach the classroom session confidently. "I think it is exciting because it makes me understand the material that will be taught better because I have first studied and mastered it". In addition to feeling prepared, students find the flipped classroom method interesting because it emphasizes the importance of pre-learning before class. Respondent 7 appreciated this aspect as it encourages students to engage with the material independently before the classroom session: "I think this method is very interesting because it encourages us to learn first so that we can be engaged in the learning process in the classroom". This sentiment was shared by Respondent 8, who believed that the method's emphasis on preparation enhances students' commitment to studying the material thoroughly: "Preparation beforehand has made me more engaged and active in class".

Furthermore, students specifically enjoyed learning English for Pharmacy using the flipped classroom method compared to the traditional approach. Respondent 1 preferred the flipped classroom, indicating it was more enjoyable than the traditional classroom method. She highlighted:

FC enjoys more than the traditional classroom method. It also reduces stress in class. Because at FC before class started, I had studied the teaching material first, so when suddenly asked by the lecturer, I was ready to answer it.

Overall, these responses highlight the positive impact of the flipped classroom method on student engagement, preparedness, and enjoyment of the learning process. The flipped model's combination of pre-learning, readiness, and active participation contributes to students' excitement and interest in the learning experience. The exciting and interesting theme reflects students' perception of the flipped classroom method as exciting and interesting. It encompasses factors such as the level of novelty and engagement provided by the method, the use of interactive activities or technologies, and the overall level of student interest generated by the approach. When students perceive the flipped classroom method as exciting and interesting, it can positively influence their motivation, curiosity, and active participation. A study by Hew and Cheung (2014) on Technology-Enhanced Learning in Higher Education aligns with the findings. Technology integration in learning positively influenced student motivation, engagement, and interest. Interactive and multimedia elements, such as simulations or online discussion forums, made the learning experience more exciting, stimulating students' curiosity and active participation.

Previous studies conducted by Hung (2015), Yang and Chen (2019), Islam (2018), Zainuddin and Perera (2019), and Santikarn and Wichadee (2018) have consistently highlighted the significant advantages of the FC method in promoting active learning and increasing student engagement compared to traditional instructional approaches. These studies collectively support that the FC offers a more engaging and interactive learning experience than traditional instruction. The FC method's ability to promote active learning, collaborative discussions, and student-centered approaches has been consistently recognized as beneficial in enhancing student engagement, motivation, and learning outcomes.

Whether fully or semi-structured, lessons structured within the FC model offer superior instructional designs compared to traditional learning models. A structured or semi-structured flipped learning model can yield enhanced learning outcomes, foster a more favorable attitude among students towards their learning approaches, and cultivate increased dedication to the learning process. FC models ensure consistent completion of online tasks, uphold learning achievements, and positively impact students' intrinsic motivation. The attractiveness of FC techniques emerges from instructor video recordings, opportunities for independent learning, active participation in in-class exercises, and collaborative engagement with peers.

4.2.3.1.4 Variety of Features

In the FC method, students are presented with several features that make students more actively involved in learning English. Some features available in the FC method include watching online teaching videos before entering class, online interaction with classmates, and discussion groups in class. Respondent 2 and Respondent 1 both emphasized the value of group discussions as a favorite feature of the flipped classroom method. Respondent 2 appreciated the opportunity to interact and exchange ideas with their peers during these discussions: “The feature that I like the most is during group discussions because I can interact and exchange ideas with group friends in group discussions”. At the same time, Respondent 1 was particularly excited about the chance to learn new things from classmates. He mentioned:

The most exciting feature of FC is the discussion in class. Because from there I can share opinions and learn new things from friends. I also think that discussion can improve my speaking skills because the discussion can encourage me to speak in class.

Group discussions in class provide a platform for students to actively participate and share knowledge. It allows them to express their opinions, contribute to the conversation, and learn from the perspectives and insights of their peers. Respondent 2's statement reflects group discussions' interactive and collaborative nature, highlighting the importance of interaction and idea exchange among group members. Moreover, Respondent 1 expressed enthusiasm for the discussion group in class, emphasizing the benefits of learning from friends. This highlights the social aspect of group discussions, where students can tap into their classmates' collective knowledge and experiences, expanding their understanding and gaining new insights.

In addition to the academic benefits, frequent group discussions were noted to impact speaking skills positively. Respondent 1 acknowledged that participating in group discussions encouraged them to speak up in class, thus improving their speaking abilities. This suggests that the interactive nature of discussions provides opportunities for students to practice and enhance their oral communication skills. These statements from both respondents underscore the importance of group discussions within the flipped classroom method. During these discussions, they highlighted the value of interaction, knowledge sharing, and speaking practice. Overall, group discussions in the flipped classroom promote active engagement, foster collaborative learning, and contribute to developing students' speaking skills. Salem's (2018) research findings

support the notion that the various features available in the flipped classroom method contribute to increased student engagement, leading to improved academic performance. One of the features that students particularly appreciated was in-class group discussions. This finding aligns with the statements made by Respondent 2 and Respondent 1.

Students expressed a strong preference for the feature of studying teaching materials before class in the flipped classroom method, specifically by watching teaching videos that have been uploaded on the Learning Management System (LMS). This approach allowed students to learn at their own pace and adjust their learning to their free time. Respondent 2 emphasized the flexibility and convenience of this feature, as they could watch the videos and study the material according to their availability. He said, "Another part that I like is watching learning videos that can be watched and studied at our own pace. I can learn the material according to my free time." Similarly, Respondent 6 appreciated the availability of online teaching materials, enabling them to access and study them anytime and anywhere. He said:

Features such as getting material beforehand and group discussions in class are interesting. But for me, the most interesting is the delivery of material online before the class starts.

The use of visual materials, particularly video conversations, also contributes to the appeal of the flipped classroom method. Respondent 3 highlighted the motivation that arose from watching visual content with subtitles and listening to the audio of the conversations. Visual presentations could enhance understanding and engagement by providing additional context, non-verbal cues, and realistic examples. "I can watch the visuals, which are sometimes available with subtitles, and listen to the audio of the conversation from the video." This multimedia approach appeals to students and creates a stimulating learning environment.

The availability of online teaching materials, the flexibility in accessing and studying them, and the visual presentation of content through video conversations are highly valued features within the flipped classroom method. These aspects give students autonomy over their learning, allow them to learn at their own pace, and offer engaging and dynamic learning experiences. By leveraging these features, the flipped classroom method promotes self-directed learning, enhances motivation, and facilitates a deeper understanding of the subject (Asaad & Sharma, 2022).

The theme of various features relates to students' perception of the flipped classroom method as offering a diverse range of features and opportunities for learning. It includes factors such as the availability of different types of pre-class materials, various instructional strategies, and multiple modes of communication and interaction. When students perceive the flipped classroom method as having various features, it can enhance their engagement, participation, and communication by providing multiple avenues for learning and expression. A study in accordance with this finding was conducted by Guy and Marquis (2016) comparing students' performance in flipped classrooms and traditional lectures. He found that the flipped classroom, including diverse pre-class materials (e.g., videos, readings, interactive modules), improved student engagement and achievement.

These group themes were identified through the thematic analysis in Atlas.ti, provide insights into how students perceive the flipped classroom method in terms of its impact on their learning style, attractiveness, level of excitement and interest, and the variety of features it offers. Understanding these perceptions could assist educators in designing and implementing effective flipped classroom experiences that align with students' preferences and enhance their engagement and communication. Figure 4.1 provides a visual representation of the Group Code of Students' General Perception, showcasing the systematic categorization of qualitative data collected from students.

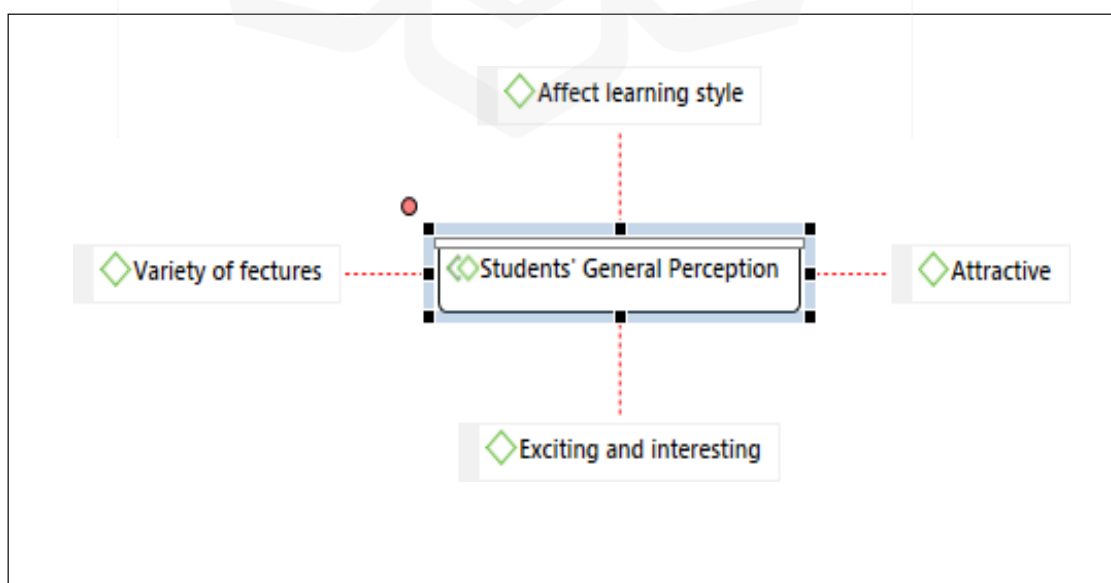


Figure 4.1 Group Code of Students' General Perception

4.2.3.2 Findings from the Interview: Student's Engagement

The second group code generated from the thematic analysis is Student Engagement. The three groups of themes obtained are More Actively Involved, More Confident, and Well Prepared.

4.2.3.2.1 More Actively Involved

In the context of student involvement, the FC (Flipped Classroom) method offers a new experience that promotes active participation in both classroom and out-of-class activities. The availability of online teaching materials allows students to access and study them before attending class, fostering a sense of preparedness and readiness. This pre-class preparation enables students to engage more actively during in-class sessions. When asked if he/she is more engaged when using the FC method, Respondent 1 expressed increased activity, stating that they are more involved in the FC method as he has already studied the online teaching materials provided through platforms like Google Classroom (GCR).

I am more active with this FC method because I have prepared myself by first studying the teaching materials available online at Google Classroom.

Furthermore, Respondent 2 also shared their experience of being more engaged and actively participating in learning activities within the classroom: "Because we have made preparations in advance and mastered the material being taught, I am more engaged in class". This suggests that the FC method encourages student involvement through various means, such as group discussions, where students can interact, exchange ideas, and collaborate with their peers. The FC method promotes student involvement by shifting the traditional classroom dynamic. Students take on a more proactive role in their learning journey, preparing themselves beforehand and actively participating in class activities. This approach fosters a sense of engagement, as students are better equipped to contribute to discussions, ask questions, and interact with their peers and teachers. The findings from Millard's (2012) study align with the experiences shared by respondents in this context. Millard's study supports the notion that in the FC method, students demonstrate increased engagement, particularly in group discussions. Group discussions are integral to the FC approach, allowing students to actively participate, collaborate, and exchange ideas with their peers. The FC method's emphasis

on pre-class preparation and independent learning enables students to arrive in class with a foundational understanding of the material. This prior knowledge facilitates meaningful and productive discussions during in-class sessions. As a result, students become more engaged and involved in the learning process, as observed by Millard and confirmed by the respondents' experiences in this study.

By actively participating in group discussions, students can deepen their understanding of the subject matter, refine their critical thinking skills, and develop effective communication and collaboration abilities. The interactive nature of group discussions within the FC method fosters an engaging learning environment that promotes student-centered learning and knowledge construction. Overall, Millard's findings corroborate the positive impact of group discussions on student engagement within the FC method, further validating the experiences and perspectives shared by the respondents in this study.

The experiences shared by Respondent 5 and Respondent 8 underscore the transformative impact of the Flipped Classroom (FC) method on students' engagement and active participation in the learning process. Respondent 5, who was identified as a passive learner, expressed a significant shift in their learning behavior within the FC method:

I am more active and engaged. I am a passive type of student; I do not want to ask many questions, do not dare to ask questions, but with this flip class method, I am more engaged and active because I am ready by studying the material first.

They reported feeling more engaged and actively seeking clarification by asking questions about their uncertainties regarding the teaching materials learned online at home. This newfound engagement and willingness to ask questions demonstrate a proactive approach to learning that was not present in their previous learning experiences.

Similarly, Respondent 8, who identified as an introverted student, also experienced a positive change in their level of engagement within the FC method. He said,

I am an introverted type of student. Usually, in previous classes, I was just passive and did not dare to express my ideas. Nevertheless, in this flipped class model, my class is more active because group discussions are often held.

In traditional classroom settings, they described themselves as passive and hesitant to express their ideas. However, in the FC model, with the frequent occurrence of group discussions, they became more active and involved in class. This suggests that the collaborative and interactive nature of the FC method, mainly through group discussions, can create an inclusive learning environment where students feel more comfortable expressing their thoughts and engaging in academic discourse.

The experiences of both respondents indicate that the FC method can potentially empower students who may have been less inclined to participate actively in traditional classroom settings. By providing opportunities for pre-class preparation and incorporating collaborative learning activities, such as group discussions, the FC method fosters a supportive and inclusive learning environment. This, in turn, encourages students to overcome their previous inhibitions, become more engaged, and actively contribute to the learning process. Overall, the FC method's impact on transforming passive learners into active participants and encouraging introverted students to express their ideas highlights its potential to enhance student engagement and create a more inclusive and interactive learning experience (Alsowat, 2016; Yang & Chen, 2019; Hew & Lo, 2018).

The experiences shared by the respondents highlight the increased engagement they feel when learning English for pharmacy through the flipped classroom method. This enhanced engagement can be attributed to several factors within the FC approach. Firstly, the availability of teaching materials and assignments online prior to class allows students to come prepared and familiarize themselves with the content. This preparation empowers them to participate in classroom activities and discussions actively. By grasping the learning materials, students can contribute more effectively to the learning process. As mentioned by Respondent 8:

I am more engaged and active in class because teaching materials or assignments are given online before studying in class so that I have mastered the learning materials.

Secondly, the collaborative nature of group discussions in the FC method creates an interactive learning environment. As mentioned by Respondent 4, "In this FC, I am more engaged and more active in discussing the lessons being discussed." and Respondent 3, "In class, I am more engaged. For example, we exchange ideas in group discussions and share tasks and responsibilities." These discussions encouraged

students to exchange ideas, share responsibilities, and actively participate in class activities. By actively engaging in group discussions, students can deepen their understanding, develop critical thinking skills, and benefit from their peers' diverse perspectives and insights.

The FC method promoted a shift from a passive learning environment to an active and participatory one, fostering higher levels of engagement among students. Students felt more motivated and involved in their learning journey through pre-class preparation and interactive in-class activities. This heightened engagement could lead to better comprehension, retention of knowledge, and overall academic performance. Overall, the experiences shared by the respondents indicate that the flipped classroom method cultivates a more engaging and interactive learning environment, allowing students to be active participants in the teaching and learning process.

The theme of being more actively involved encompasses factors that contribute to students' active involvement in the learning process within the flipped classroom method. It includes aspects such as students' increased participation in pre-class activities, engagement in in-class discussions, and interaction with peers and instructors. Factors that facilitate students being more actively involved include designing interactive learning materials, collaborative learning opportunities, and using technology that encourages active participation. When students feel more actively involved, they are more likely to engage in communication and contribute to the learning environment. Several studies (Ayçiçek & Yanpar, 2018; Mason et al., 2013; Kay & Kletskin, 2012; Kahu, 2016) have explored the theme of "More Actively Involved" in the context of the flipped classroom method. These studies have examined various factors that contributed to students' active involvement in the learning process within a flipped classroom setting. Factors such as pre-class activities, interactive learning materials, collaborative opportunities, and technology integration played significant roles in fostering student engagement and participation within the flipped classroom environment.

4.2.3.2.2 More Confident

The flipped classroom method has enhanced students' confidence and motivation to share their knowledge and participate actively. This increase in confidence can be

attributed to several factors inherent in the FC approach. Firstly, by studying teaching materials and watching instructional videos online before class, students gain a solid foundation of knowledge on the topic. This prior exposure to the content allows them to enter the classroom with understanding and confidence. When asked if he/she is more confident in FC, Respondent 3 responded, "I am more confident when taking lessons in class because I have mastered the teaching material presented or discussed in class". This pre-knowledge leads to increased confidence when engaging in class discussions and activities.

Additionally, the interactive nature of the flipped classroom, where students are encouraged to participate and share their knowledge actively, further boosts their confidence. Respondent 2 expressed a sense of motivation to disseminate the knowledge gained from the online materials. He said, "With this FC method, I have become much more active because I am motivated to share the knowledge, I have learned from LMS online." This motivation, combined with the opportunity to speak in front of their peers and respond to questions, helps students develop confidence in their abilities to communicate and express their ideas, as he added:

I am more confident when speaking in front of the class and responding to questions from fellow friends and the teacher with ease.

The flipped classroom approach creates a supportive and collaborative learning environment where students feel empowered to contribute and engage with their peers and the teacher. Combining pre-knowledge and active participation helps students build confidence in their understanding of the subject matter, verbal communication skills, and ability to articulate their thoughts effectively. Increased confidence benefits students' academic performance and extends to other areas of their personal and professional lives. Students develop important skills that can contribute to their future success by gaining confidence in expressing themselves and sharing their knowledge.

Overall, the flipped classroom method fostered students' confidence and motivation by allowing them to acquire pre-knowledge, actively participate in class, and engage in meaningful interactions with their peers. This aligns with a study conducted by DeGrazia et al. (2012), which supports the idea that students can effectively master the teaching material in the flipped classroom method by studying it online before class. By engaging with the learning materials before the class session, students can

familiarize themselves with the content, understand key concepts, and develop a foundation of knowledge.

This pre-learning phase encourages students to take responsibility for their learning and become more independent in the learning process. They can review the materials at their own pace, revisit challenging topics, and engage in self-directed learning. This autonomy and control over their learning contribute to a deeper understanding and mastery of the teaching material (Zainuddin & Perera, 2019). Students can engage in more meaningful discussions, problem-solving activities, and collaborative learning experiences by arriving in the classroom with a basic understanding of the content. This active participation further reinforces their knowledge and allows a more profound exploration of the subject matter. The teacher can also address misconceptions or questions during the in-class session.

The flipped classroom method allows students to develop confidence in-class presentations and discussions. By engaging with the teaching materials beforehand and solidly understanding the content, students feel more prepared and confident when sharing their knowledge and answering questions. Respondent 5 expressed increased confidence in class presentations due to their mastery of the material and readiness to address questions. He said,

I am more confident when presenting because I have mastered the material and am ready to answer all the questions that will be raised.

This preparation allowed them to present confidently, knowing they have a solid understanding of the subject matter.

Similarly, Respondent 7 also felt more confident when engaging in conversations in front of the class, "I'm more confident when having conversations in front of the class". This suggests that the flipped classroom approach provides students the necessary preparation and confidence to participate in discussions and express their ideas actively. It is worth noting that students acknowledge their imperfections but are still confident in their abilities. They understand that learning is a continuous process and that they still have areas for improvement. Accepting imperfections does not hinder their confidence but motivates them to learn and grow.

Group discussions in the flipped classroom further contribute to students' confidence. Through these discussions, students can exchange ideas and receive

feedback from their peers. This feedback allows them to correct shortcomings, reinforce their understanding, and refine their arguments. These discussions' supportive and collaborative nature helps students build confidence in their abilities to articulate their thoughts and engage in meaningful conversations. As a result of their increased confidence, students are more willing to be actively involved in the class. Respondent 5's statement reflects this, as they are more willing to ask questions and actively participate rather than passive learners.

The flipped classroom method fostered a supportive and empowering environment where students felt confident in their abilities to present, engage in discussions, and actively participate. Through preparation, feedback, and a focus on continuous improvement, students developed the confidence to express their ideas, seek clarification, and contribute to the learning process.

The theme 'more confidence' focuses on factors influencing students' confidence levels within the flipped classroom approach. It includes students' belief in their ability to comprehend and apply the pre-class materials, their confidence in expressing their thoughts and opinions during in-class discussions, and their perception of their learning progress. Factors contributing to students feeling more confident include clear learning objectives, supportive learning resources, and constructive feedback from instructors and peers. Increased confidence can positively impact students' willingness to participate actively and effectively communicate their ideas. Several studies in line with this finding have explored the theme of confidence concerning the flipped classroom approach. These studies have investigated the factors influencing students' confidence levels within the flipped classroom model (O'Flaherty & Phillips, 2015; McLaughlin et al., 2014; Hew & Lo, 2018). These studies suggest that the flipped classroom approach can positively impact students' confidence levels. Active learning opportunities, practice-oriented activities, supportive learning resources, and constructive feedback make students feel more confident in their understanding and application of knowledge.

4.2.3.2.3 Well Prepared

The flipped classroom method promotes students' preparedness by encouraging them to study online teaching materials before class. This preparation enhances their

engagement and active participation during teaching and learning. Respondent 2 acknowledged the following

With advanced preparation, I became a more active learner.

Advanced preparation through studying the teaching materials online has made him a more active learner. This suggests that by familiarizing themselves with the content beforehand, students are better equipped to engage in class discussions and activities actively. Respondent 6 further supported the notion of increased engagement through pre-studying the materials. He said, "Preparation beforehand makes the learning session more active because I already understand what is learned in class". Being well-prepared with the material studied in class allows students to actively participate and contribute during the learning session. Their understanding of the content enables them to actively interact with the material and their peers, fostering a more dynamic learning environment.

Respondent 7 highlighted the importance of preparation before class. Students felt confused and uncertain about what to contribute to class discussions without prior preparation. This emphasized the significance of studying the teaching materials beforehand to facilitate meaningful participation and compelling learning experiences. By studying the teaching materials before class, students could familiarize themselves with the content, grasp the main concepts, and come prepared with questions or ideas for discussion. This preparation allowed them to engage more actively, contribute thoughtfully, and make the most of the learning opportunities provided in the classroom. He said:

With advanced preparation, I became a more active learner. I'm embarrassed to appear in front of the class, but I'm more confident when having conversations in front of the class.

In summary, the flipped classroom method promoted students' preparedness by encouraging them to study teaching materials before class. This preparation enhanced their engagement, active participation, and overall learning experience. By being well-prepared, students were better equipped to contribute to class discussions, ask questions, and make meaningful connections with the material and their peers.

This aligns with what Zainuddin (2017) found in his study elucidating that well-prepared students tend to be more active in class through pre-studying teaching materials in the flipped classroom method. Students who have a solid understanding of

the content before class are more confident and ready to participate in discussions and activities actively. Being well-prepared allows students to engage in more profound levels of thinking, as they can focus on analyzing and synthesizing information rather than simply trying to grasp new concepts. This active engagement promotes a higher level of student participation and interaction, leading to a more dynamic and collaborative learning environment. Zainuddin's findings reinforce that the flipped classroom approach, which emphasizes pre-study and preparation, can enhance students' active involvement and overall learning outcomes. By leveraging technology and providing access to online teaching materials, students can engage with the content at their own pace, facilitating a more active and meaningful learning experience in the classroom.

The students' acknowledgement of studying teaching materials before class in the flipped classroom method highlighted their proactive approach to learning. They recognized the importance of actively preparing themselves to engage in class discussions and group activities. By studying the online teaching materials, they aimed to master the content and be ready to participate actively in class. Respondent 7 emphasized the immediate learning of the material to participate in class actively. This indicates a sense of urgency and the desire to be well-prepared for classroom interactions. Similarly, Respondent 8 acknowledged the difference between the flipped classroom method and traditional instruction. In the flipped classroom, students take the initiative to study the materials online, leading to increased class engagement and activity. This stands in contrast to traditional classrooms, where passive listening to the teacher is more prevalent.

The necessity of studying and mastering the material beforehand is highlighted by Respondents 7 and 3. They recognized that to actively participate in group discussions, they must have a solid understanding of the content. This requirement motivated them to study the material in advance and take ownership of their learning process. Overall, the student's responses emphasized the transformative effect of studying teaching materials in the flipped classroom method before class. This approach enhanced their engagement and active involvement and empowers them to become proactive learners. They were better equipped to contribute meaningfully to class discussions and collaborative activities by taking responsibility for their learning.

The theme of being well-prepared relates to students' preparedness for in-class activities within the flipped classroom method. It encompasses factors such as students' readiness to complete pre-class assignments, ability to apply knowledge acquired during in-class activities, and readiness to engage in discussions actively. Factors contributing to students being well-prepared include clear instructions and expectations for pre-class work, comprehensive learning resources, and opportunities for self-assessment and reflection. Students who feel well-prepared are likelier to engage in meaningful communication and contribute to learning. This finding aligns with several studies investigating the factors contributing to students' preparedness for in-class activities (Chen et al., 2017; Shao & Liu, 2021; Seery, 2015; Bergmann & Sams, 2012). These studies suggest that the flipped classroom approach promotes students' preparedness for in-class activities. Factors such as engaging pre-class assignments, clear instructions and expectations, comprehensive learning resources, and opportunities for self-assessment contribute to students feeling well-prepared.

By identifying these thematic groups within the Student's Engagement category, the thematic analysis provides insights into the factors influencing students' active involvement, confidence, and preparedness within the flipped classroom method. These findings could guide educators in designing strategies and creating a supportive learning environment that promotes student engagement and effective communication. Figure 4.2 presents the Group Code of Students' Engagement, offering a visual representation of how different aspects of engagement have been systematically organized and categorized in the study.

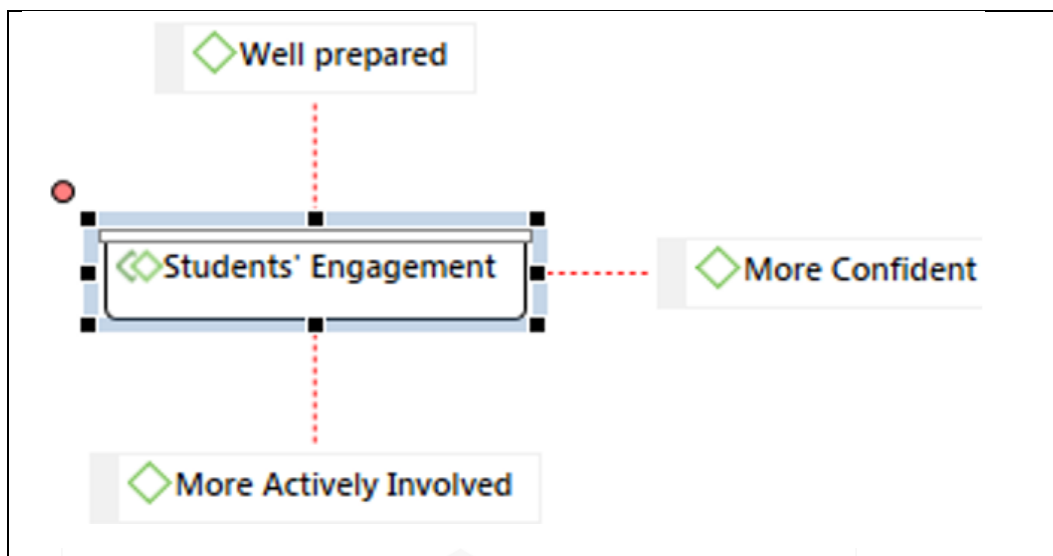


Figure 4.2 Group Code of Students' Engagement

4.2.3.3 Findings from the Interview: Autonomy and Accountability

The last group code generated from thematic analysis is Autonomy and accountability. The four themes obtained are 'More Independent', 'More responsible', 'Flexibility', and 'Convenience and Accessibility'.

4.2.3.3.1 More Responsible

The statements provided by Respondent 3, Respondent 2, and Respondent 1 demonstrate that the flipped classroom method promotes a sense of responsibility among students. When asked if the FC method promotes autonomy and responsibility, Respondent 3 expressed how the availability of online teaching materials before class encouraged independent study, allowing them to take responsibility for their learning: "In addition, by studying the teaching materials in advance, I can prepare some questions that will be asked in group discussions held in class". This indicates that students are motivated to utilize their free time effectively and engage with the materials self-directedly. Respondent 2 agreed with this perspective, highlighting that providing online teaching materials fosters independence and increases their sense of responsibility. By taking control of their learning process, students become more accountable for their progress and development.

By giving the material beforehand, I learned to be more independent and understand the material provided by the lecturer.

Furthermore, Respondent 1 emphasized promptness in completing given tasks: "I had studied the teaching material first, so when suddenly asked by the lecturer, I was ready to answer it". Their statement reflected a strong sense of responsibility, as they immediately took action and collaborated with their peers to complete assignments without delay. Overall, the responses from the participants affirm that the flipped classroom method enhances students' responsibility for studying learning materials independently and according to their schedules (Bell, 2010; Savery, 2006; Santikarn & Wichadee, 2018). By providing online resources and encouraging self-directed learning, students can take ownership of their education and proactively approach their tasks and assignments.

The statements provided by Respondent 6 and Respondent 7 highlighted the importance of independent learning and responsibility in the flipped classroom method.

Respondent 6 emphasized that the flipped classroom method teaches students to be responsible for learning. He acknowledged, "... it teaches us how to be responsible; if we didn't learn the materials, next week we do not know what to do, we do not know what we are going to discuss in class because we did not learn the material". If he does not study the materials before class, he will be disadvantaged and unable to participate in classroom activities actively. This highlights students' accountability in ensuring they are prepared and have a solid understanding of the materials before class.

Similarly, Respondent 7 recognized that the flipped classroom method required students to take responsibility for their learning by studying online materials at home. He understood that with this preparation, he might become an active learner in class, able to actively contribute to discussions or engage in the learning process. Both responses highlight that the flipped classroom method promotes independent learning and a sense of responsibility among students. Placing the onus on students to study the materials before class creates a higher level of engagement and active participation during classroom activities. He said:

Naturally, this method forces us to study first before the class starts because otherwise, we will be passive learners when the lesson starts or group discussions are carried out in class.

These statements reinforce the notion that the flipped classroom method encourages students to become responsible learners who take ownership of their education. Students are motivated to be proactive and engaged in their learning by emphasizing the importance of preparation and independent study. The responses provided by the participants align with the findings from the study conducted by Sezer and Abay (2018) regarding students' responsibility for studying learning materials online. The study conducted in an educational setting supports the idea that the flipped classroom method promotes students' responsibility for their learning. By studying the learning material before attending class, students take on a more active role in their education and demonstrate increased responsibility for their lessons. The flipped classroom method encourages students to engage with the learning material independently outside of class, allowing them to develop a foundational understanding of the content. This preparation enables them to come to class ready to participate in discussions, ask questions, and apply their knowledge in collaborative activities.

Students become more accountable for their academic progress by taking responsibility for their learning. They are motivated to study the learning material in advance, ensuring they are well-prepared for class activities. This shift in responsibility can lead to a more engaged and empowered student learning experience. Overall, the study conducted by Sezer and Abay (2018) supports that the flipped classroom method enhances students' sense of responsibility for their lessons by encouraging them to study the learning material before class.

The theme of more responsibility focuses on factors influencing students' sense of responsibility towards their learning within the flipped classroom method. It includes aspects such as students' commitment to completing pre-class assignments, accountability in meeting deadlines, and engagement in reflective practices. Factors contributing to students being more responsible include clear expectations and guidelines for their roles and responsibilities, regular monitoring and feedback from instructors, and opportunities for self-evaluation. Increased responsibility fosters active participation and effective communication as students take ownership of their learning outcomes. This finding aligns with several studies exploring learning responsibility within the flipped classroom approach (Gilboy et al., 2015; Nouri, 2016; Kahu, 2016). These studies suggest that the flipped classroom approach promotes students' sense of responsibility towards their learning. Factors such as clear expectations and guidelines,

regular monitoring and feedback, and opportunities for self-evaluation contribute to students feeling more responsible.

4.2.3.3.2 More Independent

Respondent 8 acknowledged that the flipped classroom method promotes independent learning. They felt a sense of independence in their learning process, indicating that they could take control of their education and decide how they engage with the provided materials. He said, "I am more independent in learning." This independence fosters a deeper understanding of the material and allows students to develop self-directed learning skills. Respondent 2 echoed this sentiment by expressing that they have learned to be more independent and better grasp the material through the flipped classroom approach. The method encourages students to take responsibility for their learning and actively engage with the resources and materials provided by the instructor. He said:

By giving the material beforehand, I learned to be more independent and understand the material provided by the lecturer.

The statements provided by Respondent 6 highlighted the sense of freedom and independence that students feel in the flipped classroom method. He responded, "It gives me the freedom to do what I want to do to produce the best assignment in a flipped class." He expresses the perception of having the freedom to approach assignments in their way in the flipped classroom. They appreciated the flexibility and autonomy given to them, allowing them to explore different methods and strategies to produce their best work. This freedom empowers students to take ownership of their learning and encourages them to be creative and innovative in their assignments.

These responses highlight the positive impact of the flipped classroom method in fostering student independence and autonomy. By allowing students to approach assignments and learn at their own pace, they are empowered to take ownership of their education and develop important skills such as critical thinking, problem-solving, and self-directed learning. Overall, the flipped classroom method creates an environment where students feel empowered to take charge of their learning process, resulting in increased independence and a deeper understanding of the subject matter.

The flipped classroom method fosters independent learning and encourages a sense of responsibility among students. Respondent 4 highlighted that this approach

promotes independence and responsibility: "As soon as the class is over, we immediately discuss the next assignment with our group without wasting time". They described how, immediately after class, they engaged in discussions with their group to address the next assignment promptly without wasting time. This proactive behavior demonstrates a heightened sense of responsibility towards their learning.

Respondent 5 echoed this sentiment by emphasizing their immediate response to new assignments after the class ended. They recognized the value of capitalizing on the latest knowledge acquired during the class and promptly starting work on the new assignment: "As soon as I get a new assignment, I immediately work on it with the group without procrastinating because it is still fresh in my mind". This proactive approach reflects a sense of responsibility and a commitment to maximizing their learning experience. Ultimately, the independence fostered by the flipped classroom method instills a sense of responsibility for the immediate tasks and students' overall learning and future. Respondent 6 expressed how this approach empowered them to take responsibility for their education, studies, and future endeavors. This demonstrates an understanding of the importance of self-directed learning and personal accountability.

By cultivating a sense of responsibility in the learning process, the flipped classroom method prepares students to be proactive, engaged learners who take ownership of their education. They understand the significance of timely engagement with assignments, leveraging the knowledge gained during class, and embracing responsibility for their academic journey. The combination of independence and responsibility nurtured in the flipped classroom method equips students with essential lifelong learning and personal development skills. They learn to manage their time effectively, prioritize tasks, collaborate with peers (Dillenbourg, 2002), and take charge of their learning, which will benefit them during their academic pursuits and future endeavors.

The study by Hamdan et al. (2013) supports this notion, highlighting that in the flipped classroom model, students are expected to independently engage with the teaching materials as part of their preparation for in-class activities. By studying the materials beforehand, students can acquire foundational knowledge and a basic understanding of the content, allowing them to come to class ready to engage in more interactive and application-oriented activities.

The availability of teaching materials on the LMS platform encouraged students to take responsibility for their learning and manage their time effectively. It allowed them to review the materials at their own pace, revisit challenging concepts, and delve deeper into the content as needed. This independent study allowed students to actively engage with the material, ask questions, and seek clarification during in-class discussions, fostering a more interactive and meaningful learning experience. The flipped classroom method promotes student independence by providing teaching materials through an LMS platform, enabling students to study the materials independently before class. This approach encourages self-directed learning, allows students to engage with the content at their own pace, and prepares them for more interactive and collaborative activities during class time (Salem, 2018; Prasetya, 2021).

The theme of more independence encompasses factors contributing to students' sense of independence in their learning journey within the flipped classroom approach. It includes students' ability to take ownership of their learning, self-directed learning behaviors, and initiative in seeking additional resources or clarifications. Factors that facilitate students becoming more independent include the availability of self-paced learning materials, opportunities for self-assessment and reflection, and the encouragement of self-regulated learning strategies. When students feel more independent, they are more likely to actively participate and take responsibility for their communication within the learning process. In line with this finding, several studies have explored the independent study within the context of the flipped classroom approach (Yu & Cheng, 2009; Bagheri et al., 2013; Zainuddin & Perera, 2019). These studies have investigated the factors contributing to students' sense of independence and self-directed learning within a flipped classroom setting. Factors such as self-paced learning materials, opportunities for self-assessment and reflection, and the encouragement of self-regulated learning strategies contribute to students feeling more independent.

4.2.3.3.3 More Flexible

The flipped classroom method has gained popularity among students due to its flexibility in learning. One of the key reasons for this satisfaction is the availability of learning materials online through the Learning Management System (LMS). Students

were able to access and study the materials conveniently in their free time. This flexibility allowed them to learn outside or inside the house; as mentioned by Respondent 2, "I am very pleased because I can access it anytime, whether outside or inside the house." Moreover, the accessibility of learning materials online was seen as an exciting aspect of this learning model. Students could access and study the materials anytime, enhancing their engagement with the content. This flexibility empowered students to take control of their learning experience.

Another advantage of the flipped method is the ability for students to adjust their learning tempo. Teaching videos were provided and could be accessed anytime and anywhere, allowing students to pace their learning according to their individual needs and preferences. This feature enabled students to access learning materials at any time, facilitating the adjustment of their learning tempo. Overall, the flipped classroom method allowed students to access learning materials at their convenience, adjust their learning tempo, and engage with the content in an exciting and personalized manner. Students felt more pleased with the flipped classroom method because of the flexibility of learning. As mentioned by Respondent 4:

I can access videos of learning materials at any time to adjust the tempo of my learning.

This is because the material to be taught was available online at the LMS, so it could be accessed and studied at any time according to the students' free time. This aligns with the research outcomes elucidated in the investigation undertaken by Salem (2018). The flipped classroom method offers advantages for students who cannot attend in-person classes due to various reasons, such as illness. One of the key benefits is that the teaching materials, including videos and resources, are available online through the Learning Management System (LMS). This allows students to access and study the materials anytime, even when they cannot physically attend the class. Respondent 4 stated, "When we skip class due to illness, we can relearn the video anytime and anywhere." His experience reflected this advantage, as he could still learn and review the content by accessing the videos online. This flexibility enabled students to catch up on missed lessons and continue their learning journey according to schedule and availability. They could revisit the videos and materials, creating a personalized learning experience.

Moreover, the availability of teaching materials online enabled students to deepen their understanding of specific topics. They could access the materials at home and outside, allowing for continuous learning and reinforcement of concepts. Respondent 8's experience highlighted how they could replay the learning videos to solidify their understanding before tests or quizzes, adjusting their learning pace to suit their needs. Overall, the flipped classroom method empowered students to continue learning even when they cannot physically attend classes. The availability of teaching materials online through the LMS allowed them to access the content at their convenience, deepen their understanding of topics, and review materials for assessments. This flexibility contributed to a more personalized and adaptable learning experience.

This theme relates to the flexibility afforded to students within the flipped classroom method. It encompasses aspects such as students' ability to manage their learning schedules, the opportunity for personalized learning paths, and the flexibility in accessing learning materials. Factors that promote flexibility include the availability of recorded lectures or online resources, a learning management system that allows for anytime access, and the accommodation of individual learning preferences. Flexibility empowers students to take charge of their learning, facilitating participation and communication. Some studies in line with this finding have explored learning flexibility within the context of the flipped classroom method (Butler & Lumpe, 2008); Bergmann & Sams, 2012; Kahu, 2016; Lage et al., 2000). These studies suggest that the flipped classroom approach promotes student learning flexibility. Factors such as recorded lectures or online resources, anytime access to learning materials, and accommodating individual learning preferences contribute to flexibility.

4.2.3.3.4 More Convenient and Accessible

Another advantage of the flipped classroom method experienced by students in the English for pharmacy class is that it is more convenient and accessible. Students felt that it was more convenient because the online learning materials in videos were easy to access and could be repeated. As stated by Respondent 1, "For accessibility, I think it is more convenient and more accessible. For example, to repeat the study, I can access it because the teaching materials are still available online." Moreover, the pre-class

material available on the LMS is easily accessible at any time, facilitating self-paced study, as revealed by Respondent 5: "With the material provided beforehand online, we can access it and study it whenever and wherever we can according to our free time." It is seconded by Respondent 8:

I'm pleased with having access to the video at any time. I can repeat the learning video; for example, there is a quiz or test, I can play the video again and repeat it according to my own pace.

The availability of teaching materials online in a Learning Management System (LMS) like Google Classroom offers significant advantages for students, as highlighted by Respondent 6, "... so the availability of online teaching materials helps me to be able to access and study them anytime and anywhere." The availability of teaching materials online ensures that students can access them wherever they are. Regardless of location, students can log into the LMS and access the videos or learning materials anytime. This flexibility allows them to study according to their schedule and preferences. Respondent 6 also mentioned that the availability of online teaching materials helped them access and study them anytime and anywhere. This convenience is valuable as students could fit their learning into their busy schedules. They could choose when and where they engage with the materials, whether at home, during travel, or in other environments conducive to their learning preferences.

The availability of teaching materials in videos is easily accessible at any time. This ease of access reduces barriers to learning, as students can log in and access the videos whenever needed. It eliminates the constraints of traditional classroom settings and allows students to review the content as frequently as desired. The availability of teaching materials online through an LMS facilitates a more flexible and learner-centered approach. Students can access the materials conveniently, study at their own pace, and adapt their learning to their needs. This accessibility and convenience contribute to a more engaging and effective learning experience. Respondent 7 stated:

The feature I like the most is the online submission of materials at GCR. There I can access videos or learning materials online and can be accessed anytime and anywhere.

Several studies (Singh et al., 2018; Lopes & Soares, 2018; Santikarn & Wichadee, 2018; Asri & Ulfa, 2017) have highlighted the benefits of the flipped classroom model, particularly in terms of easy access to online learning materials. These studies demonstrate the advantages of easy access to learning materials in the flipped

classroom model. Providing resources online, such as teaching videos, PowerPoint presentations, and website links, allowed students to access the materials conveniently, review content, and engage in self-paced learning. This flexibility contributed to a more personalized and effective learning experience.

The theme of convenience and accessibility focuses on the convenience and accessibility of the flipped classroom method for students. It includes factors such as the ease of accessing learning materials, the availability of support resources, and removing physical barriers to learning. Factors that enhance convenience and accessibility include user-friendly technology platforms, clear communication channels with instructors and peers, and supplementary resources. When students perceive the method as convenient and accessible, it supports their engagement and communication within the learning environment. Studies by Hew and Lo (2018) and Carbaugh (2016) align with this finding. Students appreciated the convenience and accessibility of the flipped classroom method. Students valued the user-friendly technology platforms, such as learning management systems, which provided easy access to learning materials and facilitated communication with instructors and peers.

By identifying these thematic groups within the ‘Autonomy and Accountability’ category, the thematic analysis highlights the factors influencing students’ independence, responsibility, flexibility, and perceived convenience and accessibility within the flipped classroom method. These findings could inform educators in creating a learning environment that fosters student autonomy, accountability, and effective communication. Figure 4.3 provides a visual representation of the Group Code for Students’ Autonomy and Accountability, illustrating the systematic categorization and organization of data related to these key areas.

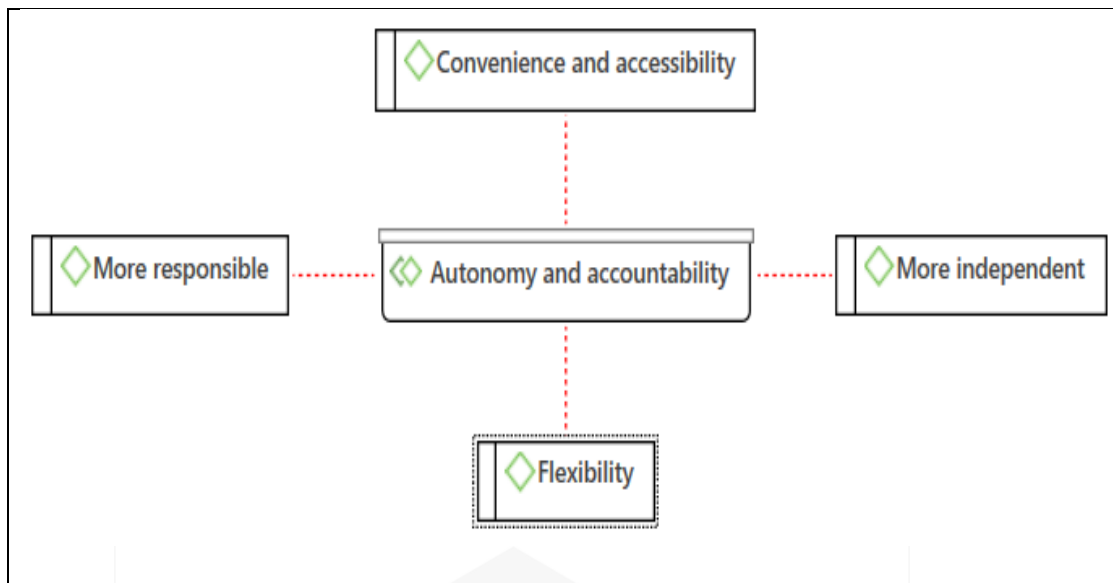


Figure 4.3 Group Code of Students' Autonomy and Accountability

4.2.3.4 Findings from the Interview: Lecturers' Perception towards Flipped Classroom

In the faculty's perception section, the group code from the thematic analysis results at Atlas.ti found four group themes: Effectiveness of Flipped Classroom, Student Engagement and Participation, Student Perception and Motivation, and Challenges of Flipped Classroom

4.2.3.4.1 Effectiveness of Flipped Classroom

The flipped classroom (FC) model has garnered significant attention in the field of education (Florenso Wijaya, 2023). This innovative approach to teaching and learning shifts the traditional classroom paradigm by delivering instructional content outside of class time, typically through digital means, and utilizing in-class time for interactive, hands-on activities (Jr & Pogoy, 2023). This finding explores educators' perceptions of the FC model and its effectiveness in enhancing student learning outcomes.

The thematic analysis reveals that the flipped classroom (FC) model is perceived as highly effective by educators. Lecturer 1 notes that FC is a potent blended learning model with substantial potential for educational implementation.

FC (Flipped Classroom) is one of the blended learning models that has great potential to be implemented in education.

This sentiment is echoed by Lecturer 5, who finds the FC model particularly effective in engaging students during classroom activities. The effectiveness theme is underscored by these positive evaluations, suggesting that when students are prepared before class, the classroom experience is significantly enhanced. The FC model appears to foster an environment where students are more engaged and actively participate, leading to more dynamic and interactive classroom sessions.

I find the flipped classroom model highly effective in engaging students during classroom activities.

However, the effectiveness of FC relies on the strategies used when it's implemented in the classroom as stated by Lecturer 4 that implementing the flipped classroom model requires strategies tailored to accommodate the diverse needs of different student groups.

Therefore, the implementation of FC must be accompanied by appropriate strategies that are compatible with the different types of students.

The thematic analysis underscores the strong perception among educators that the flipped classroom (FC) model is highly effective. Positive evaluations from respondents highlight the model's potential to enhance educational experiences through increased student engagement and interactive classroom sessions. This aligns with previous research explaining the benefits of the FC model in fostering active learning and improving student performance (Vo, 2022). However, the analysis also reveals that the successful implementation of the FC model relies on the application of tailored strategies to address the diverse needs of students, echoing findings from earlier studies that emphasize the importance of adaptive instructional methods (Melliti, 2023). Therefore, while the FC model presents substantial opportunities for improving educational outcomes, its effectiveness is contingent upon the thoughtful and adaptive application of instructional strategies, as supported by the broader body of educational research.

4.2.3.4.2 Student Engagement and Participation

In the realm of modern education, student engagement and participation are crucial factors for the successful implementation of innovative teaching models (Radza, 2023). The flipped classroom model, which encourages students to review materials prior to class, hinges on these elements (Hoshang et al., 2021). This proactive approach ensures that students arrive prepared and ready to engage in meaningful discussions and activities, as emphasized by Lecturer 5.

By having students review materials beforehand they come to class prepared and ready to participate actively in discussions and activities.

This pre-class preparation is crucial for active participation. Additionally, Lecturer 2 points out that project-based activities within the FC framework are particularly effective in her classes, suggesting that hands-on, practical tasks further enhance student engagement. “Project-based activities are very suitable in my class.”

These insights illustrate that the FC model not only prepares students better but also encourages them to participate more actively, making the learning experience more collaborative and participatory. Meanwhile, Lecturer 4 stated that engagement occurs when students take the initiative to study the materials on their own, extending beyond the learning that takes place within the classroom. This independent study is crucial for fostering deeper understanding and active participation during class sessions.

Engagement occurs when students study the materials independently, not just when learning in class.

The analysis reveals that student engagement and participation are critical to the success of the flipped classroom (FC) model, aligning with previous research that underscores the importance of these elements in innovative teaching approaches (Meyliana et al., 2022).

By encouraging students to review materials prior to class, the FC model ensures that they come prepared and ready to engage in meaningful discussions and activities, as emphasized by Lecturer 5. This pre-class preparation is fundamental for active participation, enhancing the learning experience by making it more collaborative and participatory. Respondent 2's observation that project-based activities within the FC framework are particularly effective highlights the importance of hands-on, practical tasks in fostering student engagement, consistent with studies that advocate for

experiential learning methods (Han & Røkenes, 2020). Furthermore, Respondent 4's statement that engagement occurs when students take the initiative to study materials independently underscores the value of self-directed learning in deepening understanding and promoting active participation during class sessions. These insights illustrate that the FC model not only prepares students better but also encourages more active and independent learning, contributing to a more dynamic and interactive educational environment, as supported by the broader body of educational research (Aspridanel et al., 2022).

4.2.3.4.3 Student Perception and Motivation

Students' perceptions of the flipped classroom model are crucial in determining its effectiveness and acceptance (Unal et al., 2020). According to Lecturer 1, students generally view the flipped classroom model positively, which is an important indicator of their openness and acceptance of this innovative approach compared to traditional teaching methods.

Generally, students respond positively to FC compared to traditional methods.

Lecturer 4 emphasizes that student motivation is significantly enhanced, with students showing increased confidence and participation in class presentations. This increased motivation and positive perception are vital for the sustained success of the FC model, as motivated students are more likely to engage deeply with the material and participate actively in the learning process. Overall, the FC model appears to foster a more motivating and supportive learning environment for students.

Their motivation is very good and they always participate in the presentation process in class because of their increased confidence.

However, students who are used to more passive learning methods may initially struggle to adjust to the flipped classroom model. These students might find the shift to a more active and self-directed learning approach challenging, as it requires them to take greater responsibility for their own learning and engage more deeply with the material outside of traditional class times. This transition can be difficult, necessitating additional support and guidance to help them adapt successfully. As stated by Lecturer 5,

However, some students who are accustomed to more passive learning approaches may initially find it challenging to adapt.

Students' perceptions of the flipped classroom (FC) model are crucial for its effectiveness and acceptance, as highlighted by Respondent 1, who notes a generally positive response from students. This positive perception is significant as it indicates a higher level of openness and acceptance towards the FC model compared to traditional teaching methods. Lecturer 4 further emphasizes that the FC model enhances student motivation, with increased confidence and active participation in class presentations. These findings align with previous research that underscores the role of student motivation in achieving successful educational outcomes (Lestari, 2021). The increased engagement and confidence fostered by the FC model contribute to a more dynamic and supportive learning environment.

However, the transition to the FC model is not without its challenges. As noted by Lecturer 3, students accustomed to passive learning methods may initially struggle to adapt to the FC model's demands for active and self-directed learning. This difficulty is consistent with research that highlights the challenges faced by learners when shifting from traditional to more autonomous learning environments (Awidi & Paynter, 2019). To address these challenges, it is crucial to provide additional support and guidance to help students adjust successfully, thereby ensuring that the FC model's benefits are maximized for all learners.

4.2.3.4.4 Lecturers' Perceptions and Challenges of Flipped Classroom

Despite its numerous benefits, the flipped classroom model presents several challenges that educators must navigate. One significant hurdle, as identified by Lecturer 1, is ensuring that all students complete their pre-class assignments, given the considerable amount of preparatory work required before attending class.

The challenges lie in ensuring that all students complete their pre-classroom work as there are numerous assignments to be completed before students attend class.

Lecturer 3 adds that a lack of student knowledge about the FC method is another challenge. These challenges highlight the need for effective strategies to ensure student compliance with pre-class activities and to educate students about the FC approach.

Addressing these issues is crucial for maximizing the potential benefits of the flipped classroom model and ensuring its successful implementation.

The first challenge is the students' lack of knowledge about the FC method.

Another challenge stems from the varying learning paces among students. While fast learners typically thrive in the flipped classroom model, slower and less motivated students may find it difficult to keep up. This discrepancy can create a gap in learning outcomes, as those who process information quickly benefit more from the pre-class preparation, whereas those who need more time and encouragement may struggle to engage effectively with the material. As revealed by Lecturer 2

Another challenge arises from the differing phases of students. Fast learners typically benefit from FC, whereas slow and unmotivated learners may struggle.

While the flipped classroom (FC) model offers numerous benefits, it also presents several challenges that educators must address for successful implementation. One significant hurdle, as identified by Lecturer 1, is ensuring that all students complete their pre-class assignments, which involve considerable preparatory work. This challenge aligns with previous research highlighting the difficulties in student compliance with pre-class activities (Jiang et al., 2020). Lecturer 3 points out that a lack of student knowledge about the FC method further complicates implementation, emphasizing the need for effective strategies to educate students about the approach. This finding is consistent with studies that stress the importance of student orientation to new teaching models (Nurfaiziyah & Aminin, 2021). Additionally, the varying learning paces among students pose a challenge, as fast learners tend to thrive in the FC model, whereas slower and less motivated students may struggle to keep up, potentially leading to disparities in learning outcomes. This observation echoes prior research on differentiated instruction and the need to accommodate diverse learning speeds (Irianti, 2020). These challenges underscore the importance of developing tailored strategies to support all students, thereby maximizing the potential benefits of the FC model and ensuring its successful implementation, as supported by the broader body of educational research (Abuhmaid, 2020).

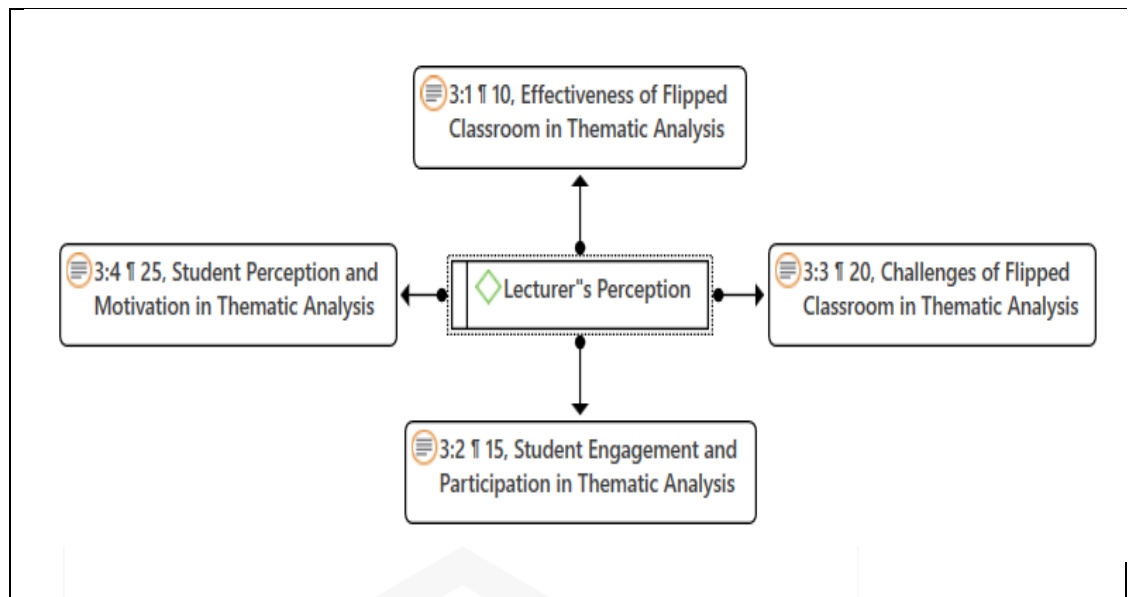


Figure 4.4 Group Code of Lecturer's Perception

4.3 CHAPTER SUMMARY

This chapter presented analyzed data and findings to answer the three research questions in chapter one. In summary, the results of this study indicated that students (1) were more active in communicating using the target language so that they could improve speaking skills, (2) accepted the flipped classroom method well, (3) acknowledged the criteria that led to the success of the flipped classroom task, and (4) concurred that their communication skills have improved after being involved in this flipped classroom instruction. In this study, multimodality was used by including internet platforms such as Google Classroom, which allowed students to carry out interactive online communication with teachers or their peers to discuss teaching materials or watch video conversations about the pharmacy being uploaded and available online.

In a multimodal learning environment, students could use the Internet to share various teaching materials (Walsh, 2009). This kind of learning environment allowed students to engage because it created different sensory modalities, such as visual and auditory modalities, as this kind of environment uses different modes, i.e. verbal and non-verbal modes, to represent content knowledge. The non-verbal mode includes pictorial modes, including static and dynamic graphs (Moreno & Mayer, 2007).

CHAPTER FIVE

CONCLUSION

5.1 INTRODUCTION

In this concluding chapter, the researcher summarizes the study's primary findings, implications, and recommendations. It commences by examining the results pertaining to the influence of the flipped classroom approach on students' speaking skills, the primary focus of Research Question 1. Moving forward, the researcher explores students' perceptions concerning the flipped classroom method as central to Research Question 2. Finally, it addresses the factors impacting students' participation and communication delivery within the flipped classroom context, a subject explored under Research Question 3.

In a separate section of this chapter, the researcher also explains the non-participant observation, specifically transitioning from the physical classroom to the virtual realm. In this context, the researcher offers additional insights beyond the perspectives of the study's participants, shedding light on the challenges educators face in the digital age compared to when a teacher's role predominantly encompassed classroom instruction, homework assignments, and facilitating in-class discussions. Furthermore, the researcher outlines the study's findings' implications and provides recommendations that resonate with the discoveries made in response to Research Questions 1, 2, and 3.

5.2 SUMMARY OF FINDINGS

The summary of research findings is presented according to the three research questions outlined in Chapter One: What are the effects of using the FC method on students' speaking skills in an ESP classroom? How do students perceive the flipped classroom method in ESP class? What factors affect students' participation and communication delivery in the flipped classroom method? Furthermore, it summarized how the flipped classroom method aids students in enhancing their communication skills, incorporating insights into students' perceptions and how their active engagement in flipped classroom instruction can improve their communication abilities.

5.2.1 The Effects of the Flipped Classroom on Students' Speaking Skills

This study examined the impact of the flipped classroom approach on students' speaking skills in a pharmacy classroom. The results demonstrated significant differences in speaking skills between the experimental group (flipped classroom students) and the control group (traditional instruction students). The flipped classroom intervention significantly improved speaking skills within the experimental group, as indicated by the higher post-test scores compared to the traditional classroom students. The findings suggest that the flipped classroom method positively influenced speaking performance, as evidenced by the increase in mean scores from the pretest to the posttest within the experimental group. Conversely, the traditional instruction approach did not significantly improve speaking skills within the control group, highlighting the limitations of this method in enhancing speaking proficiency.

Students in the flipped classroom exhibited higher fluency, accuracy, vocabulary usage, and pronunciation skills than their peers in the traditional classroom. Moreover, they demonstrated greater self-assurance and comfort in expressing themselves orally. These findings indicate that the flipped classroom approach improves speaking abilities and boosts confidence and oral communication skills. The statistical analysis, including the paired t-test and independent samples test, revealed statistically significant differences between pretest and posttest scores, supporting the conclusion that the flipped classroom approach positively impacted students' speaking skills. However, it is essential to note that statistical significance alone does not convey the effect's practical significance or magnitude.

The results of this study align with previous research (Asaad & Sharma, 2022; Kadam & Sawant, 2020; Phoeun & Sengsri, 2021) on the flipped classroom approach and its influence on speaking skills in language learning contexts. Other studies (Quyen & Loi, 2018; Singh et al., 2018; Yeşilçınar, 2019) have also demonstrated the potential of the flipped classroom model to enhance speaking proficiency, increase confidence, improve accuracy and fluency, and promote engagement and motivation in speaking activities. Overall, this study suggests that implementing the flipped classroom method effectively improves speaking skills within the experimental group. In contrast, the traditional instruction method does not yield similar results in the control group. These findings have implications for English for Specific Purposes (ESP) learning, specifically in the context of speaking skills, and support the idea that the flipped

classroom approach holds promise for developing speaking proficiency in language learners.

5.2.2 Students' Perception of the Flipped Classroom Method

The discussion of students' perception towards the flipped classroom method based on findings from the questionnaire is divided into three constructs: Students' perceptions of their engagement, Students' perceptions of their own beliefs, and Students' perceptions of their participation.

The findings revealed diverse opinions among participants regarding their level of engagement compared to traditional instruction, with no clear consensus. However, participants generally agreed that the flipped classroom provided increased opportunities for English communication with peers. Students actively participated in learning activities outside the classroom, particularly through videos, indicating a proactive learning approach. Many participants reported feeling higher motivation in the flipped classroom than other methods. Participants felt encouraged and supported during in-class work, experiencing a positive environment when completing tasks and assignments in the flipped classroom setting.

Meanwhile, the construct of the students' beliefs towards the flipped classroom approach revealed positive perceptions among participants. Students believed the flipped model enhanced their learning experience and fostered their confidence as independent learners. Engaging with instructional videos at home increased their confidence to seek clarifications and ask questions during class time. Moreover, participants found the flipped instruction approach beneficial for preparing in advance. The instructional materials provided before class helped them come prepared and better understand the topics to be discussed. Additionally, participants felt they had sufficient time to study the teaching materials provided through videos. The flipped classroom approach allowed them to engage with the content at their own pace, leading to better comprehension and preparation.

Furthermore, participants expressed a positive attitude towards discussing topics with their peers. They enjoyed engaging in discussions and exchanging ideas, indicating a favorable learning environment for collaborative learning and knowledge sharing.

Overall, these findings highlight students' belief in the effectiveness of self-paced learning, the value of active learning activities, and their confidence in their ability to learn through the flipped classroom method. The flipped classroom approach positively influences students' attitudes, confidence, and preparedness, enhancing their learning outcomes.

Finally, the findings of students' perceptions of their participation within the flipped classroom environment indicated that students felt involved, supported, and accountable for their learning in the flipped classroom model. They expressed positive feedback, highlighting their active participation, peer collaboration, and responsibility for their learning. Many participants believed they were utilizing class time effectively, benefiting from their prior engagement with instructional materials outside of class. However, there were varied perspectives on the effectiveness of class time utilization within the flipped classroom.

The findings also revealed that many participants practiced and applied what they learned at home during their in-class activities. They viewed the flipped classroom as an opportunity to reinforce and extend their learning through practical application and practice. Furthermore, participants found online teaching materials beneficial for their specific English language learning needs. They believed these resources effectively enhanced their understanding and proficiency in English for Specific Purposes.

Moreover, many participants actively discussed with their peers and teachers, sharing insights and seeking clarification. This highlighted the importance of collaborative learning and interaction within the flipped classroom environment. Lastly, participants felt comfortable seeking clarification and asking their peers and teachers questions. This demonstrated the collaborative and supportive learning environment the flipped classroom approach fostered. These findings suggest that the flipped classroom method promotes active participation, collaborative learning, and a culture of inquiry. Students feel involved, supported, and accountable for their learning, benefiting from effective use of class time, practical application of knowledge, and access to online teaching resources. The flipped classroom approach fosters a positive and engaging learning environment where students actively participate, collaborate, and seek assistance when needed.

5.2.3 Factors Affecting Students' Participation and Communication Delivery in the Flipped Classroom Method

Based on findings from the interview, the summary of factors that affect students' participation and communication in the flipped classroom method is divided into three thematic analyses: Student engagement, Autonomy and Accountability, and Students' Perception towards flipped classroom. The thematic analysis of the first group code, focusing on Student Engagement, revealed three main themes: 'More Actively Involved', 'More Confident', and 'Well Prepared'. These themes shed light on the factors influencing student engagement within the flipped classroom method.

The theme of 'More Actively Involved' highlighted the importance of students' increased participation in pre-class activities, in-class discussions, and interaction with peers and instructors. Factors like interactive learning materials, collaborative opportunities, and technology integration were found to facilitate students' active involvement and communication within the flipped classroom environment. The theme of 'More Confident' explored factors that influenced students' confidence levels within the flipped classroom approach. Clear learning objectives, supportive learning resources, and constructive feedback from instructors and peers were identified as key contributors to students' confidence in comprehending and applying pre-class materials, expressing their thoughts and opinions, and perceiving their learning progress. The theme of 'Well Prepared' focused on factors related to students' preparedness for in-class activities within the flipped classroom method. Clear instructions and expectations for pre-class work, comprehensive learning resources, and opportunities for self-assessment and reflection were found to enhance students' readiness to engage in meaningful communication and contribute effectively to the learning process.

These thematic groups provide valuable insights into the factors influencing students' active involvement, confidence, and preparedness within the flipped classroom method. Educators can use these findings to design strategies and create a supportive learning environment that promotes student engagement and effective communication. The identified factors can help educators enhance student participation, build confidence, and foster a sense of preparedness, ultimately improving the overall learning experience within the flipped classroom model.

The thematic analysis of the second group code focused on 'Autonomy and Accountability' in the context of the flipped classroom method. Four main themes

emerged: 'More independence', 'More Responsible', 'Flexibility', and 'Convenience and Accessible'. These themes provide insights into the factors influencing students' autonomy and accountability within the flipped classroom approach. The theme of 'More Independent' emphasizes the importance of self-paced learning materials, self-assessment and reflection opportunities, and encouraging self-regulated learning strategies to foster students' sense of independence. When students feel more independent, they take ownership of their learning, engage in self-directed behaviors, and proactively seek additional resources or clarifications. The theme of 'More Responsible' focuses on the factors contributing to students' sense of responsibility towards their learning. Clear expectations, guidelines, and regular monitoring and feedback from instructors, along with opportunities for self-evaluation, play a significant role in fostering students' commitment to completing assignments, meeting deadlines, and engaging in reflective practices.

The theme of 'Flexibility' highlights the importance of providing students with flexibility in managing their learning schedules, personalized learning paths, and accessing learning materials. Factors such as recorded lectures or online resources, anytime access to learning materials, and accommodating individual learning preferences promote flexibility and empower students to take charge of their learning. The theme 'Convenience and Accessible' emphasizes the convenience and accessibility of the flipped classroom method for students. User-friendly technology platforms, clear communication channels with instructors and peers, and the provision of supplementary resources contribute to the perception of convenience and accessibility. These factors remove physical barriers to learning and enhance students' engagement and communication within the learning environment.

By identifying these thematic groups within the 'Autonomy and Accountability' category, the thematic analysis provides valuable insights into the factors influencing students' independence, responsibility, flexibility, and perceived convenience and accessibility within the flipped classroom method. Educators can leverage these findings to create a supportive learning environment that fosters student autonomy, accountability, and effective communication.

The thematic analysis of the last group code focused on students' perceptions of the flipped classroom method. Four group themes were identified: 'Affect Learning Style', 'Attractive', 'Exciting and Interesting', and 'Variety of Features'. These themes

provide insights into the factors influencing students' perceptions of the flipped classroom approach. The theme 'Affect Learning Style' emphasizes the alignment between the flipped classroom method and students' preferred learning style. When students perceive that the method accommodates their individual learning preferences and allows for personalized learning experiences, it positively influences their engagement and communication. Studies have shown that the flipped classroom method caters to different learning preferences, increases student engagement, and provides opportunities for self-directed learning.

The theme 'Attractive' captures students' perceptions of the flipped classroom method as visually appealing or aesthetically pleasing. Well-designed pre-class materials, multimedia elements, and attractive learning resources contribute to students' motivation, interest, and willingness to participate and communicate. Visual appeal enhances students' understanding, interest, and engagement. The theme 'Exciting and Interesting' reflects students' perception of the flipped classroom method as exciting and interesting. The level of novelty, engagement, and use of interactive activities or technologies influence students' motivation, curiosity, and active participation. Technology integration and interactive elements stimulate the learning experience and foster students' curiosity and engagement.

The theme 'Variety of Features' relates to students' perception of the flipped classroom method as offering diverse learning opportunities. The availability of different pre-class materials, various instructional strategies, and multiple modes of communication and interaction enhance students' engagement, participation, and communication. Providing multiple avenues for learning and expression positively impacts students' engagement and achievement. By identifying these thematic groups within students' perceptions, the thematic analysis provides valuable insights into how students perceive the flipped classroom method in terms of its impact on their learning style, attractiveness, level of excitement and interest, and the variety of features it offers. Educators can leverage these findings to design and implement effective flipped classroom experiences that align with students' preferences and enhance engagement and communication.

After implementing the flipped class model for 15 weeks and based on observations and analysis of the results of the post-test, questionnaire, and interview responses, it was discovered that two factors affect students' participation and

communication delivery in the flipped classroom model. They were themed into pre-determined and emerging. Factors under the pre-determined theme are (1) learning style, (2) variety of features, (3) well prepared, (4) responsible, (5) independent, (6) flexibility, (7) and convenience and accessibility. These factors are illustrated in Figure 5.1.

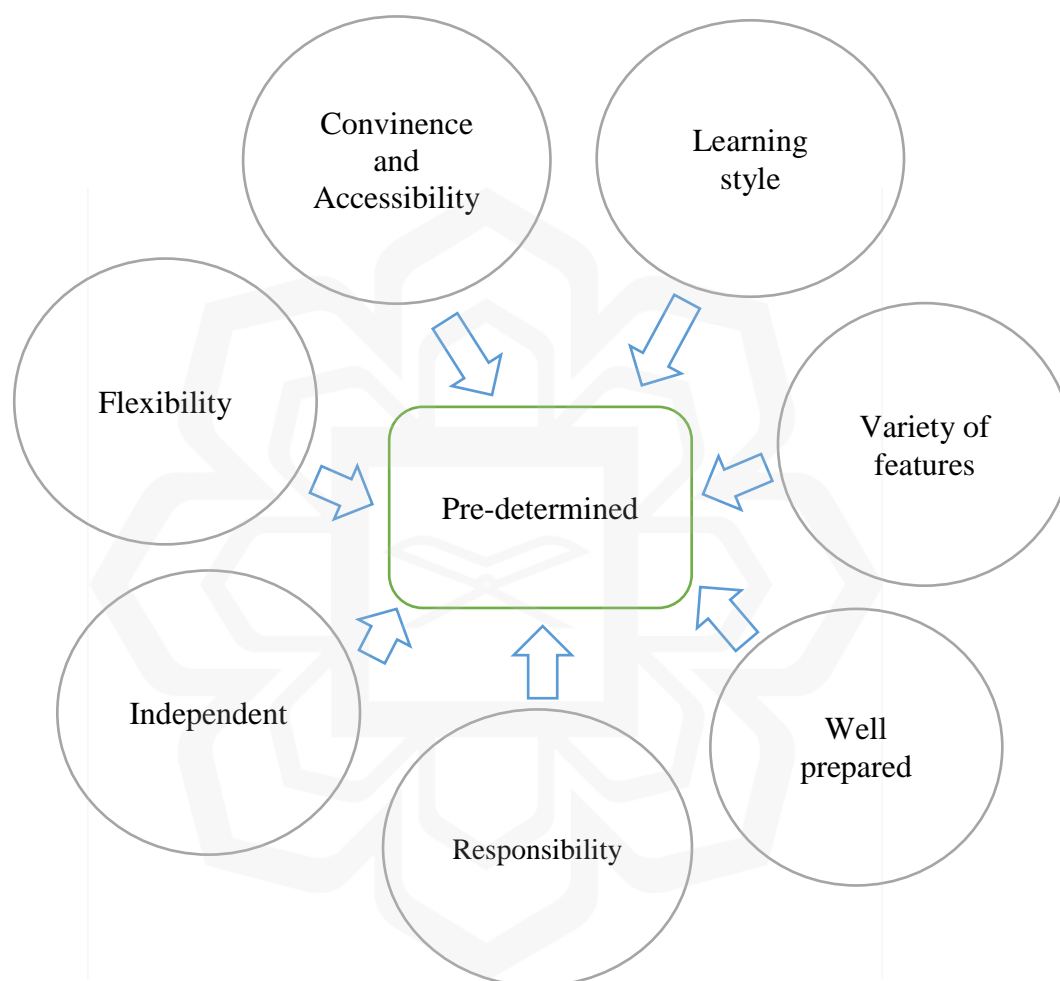


Figure 5.1 Pre-determined Factors Affecting Students' Participation and Communication Delivery

Based on the analysis of these findings, the seven factors are equally important. These factors impact and depend on each other to determine the success of applying the flipped classroom method in teaching ESP in the pharmacy department. Some assignments and learning activities given in pre-class, in-class, and after-class require learners to study individually or in groups at home online. For example, in pre-class

tasks, students learned tailor-made materials in situational video conversations in a pharmacy context. Then, in-class activities in groups, students wrote a situational conversation script related to pharmacy and presented it to the class. The presentation was videoed and uploaded to Google Classroom. This learning style makes students more well-prepared, independent learners, and more responsible.

Another example is the various features in this flipped class model, where students are very closely dependent on technology. In addition to language proficiency, students also become technology experts. They learned independently without receiving formal training to edit and produce videos. It is challenging for students to save their learning results in the video format. However, some students have basic skills in editing videos and producing them using software available on Windows or some software available on smartphones, such as *Video Editor*. Video conversations uploaded on LMS can be watched and studied anytime and anywhere to improve language proficiency.

All learning activities in the flipped classroom method, both in pre-class, in-class, and after-class, were active learning activities that combine language and technology skills. Generally, good language and communication skills bridge what is planned and what will be produced. In this process, English communication or conversation occurred because they wrote situational conversation scripts and made videos in groups. While writing conversational scripts and making videos, they often conversed in English while learning and getting language input comprehensively. Vygotsky (1978) asserts in his constructivism theory that learning will be more meaningful with student engagement in social interaction. Students apply directly what they have learned and what they have found while engaging in every learning activity to hone their skills and knowledge. Indeed, this study found that the English learning activities carried out in the flipped method were beneficial for students. To reaffirm what has been mentioned in the 'Findings' chapter, most students have improved their language and communication skills and increased their confidence in using English.

Grouping factors into the pre-determined theme makes analyzing huge data from interview views more manageable and focused. Nevertheless, there is compelling data from the study that requires inclusion as findings, demanding analysis from various perspectives beyond the pre-determined category. They were included in the emerging theme; (1) engagement, (2) exciting, (3) interesting, (4) more actively involved, (5) more confident, (6) and time management. These factors are illustrated in Figure 5.2.

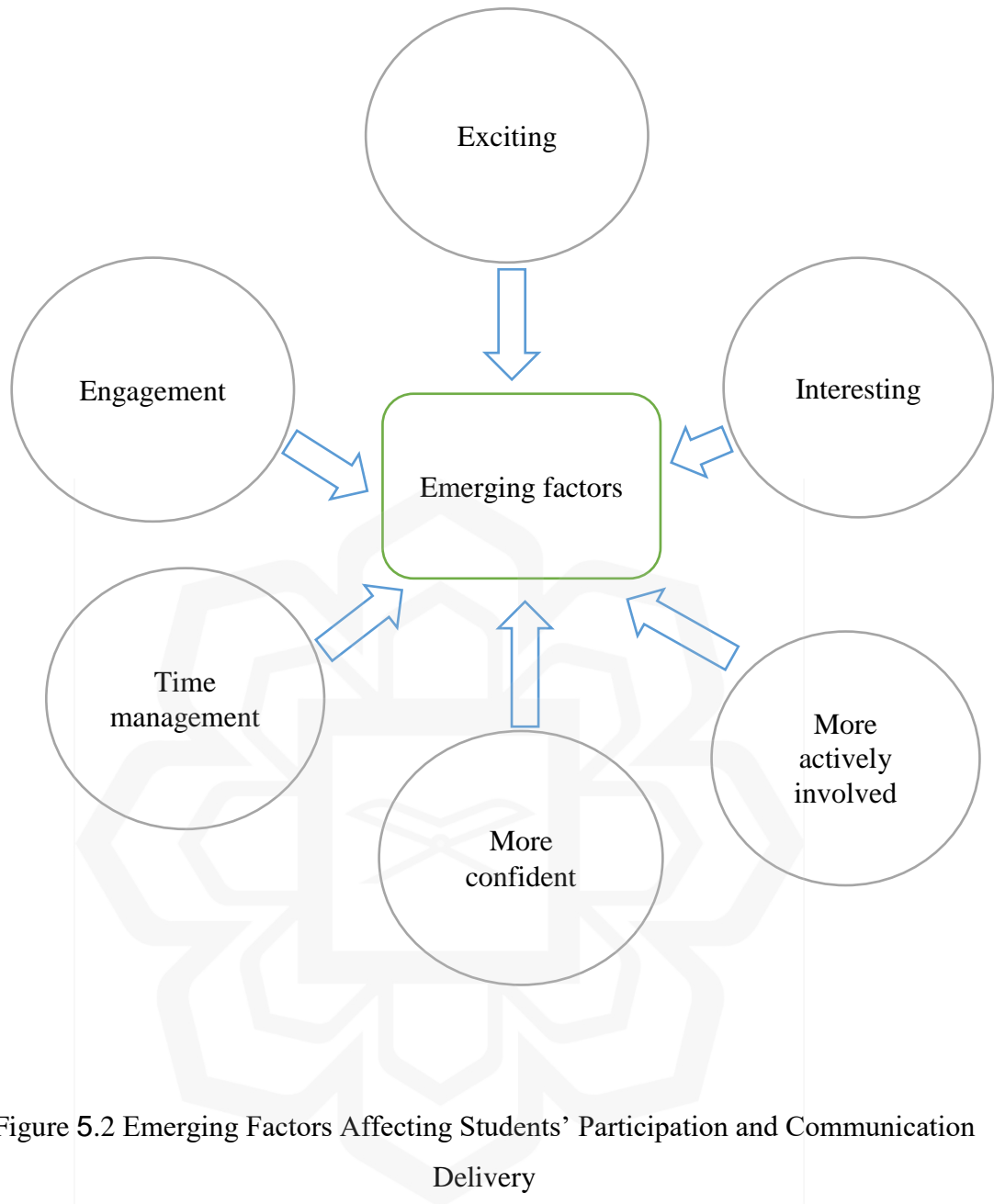


Figure 5.2 Emerging Factors Affecting Students' Participation and Communication Delivery

At first glance, some factors may seem similar to the pre-determined factors, but they exhibit differences in certain aspects. For instance, consider the range of features incorporated in the pre-determined theme, each offering explanations for the diverse activities within the flipped class method. The variety of activities in and outside class makes students more engaged and excited to be actively involved in learning. Another example is responsibility, which might be embedded in time management. With the responsibility delegated to each student in each group, each student is responsible for

managing the time so that each task can be completed on time. Each of the emerging factors has an impact on each other and is interdependent. Each pre-determined, and emerging factors forms a special formula that creates an interaction that contributes to student success in learning activities in the classroom with the flip instructional model. Although the interaction between themes occurs at the micro-level, the factors that bind one factor to another form good language skills. A good command of English is essential in communicating, which is as important as communicating clearly.

In this emerging theme, language competency is a bridge, while communication skills act as scaffolding to ensure that the messages conveyed are in proportion. Vygotsky (1978) asserts that scaffolding is indeed needed to guide students to master the knowledge and language skills being studied. This is supported by Krashen (1982, 2009), who stated that language learning is a development process in which students gradually learn and get target language inputs and a support system within a period. Learners acquire and use the target language when their environment allows them to practice it. Technological advances such as smartphones provide opportunities for students to develop language by utilizing platforms such as WhatsApp and Facebook, which also act as scaffolding for virtual interactions. With the help of this technology, flipped classroom instruction, which in its implementation depends on computer technology, can run successfully (Phung & Yen, 2020).

This research suggests that the Flipped Classroom approach holds promise for improving speaking skills in language learning. However, more extensive and in-depth research is necessary to comprehend its benefits and limitations fully. It is important to consider factors such as learner characteristics, instructional design, and the inclusion of suitable speaking tasks and assessment strategies to determine the effectiveness of the Flipped Classroom model in developing speaking skills. Further investigation will contribute to a more comprehensive understanding of the potential impact of the Flipped Classroom approach on speaking proficiency in language learning contexts.

5.2.4 Lecturer's Perceptions of the Flipped Classroom

The thematic analysis of lecturers' perceptions regarding the flipped classroom (FC) model revealed four main themes: 'Effectiveness of Flipped Classroom', 'Student Engagement and Participation', 'Challenges of Flipped Classroom', and 'Student

Perception and Motivation'. These themes provide a comprehensive overview of how the FC model is perceived and the associated implications for its implementation in educational settings.

5.2.4.1 Effectiveness of Flipped Classroom

The FC model is widely regarded as highly effective by educators. This approach, which involves delivering instructional content outside of class and using in-class time for interactive activities, is seen as a potent method for enhancing educational outcomes. Respondent 1 describes the FC model as having substantial potential for educational implementation, a sentiment echoed by Lecturer 5, who finds it particularly effective in engaging students during classroom activities. The analysis supports previous research indicating that the FC model fosters increased student engagement and more dynamic classroom sessions (Pawesti, 2023). However, the effectiveness of the FC model depends on the implementation of tailored strategies to address diverse student needs, aligning with earlier studies on the importance of adaptive instructional methods (Raden & Lampung, 2024).

5.2.4.2 Student Engagement and Participation

Student engagement and participation are critical components for the success of the FC model. By having students review materials before class, the FC model ensures they arrive prepared for meaningful discussions and activities. Lecturer 5 emphasizes that this proactive approach enhances student participation. Additionally, Lecturer 2 notes that project-based activities within the FC framework are particularly effective, further enhancing engagement. This observation aligns with research advocating for experiential learning methods that foster active participation (Lee & Martin, 2020). Lecturer 4 highlights that engagement extends beyond classroom activities to include independent study, which is crucial for deepening understanding and promoting active participation.

5.2.4.3 Student Perception and Motivation

Student perceptions of the FC model are generally positive, reflecting greater acceptance compared to traditional methods. Lecturer 4 observes that the FC model significantly enhances student motivation, leading to increased confidence and active participation in class presentations. These findings are consistent with research emphasizing the role of student motivation in educational success (Jeong et al., 2018). However, students accustomed to passive learning methods may struggle with the FC model's demands for active and self-directed learning. This transition can be challenging, highlighting the need for additional support to help students adapt and maximize the benefits of the FC model (Chun & Sathappan, 2020).

5.2.4.4 Challenges of Flipped Classroom

Despite its benefits, the FC model presents several challenges. One major issue is ensuring that all students complete their pre-class assignments, given the considerable amount of preparatory work required. Lecturer 3 identifies a lack of student knowledge about the FC method as another challenge, indicating the need for effective strategies to educate students. Additionally, varying learning paces among students can create gaps in learning outcomes, with faster learners benefiting more from pre-class preparation compared to slower or less motivated students. These challenges underscore the necessity for strategies to support all students and align with research on the difficulties of student compliance with pre-class activities and the need for differentiated instruction (Awidi & Paynter, 2019).

5.2.5 Non-participant Observation from Classroom to Virtual

From the findings of this study, the researcher concludes that today's teachers face even more significant challenges. In the past, the teacher's challenge was limited to teaching students in class, giving homework, discussing it again in class to name a few. However, in this technological era, teachers must always be up to date with technological advances and be able to take advantage of them for the benefit of teaching in and outside the classroom. The challenges of teachers in the technology era have been warned by Larson-Guenette (2013), who stated that:

Teachers are not just teaching language anymore; they are also teaching students how to use emerging technologies that will help them become autonomous language learners beyond the classroom (p.71).

The advancement of technology greatly helps students as it is now (Bergmann & Sams, 2014; Shi-Chun et al., 2014). Based on observations during a teaching session in the flip class, in terms of technological ability, today's students look more technologically competent. This is due to the ease of getting applications that can help students who need technical support. Students can independently enhance their language skills by watching conversational videos in a particular language, which not only expand their vocabulary but also improve other linguistic abilities, such as listening and speaking. However, the role of teachers is no less important in supervising students using these technological advances. Teachers must also be competent in technology to know students' application content. Teachers should supervise students and ensure they do not abuse these technological advances. This is in line with what was stated by Williams (2006)

If we truly want to prepare our (language students) for life in the 21st century, it is necessary to teach them not only where to find new tools but also how to use and avoid misusing them (p. 576).

To summarize, looking at some of the advantages of the flipped classroom model, the method is suitable to be applied in ESP learning, especially in contexts for English as a Foreign Language like in Indonesia. Challenges inherent in employing this model, including ensuring the availability of technology to facilitate a seamless learning process and addressing variations in the IT skills of individual students, as well as maintaining teacher control over the potential misuse of the internet by students, can be effectively managed to attain the desired outcomes. In addition, students need to be projected and scaffolded to be better prepared to go through the process experienced in the flip method from passive to active learners and transition from a teacher-centered to a student-centered environment. Furthermore, regarding the application of the flip model in ESP class, several studies (Chen et al., 2017; Makhoul et al., 2018; Mehta et al., 2013) explicated that this method is suitable because it could increase student participation and use the target language during class activities. Besides that, it could help teachers explain parts of learning that are difficult for students to understand by showing teaching videos that have been uploaded and available online on the LMS.

5.3 IMPLICATIONS OF FLIPPED CLASSROOM INSTRUCTION

From this study, two significant implications can be drawn. They are theoretical and pedagogical. Both are considered equally important because they can contribute to the world of pedagogy. The first implication can provide new input into existing theories, while the second one can contribute by giving information to teaching practices.

5.3.1 Theoretical Implications

The four theories described in chapter two, which are used as a benchmark to frame this research independently, can explain the phenomenon under study. Each theory has its views, constructions and principles, which can be studied separately or together according to the phenomenon. The two theories of Vygotsky's Zone of Proximal Development (ZPD) and Krashen's Second Language Acquisition (SLA) show the interconnectedness and complementarity in justifying the flipped classroom method.

Constructivism, as a learning theory, emphasizes learners' active construction of knowledge through social interaction and engagement with the learning environment. It aligns with the flipped classroom approach by promoting student-centered and collaborative learning activities like class discussions, group presentations, and question-and-answer sessions. Constructivism highlights the importance of social interaction in optimizing learning outcomes within the flipped classroom context.

On the other hand, SLA theory focuses on how learners acquire a second language and the factors that facilitate or hinder the language learning process. SLA theory can explain accelerated language learning within the flipped classroom method, providing insights into the mechanisms and principles contributing to efficient language acquisition. This theory complements Constructivism by addressing the specific aspects of language learning and acquisition that Constructivism alone may not fully explain.

Integrating Vygotsky's ZPD and Krashen's SLA theories further strengthens the flipped classroom method's justification. The ZPD concept highlights the importance of providing learners with tasks and activities that are challenging yet achievable with appropriate support. In the flipped classroom context, pre-learning through online materials helps students build the necessary background knowledge and prepares them for more interactive and engaging in-class activities. Krashen's theory introduces the

concept of $i+1$, which suggests that language input should be slightly beyond the learners' current level to facilitate language development. The pre-learning component of the flipped classroom, where students engage with online materials at their own pace, can provide the necessary input to promote language development within the optimal learning zone.

Additionally, schema theory and social learning theory support the contextual-based learning process in online environments, such as those facilitated by the flipped classroom method. The Schema Theory emphasizes the role of prior knowledge and existing mental frameworks in understanding and organizing new information. By accessing online learning materials beforehand, students can activate their existing schemas and connect new information to their prior knowledge. The Social Learning theory, on the other hand, highlights the importance of social interaction, collaboration, and observation of others in the learning process, which can be facilitated through online platforms and collaborative activities within the flipped classroom.

By integrating these theories, the flipped classroom method can be justified and framed within a theoretical framework that encompasses the cognitive, social, and linguistic aspects of learning. This integration enhances the understanding of how the flipped classroom approach supports optimal learning outcomes, especially in ESP and the acquisition of technical vocabulary related to pharmacy.

To help students maintain a positive and interested mindset in learning the target language, the use of technology and virtual environments can facilitate consultation and scaffolding processes. Scaffolding refers to the guidance and support provided to students as they acquire knowledge and skills. Through this scaffolding process, students gradually become independent learners by detaching themselves from the support systems that aided their learning (Vygotsky, 1978). This study revealed that students receive support from their environment, including motivational, academic, and technical support from peers and the teacher acting as a facilitator. These factors contribute to students becoming independent learners.

Students experience the language input process naturally and in various ways because how they interact is very contextual, so the language they get is relevant and meaningful. The technical vocabulary and language structures, such as the subject-verb agreement they learned, were significant for language learning and acquisition. In line

with what was articulated by Constructivism, students learn more meaningfully if, in the process, they interact with one another. To apply competence in the language, students should socially interact with their peers and teachers to prove their language communication skills. This aligns with Krashen's *i+1* theory, which emphasizes that students should be given opportunities and materials to comprehend new concepts independently, without the direct presence of a teacher or facilitator.

The development of the multimodality concept in this research is absorbed through the use of a Learning Management System (LMS) available on internet platforms such as Google Classroom and several applications that can be easily obtained on smartphones such as Zoom, Gmeet, YouTube, WhatsApp, Line, and Telegram which can promote collaboration among them. Therefore, this study combines the virtual communication mode that students use in pre-class activities, which is one of the characteristics of the flipped instructional model and the offline model when learning activities are carried out in class and after class.

5.3.2 Pedagogical Implications

Based on the findings of this study, it is evident that implementing the flipped classroom instruction model positively impacts learners' motivation and English communication skills. The flipped classroom model provides students with productive activities and increased opportunities to engage in English-speaking activities, enhancing their language proficiency. By incorporating the flipped classroom approach into English for Specific Purposes (ESP) learning, students are exposed to various learning activities that utilize meaningful language and authentic inputs specifically tailored to their field of study, which, in this case, is pharmacy. This targeted approach allows students to develop specialized vocabulary and language skills relevant to their major.

The flipped classroom method aims to foster language proficiency by shifting the traditional lecture-based instruction to a student-centered approach. Students engage with online materials before class, which allows them to familiarize themselves with the content. The classroom focuses on interactive activities, such as discussions, group work, and problem-solving tasks, where students actively use English to communicate and apply their knowledge.

By providing meaningful and authentic learning experiences, the flipped classroom model promotes language development and proficiency. Students are motivated to actively participate in class discussions, express their ideas in English, and improve their communication skills. This approach helps learners become proficient in English by integrating language learning with relevant content from their field of study.

Overall, the findings of this study suggest that the flipped classroom method can be a practical instructional approach to teaching ESP, specifically in the context of pharmacy education. The flipped classroom model supports learners' language development and proficiency in English by combining meaningful language input, genuine learning activities, and increased opportunities for English communication.

Furthermore, the learning mode carried out on this flipped model allows students to interact socially in various ways, either through face-to-face in class or online and offline group discussions, with the support of technology as scaffolding in the learning process that keeps students engaged and learn independently using the target language. In addition, another class activity that is introduced in flipped learning is multitasking, which produces positive educational outcomes for learners. Therefore, learning activities that involve multitasking that require extra effort, focus and time need to be directed and developed, especially in matters relating to more challenging and complex tasks. In the practical application of the English syllabus for pharmacy, the flipped instructional model discovered that the learning process can be enhanced through the multiplication of skills and language. In this case, teachers as facilitators are encouraged to let learners learn independently once they are scaffolded into the curriculum (Supyan Hussin, 2012). Scaffolding is the initial stage in directing students to become independent learners eventually.

Pedagogically, integrating the flipped instructional model with technology offers numerous advantages in language learning. Particularly for millennial learners who are accustomed to and familiar with rapid technological advancements, leveraging technology can significantly enhance their English language acquisition. The flipped classroom model, which involves students engaging with online materials before face-to-face classroom sessions, aligns well with the use of technology.

Technology provides various interactive and multimedia tools that can make language learning more engaging and immersive. Digital platforms, language learning

apps, and online communication tools enable students to practice listening, speaking, reading, and writing skills interactively and dynamically. These resources often incorporate gamification, multimedia elements, and instant feedback, enhancing learners' motivation and participation. Furthermore, technology offers opportunities for authentic language use and exposure. Learners can access authentic materials, such as news articles, podcasts, and videos, to develop their language skills in real-life contexts. Online platforms also facilitate communication and collaboration with other English language learners and native speakers, enabling learners to practice speaking and writing skills in a supportive virtual environment.

All these clearly show that with the use of technology, learners can access various resources, such as online videos, interactive exercises, and educational applications, to support independent learning outside the classroom. This allows them to take control of their learning process, pace, and content consumption.

The interview results from this study affirm the positive impact of technology on English language learning. Learners reported that technology was crucial in accelerating their language learning process. The availability of online resources, interactive tools, and digital platforms helped them practice English more frequently, access a wealth of authentic materials, and receive immediate feedback on their language production.

In conclusion, integrating technology into the flipped instructional model significantly benefits language learning, particularly for millennial learners. Technology provides access to diverse and interactive learning resources, promotes authentic language use, and facilitates communication and collaboration. As technology advances rapidly, leveraging its potential in language learning can significantly enhance learners' engagement, motivation, and proficiency in the target language.

5.4 LIMITATIONS AND SUGGESTIONS FOR FUTURE STUDIES

Every research, including the present one, has its limitations. As stated by Ioannidis (2007), all research-related activities will not be separated from their limitations, and the limited knowledge and analysis in this research become the basis for a deeper understanding of one's research findings. Understanding the limitations can automatically inform and direct future research, incorporating new knowledge and

information to be developed further. The researcher identified several limitations in this study, which certainly did not reduce its credibility.

The first limitation of this study is the problem related to the limited time in collecting data. The present study gathered a four-month virtual class interaction and an online interview with the respondents. Therefore, the researcher considers that this data collection is limited and that a more extended timeframe will have resulted in more affluent and more credible data that could lead to a more comprehensive understanding of students' communication skills.

In addition, students faced several non-technical challenges, like limited internet connectivity, which are their most demanding challenges. Flipped class learning needs strong support in terms of internet bandwidth to ensure the pre-class, in-class, and after-class learning process runs smoothly. However, the students successfully completed the flipped classroom task despite facing challenges.

The number of students chosen as study participants could be too small. It was limited to the students who were at the intermediate level in the Pharmacy department. Students who reach this level are scattered in other majors, while this study only focuses on students majoring in pharmacy to study English for Pharmacy.

However, all the limitations mentioned above are manageable for researcher and students to conduct research and work together. The positive impact is to believe that all these limitations can be used as a stepping stone to do better research in the future.

5.5 RECOMMENDATIONS EMERGING FROM THE FINDINGS OF THIS STUDY

The recommendations are addressed to stakeholders like Policy Makers, School Administrators, Teachers, Online Resource providers, Parents/Students and the Community.

5.5.1 Policy Makers

The landscape of education policy in Indonesia is marked by continual flux. With each change in the minister of education, a subsequent alteration in the country's education

policy becomes highly likely. It is anticipated that such changes will be made in a manner that carefully considers and incorporates the findings of research conducted by scholars affiliated with educational institutions, including universities and other research organizations.

These shifts in policy should ideally be informed by the wealth of knowledge and insights generated through rigorous research in the field of education. By acknowledging and integrating the outcomes of studies conducted by researchers from reputable institutions, policymakers can develop more informed, evidence-based strategies. This collaborative approach between policymakers and the academic community has the potential to enhance the effectiveness and relevance of education policies, contributing to the continuous improvement of Indonesia's educational system.

Meanwhile, teachers' role in policy changes is very significant because teachers interact directly with students in schools; therefore, they must engage in continuous training with the latest teaching techniques using new tools and platforms. In this all-digital era, the needs of the generations Y and Z and their ways of learning are different because they adapt to changing times that depend on technological developments. Therefore, policymakers should see this as an unavoidable fact, so they should change the paradigm in learning theory and language pedagogy to plan higher-quality educational services by considering the needs of students in language learning. A few important considerations should be highlighted. Firstly, various guidelines available to schools and educators can provide valuable direction. Secondly, articulating clear pedagogical goals and objectives is essential. This step can help identify the necessary support for language learning that should be integrated into the online infrastructure.

5.5.2 School Administrators

Many language learning methods in this digital era take advantage of technological developments, such as the flipped classroom method. They are very dependent on the availability of internet facilities. School administrators should find the means to increase their internet bandwidth and update it occasionally to meet both students and teachers' needs. Furthermore, the institution should provide competent staff in the IT field to monitor and supervise technical matters faced by teachers and students during the learning process. Training on the use of LMS needs to be provided by administrators to

ensure all users can operate it properly and correctly by integrating online into the syllabus.

Some of the issues related to access to computers and unstable internet connections that can cause grievances to students and teachers when online learning takes place are factors to consider when designing assignments or other online activities. This will impact students' motivation and interest in learning, learning styles, and language skills. Besides that, it is also necessary to pay attention to matters related to copyright that need to be protected, such as intellectual property rights, so that they can encourage teachers and curriculum designers to integrate internet-based syllabi. Administrators or institutions should be able to deal with issues like this by giving rewards and incentives to related parties who contribute to developing innovative learning by integrating curriculum with technological advances.

5.5.3 Teachers

In the current era of technological advancement, teachers face the significant challenge of mastering both hard and soft skills simultaneously. Hard skills, such as proficiency in English and the ability to design a curriculum that integrates technology, are essential. Equally important, however, are soft skills, including digital literacy and internet proficiency, which are crucial for educators in the digital age. The challenges of teachers in this technological era have been described by Larson-Guenette (2013) as having a dual task, namely teaching language on the one hand and teaching how to use technology on the other so that students become independent language learners outside the classroom. Teachers need to keep abreast with the development of cyberspace, social networks, and the latest technology, and they should be able to reap the benefits of advanced technology to be applied in educational activities.

It is a must for teachers in this digitalization era to prepare and adapt to technological advances that are developing very rapidly. They must always keep abreast of technological developments and follow new learning styles that can be integrated into technology, such as the flip learning model, where students and teachers constantly deal with information technology. Therefore, teachers in this technological era should master technology to operate it effectively, supporting successful teaching and learning. The appropriate use of online resources needs to be directed so that up-to-date learning

resources can be helpful for students and can avoid misuse. Teachers should attend training and workshops related to learning and teaching that integrate teaching methods with technological advances. In addition, teachers also need to create communicative classes by comply with the pedagogical objectives that have been outlined.

Teachers with sufficient internet access need to be provided with regular ICT training to stay up to date with the latest technological tools that can be applied in face-to-face and online language teaching. Apart from LMS (Learning Management System) as a teaching tool, several interactive tools and resources from online resources can be used for teaching and learning.

5.5.4 Online Resources Providers

Online resources play a significant role in the success of the flipped classroom method. It is recommended that online platforms and content providers catering to ESP education collaborate with researchers and educators to develop interactive and engaging resources designed for flipped classroom instruction. These resources should align with ESP learners' unique needs and goals, providing authentic and relevant materials that enhance language acquisition and domain-specific knowledge.

5.5.5 Parents/Students/Community

The last recommendation from this research is for parents, students, and the community to participate directly in several activities related to learning during off-campus study hours. During the learning process within the campus environment, the responsibility falls upon teachers and administrators. Conversely, after school hours, it becomes the duty of parents and the community to actively engage in supporting and ensuring the completion of the teacher's tasks outside of formal learning hours.

5.6 DIRECTIONS FOR FURTHER RESEARCH

The commendable research areas that need to be explored further are:

1. The correlation between the flipped classroom method and students' academic performance.

2. The relationship between the flipped classroom method and students' academic performance in English courses, especially in campuses outside Jakarta that employ the English for Specific Purposes (ESP) curriculum. Further research on this topic is essential to understand the nuanced relationship between the flipped classroom method and students' academic performance in English courses, particularly within the context of the ESP curriculum outside Jakarta. Such research can lead to improved educational practices, better resource allocation, enhanced student engagement, and more effective policy and curriculum development, ultimately contributing to the overall quality of education in diverse settings.
3. Expanding upon previous studies by adopting a similar methodological approach while incorporating improvements.
4. The application of the flipped classroom model to other departments offering general English courses.
5. The potential benefits of the flipped classroom approach in English classes for students majoring in Teaching English or English literature.

These research areas aim to provide valuable insights into the effectiveness of the flipped classroom method in various educational contexts, thus contributing to advancements in pedagogical practices.

An additional research study that would be valuable is to explore the effectiveness of the flipped classroom method, specifically among high school students. This study will contribute to the growing body of research on the flipped classroom approach in secondary education by examining its impact on students' academic performance, engagement, and attitudes towards learning. The findings will provide valuable insights for educators and policymakers interested in implementing the flipped classroom model in high schools, ultimately enhancing student learning outcomes and educational experiences.

5.7 CHAPTER SUMMARY

In this chapter, a comprehensive overview was provided, encompassing the summary of findings, conclusions drawn, theoretical and pedagogical implications, study

limitations, and a recommendation for future research endeavors. The focus centered on advocating for the integration of the flipped classroom method in the teaching of English for Specific Purposes.



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APPENDICES

APPENDIX A: CONSENT LETTER TO CONDUCT RESEARCH

Ainul Azmain Md Zamin
Supervisor
International Islamic University Malaysia
6 January 2021

Gufron
International Islamic University Malaysia

Subject: Permission to Conduct Research for PhD Thesis

Dear Gufron,

I trust this letter finds you in good health and high spirits. I am writing to officially grant permission for your research study, which forms a crucial part of your PhD thesis. As your supervisor, I fully support and endorse your efforts in pursuing this research endeavor.

Research Title: Teaching English for Specific Purposes in Higher Education in Indonesia: Investigating the Effect of Flipped Classroom Method

Student Researcher: Gufron

Institution: International Islamic University Malaysia

Your research on the impact of the flipped classroom method in teaching English for Specific Purposes (ESP) is both timely and significant. This study has the potential to contribute valuable insights to the field of education, particularly in the context of higher education in Indonesia.

Should you require any further documentation or support, please feel free to contact me at ainul.azmin@iium.edu.my

Best regards,

Ainul Azmin Md Zamin
Supervisor



APPENDIX B: CONSENT LETTER TO CONDUCT RESEARCH

Dear

J. Rajes Khana, Ph.D.

Rector of UTA 45 Jakarta

As a graduate student at the Department of English Language and Literature (DELL) International Islamic University Malaysia, I am conducting research as part of the requirements for a Doctoral Degree in English Language Studies. The title of my research project is “TEACHING ENGLISH FOR SPECIFIC PURPOSES (ESP) IN HIGHER EDUCATION INSTITUTIONS IN INDONESIA: INVESTIGATING THE EFFECTS OF FLIPPED CLASSROOM METHOD”. The purpose of my research is to seek the effect of the flipped classroom instruction on the improvement of students speaking skills.

I am writing to request your permission to conduct my research in UTA 45 University Jakarta at the faculty of pharmacy. The study will be a static-group comparison non-equivalent control group design that will take approximately fifteen weeks. Data will be collected at the beginning and the end of the study and will involve a student pretest and a student posttest.

Sincerely,

Gufron,

IIUM Doctoral Student

Approved by,

J. Rajes Khana, Ph.D.

Rector

APPENDIX C: CONSENT TO PARTICIPATE IN RESEARCH PROJECT, UNIVERSITAS 17 AGUSTUS 1945 JAKARTA

Teaching English for Specific Purposes (ESP) in Higher Education Institutions in Indonesia: Investigating the Effects of Flipped Classroom Method

My name is Gufron and I am a graduate student at the Department of English Language and Literature, IIUM. As part of the requirement for earning my doctoral degree, I am conducting this research to investigate the effects of flipped classroom method in teaching English as Specific Purposes (ESP). I am requesting for you to participate as research participants.

Activities and Time Commitment: If you participate in this project, you will be asked to engage in data collection throughout the research. Data collection will be conducted through a learning process over one semester, commencing with a pre-test in the first week of the course and concluding with a post-test and interview at the end of the semester.

Benefits and Risks: I anticipate that the outcomes of this project will significantly contribute to the enhancement of the ESP course at the university, ultimately benefiting both students and lecturers alike. I want to assure you that participating in this research carries minimal risk. However, if you ever find yourself feeling stressed or uncomfortable while assisting in the research, we can pause or withdraw from the project altogether.

Privacy and Confidentiality: Throughout this research project, I will ensure the secure storage of all data. Access to this data will be limited to myself and my IIUM supervisor. However, authorized university agencies may legally review my research records. All student data collected, including the final project product, will be exclusively utilized for the designated research purposes. After transcribing the interviews, I will promptly erase or destroy the audio recordings. When reporting the research findings, I will employ pseudonyms and present the results in a manner that upholds your privacy and confidentiality within the bounds of the law.

Voluntary Participants: Your participation in this project is completely voluntarily. You may stop participating at any time without any penalty or loss. Your participation or non-participation will not impact your rights as a coordinator in this university.

If you have any inquiries about this research, please call me at 087778899866 or email me at gufron.raihan@gmail.com. If you have any questions regarding your rights as a research participant, please contact the Centre for Postgraduate Studies, IIUM. If you

agree to participate in this project, please sign and date this signature page and return it to Gufron.

I have read and I understand the information provided to me about participating in the research project; Teaching English for Specific Purposes (ESP) In Higher Education Institutions in Indonesia: Investigating the Effects of Flipped Classroom Method
My signature below indicates that I agree to participate in this research project.

Name:

Signature:

Date:



APPENDIX D: INTERVIEW GUIDE

<p>Research Question</p> <p>What factors affect students' participation and communication delivery in the flipped classroom method?</p>	<p>Perceptions</p>	<p>1. Can you tell me about FC method?</p> <ul style="list-style-type: none"> - Is it interesting?
	<p>Engagement</p>	<p>1. Are you more engaged when using FC method?</p> <ul style="list-style-type: none"> - Did you feel that making preparation beforehand enable you to participate in lessons actively rather than listening passively? Why?
	<p>Autonomy and Accountability</p>	<p>1. What factors affect your ESP learning using the FC method?</p> <ul style="list-style-type: none"> - Are you pleased with having access to video lectures at any time and from anywhere? Why? - How do you manage your time when preparing conversation scripts?

APPENDIX E: INTERVIEW PROTOCOL

Student Interview Protocol

Faculty:

Department:

Year:

Age:

Nationality:Location:

Time:



**APPENDIX F: A SAMPLE OF HERMENEUTIC UNIT (HU)
EDITOR PAGE**

**Teaching English for Specific Purposes (ESP) in Higher Education Institution in
Indonesia: Investigating the Effects of Flipped Classroom Method**

Please respond to the following themes by choosing “Agree” or “Disagree”. You can also suggest new themes on the comment’s column.

RQ 3. “What factors affect students’ participation and communication delivery in flipped classroom method?”						
Theme	Main Ideas	Discourse Unit	Verbal support	Inter-Rater		Comments/ Suggestions
				Agree	Disagree	
FC is exciting and interesting	FC helped to understand topics being taught.	Ald 18 Yoh 17	<p>“I think it is exciting because it makes me understand the material that will be taught better because I have first studied and mastered it. I am more motivated to learn”</p> <p>“I think this model is very interesting and more effective because we only</p>			

			discuss what has been learned in class”.			
More engaged and involved in class	Learning the teaching materials in advance	Ald 23 Adi 25	“I am more engaged in class and often actively involved in group discussions.” “In this FC, I am more engaged and more active in discussing the lessons being discussed.”	√		

More actively involved	Well prepared by study ing the teach ing materials available online first	Akr 8 Lan 25	“I am silent or passive in the traditional method, but now in the Flipp Class, I am more active in asking the lecturers”. “Personally, at FC, I am more encouraged, engaged, and active when learning occurs in class.”			
More confident to participate in discussion that can improve speaking skills	Improvement in speaking skills	Ald 26 Jil 22	“I am more confident when speaking in front of the class and able to respond to questions from fellow friends and the teacher with ease.” “I am more confident because I feel ready with the preknowledge that I have mastered.”		√	Increased confidence in public speaking and effective response to questions are attributed to acquiring essential preknowledge, resulting in a strong sense of preparedness.

		Yoh 22	<p>"I am more confident when presenting because I have mastered the material and am ready to answer all the questions that will be raised."</p>			
FC made learning more autonom	<p>It's more convenient and more accessible</p>	Akr 29	<p>"The availability of online teaching materials, really helps me to be able to</p>			

<p>ous and accounta ble</p>	<p>than traditional classroom</p>	<p>Ald 27 Adi 31</p>	<p>access and study them anytime an d anywhere." "I am much more independent with this flipped method and increase my sense of responsibility by continuing to study the material that has been given online." "It also makes me more independent and responsible."</p>	<p>√</p>		
<p>Affect to the way how students learn. Students learnt twice; it's outside and in the classroom</p>	<p>Learning style 's affected that make students get more insights</p>	<p>Adi 22 Ald 20 Yoh 20</p>	<p>"It affects my learning style because, with this flipped model, students are provided with preparation for critical thinking". "... in this method, I learn twice, namely learning outside the classroom independently an</p>	<p>√</p>		<p>The flipped learning model helps students prepare for critical thinking, learn on their own outside the classroom, and participate in group</p>

			<p>d learning in class from classmates an d teachers thr ough</p>		
			<p>group discussion” “I thank you for introducing thi s method to me, which has slightly changed my perception of learning English. And I hope this method can be applied in other subjects.”</p>		<p>discussions with classmates and teachers, which changes their vie w of learning English and makes them want to use this method in other subjects.</p>

<p>Some features provided in FC</p>	<p>Variety of features made students more interested in</p>	<p>Ald 13 Adi 17 Dia 13</p>	<p>“The feature that I like the most is during group discussions because I can interact and exchange ideas with group friends in group discussions”</p> <p>“What I like the most is when the learning video is uploaded first.”</p> <p>“I can watch the visuals, which are</p>			
			<p>sometimes available with subtitles, and listen to the audio of the conversation from the video”.</p>			

<p>FC's More convenient and accessible</p>	<p>It's pleased to access the teaching materials like video from outside classroom.</p>	<p>Sya 14 Jil 27 Akr 29</p>	<p>"For accessibility, I think it's more convenient and more accessible. For example, to repeat the study, I can access it because the teaching materials are still available online." "I'm pleased with having access to the video at any time." "... so the availability of online teaching materials helps me to be able to access and study them anytime and anywhere."</p>			<p>√</p>
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<p>The flexibility provided in FC</p>	<p>Learn more flexible</p>	<p>Ald 29</p>	<p>“I am very pleased because I can access it anytime, whether outside or inside the house.”</p>			
		<p>Adi 30</p> <p>Jil 28</p>	<p>"I can access videos of learning materials at any time to adjust the tempo of my learning."</p> <p>"I can repeat the learning video; for example, there is a quiz or test, I can play the video again and repeat it according to my own pace."</p>			

APPENDIX G: RELIABILITY CHECK FOR CODING TEMPLATE

Interview Question (1)	Superordinate (Keywords of the question) (2)	Subordinate and Elaboration (main points and examples from response) (3)	Occurrence (Main idea transferred as keyword(s)) (4)	Rater (5)	Remark / Comment (6)
1) Can you tell me what's your opinion about FC method?	Interesting learning method	<ul style="list-style-type: none"> • I think it is exciting because it makes me understand the material that will be taught better because I have first studied and mastered it (RS2) • It is pretty attractive compared to the traditional method where the teacher explains at length in class and then gives questions or homework to students. (RS4) • I think this model is very interesting and more effective because we only discuss what has been learned in class, (RS5) • To be honest, to me it's more interesting because if you the material first it teaches us how to responsible, if we 	<ul style="list-style-type: none"> • An engaging and interesting learning method that engages students in class 	I	Positive learning experience

		<p>didn't learn the materials, next week we don't know what to do. (RS6)</p>			
--	--	--	--	--	--

<p>2) Are you more engaged when using FC method?</p>	<p>More engaged and involved in class</p>	<p><input type="checkbox"/> I am more engaged in class and often actively involved in group discussions. (RS2)</p> <p><input type="checkbox"/> In this FC, I am more engaged and more active in discussing the lessons being discussed. (RS5)</p> <p><input type="checkbox"/> I am more active with this FC method because I have prepared myself by first studying the teaching materials available online. (RS1)</p> <p>Personally at FC, I am more encouraged, engaged, and more active when learning occurs in class. (RS7)</p>	<ul style="list-style-type: none"> • Learning the teaching materials in advance • Preparing the material to be involved in group discussion 	<p>I</p>	<p>More engaged because preparing beforehand</p>
--	---	---	---	----------	--

<p>3) Are you more autonomous or become more independent learner?</p>	<p>It's more convenient and more accessible than traditional classroom</p>	<ul style="list-style-type: none"> • The availability of online teaching materials, really helps me to be able to access and study them anytime and anywhere (RS6) • I am much more independent with this flipped method and increase my sense of responsibility by continuing to study the material that has been given online (RS2) • It also makes me more independent and responsible (RS4) 	<ul style="list-style-type: none"> • Access the teaching material anytime and anywhere. 	<p>I</p>	<p>Availability of online materials promote independent learning</p>
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<p>4) How does this Flipped Classroom method affect your learning style?</p>	<p>Affect learning style</p>	<ul style="list-style-type: none"> • Because at FC before class started, I had studied the teaching material first, so when suddenly asked by the lecturer, I was ready to answer it. (RS1) • It had a massive impact on my learning style. What is clear is that I am more responsible and more autonomous. (RS7) • I am a passive type of student. But by using this flip model, I am more active, more enthusiastic. (RS5) • This FC method 	<ul style="list-style-type: none"> • Learning twice; before and after class • More responsible and more independent 		
--	------------------------------	--	---	--	--

		<p>significantly affects my learning style. In contrast to other methods, in this method, I learn twice, namely learning outside the classroom independently. (RS2)</p>			
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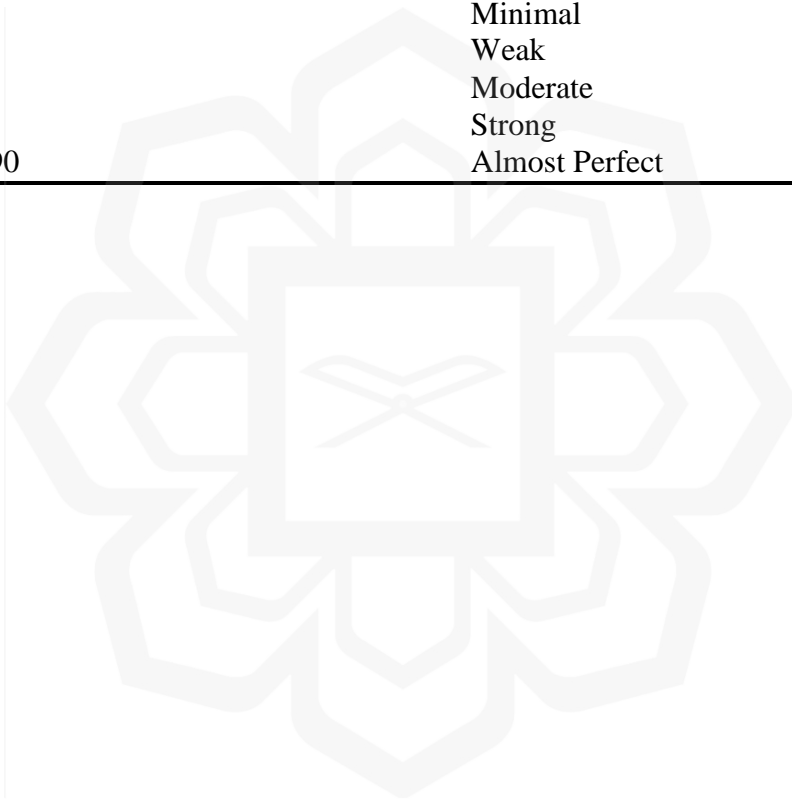
APPENDIX H: CALCULATING THE PERCENTAGE OF AGREEMENT BETWEEN RESEARCHER/AUTHOR AND RATERS FOR THE RELIABILITY OF THE CODING TEMPLATE

% of Agreement between Researcher/Author & Rater 1	% of Agreement between Researcher/Author & Rater 2	Mean Average % of Agreement
No. of 'I' for Author: 27 No. of 'I' for Rater 1: 23 % of agreement = $\frac{\text{Total no. of 'I' x 100}}{\text{Total no. of Responses}}$ $= \frac{50}{55} \times 100$ $= \underline{\underline{90.90\%}}$	No. of 'I' for Author: 29 No. of 'I' for Rater 1: 22 % of agreement = $\frac{\text{Total no. of 'I' x 100}}{\text{Total no. of Responses}}$ $= \frac{51}{55} \times 100$ $= \underline{\underline{92.72\%}}$	% of Agreement between Author & Rater 1 $= 90.90\%$ % of Agreement between Author & Rater 2 $= 92.72$ ** Mean Avarage of % of Agreement $= \frac{90.90\% + 92.72}{2}$ $= \underline{\underline{91.36\%}}$

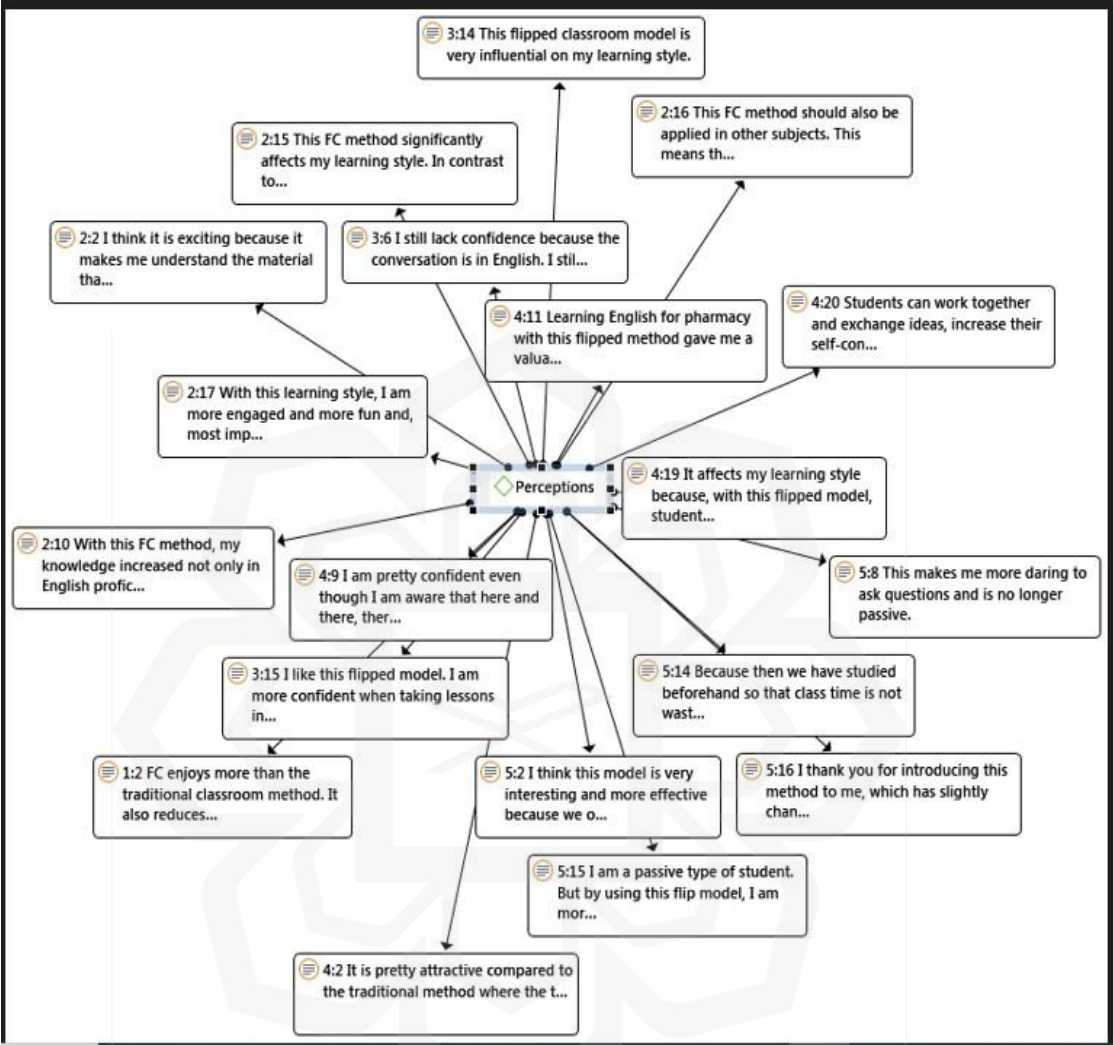
APPENDIX I: CALCULATING THE PERCENTAGE OF AGREEMENT BETWEEN RESEARCHER/AUTHOR AND RATERS FOR THE RELIABILITY OF THE CODING TEMPLATE

Interpretation of Cohen's Kappa

Value of Kappa Level of Agreement % of Data that are Reliable		
0 – 20	None	0 – 4%
21 – 39	Minimal	4 – 15%
40 – 59	Weak	15 – 35%
60 – 79	Moderate	35 – 63%
80 – 90	Strong	64 – 81%
Above 90	Almost Perfect	82 – 100%



APPENDIX J: SAMPLE OF NETWORK VIEW FROM ATLAS.TI



APPENDIX K: SAMPLE OF TRANSCRIPT FROM INTERVIEW

Project: Flipped Classroom

Report created by USER on 10/01/2022

Code Report

All (6) codes

Autonomy and accountability

37 Quotations:

1:7 I think it's more convenient and more accessible. For example, to repe.....
(3435:3595) - D 1: Respondent-1

I think it's more convenient and more accessible. For example, to repeat the study, I can
reaccess it because the teaching materials are still available online.

1:8 (manage time) Whenever there is a new task, I immediately do it with m.....
(3717:3813) - D 1: Respondent-1

(manage time) Whenever there is a new task, I immediately do it with my friends on the
same day.

2:7 I learned to be more independent and understand the material provided.....
(2820:2906) - D 2: Respondent-2

I learned to be more independent and understand the material provided by the lecturer.

2:9 Before this, I was a passive learner when learning English. With this.....
(4494:4687) - D 2: Respondent-2

Before this, I was a passive learner when learning English. With this FC method, I have become much more active because I am motivated to share the knowledge that I have learned from LMS online.

2:11 I am much more independent with this flipped method and increase my se.....
(4889:5043) - D 2: Respondent-2

I am much more independent with this flipped method and increase my sense of responsibility by continuing to study the material that has been given online.

2:12 I am very pleased because I can access it anytime, whether outside or.....
(5311:5497) - D 2: Respondent-2

I am very pleased because I can access it anytime, whether outside or inside the house. This learning model is very interesting because we can access and study learning materials online.

3:9 Because I was given teaching materials online before the class started.....
(3980:4133) - D 3: Respondent-3

Because I was given teaching materials online before the class started, I was more responsible for studying them independently by following my free time.

3:10 with the material given online, I can repeat it, again and again, to l.....
(4353:4467) - D 3: Respondent-3

with the material given online, I can repeat it, again and again, to learn it according to my own pace of learning.

3:11 In creating a script, we divide the task into each group member. We sc.....
(4720:4848) - D 3: Respondent-3

In creating a script, we divide the task into each group member. We script the conversation first and then practice the dialogue.

4:10 what makes me relieved is that in the discussion session, I can correc.....
(3612:3738) - D 4: Respondent-4

what makes me relieved is that in the discussion session, I can correct my shortcomings by getting feedback from other groups.

4:12 When I did an internship at an international company, I felt a lot of.....
(4820:4968) - D 4: Respondent-4

When I did an internship at an international company, I felt a lot of knowledge that I got in English class which was then applied in the workplace.

4:13 in the field of conversation where the vocabulary is related to the ph.....
(4980:5116) - D 4: Respondent-4

in the field of conversation where the vocabulary is related to the pharmacy, which is very helpful when I do the professional practice.

4:14 The good thing about this FC is that I can access videos of learning m.....
(5482:5607) - D 4: Respondent-4

The good thing about this FC is that I can access videos of learning materials at any time to adjust the tempo of my learning.

4:15 It also makes me more independent and responsible. For example, when w.....
(5609:5775) - D 4: Respondent-4

It also makes me more independent and responsible. For example, when we skip class due to illness, we can still re-open the video and relearn it anytime and anywhere.

4:16 As soon as the class is over, we immediately discuss the next assignme.....
(5901:6010) - D 4: Respondent-4

As soon as the class is over, we immediately discuss the next assignment with our group without wasting time.

4:18 It makes students easier to participate in learning. For example, if s.....
(6464:6641) - D 4: Respondent-4

It makes students easier to participate in learning. For example, if students skip class because they are sick, they can still participate in learning by accessing online videos.

5:11 with the material provided beforehand online, we can access it and stu.....
(4658:4789) - D 5: Respondent-5

with the material provided beforehand online, we can access it and study it whenever and wherever we can according to our free time

5:12 As soon as I get a new assignment, I immediately work on it with the g.....
(5027:5162) - D 5: Respondent-5

As soon as I get a new assignment, I immediately work on it with the group without procrastinating because it's still fresh in my mind.

6:2 To be honest, to me it's more interesting because if you the material..... (670:898)
- D 6: Respondent-6

To be honest, to me it's more interesting because if you the material first it teaches us how to responsible, if we didn't learn the materils, next week we don't know what to do, we don't know what we are going to discuss in class

6:3 So for me it also takes my responsible for myself, for my study, and f.....
(938:1020) - D 6: Respondent-6

So for me it also takes my responsible for myself, for my study, and for my future.

6:9 Preparation beforehand makes the learning session more active because.....
(2900:3016) - D 6: Respondent-6

Preparation beforehand makes the learning session more active because I already understand what is learned in class.

6:11 I have more time to research the topic discussed in class. I am also m.....
(3861:3999) - D 6: Respondent-6

I have more time to research the topic discussed in class. I am also more prepared to work on assignments presented in front of the class.

6:12 ou give me the freedom to do what I want to do to produce the best ass.....
(4001:4097) - D 6: Respondent-6

ou give me the freedom to do what I want to do to produce the best assignment in a flipped class.

6:13 ... it teaches us how to responsible, if we didn't learn the materils,..... (4108:4305)
- D 6: Respondent-6

... it teaches us how to responsible, if we didn't learn the materils, next week we don't know what to do, we don't know what we are going to discus in class because we didn't learn the material.

6:14 So for me it also takes my responsible for myself, for my study, and f.....
(4306:4389) - D 6: Respondent-6

So for me it also takes my responsible for myself, for my study, and for my future.

6:18 Because if we don't have any material to study first, we don't know wh.....
(5304:5401) - D 6: Respondent-6

Because if we don't have any material to study first, we don't know what we will discuss in class.

6:22 It's also makes me more independent and more responsibility for my stu.....
(6008:6094) - D 6: Respondent-6

It's also makes me more independent and more responsibility for my study and my future

7:4 If we do not have any preparation beforehand, we will be confused abou.....
(1368:1464) - D 7: Respondent-7

If we do not have any preparation beforehand, we will be confused about what we discuss in class.

7:9 The FC method that I follow makes me learn like in real life. (3375:3435) - D 7: Respondent-7

The FC method that I follow makes me learn like in real life.

7:10 I can apply teaching materials such as video conversations related to.....
(3437:3620) - D 7: Respondent-7

I can apply teaching materials such as video conversations related to the pharmacy in my workplace, such as conversations between pharmacists and patients, patients and doctors, etc.

7:11 Naturally, this method forces us to study first before the class start.....
(3841:4029) - D 7: Respondent-7

Naturally, this method forces us to study first before the class starts, because otherwise we will be passive learners when the lesson starts or group discussions are carried out in class.

7:14 here I can access videos or learning materials online and can be acces.....
(5026:5120) - D 7: Respondent-7

here I can access videos or learning materials online and can be accessed anytime and anywhere.

7:16 What is clear is that I am more responsible and more autonomous. (5614:5678) -
D 7: Respondent-7

What is clear is that I am more responsible and more autonomous.

7:17 When the material is delivered online, I immediately learn to master t.....
(5679:5803) - D 7: Respondent-7

When the material is delivered online, I immediately learn to master the teaching material to participate in class actively.

8:11 I am more independent in learning. (4315:4348) - D 8: Respondent-8

I am more independent in learning.

8:14 I'm pleased with having access to the video at any time. I can repeat.....
(4906:5100) - D 8: Respondent-8

I'm pleased with having access to the video at any time. I can repeat the learning video; for example, there is a quiz or test, I can play the video again and repeat it according to my own pace.

8:16 Online materials are more accessible, (5844:5880) - D 8: Respondent-8

Online materials are more accessible,

Defining FC

10 Quotations:

1:1 What I know about FC is that it is a learning model in which teaching..... (619:867)
- D 1: Respondent-1

What I know about FC is that it is a learning model in which teaching materials and lecture assignments are given first through an online platform with the aim that students have mastered the learning material before entering class to take lessons.

2:1 I know about FC as a learning method where the material is given first.....
(586:756) - D 2: Respondent-2

I know about FC as a learning method where the material is given first to students to study, followed by a lecturer who explains the material that students have reviewed.

3:1 FC is the opposite of the traditional classroom. In the traditional cl..... (555:766) -
D 3: Respondent-3

FC is the opposite of the traditional classroom. In the traditional classroom, teaching materials are given in class, while in FC, teaching materials are provided outside the classroom through an online platform.

4:1 FC is a learning model in which the student has studied the learning m.....
(682:913) - D 4: Respondent-4

FC is a learning model in which the student has studied the learning materials provided online before studying in class. So students have got the material to be learned in the next class to prepare everything before going to class.

5:1 In FC, teaching materials are given before the start of class. So stud..... (559:737)
- D 5: Respondent-5

In FC, teaching materials are given before the start of class. So students can study on their own first before studying in class and discuss teaching materials with group members.

6:1 FC is like the oposit from traditional. The teacher give the materials..... (364:548)
- D 6: Respondent-6

FC is like the oposit from traditional. The teacher give the materials in front or in advance. We have to study them then the following week we meet the teacher in class and discuss

7:1 FC is a learning model in which the material or task is given first to..... (546:700)
- D 7: Respondent-7

FC is a learning model in which the material or task is given first to ensure that students have mastered the learning material before entering the class.

8:1 This FC is a learning method where the teacher gives learning material..... (584:721) - D 8: Respondent-8

This FC is a learning method where the teacher gives learning materials and assignments before the learning process in class takes place.

8:2 So when in class, the teacher only supervises the discussions carried..... (722:808)
- D 8: Respondent-8

So when in class, the teacher only supervises the discussions carried out by students.

8:10 I am more confident because I feel ready with the preknowledge that I.....
(3369:3452) - D 8: Respondent-8

I am more confident because I feel ready with the preknowledge that I have mastered.

IT Skills

17 Quotations:

1:3 I record it myself, but I don't work alone when it comes to editing; a.....
(1021:1110) - D 1: Respondent-1

I record it myself, but I don't work alone when it comes to editing; a friend assists me.

1:4 You don't need special skills to make videos, because now everything i.....
(1343:1547) - D 1: Respondent-1

You don't need special skills to make videos, because now everything is easy, search on Google. Learn to produce videos simply by searching on google only. Learn and then immediately put it into practice.

1:5 The application used is an application that is already available on a..... (1670:1777)
- D 1: Respondent-1

The application used is an application that is already available on a laptop (windows) such as Video Editor.

2:3 With a smartphone, everything is so easy. I only use my smartphone to.....
(1253:1346) - D 2: Respondent-2

With a smartphone, everything is so easy. I only use my smartphone to record and edit videos.

2:4 The application used is also downloaded from a smartphone called the V.....
(1494:1642) - D 2: Respondent-2

The application used is also downloaded from a smartphone called the VN editor. This application is a very friendly user. Everyone can easily use it.

3:2 I do all the video recording and editing processes myself because it's.....
(990:1091) - D 3: Respondent-3

I do all the video recording and editing processes myself because it's effortless and straightforward.

3:3 I use the default Windows application and sometimes use a smartphone u.....
(1093:1196) - D 3: Respondent-3

I use the default Windows application and sometimes use a smartphone using the Kean Master application.

4:3 I recorded it myself using screen recording, which is already availabl.....
(1372:1476) - D 4: Respondent-4

I recorded it myself using screen recording, which is already available in the application from windows

4:4 It does not require special skills because it only records and a littl..... (1789:1868)
- D 4: Respondent-4

It does not require special skills because it only records and a little editing.

5:4 we record using the zoom application, which is automatically recorded,..... (1735:1825) - D 5: Respondent-5

we record using the zoom application, which is automatically recorded, and we need to edit.

5:5 The application used is the default Windows application which is relat.....
(2000:2097) - D 5: Respondent-5

The application used is the default Windows application which is relatively straightforward to use

6:4 For me making videos and so on is no problem at all. I made it myself. (1346:1416)
- D 6: Respondent-6

For me making videos and so on is no problem at all. I made it myself.

6:5 As a new generation like me, we are all now using technology. Even I i.....
(1236:1345) - D 6: Respondent-6

As a new generation like me, we are all now using technology. Even I in high school have already used laptop.

6:6 The applications I use are usually from Microsoft Windows. But sometim.....
(1580:1726) - D 6: Respondent-6

The applications I use are usually from Microsoft Windows. But sometimes, I use the Photoshop application for better and more interesting results.

7:5 I am self-taught. Watch tutorials on youtube on how to make and edit v.....
(1583:1659) - D 7: Respondent-7

I am self-taught. Watch tutorials on youtube on how to make and edit videos.

8:5 so this method can also encourage me to learn how to create and edit v.....
(1724:1839) - D 8: Respondent-8

so this method can also encourage me to learn how to create and edit videos by learning from tutorials on youtube.

8:6 The application I use is Adobe Premiere. Editing the video is not too.....
(1986:2111) - D 8: Respondent-8

The application I use is Adobe Premiere. Editing the video is not too difficult because it only cuts some parts of the video.

Perceptions

34 Quotations:

1:2 FC enjoys more than the traditional classroom method. It also reduces.....
(5230:5315) - D 1: Respondent-1

FC enjoys more than the traditional classroom method. It also reduces stress in class.

2:2 I think it is exciting because it makes me understand the material tha.....
(974:1143) - D 2: Respondent-2

I think it is exciting because it makes me understand the material that will be taught better because I have first studied and mastered it. I am more motivated to learn.

2:10 With this FC method, my knowledge increased not only in English profic.....
(4297:4492) - D 2: Respondent-2

With this FC method, my knowledge increased not only in English proficiency skills but also in the pharmaceutical field because the conversation videos uploaded on the LMS are related to pharmacy.

2:15 This FC method significantly affects my learning style. In contrast to.....
(6801:7047) - D 2: Respondent-2

This FC method significantly affects my learning style. In contrast to other methods, in this method, I learn twice, namely learning outside the classroom independently and learning in class from classmates and teachers through group discussions.

2:16 This FC method should also be applied in other subjects. This means th.....
(7048:7200) - D 2: Respondent-2

This FC method should also be applied in other subjects. This means that other subjects can also use this flipped method apart from the English subject.

2:17 With this learning style, I am more engaged and more fun and, most imp.....
(7400:7542) - D 2: Respondent-2

With this learning style, I am more engaged and more fun and, most importantly, can reduce stress because I am ready to learn in the classroom.

3:6 I still lack confidence because the conversation is in English. I stil..... (2430:2533)
- D 3: Respondent-3

I still lack confidence because the conversation is in English. I still feel afraid of making mistakes.

3:14 This flipped classroom model is very influential on my learning style. (5860:5930)
- D 3: Respondent-3

This flipped classroom model is very influential on my learning style.

3:15 I like this flipped model. I am more confident when taking lessons in.....
(5930:6084) - D 3: Respondent-3

I like this flipped model. I am more confident when taking lessons in class because I have mastered the teaching material presented or discussed in class.

4:2 It is pretty attractive compared to the traditional method where the t.....
(1098:1252) - D 4: Respondent-4

It is pretty attractive compared to the traditional method where the teacher explains at length in class and then gives questions or homework to students.

4:9 I am pretty confident even though I am aware that here and there, ther.....
(3503:3606) - D 4: Respondent-4

I am pretty confident even though I am aware that here and there, there are still many that are lacking.

4:11 Learning English for pharmacy with this flipped method gave me a valua.....
(4734:4818) - D 4: Respondent-4

Learning English for pharmacy with this flipped method gave me a valuable experience.

4:19 It affects my learning style because, with this flipped model, student.....
(7191:7314) - D 4: Respondent-4

It affects my learning style because, with this flipped model, students are provided with preparation for critical thinking.

4:20 Students can work together and exchange ideas, increase their self- con.....
(7316:7507) - D 4: Respondent-4

Students can work together and exchange ideas, increase their self-confidence, be more creative, and have opinions so that the lecturer does not dominate the learning process in the classroom.

5:2 I think this model is very interesting and more effective because we o.....
(1076:1251) - D 5: Respondent-5

I think this model is very interesting and more effective because we only discuss what has been learned in class, and the lecturer's explanation in class does not use up time.

5:8 This makes me more daring to ask questions and is no longer passive. (3002:3070)
- D 5: Respondent-5

This makes me more daring to ask questions and is no longer passive.

5:14 Because then we have studied beforehand so that class time is not wast.....
(5517:5669) - D 5: Respondent-5

Because then we have studied beforehand so that class time is not wasted to listen to the explanation from the lecturer. It can also make me more active.

5:15 I am a passive type of student. But by using this flip model, I am mor.....
(6062:6223) - D 5: Respondent-5

I am a passive type of student. But by using this flip model, I am more active, more enthusiastic or excited again and interested in learning than other methods.

5:16 I thank you for introducing this method to me, which has slightly chan.....
(6780:6944) - D 5: Respondent-5

I thank you for introducing this method to me, which has slightly changed my perception of learning English. And I hope this method can be applied in other subjects.

6:2 To be honest, to me it's more interesting because if you the material..... (670:898)
- D 6: Respondent-6

To be honest, to me it's more interesting because if you the material first it teaches us how to responsible, if we didn't learn the materils, next week we don't know what to do, we don't know what we are going to discus in class

6:10 Definitely it makes me more confident it reduces nervousness. (3028:3089)

- D 6: Respondent-6

Definitely it makes me more confident it reduces nervousness.

6:19 Ofcourse it affects my learning styles because FC makes me more indepe.....

(5595:5671) - D 6: Respondent-6

Ofcourse it affects my learning styles because FC makes me more independent.

6:20 Compared to traditional one. It's like we are going to Restoran Padang.....

(5673:5959) - D 6: Respondent-6

Compared to traditional one. It's like we are going to Restoran Padang, our teacher is like a chef, he just give us all the food and we just eat them all and then afer all he just ask which menu do you like most. But in FC the lecturer just give us the recepei and we make our own food.

7:2 I think this method is very interesting because this method encourages.....

(1116:1272) - D 7: Respondent-7

I think this method is very interesting because this method encourages us to learn first so that we can be engaged in the learning process in the classroom.

7:6 Personally at FC, I am more encouraged, engaged, and more active when.....

(2100:2194) - D 7: Respondent-7

Personally at FC, I am more encouraged, engaged, and more active when learning occurs in class.

7:8 I'm embarrassed to appear in front of the class, but I'm more confident.....
(2470:2589) - D 7: Respondent-7

I'm embarrassed to appear in front of the class, but I'm more confident when having conversations in front of the class.

7:12 I am pleased because teaching material can be accessed any time by simply clicking on the link posted on GCR or looking for the video on YouTube. The video can be watched and repeated at our own pace.
(4258:4458) - D 7: Respondent-7

I am pleased because teaching material can be accessed any time by simply clicking on the link posted on GCR or looking for the video on YouTube. The video can be watched and repeated at our own pace.

7:15 It had a massive impact on my learning style. (5568:5613) - D 7: Respondent-7
It had a massive impact on my learning style.

7:19 I don't think it reduces stress too much. I think it's normal, but I'm..... (6443:6578)
- D 7: Respondent-7

I don't think it reduces stress too much. I think it's normal, but I'm more comfortable in the classroom following the learning process.

8:3 I think it is very interesting because students prepare more for study.....
(1163:1250) - D 8: Respondent-8

I think it is very interesting because students prepare more for studying the material.

8:4 Hence, they are no longer confused about what will be delivered in class.....
(1251:1423) - D 8: Respondent-8

Hence, they are no longer confused about what will be delivered in class or have prepared what needs to be asked in class either to the teacher or fellow discussion groups.

8:9 This is what distinguishes it from traditional classrooms, where we on.....
(3115:3265) - D 8: Respondent-8

This is what distinguishes it from traditional classrooms, where we only listen to what the teacher says in class, so I only become a passive learner.

8:14 I'm pleased with having access to the video at any time. I can repeat.....
(4906:5100) - D 8: Respondent-8

I'm pleased with having access to the video at any time. I can repeat the learning video; for example, there is a quiz or test, I can play the video again and repeat it according to my own pace.

8:18 It has quite an effect on my learning style because I have only known.....
(6417:6643) - D 8: Respondent-8

It has quite an effect on my learning style because I have only known traditional learning methods so far. In this FC method, it is easier for me to master the teaching materials because I can watch learning videos repeatedly.

Student's Engagement

30 Quotations:

1:6 I am more active with this FC method because I have prepared myself by.....
(2339:2491) - D 1: Respondent-1

I am more active with this FC method because I have prepared myself by first studying the teaching materials available online at Google Classroom (GCR).

1:10 I am more active in this flipped classroom. Ideas and vocabulary to be.....
(4757:4938) - D 1: Respondent-1

I am more active in this flipped classroom. Ideas and vocabulary to be conveyed often appear by themselves. This makes me more engaged and actively participate in speaking in class.

2:5 Because we have made preparations in advance and mastered the material.....
(2168:2329) - D 2: Respondent-2

Because we have made preparations in advance and mastered the material being taught, I am more engaged in class and often actively involved in group discussions.

2:6 When I was in class, I was more active in conveying the ideas that I a.....
(2703:2817) - D 2: Respondent-2

When I was in class, I was more active in conveying the ideas that I already had. By giving the material beforehand

2:8 I am more confident when speaking in front of the class and able to re.....
(3186:3320) - D 2: Respondent-2

I am more confident when speaking in front of the class and able to respond to questions from fellow friends and the teacher with ease.

3:4 I am more actively involved in a class by mastering the material, list.....
(2044:2157) - D 3: Respondent-3

I am more actively involved in a class by mastering the material, listening or conveying the ideas I have learned.

3:5 In addition, by studying the teaching materials in advance, I can prep.....
(2159:2302) - D 3: Respondent-3

In addition, by studying the teaching materials in advance, I can prepare some questions that will be asked in group discussions held in class.

3:7 In class, I am more engaged. For example, we exchange ideas in group d.....
(2918:3036) - D 3: Respondent-3

In class, I am more engaged. For example, we exchange ideas in group discussions and share tasks and responsibilities.

3:8 one of my friends gave an idea about a topic that would be developed i.....
(3050:3257) - D 3: Respondent-3

one of my friends gave an idea about a topic that would be developed in a conversation, and then I continued by making the script, then the results of the script that had been discussed were discussed again.

4:5 In this FC, I am more engaged and more active in discussing the lesson.....
(2725:2813) - D 4: Respondent-4

In this FC, I am more engaged and more active in discussing the lessons being discussed.

4:6 In this FC, I am more active because the material I have studied in cl.....
(2506:2606) - D 4: Respondent-4

In this FC, I am more active because the material I have studied in class has been studied previously

4:7 Yes, I participate more because I have prepared myself by watching lea.....
(3033:3115) - D 4: Respondent-4

Yes, I participate more because I have prepared myself by watching learning videos.

4:8 I noted some important points to be discussed and asked the lecturer i.....
(3117:3194) - D 4: Respondent-4

I noted some important points to be discussed and asked the lecturer in class.

4:21 In other words, I am more engaged in class. (7509:7552) - D 4: Respondent-4

In other words, I am more engaged in class.

5:3 We are ready to follow the lesson because we are already knowledgeable.....
(1252:1371) - D 5: Respondent-5

We are ready to follow the lesson because we are already knowledgeable and have prepared anything to be asked in class.

5:6 I am more active and more engaged. (2753:2786) - D 5: Respondent-5

I am more active and more engaged.

5:7 I am a passive type of student; I don't want to ask a lot of questions..... (2788:3000)
- D 5: Respondent-5

I am a passive type of student; I don't want to ask a lot of questions, don't dare to ask questions, but with this flip class method, I am more engaged and active because I am ready by studying the material first.

5:9 I am more confident when presenting because I have mastered the materi.....
(3233:3366) - D 5: Respondent-5

I am more confident when presenting because I have mastered the material and am ready to answer all the questions that will be raised.

5:10 I think this method is more interesting. We don't just listen to what.....
(4523:4650) - D 5: Respondent-5

I think this method is more interesting. We don't just listen to what the lecturers say in class; we are more actively involved.

6:7 I am more engaged in class, especially when discussing or exchanging o.....
(2288:2381) - D 6: Respondent-6

I am more engaged in class, especially when discussing or exchanging opinions with lecturers.

6:8 I am silent or passive in the traditional method, but now in the Flipp.....
(2382:2500) - D 6: Respondent-6

I am silent or passive in the traditional method, but now in the Flipp Class, I am more active in asking the lecturers.

6:21 For me it's more engaging and more challenging. (5960:6007) - D 6: Respondent-6

For me it's more engaging and more challenging.

7:3 We can be actively involved in class discussions by studying and maste.....
(1273:1366) - D 7: Respondent-7

We can be actively involved in class discussions by studying and mastering the material first.

7:6 Personally at FC, I am more encouraged, engaged, and more active when.....
(2100:2194) - D 7: Respondent-7

Personally at FC, I am more encouraged, engaged, and more active when learning occurs in class.

7:7 With advanced preparation, I became a more active learner. (2411:2469) - D 7: Respondent-7

With advanced preparation, I became a more active learner.

7:18 Of course, I am more engaged because, like it or not, we have to study..... (6016:6217) - D 7: Respondent-7

Of course, I am more engaged because, like it or not, we have to study and master the material beforehand to be actively involved in group discussions or ask lecturers and friends in group discussions.

8:7 I am more engaged and active in class because teaching materials or as..... (2610:2779) - D 8: Respondent-8

I am more engaged and active in class because teaching materials or assignments are given online before studying in class so that I have mastered the learning materials.

8:8 Preparation beforehand has made me more engaged and active in class. (3046:3113) - D 8: Respondent-8

Preparation beforehand has made me more engaged and active in class.

8:12 But in this flipped class model, my class is more active because group..... (4473:4570) - D 8: Respondent-8

But in this flipped class model, my class is more active because group discussions are often held.

8:13 Besides that, I already have pre-knowledge to be more confident and co..... (4572:4674) - D 8: Respondent-8

Besides that, I already have pre-knowledge to be more confident and constantly ask questions in class.

The feature students like most

13 Quotations:

1:9 The most exciting feature of FC is the discussion in class. Because fr.....
(4115:4367) - D 1: Respondent-1

The most exciting feature of FC is the discussion in class. Because from there I can share opinions and learn new things from friends. I also think that discussion can improve my speaking skills because the discussion can encourage me to speak in class.

2:13 The feature that I like the most is during group discussions because I.....
(5881:6023) - D 2: Respondent-2

The feature that I like the most is during group discussions because I can interact and exchange ideas with group friends in group discussions.

2:14 Another part that I like is watching learning videos that can be watch.....
(6025:6177) - D 2: Respondent-2

Another part that I like is watching learning videos that can be watched and studied at our own pace. I can learn the material according to my free time.

3:12 The feature that I like the most is the provision of material in video.....
(5172:5263) - D 3: Respondent-3

The feature that I like the most is the provision of material in video conversations at GCR.

3:13 I can watch the visuals, which are sometimes available with subtitles,.....
(5265:5394) - D 3: Respondent-3

I can watch the visuals, which are sometimes available with subtitles, and listen to the audio of the conversation from the video.

4:17 What I like the most is when the learning video is uploaded first. (6339:6404) - D 4: Respondent-4

What I like the most is when the learning video is uploaded first.

5:13 What I like the most is giving the material before the class starts. (5448:5515) - D 5: Respondent-5

What I like the most is giving the material before the class starts.

6:15 so the availability of online teaching materials, really helps me to b..... (4675:4798) - D 6: Respondent-6

so the availability of online teaching materials, really helps me to be able to access and study them anytime and anywhere.

6:16 Features such as getting material beforehand and group discussions in..... (5118:5210) - D 6: Respondent-6

Features such as getting material beforehand and group discussions in class are interesting.

6:17 But for me, the most interesting is the delivery of material online be..... (5211:5302) - D 6: Respondent-6

But for me, the most interesting is the delivery of material online before the class starts.

7:13 The feature I like the most is the online submission of materials at G..... (4951:5023) - D 7: Respondent-7

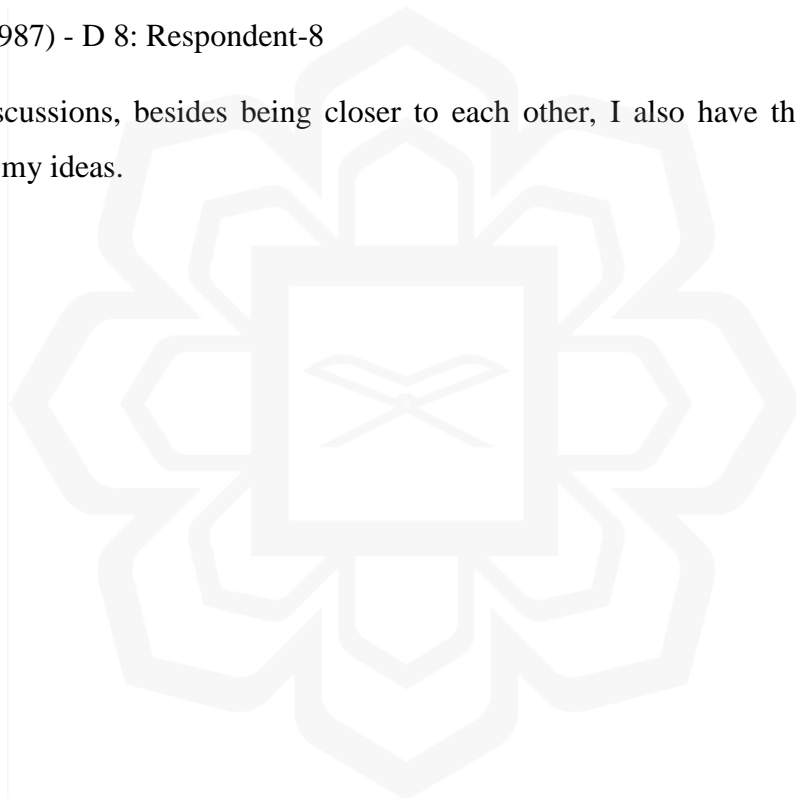
The feature I like the most is the online submission of materials at GCR.

8:15 In my opinion, the most interesting feature is the provision of teachi.....
(5696:5843) - D 8: Respondent-8

In my opinion, the most interesting feature is the provision of teaching materials in the form of online videos before class starts and group work.

8:17 with discussions, besides being closer to each other, I also have the.....
(5886:5987) - D 8: Respondent-8

with discussions, besides being closer to each other, I also have the opportunity to express my ideas.



APPENDIX L: SAMPLE OF TRANSCRIPT FROM LECTURER PERCEPTION

Project: FC Faculty Perception

Report created by Mobile46 on 18/07/2024

Code Report

All (5) codes

○ Challenges

11 Quotations:

2:7 ¶ 16 in Interview Transcript – Lecturer 2

The challenges lie in ensuring that all students complete their pre-classroom work, as there are numerous assignments to be completed before students attend class.

2:12 ¶ 51 in Interview Transcript – Lecturer 3

The first challenge is the students' lack of knowledge about the FC method.

2:14 ¶ 51 in Interview Transcript – Lecturer 3

There are many cases where students still face challenges in using technology.

2:15 ¶ 52 in Interview Transcript – Lecturer 4

The challenge lies in the varying motivation levels of students.

2:17 ¶ 52 in Interview Transcript – Lecturer 4

However, when dealing with students who tend to wait for instructions or lack initiative, this becomes a distinct challenge when using the FC method.

2:19 ¶ 53 in Interview Transcript – Lecturer 5

One challenge is ensuring that all students complete pre-class assignments consistently

2:20 ¶ 53 in Interview Transcript – Lecturer 5

Additionally, managing varying learning paces among students requires flexibility in lesson planning and support.

2:22 ¶ 56 in Interview Transcript – Lecturer 2

Access to technology for students is also crucial; not all students can access the internet at home, often only having access on campus.

2:33 ¶ 63 in Interview Transcript – Lecturer 5

Continuous support and training help teachers refine their strategies, address challenges, and adapt to evolving student needs and technological advancements.

2:38 ¶ 16 in Interview Transcript – Lecturer 2

For instructors, the challenge is preparing all teaching materials on the LMS or GCR beforehand, enabling them to assign tasks prior to class.

2:39 ¶ 18 in Interview Transcript – Lecturer 2

Another challenge arises from the differing phases of students. Fast learners typically benefit from FC, whereas slow and unmotivated learners may struggle.

○ Effectiveness

13 Quotations:

2:5 ¶ 15 in Interview Transcript – Lecturer 1

FC (Flipped Classroom) is one of the blended learning models that has great potential to be implemented in education.

2:9 ¶ 23 in Interview Transcript – Lecturer 5

I find the flipped classroom model highly effective in engaging students during classroom activities.

2:18 ¶ 52 in Interview Transcript – Lecturer 4

Therefore, the implementation of FC must be accompanied by appropriate strategies that are compatible with the different types of students.

2:21 ¶ 56 in Interview Transcript – Lecturer 2

It's essential to address the ongoing need for professional support and development for teachers to effectively implement the FC model and sustain it in their classes.

2:23 ¶ 59 in Interview Transcript – Lecturer 3

In my opinion, FC is best implemented at the high school level and above, such as university students, because they are mature enough to filter information or materials that need to be learned.

2:24 ¶ 59 in Interview Transcript – Lecturer 3

This method is very effective when oriented towards developing public speaking skills

2:26 ¶ 60 in Interview Transcript – Lecturer 4

Without using FC, time is often spent explaining the teaching materials in class.

2:35 ¶ 15 in Interview Transcript – Lecturer 1

Thus, the learning process becomes not only effective (achieving learning objectives) but also efficient (in terms of time, effort, and possibly even cost).

2:37 ¶ 15 in Interview Transcript – Lecturer 1

Teachers do not have to spend a lot of time explaining conceptual knowledge or specific skills during class.

2:40 ¶ 19 in Interview Transcript – Lecturer 3

FC is more student-oriented, allowing students to be more independent.

2:41 ¶ 19 in Interview Transcript – Lecturer 3

This FC method is very helpful for students, especially when using blended learning, where students can learn independently.

2:37 ¶ 15 in Interview Transcript – Lecturer 1

The challenges lie in ensuring that all students complete their pre-classroom work as there are numerous assignments to be completed before students attend class.

2:42 ¶ 19 in Interview Transcript – Lecturer 3

FC is quite effective in encouraging students to learn more independently.

2:43 ¶ 20 in Interview Transcript – Lecturer 4

FC is a method that should be used right now because, in the current scenario, students and lecturers come to class not empty-headed.

2:37 ¶ 15 in Interview Transcript – Lecturer 1

Generally students respond positively to FC compared to traditional methods.

○ Engagement

13 Quotations:

2:6 ¶ 23 in Interview Transcript – Lecturer 5

By having students review materials beforehand, they come to class prepared and ready to participate actively in discussions and activities.

2:10 ¶ 23 in Interview Transcript – Lecturer 5

By having students review materials beforehand, they come to class prepared and ready to participate actively in discussions and activities.

2:11 ¶ 32 in Interview Transcript – Lecturer 2

Project-based activities are very suitable in my class.

2:27 ¶ 61 in Interview Transcript – Lecturer 4

Flipped classroom is not just about providing teaching materials before class begins; the essence of FC is learning using self-study materials before meeting the lecturer.

2:28 ¶ 61 in Interview Transcript – Lecturer 4

Engagement occurs when students study the materials independently, not just when learning in class.

2:29 ¶ 61 in Interview Transcript – Lecturer 4

The materials provided online should be as engaging as possible so that after reading them,

2:31 ¶ 62 in Interview Transcript – Lecturer 4

The core concept of FC is student interaction and engagement with the materials presented online and also engagement in the classroom.

2:34 ¶ 15 in Interview Transcript – Lecturer 1

Pre-class activities, which are asynchronous and online, provide students with the opportunity to come to class not empty-headed,

2:36 ¶ 15 in Interview Transcript – Lecturer 1

Consequently, during class, the learning can be more focused on mastering skills/attitudes and application rather than concepts.

2:44 ¶ 22 in Interview Transcript – Lecturer 4

For example, in English, we can give 10 vocabulary words for students to prepare so that in class, they are ready and can actively participate in every discussion that takes place.

2:45 ¶ 23 in Interview Transcript – Lecturer 5

This active engagement enhances their understanding and retention of the subject matter.

2:47 ¶ 29 in Interview Transcript – Lecturer 5

They appreciate the flexibility of learning at their own pace and the opportunity to delve deeper into topics during class.

2:53 ¶ 33 in Interview Transcript – Lecturer 3

So, in FC, students demonstrate teamwork in class rather than individual learning.

○ Motivation

8 Quotations:

2:8 ¶ 26 in Interview Transcript – Lecturer 2

Generally, students respond positively to FC compared to traditional methods.

2:13 ¶ 39 in Interview Transcript – Lecturer 3

Their motivation is very good, and they always participate in the presentation process in class because of their increased confidence.

2:16 ¶ 52 in Interview Transcript – Lecturer 4

Those motivated to learn typically respond positively to the FC method.

2:25 ¶ 59 in Interview Transcript – Lecturer 3

FC can direct students to be more active and communicative.

2:30 ¶ 61 in Interview Transcript – Lecturer 4

students are interested in discussing them further in class.

2:32 ¶ 62 in Interview Transcript – Lecturer 4

It's important that students do not lose motivation while studying independently online, as this can lead to a lack of motivation in class before the learning even begins.

2:46 ¶ 29 in Interview Transcript – Lecturer 5

In general, students respond positively to the flipped classroom model compared to traditional methods.

2:48 ¶ 29 in Interview Transcript – Lecturer 5

However, some students who are accustomed to more passive learning approaches may initially find it challenging to adapt.

2:32 ¶ 62 in Interview Transcript – Lecturer 4

Their motivation is very good and they always participate in the presentation process in class because of their increased confidence.

○ Strategies

7 Quotations:

2:49 ¶ 31 in Interview Transcript – Lecturer 1

Instructional approaches that I believe are relevant to be applied in a Flipped Classroom (FC) are case-based/problem-based learning and project-based learning.

2:50 ¶ 32 in Interview Transcript – Lecturer 2

Project-based activities are very suitable in my class. Specific strategies include group discussions, problem-solving, and peer teaching.

2:51 ¶ 32 in Interview Transcript – Lecturer 2

Sometimes, I assign certain students to do presentations. At the end, each student has to create a video based on the assigned task.

2:52 ¶ 33 in Interview Transcript – Lecturer 3

The strategy I used is group discussions by dividing them into several groups so they can help each other.

2:54 ¶ 35 in Interview Transcript – Lecturer 3

I employ various strategies such as group discussions, problem-solving activities, peer teaching, and multimedia presentations.

2:55 ¶ 35 in Interview Transcript – Lecturer 5

Additionally, I use online platforms to deliver pre-class materials and engage students with interactive content.

2:56 ¶ 31 in Interview Transcript – Lecturer 1

FC is one of the blended learning models that can incorporate various instructional approaches/strategies in its implementation.

2:55 ¶ 35 in Interview Transcript – Lecturer 5

By having students review materials beforehand they come to class prepared and ready to participate actively in discussions and activities.

APPENDIX M: ITEMIZED INTERVIEW QUESTIONS

Clusters	Questions
Perceptions	<p>1. Can you tell me about FC method?</p> <ul style="list-style-type: none"> - Is it interesting? - How did you record and edit the video? By yourself? - How did you learn to produce the video? - What application did you use to make and edit the video?
Engagement	<p>2. Are you more engaged when using FC method?</p> <ul style="list-style-type: none"> - Did you feel that making preparation beforehand enable you to participate in lessons actively rather than listening passively? Why? - Did you feel confident when doing conversation in front of the camera and in front of the class? Why?
Autonomy and accountability	<p>2. What factors affect your ESP learning using the FC method?</p> <ul style="list-style-type: none"> - Are you pleased with having access to video lectures at any time and from anywhere? Why? - How do you manage your time when preparing conversation scripts? - What features do you like most in the FC method? Group work discussion, receiving teaching material like video beforehand, or others?
General viewpoints	<p>2. How does this Flipped Classroom method affect your learning style?</p> <ul style="list-style-type: none"> - Are you more engaged? Why? - Can it reduce stress in the classroom? Why?

APPENDIX N: LIKERT-SCALE QUESTIONNAIRE ON STUDENTS' ENGAGEMENT

Teaching English for Specific Purposes (ESP) in Higher Education Institution in Indonesia: Investigating the Effects of Flipped Classroom Method

Questionnaire on Student's Engagement, Students' Beliefs, and Participation in Learning English for Specific Purposes

This questionnaire is designed to explore Student's Engagement, Students' Beliefs, and Participation in learning ESP using the Flipped Classroom method. This survey consists of 15 questions which are clustered into three clusters of students' Engagement, Students' Beliefs, and Participation. It should take no longer than 15 minutes to complete. Your participation is voluntary and uncompensated. No identifying information is being gathered and your participation is anonymous and confidential. There are no known benefits or risks to this research and data will be kept for a period of 5 years.

Thank you for your participation in this research. Information gathered from this study may be utilized to assist universities in providing appropriate programs and resources to college-level instructors to assist them in providing quality ESP instruction.

Cluster One: Students' Engagement

(1) strongly disagree, (2) disagree, (3) neutral, (4) agree to (5) strongly agree

No	Items	Responses				
		1	2	3	4	5
1	The flipped classroom is more engaging than traditional classroom instruction.					
	Flipped classroom lebih membuat saya lebih engaged dalam kelas dibanding pembelajaran tradisional.					
2	The flipped classroom gives me greater opportunities to communicate in English with other students in class.					

	Di flipped classroom saya lebih berkesempatan untuk berbicara dalam bahasa Inggris dengan mahasiswa lainnya.					
3	I actively participate in learning activities at home through videos. Saya berpartisipasi aktif dalam aktifitas belajar di rumah dengan menggunakan media video.					
4	I am more motivated to learn English in class using the flipped classroom method. Saya lebih termotivasi untuk belajar bahasa Inggris di kelas dengan menggunakan flipped classroom.					
5	When I work on something in class, I feel encouraged. Saya lebih semangat lagi ketika melakukan aktifitas di kelas.					

Cluster Two: Students' Beliefs

(1) strongly disagree, (2) disagree, (3) neutral, (4) agree to (5) strongly agree

No	Items	Responses				
		1	2	3	4	5
1	I feel that flipped classroom has improved my understanding. Saya merasa ada kemajuan dalam memahami pembelajaran di kelas flipped classroom.					
2	I feel more confident to ask for clarifications in class after watching the instructional videos at home. Saya merasa lebih percaya diri untuk bertanya di kelas setelah menonton video pembelajaran terlebih dahulu di rumah.					
3	The flipped instruction allows me to prepare for my class in advance. Model pembelajaran flipped memberi kesempatan pada saya untuk mempersiapkan pelajaran terlebih dahulu.					

4	I have enough time to study the teaching materials through the video. Saya mempunyai waktu yang cukup untuk mempelajari materi di video.					
5	I enjoy discussing topics with my peers. Saya sangat menikmati berdiskusi tentang topik tertentu dengan teman kelas.					



Cluster Three: Participation

(1) strongly disagree, (2) disagree, (3) neutral, (4) agree to (5) strongly agree

No	Items	Responses				
		1	2	3	4	5
1	I use class time very effectively. <i>Saya menggunakan waktu belajar dengan sangat efektif.</i>					
2	In class, I do further practice on a conversation that I have learned at home through videos. Di kelas, saya mempraktekkan lagi percakapan yang sudah saya pelajari melalui video di rumah.					
3	Online teaching materials resources are helpful in learning English for Specific Purposes. Materi pemnajaran yang di bagikan secara online sangat membantu saya dalam belajara ESP.					
4	I discuss what I have learned from the video with my friends and teacher in class. Saya mendiskusikan apa yang saya pelajari dari video dengan teman kelas dan dosen.					
5	I ask things I don't understand with my friends and teacher in class. Saya bertanya kepada teman dan dosen di kelas tentang apa-apa yang belum saya mengerti.					

APPENDIX O: COURSE OUTLINE ENGLISH FOR PHARMACY

Rencana Pembelajaran Semester

	KEMENTERIAN RISET, TEKNOLOGI DAN PENDIDIKAN TINGGI UNIVERSITAS 17 AGUSTUS 1945 JAKARTA		
FORMULIR RENCANA PEMBELAJARAN SEMESTER (RPS)			
No. Dokumen Form/BAAK/i- LPMI/017/201 9	No. Revisi 01	Hal 1 dari 6	Tanggal Terbit 06-08-2019
Matakuliah : Intermediate	Semester:	sks:	Kode MK:
Program Studi : English Language	Dosen Pengampu/Penanggungjawab :		
Capaian Pembelajaran Lulusan (CPL)	Sikap: 1. Bertaqwa kepada Tuhan Yang Maha Esa dan mampu menunjukkan sikap religius; 2. Menjunjung tinggi nilai kemanusiaan dalam menjalankan tugas berdasarkan agama, moral dan etika		

	<ol style="list-style-type: none"> 3. Berkontribusi dalam peningkatan mutu kehidupan bermasyarakat, berbangsa, bernegara, dan peradaban berdasarkan Pancasila; 4. Berperan sebagai warga negara yang bangga dan cinta tanah air, memiliki nasionalisme serta rasa tanggungjawab pada negara dan bangsa; 5. Menghargai keanekaragaman budaya, pandangan, agama, dan kepercayaan, serta pendapat atau temuan orisinal orang lain; 6. Bekerja sama dan memiliki kepekaan sosial serta kepedulian terhadap masyarakat dan lingkungan; 7. Taat hukum dan disiplin dalam kehidupan bermasyarakat dan bernegara 8. Menginternalisasi nilai, norma, dan etika akademik; 9. Menunjukkan sikap bertanggungjawab atas pekerjaan di bidang keahliannya secara mandiri; 10. Menginternalisasi semangat kemandirian, kejuangan, dan kewirausahaan <p>Keterampilan Umum:</p> <ol style="list-style-type: none"> 1. Menguasai English for pharmacy 2. Menguasai cara penulisan secara akademis / ilmiah 3. Menerapkan ilmu dalam kehidupan sehari-hari
	<ol style="list-style-type: none"> 4. Menerapkan cara berbicara dalam bahasa inggris yang baik dan benar
<p>Capaian Pembelajaran Matakuliah (CPMK)</p>	<ol style="list-style-type: none"> 1. MAMPU Menerapkan penulisan English for pharmacy akademis dalam Bahasa inggris 2. MAMPU Menerapkan percakapan dalam Bahasa inggris berkaitan dengan English for pharmacy 2. MAMPU Mendengarkan dan memahami pembicaraan dalam English for pharmacy

		3. MAMPU Menerapkan pemilihan kata-kata yang baik dan benar yang berhubungan dengan pharmacy English				
Deskripsi Matakuliah		Membahas tentang bagaimana penggunaan Bahasa untuk tujuan khusus (English for pharmacy) yang baik dan benar dalam kehidupan sehari hari. Mulai dari memahami percakapan dalam Bahasa Inggris, mampu berbicara dalam Bahasa Inggris secara <i>confident</i> , mampu menulis percakapan-percakapan dalam konteks pharmacy dalam Bahasa Inggris dan mampu mengekspresikan diri dalam secara lisan maupun tulisan.				
Minggu ke -	Kemampuan yang diharapkan (Sub-CPMK)	Bahan Kajian/Materi Pembelajaran	Bentuk, Metode Pembelajaran dan Pengalaman Belajar	Waktu (menit)	Penilaian	
					Indikator	Bobot (%)

1	<p>Introduction:</p> <ul style="list-style-type: none"> - tentang RKPS 	<ul style="list-style-type: none"> - Introduction 	<ul style="list-style-type: none"> - Google Meet - Google Classroom 	TMV 150	<ul style="list-style-type: none"> - Keaktifan di kelas 	1.4%
	<ul style="list-style-type: none"> - perkenalan dosen kepada mahasiswa - perkenalan mahasiswa satu per satu kepada mahasiswa lainnya - class rule - perkenalan tentang metode flipped classroom - Pre-test 		<ul style="list-style-type: none"> - Zoom - Presentasi dan Diskusi virtual - Whatsapp call 		<ul style="list-style-type: none"> - Kemampuan untuk berbicara / perkenalan menggunakan Bahasa Inggris 	
2	<p>Mahasiswa dapat meng-identifikasi, memahami subject-</p>	<ul style="list-style-type: none"> - Grammar: Verb Forms 	<ul style="list-style-type: none"> - Google Meet - Google Classroom - Zoom 	TMV 150	<ul style="list-style-type: none"> - Keaktifan di kelas - Kemampuan mengaplikasikan 	1.4%

						materi	
	verb agreement dalam kalimat..		<ul style="list-style-type: none"> - Presentasi dan Diskusi virtual - Tugas - Video Tutorial 				
3	Mahasiswa dapat meng-identifikasi, memahami subject-verb agreement dalam kalimat.	- Grammar: Present Simple	<ul style="list-style-type: none"> - Google Meet - Google Classroom - Zoom - Presentasi dan Diskusi virtual - Tugas - Video Tutorial 	TMV 150		<ul style="list-style-type: none"> - Keaktifan di kelas - Pemahaman materi 	1.4%
4	Mahasiswa dapat memahami ekspresi yang khusus dipakai dalam konteks farmasi dalam Bahasa Inggris.	- Situational Conversation #1: At the drugstore	<ul style="list-style-type: none"> - Google Meet - Google Classroom - Zoom - Presentasi dan Diskusi virtual - Tugas - Video Tutorial 	TMV 150		<ul style="list-style-type: none"> - Keaktifan di kelas - Pemahaman materi 	1.4%
5	Mahasiswa dapat mengerjakan soal-soal tentang	- Quiz #1	<ul style="list-style-type: none"> - Google Meet - Google Classroom 	TMV 150		<ul style="list-style-type: none"> - Keaktifan di kelas - Pemahaman 	1.4%

						n materi	
	subject-verb agreement						
6	Mahasiswa dapat memahami ekspresi yang khusus dipakai dalam konteks farmasi dalam Bahasa Inggris.	<ul style="list-style-type: none"> - Present Simple - Situational Conversation #2: At the doctor's office 	<ul style="list-style-type: none"> - Google Meet - Google Classroom - Zoom - Presentasi dan Diskusi virtual - Tugas - Video Tutorial - Recorded video 	TMV 150		<ul style="list-style-type: none"> - Keaktifan di kelas - Pemahaman materi 	1.4%
7	Mahasiswa dapat meng-identifikasi permasalahan dan memahami kalimat-kalimat dalam konteks farmasi	<ul style="list-style-type: none"> - Past Simple - Situational Conversation #3: At the hospital 	<ul style="list-style-type: none"> - Google Meet - Google Classroom - Zoom - Presentasi dan Diskusi virtual - Tugas - Video Tutorial 	TMV 150		<ul style="list-style-type: none"> - Keaktifan di kelas - Pemahaman materi 	1.4%

8	Ujian Tengah Semester (40%)						
9	Mahasiswa dapat meng-identifikasi permasalahan dan memahami kalimat-kalimat dalam konteks farmasi	<ul style="list-style-type: none"> - Situational Conversation #4: Going to the Doctor 	<ul style="list-style-type: none"> - Google Meet - Google Classroom - Zoom - Presentasi dan Diskusi virtual - Tugas - Video Tutorial 	TMV 150		<ul style="list-style-type: none"> - Keaktifan di kelas - Pemahaman materi 	1.4%
10	Mahasiswa dapat berbicara dan menjelaskan suatu informasi terkait dengan farmasi menggunakan Bahasa Inggris secara formal.	<ul style="list-style-type: none"> - Listening to the video conversation - Health problems- English vocabulary 	<ul style="list-style-type: none"> - Google Meet - Google Classroom - Zoom - Presentasi dan Diskusi virtual - Tugas - Video Tutorial 	TMV 150		<ul style="list-style-type: none"> - Keaktifan di kelas - Pemahaman materi 	1.4%

11	Mahasiswa dapat berbicara dan menjelaskan suatu informasi terkait dengan farmasi menggunakan	<ul style="list-style-type: none"> - Listening to the video conversation - How to talk about illness and medicine 	<ul style="list-style-type: none"> - Google Meet - Google Classroom - Zoom - Presentasi dan Diskusi virtual - Tugas 	TMV 150		<ul style="list-style-type: none"> - Keaktifan di kelas - Pemahaman materi 	1.4%
	Bahasa inggris secara formal.	in english	<ul style="list-style-type: none"> - Video Tutorial 				
12	Mahasiswa dapat meng-identifikasi, memahami bahan pembicaraan (materi) yang di berikan.	<ul style="list-style-type: none"> - Simple Future - Situational Conversation #5: Common Diseases and Different Types of Doctors 	<ul style="list-style-type: none"> - Google Meet - Google Classroom - Zoom - Presentasi dan Diskusi virtual - Tugas - Video Tutorial 	TMV 150		<ul style="list-style-type: none"> - Keaktifan di kelas - Pemahaman materi 	1.4%

13	Mahasiswa dapat menulis script percakapan dalam konteks pharmacy dan dapat melakukan role play dengan percaya diri dan benar.	<ul style="list-style-type: none"> - Quiz #2 	<ul style="list-style-type: none"> - Google Meet - Google Classroom - Zoom - Presentasi dan Diskusi virtual - Tugas - Video Tutorial 	TMV 150		<ul style="list-style-type: none"> - Keaktifan di kelas - Pemahaman materi 	1.4%
14	Mahasiswa dapat menggunakan aturan penggunaan subject verb agreement dalam penulisan script percakapan dalam konteks farmasi.	<ul style="list-style-type: none"> - Present Perfect - Subject verb agreement in conversation 	<ul style="list-style-type: none"> - Google Meet - Google Classroom - Zoom - Presentasi dan Diskusi virtual - Tugas - Video Tutorial 	TMV 150		<ul style="list-style-type: none"> - Keaktifan di kelas - Pemahaman materi 	1.4%

15	Mahasiswa dapat memahami dan menggunakan seluruh materi pembelajaran dalam kehidupan sehari hari.	<ul style="list-style-type: none"> • Class review 	<ul style="list-style-type: none"> - Google Meet - Google Classroom - Zoom - Presentasi dan Diskusi virtual - Tugas - Video Tutorial 	TMV 150		<ul style="list-style-type: none"> - Keaktifan di kelas - Pemahaman materi 	1.4%
16		Ujian Akhir Semester (40%)					

Keterangan: TMV = kegiatan Tatap Muka Virtual

1. Penilaian

Aspek Penilaian

a. Sikap : Cara menyampaikan pendapat dalam diskusi, menghargai pendapat orang lain, serta bertanggung jawab dalam menyelesaikan tugasnya

b. Pengetahuan : Penguasaan materi yang ditunjukkan dalam diskusi, presentasi, ujian tengah semester dan ujian akhir semester

c. Keterampilan : Kreatif dan inovatif dalam membuat ppt sertakemampuan komunikasi.

Bobot Penilaian

- a. Kehadiran = 10%
- b. Keaktifan = 10%
- c. Tengah Semester (UTS) = 40%
- d. Akhir Semester (UAS) = 40%

.....,-.....- 2019

Mengetahui Dosen

Pengampu/ Ketua Program Studi

Penanggungjawab MK

Ttd