

**EFL STUDENTS' PERSPECTIVES OF FLIPPED LEARNING AT
ENGLISH EDUCATION STUDY PROGRAM, SRIWIJAYA
UNIVERSITY: PROBLEMS AND SOLUTIONS**

A THESIS

By

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English Education Study Program

Language and Arts Education Department



**FACULTY OF TEACHER TRAINING AND EDUCATION
SRIWIJAYA UNIVERSITY**

2025

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DECLARATION

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Certify that this thesis entitled "EFL Students' Perspectives of Flipped Learning at English Education Study Program, Sriwijaya University: Problems and Solutions" is my own work and did not have any plagiarism or inappropriate quotation against the ethics and rules commended by the Ministry of Education of Republic Indonesia Number 17, 2010 regarding plagiarism in higher education. Therefore, I deserve to face court if I am found to have plagiarized this work.

Palembang, 2025

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Ardina Adelia

DEDICATION

This thesis is dedicated to the writer's family who always support, encourage and guide the writer throughout the university journey.

This thesis is also dedicated to the writer's self for persevering in completing this study.

ACKNOWLEDGEMENTS

The writer expresses her deepest gratitude to Allah SWT for His endless grace and guidance in helping her to complete the thesis on time. The journey was not easy, but all of the patience and strength that the writer experienced throughout this journey were all blessings from Him. Moreover, the writer would like to thank to people who always support her while completing this thesis and studying at Sriwijaya University.

First the writer would like to thank to her advisor, Dr. Ismail Petrus, M.A. for always giving her guidance in completing this thesis. All guidance and lesson given by him in every process of her study has motivated her to be a better person.

Second, the writer would like to thank to the dean of Faculty of Teacher Training and Education at Sriwijaya University, Dr. Hartono, M.,A, the vice deans, Dr. Rita Inderawati, M.Pd., Prof. Dra. Nyimas Aisyah, M.Pd., Ph.D, and Dr. Ismet, M.si, the coordinator of English Education Study Program, Eryansyah, M.A., Ph.D, and all of the lecturers as well as the staffs in English Education Study Program of Sriwijaya University. Thank you for the entire valuable lesson given to the writer.

Third, the writer would like to give her gratitude to all of the participants of this study. Thank you so much for being willing to be a part of this study. Without their help, the writer could not complete this study.

Fourth, the writer would like to give her sincerest gratitude to special people she met in this university, M. Khairil Habibi and Salsabila Adawiyah. Thank you for all supports and colors that motivated her to continue her journey with perseverance. Without them, the writer would never experience the true feelings of being appreciated and recognized.

Lastly, the writer would like to say thank you to her family for always supporting her in every step of her process. Thank you for always making the best effort for her. Therefore, she could finish her study on time.

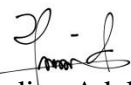
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ABSTRACT

The educational system in Indonesia has undergone several changes over time. The most recent curriculum implemented is the *Merdeka Curriculum*, which requires students to be more active in their learning. One of the instructional models applied in this curriculum is flipped learning. Flipped learning promotes students' active participation by emphasizing a student-centered learning environment. This study employed a qualitative method with a case study design to explore students' level of experience with flipped learning, the problems they faced, and the solutions they applied when studying with the flipped learning model. The researcher used several instruments to collect data, including questionnaires, student interviews, observations, and document reviews. The participants of this study were 33 students of the English Education Study Program at Sriwijaya University. The findings revealed three key points. First, the students had a fair level of experience with flipped learning. Second, the challenges they encountered included time constraints, lack of motivation, and difficulties in teamwork. Third, to address these challenges, they sought additional explanations and managed their study time more effectively. Additionally, this study provides suggestions for students, lecturers, and future researchers.

Keywords: *Flipped Learning, Problems, Solutions*

CHAPTER I

INTRODUCTION

This chapter presents (1) the background, (2) the problem, (3) the objective, and (4) the significance of the study.

1.1 Background of the Study

The educational system has encountered several changes over time. Many innovations have emerged to improve the quality of education itself. First is the curriculum, one of the aspects that play an important role in education (Supriani et al., 2022). According to Egan (1978), the study of any educational phenomenon is known as the curriculum. In Indonesia, the curriculum is always upgraded by the educational minister in line with the progress of the modernization era. Based on the data from Itjen Kemendikbud (2022), the educational system of Indonesia has applied several curriculums, and the current curriculum has been applied is the Merdeka Belajar Curriculum. In the Merdeka Curriculum students are asked to be more active and interactive in order to master some varieties of knowledge that prepare them for their future careers (Maipita et al., 2020). Therefore, this curriculum serves as the student-centered approach that influences students to develop their skills that incorporate self-direction, teamwork, and technological utilization (Amiruddin et al., 2023). Second is the learning model, based on Sagala (2005, as cited in Indrawati and Setiawan, 2009), the learning model is a conceptual framework that aims to help students achieve the goal of the learning process and aims as a guideline for the teachers in planning their teaching. Moreover, those two aspects of educational systems are important to build knowledge and achieve learning goals (Young, 2014; Alakrash et al., 2021; Harahap et al., 2021).

Over the past few years, most of education system in Indonesia used the traditional model known as the conventional model where the students are asked to listen to the teachers' explanations (Universitas Raharja, 2020). In conventional model, students are taught through books using a teacher-centered approach (Wang, 2022). According to Tynjälä (1999), the traditional model is not effective because the students who are taught using this model acquire inert knowledge, which is useful in learning environments like exam preparation but does not apply to real-world scenarios. Jones (2021) reported that traditional lecturing was not an essential model in higher education. Furthermore, Hadiyanto et al. (2021) found that students who learn through the conventional model demonstrated lower proficiency in 21st-century skills. As a

result, educators must have transition from traditional learning methods and adopt new instructional models to enhance students' competencies, particularly in English. The conventional lecture model promotes passive learning, and many educators and researchers believe it has minimal impact on students' cognitive development. Additionally, this model does not actively engage students in the learning process (Hafeez, 2021).

One alternative instructional model that addresses these limitations is flipped learning. According to Sams and Washington (2012), flipped learning, or flipped classrooms, reverses the traditional instructional approach by requiring students to complete assignments at home that were previously done in class, while classroom time is used for activities that were traditionally assigned as homework. This model transforms conventional classrooms by prioritizing active learning and deeper understanding over passive content delivery. In essence, flipped learning encourages students to be more engaged and interactive in the classroom. Additionally, Arslan (2020) identified one of the key advantages of flipped learning including its positive impact on students' English language proficiency, particularly in writing and speaking. He also noted that this advantage has been documented in several studies. Similarly, Chen and Hwang (2020) found that flipped learning reduces students' anxiety by introducing innovative classroom activities. The learning activities provided in this model ensure that all students have equal opportunities to learn.

For instance, Thaichay and Sitthitikul (2016) reported that flipped classroom instruction is particularly relevant to grammar instruction. Their study revealed that students preferred this approach, especially due to the pre-class learning support, as evidenced by their performance and feedback. Additionally, Hashemifardnia et al. (2021) found that students have positive perceptions of flipped learning; improving speaking complexity, accuracy, and fluency. The flipped learning model has also proven beneficial in English pronunciation classes, as it helps students manage learning difficulties. Moreover, this model enhances students' confidence in their learning process. Consequently, flipped learning is considered a more effective instructional approach compared to traditional methods (Zhang et al., 2016). Although the flipped learning model has many benefits for student's progress in the learning process, this learning inverted classroom also has several challenges for students. Jones (2016) reported in his study that one of the challenges of flipped learning is the unstable network of the internet. However, this study also stated that to the problem teachers can provide the recorded material on DVDs and CDs to

back up the learning material. Besides that, Li and Suwanthep (2017) reported that the time to prepare and act the role-play was limited, and they also stated that they felt shy during that role-play session. Moreover, students could not directly ask the teacher when they did not understand the material in the video of learning. However, because flipped learning trains the students to build a stronger relationship and good collaboration among students, the students who did not understand the material can ask or discuss it first with their friends (Bognar et al., 2019). Another study also reported that from the result of the interview, there was a student who faced difficulty in comprehending the learning material and as the solution the student asked other friends whenever this student got a difficulty (Mandasari & Wahyudin, 2021). Additionally, emotional resistance can be a problem for teacher-student interaction in the flipped learning model. It appears that the students have difficulty adapting new learning model of learning. However, to overcome the problem teachers can give clear guidance to the students before starting the flipped classroom and provide a question-and-answer session after the flipped classroom (Liu & Qi, 2021). Since the challenges still exist, it is important to do research to find the solution to those problems.

Studies about flipped learning have already been conducted in some levels of education. At the junior high school level, flipped learning has already been implemented in some schools. Putri et al., (2019) conducted a study about flipped learning at one of junior high schools in North Bengkulu, the result of this study showed that there is a significant difference between the pre-test and post-test score which the post-test score was higher than the pre-test scores or before getting the treatment. It is stated in this study that the flipped learning model is recommended to be implemented in the teaching and learning process. They also reported that flipped learning gives more opportunities for students to learn in a flexible time and in their way of learning. Another study conducted at one of the junior high schools in West Java which is conducted by Yanto et al., (2020). They reported in their study that during the flipped classroom students enjoyed watching the video of learning material and it could grab students' interest to use it in studying grammar. Flipped learning also positively motivated the students to learn English. Additionally, they stated that the flipped learning could reverse the traditional model. At the senior high school level, the flipped learning model also has been implemented. Syakdiyah and Wibawa (2018) conducted a study at one of the senior high schools in Bekasi. They reported that there are some different outcomes between the students who got the flipped learning treatment

and the students who did not get the treatment of flipped learning. They stated that high learning independence in flipped learning showed a direct interaction-based learning capacity. Through Internet media, knowledge may be transferred to students with ease. Additionally, they also reported that it is a challenge for the teacher to provide effective instruction. Another study was conducted by Sudarmaji et al., (2021), conducted a study at one of the senior high schools. In this study, they reported the flipped learning model has the positive impact on several aspects; speaking fluency, students' self-confidence, and time flexibility to learn. However, several difficulties faced by the students were still found in this study. Furthermore, at the university level, there are some universities that implement the flipped learning model. Zainuddin (2017) reported that first-year college students showed the positive attitude toward the implementation of flipped learning. He reported that flipped classroom successfully improve students' interest for learning because this model gives the students greater opportunities for group discussion outside of classroom or before going to the class. For instance, this model increases students' passion for mastering the material before coming to the class. Lastly, Fauzan and Ngabut (2018) reported that the students have a positive perception during the flipped classroom. However, some students who still face difficulties during the implementation of flipped learning especially in managing their time to learn outside of the classroom. Although many studies about flipped learning have been carried out, there is still limited study about flipped learning at universities in Palembang, especially at Sriwijaya University.

To further investigate the problems students face during the implementation of flipped learning and the solutions they use, this study is titled "EFL Students' Perspectives of Flipped Learning at English Education Study Program, Sriwijaya University: Problems and Solutions." Since no prior research has specifically examined flipped learning within the English Education Study Program at Sriwijaya University, this study aims to fill that gap, focusing on sixth-semester students from the Palembang classes as participants. There are several reasons for selecting these participants. First, sixth-semester students have already taken courses that incorporate flipped learning and are still enrolled in such courses during the current semester. Second, choosing Palembang classes allows for more effective data collection, including interviews and classroom observations. Additionally, not all courses in the English Education Study Program at Sriwijaya University implement the flipped learning model. Therefore, this

study seeks to explore students' perspectives on flipped learning, as well as the problems they face and the solutions they use to overcome them.

1.2 Research Problems

The problem of this study is formulated into several questions below:

1. What is the students' level of experience with flipped learning?
2. What problems do students perceive during the implementation of the flipped learning model?
3. What strategies do students use to address the problems they encounter?

1.3 Research Objectives

Based on the questions above, the objectives of the research are as follows:

1. To investigate students' level of experience with flipped learning.
2. To explore students' perceptions of the problems they experience during the implementation of the flipped learning model.
3. To investigate the strategies students use to address the problems they encounter in the flipped learning model.

1.4 Significance of the Study

It is expected that this study will benefit students in the English Study Program at Sriwijaya University. By identifying the common challenges students face and the solutions they use, this study aims to encourage students to become more actively engaged in learning, particularly in courses that implement the flipped learning model. Additionally, it is hoped that teachers and educators will provide support and assistance to help students overcome the difficulties encountered in a flipped learning classroom

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