UTILIZING THE FLIPPED LEARNING TO PROMOTE EFL STUDENT'S ENGAGEMENT; A PRELIMINARY STUDY

Silvina Yuza[1], Fazri Nur Yusuf[2]

[1,2] *English Language Education Program, Faculty of Language and Literature Education*
Universitas Pendidikan Indonesia, Bandung, Indonesia
silvinayuza@upi.edu, fazrinuryusuf@upi.edu

Corresponding Author: Silvina Yuza, Universitas Pendidikan Indonesia
E-mail: silvinasains@gmail.com

Abstract:
Flipped learning (FL) has been a popular approach for it's potential in promoting student's engagement in EFL context particularly. Although it is considered applicable in higher and K-12 education, researches in the latter category are still scarce, especially that reported its implementation in detail. This preliminary action research is involving 14 secondary school students. It focuses on how utilizing FL engage EFL student in learning and what challenges teacher faces during the implementation. Findings indicate that FL implementation combined with teacher's approach has not yet promoted student's engagement in learning English. During in-class session, even though the students participated in playing board game in a speaking activity, only few of them kept practicing enthusiastically. Student's commitment for out-class activities as instructed by the teacher and task completion were still low. The problems identified were that students got less frequent mobile device use after school and their minimum parent's support. Further action plans are recommended for the follow-up research.

INTRODUCTION

Promoting EFL student's engagement is always serious task since it influences the efforts students give to their learning (Ellis, 2019). Technology era brings its two sides for educational development. One hand, teachers across the globe in EFL classrooms increasingly face the difficulty of keeping students engaged and focused on their learning with many distractions for learning caused by technology (Mercer & Dörnyei, 2020). Today's students are highly immersed with multimedia technology (Tapscott, 2010). On the other hand, technology also appears as a new solution for teachers to develop and maintain student engagement. It significantly affected student's cognitive development and achievement. A colourful book with stickers cannot keep them engaged in class like it did two decades ago (Basmah & Elyas, 2020). Gamification and online quiz do (Zainuddin et al., 2020). Hence, an English teacher are required to master not only English but also technology to accompany their instructional material. Moreover, currently if we search for keyword "Student's Engagement" and "EFL" and "Indonesia" in Google Scholar, the emerging publications in the first page (sort by relevance) will relate to online learning and ICT (Information and Communication Technology).

Many approaches are developed to integrate technology for education in improving student's engagement in learning. One of them is the flipped learning approach which has been popular after Bergmann and Sam's book released in 2012 as the pioneer of modern flipped learning (Bergmann & Sams, 2012). It is thought not only to contribute in introducing new roles of students as life-long learners and as a digital native (Baker, 2000), but also to personalize learning by engaging students creatively with content material prior to attending the class. Flipped learning is implemented both in higher education and also K-12. It has potential to increase active learning and promote to student's engagement (Bond, 2020).

Even though flipped learning is also popular in K-12 education, a comprehensive systematic literature review by Bond (2020) which studied 107 documents about K-12 flipped learning implementation showed that there remains a paucity of research conducted in that level even another researcher confirmed that very little research was discovered in K-12 level (Gough et al., 2017). In Indonesia the situation is not far different. Most of previous researches regarding to English flipped learning were conducted in university level. Flipped learning has been used to improve reading comprehension and also grammar (Mandasari & Wahyudin, 2019; Reflianto et al., 2022; Zamzami Zainuddin, 2017). Only a few studies were conducted in K-12 context. It has been used to enhance student's speaking skill which (Julinar & Yusuf, 2019) and also to improve vocabulary (Anwar, 2017). The benefit of flipped learning has been promoted in at least five articles. It has been highlighted as a solution for K-12 level during emergency and rotational face-to-face learning. Hence, conducting research about flipped learning in K-12 level will enrich literature in this field.

In addition, not providing detail context of the research (Bond, 2020) and absence of detail activities (Sönmez, 2020) are two things that are lacking from the research in this field. This study will be conducted under classroom action research procedure which aims to give detail activities and strategies the teacher used in flipped learning. Hence, the result will be beneficial for educators which is eager to reform their instruction.
Accordingly, the researcher conducted this study by employing a qualitative method research and aims to answer the following research questions:
1. How are students engaged in learning English by implementing flipped learning?
2. What is the challenges teacher faces in implementing the flipped learning?

LITERATURE REVIEW

Even though interest in engagement studies has grown over the decades, there is still a problem in defining student engagement (REL Southeast of Institute of Education Sciences, 2011; Ashwin & McVitty, 2017). In initial research, student's engagement is considered as something to do with behaviour during learning activities and task completion (Brophy, 1983). The latter researchers also conceive affective or emotional aspects as part of learning engagement (Finn, 1989). Feeling of belonging, enjoyment and attachment during learning are included to this definition. More recently, researchers also studied cognitive engagement which refers to mental efforts and activities of learners in the learning process (REL Southeast of Institute of Education Sciences, 2011; Hiver et al., 2021). Students with cognitive engagement will personalize their learning, seeking for conceptual understanding and also determine and plan their learning (Reeve, 2012).
In EFL classroom particularly student's engagement is considered a key concern for all instructed learning, and teachers have fundamental task to improve their student's engagement (Hiver, 2021; Yang, 2011). One literature review by Hiver et al. (2021) describes the dimension of language engagement of students and it can be drawn in the following table:

Behavioural Engagement	Emotional Engagement	Cognitive Engagement	Agentic Engagement
Involvement in speaking, interactional activities, time on task,	Having a positive, purposeful, willing and autonomous	Students actively interact with other students, ask questions about	In Hiver's study, agentic engagement is called

and persistence on task without needing for support and direction.	disposition toward language. Associated learning task and also peer. Give positive expressions such as affective engagement and absence of negative emotions such as anxiety, boredom, frustration, anger.	the material, volunteering answers, exchange the idea, offer feedback, provide direction to other students, try to inform and explain. Cognitive non-verbal cues include body language, facial expression, eye movements, and body positioning.	social engagement which is characterized by having interaction with interlocutors, willingness to take part in interactional episodes, do turn-taking and collaborative activities with others. Its purpose is interaction with and support of others.

Table 1: Hiver's Model of Student's Learning Engagement

There are two components of flipped learning. They are in-class session and out class session. Baker (2000) described an online component for **out-class work**. Out-class work in the previous studies is mostly in three forms. First is a lecture that move the material out of the classroom through online delivery. Second is threaded discussion which enables the students to have more interactive discussion both with peers and also teacher. And the last is online quizzes to make sure the students watch and listen to the material. On the other hand, flipped learning can also undergo without technology. The potential classroom activities are text reading activity, note-taking and also inquiry-based activities (Willey & Gardner, 2013). While in-class sessions manifest time for active and participative learning (Baker, 2000; Willey & Gardner, 2013). There are four verbs can be considered in structuring in-class activities. They are: to clarify, to expand, to apply and to practice.

Why should face to face activities be flipped? Homework and project at school, learning the concept not in group but individually and at home? Firstly, teachers often face the students not finishing their homework at home or simply cheating the other friend's work before the teacher comes into class. Flipped learning will help students do the project or difficult task in the presence of an expert, the teacher. Hence, when they need help, teachers can help and give feedback. Secondly, Because the presentation of learning content is omitted from class activity, teachers and students have more time to interact and help students during class time. Thirdly, students can pause and rewind the instructional video which they cannot do in a traditional classroom. As we know that students have different pace of learning. Teacher's explanation can be very slow for some students, but it can be too fast for others. That's why learning a concept should be taken as an individual task (Bergmann, Sams and Gudenrath, 2016)

According to Liu (2019), there are some features of flipped learning which may attract teachers to use it. First, it can improve teacher-students interaction, because guidance does not happen only in the classroom but also out of classroom. Second, it gives immediate feedback from the teacher. Remember that, threaded discussion outside the classroom is needed. Students with learning problems can ask the teachers during online discussion or in-class sessions. Because the focus is to solve students' problems, the teacher is expected to have enough time to answer all the questions students have after the online lecture. Thirdly, students are more devoted to learning. Students have to get prepared with some materials by watching, reading, discussing with friends out of the classroom. It drives them to be more responsible with their learning. Fourth, the learning activity is adjustable based on their learning needs. When the material is distributed,

students can choose when to watch or when to listen. If they don't understand in one play, they can replay the material as they need. The last but not least, the students can do more productive exercise under the supervision of the teacher during in-class sessions. Practicing productive skills is more expected during in-class sessions, because they have got many inputs before coming to class.

Even though flipped learning has many benefits to implement in our classroom, it still has challenges and teachers need strategy. First, having technology competent is important not only for teacher but also for students especially for flipped learning that use technology (Lo & Hew, 2017). It has possibility of giving pressure for the teachers (Betaubun, 2021). Besides teachers need a lot of time to prepare flipped content (Lo & Hew, 2017). The last challenge is inadequate access to technology for this approach at home and also at school (Lo & Hew, 2017).

Some strategies can address the issue of flipped learning implementation. First, teacher should make sure that every student has access to the internet connection and device needed (Betaubun, 2021). Second, teachers should carefully choose materials and strategy in conducting flipped learning (Mandasari & Wahyudin, 2019), including: the length of video or audio and also the quality of printed material if any (Low & Hew, 2017). Beside of that, flipped learning needs teachers to monitor the students not only during in-class session but also out-class session. Teachers can actively invite students to discuss through online group (Mandasari & Wahyudin, 2019).

METHODS

The design of this study was classroom action research because firstly, current research was characterised as a contextual, small scale and localised research. Secondly, it was also evaluative and reflective thing for the teacher as the researcher and it aims to bring about change and improvement in the practice of teaching in her school (Burns, 1999).

The study was conducted in one of the public schools in Muaro Jambi. Muaro Jambi is one of the districts in Jambi where the area surrounds Jambi city as the capital of the province. The school is categorized as a less facilitated school and placed in rural area. The parents are also lack of education and ability to support their children education. The internet connection available there, are from a few providers only.

The participants consisted of 14 students, 5 are females and 9 males. They are in seventh grade. They were chosen because they were considered as the most excited students in learning English of the three levels and classrooms she has in the school. The English subject is new for them because they didn't have English in Elementary school. The study was conducted on last week of April up to last week of May 2022.

The data for this research was generated by comparing the description of students' engagement during learning English before flipped learning implementation, during the implementation and at the conclusion of the study period. The student's attitudes which indicate various strands of engagement were documented by the teacher. The teacher recorded the whole learning process with a handphone camera video. The video was located in front of the students' seats and positioned precisely so that all students' acts could be seen and observed. The teacher also documented students' acts (their responses) in the WhatsApp group. WhatsApp group was used to send the links to access learning materials and assignments.

After videoing the learning process, teacher watched the video several times and establish the video samples. After that, she transcribed the video by using recursive transcription (Ramey, 2016). She looked beyond the spoken word such as students' talk and behaviour in the classroom and finds the other meaning of the students' nonverbal activities. She used a description of the detailed activity which accompanies the action. After transcribing the video, she built the codes for her video datas from the theoretical framework of student's engagement dimension and also literature about challenges of flipped classroom to answer the two research questions. Beside of that, out-class session engagement will be seen from the data of their worksheet and group WhatsApp talk

The researcher used reading while listening (RwL) activity (Tragant and Vallbona, 2018) for out-class session where she distributes 1) instructional audio as the opening to explain the learning objective and lesson overview, 2) recorded audio as supporting aid for their English textbook (by using Anchor® and published through Spotify®) and also 3) set

of vocabulary quiz with Quizlet® and she also consider to use video available in YouTube® to enrich student's understanding. All of these materials were listed in a worksheet. The worksheet consisted of interactive quizzes the students should do when they listened to the audio. It gave code for joining the quiz and also links to access the recorded audio.

For the class session, it focused on doing the productive skills of English, in this session, speaking activity through a game was implemented. Students were provided some cue card and they played game "I lost my (...)". The students got one card and they made utterance based on the card. For example, student A got a "book" picture, and then they said "I lost my book". Student B on the left side answered "What does your book look like", and then the student A described what the book looked like. On the board, there are two types of book. For example: book with green cover. But then, they are different in shape. Hence student B answered to confirm whether the book rectangle or circle one. After student A answered, student B pointed out the picture of student A's notebook.

RESULTS AND DISCUSSION

The findings of the study are presented in the following two sections.

RQ 1: How are students engaged in learning English after implementing the flipped learning?

Outclass session- observed through WhatsApp Group

On 25 May 2022, the worksheet was given to 12 students because two of them were following student's swimming competition. All of them were given chance to ask questions about the worksheet, but none wanted to ask because the bell rang and they wanted to go home immediately. The teacher suggested students to ask questions and discussed anything related to the worksheet via WhatsApp group. Teacher also sent the links to access out-class activities through that group.

In the beginning, only two students responded to the link, teacher sent. They were HD and RG. They asked "was the link for activity C or activity D". HD also stated that he retook the quiz because he wanted a perfect score. Then HD also sent the screenshot picture of his score and sent it to the group. RG and KM were two other students who responded in the group. However, they responded inappropriate with learning engagement. They congratulated HD for getting perfect scores. HD also actively reported to the teacher, that one link cannot be opened. HD thought that the link was wrong. After the teacher checked, the problem was caused by low internet connection. HD also asked if he could do in-class session at home. The in-class work was designed to finish under teacher's supervision.

Another student who seemed interested and asked more about the worksheet was AM and DM. They are female students. AM asked if she could do activity D in group even though the instruction in the worksheet has been clearly stated that is a group activity. DM asked what language she used in answering activity A. These students asked technical questions which have been written in the instruction.

After two days, eleven students finished the activity A, B, and C in the worksheet. Especially for the quiz which was generated by using Quizizz. Three of them finished it without being reminded by the teacher. The rest of them needed to be reminded by the teacher. Most of the students only posted the screenshot of their score without commenting or giving any responses.

During the outclass session, highlighted by the teacher via WhatsApp group, one student RY said that he did not have balance of internet data, and another friend, KM tried to visit him and helped him, but he refused. He said he wanted to do it himself but missed that activity before coming to the class. Finally, out class session has been finished by 11 students only.

In class session- observed from the video

From the classroom video, student's engagement was shown by their responses in verbal, moves, and behaviours. Firstly, during in-class session, two students actively raised their hands and answered teacher's questions. The questions were related to what they have done at home. For example, in the beginning, teacher asked:

T: *"Yok, kalian belajar tentang apa kemarin dirumah?"*

HD: *"tentang menjelaskan benda maam"*

Before pointed HD, teacher asked many students to answer, only HD raised his hand, but teacher still asked other students to answer before HD. The teacher asked five students. They were HM, DM, RG, RY, and DN but they remained silent. Then the teacher also asked about the expression, students can use to ask thing's description.

T: *"Bagaimana cara menanyakan bagaimana bentuk bend aitu?"*

DM: The table is ....(she smiled and not sure to continue her answer)

T: *"Itu memberikan deskripsi..sebelum memberikan deskripsi, kan kita bertanya terlebih dahulu, bagaimana bentuk benda A?"*

KF: What is that?

HD knew the answer and still raised his hands to answer. The teacher then pleased him to answer.

HD: What does it look like?

After HD answered, AM, DM, HR expressed long *owh* like they remembered the answer because this expression has been written and explained by the teacher through video and also their worksheet.

The teacher reviewed what the students have done during out-class session, especially about the target vocabulary. This time, HR answered all things in the worksheet completely.

HR: *"bendanya,* notebook, ribbon separator, desk"

T: *Jadi kalau mau bertanya, bentuk buku catatannya seperti apa?*

KF: *What does pen look like?*

T: *What does the pen look like?* All students repeated with their low voice without being asked to repeat.

Beside of that, the teacher also designed a board game to make students practice with the expression of asking for description, describing things and also confirming by using close ended questions. Some students helped the teacher to prepare the game. Two students seemed not interested with joining the game so they just waited and chatted each other. However, all students joined the game at last.

Before the game was started, some students asked the teacher some things.

HD: *ma'am, tolong jelasin sekali lagi, it is dan is it ma'am?*

RI*: Ma'am, kalo Panjang itu long, kalo pendek itu, short kan ma'am?*

AR*: Kalo gunting apa maam Bahasa Inggrisnya?*

HD*: Kalo Kotak pensil itu, pensil box maam?*

AM: *Ma'am, kalo mau konfirmasi warna, is it black? Gitu yo (ya) ma'am?*

While other students were looking at the pictures on the board, RI and RG still sat on their chair and teacher reprimanded them.

The teacher also found that some students were engaged to discuss with their friends about their dialogue, because they were asked to make a dialogue based on the picture they had.

HD*: "tadi kan ada dua, satu is it, satu lagi apo?"*

KF*: It is …*

DN: *"gunting tadi apa?"*

DM*: Maam, persegi panjang tadi apa?*

AM*: Netbook (while she was pointing the picture)*

HD*: Notebook, bukan netbook*

Beside the positive attitude the students showed, some students also showed their boredom during the classroom. For Example, SP and RG were doing other things while other students looked at the picture on the board. RI sang a song, DM and DS yawned in minute thirty-second. RI even could not make the expression for describing things and when teacher offered to help him, he said:

RI: *"Kami dak biso (tidak bisa) ma'am"*

The teacher also found that, after their turn in playing, students were not trying to give attention to other friends and helped them if they have difficulties. They chatted with friends next to her or did other things. Only AR and HD who keep focused on the game and made new dialogue without being instructed.

RQ 2: What are the challenges do the teacher face in implementing the flipped learning?

During the first implementation of the flipped learning, engaging the students to do their out-class work is challenging. Teacher reminded students to work on their worksheet but the responses are only from two students. In addition, even though the teacher and the students agreed to use smart phone to access the material, there were still students who missed the assignment or did it out of the deadline.

For example, when teacher gave students activity A, B, and C to finish at home, 3 students were identified absent from doing it. Before starting in-class session, the teacher asked these three students and they answered:

RY: *"Kami jarang buka handphone ma'am, lagi tidak ada paket juga"*

DN: *"Handphone kami rusak ma'am kemaren dan kami punya nomor baru, jadi belum masuk ke dalam group kelas ma'am"*

HR: *"Pak mak (Bapak, Ibu) kami dak (tidak) boleh ma'am kami main handphone"*

One student said that, he rarely used his phone, not well informed about the assignment and another one said that he was banned to use handphone by his parents.
The most notable findings of this study were that (1) Flipped learning combined with the teacher's approach has not yet promoted student's engagement. (2) Problems identified by the teacher in implementing the flipped learning are related to technology affordance and parent's support.

Student's Engagement
Of 14 students, there were only 2 students identified who committed to do out-class work and joined in WhatsApp group. Despite of their activeness, they only asked the teacher about the instruction which written in their worksheet. Dependency of teacher's supports indicated that after implementing flipped learning, the students have not had behaviour engagement (Hiver, 2021).

During in-class session, flipped learning did not promote the students to have more preparation in answering teacher's question. Only one student who actively raised his hand while the others were passively sat and listened. In this study, flipped learning has not

improved students-teacher's interaction in out-class session, hence the students are more prepared with their learning and can help them to perform better in the classroom as suggested by Liu (2019). Dependency of teacher's support for something they can handle such as finding word's meaning and read the instruction were still happened. Whereas the teacher wanted the flipped learning can make her class to do more productive skill instead of receptive skills.

Despite those findings, the teacher still identified that some better attitudes occurred in her English class after implementing the flipped classroom. The teacher saw that tasks made with Quizizz platform (there were 2 quizzes) got the highest completion rate from students. It aligned with Bond (2020) who found that Quizizz is one of flipped learning technologies that can cause enjoyment for students. Some students wanted to involve in speaking class activity and flipped learning gave them more vocabularies to start speaking.

Besides they wanted to ask the teacher what they want to know. Questioning indicated that students have cognitive engagement (Hiver, 2021). Previously, if they had difficult words, let alone look them up in the dictionary, the students preferred to stop and not continue with the assignment. In some scene, the teacher also saw there was improvement in peer interaction. Students were observed willing to ask and respond to their friend's questions. However, speaking practice enthusiastically during in-class activity as the enabling objective of this session has not been reached. Only 2 of 14 students who were engaged to do such practice.

The implementation of any teaching approaches will meet their challenges. Teacher found that lack of technology access is still the problem of flipped learning (Low & Hew, 2017). Two students said that they rarely checked and used their handphone. Beside of that in the studied school, the parents are less supporting. Based on preliminary survey, teacher found that parents rarely have discussion or chat with their children about school assignments even according to the students surveyed, their parents hardly ever asked them to do their homework. One student was forbidden by his parent to use handphone although he said it is for learning.

CONCLUSION

Result of this study revealed that flipped learning combined with teacher's approach in the studied school has not yet engaged students to learn English. The identified problems were because students have less frequency on using mobile phone. Moreover, the parents forbid the students to use mobile phone for learning.

Based on findings and discussion of this study, the researcher offers the following recommendation for practice:
1) The use of more attractive learning material such as teacher's video. Video is known as the most frequently used flipped learning technology. Students can watch teacher's video from YouTube and access it easily.
2) The use of Quizizz to test the student's comprehension can be beneficial for teacher to know whether the students understand the concept prior coming to the classroom, as it was used in this study.
3) Students need more habituation with this kind of learning way. It is better to start in new academic year.

Parents are the important side to involve in this flipped learning habituation, especially to check student's commitment on out-class work

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