



## The Practice of Flipped Classrooms in Teaching English as a Foreign Language: A Case Study of English Teachers at SMAN 2 Mataram

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### **Abstract**

The explosive growth of information and communication technology (ICT) has had a considerable influence on many areas of modern life, including education. This study employs a descriptive qualitative approach to provide an in-depth description of flipped classroom practices in teaching English as a Foreign Language (EFL) at SMAN 2 Mataram. Based on interviews and observations conducted, these challenges can be classified into three main categories: technical constraints, student discipline issues, and teacher workload. These benefits are primarily related to increased learning effectiveness in the classroom, student engagement, and the ability of teachers to monitor and adjust learning. A detailed examination of this pedagogical framework illuminates two fundamental components: the challenges encountered during implementation and the enhancements it brings to learning quality. This section will provide a comprehensive examination of both perspectives, contextualizing them within the broader framework of extant literature. The implementation of the flipped classroom paradigm facilitates a transition from a teacher-centered learning model to an active and collaborative approach. Class time previously used for lectures is replaced with practice activities, simulations, and discussions, allowing students to apply concepts directly and receive feedback from teachers and peers.

**Keywords:** *Flipped Classroom; English as a Foreign Language (EFL); Student-Centered Learning, Technology in Education; Teacher Challenges; Indonesia*

### **Introduction**

The explosive growth of information and communication technology (ICT) has had a considerable influence on many areas of modern life, including education. This digital transformation urges educators to adapt teaching strategies and approaches to better align with the needs of today's digital-native learners. In response to the challenges posed by 21st-century learning, one innovative approach that has emerged is the flipped classroom. This model inverts traditional learning processes by having students study instructional materials—typically in the form of videos or digital modules— independently outside the classroom, while in-class time is utilized for discussions, problem-solving, and collaborative activities (Bergmann & Sams, 2012).

In the area of English as a Foreign Language (EFL) instruction, the flipped classroom approach holds considerable promise by offering learners more opportunities to engage in authentic language use rather than passively receiving grammatical explanations. It also fosters learner autonomy, an essential element in modern language learning, as students have greater control over the time and pace of their learning (Little, 2007), which leads to more meaningful learning experiences.

A comprehensive review of international studies has demonstrated the efficacy of this approach. For instance, Zainuddin and Halili's (2016) study demonstrated that the flipped classroom model enhances student motivation and participation, thereby improving learning outcomes, particularly in speaking and writing skills. In a similar vein, Karimi and Hamzavi (2017) reported substantial enhancements in the confidence and speaking competence of EFL learners who were instructed using the flipped classroom model.

In Indonesia, the adoption of flipped classrooms is still in its early stages. While some teachers began to experience the approach, particularly during the transition to online learning prompted by the COVID-19 pandemic, its implementation remains inconsistent. As indicated by Suprpto et al. (2021), infrastructural limitations, lack of pedagogical preparation of teachers, and students' readiness for autonomous learning continue to hinder its widespread implementation. In the Indonesian setting, these questions make the flipped classroom an essential and relevant topic for further research.

This study specifically examines the implementation of flipped classrooms in teaching EFL at SMAN 2 Mataram, a public senior high school recognized for its academic excellence in Mataram City, West Nusa Tenggara Province. Despite the school's reputation for quality teaching and student performance, there has been little research focusing on how English teachers at this school apply the flipped classroom approach, including the challenges and advantages they encounter in its implementation.

This research is significant as it provides an empirical insight into the practice of flipped classrooms in an Indonesian public school setting, which is marked by diverse student backgrounds and typical infrastructure limitations. The findings are expected to contribute to the development of educational policies, particularly in integrating technology into English as a Foreign Language (EFL) instruction, and to serve as a valuable reference for other educators who are interested in implementing similar approaches. This study specifically investigates the implementation of the flipped classroom approach in English language teaching at SMAN 2 Mataram, focusing on the challenges and benefits experienced by English teachers and students during the integration of this instructional strategy.

## ***Methodology***

This study adopts a descriptive qualitative methodology to present an in-depth description of flipped classroom implementation in teaching English as a Foreign Language (EFL) at SMAN 2 Mataram. This approach is chosen because it is suitable for examining social and educational contexts in a natural setting, in which the researcher seeks to understand the perspectives, attitudes, and teaching practices of teachers in real classroom situations (Creswell, 2011).

Through this methodology, the researcher does not simply evaluate the success or failure of the flipped classroom model but rather explores how teachers practice the model, the challenges they face, and how the students responded to the learning approaches that were used. The study also aims to identify contextual dynamics and factors that influence the effectiveness of flipped classrooms in public schools, particularly in regions outside Java.

This research was conducted at SMAN 2 Mataram, a public high school located in the capital city of West Nusa Tenggara Province. The selection of this school was predicated on the findings of a preliminary study conducted by the researcher, which found that out of the eleven public high schools in Mataram, only SMAN 2 Mataram had teachers who applied the flipped classroom approach in their English classes.

The subjects of this study were three English teachers who actively implement the flipped classroom model in their instructional practices. The selection of subjects was carried out using purposive sampling, a technique based on specific criteria considered relevant to the objectives of the research (Moleong, 2013). The following criteria were used: (1) the teacher has been teaching English at SMAN 2 Mataram for at least two years, (2) the teacher has implemented the flipped classroom model, and (3) the teacher is willing to serve as an informant and actively participate in the research process.

Data for this study were collected through three main techniques: in-depth interviews, classroom observations, and documentation. These three techniques were used triangulatively to obtain comprehensive and valid data. In-depth interviews, classroom observations, and documentation complemented one another in the data collection process.

The main instrument in this study is the researcher herself, in line with the characteristics of qualitative research. In this context, supporting instruments such as interview guidelines, observation forms, and document analysis formats were also used to support the data collection and analysis procedures. The interview guide was developed based on the theoretical framework and the research questions. The observation sheet included behavioral indicators relevant to flipped classroom practices, such as student engagement, use of class time for discussion, and the teacher's role as an educator.

The data analyzed in this study were conducted using a descriptive qualitative approach, referencing procedures developed by Creswell (2013). Data were analyzed through organization, reduction, and interpretation of data collected from semi-structured interviews, classroom observations, and document analysis.

## ***Findings and Discussions***

### **Findings**

#### **Challenges in Implementing the Flipped Classroom**

Although the flipped classroom offers several advantages, teachers at SMAN 2 Mataram face significant challenges in its implementation process. Based on interviews and observations conducted, these challenges can be classified into three main categories: technical constraints, student discipline issues, and teacher workload.

##### **a. Technical and Accessibility Constraints**

One of the main obstacles faced by teachers is the limitation of devices and internet access among students. A substantial difficulty faced by teachers is the limitation in the availability of devices and Internet access among students. While the majority of students have access to smartphones, not all have consistent internet connectivity, particularly those residing in suburban areas or from families with financial constraints.

Teacher 1 stated: "Some students cannot access videos smoothly at home. Sometimes they run out of data or have a poor signal, so they come to class without preparation."

This impacts the effectiveness of the learning process in the classroom, as some students do not have sufficient prior knowledge to participate in discussions or collaborative activities. This circumstance creates a gap in student readiness, which contradicts the main principle of the flipped classroom.

### **b. Lack of Student Discipline in Independent Learning**

Besides technical issues, discipline and motivation for independent learning among students also pose their challenges. Since the flipped classroom requires students to watch video materials before class, the success of this strategy greatly depends on individual student responsibility. However, based on classroom observations and interviews with teachers, it was found that several students tend to ignore instructions to watch the Teacher 2 explained: "Some students only watch the videos briefly, and some don't watch them at all. They say they forgot or didn't have time."

This indicates the need for additional strategies from teachers to foster learning awareness and accountability in students, such as providing pre-class quizzes or brief reflections as evidence that students have watched and understood the material.

### **c. Additional Time and Effort for Teachers**

From the teacher's point of view, the implementation of a flipped classroom also requires additional time commitment and competence. Teachers are required not only to teach in class but also to design and produce engaging, relevant video materials or online content that aligns with the curriculum.

Teacher 3 revealed: "Creating an educational video can take hours. I have to prepare the script, record, and then edit a bit to make it clearer. It's quite exhausting."

This is especially problematic for teachers who do not have a technical background or access to recording and editing tools. In addition, institutions provide limited formal training and technical support to support teachers in the production of digital learning content.

## **Benefits of Flipped Classroom Practices**

Despite facing several challenges, teachers at SMAN 2 Mataram also reported several tangible benefits experienced after implementing the flipped classroom. These benefits are primarily related to increased learning effectiveness in the classroom, student engagement, and the ability of teachers to monitor and adjust learning.

### **a. A More Optimal Class Time for Practice and Discussion**

The delivery of concept material to students in the form of videos before class allows for the allocation of class time to practical activities, discussions, or concept reinforcement. This allows teachers to provide more applied exercises and guide students individually or in groups.

Teacher 1 posited the following: "Considering that students have previously received an overview of the subject matter, it is no longer necessary for me to repeatedly review the fundamental concepts from the starting point. We proceed directly to practice or group work."

Classroom observations showed that most class time was spent on practice exercises, simulations, or small group discussions, making students more actively participate in the learning process.

### b. Students Are More Active and Confident

Students who review the material outside of class tend to demonstrate increased confidence in their ability to respond to questions, express their opinions, and engage in discussions with their peers. This model gives students time to digest information first, especially for those who tend to be passive in conventional face-to-face learning.

Teacher 2 noted: "The children are more prepared. Even students who are usually quiet now start to ask questions and discuss."

This finding suggests that the flipped classroom model has the potential to enhance student agency, defined as the sense of responsibility and control that students possess over their learning processes.

### c. Teachers Can Identify Student Difficulties Earlier

Not burdened by lengthy concept explanations in class, teachers have time to observe student development more closely and provide feedback or assistance as needed.

Teacher 3 expressed: "Because I'm not busy explaining theory, I can walk around, help students who are struggling, or correct them directly."

The findings of this study provide support for the notion that teachers function as responsive and adaptive learning facilitators within a student-centered learning paradigm.

## ***Discussions***

Based on findings obtained from interviews and observations of flipped classroom practices at SMAN 2 Mataram, it can be concluded that this learning model presents two complementary sides: challenges in implementation and benefits in improving learning quality. This section will provide a comprehensive examination of both perspectives, contextualizing them within the broader framework of extant literature.

### **Challenges in Implementing the Flipped Classroom**

#### **a. Technical and Accessibility Constraints**

A significant challenge in implementing the flipped classroom model pertains to the disparity in technological access among students. While most students are equipped with mobile devices like smartphones, a significant number still face inadequate internet access at home, an issue that is notably pronounced among students living in suburban locations or belonging to lower and middle socioeconomic groups. This directly affects student readiness in participating in face-to-face learning based on discussion and collaborative activities, as they do not have sufficient prior knowledge before entering the classroom.

This phenomenon reflects the digital divide also found in similar studies in Indonesia (Suprpto et al., 2021), where inequality in internet access becomes a major barrier to the integration of educational technology. Consequently, the efficacy of the flipped classroom model is strongly correlated with the level of digital infrastructure readiness, a factor that poses a significant challenge in public school settings.

b. The Prevalence of an Absence of Autonomous Learning Discipline among the Students has been Observed.

Flipped classroom demands high learning independence from students, especially in accessing and understanding video material independently before class sessions. However, from observations and interviews, it was found that many students have not shown sufficient discipline to follow this learning pattern. Some students even ignore instructions to watch videos, with excuses that they forgot or didn't have time.

This finding reinforces Little's (2007) view that autonomy-based learning must be supported by pedagogical strategies that gradually encourage student responsibility. Teachers must incorporate mechanisms, such as pre-class quizzes or brief reflective assignments, to encourage accountability in the independent learning process.

c. Additional Workload for Teachers

From the educators' perspective, the flipped classroom requires additional skills in designing, producing, and editing digital learning content. These activities take considerable time and can be burdensome, especially for teachers who do not have a technology background or do not receive training support from institutions.

This condition is consistent with findings by Bergmann and Sams (2012), which emphasize that the success of the flipped classroom depends not only on teaching strategies but also on systemic support for teachers. Without adequate training and technical support, this burden can hinder the sustainability of the flipped classroom model.

### **Benefits of Implementing a Flipped Classroom**

a. The potential for enhancing the efficacy of learning time in the classroom setting.

The practice of the flipped classroom pedagogical approach enables a shift from teacher-centered learning towards a more active and collaborative paradigm. Class time previously used for lectures is replaced with practice activities, simulations, and discussions, allowing students to apply concepts directly and receive feedback from teachers and peers.

This approach aligns with the principles of active learning, which have been demonstrated to be more effective in enhancing conceptual understanding compared to traditional learning methods (Prince, 2004). Teachers have room to interact more intensively with students during learning activities, improving the quality of the teaching-learning process.

b. Increased Student Confidence and Participation

The efficacy of the flipped classroom approach in enhancing student engagement has been well-documented. Engaging with the material in advance has been demonstrated to enhance students' cognitive readiness, thereby fostering a sense of confidence in their ability to contribute to class discussions through asking, answering, and participating in a variety of ways. This increased engagement is particularly noteworthy for students who previously exhibited a lack of participation in conventional learning models.

This finding shows that the flipped classroom can support student agency, which is the ability of students to manage their learning process. Karimi and Hamzavi (2017) affirm that providing early access to learning materials can encourage student confidence and initiative, ultimately strengthening learning motivation.

### c. Teachers' Ability to Provide Individual Support

Not preoccupied with explaining material in class, teachers have more time to directly observe student difficulties. This allows teachers to provide faster and more accurate interventions, as well as adjust teaching approaches to individual student needs.

This approach aligns with the principles of formative assessment that enable teachers to become active facilitators in helping students achieve learning goals in a more personal way. This practice has the potential to enhance long-term learning effectiveness and reinforce the pedagogical relationship between teachers and students.

The preceding data demonstrate the considerable potential of the flipped classroom model to enhance the quality of English language instruction in secondary education. However, the success of its implementation greatly depends on technological readiness, strengthening student learning independence, and institutional support for teachers.

### Conclusion

A comprehensive review of the extant literature on the implementation of the flipped classroom approach in English language teaching at SMAN 2 Mataram reveals several notable benefits, accompanied by several significant challenges. The main benefits identified include optimization of learning time, increased student confidence and participation, and teachers' enhanced ability to provide individual support. Nonetheless, this implementation is accompanied by several obstacles. These challenges manifest in the form of technical constraints and accessibility issues, a lack of student self-discipline in independent learning, and an additional workload for teachers in creating quality digital content.

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