

## REFERENCES

- Ahlin, E. (2019). Semi-structured interviews with expert practitioners: Their validity and significant contribution to translational research. *SAGE Publications Ltd, January 2019*. <https://doi.org/10.4135/9781526466037>
- Akayoğlu, S. (2019). Teaching CALL to pre-service teachers of English in a flipped classroom. *Technology, Knowledge and Learning, 26*(1), 155–171. <https://doi.org/10.1007/s10758-019-09428-3>
- Al-Ghazo, A., & Ta'amneh, I. (2021). An exploration of teachers' perspectives towards cognitive, affective and linguistic teaching principles while teaching english as a foreign language. *Jordan Journal of Modern Languages and Literatures, 13*(1), 17–40. <https://doi.org/10.47012/JJMLL.13.1.2>
- Al-Obaydi, L. H., Shakki, F., Tawafak, R. M., Pikhart, M., & Uгла, R. L. (2023). What I know, what I want to know, what I learned: Activating EFL college students' cognitive, behavioral, and emotional engagement through structured feedback in an online environment. *Frontiers in Psychology, 13*. <https://doi.org/10.3389/fpsyg.2022.1083673>
- Alebrahim, F., & Ku, H. Y. (2020). Perceptions of student engagement in the flipped classroom: a case study. *Educational Media International, 57*(2), 128–147. <https://doi.org/10.1080/09523987.2020.1786776>
- Alicia, V. (2018). EFL classroom management (A descriptive case study at Tenth grade of MAN 4 Jakarta). *Syarif Hidayatullah State Islamic University, 1–157*. <http://repository.uinjkt.ac.id/dspace/handle/123456789/37874>
- Ameen, C. A. M., & Muhammad, H. A. (2023). Investigating the effect of flipped classroom model on Kurdish EFL University students' reading skill. *Journal of University of Human Development, 9*(2), 27–36. <https://doi.org/10.21928/juhd.v9n2y2023.pp27-36>

- Ammade, S., Rahman, A. W., & Nurhasanah. (2023). Students' cognitive engagement and academic performance in a flipped classroom model in outstanding class program. *JINoP ( Jurnal Inovasi Pembelajaran )*, 9, 98–111.
- Anggoro, K. J., Kongmanus, K., & Sengsri, S. (2023). Utilization of flipped classrooms for English instruction during the COVID-19 pandemic. *Mextesol Journal*, 47(2), 8.
- Bergmann, J., & Sams, A. (2014). Book Review: Flip your classroom: Reach every student in every class every day. In *Christian Education Journal: Research on Educational Ministry* (Vol. 11, Issue 1). <https://doi.org/10.1177/073989131401100120>
- Beyene, M. B. (2024). Female students' participation and performance in peer-led language learning (PLLL) in EFL classrooms: Bahir Dar University second year textile engineering students in focus. *EJLCC*, 7(2), 14–30. [https://doi.org/10.1108/s1479-3512\(2013\)0000027007](https://doi.org/10.1108/s1479-3512(2013)0000027007)
- Braun, V., & Clarke, V. (2013). Teaching thematic analysis: Overcoming challenges and developing strategies for effective learning. In *The SAGE Encyclopedia of Qualitative Research Methods*. <https://doi.org/10.4135/9781412963909.n451>
- Brown, H. D. (2007). Principle of language learning and teaching. In *Encyclopedia of the Sciences of Learning*.
- Cevikbas, M., & Kaiser, G. (2020). Flipped classroom as a reform-oriented approach to teaching mathematics. *ZDM - Mathematics Education*, 52(7), 1291–1305. <https://doi.org/10.1007/s11858-020-01191-5>
- Cherukunnath, D., & Singh, A. P. (2022). *Exploring cognitive processes of knowledge acquisition to upgrade academic practices*. 13(May), 1–7. <https://doi.org/10.3389/fpsyg.2022.682628>
- Corno, L., & Mandinach, E. B. (1983). The role of cognitive engagement in classroom

- learning and motivation. *Educational Psychologist*, 18(2), 88–108.  
<https://doi.org/10.1080/00461528309529266>
- Delbio, A., & Ilankumaran, M. (2018). Second language acquisition through neurolinguistic programming: A psychoanalytic approach. *International Journal of Engineering & Technology*, 7(4.36), 624.  
<https://doi.org/10.14419/ijet.v7i4.36.24212>
- Deshpande, S., Ritzenthaler, D., Sun, A., Rudert, N., & Lewis, J. (2020). A unique flipped classroom approach shows promising results in physician assistant education. *Medical Teacher*, 42(3), 285–290.  
<https://doi.org/10.1080/0142159X.2019.1679360>
- Dwirika, L. (2021). Fenomena-fenomena fonetis dalam Bahasa Indonesia dan relasi ortografisnya. *Konferensi Linguistik Tahunan Atma Jaya (KOLITA 19)*, 232–238.
- Eklund, M., & Isotalus, P. (2024). Having it both ways: learning communication skills in face-to-face and online environments. *Frontiers in Education*, 9(February), 1–16. <https://doi.org/10.3389/feduc.2024.1270164>
- Garcia, T., & Pintrich, P. R. (2023). Regulating motivation and cognition in the classroom: The role of self-schemas and self-regulatory strategies. *Research Gate, January 1994*, 127–154. <https://doi.org/10.4324/9780203763353-6>
- Ghosh, P. (2021). FCA-based approach for modeling the domain knowledge in an education system. *Journal of Mathematical and Computational Science*, 11(5), 6614–6628. <https://doi.org/10.28919/jmcs/6373>
- Gustian, K., Aridah, & Rusmawaty, D. (2023). The benefits of flipped classroom model for Efl learners. *Journal on Education*, 05(04), 13918–13935.
- Halverson, L. R., & Graham, C. R. (2019). Learner engagement in blended learning environments: A conceptual framework. *Online Learning Journal*, 23(2), 145–178. <https://doi.org/10.24059/olj.v23i2.1481>

- Han, H., Røkenes, F. M., & Krumsvik, R. J. (2023). Student teachers' perceptions of flipped classroom in EFL teacher education. *Education and Information Technologies, 0123456789*, 1–20. <https://doi.org/10.1007/s10639-023-11839-w>
- Han, K. (2021). Fostering students' autonomy and engagement in EFL classroom through proximal classroom factors: Autonomy-supportive behaviors and student-teacher relationships. *Frontiers in Psychology, 12*(October), 1–7. <https://doi.org/10.3389/fpsyg.2021.767079>
- Hanh, N. T. (2020). Silence is gold?: A study on students' silence in EFL classrooms. *International Journal of Higher Education, 9*(4), 153–160. <https://doi.org/10.5430/ijhe.v9n4p153>
- Hsieh, J. S. C., Wu, W. C. V., & Marek, M. W. (2017). Using the flipped classroom to enhance EFL learning. *Computer Assisted Language Learning, 30*(1–2), 1–21. <https://doi.org/10.1080/09588221.2015.1111910>
- Ibrahim, F., & Wahyuni, D. (2024). *Journal of English language teaching an investigation on teaching approaches in teaching English speaking skill at Harau Valley English School. 13*(1), 198–210. <https://doi.org/10.24036/jelt.v13i1.127509>
- Jamaludin, R., & Osman, S. Z. M. (2014). The use of a flipped classroom to enhance engagement and promote active learning. *Journal of Education and Practice, 5*(2), 124–131. <http://iiste.org/Journals/index.php/JEP/article/view/10648>
- Jiang, A. L., & Zhang, L. J. (2019). Chinese students' perceptions of English learning affordances and their agency in an English-medium instruction classroom context. *Language and Education, 33*(4), 322–339. <https://doi.org/10.1080/09500782.2019.1578789>
- Kandila, D. P., Dewi, N. S. N., & Pujasari, R. S. (2021). Teacher's perception of students' silence in EFL classroom: A case study. *Teaching & Learning English*

in *Multicultural Contexts*, 5(1), 20–34.  
<http://jurnal.unsil.ac.id/index.php/tlemc/index>

- Khasawneh, M. A. S. (2023). The effectiveness of the flipped learning strategy in developing the critical thinking and accounting skills of commercial technical secondary school students. *Journal of Namibian Studies*, 66(6), 107–126. <https://doi.org/10.32744/pse.2023.6.6>
- Khodaei, S., Hasanvand, S., Gholami, M., Mokhayeri, Y., & Amini, M. (2022). The effect of the online flipped classroom on self-directed learning readiness and metacognitive awareness in nursing students during the COVID-19 pandemic. *BMC Nursing*, 21(1), 1–10. <https://doi.org/10.1186/s12912-022-00804-6>
- Loizou, M. (2022). Digital tools and the flipped classroom approach in primary education. *Frontiers in Education*, 7(February), 1–8. <https://doi.org/10.3389/educ.2022.793450>
- Ma'ruufah, M. A., Triyanti, & Riyadi. (2024). Student perspectives about the flipped classroom model that used to improve civic literacy. *Pegem Journal of Education and Instruction*, 14(2), 275–280. <https://doi.org/10.47750/pegegog.14.02.31>
- Namaziandost, E., & Cakmak, F. (2020). An account of EFL learners' listening comprehension and critical thinking in the flipped classroom model. *Cogent Education*, 7(1). <https://doi.org/10.1080/2331186X.2020.1835150>
- Namestovski, Ž., & Kovari, A. (2022). Framework for preparation of engaging online educational materials—A cognitive approach. *Applied Sciences (Switzerland)*, 12(3). <https://doi.org/10.3390/app12031745>
- Ortin, S. P., & Mayor, P. R. (2020). *Using literature in the EFL classroom*.
- Reidsema, C., Kavanagh, L., Hadgraft, R., & Smith, N. (2017). Designing an active learning environment architecture within a flipped classroom for developing first year student engineers. In *Springer Nature Singapore*.

[https://doi.org/10.1007/978-981-10-3413-8\\_7](https://doi.org/10.1007/978-981-10-3413-8_7)

- Şahin, Ş. N., & Tavail, Z. M. (2023). The effect of flipped classroom model on the vocabulary learning and retention of young EFL learners. *The Journal of Language Teaching and Learning: JLTL*, 13(1), 42–58.
- Shadiev, R., & Yang, M. (2020). Review of studies on technology-enhanced language learning and teaching. *School of Education Science*, 12(2). <https://doi.org/10.3390/su12020524>
- Smith, T. E., Rama, P. S., & Helms, J. R. (2018). Teaching critical thinking in a GE class: A flipped model. *Elsevier*, 28(November 2017), 73–83. <https://doi.org/10.1016/j.tsc.2018.02.010>
- Stunzaite, A., Skorupa, P., & Duboviciene, T. (2024). Fostering creative english for specific purposes studies: implementation of flipped classroom method during covid-19 pandemic at Antanas Gustaitis' Aviation Institute, Vilnius Gediminas Technical University, Lithuania. *Vilnius Gediminas Technical University*, 17(1), 117–130.
- Sugrah, N., Suyanta, & Wiyarsi, A. (2023). Promoting students' critical thinking and scientific attitudes through socio-scientific issues-based flipped classroom. *LUMAT: International Journal on Math, Science and Technology Education*, 11(1), 140–165. <https://doi.org/10.31129/LUMAT.11.1.1856>
- Tang, H., Mao, L., Wang, F., & Zhang, H. (2022). A validation study for a short-version scale to assess 21st century skills in flipped EFL classrooms. *Oxford Review of Education*, 48(2), 148–165. <https://doi.org/10.1080/03054985.2021.1935226>
- Thao, L. T., Uyen, D. P., Thi, N., Nhu, H., Nghi, D. D., & Khanh, V. H. (2024). *Original research article optimal pedagogical strategies in research methodology: Insights from student experiences*. 9(4), 1–22.

<https://doi.org/10.54517/esp.v9i4.2342>

- Tsai, M. N., Liao, Y. F., Chang, Y. L., & Chen, H. C. (2020). A brainstorming flipped classroom approach for improving students' learning performance, motivation, teacher-student interaction and creativity in a civics education class. *Thinking Skills and Creativity*, 38(September), 100747. <https://doi.org/10.1016/j.tsc.2020.100747>
- Utami, U., Ghufron, A., & Setiawati, F. . (2024). A systematic literature review of flipped classroom: Is it effective on student learning in elementary school? *Pegem Journal of Education and Instruction*, 14(1), 244–251. <https://doi.org/10.47750/pegegog.14.01.27>
- Vuong, N. H. A., Tan, C. K., & Lee, K. W. (2018). Students' perceived challenges of attending a flipped EFL Classroom in VietNam. *Theory and Practice in Language Studies*, 8(11), 1504. <https://doi.org/10.17507/tpls.0811.16>
- Wan, Y. (2021). Why are they so quiet? Exploring reticent and passive East Asian ESL students in the U.S. classrooms. *Open Journal of Modern Linguistics*, 11(06), 942–954. <https://doi.org/10.4236/ojml.2021.116073>
- Wang, K., Zhu, C., Li, S., & Sang, G. (2023). Using revised community of inquiry framework to scaffold MOOC-based flipped learning. *Interactive Learning Environments*, 31(10), 7420–7432. <https://doi.org/10.1080/10494820.2022.2071948>
- Wang, Z., & Qian, J. (2020). Action research on flipped classroom model in Chinese context of English linguistics teaching. *Journal of Physics: Conference Series*, 1533(4). <https://doi.org/10.1088/1742-6596/1533/4/042083>
- Yin, R. K. (2018). Case study research and applications: Design and methods (6th edition). In *Journal of Hospitality & Tourism Research* (Vol. 53, Issue 5). <https://doi.org/10.1177/109634809702100108>

- Yulianti, Y. A., & Wulandari, D. (2021). Flipped classroom : Model pembelajaran untuk mencapai kecakapan abad 21 sesuai kurikulum 2013. *Jurnal Kependidikan: Jurnal Hasil Penelitian Dan Kajian Kepustakaan Di Bidang Pendidikan, Pengajaran Dan Pembelajaran*, 7(2), 372. <https://doi.org/10.33394/jk.v7i2.3209>
- Zain, F. M., & Sailin, S. N. (2020). Students' experience with flipped learning approach in higher education. *Universal Journal of Educational Research*, 8(10), 4946–4958. <https://doi.org/10.13189/ujer.2020.081067>
- Ziru, W., & Shaojie, W. (2022). An empirical study on the effectiveness of FCM in college english teaching. *International Journal of New Developments in Education*, 4(16), 27–31. <https://doi.org/10.25236/ijnde.2022.041605>