ABSTRACT

DEWI INDRIYANI, 2024. "CHALLENGES AND BENEFITS OF THE FLIPPED CLASSROOM MODEL ON STUDENTS' COGNITIVE ENGAGEMENT IN AN EFL CLASSROOM". English Education Department. Faculty of Teacher Training and Education (FKIP). Siliwangi University. Tasikmalaya.

An interesting phenomenon was observed in the Technology Enhanced Language Learning (TELL) course with the Flipped Classroom Model (FCM) approach, where students' cognitive engagement appeared to be strong. This shows that FCM is effective in overcoming students' silence and increasing cognitive engagement in English learning. This research aims to identify the challenges and benefits of using FCM on students' cognitive engagement in English as a foreign language (EFL) classes. The research method employed was a descriptive case study involving two students who had completed the TELL course at a universities in Tasikmalaya. Data collection was carried out through semi-structured interviews, and data analysis followed a thematic analysis approach (Braun & Clarke, 2006). The research results reveal two main themes: challenges and benefits of using FCM on students' cognitive engagement in EFL classes. The challenges faced include (1) barriers in online collaboration; and (2) difficulties in adapting to the FCM approach. Meanwhile, the challenges include (1) supporting learning autonomy through self-regulation; (2) enhancing students' motivation in learning; and (3) increasing students' active participation. The conclusion of this research is that FCM can be an effective teaching method for increasing students' cognitive engagement, despite the challenges faced. Therefore, teachers can consider these challenges and benefits as a reference for improving learning.

Keywords: EFL Classroom, Flipped Classroom Model, Students' Cognitive Engagement