INDONESIAN TEACHERS' EXPERIENCES OF USING FLIPPED CLASSROOMS DURING THE EMERGENCY EFL REMOTE TEACHING: A NARRATIVE STUDY

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ENGLISH EDUCATION STUDY PROGRAM

LANGUAGE AND ARTS EDUCATION DEPARTMENT

FACULTY OF EDUCATION

JEMBER UNIVERSITY

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THESIS

Composed to Fulfill One of Requirements to Obtain S1 degree at the EnglishEducation Study Program of the Language and Arts Education Department, Faculty of Education, Jember University

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DEDICATION

This thesis is honorably dedicated to:

1. My dearest family: my parents Abdul Rohman and Supiyatiningsih (almh), my grandparent Jumadi, my aunty Isnaini, and my sister Melani Cinta Suffika Umari, thank you for your endless love, support, and prayer.

2. My beloved lecturers, thank you for the guidance and precious knowledge that have been given to me.
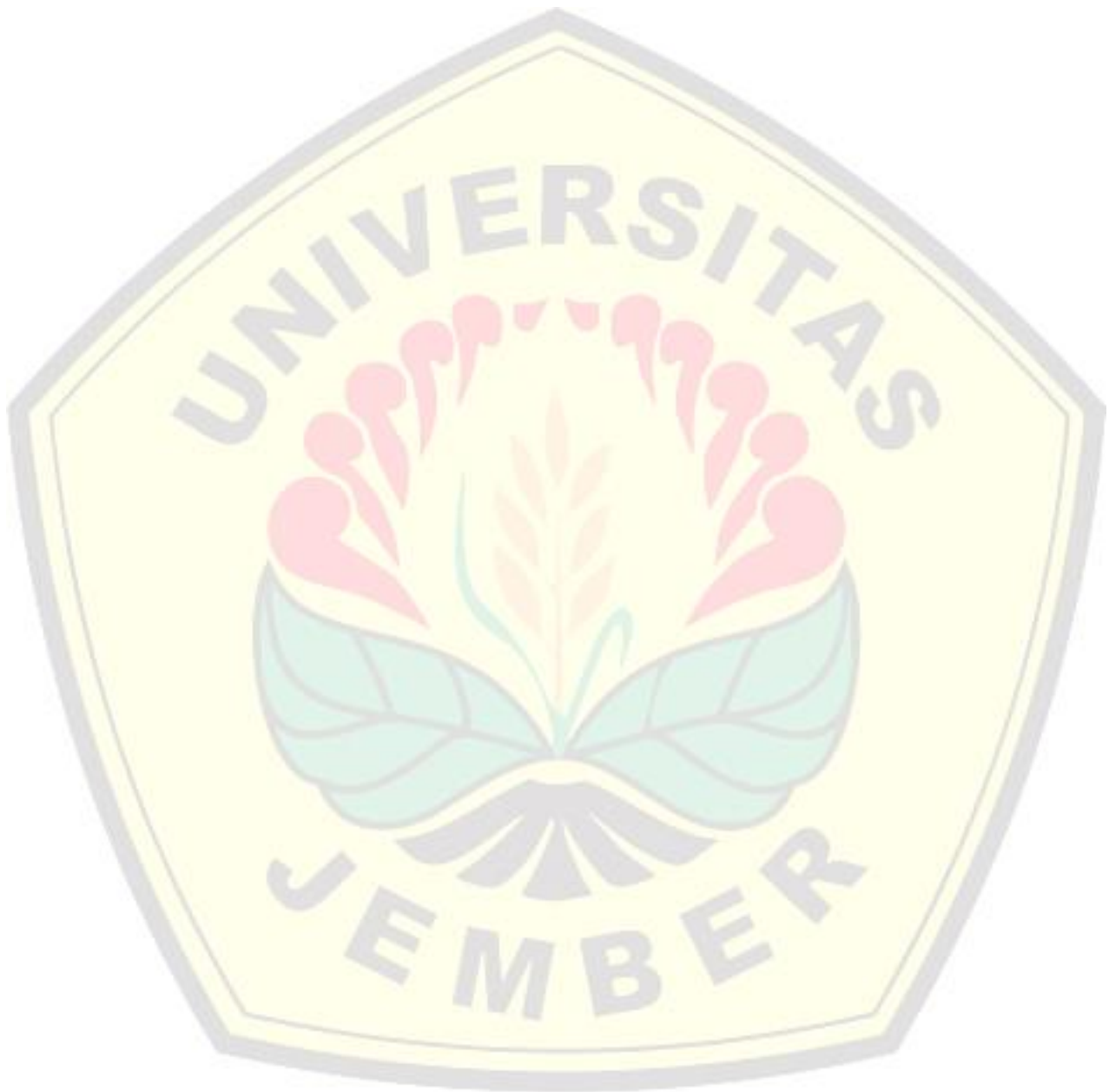
3. All of my friends.
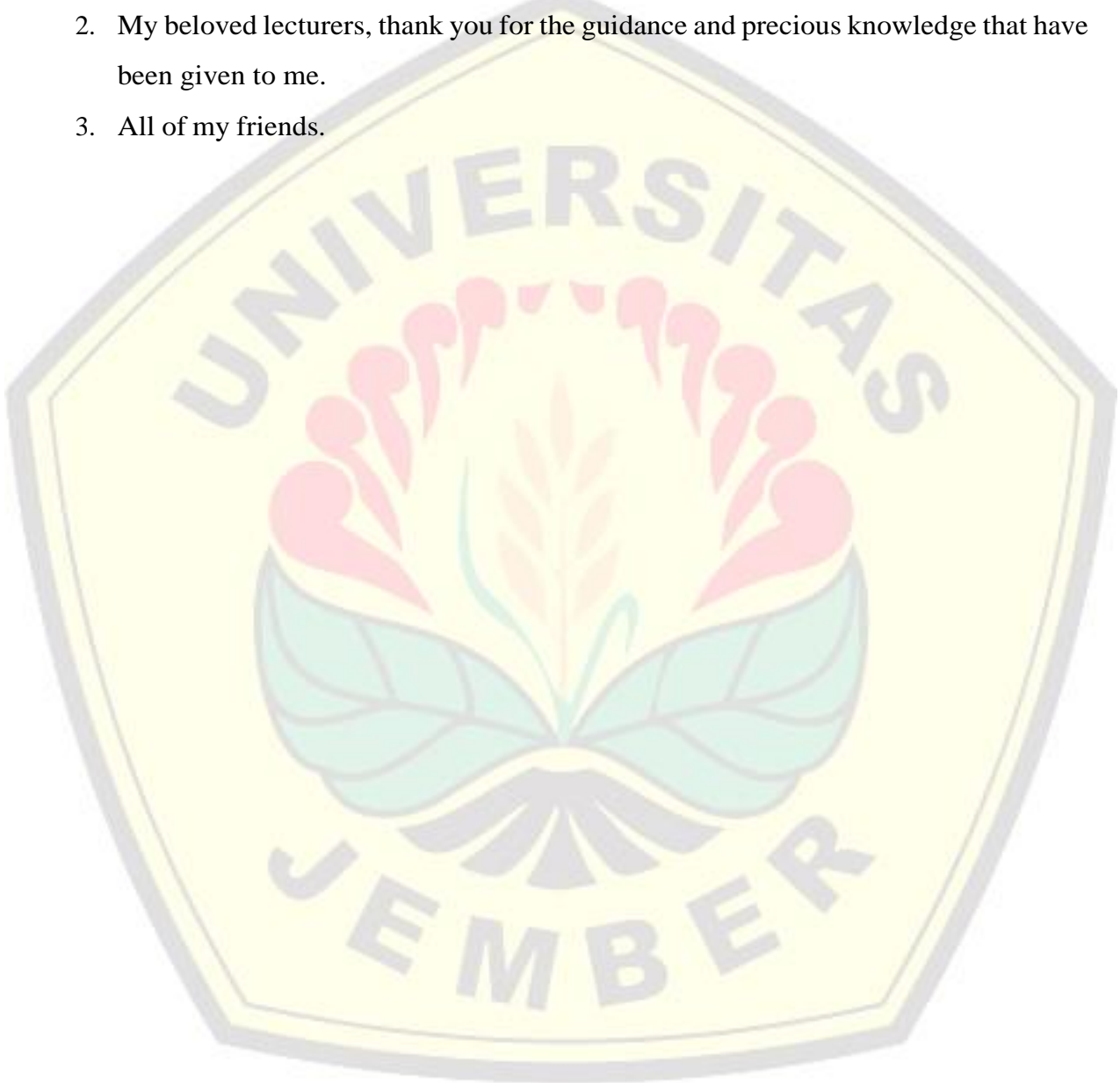
MOTTO

The greatest sign of success for a teacher is to able to say, "The children are now

working asif I did not exist"

(Maria Montessori)

iii

STATEMENT OF AUTHENTICITY

I certify that this thesis is an original and authentic piece of work by the author. Therefore, all materials incorporated from secondary sources have been fully acknowledged and referenced.

I certify that the content of the thesis is the result of work that has been carried out since the official commencement date of the approved thesis title; this thesis has not been submitted previously, in whole or in part, to qualify for any other academic award; ethics procedures and guidelines of thesis writing from the university and the faculty have been followed.

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CONSULTANT APPROVAL

INDONESIAN TEACHERS' EXPERIENCES OF USING FLIPPED CLASSROOMS DURING THE EMERGENCY EFL REMOTE TEACHING: A NARRATIVE STUDY

THESIS

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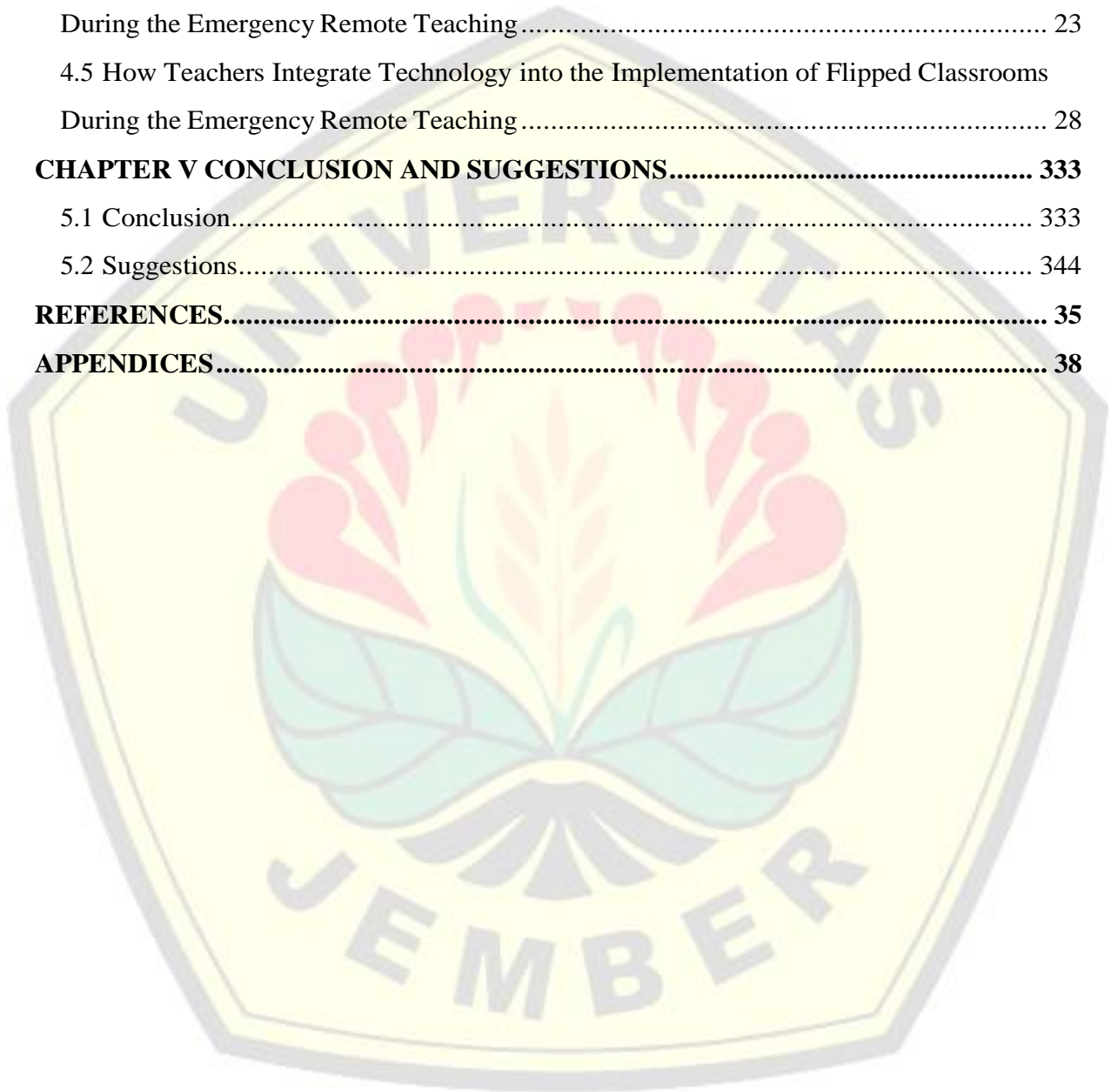
Jember, 6 September 2022

The Writer

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SUMMARY

Indonesian Teachers' Experiences of Using Flipped Classrooms During The Emergency EFL Remote Teaching: A Narrative Study; Pingky Putri Rahayu; 180210401125; 2022; 82 pages; English Education Study Program, Language and Arts Department, Faculty of Education, Jember University.

During the emergency remote teaching where all teaching and learning activity have to be conducted online due to the Covid-19 pandemic, teachers are required to adopt suitable teaching strategy to best conduct the online class. One of the common pedagogical strategies that incorporates technology in the delivery of the learning material is flipped learning, often known as flipped classroom. According to Bergmann and Sams (2012), the concept of flipped classroom is doing the activities which are usually completed in a class at home. In other words, this strategy requires students to learn the materials prior to teaching and learning activities that will be conducted in class. Flipped classroom might provide useful incorporation of human and technology to work together in order to provide the best learning opportunities for students (Hockly & Dudeney, 2018).

The aim of this study was to explore EFL secondary teachers' experiences of using flipped classrooms in Indonesian secondary EFL contexts during the emergency remote teaching due to Covid-19 pandemic. I conducted this study at two public junior high schools located in Jember by employing a narrative research design which aims to explore stories about people's lives and/or experiences. I collected the data by conducting a one on one narrative interview that was followed by a semi-structured interview. Two sessions of the narrative interview were audio recorded while two sessions of the semi-structured interview were video recorded through Zoom Meeting. These interview results were transcribed afterwards.

To analyze my data, I used categorical-content perspective from Lieblich, Tuval-Mashiach, and Zilber (1998). The analysis revealed four emergent content categories. The first content category is how the flipped classroom facilitates teachers to teach English during the emergency remote teaching. I identified the category from the codes of the advantages of conducting flipped classrooms and students' positive attitudes towards the flipped classroom. The second content category is how flipped classrooms post challenges

to teachers to teach English during emergency remote teaching.

I identified the category from the codes of the challenges to conduct flipped classrooms and students' negative attitudes towards the flipped classroom. The third content category is how teachers optimize student learning outcomes in the flipped classroom during the emergency remote teaching. I identified the category from the codes of encouraging students to stay motivated, encouraging parents to support their children's learning, and encouraging the school to provide support for students in need. The fourth content category is how teachers integrate technology into the implementation of flipped classrooms during the emergency remote teaching. I identified the category from the codes of integrating technology to conduct the flipped classroom, integrating technology to facilitate the teaching and learning activity, and integrating technology to interact with students and parents. In the finding, I portrayed the Indonesian EFL secondary teachers' experiences of using flipped classrooms to teach English during the emergency remote teaching which revealed how a flipped classroom facilitates and posts challenges to them to teach English, how they optimize student learning outcomes, and how they integrate technology into the implementation of a flipped classroom during the emergency remote teaching.

CHAPTER 1

INTRODUCTION

This chapter provides information regarding the research topic which includes the research background, question, objective, and contributions.

1.1 Research Background

Emergency Remote Teaching (ERT) is a rapid temporary shifting from traditional instructional mode to online instructional mode due to a massive disaster (Hodges, Moore, Lockee, Trust, & Bond, 2020), which in this case is Covid-19 pandemic. It results in the escalating importance of embedding technological media into teaching and learning activities. Flipped learning or flipped classroom is one of the popular pedagogical strategies that integrates technology in delivering the learning material. There has been a rapidly growing body of literature on the flipped classroom topic since 2013 (Hwang, Yin, & Chu 2019). The practice of a flipped classroom was first introduced by Jonathan Bergmann and Aaron Sams in 2007, as their students missed their classes because of sport activities (Rahman, Yunus, & Hashim 2020). According toBergmann and Sams (2012), the concept of flipped classroom is doing the activities which are usually completed in a class at home. In line with this, Abeysekera and Dawson (2015) mentioned that in a flipped classroom, information transfers carried out in a traditional classroom are transferred outside of the classroom. In other words, this strategy requires students to learn the materials prior to teaching and learning activities that will be conducted in class.

According to Hockly and Dudeney (2018), flipped classroom might provide useful incorporation of human and technology to work together in order to provide the best learning opportunities for students. One of the reasons for implementing flipped classroom is to optimize students' lesson time (Sargent & Casey, 2020) in which their class time will not be spent on listening to the teacher's explanation about the material, but on their active activities to perform the tasks. Moreover, Santos and Serpa (2020) stated that in terms of promoting active learning, flipped classroom is a prominent strategy to take advantage of the knowledge of active

construction. In relation to advantages offered in a flipped classroom, students are able to rewatch the previously shared lecture video at any time and at their own learning pace (Rahman, Yunus, & Hashim 2020). Rewatching the lecture video many times allows them to strengthen and deepen their understanding as they get repeated exposure to the learning material (Hsieh, Wu, & Marek 2017).

In recent years, many studies have been conducted on the implementation of flipped classrooms in ELT contexts. By employing a qualitative research design, positiveperceptions on the implementation of flipped classrooms were reported in which it savedmore class time to allow students to practice (Webb, Doman, and Pusey 2014; Basal 2015; Yang and Chen 2019). It was also found that flipped learning enhanced classroom interaction (Gough, Dejong, Grundmeyer, and Baron 2017; Abdul Kader 2020). Then, by adopting different research designs ranging from qualitative to quantitative research design, the researchers found not only the opportunities but also the challenges of flippedclassrooms in which teachers had a workload to prepare flipped learning materials since it needed large effort and time (Yang 2017; Long, Cummins, and Waugh 2017; Aghaei, Rajabi, Lie, and Ajam 2019; Unal, Unal, and Bodur 2021). Another challenge of a flipped classroom revealed by Nguyen (2018) was students' lack of personal computers which resulted in students coming to class unprepared. In terms of integrating technologyinto a flipped classroom during the Covid-19 pandemic, Reflianto, Setyosari, Kuswandi, and Widiati (2021) found that the Microsoft Team performs better than WhatsApp toward the college students' reading comprehension skills.

Based on the aforementioned previous studies, by employing diverse research designs, the participants' perceptions were explored to find both opportunities and challenges of using flipped classrooms in ELT. However, there is little study on the implementation of a flipped classroom using qualitative research design at the secondary level, especially to explore the EFL teacher's experiences, since most studies conducted in higher education (Birgili, Seggie, & Oğuz 2021) examined the perceptions of how a flipped classroom benefits and challenges the students only. Therefore, to fill this gap, this narrative study aims to investigate

Indonesian secondary EFL teachers' experiences of using flipped classrooms during the emergency remote teaching.

1.2 Research Question

The present study focuses on answering one research question: What are the Indonesian EFL secondary teachers' experiences of using flipped classrooms to teach English during the emergency remote teaching?

1.3 Research Objective

Following the research question, the objective of this research is to explore EFL secondary teachers' experiences of using flipped classrooms in Indonesian secondary EFL contexts during the emergency remote teaching due to Covid-19 pandemic.

1.4 Research Contributions

The results of this research are expected to contribute empirically and practically. Empirically, the results of this research are expected to be meaningful as a reference for other researchers to conduct a further research on this particular topic of flipped classrooms in EFL contexts at any level in the area of English language teaching and learning. Practically, it is expected that the results of this research are meaningful to provide insights into the implementation of flipped learning practices during the emergency remote teaching, especially for the English teachers in the EFL secondary schools in Indonesia.

CHAPTER II

RELATED LITERATURE REVIEW

The related literature review in this chapter deals with the theories related to the theory of experience, emergency remote teaching in EFL, the nature of Flipped Learning and its implementation in EFL contexts, opportunities and challenges of Flipped Learning in Indonesia, and previous studies.

2.1 Experience

Experience is defined by John Dewey (as cited in Boydston, 2008) as the embodiment of organism-environment interactions. In a more specific way, Erlich (2003) described an individual's experience in the matter of the real events that occurred to him or her, or his or her long, cumulative life experience. Acampado (2019) explained the types of experience according to John Dewey. Dewey divides experience into two types: primary and secondary experiences. The ordinary, direct interaction with objects is calledprimary experience while the reflection of the primary experience and is driven by intellectual activity is called secondary experience. Furthermore, primary experience recognizes the truth in empiricism that may be discovered via direct interaction of things,whereas secondary experience, which is associated with idealism, occurs after direct interactions (Acampado, 2019). In terms of pedagogical experience in this case, Harrell- Levy (2018) explained that pedagogical experience assessed how people lived and experienced pedagogical relationships in the classroom. In this study, I focused on the participants' pedagogical secondary experiences.

2.2 Emergency Remote Teaching

Due to Covid-19 pandemic, public places including schools were shut down by the national governments. It caused the teaching and learning process in many countries all around the world had to rapidly shift from face-to-face to online learning (Karakose, 2021). According to Hodges, Moore, Lockee, Trust, and Bond (2020), this rapid temporary shifting from traditional instructional mode to online instructional mode due to a massive disaster is defined as ERT (Emergency Remote Teaching).

ERT attempts to provide rapid access to education in a way that is simple to

deployand accessible after one disaster or crisis (Yundayani, Abdullah, Tandiana, & Sutrisno, 2021). Unlike the online courses, which are intended to be provided virtually from the beginning (Hodges, Moore, Lockee, Trust, & Bond, 2020), ERT is not initially designed to provide online instruction but the abrupt shift from the traditional to online instructionals. Thus, the instructions will return to its previous state after the emergency has ended (Yundayani, Abdullah, Tandiana, & Sutrisno, 2021).

Not only has face-to-face learning had shifted to online learning, teachers' roles must also adjust to the current situation and conditions due to the Covid-19 pandemic. Asreported by Thumvichit (2021), teachers were found to take a number of agentic actions in teaching remotely, including attempting to foster an interactive learning environment, utilizing social media platforms to make up for the loss of in-person interaction, working together with students to modify their teaching methods, implementing various teaching strategies, encouraging autonomous learning, and integrating formative assessment approaches to instruction and evaluation.

2.3 Flipped Classroom Practices in The Teaching of English as a Foreign Language

Flipped classroom is a pedagogical strategy in which the teacher gives the learningmaterials prior to the teaching and learning process in class. Kawinkoonlasate (2019) mentioned that students will learn the materials outside the class by watching videos of the lesson presentation and/or downloading the materials uploaded by the teacher on e- Learning or downloading any related materials on the Internet. As a result, students havealready had the theoretical knowledge as well as understanding related to the learning topic that will be discussed in class (Kawinkoonlasate, 2019). Bergmann and Sams (2012) who introduced a practice of flipped classroom in 2007 stated that the concept of flipped classroom is completing the activities that are usually done in class to be done at home. In line with this, Sargent and Casey (2020) described flipped classroom as a pedagogical strategy that inverts the notion of a traditional classroom where the entire teaching and learning process is conducted in class.

Compared to the traditional classroom, the teacher's role in the flipped classroom is no longer as the presenter of "ready-made knowledge" (Evseeva & Solozhenko, 2015, p. 217) but as the facilitator. In this case, instead of explaining all the learning materials to the students, the teacher's role is to facilitate the students in acquiring the knowledge by themselves. As a result, the learning process is pivoted on

the students while the teacher is in charge of giving feedback to aid students' learning (Bergmann & Sams, 2012). According to El Miedany (2019), flipped classroom and traditional classroom aredifferent in the terms of their learning phase in which the students in the flipped classroom are required to obtain the learning content before coming to the class so that in class, they are able to readily learn how to apply even evaluate the learning content they have obtained previously. Another difference between flipped classroom and traditional classroom is the class time management as stated by Bergmann and Sams (2012) in which the most class time is spent on students' hands-on and problem-solving activities.

In the context of teaching English, the use of a flipped classroom strategy in English as a Foreign Language (EFL) contexts is distinct from that one in English as a Second Language (ESL) contexts. It is due to the different nature between them in whichthe students in EFL contexts have fewer opportunities to practice their English skills outside the class than those in ESL contexts (Lee & Wallace, 2018). According to Lee and Wallace (2018), the EFL students found a flipped classroom as an effective approach to learn English since they got more opportunities to practice English either in class or athome. Besides, Chen Hsieh, Wu, and Marek (2017) found that in an EFL flipped classroom, the students were highly motivated, had increased participation, and engagedin the learning task during the teaching and learning process. Also, they noted that it becomes prominent to show students the formative benefits and results of the instructional design in useful outcomes when using a flipped classroom approach to teach foreign language. Doman and Webb (2017) who also investigated EFL students' perceptions toward the flipped classroom revealed that the students become more prepared and active in class when they were under the flipped classroom approach.

students in a university in Indonesia are the improvement of learning confidence and motivation, better interactions with classmates and teachers, better learning engagement,the improvement of soft skills such as critical thinking skills, and better learning management. Similarly, Harunasari (2020) found that the flipped classroom aids in encouraging students to obtain a better understanding and language skill performance.

Despite the opportunities offered by the flipped classroom, there are also several challenges in the implementation of this strategy. Kartika, Suroso, Design, No, and

Syahdan (2018) noted that one of their respondents said that it will be difficult to implement a flipped classroom strategy throughout Indonesian schools since there are still some areas in Indonesia that lack internet access. In line with this, Lestari (2021) reported that students perceived the use of lecture video in a flipped classroom negatively because of poor internet connection. Moreover, she also found some students become unmotivated to learn the materials due to the nature of EFL students themselves in which they might feel overwhelmed when they are required to learn the materials delivered in English all by themselves since English is not their mother tongue. Lestari and Sundari (2021) also reported the challenges of a flipped classroom in which the students have difficulties to stay focused on their learning activities, slow internet connections, and long duration lecture videos that hinder them to obtain a successful learning.

2.4 Previous Studies on The Flipped Learning Experiences in English LanguageTeaching and Learning

In recent years, flipped learning practices have become a popular interest to be investigated by researchers from many countries such as China, Turkey, The US, Vietnam, Iran, Singapore, and Indonesia. To start with, Webb, Doman, and Pusey (2014) conducted a case study in Macau, China. They investigated students' perceptions as wellas teachers' perceptions and experiences before, during, and after flipping the classroom in the EFL context. Findings on the teacher's side showed that initially the three out of four teachers seemed skeptical about flipping the classroom. During flipping the classroom, three out of four teachers mentioned the increased amount of time on online material preparation and the students seemed not very interested in that online material. However, two out of four teachers reported that flipping the classroom saved more class time for students to learn and practice English for upcoming tasks. In the end of the study, three out of four teachers showed positive perceptions after flipping the classroom in which the flipped classroom is able to enhance students' learning.

Basal (2015) implemented the flipped classroom in the Advanced Reading and Writing I-II course in an English Language Teaching Department of a state university in Istanbul, Turkey. He then investigated the pre-service teachers' perceptions who enrolledthe course toward the implementation of flipped classrooms. The results

showed that theparticipants experienced some benefits during the flipped classroom such as the flipped classroom enabled them to learn at their own pace and gave them the opportunity to be prepared with the material in advance. Moreover, it could overcome the limitations of class time and increase the students' participation.

Conducting an action research in Hong Kong to find out college teachers' and students' perceptions toward the flipped classroom in an English Language course, Yang(2017) found that although both teachers and students had a positive perception in which the idea of flipped classroom was creative and interesting to promote students' active learning, the teachers believed that a flipped classroom would only be useful for more motivated students, and that the additional workload of finding or creating appropriate pre-lesson online videos would be the main concern for teachers. Moreover, one of the teachers believed that the flipped classroom is not appropriate for the English Language course, which emphasizes the use of language in context rather than the mastery of knowledge or concepts as in other disciplines. However, both teachers stated that the flipped classroom is useful to teach grammar.

Gough, Dejong, Grundmeyer, and Baron (2017) administered a survey in Southwest and South Central Minnesota to investigate the K-12 teachers' perceptions toward the flipped classroom. The results showed that the flipped classroom was beneficial for absent and struggling students since they could access and rewatch the lecture videos at any time and many times. Other advantages of the flipped classroom mentioned by teachers were the increase in time for active learning and various learning activities as well as the increase in student and teacher interaction. However, the teachersagreed that for some students in a flipped classroom, access to technology outside of school could be a problem. Around the same year, Long, Cummins, and Waugh (2017) investigated eight instructors from a university in the Southeastern US regarding their perspectives on the flipped classroom in which two of them were Foreign Language teachers. They reported that all instructors perceived the flipped classroom in a positive way. The two foreign language teachers said that their students found the pre-learning materials were useful. All instructors reported that students could have more time to practice and apply the learned knowledge in class as well as have immediate assistance with more instructions to the difficult topic. On the other hand, all eight instructors indicated that the lack of student preparation before coming to the class constituted a major roadblock in the flipped classroom

learning process. The preparation for flipped classroom instruction which took large time and effort was another most challenging problem.

Investigating the impact of the flipped classroom on the development of English language learners' skills at the college level in Vietnam, Nguyen (2018) reported that students improved all four English skills and they valued the use of a flipped classroom strategy in every class. The researcher who was also the teacher in the observed classes did a reflection on her own teaching. Although there were administrative obstacles to applying the flipped classroom model into daily teaching, knowing that her students wereexcited about the flipped classroom encouraged her to continue on this educational path with them. Besides, she mentioned one of the challenges she faced with her flipped classroom was students' lack of personal computers, which meant that a few students would show up to class without any notes or answers to the video questions.

By employing a narrative inquiry, Aghaei, Rajabi, Lie, and Ajam (2019) described the complexity of flipped learning practices in an Iranian EFL class. Findings of this study showed both positive and negative perceptions from teacher's and students' experiences of flipped learning. Although the teacher valued the flipped learning model helping her to expose clearer sight of her students' educational progress to their parents, this model was considered challenging since she had a workload to develop flipped learning materials. Besides, inadequate infrastructure in class and over student-centered practices as well as reliance on old-fashioned classroom layout contributed to the challenging of the flipped learning model. Likewise, the students appreciated the flippedlearning model for its ubiquitous, more independent, and autonomous learning nature which helps them to learn the learning content in more depth. However, they found flipped learning activities time-consuming. Moreover, they blamed inadequate infrastructure outside class and teacher's unavailability to provide flipped learning activities outside class.

At the primary level, Yang and Chen (2019) and Kader (2020) conducted a study regarding the implementation of flipped classrooms respectively in China and Singapore.Yang and Chen (2019) investigated teachers' and students' perceptions toward the flipped classroom model in a primary English classroom. This study which took place inChina indicated the generally positive perceptions expressed by students toward the flipped classroom strategy in which they can learn at their own pace and

time schedule. The teachers themselves also found this strategy beneficial to save more class time to be spent on students' practice. On the other hand, Kader (2020) who investigated a Math teacher and English teacher in Singapore primary classrooms revealed that the teachers saw the flipped classroom practice as offering possibilities for classroom interactions, particularly when students participate in group work discussions in class. Specifically, flipped lessons, according to the English teacher's interview data and lesson plans, have allowed students to interact with each other as well as with the teacher.

In the US, Unal, Unal, and Bodur (2021) performed a quantitative study to examine the middle school teachers' perceptions of the flipped classroom. They found that most teachers perceived the use of flipped classrooms positively in which they agreed that the flipped classroom eliminates passive learning and encourages students to form stronger bonds with their peers via cooperation and collaboration. Moreover, they agreed that students become fully aware of their responsibility for their learning and attend the class with preparation. However, the teachers agreed that preparing materials for flipped classrooms was time consuming, determining whether students had actually watched the lecture video, and accessing the video was difficult for some students because of the additional technology needed outside of school. Around the same year, Reflianto, Setyosari, Kuswandi, and Widiati (2021) examined the effect of an online flipped classroom using Microsoft Team and WhatsApp toward the indonesian college students' reading comprehension skills during the Covid-19 pandemic using a quasi- experimental model. They found that using the Microsoft Team on a flipped classroom outperforms WhatsApp when it comes to teaching reading comprehension. The Microsoft Team proved to be more effective than WhatsApp when adopting an online- based flipped classroom strategy since it has many features to support distance learning.

Concisely, most of the preliminary studies above revealed positive perceptions from the participants regarding the use of a flipped classroom strategy in English language teaching and learning. However, little study is known on the implementation of a flipped classroom during the emergency remote teaching using qualitative research design in secondary EFL schools, especially to explore the teachers' experiences, since most previous studies took place in higher education and examined only the perception of howit becomes beneficial and challenging for students in

learning English. To fill this gap, this narrative study aims to investigate the teachers' experiences of using flipped classrooms during the emergency remote teaching in Indonesian secondary EFL schools.

CHAPTER III

RESEARCH METHODOLOGY
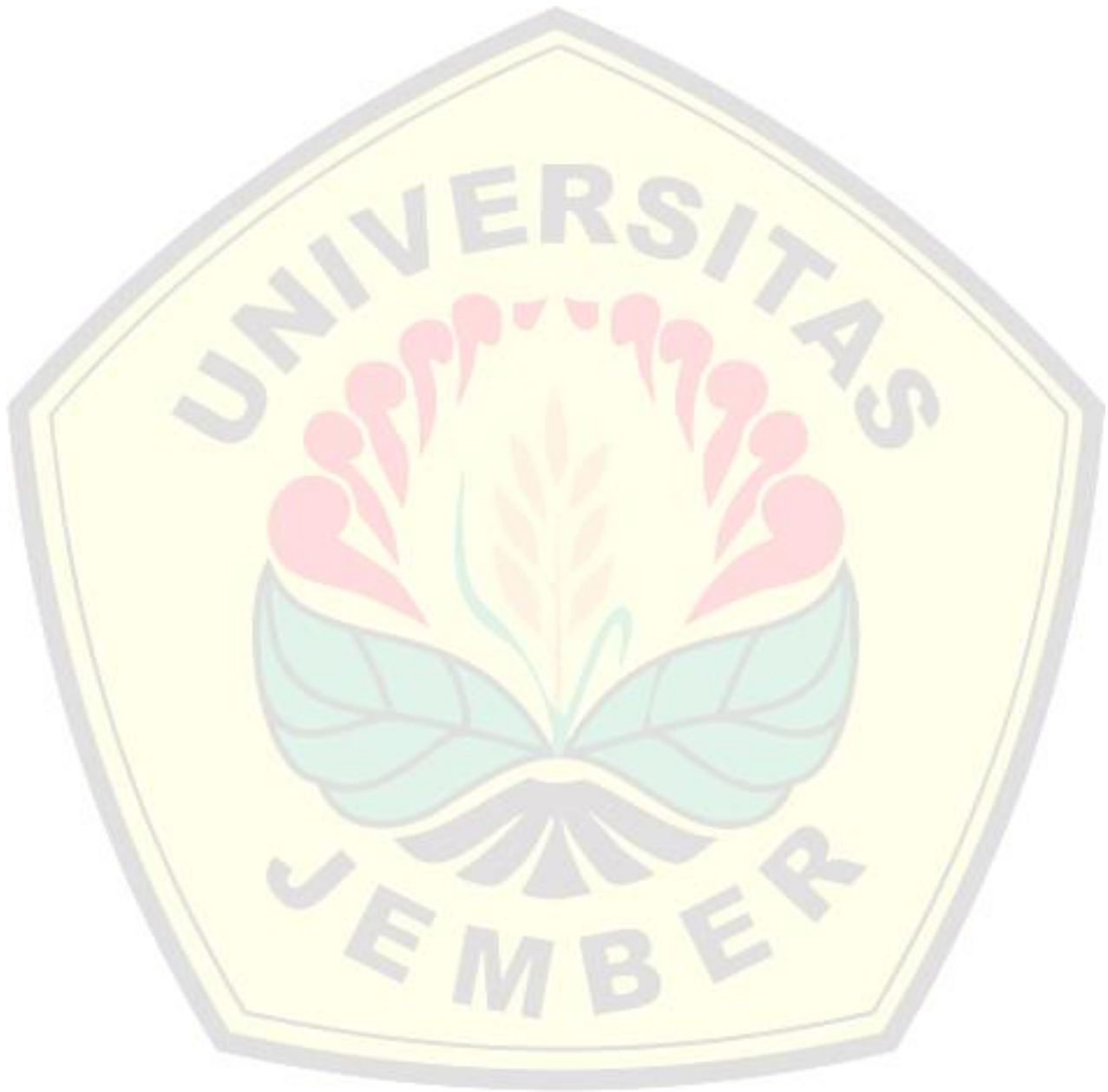
This chapter highlights the research methodology proposed for this research which involves the research design, context, participants, data collection, and analysis methods.

3.1 Research Design

Narrative inquiry is, I consider, most suitable for this study since I explored the teacher's experiences on the related topic that was the use of online flipped classrooms. According to Connelly and Clandinin (1990), narrative inquiry or narrative study aims to explore stories about people's lives and/or experiences. Narrative inquiry encompasses all aspects related to a person's experiences or views from time to time and reports on interactions between an individual's experience and the cultural context (Clandinin & Connelly, 2000). This type of study allows the researcher to probe experiences and views about the phenomenon being explored which in this case is participants' stories.

In this case, narrative inquiry aided in rationalizing the ambiguity and complexity (Clandinin & Connelly, 2000) on participants' experiences on the related topic that was flipped learning since it was established through stories and meanings on experiences that lived. Moreover, many of the studies that undergo the research topic of flipped learning only investigated the outcome after applying flipped learning in classes, overlooking the views on how the teachers experience a flipped classroom and how it facilitated and challenged the teachers themselves in teaching English. Hence, narrative inquiry can act as a response to the dominant paradigmatic Education and Information Technology mode of thought, which uses reasoned analysis and empirical observation applied to clarify cause and effect (Creswell & Miller, 2000). It aims to forecast the reality that is being presupposed and to produce a verifiable truth in which it will be accepted or rejected in the literature exploring flipped learning practices (Aghaei, Rajabi, Lie, & Ajam, 2019).

3.2 Research Context

This narrative study was conducted at two Public Junior High Schools in Jember, East Java, Indonesia. These sites were purposefully selected as the research settings for a number of reasons which aided in facilitating me to conduct this study.

For the first school, I got access to conduct the present study from the English teacher who became the participant of this study who was my supervisor when I did my teaching practicum program in this school. As for the second school, I got access to conduct this study from the English teacher who was recommended by my undergraduate thesis consultant to be the participant of this study. Therefore, I got easy access from the principals through the help of the English teachers. Second, these schools are two of few schools which adopt aflipped classroom strategy in English classes. Third, the English teachers indicated a great interest to be involved in the present study. Moreover, the English teachers stated their willingness to help me collect data that is needed.

3.3 Research Participant

The purposive method was applied to select and determine the research participantin the present study. In my study, participants were selected based on the researcher's personal judgment (Fraenkel & Wallen, 2012:87) in which the researcher and the participant had known each other so that the researcher became more comfortable to conduct in-depth interviews to obtain as much and deep data. Furthermore, I cooperated with the research participants by engaging them during the research (Clandinin & Connelly, 2000) so that they became comfortable narrating their experiences of using flipped classrooms.

A male English teacher with the pseudonym "Dewa" and a female English teacher with the pseudonym "Dewi" were selected in the present study as the participants. They have been teaching English for 10 and 17 years respectively. They have experienced bothtraditional classroom strategy and flipped classroom strategy in their entire teaching career. Mr. Dewa has employed flipped classroom strategy since 2016 while Mrs. Dewi has employed it since 2021. They are involved in an EFL flipped classroom in two different secondary schools in Jember.

3.4 Data Collection Methods

The research participants in this study were asked to tell in detail their

experiences on the use of flipped learning in English classes using their native language, the Indonesian language. It was done to ensure that the research participants were comfortable sharing their stories so that the data obtained was saturated and nothing important was missed. The data was collected from one on one narrative interviews. Thenarrative interview promotes and motivates an informant to tell a story about some significant events in their lives and social context (Jovchelovitch & Bauer, 2000). Thus, it was best conducted to let the research participants narrate their experiences of using a flipped classroom during the emergency remote teaching.

The qualitative data from the interview began to be collected by asking the research participants the prompt question, "Could you please tell me your experiences when using the flipped classroom strategy during the emergency remote teaching?" (*Dapatkah anda menceritakan pengalaman anda mengenai penggunaan strategi flipped classroom dalam kelas daring selama pengajaran jarak jauh darurat?*) This question was asked first to stimulate the research participants voicing their views on experiencingthe flipped learning practices in English classes. The following questions were in the same track with the previous questions to explore the research participants' experiences. I then conducted a follow-up semi-structured interview based on the results of the narrative interviews that were conducted first to dig more in-depth experiences by askingthe participants six personalized questions (see appendix C p.42). The two narrative interviews were audio recorded while the two semi-structured interviews were video recorded through Zoom Meeting. These interview results were transcribed before the analysis process began.
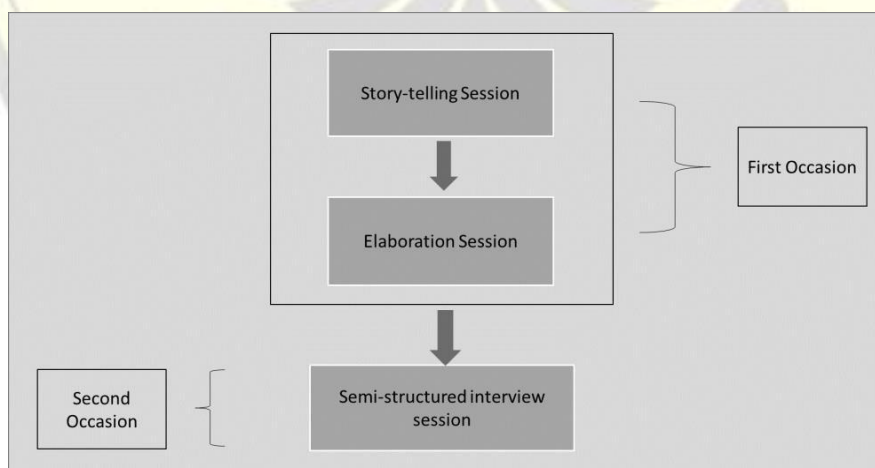

Figure 1. The Step of Data Collection Methods

(Adapted from *Fitriyah, 2018:88*)

3.5 Data Analysis Method

Data analysis methods used in narrative inquiry may vary among researchers. There might be researchers who will focus on the content of the story. On the other hand,there might be researchers who will focus on the meaning of the story. In the narrative inquiry, the story acts as though it is a window to see recognizable reality clearly and thoroughly (Ostovar-Namaghi, Narouzi, & Hoseini, 2015). According to Lieblich, Tuval- Mashiach, and Zilber (1998), there are four types of data analysis in narrative study which are holistic-content, categorical-content, holistic-form, and categorical-form perspectives.

In the present study, I analyzed the data based on the categorical-content perspective that is also known as content analysis since it can be used to analyze the phenomenon that a group of people is experiencing, unlike the holistic-content perspective that is used to analyze an individual as a whole, i.e. how he or she got to where he or she is now (Lieblich, Tuval-Mashiach, & Zilber, 1998). It began with organizing and preparing the data, selecting the content categories, sorting the material into categories, and drawing a conclusion (Lieblich, Tuval-Mashiach, & Zilber, 1998). Transcribing the audio tape after the interview was the first step in organizing and preparing the data stage. The next stage was reading all the data to select the primary content categories from the data delivered by the participants during the interview. After obtaining the content categories of the data, I sorted sentences or utterances to be allocated into relevant categories. Lastly, I drew a conclusion from the data results.

CHAPTER IV
RESEARCH FINDINGS AND DISCUSSION

This chapter reports the research findings and discussion based on the qualitative datagathered in this study.

4.1 The Results of Categorical-Content Perspective

After analyzing the interview data through categorical-content perspective guided by Lieblich, Tuval-Mashiach, and Zilber's (1998) constructs, 4 categories and 10 sub- categories were revealed. The following table contains information on the specific categories.

Table 1. Emergent Categories

Categories	Sub-categories
How flipped classroom facilitates teachers to teach English during the emergency remote teaching	1) The advantages of conducting flippedclassroom 2) Students' positive attitudes towards theflipped classroom
How flipped classroom post challenges toteachers to teach English during the emergency remote teaching	1) The challenges to conduct flipped classroom 2) Students' negative attitudes towards theflipped classroom
How teachers optimize student learning outcomes in the flipped classroom duringthe emergency remote teaching	1) Encouraging students to stay motivated 2) Encouraging parents to support their children 3) Encouraging the school to provide support for students in need

How teachers integrate technology into the implementation of flipped classroom during the emergency remote teaching	1) Integrating technology to conduct theflipped classroom 2) Integrating technology to facilitate theteaching and learning activity 3) Integrating technology to interact withstudents and parents

The following section will dwell on and discuss each category.

4.2 How Flipped Classroom Facilitates Teachers To Teach English During the Emergency Remote Teaching

Having analyzed the information from the teachers' interviews, it was found that both Mr. Dewa and Mrs. Dewi narrated how a flipped classroom facilitates them to teachEnglish during the emergency remote teaching. Moreover, they explained their students'positive attitudes towards the flipped classroom.

4.2.1 The Advantages of Conducting Flipped Classrooms

How a flipped classroom facilitates teachers to teach English during the emergency remote teaching can be seen on how Mr. Dewa and Mrs. Dewi described what are the advantages of implementing this strategy. Mr. Dewa stated that a flipped classroom allows him to administer the class and deliver the materialeasily (see appendix D p.51). He said:

"*. . . we (teachers) send the material to the students first so that when we're in class, they already have the background knowledge about what we will learn. Hence, it will be smoother and faster for students to understand and apply the concepts (learning material) given previously. Well, the delivery ofthe material is convenient [in the flipped classroom].*"

He added:

" *. . . the administration of the actual activities in class can run more smoothly and students can be more involved in the teaching and learning process.*"

From Mr. Dewa's narration, it can be inferred that students under the

flippedclassroom come to the class prepared. They already know what topic they will discuss in class. Thus, when they are in class, they can directly perform the development tasks instead of still constructing the knowledge of predefined topics from scratch. This is in line with Doman and Webb's study (2017) in which they found that students become more prepared and active in class when they were under the flipped classroom. Not only that flipped classroom helps students to be more prepared before coming to class, but also promotes their engagement in classas in the findings of Chen Hsieh, Wu, and Marek (2017) and Lestari (2021) where one of flipped classroom opportunities is the increase of student learning engagement.

Mrs. Dewi told me an experience she had regarding the use of flipped classroom strategy during the emergency remote teaching. She found that a flippedclassroom gives her students an opportunity to explore the learning materials from other sources other than the one she has shared. This finding is in the same vein as Kawinkoonlasate (2019) mentioned in his study that students will learn the material outside the class by watching videos of the lesson presentation, downloading the teacher's material on e-Learning, or accessing other relevant online resources. The excerpt below was taken from Mrs. Dewi's second interviewresult (see appendix D p.54):

> "*So, [another] advantage of using the flipped classroom is the flexibility for students to seek the material from any sources since our school don't providecompulsory books during the pandemic. So, apart from books, if I post the material about . . . greetings and partings, for instance, they can look for other materials that are similar to what I posted.*"

Besides the flexibility in exploring learning resources on their own, Mrs. Dewi narrated the students' flexibility in learning the material at their own pace(see appendix D p.55):

> "*Also, they become more flexible. They can rewatch the . . . video that I posted, in this case, if in the first play they can't understand the material, they can replay the video twice or thrice depending on their own learning pace.*"

The excerpt above implies that the flipped classroom strategy

acknowledges the fact that every student has their own learning pace. Therefore, it gives students the opportunity to restudy the given material at their own pace at any time and many times (Basal, 2015; Gough, Dejong, Grundmeyer, & Baron, 2017; Yang & Chen, 2019; Lestari & Sundari, 2021).

Not only flexibility in finding other relevant learning resources and learning the material at their own pace, the flipped classroom also facilitates students to be more independent. When I asked Mrs. Dewi whether or not and how a flipped classroom affects the development of student self-reliance in learning English during the emergency remote teaching, Mrs. Dewi stated (see appendix D p.56):

> "*I think it's really, really helpful, because [the concept of] flipped classroomis flipping the class, right? What the teacher should explain [in class] is learned by the students at home independently. It (the flipped classroom) positively affects the students' independence to . . . develop their self-reliance[in learning English].*"

The excerpt above is in line with Aghaei, Rajabi, Lie, and Ajam's (2019) findings where the students highlighted the nature of flipped classrooms which allows them to be more independent and autonomous in learning English.

4.2.2 Students' Positive Attitudes towards Flipped Classrooms

In Mrs. Dewi's first interview, she shared her experience regarding positive attitudes shown by her students during the flipped classroom. It was revealed that her students understood what they needed to do before coming to class and when they were in class (see appendix D p.46). Mrs. Dewi explained:

> "*The students would take a look at the learning materials [besides videos] that could be in the form of PowerPoint, summary, and worksheet I posted two or three days before the actual class was held. During the class, they would [straightly] work on the exercise [prepared]. By that, they [need to] learn the material [in advance] from the video [or any other form of priorly posted materials] independently.*"

Furthermore, she also said things which are in accordance with her statementabove (see appendix D p.48):

> "*My students are used to it. Although I don't remind them, they usually*

[takethe initiative to] check the Google Classroom. Again, not all of them, but I want to cultivate . . . that habit. It means they already have this in mind, "Tomorrow is Mrs. Dewi's class, she must have uploaded something." Therefore, they will go to Google Classroom to check the materials, for instance, for exam preparation, all the material has been conveyed. They justhave to do the exercise. Later on, we'll discuss it in class. So, they're the ones who actively construct the knowledge on their own, I'm just helping . . .just helping [here and there]."

Unal, Unal, and Bodur (2021) reported that flipped classrooms eliminate passive learning in which students become fully aware of their responsibility for their learning and attend the class with preparation. This is evident in the case of Mrs. Dewi that is discussed above.

4.3 How Flipped Classroom Posts Challenges To Teachers To Teach English During the Emergency Remote Teaching

In this category, some challenges in the implementation of flipped classrooms were revealed by the teachers. In addition, they portrayed students' negative attitudes towards the flipped classroom which hinder them to give students the best experience in learning English during the emergency remote teaching.

4.3.1 The Challenges To Conduct Flipped Classrooms

Since some areas of Indonesia still do not have access to the internet, it will be challenging to adopt a flipped classroom strategy across all of the country's schools (Kartika, Suroso, Design, No, & Syahdan (2018). This is apparent in the instance of Mrs. Dewi. She stated (see appendix D p.47), "*Although we live in a city, it (the internet connection issue) still occurs.*" She reaffirmed her statement inthe second interview (see appendix D p.55), "*And um . . . for the obstacle that usually occurs during the meeting is a connection issue.*" She went on "*But yeah, it's understandable because not all students live at home with adequate facilities or networks.*" In line with studies by Gough, Dejong, Grundmeyer, and Baron (2017) and Nguyen (2018), access to technology outside of school may provide a challenge due to students' lack of access to personal computers. Similarly, Mr. Dewa described how a flipped classroom, in his case, during the emergency remote teaching was not effective to teach English because of inadequate facilities to access technology and internet (see appendix D p.45):

"*Therefore, the flipped classroom was not effective at all during the pandemic for various reasons including bad internet network, no internet quota, having no gadget, and so on.*"

Moreover, Mr. Dewa shared another experience regarding the challenges to employ the flipped classroom strategy in his class (see appendix D p.51):

"*So, the weakness or lack [of flipped classroom] is the student dependence. They feel that if there's no teacher around, it's not a study time.*"

Here, I found Mr. Dewa's experience was similar to what Aghaei, Rajabi, Lie, and Ajam (2019) found in their study in which the teacher was concerned about the over reliance on students. Although it contradicts Mrs. Dewi's statement about how her students become more independent under the flipped classroom, it isstill understandable if in a certain case flipped classroom does not work well on student self-reliance development due to the various student characteristics and thenature of flipped classroom itself. Students are required to learn the material provided all by themselves before coming to the class. In fact, some students do not learn the material in advance. They come to class unprepared.

Another issue of a flipped classroom, in which students struggle to maintain their attention on their learning tasks, was discussed by Lestari and Sundari (2020).This issue appears in Mrs. Dewi's case (see appendix D p.55). She detailed that:

"*...even though English is widely used and the students may have been exposed to English more and more widely in this digital era, teachers still have to familiarize students with the correct pronunciation and so on. Yeah, maybe it's the limitation. I'm running out of time in class . . . it's pretty hard to do the drilling activity when we don't meet in person.*"

4.3.2 Students' Negative Attitudes towards Flipped Classrooms

Mr. Dewa shared his experience about his students' attitudes towards the flipped classroom. It was found that his students showed negative attitudes as seenin the following excerpts (see appendix D p.44):

"*So, we usually share the material before the face-to-face or virtual classes via Zoom or G Meet conducted. We share it through Google Classroom and we expect the students to see or watch the video to understand the*

material. There are several tasks or guidelines to do some activities there. Not assignments, but activities. But um . . . in fact, many students do [the activities] not as good as expected."

He added:
"According to the survey I did in several classes, when they hear the words Google Classroom, what comes to their mind is an assignment [to do]. Whenthey hear the 'assignment', what comes to their mind is to answer the question. Then, when they answer the question, it's not their own answer buttheir friends' (giggling)."

From Mr. Dewa's story above, it can be said that students already have a prejudice whenever Mr. Dewa distributes learning materials, they have work to do.However, they do not do their work on their own. It is probably because the natureof EFL students who are expected to learn the materials presented in English on their own despite English not being their native language causes them to feel overburdened and unmotivated to learn the materials as reported by Lestari (2021).

Other experiences were revealed by Mr. Dewa in his first and second interviews:

"Another experience is from several flipped classes that we have conducted, let's say among 5 classes, most of the students, more than 50% [of the students in each class] don't do the assignments and activities. Only a few percent of them complete the assignments and carry out the activities. It can be seen from um . . . the portfolios they collect on Google Classroom which aren't all full and even many are completely empty. [they said] they can't access Google Classroom because of the previously mentioned reasons." (seeappendix D p.45)

"Then, when the material and the instruction of activities are being shared [on Google Classroom], the majority of the students don't open them themselves. It's their friends who have worked on the activities who inform them [about the activities]." (see appendix D p.44)

"It turns out that only a few students who access the online material learn it in their environment or at home. The other students rarely . . . what is it called . . . read and learn first the material that has been distributed." (see appendix D p.51)

As can be seen from Mr. Dewa's account above, the students seemed unmotivated to learn the material and perform the activities on their own. This caseis similar to what Webb, Doman, and Pusey (2014) found in which the students didnot seem

very interested in online materials. It later can lead students being unable to keep up with the next learning phase in class that is applying or even evaluating what they have learned. It showed that a significant barrier to the flipped classroom learning process is the absence of student preparation prior to attending the class session (Long, Cummins, & Waugh, 2017). This is apparent in Mr. Dewa's story below (see appendix D p.45).

> "*When we were in class via Zoom or Google Meet, many students were asked questions by the teacher, for example, they were asked a question for understanding and others, they couldn't answer it.*"

Another student's negative attitude was also revealed by Mrs. Dewi. In her first interview she told me that she was having a difficulty in optimizing lesson time which seems to be the reason why she found it challenging to complete the drilling activity as mentioned in the previous point (see appendix D p.47):

> "*...if I set a class for 30 minutes, only 15 minutes is usually used for studying. The problem is, they (students) can't join [the class] all at the same time. Ya, it's hard. Sometimes, the students are already too tired of waiting for the others to join the class or they're [just] not enthusiastic [to join the class] or it's just because of internet connection issues.*"

According to Mrs. Dewi's story, it is clearly seen that the students struggle to remain focused on their learning activity in class because of losing interest as they are waiting for other students to join the class too long, lack motivation to join the class, and/ or problems with the internet connection.

4.4 How Teachers Optimize Student Learning Outcomes in the Flipped Classroom During the Emergency Remote Teaching

Considering the obstacles teachers encountered while implementing the flipped classroom strategy such as lack of access to technology and internet, lack of student learning independence, and lack of student motivation to join the class, I asked them what they did to optimize student learning outcomes at that time. The teachers' roles that they describe include encouraging students to stay motivated, encouraging parents to support their children's learning, and encouraging their schools to provide support for students in need.

4.4.1 Encouraging Students To Stay Motivated

Yang (2017) discovered that although both teachers and students in his studythought the concept of a flipped classroom was innovative and fascinating to enhance students' active learning, the teachers thought it would only be helpful for

students who were more motivated. In this case, Mr. Dewa and Mrs. Dewi tried to encourage students under the flipped classroom to study well so that they can obtain optimal learning outcomes. During her first and second interview, Mrs. Dewi informed me that:

> "*So, during the class, I [tried to] dig out what the students had learned. I hadsome questions to ask the students. I made slides [of those questions] to check [the students' understanding on] the materials I posted earlier. Based on those questions, I could know which materials were not clear enough for the students. That was my opportunity to communicate directly with them although I couldn't talk to each student in my class.*" (see appendix D p.47)

> "*Habituation for students to be independent does need a process, it's not instant. So, we give them the understanding that the material needs to be learned at home and after that we'll do the exercise in class. If there's a problem, we can discuss it as well [in class].*" (see appendix D p.56)

As demonstrated by What Mrs. Dewi did above, she was trying to make her students learn the material prior to teaching and learning activities conducted so that they could answer the given questions. She also implicitly indicated that it is important to create awareness about why they need to learn the material at home. This is done in order to make students accustomed to the flipped classroom learning phase that is different compared to the traditional classroom as explained by El Miedany (2019) where students are expected to acquire the learning materialbefore attending the class so that they may quickly learn how to apply and even evaluate the material they have acquired. Moreover, Mrs. Dewi told me that flippedclassroom allows her to facilitate her students who are not able to attend her class since they can still learn the material posted on Google Classroom before the class is conducted (see appendix D p.47):

"*In the even semester, we had already started this hybrid program (50% of students in a class come directly to school and another 50% take online learning). But yeah, I still used Google Classroom for those students who were sick so that they could still learn independently by checking [the materials on] the Google Classroom. Later on . . . if they couldn't really understand [the materials], they could ask me.*"

In the second interview, Mrs. Dewi told me a story of one of her students regarding that student's limitation to acquire online learning (see appendix D p.56):

"*There was also a student who's really constrained [by inadequate facilities for online learning]. I asked the student to come to school and I copied the materials for that student.*"

From Mrs. Dewi's stories, it is obvious to observe that she is very dedicated to her students by trying her best to serve a good and proper learning environment for them to study well. On the other hand, Mr. Dewa tried to encourage his students to obtain independence in learning no matter when and where they are andwhether or not a teacher is with them (see appendix D p.52):

"*Even though there's no teacher around, students should be able to automatically and independently learn [the material] on their own.*"

"*The most influential and must be improved factor is the cooperation and awareness of the three-partied [that is] school, parents, and students themselves. They all [need to] realize that at such moment . . . the concept oflearning changes. They (students) don't have to be in a room, in a classroomto see the teacher. Instead, they can learn on their own anywhere and anytime with the monitoring and motivation and guidance from their parents.*"

4.4.2 Encouraging Parents To Support Their Children's Learning

Besides encouraging the students themselves, both Mr. Dewa and Mrs. Dewishowed me how important the parents' role under the online-based flipped classroom. When being asked about what teachers role in optimizing the learning of English by using the flipped classroom strategy during the emergency remote teaching, Mr. Dewa shared his experiences as follows:

"*Yeah. The problem lies in the motivation and self-control of the students themselves. So, at that time, we shared the results of the students' work that had been collected or the records of the students who had read [the material]to each student's and parent's WhatsApp Group to monitor the*

learning

progress of their children together." (see appendix D p.52)

"*We have made a schedule sequentially from morning to noon for delivering the material as well as for virtual meetings, but only a few students join the meetings because of various reasons, neglecting the fact that they have been given a free internet quota by the government and they don't use it properly. So, the teacher's role is just to monitor and report the students' learning progress to parents, hoping them to take part in monitoring, motivating, and even forcing their children if necessary to use their time to study.*" (see appendix D p.53)

Similarly, Mrs. Dewi who took the same action as Mr. Dewa's (see appendixD p.55), saying:

"*I can say if there are students who don't attend my class or they just disappear from class without a word, they might be having a network problem or they just simply don't wanna join my class. So, the first thing I did was of course contacting their parents. I have a [WhatsApp] Group with my students' parents. I asked for their cooperation to guide their children.*"

Mr. Dewa and Mrs. Dewi's stories portray how a flipped classroom actually allows teachers to have better communication with the parents concerning their children's learning outcomes. This finding is in compliance with Aghaei, Rajabi, Lie, and Ajam's study (2019) where they found that the teacher appreciated how the flipped learning strategy allowed her to give the parents of her students a clearer picture of their academic progress.

Mrs. Dewi added:

"*...there are certain student characters that are difficult [to be directed], verydifficult. It all comes back to how the parents support the students' learning activity at home since they come from various backgrounds.*" (see appendix D p.57)

At this point, it can be assumed that parents hold a prominent role to help theteacher monitoring and encouraging student learning activity at home so that they become more motivated to study well and get optimal learning outcomes. As reported by Kartika, Suroso, Design, No, and Syahdan (2018), one of the

factors to the successful implementation of a flipped classroom to improve students' achievement, engagement, and learning autonomy is parents' readiness to help and keep track of students. Mr. Dewa gave his comment in regards to this matter (see appendix D p.46):

> "*Well, what should be noted is that flipped class in a . . . social background like this requires good cooperation between schools, students, and parents. [the parents] can't just leave everything up to the schools since most of the students study at home during the pandemic. Therefore, the monitoring, motivation, and guidance from parents are necessary for students.*"

4.4.3 Encouraging the School to Provide Support for Students in Need

In the second interview, I found Mr. Dewa complained about the passive responses of some of his students' parents on their children's report (see appendix D p.52). As a result, he together with other teachers in his school suggested holding parenting classes:

> "*...it turns out that the parents' responses are passive as well. Knowing that, we tried to increase the parents' participation. We proposed to schools to hold parenting counseling about how to motivate students [to keep on learning] during the pandemic. The result showed only a few parents joined the parenting counseling. So, the parents' awareness to educate themselves that [their children] education is not only the school responsibility but also their responsibility is lacking.*"

He added:

> "*The school role is to provide facilities and ways to connect them whether they're at school or home.*" (see appendix D p.53)

Mrs. Dewi also shared some of her students' stories that I found interesting (see appendix D p.56):

> "*My students come from various family backgrounds. There's one student who's only with his younger siblings at home while his parent's working. His mother is a single parent and has to work. He has to take care of his younger siblings since the parent thinks that if his son studies at home, it's his day off. So, he's got a lot of responsibilities at home. Thus, I cooperated with Guidance Counseling and we finally came to see his mother.*"

"*There's also a problem where the student has no gadget. The parents of the student guardian association bought that student a gadget. I was the one whosent the gadget to that student's house.*"

"*There were also those who were given a pulse package [by school]. At that time, there was no internet quota distribution from the government.*"

The excerpts shown above highlight how schools also hold a significant role in helping students to be able to study well during the emergency remote teaching by raising parents' awareness about their important role at home and facilitating students with adequate access to technology and internet. As reported by Kartika, Suroso, Design, No, and Syahdan (2018), both in-class and at-home access to a fairtechnology and the internet becomes one of the keys to the successful implementation of a flipped classroom.

4.5 How Teachers Integrate Technology into the Implementation of Flipped Classrooms During the Emergency Remote Teaching

Technology becomes an inseparable thing in implementing a flipped classroom during the emergency remote teaching. In the following section, how teachers integrate technology into the implementation of a flipped classroom which involves integrating technology to conduct the online class, integrating technology to facilitate students learning, and integrating technology as a means of communication with students and parents will be discussed further.

4.5.1 Integrating Technology To Conduct Flipped Classrooms

Teachers' sufficient capability to use technology becomes one of the factors which contributes to the success of flipped classroom implementation (Kartika, Suroso, Design, No, & Syahdan, 2018). The analysis of teachers' interviewsindicated that both teachers employed Zoom and/ or Google Meet to support conducting online flipped classroom during the emergency remote teaching as evidenced by a chunk of Mr. Dewa's text in the followings (see appendix D p.45):

"*...when we were in class via Zoom or Google Meet, ...*"

Similar to Mr. Dewa, Mrs. Dewi also showed that she made use of Google Meet to conduct a flipped classroom in her first and second interview. She said:

"*I usually used Google Meet [as the platform] to conduct the class [during the emergency remote teaching] since at that time Google Meet was free to use, right?*" (see appendix D p.47)

"*[. . .] I use Google Meet for conducting the online class.*" (see appendix

4.5.2 Integrating Technology To Facilitate the Teaching and Learning Activity

Besides integrating technology into the implementation of a flipped classroom as a means of conducting the online class during the emergency remote teaching, the teachers in this study also integrate technology to facilitate theteaching and learning activity. It was revealed that Mr. Dewa and Mrs. Dewi employed Google Classroom as their LMS (Learning Management System). The following excerpts were taken from Mr. Dewa and Mrs. Dewi's first interviews.

"*So, we usually share the material before the face-to-face or virtual classes via Zoom or G Meet conducted. We share it through Google Classroom [. . .]*" (see appendix D p.44)

"*[. . .] Well, at that time, I flipped the class like this [. . .] if I had a class tomorrow, I would post the learning materials on Google Classroom two or three days before.*" (see appendix D p.46)

However, I found Mr. Dewa was not satisfied using Google Classroom. Thus, he informed me that his school has built their own LMS to ease every party tracing students' activity under the flipped classroom (see appendix D p.53):

"*Well, we made a Learning Management System application on Android so that when we upload the learning material, students and parents will get notifications.*"

He made it clearer in his next explanation (see appendix D p.54):

"*Our school built our own application due to the weakness of Google Classroom where the parents didn't know what their children's activities were in the classroom, whether there was an assignment or not. That's why we develop an application that can get the parents, students, and teachers notified [when there's a class or activity]. As for the teachers, it will get*

themnotified when they have to teach and deliver material. Something like that."

Furthermore, I asked Mrs. Dewi if she employed other applications to support the teaching and learning activity during the emergency remote teaching under the flipped classroom. She reported:

"*What's still running is Bitmoji and the online dictionary. Other applicationshave been unexplored. [. . .]*" (see appendix D p.55)

In her first interview, she described how she integrated online dictionary andBitmoji into her teaching and learning activity:

"*I gave them . . . a link to an online dictionary, there's a sound (text to speech), they then learned the song and looked for [the word meaning] there.I made a list of adjectives in the lyrics of the song Count on Me like what's the meaning of this adjective . . . they can find it in that online dictionary. And then [what's the meaning of] this noun, adjective . . . verb.*" (see appendix D p.48)

"*The second experience was we made a description of people. Describing people using Bitmoji. I used the flipped classroom as well [on that topic]. So,I made dialogues for my students. The first version contains a dialogue between student 1 and student 2 going to the canteen looking for A and B looking for C. They asked what are the characteristics of C, oh she's wearinga school uniform, her hair is curly, and so on. And they used Bitmoji to find various images like this (show me the image).*" (see appendix D p.50)

She also commented to the student reaction towards the use of Bitmoji:

"*And they were having fun since I included Bitmoji [into the learning process]. They were having a fun time learning on their own. If . . . if this is the case, the teacher doesn't need to teach hard since the students themselvesare independent. It's way more fun for them. 2 hours seems like a blink of aneye.*" (see appendix D p.50)

Besides, she mentioned other technological teaching media as well as in the following excerpts:

"*So, I'll share the YouTube link, PowerPoint there.*" (see appendix D

p.54)"*I also make quizzes using Google Form.*" (see appendix D p.57)

Mrs. Dewi's account demonstrates how the use of technology can increase student learning's excitement. In addition, she provided me more narration related to this matter (see appendix D p.57):

"*Um, technology in the teaching process is of course to make it easier with um . . . what is it . . . flipped classroom. Integrate it with technology, of course they support each other. [with this integration] it becomes more fun for students to learn. Usually, without integrating technology [into the teaching and learning process], perhaps 30 minutes feels long, yeah, but by including Bitmoji or other applications, it's more fun and we don't realize that the time is actually over. Even the students feel short of time to explore the topic of learning further.*"

From Mr. Dewa and Mrs. Dewi's stories, it is clearly seen that both of them were trying to provide students an interactive learning environment using various online-based platforms and learning applications during the emergency remote teaching. This is in line with Thumvichit's (2021) findings where he found teachers employed various Group Meeting Applications to conduct the remote teaching andtried to create an environment that encourages interaction between students.

4.5.3 Integrating Technology To Interact with Students and Parents

Besides the previously mentioned applications, Mr. Dewa and Mrs. Dewi pointed out that they both use WhatsApp. Nevertheless, both of them do not provide much information regarding the use of WhatsApp in their flipped classroom. In the followings, Mr. Dewa explained:

"*So, at that time, we shared the results of the students' work that had been collected or the records of the students who had read [the material] to each student's and parent's WhatsApp Group to monitor . . . . the learning progress of their children together.*" (see appendix D p.52)

He also stated:

"*In addition, the teacher must also prepare a special time to provide consultation or assistance outside the designated study time [in school] either through WhatsApp or online meeting.*" (see appendix D p.53)

In the same vein, Mrs. Dewi said:

"*I have a [WhatsApp] Group with my students' parents. I asked for their cooperation to guide their children.*" (see appendix D p.55) D p.57)

From Mr. Dewa and Mrs. Dewi's statements above, it is obvious to observe that they do not mainly use WhatsApp to conduct the teaching and learning activityduring the emergency remote teaching while using flipped classroom strategy. They only use it as a means of communication with students and parents. Perhaps, it is because WhatsApp does not have many features to support the entire online teaching and learning activity as Reflianto, Setyosari, Kuswandi, and Widiati (2021) reported.
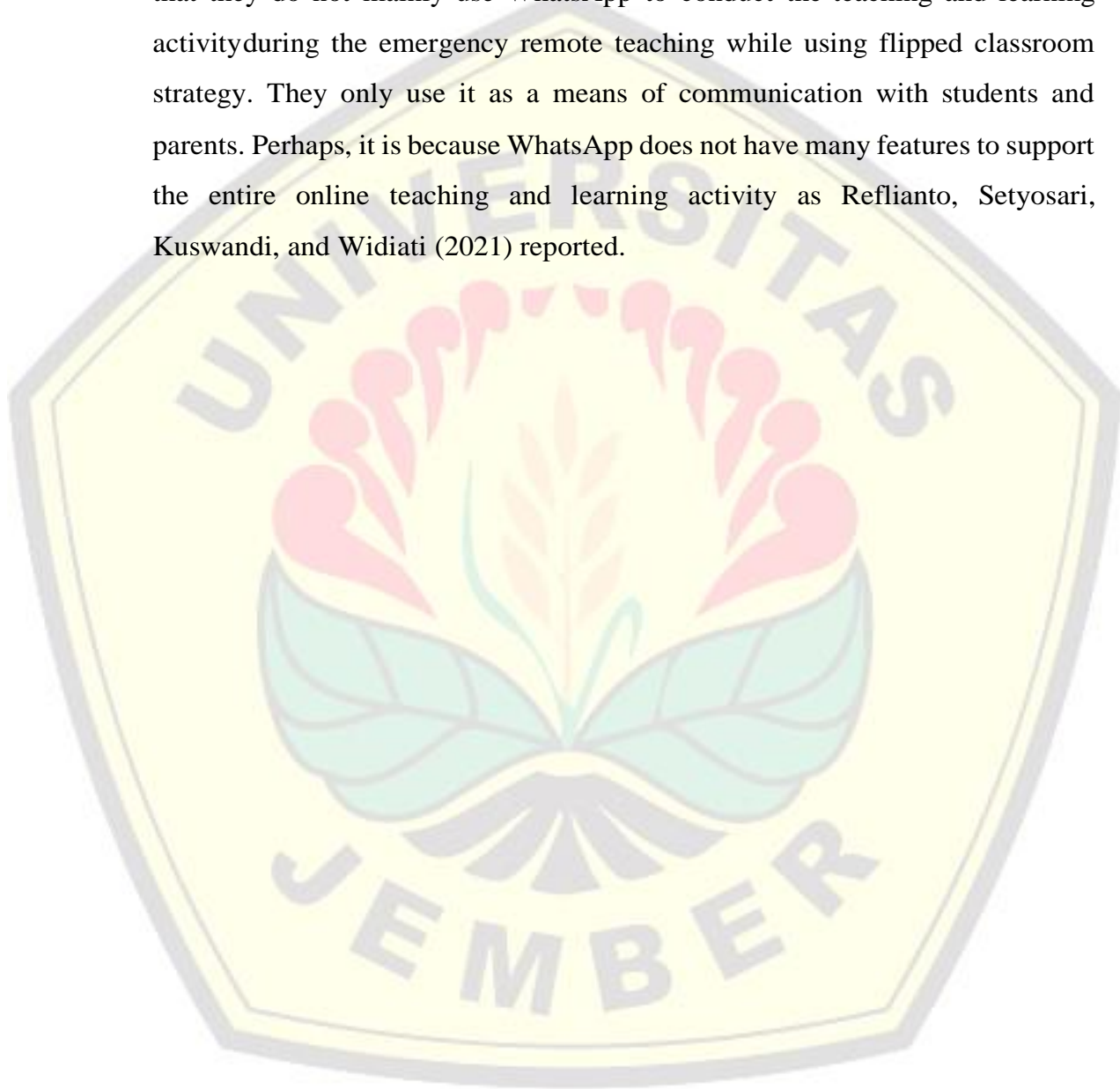
CHAPTER V
CONCLUSION AND SUGGESTIONS

5.1 Conclusion

This study investigated Indonesian secondary EFL teachers' experiences of using flipped classrooms during the emergency remote teaching. As a result of the emergency remote teaching which was widely conducted due to Covid-19 pandemic, integrating technology into teaching and learning activities became increasingly important since the teaching and learning activity could not be done face-to-face. The flipped classroom, according to Hockly and Dudeney (2018), may be a good way to combine human and technological resources in order to give students the finest learning opportunities possible. I conducted a narrative interview with follow up semi-structured interview with two Public Junior High School teachers in Jember, East Java, Indonesia tocollect the qualitative data needed for this study. I analyzed the data using the categorical-content perspective that is also known as content analysis by Lieblich, Tuval- Mashiach, and Zilber (1998). The analysis revealed four emergent content categories. The first content category is how the flipped classroom facilitates teachers to teach English during the emergency remote teaching. I identified the category from the codes of the advantages of conducting flipped classrooms and students' positive attitudes towards the flipped classroom. The second content category is how flipped classrooms post challenges to teachers to teach English during emergency remote teaching. I identified the category from the codes of the challenges to conduct flipped classrooms and students' negative attitudes towards the flipped classroom. The third content category is how teachers optimize student learning outcomes in the flipped classroom during the emergency remote teaching. I identified the category from the codes of encouraging students to stay motivated, encouraging parents to support their children's learning, and encouraging the school to provide support for students in need. The fourth content category is how teachers integrate technology into the implementation of flipped classrooms during the emergency remote teaching. I identified the category from the codes of integrating technology to conduct the flipped classroom, integrating technologyto facilitate the teaching and learning activity,   and integrating technology to interact with students

and parents. To sum up, the Indonesian EFL secondary teachers' experiences of using flipped classrooms to teach English during the emergency remote teaching in this study include how a flipped classroom facilitates and posts challenges to them to teach

English, how they optimize student learning outcomes, and how they integrate technology into the implementation of a flipped classroom during the emergency remote teaching.

5.2 Suggestions

After conducting the study, I would like to propose several suggestions regarding my experiences in performing this study. The suggestions are as follows.

The first suggestion is for the secondary EFL teachers. The secondary EFL teachers should maintain good communication with the parents of their students since they hold a significant role to motivate, guide, and monitor their children to use their time at home during the emergency remote teaching for studying well so that they can achieve great learning outcomes. Moreover, teachers should be able to integrate various technological media into the teaching and learning process that are suitable to support conducting the online flipped classroom as well as promote student active participation to attend the class and perform the learning activities.

The second suggestion is for the other researchers. For the researchers who would like to investigate this particular topic of flipped classrooms in EFL contexts, it will be better if the researchers conduct a study to investigate factors that cause secondary school student's dependence in learning and lack of interest in online materials during the online-based flipped classroom. Furthermore, the researchers can also conduct a study to explore the technology integration to facilitate and improve teaching and learning activity in the flipped classroom.

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APPENDICES

RESEARCH MATRIX

TITLE	RESEARCH QUESTION	DATA RESOURCE	RESEARCH METHOD
Indonesian Teachers' Experiences of Using Flipped Classrooms During Emergency EFL Remote Teaching: A Narrative Study	What are the Indonesian EFL secondary teachers' experiences of using flipped classrooms to teach English during the emergency remote teaching?	1. **Participants of the research:** Two English teachers who use flipped classroom strategy in the online classes	1. **Research Design:** A Narrative Study 2. **Data Collection Method:** Interview 3. **Data Analysis Method:** Categorical-content perspective that is also known as content analysis (Lieblich, Tuval-Mashiach, & Zilber, 1998).

NARRATIVE INTERVIEW GUIDELINES

R   : The Researcher

I   : Interviewee

R: Selamat pagi. Perkenalkan, saya Pingky Putri Rahayu, mahasiswa Prodi Pendidikan Bahasa Inggris, FKIP, UNEJ. Sebelumnya saya ingin mengucapkan terima kasih atas waktu dan kesempatan yang telah bapak/ibu berikan kepada saya hari ini. Disini saya ingin melakukan pengumpulan data melalui interview dengan bapak/ibu untuk keperluan skripsi saya yang mengambil topik mengenai pengalaman guru bahasa Inggris tingkat SMP terkait penggunaan "*Flipped Classroom Strategy*".

(*Good morning. My name is Pingky Putri Rahayu, an English Education student from the faculty of teacher training and education, Jember University. First of all, I would like to thank you for the time and opportunity you have given me today. Here, I would like to conduct a Narrative Interview to collect data for my undergraduate thesis purposes which focuses on the EFL secondary teachers' experiences regarding the use of flipped classroom strategy.*)

R: Selanjutnya, saya mohon izin untuk merekam seluruh isi percakapan kita hari ini. Kemudian, saya ingin menginformasikan bahwa identitas partisipan dalam penelitian ini tidak akan dipublikasikan, hanya menggunakan inisial saja.

(*Second of all, I would like to ask your permission to record our entire conversation. Then, I want to inform you that the identities of participants in this study will not be published. I will only write the initials of the participants' names.*)

R: Selanjutnya, saya ingin menyebutkan terlebih dahulu prosedur dari Narrative Interviewing yang akan kita lakukan hari ini. Tidak ada interupsi apapun dari saya ketika Bapak/Ibu menceritakan pengalaman Bapak/Ibu. Dengan demikian, Bapak/Ibu dapat dengan bebas menceritakan semua pengalaman apapun selama menggunakan " *Flipped Classroom Strategy*". Apakah ada pertanyaan bapak/ibu?

(*Next, I would like to first mention the procedure of Narrative Interviewing that we will be doing today. There will be no interruption from me when you share your experience. Thus, you can freely share all your experiences while using the flipped classroom strategy. Do you have any questions, sir/madam?*)

I: Tidak.

(*No, I don't.*)

R: Baik. Sebagaimana yang telah bapak/ibu informasikan kepada saya melalui chat WhatsApp bahwasannya bapak/ibu menggunakan "*Flipped Classroom Strategy*" untuk mengajar bahasa Inggris. Mohon diceritakan pengalaman bapak/ibu ketika menggunakan "*Flipped Classroom Strategy*" selama masa pandemi?

(*Alright. As you have informed me via WhatsApp chat that you use flipped classroom strategy to teach English, could you please tell me your experiences when using the flipped classroom strategy during the pandemic?*)

I: (menceritakan pengalamannya)

.... (telling his/her experiences)

R: Baik. Apakah ada pengalaman lainnya lagi terkait penggunaan " *Flipped Classroom Strategy*" yang ingin bapak/ibu ceritakan?

(*Alright. Are there any other experiences related to using the flipped classroom strategy that you would like to share?*)

I:........(bercerita lagi)

...... (*telling another experience*)

R: Baik. Lalu apa lagi yang terjadi selanjutnya?

(*Very well. What happened then?*)

I:.........(lanjut bercerita lagi)

.... (*continues to tell more*)

R: Apakah ada lagi yang ingin bapak/ibu ceritakan?

(*Is there anything else you want to tell me, sir/madam?*)

I: Tidak.

(*No, there is not.*)

R: Baik, terima kasih bapak/ibu.

(*Alright, thank you very much, sir/madam.*)

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SEMI-STRUCTURED INTERVIEW GUIDELINES

No.	List of Questions for Dewa	List of Questions for Dewi
1.	Dari sisi guru, apakah ada pengalaman terkait kemudahan mengajar menggunakan *Flipped Classroom strategy* selama masa pandemi atau *Emergency Remote Teaching*? Jika ada, berdasarkan pengalaman bapak, bagaimanakah *Flipped Classroom strategy* ini mempermudah bapak dalam mengajar materi bahasa Inggris? (*From the teacher's perspective, is there any experience regarding the ease of teaching using the Flipped Classroom strategy during a pandemic or Emergency Remote Teaching? If so, based on your experience, how does this flipped classroom strategy facilitate you to teach English?*)	Dari sisi guru, apakah ada pengalaman terkait kemudahan mengajar menggunakan *Flipped Classroom strategy* selama masa pandemi atau *Emergency Remote Teaching*? Jika ada, berdasarkan pengalaman bapak, bagaimanakah *Flipped Classroom strategy* ini mempermudah bapak dalam mengajar materi bahasa Inggris? (*From the teacher's perspective, is there any experience regarding the ease of teaching using the Flipped Classroom strategy during a pandemic or Emergency Remote Teaching? If so, based on your experience, how does this flipped classroom strategy facilitate you to teach English?*)
2.	Berdasarkan pengalaman bapak selama masa pandemi, bagaimanakah *Flipped Classroom strategy* ini menghambat bapak dalam mengajar materi bahasaInggris? (*Based on your experience during the pandemic, how does this flipped classroom strategy possibly hinder you from teaching English?*)	Berdasarkan pengalaman ibu selama masa pandemi, bagaimanakah *Flipped Classroom strategy* ini menghambat bapak dalam mengajar materi bahasa Inggris? (*Based on your experience during the pandemic, how does this flipped classroom strategy possibly hinder you from teachingEnglish?*)

3.	Berdasarkan beberapa kendala yang bapak alami dalam penerapan *Flipped Classroom strategy* selama masa pandemi, apa yang kemudian bapak lakukan pada saat itu untuk mengoptimalkan hasil belajar siswa ketika menggunakan strategi pembelajaran tersebut? (*Based on some of the obstacles that you experienced in implementing the flipped classroom strategy during the pandemic, what did you do at that time to optimize student learning outcomes when using this strategy?*)	Berdasarkan beberapa kendala yang bapak alami dalam penerapan *Flipped Classroom strategy* selama masa pandemi, apa yang kemudian bapak lakukan pada saat itu untuk mengoptimalkan hasil belajar siswa ketika menggunakan strategi pembelajarantersebut? (*Based on some of the obstacles that you experienced in implementing the flipped classroom strategy during the pandemic, what did you do at that time to optimize student learning outcomes when using thisstrategy?*)
4.	Apa sajakah faktor yang dapat mendukung pengoptimalan penerapan *Flipped Classroom strategy* secara ideal jika bertolak dari pengalaman bapak selama mengajar bahasa Inggris dalam masa pandemi? (*According to you, what are the factors that can support the optimal implementation of flipped classroom strategy ideally if you look back to your experience while teaching English during the pandemic?*)	Apakah penerapan *Flipped Classroom strategy* memengaruhi pembentukan kemandirian belajar bahasa Inggris siswa jika mengacu pada pengalaman mengajar ibu selama masa pandemi? Jika ya, bagaimanakah pengaruh strategi tersebut dalam pembentukan kemandirian belajar bahasa Inggris siswa? (*For the implementation of flipped classroom itself, does it affect the development of students' self-reliance in learning English according to your teaching experience during the pandemic?If yes, how does it affect the development of students' self-reliance in learning English?*)

5.	Bagaimanakah seharusnya peran seorang guru dalam mengoptimalkan pembelajaran bahasa Inggris dengan menggunakan *Flipped Classroom strategy* selama masa pandemi berdasarkan pengalaman bapak? (*According to you, what the teacher's role should be in optimizing the learning of English by using the flippedclassroom strategy during the pandemic based on what you have experienced?*)	Sejauh ini, selain kamus online dan Bitmoji, aplikasi pembelajaran apa saja yang sudah ibu integrasikan dengan *Flipped Classroom strategy* selama masa pandemi? (*So far, apart from the online dictionary and Bitmoji that you mentioned in the previous interview, what learning applications have you integrated with the flipped classroom strategy during the pandemic?*)
6.	Berkaca pada pengalaman bapak dalammenerapkan *Flipped Classroom strategy* selama masa pandemi, sinergi seperti apa yang sebaiknya dilakukan oleh pihak sekolah termasuk guru, siswa, dan orangtua siswa guna mengefektifkan pembelajaran bahasa Inggris menggunakan strategi pembelajaran tersebut? (*Reflecting on your experience in implementing the flipped classroom strategy during the pandemic, what kind of synergy should schools including teachers, students, and parents do to make the English learning more effective using this learning strategy?*)	Bagaimanakah integrasi antara aplikasi pembelajaran dan *Flipped Classroom strategy* dalam pengoptimalan pembelajaran bahasa Inggris yang ibu lakukan selama masa pandemi? (*How is the integration between learning applications and the flipped classroom strategy in optimizing the English teachingyou did during the pandemic?*)

THE INTERVIEW RESULTS

(CATEGORICAL-CONTENT PERSPECTIVE)

I. Selecting The Content Categories

Interviewee   **: Dewa**

Type of Data   **: Narrative Interview Data**

Date of Interview   **: Tuesday, 31th of May 2022**

Data Extract	Codes	Category
Alright. The flipped classroom strategy . . . conceptually . . . have been implemented in our school, but the results [of its implementation] are less than satisfactory. So, we usually share the material before the face-to-face or virtual classes via Zoom or GMeet conducted. We share it through Google Classroom and we expect the students to see or watch the video to understand the material. There are several tasks or guidelines to do some activities there. Not assignments, but activities. But um . . . in fact, many students do [the activities] not as good as expected. It means that according to the survey I did in several classes, when they hear the words Google Classroom, what comes to their mind is an assignment [to do]. When they hear the 'assignment', what comes to their mind is to answer the question. Then, when they answer the question, it's not their own answer but their friends' (giggling). So . . . so, it means that during the flipped classroom, they just learn how to trick the learning itself. They don't really learn [the material]. Well, the flipped classroom is conceptually good, but practically, its field implementation is not in accordance with the flow and standards that are required, so the result itself . . . the result is confusing (giggling). The results of assignments collected by the students compared to the student learning development are less satisfactory and lessthan optimal. That's that. Then, when the material and the instruction of activities are being shared [on Google Classroom], the	Integrating technology to facilitate the teaching and learning activity Students' negative attitude towards the flipped classroom Students' negative attitude towards the flipped classroom Students' negative attitude	How Teachers Integrate Technology into The Implementation of Flipped Classroom During The Emergency Remote Teaching How Flipped Classroom Posts Challenges To Teachers To Teach English During The Emergency Remote Teaching How Flipped Classroom Posts Challenges To Teachers To Teach English During The Emergency Remote Teaching How Flipped Classroom Posts Challenges To Teachers To Teach

majority of the students don't open them themselves. It's their friends who have worked on the activities who inform them [about the activities]. Then, how do we know that they actually didn't study and just skipped the material? It can be seen when we were in class via Zoom or Google Meet, many students were asked questions by the teacher, for example, they were asked a question for understanding and others, they couldn't answer it. Well, I'm still questioning the fact that they're not able to answer the given question. It's whether they're ashamed to answer the question or they just really can't answer it. [in my opinion] the virtual classroom wasn'teffective because only very few students joined the virtual classroom. It was under 50% [of the total number of students]. Therefore, the flipped classroom was not effective at all during the pandemic for various reasons including bad internet network, no internet quota, having no gadget, and so on. [moreover] there's no standard that can oblige them to attend virtual classes. That's all.	towards the flipped classroom Integrating technology to conduct the flipped classroom Students' negative attitude towards the flipped classroom	English During The Emergency Remote Teaching How Teachers Integrate Technology into The Implementation of Flipped Classroom During The Emergency Remote Teaching How Flipped Classroom Posts Challenges To Teachers To Teach English During The Emergency Remote Teaching
Yes. Another experience is from several flipped classes that we have conducted, let's say among 5 classes, most of the students, more than 50% [of the students in each class] don't do the assignments and activities. Only a few percent of them complete the assignments and carry out the activities. It can be seen from um . . . the portfolios they collect on Google Classroom which aren't allfull and even many are completely empty. [they said] they can't access Google Classroom because of the previously mentioned reasons. That's it.	The challenges to conduct the Flipped Classroom Students' negative attitude towards the flipped classroom	How Flipped Classroom Posts Challenges To Teachers To Teach English During The Emergency Remote Teaching How Flipped Classroom Posts Challenges To Teachers To Teach English During The Emergency Remote Teaching
I think that's all. So, flipped classrooms will run [well] if . . . it's going well in some classes whose students have . . . what is it called . . . a good autonomous learning. It's also related to the parents' background. In such a class, on average, the students have a disciplined spirit which is . . . what is itcalled . . . a great self-study and parents who		

Data Extract	Codes	Category
pay attention to the [learning] development of their children. Even some parents often ask about the types of assignments and what their children haven't done yet. Um, with a class [environment] like this and a [supportive] parent, the flipped classroom can work 100% [well]. That's that. Yeah, okay. Well, what should be noted is that flipped class in a . . . social background like this requires good cooperation between schools, students, and parents. [the parents] can't just leave everything up to the schools since most of the students study at home during the pandemic. Therefore, the monitoring, motivation, and guidance from parents are necessary for students. No, that's all.	Encouraging parents to support their children	How Teachers Optimize Student Learning Outcomes in The Flipped Classroom During The Emergency Remote Teaching

Interviewee   **: Dewi**

Type of Data   **: Narrative Interview Data**

Date of Interview   **: Tuesday, 31th of May 2022**

Data Extract	Codes	Category
[. . .] Well, at that time, I flipped the class like this [. . .] if I had a class tomorrow, I would post the learning materials on Google Classroom two or three days before. There are some teachers who already have the ability to produce videos [as the learning materials] by themselves. [. . .] Since I'm busy with the curriculum stuff, I usually just take the materials [from any sources]. I'm a scavenger (giggling). [. . .] The materials [I found] which seem suitable [for the predefined topic] will be posted on Google Classroom including [materials in the form of] videos. The students would take a look at the learning materials [besides videos] that could be in the form of PowerPoint, summary, and worksheet I posted two or three days before the actual class was held. During the class, they would [straightly] work on the exercise [prepared]. By that, they [need to] learn the material [in advance] from the video [or any other form of priorly	Integrating technology to facilitate the teaching and learning activity Students' positive attitude towards the flipped classroom	How Teachers Integrate Technology into The Implementation of Flipped Classroom During The Emergency Remote Teaching How Flipped Classroom Facilitates Teachers To Teach English During The Emergency Remote Teaching

posted materials] independently. Then . . . I usually used Google Meet [as the platform] to conduct the class [during the emergency remote teaching] since at that time Google Meet was free to use, right? And it (the meeting) won't take too long. For example, if I set a class for 30 minutes, only 15 minutes is usually used for studying. The problem is, they (students) can't join [the class] all at the same time. Ya, it's hard. Sometimes, the students are already too tired of waiting for the others to join the class or they're [just] not enthusiastic [to join the class] or it's just because of internet connection issues. Although we live in a city, it (the internet connection issue) still occurs. So yeah, that's all for the obstacles [to online teaching during the pandemic]. [I have experienced] many ups and downs in teaching during a pandemic. So, during the class, I [tried to] dig out what the students had learned. I had some questions to be asked to the students. I made slides [of those questions] to check [the students' understanding on] the materials I posted earlier. Based on those questions, I could know which materials were not clear enough for the students. That was my opportunity to communicate directly with them although I couldn't talk to each student in my class. And . . . it lasted for about . . . one . . . not even a year maybe. Then, in the even semester, we had already started this half and half program (50% of students in a class come directly to school and another 50% take online learning). But yeah, I still used Google Classroom for those students who were sick so that they could still learn independently by checking [the materials on] the Google Classroom. Later on . . . if they couldn't really understand [the materials], they could ask me. That's it. That's how I flipped the class. So . . . when the teacher [in the traditional classroom] should be the one who explains the materials, [in the flipped classroom] it's the students' job to learn the materials on their own. Then . . . they have to do the given exercises. So, my job is just to check [their understanding], helping them

Integrating technology to conduct the flipped classroom	How Teachers Integrate Technology into The Implementation of Flipped Classroom During The Emergency Remote Teaching
Students' negative attitude towards the flipped classroom	How Flipped Classroom Posts Challenges To Teachers To Teach English During The Emergency Remote Teaching
The limitation to conduct the Flipped Classroom	How Flipped Classroom Posts Challenges To Teachers To Teach English During The Emergency Remote Teaching
Encouraging students to stay motivated	How Teachers Optimize Student Learning Outcomes in The Flipped Classroom During The Emergency Remote Teaching
Encouraging students to stay motivated	How Teachers Optimize Student Learning Outcomes in The Flipped Classroom During The Emergency Remote Teaching

[on the materials they don't understand]. But I don't know if it (the flipped classroom) works or not. I don't know. If you look at the . . . students' capacity to absorb the materials or learning achievements before and after the pandemic, of course . . . of course it's different. But . . . again what i'm trying to say is I'm not that concerned about the percentage of success [in teaching] using the flipped classroom. So yeah. This is how I flip the class. I upload the materials on Google Classroom. Then, I will have a video conference with students about what they have understood [regarding the pre-uploaded materials]. That's all I guess. [. . .] But I personally still use the Google Classroom [although we have started learning offline]. I still upload the materials there. My students are used to it. Although I don't remind them, they usually [take the initiative to] check the Google Classroom. Again, not all of them, but I want to cultivate . . . that habit. It means they already have this in mind, "Tomorrow is Mrs. Dewi's class, she must have uploaded something." Therefore, they will go to Google Classroom to check the materials, for instance, for exam preparation, all the material has been conveyed. They just have to do the exercise. Later on, we'll discuss it in class. So, they're the ones who actively construct the knowledge on their own, I'm just helping . . . just helping [here and there]. That's all. [. . .]	Students' positive attitude towards the flipped classroom	How Flipped Classroom Facilitates Teachers To Teach English During The Emergency Remote Teaching
Hmm, what is it? I joined a training and there was a discussion about the lesson idea. I applied it to teach song interpretation. The mandatory song in seventh grade is Count on Me by Bruno Mars. I used the concept of Flipped Classroom in here. In interpreting the song, they have to . . . know the meaning of each word, right? The concept of flipped classroom used here is they have to learn it (the word meaning) on their own. I gave them . . . a link to an online dictionary, there's a sound (text to speech), they then learned the song and looked for [the word meaning] there. I made a list of adjectives in the lyrics of the song Count on Me like	Integrating technology to facilitate the teaching and learning activity	How Teachers Integrate Technology into The Implementation of Flipped Classroom During The Emergency Remote Teaching

what's the meaning of this adjective . . . they can find it on that online dictionary. And then [what's the meaning of] this noun, adjective . . . verb. Also, I divided them [into groups] to make a description. Is there any student work here? It seems I still keep their work (get up and look for student work). So, they made some kind of pictures that represent the vocabulary. (sit back and show me the student work) Oh, here it is . . . the student work. They seemed to enjoy this [activity] too. After that, they would present [this work] per class. These are their work, for example, 'tossing and turning' unable to sleep, so they made this picture (show me the picture). These are their own work. Some are looking [for the picture on Web], some are drawing [the picture by themselves]. 7E graders drew a lot by themselves, for example, the word 'happy' (show me the picture). They looked for it (the meaning) on the online dictionary and the meaning of it is feeling or showing pleasure. In Indonesian, it means '*senang*'. They were looking for the most suitable emoticon [to represent the word], "oh, this one, ma'am!" said they. At that time, I commented, "oh, creative!" Another word is 'sing' (show me another picture). All kinds of words. 'sail', 'lost' (show me another picture again). That's good, right? They're pretty creative. What else . . . oh 'count on me', "what will the picture look like for the 'count on me', Mrs. Dewi? Oh, maybe a handshake?" It's all on them to interpret [the word]. Thus, the learning activities become more interesting. 'couldn't sleep' counting sheep like this (show me another picture). They did a pretty good job. 'stuck' (show me another picture again), this is their work. Then, from this activity, they presented the picture. For example, 'forgot'. Initially, they showed what is 'forgot' in English and Indonesian. Then, after all [groups] had presented their work, they exchanged the pictures. What was this earlier, what does that mean. They reminded each other. So yeah, they learned vocabulary on their own without . . . without me teaching them . . . self-taught. I flipped

the class like that. It wasn't me who made the list of the meaning of those words [so that they could learn from it], but it's them who learned it on their own. I taught them this and that on the online dictionary so that they could learn it independently. The second experience was we made a description of people. Describing people using Bitmoji. I used the flipped classroom as well [on that topic]. So, I made dialogues for my students. The first version contains a dialogue between student 1 and student 2 going to the canteen looking for A and B looking for C. They asked what are the characteristics of C, oh she's wearing a school uniform, her hair is curly, and so on. And they used Bitmoji to find various images like this (show me the image). Later on, they would do it themselves, yeah independently. Then, their second task was to change the dialogue. They were no longerlooking for a girl named Tanti, but they changed the character into Taufan (a new character). Automatically, they [needed to] change the dialogue, right? They changed the dialogue by replacing [the female characteristics] with male characteristics. What's the characteristic of a boy? For example, he's wearing a jacket, red sneakers, and many more. They're (the students) cool, tho. And they presented a character wearing a police uniform . . . some of themcommented [on one character], "Ma'am, it's not polite to dress like that. Why does she wear a 'you can see' clothe?" or, "why is he wearing earrings, ma'am?" They did a prettydiverse work. And they were having fun since I included Bitmoji [into the learning process]. They were having a fun time learning on their own. If . . . if this is the case, the teacher doesn't need to teach hard since the students themselves are independent. It's way more fun for them. 2 hours seems like a blink of an eye. At that time, when they were in class, the problem was sometimes the gadget is not filled with internet data. [therefore] I created groups of 4. [. . .] only 1 person [in each group] created Bitmoji based on the discussion. It	Integrating technology to facilitate the teaching and learning activity Integrating technology to facilitate the teaching and learning activity	How Teachers Integrate Technology into The Implementation of Flipped Classroom During The Emergency Remote Teaching How Teachers Integrate Technology into The Implementation of Flipped Classroom During The Emergency Remote Teaching

worked. I didn't really need [to direct them], they already knew [what they needed to do].[. . .] That's all I guess. I will have another training, so I hope I will gain more experience about Flipped Learning. Hopefully.		

Interviewee   **: Dewa**

Type of Data   **: Semi-Structured Interview Data**

Date of Interview   **: Wednesday, 29th of June 2022**

Data Extract	Codes	Category
Alright. Um . . . a flipped classroom makes it easier to administer or organize the class . . . what is it . . . we (teachers) send the material to the students first so that when we're in class, they already have the background knowledge about what we will learn. Hence, it will be smoother and faster for students to understand and apply the concepts (learning material) given previously. Well, the delivery of the material is convenient [in the flipped classroom]. Then, what is it called . . . the administration of the actual activities in class can run more smoothly and students can be more involved in the teaching and learning process. [moreover] students already know what we have to talk about, discuss, and work on through the material that was previously shared on the online class platform. So, the convenience [of flipped classroom] lies in delivering [the material] and organizing the class. That's it.	The advantage of conducting Flipped Classroom The advantage of conducting Flipped Classroom	How Flipped Classroom Facilitates Teachers To Teach English DuringThe Emergency Remote Teaching How Flipped Classroom Facilitates Teachers To Teach English During The Emergency Remote Teaching
It turns out that only a few students who access the online material learn it in their environment or at home. The other students rarely . . . what is it called . . . read and learn first the material that has been distributed. So, the weakness or lack [of flipped classroom] is the student dependence. They feel that if there's no teacher around, it's not a study time. Well, this is why the parents' role in motivating and monitoring their	Students' negative attitude towards the flipped classroom The challenges to conduct the Flipped Classroom	How Flipped Classroom Posts Challenges To Teachers To Teach English During The Emergency Remote Teaching How Flipped Classroom Posts Challenges To Teachers To Teach English During The Emergency Remote Teaching

children during the pandemic is important. Even though there's no teacher around, students should be able to automatically and independently learn [the material] on their own. That's what I feel is lacking. That's all. Yeah. The problem lies in the motivation and self-control of the students themselves. So, at that time, we shared the results of the students' work that had been collected or the records of the students who had read [the material] to each student's and parent's WhatsApp Group to monitor ....the learning progress of their children together. However, it turns out that the parents' responses are passive as well. Knowing that, we tried to increase the parents' participation. We proposed to schools to hold parenting counseling about how to motivate students [to keep on learning] during the pandemic. The result showed onlya few parents joined the parenting counseling. So, the parents' awareness to educate themselves that [their children] education is not only the school responsibility but also their responsibility are lacking. It has an impact on their children who are our students. They (students) become less controlled, less motivated. This is where they experience learning loss. They use their time at home not for studying, but for something else.	Encouraging students to stay motivated Encouraging parents to support their children's learning Integrating technology to interact with parents Encouraging the school to provide support for students in need	How Teachers Optimize Student Learning Outcomes in The Flipped Classroom During The Emergency Remote Teaching How Teachers Integrate Technology into The Implementation of Flipped Classroom During The Emergency Remote Teaching How Teachers Optimize Student Learning Outcomes in The Flipped Classroom During The Emergency Remote Teaching
Yes. So, the most influential and must be improved factor is the cooperation and awareness of the three-partied [that is]school, parents, and students themselves. They all [need to] realize that at such moment . . . the concept of learning changes.They (students) don't have to be in a room, in a classroom to see the teacher. Instead, they can learn on their own anywhere and anytime with the monitoring and motivation and guidance from their parents. The key to the successful implementation of flipped classrooms is student motivation and awareness as well as parent motivation and awareness. [meanwhile] the school role is to provide facilities and ways to connect them	Encouraging students to stay motivated Encouraging the school to provide	How Teachers Optimize Student Learning Outcomes in The Flipped Classroom During The Emergency Remote Teaching How Teachers Optimize Student Learning

whether they're at school or home. That's the key; the awareness and motivation. That's that.

What was the question? The teacher's role? Yeah, the teacher's role when they're away from school is trying to encourage the parents' role to educate their children so that they are able to use their time outside of school as a normal study time. We have made a schedule sequentially from morning to noon for delivering the material as well as for virtual meetings, but only a few students join the meetings because of various reasons, neglecting the fact that they have been given a free internet quota by the government and they don't use it properly. So, the teacher's role is just to monitor and report thestudents' learning progress to parents, hoping them to take part in monitoring, motivating, and even forcing their children ifnecessary to use their time to study. In addition, the teacher must also prepare a special time to provide consultation or assistance outside the designated study time [in school] either through WhatsApp or online meeting. That's it.

Yes. The synergy is um . . .all activities in the online classroom must be directly monitored by parents, students, and teachers,as well as the principal. So, every activity should be known directly by parents. Well, we made a Learning Management System application on Android so that when we upload the learning material, students and parents will get notifications. Therefore, the parents are aware that at that time their children have to study and they have to remind and monitor their children to study atpredetermined hours. This direct and easily accessible um . . . notification will affect the psychology of students and parents to monitor their online classes. They don't needto open the laptop yet. They just need to bring their Android and what it's called . . . to know and see the notification. So, the easyaccess to know the class schedule in real- time affects the students and parents | support for students in need

Encouraging parents to support their children's learning

Encouraging parents to support their children's learning

Integrating technology to interact with students

Integrating technology to facilitate the teaching and learning activity | Outcomes in The Flipped Classroom During The Emergency Remote Teaching
How Teachers Optimize Student Learning Outcomes in The Flipped Classroom During The Emergency Remote Teaching
How Teachers Optimize Student Learning Outcomes in The Flipped Classroom During The Emergency Remote Teaching

How Teachers Integrate Technology into The Implementation of Flipped Classroom During The Emergency Remote Teaching

How Teachers Integrate Technology into The Implementation of Flipped Classroom During The Emergency Remote Teaching |

psychologically to always be engaged or involved in online as well as offline learning activities. So yeah.		
Yes. Our school built our own application due to the weakness of Google Classroom where the parents didn't know what their children's activities were in the classroom, whether there was an assignment or not. That's why we develop an application that can get the parents, students, and teachers notified [when there's a class or activity]. As for the teachers, it will get them notifiedwhen they have to teach and deliver material. Something like that.	Integrating technology to facilitate the teaching and learning activity	How Teachers Integrate Technology into The Implementation of Flipped Classroom During The Emergency Remote Teaching

Interviewee : **Dewi**

Type of Data : **Semi-Structured Interview Data**

Date of Interview : **Monday, 4th of July 2022**

Data Extract	Codes	Category
Well, during the pandemic, Flipped Classroom is the most suitable option for me due to the distance limitation with students. There are many obstacles if we want to meet face-to-face via Zoom for full lesson hours. So, in my opinion, using the flipped classroom . . . the advantages are . . . I can post material, I can use the LMS [which is] Google Classroom. Yeah. So, I'll share the YouTube link, PowerPoint there. Then, I'll tell my students [about it]. We communicate . . . to learn the material. Later on, we'll discuss it further when we meet via Zoom or Google Meet. The available option at that time was Google Meet. So, [another] advantage of using the flipped classroom is the flexibility for students to seek the material from any sources since our school don't provide compulsory books during the pandemic. So, apart from books, if I post the material about . . . greetings and partings, for instance, they can look for other materials that are similar to what I posted. So, in my opinion, the students become more	Integrating technology to facilitate the teaching and learning activity The advantage of conducting Flipped Classroom	How Teachers Integrate Technology into The Implementation of Flipped Classroom During The Emergency Remote Teaching How Flipped Classroom Facilitates Teachers To Teach English DuringThe Emergency Remote Teaching

Transcript	Code	Theme
independent because . . . they learn . . . the material themselves. Also, they become more flexible. They can rewatch the . . .video that I posted, in this case, if in the first play they can't understand the material, they can replay the video twice or thrice depending on their own learning pace. I think that's the advantage. [. . .]	The advantage of conducting Flipped Classroom	How Flipped Classroom Facilitates Teachers To Teach English During The Emergency Remote Teaching
Hinder, right? It might hinder . . . English is not like Indonesian that is already used everyday, right? English is a foreign language in Indonesia even though English is widely used and the students may have been exposed to English more and more widely in this digital era, teachers still have to familiarize students to the correct pronunciation and so on. Yeah, maybe it's the limitation. I'm running out of time in class . . . it's pretty hard to do the drilling activity when we don't meet in person. And um . . . for the obstacle that usually occurs during the meeting is a connection issue. So, it's already good if 20 or 23 out of 32 students join my class on Google Meet [considering the occurred connection problem]. The other 10 missing students could be connected and disconnected due to the poor connection − a few minutes they're not there, in a few minutes later they're there. But yeah, it's understandable because not all students live at home with adequate facilities or networks. That's it.	The challenges to conduct the Flipped Classroom	How Flipped Classroom Posts Challenges To Teachers To Teach English During The Emergency Remote Teaching
	The challenges to conduct the Flipped Classroom	How Flipped Classroom Posts Challenges To Teachers To Teach English During The Emergency Remote Teaching
Alright. I can say if there are students who don't attend my class or they just disappear from class without a word, they might be having a network problem or they just simply don't wanna join my class. So, the first thing I did was of course contacting their parents.	The challenges to conduct the Flipped Classroom	How Flipped Classroom Posts Challenges To Teachers To Teach English During The Emergency Remote Teaching
I have a [WhatsApp] Group with my students' parents. I asked for their cooperation to guide their children. We also	Encouraging parents to support their children's learning	How Teachers Optimize Student Learning Outcomes in The Flipped Classroom During The Emergency Remote Teaching
cooperate with the Guidance Counseling to deal with those students whose parents don't give any response [regarding my report about their children]. My students come from various family backgrounds. There's one student who's only with his younger	Integrating technology to interact with parents

Encouraging the school to provide support for | How Teachers Integrate Technology into The Implementation of Flipped Classroom During The Emergency Remote Teaching

How Teachers Optimize Student Learning Outcomes in The Flipped Classroom During The |

siblings at home while his parent's working. His mother is a single parent and has to work. He has to take care of his younger siblings since the parent thinks that if his sonstudies at home, it's his day off. So, he's got a lot of responsibilities at home. Thus, I cooperated with Guidance Counseling and we finally came to see his mother. There's also a problem where the student has no gadget. The parents of the student guardian association bought that student a gadget. I was the one who sent the gadget to that student's house. There was also a student who's really constrained [by inadequate facilities for online learning]. I asked the student to come to school and I copied the materials for that student. So yeah, there's a lot of obstacles [to studying online]. There were also those who were given a data package [by school]. At that time, there was no data package distribution from the government. Thank God, a few moments later, there was a . , . , distribution of data packages from the Ministry of Education and Culture, right? That's also . . . that's very helpful.	students in need Encouraging the school to provide support for students in need Encouraging students to stay motivated Encouraging the school to provide support for students in need	Emergency Remote Teaching How Teachers Optimize Student Learning Outcomes in The Flipped Classroom During The Emergency Remote Teaching How Teachers Optimize Student Learning Outcomes in The Flipped Classroom During The Emergency Remote Teaching
I think it's really, really helpful, because [the concept of] flipped classroom is flipping the class, right? What the teacher should explain [in class] is learned by the students at home independently. It (the flipped classroom) positively affects the students' independence to . . . develop their self-reliance [in learning English]. However, the problem is that we as a teacher have to get the students used to it (learning independently). Habituation for students to be independent does need a process, it's not instant. So, we give them the understanding that the material needs to be learned at home and after that we'll do the exercise in class. If there's a problem, we can discuss it as well [in class]. So, we have more time in class to discuss the problem. Students need habituation, yeah, they need habituation. It takes a long time to get used to, again, it's not an instant process. The flipped learning strategy is indeed a very positive influence on students'	The advantage of conducting Flipped Classroom Encouraging students to stay motivated	How Flipped Classroom Facilitates Teachers To Teach English DuringThe Emergency Remote Teaching How Teachers Optimize Student Learning Outcomes in The Flipped Classroom During The Emergency Remote Teaching

independence. Um . . . yeah, if there are one or two students who are lazier than the others, it's an individual problem. It means there are certain student characters that are difficult [to be directed], very difficult. It all comes back to how the parents support the students' learning activity at home since they come from various backgrounds. That's all.	Encouraging parents to support their children's learning	How Teachers Optimize Student Learning Outcomes in The Flipped Classroom During The Emergency Remote Teaching
Um . . . I use Google Classroom for LMS. [. . .] I use Google Meet for conducting the online class. I also make quizzes using Google Form. I'm still learning [how to use] Canva, but I don't really . . . explore it more. That's it. but yeah, that's all. [however] what do you mean by um . . . application?	Integrating technology to conduct the flipped classroom Integrating technology to facilitate the teaching and learning activity	How Teachers Integrate Technology into The Implementation of Flipped Classroom During The Emergency Remote Teaching
I don't really explore much. Yeah, Paddlet is also still unexplored. What's still running is Bitmoji and the online dictionary. Other applications have been unexplored. [. . .]	Integrating technology to facilitate the teaching and learning activity	How Teachers Integrate Technology into The Implementation of Flipped Classroom During The Emergency Remote Teaching
Um, technology in the teaching process is of course to make it easier with um . . . what is it . . . flipped classroom. Integrate it with technology, of course they support each other. [with this integration] it becomes more fun for students to learn. Usually, without integrating technology [into the teaching and learning process], perhaps 30 minutes feels long, yeah, but by including Bitmoji or other applications, it's more fun and we don't realize that the time is actually over. Even the students feel short of time to explore the topic of learning further. So, in my opinion, the technology does support the implementation of flipped classrooms. By employing technologies as the learning media in the teaching and learning process, the students feel more comfortable, understand the material faster. It's (the teaching and learning process) more fun.	Integrating technology to facilitate the teaching and learning activity	How Teachers Integrate Technology into The Implementation of Flipped Classroom During The Emergency Remote Teaching

II. Allocating Utterances into Relevant Categories

Category	Codes	Excerpts
How Flipped Classroom Facilitates Teachers To Teach English During The Emergency Remote Teaching	The advantages of conducting flipped classroom	. . . we (teachers) send the material to the students first so that when we're in class, they already have the background knowledge about what we will learn. Hence, it will be smoother and faster for students to understand and apply the concepts (learning material) given previously. Well, the delivery of the material is convinient [in the flipped classroom].
		. . . the administration of the actual activities in class can run more smoothly and students can be more involved in the teaching and learning process.
		So, [another] advantage of using the flipped classroom is the flexibility for students to seek the material from any sources since our school don't provide compulsory books during the pandemic. So, apart from books, if I post the material about . . . greetings and partings, for instance, they can look for other materials that are similar to what I posted.
		Also, they become more flexible. They can rewatch the . . . video that I posted, in this case, if in the first play they can't understand the material, they can replay the video twice or thrice depending on their own learning pace.
		I think it's really, really helpful, because [the concept of] flipped classroom is flipping the class, right? What the teacher should explain [in class] is learned by the students at home independently. It (the flipped classroom) positively affects the students' independence to . . . develop their self-reliance [in learning English].
	Students' positive attitudes under the flipped classroom	The students would take a look at the learning materials [besides videos] that could be in the form of PowerPoint, summary, and worksheet I posted two or three days before the actual class was held. During the class, they would [straightly] work on the exercise [prepared]. By that, they [need to] learn the material [in advance] from the video [or any other form of priorly posted materials] independently.
		My students are used to it. Although I don't remind them, they usually [take the initiative to] check the Google Classroom. Again, not all of them, but I want to cultivate . . . that

		habit. It means they already have this in mind, "Tomorrow is Mrs. Dewi's class, she must have uploaded something." Therefore, they will go to Google Classroom to check the materials, for instance, for exam preparation, all the material has been conveyed. They just have to do the exercise. Later on, we'll discuss it in class. So, they're the ones who actively construct the knowledge on their own, I'm just helping . . . just helping [here and there].
How Flipped Classroom Hinders Teachers To Teach English During The Emergency Remote Teaching	The limitations to conduct flipped classroom	Therefore, the flipped classroom was not effective at all during the pandemic for various reasons including bad internet network, no internet quota, having no gadget, and so on.
		Although we live in a city, it (the internet connection issue) still occurs.
		So, the weakness or lack [of flipped classroom] is the student dependence. They feel that if there's no teacher around, it's not a study time.
		even though English is widely used and the students may have been exposed to English more and more widely in this digital era, teachers still have to familiarize students to the correct pronunciation and so on. Yeah, maybe it's the limitation. I'm running out of time in class . . . it's pretty hard to do the drilling activity when we don't meet in person.
		And um . . . for the obstacle that usually occurs during the meeting is a connection issue.
		But yeah, it's understandable because not all students live at home with adequate facilities or networks.
	Students' negative attitudes under the flipped classroom	So, we usually share the material before the face-to-face or virtual classes via Zoom or G Meet conducted. We share it through Google Classroom and we expect the students to see or watch the video to understand the material. There are several tasks or guidelines to do some activities there. Not assignments, but activities. But um . . . in fact, many students do [the activities] not as good as expected.
		according to the survey I did in several classes, when they hear the words Google Classroom, what comes to their mind is an assignment [to do]. When they hear the 'assignment', what comes to their mind is to answer the question. Then, when they answer the question, it's not their own answer but

|		
		their friends' (giggling).
		Then, when the material and the instruction of activities are being shared [on Google Classroom], the majority of the students don't open them themselves. It's their friends who have worked on the activities who inform them [about the activities].
		when we were in class via Zoom or Google Meet, many students were asked questions by the teacher, for example, they were asked a question for understanding and others, they couldn't answer it.
		Another experience is from several flipped classes that we have conducted, let's say among 5 classes, most of the students, more than 50% [of the students in each class] don't do the assignments and activities. Only a few percent of them complete the assignments and carry out the activities. It can be seen from um . . . the portfolios they collect on Google Classroom which aren't all full and even many are completely empty. [they said] they can't access Google Classroom because of the previously mentioned reasons.
		if I set a class for 30 minutes, only 15 minutes is usually used for studying. The problem is, they (students) can't join [the class] all at the same time. Ya, it's hard. Sometimes, the students are already too tired of waiting for the others to join the class or they're [just] not enthusiastic [to join the class] or it's just because of internet connection issues. Although we live in a city, it (the internet connection issue) still occurs.
		It turns out that only a few students who access the online material learn it in their environment or at home. The other students rarely . . . what is it called . . . read and learn first the material that has been distributed.
How Teachers Optimize Student Learning Outcomes In The Flipped Classroom During The Emergency Remote Teaching.	Encouraging students to stay motivated	So, during the class, I [tried to] dig out what the students had learned. I had some questionsto be asked to the students. I made slides [of those questions] to check [the students' understanding on] the materials I postedearlier. Based on those questions, I could know which materials were not clear enough for the students. That was my opportunity to communicate directly with them although I couldn't talk to each student in my class.
		in the even semester, we had already started

		this half and half program (50% of students in a class come directly to school and another 50% take online learning). But yeah, I still used Google Classroom for those students who were sick so that they could still learn independently by checking [the materials on] the Google Classroom. Later on . . . if they couldn't really understand [the materials], they could ask me.
		Even though there's no teacher around, students should be able to automatically and independently learn [the material] on their own.
		the most influential and must be improved factor is the cooperation and awareness of the three-partied [that is] school, parents, and students themselves. They all [need to] realize that at such moment . . . the concept of learning changes. They (students) don't have to be in a room, in a classroom to see the teacher. Instead, they can learn on their own anywhere and anytime with the monitoring and motivation and guidance from their parents.
		There was also a student who's really constrained [by inadequate facilities for online learning]. I asked the student to come to school and I copied the materials for that student.
		Habituation for students to be independent does need a process, it's not instant. So, we give them the understanding that the material needs to be learned at home and after that we'll do the exercise in class. If there's a problem, we can discuss it as well [in class].
	Encouraging parents to support their children	Well, what should be noted is that flipped class in a . . . social background like this requires good cooperation between schools, students, and parents. [the parents] can't just leave everything up to the schools since most of the students study at home during the pandemic. Therefore, the monitoring, motivation, and guidance from parents are necessary for students.
		Yeah. The problem lies in the motivation and self-control of the students themselves. So, at that time, we shared the results of the students' work that had been collected or the records of the students who had read [the material] to each student's and parent's WhatsApp Group

		to monitor . . . . the learning progress of their children together.
		the teacher's role when they're away from school is trying to encourage the parents' role to educate their children so that they are able to use their time outside of school as a normal study time.
		We have made a schedule sequentially from morning to noon for delivering the material as well as for virtual meetings, but only a few students join the meetings because of various reasons, neglecting the fact that they have been given a free internet quota by the government and they don't use it properly. So,the teacher's role is just to monitor and report the students' learning progress to parents, hoping them to take part in monitoring, motivating, and even forcing their children if necessary to use their time to study.
		I can say if there are students who don't attend my class or they just disappear from class without a word, they might be having a network problem or they just simply don't wanna join my class. So, the first thing I did was of course contacting their parents. I have a [WhatsApp] Group with my students' parents. I asked for their cooperation to guide their children.
		there are certain student characters that are difficult [to be directed], very difficult. It all comes back to how the parents support the students' learning activity at home since they come from various backgrounds.
	Encouraging the school to provide support for students in need	it turns out that the parents' responses are passive as well. Knowing that, we tried to increase the parents' participation. We proposed to schools to hold parenting counseling about how to motivate students [to keep on learning] during the pandemic. The result showed only a few parents joined the parenting counseling. So, the parents' awareness to educate themselves that [their children] education is not only the school responsibility but also their responsibility are lacking.
		the school role is to provide facilities and ways to connect them whether they're at school or home.
		We also cooperate with the Guidance Counseling to deal with those students whose

		parents don't give any response [regarding my report about their children]. My students come from various family backgrounds. There's one student who's only with his younger siblings at home while his parent's working. His mother is a single parent and has to work. He has to take care of his younger siblings since the parent thinks that if his son studies at home, it's his day off. So, he's got a lot of responsibilities at home. Thus, I cooperated with Guidance Counseling and we finally came to see his mother.
How Teachers Integrate Technology into The Implementation of Flipped Classroom During The Emergency Remote Teaching		There's also a problem where the student has no gadget. The parents of the student guardian association bought that student a gadget. I was the one who sent the gadget to that student's house.
		There were also those who were given a pulse package [by school]. At that time, there wasno internet quota distribution from the government.
	Integrating technology to conduct the flipped classroom	when we were in class via Zoom or Google Meet
		I usually used Google Meet [as the platform] to conduct the class [during the emergency remote teaching] since at that time Google Meet was free to use, right?
		I use Google Meet for conducting the online class.
	Integrating technology to facilitate the teaching and learning activity	So, we usually share the material before the face-to-face or virtual classes via Zoom or G Meet conducted. We share it through Google Classroom [. . .]
		[. . .] Well, at that time, I flipped the class like this [. . .] if I had a class tomorrow, I would post the learning materials on Google Classroom two or three days before.
		I gave them . . . a link to an online dictionary, there's a sound (text to speech), they then learned the song and looked for [the word meaning] there. I made a list of adjectives in the lyrics of the song Count on Me like what's the meaning of this adjective . . . they can find it on that online dictionary. And then [what's the meaning of] this noun, adjective . . . verb.
		The second experience was we made a description of people. Describing people using Bitmoji. I used the flipped classroom as well [on that topic]. So, I made dialogues for my

<table>
<tr><td></td><td></td><td>students. The first version contains a dialogue between student 1 and student 2 going to the canteen looking for A and B looking for C. They asked what are the characteristics of C, oh she's wearing a school uniform, her hair is curly, and so on. And they used Bitmoji to find various images like this (show me the image).</td></tr>
<tr><td></td><td></td><td>And they were having fun since I included Bitmoji [into the learning process]. They were having a fun time to learn on their own. If . . . if this is the case, the teacher doesn't need to teach hard since the students themselves are independent. It's way more fun for them. 2 hours seems like a blink of an eye.</td></tr>
<tr><td></td><td></td><td>Well, we made a Learning ManagementSystem application on Android so that when we upload the learning material, students and parents will get notifications.</td></tr>
<tr><td></td><td></td><td>Our school built our own application due to the weakness of Google Classroom where the parents didn't know what their children's activities were in the classroom, whether there was an assignment or not. That's why we develop an application that can get the parents, students, and teachers notified [when there's a class or activity]. As for the teachers, it will get them notified when they have to teach and deliver material. Something like that.</td></tr>
<tr><td></td><td></td><td>So, I'll share the YouTube link, PowerPoint there.</td></tr>
<tr><td></td><td></td><td>I also make quizzes using Google Form</td></tr>
<tr><td></td><td></td><td>What's still running is Bitmoji and the online dictionary. Other applications have been unexplored. [. . .]</td></tr>
<tr><td></td><td></td><td>Um, technology in the teaching process is of course to make it easier with um . . . what is it . . . flipped classroom. Integrate it with technology, of course they support each other. [with this integration] it becomes more fun for students to learn. Usually, without integrating technology [into the teaching and learning process], perhaps 30 minutes feels long, yeah, but by including Bitmoji or other applications, it's more fun and we don't realize that the time is actually over. Even the students feel short of time to explore the topic of learning further. So, in my opinion, the technology does support the implementation of flipped classrooms. By employing technologies as the</td></tr>
</table>

		learning media in the teaching and learning process, the students feel more comfortable, understand the material faster. It's (the teaching and learning process) more fun.
	Integrating technology to interact with students and parents	So, at that time, we shared the results of the students' work that had been collected or the records of the students who had read [the material] to each student's and parent's WhatsApp Group to monitor the learning progress of their children together.
		In addition, the teacher must also prepare a special time to provide consultation or assistance outside the designated study time [in school] either through WhatsApp or online meeting.
		I have a [WhatsApp] Group with my students' parents. I asked for their cooperation to guide their children.
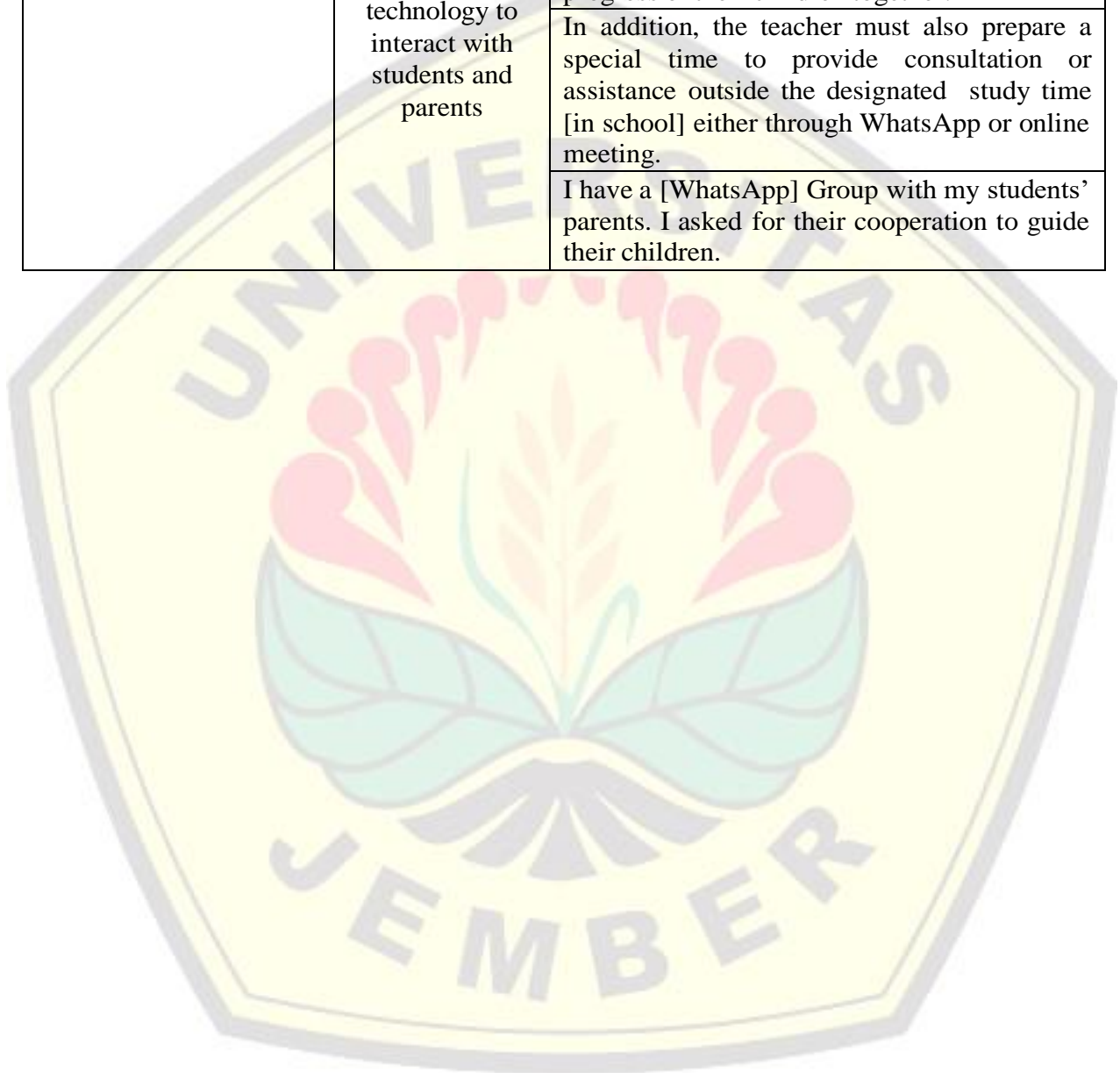
THE INTERVIEW RESULTS

Interviewee : Dewa

Type of Data : Narrative Interview Data

Date of Interview : Tuesday, 31th of May 2022

I : Baik, jadi sebelumnya seperti yang telah bapak informasikan kepada saya bahwasannya bapak menggunakan *Flipped Classroom strategy* untuk mengajar bahasa Inggris tingkat SMP selama masa pandemi. Bisa bapak tolong ceritakan tentang pengalaman bapak menerapkan strategi tersebut selama masa pandemi?

Dewa : Oke, baik. *Flipped Classroom strategy*nya...itu...secara konsep...e...kita melakukannya semuanya yang di SMP N 4 Jember, tapi hasilnya kurang memuaskan.Jadi, biasanya kita *share* materinya beberapa waktu sebelum kelas tatap muka atau secara virtual menggunakan Zoom atau Gmeet. Kita share lewat Google Classroom dengan harapan siswa melihat atau nonton videonya untuk memahami materi dan lain sebagainya. Kemudian, disitu setelah itu ada beberapa tugas atau tuntunan untuk mengerjakan beberapa aktivitas, tidak tugas ya, tapi aktivitas. Akan tetapi em...pada kenyataannya banyak siswa yang...melakukannya tidak sesuai dengan harapan kita. Artinya, dari survey yang saya lakukan di beberapa kelas itu, kalau mereka mendengar kata-kata Google Class, itu yang muncul di benak mereka itu adalah tugas.Kalau mereka dengar tugas yang muncul di benak mereka adalah menjawab pertanyaannya. Kemudian pada saat mereka menjawab, itu tidak dari jawaban mereka sendiri, tapi kebanyakan dari jawaban temannya, gitu. Jadi...jadi artinya pada saat *Flipped Class* ini berlangsung mereka belajarnya hanya mensiasati belajar gitu ya. Jadi nggak bener-bener belajar. Jadi *Flipped Class*nya secara konsep bagus, tetapi secara pelaksanaannya banyak yang tidak sesuai dengan alur dan standar yang seharusnya sehingga hasilnya...hasilnya membingungkan. Antara hasil apa namanya yang siswa kumpulkan dan hasil kenyataan pada perkembangan pembelajaran siswa itu kurang memuaskan dan kurang maksimal. Itu. Jadi, itu. Kemudian, pada saat materi dan apa namanya tuntunan aktivitas itu di*share*, itu kebanyakan banyak yang tidak membuka tapi mereka tahu dari temannya yang sudah mengerjakan jawabannya. Oke...Terus kemudian, pada saat...darimana kita tahu bahwa mereka nggak mempelajari materinya dan materi hanya dijadikan...dilewati saja, karena pada saat

virtual meeting menggunakan Zoom atau Google Classroom, banyak anak-anak yang pada saat diminta gurunya untuk misalkan diberi pertanyaan untuk pemahaman dan lain sebagainya mereka tidak bisa. Nah, tidak bisanya ini juga masih pertanyaan apakah mereka itu malu untuk mengungkapkan dan apakah mereka benar-benar tidakbisa, ini masih jadi pertanyaan. Setelah itu, *virtual classroom* tidak efektif karena yang masuk di dalam *virtual classroom* hanya siswanya sedikit sekali. Jadi di bawah 50%. Jadi yang namanya *Flipped Class* itu tidak efektif sama sekali pada waktu pandemi itu dengan berbagai alasan diantaranya jaringan, kuota, hp tidak punya dan lain sebagainya sehingga tidak ada standar yang bisa mewajibkan mereka hadir di *virtual class*. itu aja.

I   : Apakah ada pengalaman lainnya yang ingin bapak ceritakan terkait penggunaan Flipped Classroom ini selama pandemi?

Dewa : Iya. Pengalaman lainnya adalah dari beberapa kelas *flipped* yang kita lakukan misalkan ada lima, itu...e...sebagian besar siswa, 50% lebih, itu hanya memenuhi tugas atau melaksanakan aktivitasnya cuma beberapa persen saja. Jadi tidak...tidak bisa penuh. Itu terlihat dari em...apa ya...portofolio yang mereka kumpulkan di Google Classroom tidak semuanya penuh dan bahkan banyak yang kosong sama sekali dengan alasan itu tadi, mereka nggak bisa akses Google Classroom dan lain sebagainya. Seperti itu.

I   : Apa ada lagi yang ingin disampaikan terkait pengalaman bapak sebagai guru bahasa Inggris yang menggunakan *Flipped Classroom* ini dalam masa pandemi?

Dewa : Udah. Jadi *Flipped Classroom* ini akan berjalan jika...ini ada yang berjalan bagus di beberapa kelas yaitu kelas-kelas yang mempunyai siswa yang mempunyai...apa namanya...*autonomous learning*nya itu bagus. Kemudian ini ada keterkaitan juga dengan *background* orangtua. Jadi rata-rata di kelas yang seperti itu, yang siswanya mempunyai semangat disiplin yang apa namanya...belajar mandirinya bagus dan orangtua-orangtua yang memperhatikan perkembangan siswanya itu akan berjalan dengan baik. jadi bahkan orangtuanya juga sering menanyakna jenis-jenis tugas dan apa saja yang belum dikerjakan putra-putrinya itu e...dengan kelas seperti ini dan *background* kelas dan orangtuanya seperti itu bisa berjalan 100%. Gitu aja.

I   : Ada lagi pak yang ingin diceritakan lagi?

Dewa : Ya, oke. Jadi catatannya adalah *Flipped Class* di *background* e...sosial kemasyarakatan yang seperti ini membutuhkan kerjasama yang bagus antara sekolah, siswa, dan orangtua. Jadi tidak bisa semuanya diserahkan ke sekolah saja karena

mereka kebanyakan di saat pandemi kemarin mereka belajarnya di rumah sehingga pantauan orangtua dan motivasi dan arahan orangtua itu sangat dibutuhkan oleh siswa. itu aja.

I : Apa ada tambahan lagi, pak?

Dewa : Sudah.

I : Sudah cukup?

Dewa : Ya.

I : Baik. Terima kasih, pak.

Interviewee : **Dewi**
Type of Data : **Narrative Interview Data**
Date of Interview : **Tuesday, 31th of May 2022**

I : Jadi sesuai dengan yang sudah ibu informasikan, ibu kan menggunakan *Flipped Classroom strategy* untuk mengajar bahasa Inggris. Bisa ibu tolong ceritakan tentang pengalaman ibu sebagai guru bahasa Inggris tingkat SMP yang menggunakan strategi ini untuk mengajar kelas bahasa Inggris selama masa pandemi atau *Emergency Remote Teaching*.

Dewi : Oke. Sebelum e...apa...saya bercerita tentang pengajaran dengan metode *flipped* ya mungkin ada baiknya saya berbagi pengalaman dulu e...kita mulai pandemi maksudnya pembelajaran *online* ya setelah terkena dampaknya pandemi itu, itu tahunpelajarannya 2019/2020. Saya inget betul saya di kurikulum ya. Kita mau menyiapkanPTS (Penilaian Tengah Semester). Soal itu sudah siap. Kita sudah *setting* di hari Sabtu saya lupa tanggalnya ya yang kalo nggak salah bulannya Maret waktu itu. Jadi,Seninnya sudah set mau ujian tengah semester. Sabtunya kita sudah ini ya kita udah siapkan soal dan sebagainya. Kemudian hari Sabtu malam itu ada info bahwa pembelajaran e...dihentikan karena pandemi dan itu saya pikir kan kita berpikir hanyasekian apa mungkin seminggu, dua minggu, sebulan. Ternyata sampai dua tahun ya. Sampai dua tahun itu bukan waktu yang sebentar. Kemudian, banyak pengalaman e...dari bukan saya sendiri juga e... tapi juga dari guru. Udah bukan dari guru bahasa Inggris. Semuanya kan menghadapi hal yang baru ya...hal yang baru. E...kita yang biasanya pengajarannya itu secara face to face jadinya secara *online*. Bukan hanya murid yang syok tapi juga gurunya yang syok. Jadi kita menyesuaikan ya. Kita menyesuaikan dengan apa ya...dengan kebijakan yang sudah dibuat oleh Pemerintah

Daerah Jember, khususnya Dinas Pendidikan. Waktu itu kita sempat pembelajaran itu full *online* ya. Full *online*. Kita sama sekali tidak bertemu siswa. Tentu guru dengan kondisi seperti ini masih mencari-cari pola ya mbak ya. Enaknya ini e diapain. Toh juga di lapangan itu banyak sekali kendalanya. Jadi, e...kita waktu itu di tahun pertama, kan ada dua tahun ya. Di tahun pertama kita masih menggunakan berbagai platform untuk pembelajaran *online*. Ada yang menggunakan WA group. Kemudian, apa itu...materi dishare di sana. Kalau materi beragam ya. Ada yang berupa apa itu...YouTube link. Kemudian tautan materi, kemudian ditautkan di sana. Ada juga kalau saya pribadi dengan MGMPS bahasa Inggris kan ada ya Musyawarah Guru Mata Pelajaran tapi tingkat sekolah e...itu kita setuju pake Google Form aja. Kita waktu itu pake Google Form. Tapi sebenernya di Google Form itu juga kita tautkan YouTube link. Kemudian juga materi itu dalam bentuk Powerpoint dan juga *worksheet* yang harus dikerjakan anak-anak. waktu itu juga masih ini ya kita nggak...nggak masih nggak...nggak terlalu sering menggunakan apa itu mbak...model*conference* misalnya seperti kita pake e...WhatsApp web kah atau pake apa itu mbak biasanya kita ada juga yang pake apa Bu Alfiana? Kalau kita *conference* biasanya kitapake apa? Pake Zoom. Ada yang pake itu juga. Itu memang beragam sih. Pake Gmeetjuga itu. jadi itu di tahun pertama itu masih ini masih macem-macem. Jadi kita masih belum ketemu polanya enaknya pake *Flipped Learning* aja itu masih belum...belum belum ketemu. Jadi, waktu itu udah. Dan kita juga ngiranya nggak begitu lama ya mbak ya. Ternyata di tahun kedua...di tahun kedua kok masih belum juga di ada lampu merah untuk pembelajaran e...tatap muka. Akhirnya kita, sekolah, kurikulum, waktu itu membuat satu sistem e...apa ya...pembelajaran terpusat. Kita menggunakan Google Classroom. Semuanya. Wajib. Tapi Google Classroomnya itu em...terpusat oleh kurikulum. Jadi nggak e...sekolah itu SMP 3 ada Google Classroom. Kemudian ada mapel di sana. Ada mapel. Jadi ada jenjangnya. Kelas 7 ada 11 mapel, 8 11 mapel. Jadi kurikulum bisa cek ya kegiatan aktivitasnya. Kalau di tahun pertama kan kurikulum kelabakan ceknya ya. Saya sebagai koordinator juga bingung ini benar sudah berjalan kah, anak-anak...anak-anak bagaimana. Nah, di tahun kedua kita menggunakan Google Classroom. Dan kita juga mulai e...aktif karena ada protes dari orangtua ya maksudnya bukan protes begitu tapi masukan bahwa anak-anak ini sebenernya kalau...kalau hanya dikasih materi tanpa ada guru yang ketemu entah itu langsung atau via *conference* ya...nanti ini ya...kurang kurang apa ya...seperti kurang ada monitoring dari gurunya. Jadi kurang dapet ilmunya dan kalau pendidikan itu

bukan hanya transfer ilmu ya tapi juga nilai. Jadi e...akhirnya e...kita juga mulai berpikir untuk menggunakan metode *flip* ya. Memang mungkin semua guru berbeda-beda. Kalau saya mulai ada Google Classroom itu saya mulai menggunakan *Flipped Learning*. Saya belajar sana-sini juga nggak tau kalau seperti itu disebut *flip* awalnya. Kemudian saya waktu itu ada ini mbak apa...PPG ya. Saya diajak UNEJ untuk jadi guru pamong PPG dalam jabatan. Kemudian mulai ada kenal dengan *Flipped Learning*. Kemudian oh begini kelebihannya kekurangannya. Dan rasanya saya baca-baca kok cocok dengan kondisi pandemi ya. Nah akhirnya saya menerapkan metode *flip* ala saya. Saya nggak tahu itu sudah seberapa persen atau sudah pantaskah disebut *Flipped Learning* ya. Mungkin *flip* dengan ala saya yang masih ada kekurangan disana-sini. Karena memang pada kenyataannya mbak, tidak semua anak itu 100% itu e...ter...maksudnya bukan terlayani ya. Mereka maksimal. Bisa mengikuti pembelajaran secara e...*online*, secara daring karena lagi-lagi banyak sekali kendala di lapangan misalnya e...kuota. Sempet ada bantuan kuota dari pemerintah ya, tapi kadang anak-anak ganti...ganti nomer ya. Misalnya kita sudah e...setor nomer ke operator sekian, tapi ketika anak, "Nggak dapet, bu. Ganti nomer.", kan berarti dia nggak nggak dapet jatah kuota yang seharusnya dia dapet. Sedangkan pemerintah itu kan maunya ini kementerian ini ini satu nomer ini dan nomer itu harus aktif kalau misalnya sewaktu-waktu nggak aktif e...pulsa yang dikirim ini nggak akan masuk. Mahasiswa mungkin gitu juga, kan? Nah, he'eh. Jadi seperti itu. Nah, ada juga anak yang super cuek nggak menghubungi kalau ada kendala apa-apa. Tiba-tiba sudah sekian pertemuan tidak itu ya. Itu kendalanya. Jadi waktu itu saya *flip*nya ala sayanyaseperti ini mbak jadi saya pembelajaran itu misalnya saya pembelajarannya besok ya. Saya sebelumnya, dua hari tiga hari, saya *post* materi itu di Google Classroom. Ada beberapa guru yang memang sudah punya kemampuan untuk membuat video. Dirinyasendiri ya. Seperti Bu Anis dan teman-temannya itu. Kemudian beliau *post* di GoogleClassroom. Kalau saya masih karena saya kesibukan mbak juga di sini kan jadi kurikulum. Jadi saya biasanya comot aja materi. Saya *scavenger* ya. Saya me...mencari dari...pemulung materi dari sana-sini. Yang serasa cocok saya gunakan. Jadi saya *post* di Google Classroom. Tapi pasti ada paket e...video ya. Kemudian materi itu ada dalam bentuk Powerpoint, kemudian kayak rangkuman materi dan *worksheet*. Jadi itu di...dilihat anak-anak dulu di...saya *post* dua tiga hari sebelumnya. Nah, pada saat jam pembelajaran dan latihannya mereka coba dulu. Jadi mereka belajar mandiri dari video tadi. Kemudian, em...pada saat pembelajaran saya biasanya

e...pake *video conference* dengan Google Meet ya karena waktu itu memang yang gratis kan Google Meet ya. Kemudian, paling waktunya juga nggak lama mbak karena anak-anak juga ini apa ya...misalnya saya kasih waktu durasi 30 menit pun, paling nanti hanya 15 menit kita bisa ber-*conference*. Kendalanya gini, mereka nggakbisa samaan masuknya. Ya kan, sulit ya. Kadang ini ditunggu yang lainnya sudah capek nunggunya yang lainnya nggak masuk-masuk atau antusiasmenya kurang, atau kendala jaringan gitu ya. Di sini meskipun sepertinya di kota ya, tapi tetep ada juga mbak. Jadi apa ya...e...ya itu lah macem-macem kendalanya. Suka-dukanya mengajardi masa pandemi banyak sekali. Jadi itu ketika *conference* itu saya me...menggali ini ya anak-anak apa yang sudah dipelajari. Jadi saya ada semacam e...pertanyaan untuk menginterview anak-anak atau saya lontarkan beberapa soal. Saya bikin *slide-slide* begitu untuk cek e...materi yang sudah saya kirim sebelumnya. Kemudian, dari soal mungkin ada yang kurang jelas itu akhirnya dari situ saya bisa berkomunikasi langsung dengan anak-anak. Ya meskipun tidak 100%, tidak bisa. Dan...itu berlangsung kira-kira...satu...nggak sampe satu tahun mungkin mbak. Terus kemudiankita di semester genap sudah mulai ini ya...pembelajaran sekian persen 50%. Tapi tetep saya menggunakan Google Classroom karena memang ada anak-anak yang sakit misalnya ya tidak terlayani dengan mengecek Google Classroomnya kan mereka bisa belajar mandiri. Nanti yang...yang kurang bisa tanya ke saya. Itu ya. Saya *flip*nya disana. *Flip*nya jadi e...anak-anak yang seharusnya guru yang menerangkan, mereka jadi mandiri belajar sendiri dulu. Kemudian e...soal-soal itu juga dikerjakan. Jadi sayahanya *checking* disana, bantu anak-anak. tapi saya nggak tahu ya apakah berhasil atautidak. Saya juga tidak tahu. Kalau dilihat e...daya serapnya atau pencapaian anak-anakdari sebelum pandemi dan setelah pandemi tentu saja...tentu saja berbeda, mbak. Tapi...e...lagi-lagi itu ya maksudnya seberapa persenkah e...keberhasilan menggunakan *Flipped Learning* itu saya belum sebegitu *concern* ya. Se...seperti itu. jadi saya *flip*nya begitu. Materi saya unggah di Google Classroom. Kemudian nanti pada saat pembelajaran saya baru *conference* dengan anak-anak akan apa yang sudah mereka pahami. Begitu kira-kira. Kalau setelah di...paruh kedua tahun kedua, itu pembelajarannya sudah secara *mix* ya mbak ya. *Mix* antara PTM (Pembelajaran Tatap Muka) dan *online*. Kita awali waktu itu dengan 50% masuk. Pembagiannya begini waktu itu, jadi nomer 1-16 masuk Senin, Rabu, Jumat. Nomer absen 17-32, kita maksimal 1 kelas 32 siswa, itu Selasa, Kamis, Sabtu. Itu selang berapa bulan kemudian kita ubah lagi kan menyesuaikan kebijakan ya, kebijakan dari Dinas

Pendidikan. Jadi kita waktu itu jadi masuk semua, tapi berbeda sesi. Ada sesi 1 ada sesi 2. Tapi kelemahannya mungkin gurunya capek sekali karena mengajar yang seharusnya satu, satu kelaskan terbagi dua, jadi kita harus dua kali ngajarnya. Kemudian juga anak-anak nggak maksimal karena satu materi, satu mata pelajaran itu seminggu cuma dapet sekali, satu kali pertemuan. Padahal kalau reguler kan seperti bahasa Inggris itu satu minggu itu ada 4 jam. jadi e...itu ya. Terus kemudiankalau saat...sempet juga begini e...kita masuknya semua masuk hari itu 100%, tapi masuknya selang 1 jam. kelas 7 masuk jam 7 sampe jam 10, kelas 2 masuk jam 8 sampe jam 11, kemudian kelas 9 masuknya jam 9 sampe jam 12. Jadi nanti pulang dan e....datang dan pulangnya tidak bersamaan. Kita mengantisipasi kerumunan pulang penjemputnya itu biar tidak bertabrakan. Jadi ketika kelas 7 datang, kelas 8 9 belum datang. Ketika kelas 8 datang, kelas 7 udah masuk kelas 9 belum datang. Jadi hanya satu jenjang yang masuk. Sekarang ini sudah 100% alhamdulillah ya. Kita jugapernah satu sekolah itu sudah berapa yang kena. Jadi ya memang itu sempat waktu itu lockdown lagi berapa...dua minggu ya karena baik guru pengajar maupun anak-anak banyak yang kena gitu. Tapi kalau saya mbak saya tetep menggunakan *flip*, saya tetepmateri itu saya unggah di Google Classroom ya. Anak-anak ya sudah terbiasa. Biasanya mereka meskipun nggak saya ingatkan itu biasanya udah udah *checking- checking* Google Classroom. Sekali lagi nggak 100% memang ya, tapi saya ingin men...menumbuhkan kebiasaan itu maksudnya anak-anak itu kalau e...mau pembelajaran pasti Bu Ima sudah unggah sesuatu. Jadi di Google Classroom mereka akan...akan cek materi ya seperti persiapan PAT seperti ini materinya sudah tersampaikan semua. Mereka tinggal ada latihan-latihan soal. Nanti kalau pertemuan tinggal kita bahas begitu. Jadi belajarnya lebih banyak di mereka ya saya hanya me...membantu aja. Itu ya mbak ya. *Flip* di SMP 3 seperti itu. he'eh. Jadi saya juga masih apa ya...belajar ya. Saya nggak tahu sudah berapa persen flipped itu. Saya kemarin juga ikut pelatihan Bu Eka ya. Jadi itu kan e...tentang...menunya salah satunya tentang *flip* juga. Ternyata *flip* bisa disininya, bisa disininya, macem-macem. Saya juga masih belajar itu. ya itu karena pandemi ya akhirnya mengenal *flip* dengan menyesuaikan sana-sini ya. Saya inginnya mungkin ke depannya saya lebih bisa belajar membuat materi sendiri ya...iya. Tapi sekarang kayaknya masih belum ini karena kesibukan dan lain-lain. Sebenernya juga harus belajar ya. *No excuse* untuk tidak belajar ya. Iya itu. itu mbak kira-kira.

I : Apa ada pengalaman lain terkait dengan e...ibu mengajar dengan menggunakan *Flipped Classroom* ini di SMP ibu yang ingin diceritakan lebih lanjut?

Dewi : Apa ya...e...kemarin pengalaman yang di...kan ada *lesson idea* ya di pelatihan itu. ikut nggak pelatihannya Bu Eka? Nggak ikut? Oh, nggak ikut ya. Apa harus guru ya? Saya juga nggak tahu. Jadi itu. Kemarin juga saya terapkan di pengajaran *InterpretingSong* ya jadi menginterpretasi lagu...lagu wajib kalau di kelas 7 itu *Count on Me* nya Bruno Mars ya he'eh. Jadi flippednya itu kalau lagu menginterpretasi kan mereka harus e...apa...mengetahui makna setiap kata ya. Jadi *flip*nya mereka belajar sendiri. Saya kasih apa itu...link kamus *online*, kemudian ada bunyinya, kemudian anak-anak belajar lagu itu nanti dicari. Saya membuat lis e...lirik lagu *Count on Me* ini kata sifatnya ini nanti artinya apa dicari di...di kamus *online*nya itu. Kemudian, kata bendanya ini, kata sifatnya ini e...kata kata kerjanya ini. Kemudian saya bagi juga mereka untuk membuat deskripsi ya. Adakah di sini ya? Sepertinya masih saya simpan pekerjaannya anak-anak. Jadi mereka membuat semacam gambar-gambar gituya yang merepresentasikan kosakata itu. Oh ini...oh ini ada pekerjaannya. Dan anak- anak sepertinya juga ini *enjoy* dengan ini. Per kelas kemudian mereka presentasikan. Ini gambarnya anak-anak misalnya '*tossing and turning*' nggak bisa tidur. Jadi gambarnya seperti ini. Ini karyanya anak-anak sendiri. Ada yang mencari, ada yang menggambar. Yang 7E ini banyak yang menggambar misalnya kata '*happy*'. Mereka mencari dari kamus *online* itu artinya *feeling or showing pleasure*, bahasa Indonesia artinya senang. Mereka mencari emotikon paling sesuai, "oh yang ini, bu." gitu ya anak-anak. Kemarin komennya Bu Ima, "oh, kreatif!". Ada lagi '*sing*' ya. Macem- macem sih. '*sail*', '*lost*'. Kan bagus itu kreatif. Apa lagi...oh '*count on me*', "gambarnya kira-kira gimana ya Bu Ima kalau *count on me*? Oh, kira-kira orang jabattangan ya." Terserah anak-anak ini interpretasi. Jadi, kegiatan pembelajarannya jadi lebih menarik ya. 'nggak bisa tidur, menghitung domba' ya ini. Ada juga yang...bagus-bagus kok anak-anak ini...'*stuck*'...ya pekerjaannya anak-anak. ya ini. Kemudian dari aktivitas ini mereka mempresentasikan gambarnya. Jadi misalnya ini ya '*forgot*' mereka ini awalnya mereka tunjukkan *forgot* artinya apa versi Inggris versi Indonesia. Kemudian nanti setelah e...semuanya presentasi, ganti gambarnya aja.Ini tadi apa, artinya apa gitu ya. Saling me...mengingatkan. kan jadi mereka belajar kosakata sendiri tanpa...tanpa saya me...mengajari mereka mandiri. *Flip*nya disitu ya. Jadi saya bukan membuat list kemudian artinya ini, tapi anak-anak belajar sendiri. Tadi dari kamus *online* kemudian saya ajari begitu-begitu jadi mereka mandiri. Terus

pengalaman kedua kemarin kita membuat deskripsi orang ya. *Describing people* dengan menggunakan Bitmoji. Itu saya juga *flip*. Jadi anak-anak saya bikinkan dialog ya. Dialog versi 1 itu isinya dialog antara murid 1 dan murid 2 ini lagi ke kantin nyari si ini A dan B nyari si C. Nah, mereka bertanya si C itu ciri-cirinya apa oh anaknya pake baju sekolah, rambutnya keriting dan sebagainya. Dan mereka me...menggunakan Bitmojinya ketemu gambar seperti ini macem-macem. Nah, nanti mereka ini ngerjakan sendiri ya mandiri ya. Kemudian, tugas keduanya dialog itu mereka revisi tapi yang dicari bukan lagi si Tanti ini kan cewek, tapi diganti tokohnyajadi Taufan. Otomatis kan dialognya mereka ubah ya. Jadi dialognya jadi ciri-ciri cowok. Kalau ciri-ciri cowoknya apa e...ada yang pakai *jacket* misalnya, pakai *sneakers* merah, macem-macem sih. Nah, asik-asik kok anak-anak. dan mereka presentasi ada yang pakai seragam polisi, ada yang...ada yang komen, "bu, itu nggak sopan bajunya. Kenapa pake *you can see*?" misalnya, atau, "itu kok pake anting ya, bu?" ada ya. Macem-macem sih pekerjaannya anak-anak. dan mereka asik karena saya *include*kan teknologi Bitmoji itu ya. Jadi anak-anak asik belajar sendiri. kalau...kalau gini gurunya nggak susah-susah karena mandiri anak-anak ya. He'eh. Lebih asik mereka. Jadi waktu 2 jam kayaknya jadi sebentar saja. Kalau waktu ini saya e...mereka di kelas itu kendalanya kadang *gadget* itu tidak terisi data mbak. Jadi saya membuat kelompok. Kelompoknya isi 4 gitu ya. Kelompoknya 4 orang. Kemudian hanya 1 aja yang bikin Bitmoji berdasarkan diskusi itu, tapi jalan. Saya nggak usah terlalu banyak ini anak-anak sudah itu. e...apakah *Flipped Learning* itu harus e...saya *flip flip*, mereka mandiri bekerja tapi di sekolah juga karena waktu itu pembelajarannya sudah PTM ya Pertemuan Tatap Muka 100%. Jadi, saya kalau sudahPTM kemudian harus ngasih PR rasanya juga kasihan ya. Jadi e...tetep saya *flip* tapi mereka kerja mandiri. Saya nggak nerangin. Mungkin itu ya pengalaman saya.

I : Apa ada lagi yang ingin diceritakan lebih lanjut?

Dewi : Sudah. Itu aja mbak kira-kira. Yang ini masih ada move 3. Saya berharap ada pengalaman lagi tentang *Flipped Learning*. Semoga ada lah.

I : Terima kasih bu kalau seperti itu. Nanti untuk *follow up interview*nya saya kabari lagi ya, bu.

Interviewee   : Dewa

Type of Data   : Semi-Structured Interview Data

Date of Interview   : Wednesday, 29th of June 2022

I   : Dari sisi guru, apakah ada pengalaman terkait kemudahan mengajar menggunakan *Flipped Classroom strategy* selama masa pandemi atau *Emergency Remote Teaching*? Jika ada, berdasarkan pengalaman bapak, bagaimanakah *Flipped Classroom strategy* ini mempermudah bapak dalam mengajar materi bahasa Inggris?

Dewa   : Baik. Em...*Flipped Classroom* ini mempermudah mengadministrasi atau penyelenggaraan kelasnya yaitu...apa namanya...materi kita berikan dulu ke siswanya sehingga pada saat nanti bertemu di dalam kelas nyata itu siswa sudah mempunyai *background knowledge* tentang apa yang akan kita pelajari pada hari tatap muka tersebut, sehingga akan lebih lancar dan lebih cepat siswa itu dalam memahami serta menerapkan konsep-konsep yang diberikan pada waktu sebelumnya. Jadi, kemudahanya pada...apa...*delivery*nya. kemudian, untuk apa namanya...pengadministrasian kegiatan nyata di dalam kelas itu lebih bisa berjalan secara lancar dan siswa-siswa lebih bisa terlibat dalam proses belajar-mengajar pada saat bertemu di kelas nyata, sehingga pada saat di kelas nyata tersebut siswa sudah tahu apa yang harus kita bicarakan, diskusikan, dan kerjakan melalui materi yang sebelumnya sudah diberikan pada platform kelas onlinenya. Jadi, kemudahannya ada di penyampaian dan pengorganisasian kelas pada saat kelas nyata. Gitu, Mbak Pingky.

I   : Oh nggih, baik. Kemudian, berdasarkan pengalaman bapak selama masa pandemi, bagaimanakah *Flipped Classroom strategy* ini menghambat bapak dalam mengajar materi bahasa Inggris?

Dewa   : Menghambatnya ternyata siswa-siswa yang mengakses materi pada kelas online kemudian untuk dipelajari ketika mereka berada di lingkungan mereka atau di rumah itu hanya sedikit siswa saja yang mengakses. Dan kemudian, siswa-siswa tersebut jarang sekali yang e...apa namanya...membaca terlebih dahulu dan belajar terlebih dahulu tentang materi yang sudah dibagikan. Jadi, kelemahannya atau kekurangannya adalah independensi atau kemandirian siswa untuk belajar tidak ada guru itu yang kurang. Jadi mereka merasa kalau tidak ada guru itu bukan waktunya untuk belajar. Nah, disinilah e...pentingnya peran orangtua untuk memotivasi dan memonitor e...putra-putri mereka sehingga pada masa pandemi meskipun tidak ada guru siswa

akan bisa secara otomatis dan independen belajar mandiri. Nah itu yang sangat kurang saya rasakan. Gitu aja, mbak.

I : Oh iya, baik. Terima kasih. Kemudian, berdasarkan beberapa kendala yang bapak alami dalam penerapan *Flipped Classroom strategy* selama masa pandemi, apa yang kemudian bapak lakukan pada saat itu untuk mengoptimalkan hasil belajar siswa ketika menggunakan strategi pembelajaran tersebut?

Dewa : Ya, mbak. Ini masalahnya ada di motivasi dan kontrol siswanya sendiri. Jadi, pada masa itu maka hasil pekerjaan siswa yang sudah terkumpul atau record siswa yang sudah membaca itu kita *share* ke grup WA siswa dan grup WA orangtua untuk memantau...sama-sama memantau perkembangan belajar siswa mereka...e...anak-anak mereka. Tapi, ternyata responnya orangtua juga pasif. Kemudian setelah itu em...kita coba untuk meningkatkan peran serta orangtua itu kita usulkan ke sekolah untuk mengadakan *parenting* bagaimana memotivasi siswa pada masa pandemi kemarin dan hasilnya pun yang mengikuti *parenting* hanya sedikit orangtua. Jadi, kesadaran orangtua untuk memahamkan pada diri mereka bahwa pendidikan itu tidak hanya tanggung jawab sekolah tapi juga orangtua itu yang kurang, sehingga berdampak juga pada em...anak-anak mereka yang sebagai murid kita. Jadi mereka kurang dikontrol, kurang dimotivasi, sehingga mereka kebanyakan *loss learning*nya disitu. Jadi mereka menggunakan waktu di rumah mereka tidak untuk belajar tetapi untuk yang lainnya. Gitu.

I : Kemudian menurut bapak, apa sajakah faktor yang dapat mendukung pengoptimalan penerapan *Flipped Classroom strategy* secara ideal jika bertolak dari pengalaman bapak selama mengajar bahasa Inggris dalam masa pandemi?

Dewa : Iya. Jadi yang paling berpengaruh dan harus diperbaiki itu adalah kerjasama dan kesadaran *three-partied* sekolah, orangtua, dan siswa itu sendiri. Jadi sama-sama menyadari bahwa pada masa-masa seperti itu e...konsep belajar itu berubah. Jadi tidak ada harus di dalam ruangan, di kelas, ketemu dengan guru, tetapi akan lebih membelajari mereka bahwa belajar itu bisa dimana saja dan kapan saja oleh mereka sendiri dengan pantauan dan motivasi serta *guidance* dari orangtua mereka. Jadi, itu kunci keberhasilan dari *Flipped Classroom*. Jadi, motivasi siswa, kesadaran siswa, motivasi orangtua, kesadaran orangtua otomatis kalau sekolah sudah memberikan fasilitas dan memberikan apa ya...e...jalan untuk bisa terkoneksi mereka di meskipun di rumah dan di sekolah. Jadi kuncinya ada disitu; kesadaran dan motivasi. Gitu aja, Mbak Pingky.

I : Kemudian bagaimanakah seharusnya peran seorang guru menurut bapak dalam mengoptimalkan pembelajaran bahasa Inggris dengan menggunakan *Flipped Classroom strategy* selama masa pandemi berdasarkan pengalaman yang sudah bapak alami?

Dewa : Apa tadi? Peran gurunya? Ya peran gurunya kalau mereka jauh tidak ada di sekolah ya itu tadi, kita mencoba untuk menggugah e...peran serta orangtua untuk sama-sama mendidik anak-anak mereka untuk bisa memanfaatkan waktu mereka di luar sekolah itu sebagai waktu belajar yang normal. Jadi kita sudah membuatkan jadwal secara urut dari pagi sampai siang seperti biasanya untuk penyampaian materi dan juga untuk tatap virtual, tapi mereka sedikit yang e...terkoneksi dengan hal-hal tersebut dengan berbagai macam alasan meskipun sudah dikasih pulsa sama pemerintah tapi kenyataannya itu tidak digunakan dengan sempurna dan sebaiknya oleh mereka. Jadi,e...perannya guru hanya bisa untuk memantau kemudian melaporkan pantauan perkembangan belajar siswa itu ke orangtua dengan harapan orangtua terlibat untuk mengawasi, memotivasi sekali lagi, dan juga kalau perlu memaksa putra-putrinya untuk menggunakan waktu untuk belajar. Selain itu, guru juga harus menyiapkan waktu untuk memberikan konsultasi atau pendampingan di luar jam-jam yang seharusnya baik melalui WA ataupun melalui tatap virtual. Gitu aja, mbak.

I : Baik. Kemudian yang terakhir, berkaca pada pengalaman bapak dalam menerapkan *Flipped Classroom strategy* selama masa pandemi, sinergi seperti apa yang sebaiknya dilakukan oleh pihak sekolah termasuk guru, siswa, dan orangtua siswa guna mengefektifkan pembelajaran bahasa Inggris menggunakan strategi pembelajaran tersebut?

Dewa : Ya itu sinerginya makanya em...seluruh kegiatan di dalam ruang kelas *online* itu harus bisa terpantau secara langsung oleh orangtua, siswa, dan guru, dan juga kepala sekolah. Jadi, harusnya tiap kegiatan itu diketahui secara langsung oleh orangtua. Jadi, untuk itu kemarin kami membuat aplikasi manajemen sistem untuk belajar itu di Android sehingga pada saat kita upload materi, siswa dan orangtua akan mendapatkan notifikasi sehingga mereka tahu bahwa pada saat itu siswa harus belajar dan pada saat itu orangtua harus mengingatkan dan mengawasi putra-putri mereka untuk belajar pada jam-jam yang sudah ditentukan. Jadi e...notifikasi secara langsung dan mudah diakses itu akan mempengaruhi psikologis siswa dan orangtua untuk memantau kelas *online* mereka. jadi, mereka nggak perlu untuk buka laptop dulu, tetapi mereka hanya perlu untuk membawa Android dan apa namanya...mengetahui notifikasi dan

melihatnya. Jadi, kemudahan akses untuk membuka mengetahui secara *real-time* itu memengaruhi psikologis siswa dan orangtua untuk selalu *engaged* atau terlibat dalam kegiatan belajar secara *online* dan juga nanti untuk kegiatan belajar secara *offline*. Jadi itu.

I : Kalau boleh tahu itu aplikasinya namanya apa ya, pak? Itu bikin sendiri memang dari sekolah SMP 4 atau bagaimana?

Dewa : Iya. Dari SMP 4 kita membangun sendiri aplikasi di kita karena di dalam Google Classroom kemarin kelemahannya ya itu orangtua nggak tahu apa kegiatan anaknya itu dalam ruang kelas apakah ada tugas atau nggak. Makanya kita bikinkan yang bisa memberi notifikasi ke orangtua, siswa, dan guru pada saat harus mengajar dan menyampaikan materi. Seperti itu.

I : Terima kasih pak untuk waktunya. Sekian yang ingin saya tanyakan lebih lanjut mengenai *interview* yang sebelumnya. Sekali lagi saya ucapkan terima kasih atas waktunya.

Dewa : Sama-sama, Mbak Pingky.

Interviewee : **Dewi**
Type of Data : **Semi-Structured Interview Data**
Date of Interview : **Monday, 4th of July 2022**

I : Dari sisi guru, apakah ada pengalaman terkait kemudahan mengajar menggunakan *Flipped Classroom strategy* selama masa pandemi atau *Emergency Remote Teaching*? Jika ada, berdasarkan pengalaman ibu, bagaimanakah *Flipped Classroom strategy* ini mempermudah ibu dalam mengajar materi bahasa Inggris?

Dewi : Jadi selama masa pandemi *Flipped Classroom* adalah pilihan yang paling tepat bagi saya, mbak, karena kan keterbatasan e...apa ya...jarak dengan murid ya. E...kita misalnya mau tatap muka full via Zoom pun banyak kendalanya. Jadi, dengan *Flipped Classroom* itu menurut saya...kelebihannya ya tadi ya...jadi, e...a...saya bisa *posting* materi, saya bisa menggunakan LMS Google Classroom ya mbak ya. Jadi, materi tautan YouTube, materi PowerPoint itu saya e...*share* disana. Kemudian saya beri tahu anak-anak. Kita komunikasi e...untuk mempelajari materi ini. Nah nanti lebih lanjut kita akan bahas pada saat *face to face* via Zoom atau Google Meet, ya. Pilihannya waktu itu Google Meet. Jadi, kelebihannya anak-anak juga karena kita waktu itu pandemi nggak pakai buku wajib ya mbak dari sekolah. Jadi, dengan

Flipped Classroom anak-anak tahu materinya ini, anak-anak juga bisa lebih leluasa mencari sumber belajar lain. Jadi selain dari buku, misalnya saya *posting* materinya tentang e...*greetings and partings* misalnya. Jadi, selain materi dari saya, anak-anak juga bisa mencari materi lain yang serupa dengan apa yang saya kirim. Jadi, itu juga anak-anak menurut saya jadi lebih mandiri ya mbak ya karena e...dia mempelajari e...sendiri materinya. Kemudian juga lebih fleksibel. Mereka bisa mengulang-ulang e...video yang saya kirim misalnya ada sekali yang tidak bisa memahami, bisa dua kali tiga kali tergantung e...cepat atau tidaknya siswa mem...memahami materi yang saya kirimkan. Itu saya kira mbak ya kelebihannya. Jadi, dari waktu, dari ke...keluasan, kebebasan e...sumber materi yang bisa diperoleh anak-anak.

I : Baik. Kemudian berdasarkan pengalaman ibu selama masa pandemi, bagaimanakah *Flipped Classroom strategy* ini kemungkinan menghambat ibu dalam mengajar materi bahasa Inggris?

Dewi : Menghambat ya mbak ya? Menghambat itu mungkin e...kalau bahasa Inggris itu kan juga bukan seperti bahasa Indonesia yang memang sudah sehari-hari digunakan, ya. Bahasa Inggris itu adalah bahasa asing kalau di Indonesia meskipun bahasa Inggris itu sudah digunakan luas dan anak-anak mungkin sudah terpapar dengan bahasa Inggris semakin luas di era digital ini, tapi tetap guru kan harus me...membiasakan pengucapan yang benar dan sebagainya. Mungkin itu, ya. Jadi, kalau *face to face* itu kekurangan waktu mbak karena e...apa ya...*drilling*nya itu kan kalau nggak ketemu secara langsung tentu saja banyak kendala disana. Jadi, itu ya. Dan e...kalau kendala itu biasanya ketika kita *face to face* kendala jaringan dan sebagainya itu sudah klise banget itu terjadi. Jadi, bisa jadi dari 32 siswa e...yang e...*on camera* yang bergabung dengan kelas saya secara *face to face* via Google Meet itu bisa jadi 20 23 itu sudah bagus, mbak. Jadi bisa 10 itu hilang atau biasanya datang dan pergi karena sinyal ada kemudian beberapa menit hilang ada lagi gitu ya. Tapi ya bisa dimaklumi ya karena memang tidak semua siswa itu berdomisili di rumah dengan e...fasilitas memadai atau dengan jaringan yang memadai gitu mbak. Itu saja.

I : Kemudian, berdasarkan beberapa kendala yang ibu alami dalam penerapan *Flipped Classroom strategy* selama masa pandemi, apa yang kemudian ibu lakukan pada saat itu untuk mengoptimalkan hasil belajar siswa ketika menggunakan strategi pembelajaran tersebut?

Dewi : Iya. Kalau saya namanya ya anak nggak ikut *face to face classroom* atau hilang dari kelas tanpa kabar itu kan ada kemungkinan kendala jaringan, ada kemungkinan

anaknya memang tidak mau ikut kelasnya. Jadi, e...yang saya lakukan yang pertama tentu saja menghubungi orangtua ya jadi saya ada grup orangtua. Jadi, saya minta kerjasama orangtua untuk juga membimbing anaknya. Kami juga kerjasama dengan BK (Bimbingan Konseling). Jadi yang sudah tidak tertangani anak ini orangtuanya kadang juga nggak respon mbak karena memang berbagai latar belakang. Ada yang memang e...anak ini siswa saya ini di rumah dengan adik-adiknya, orangtuanyabekerja. Dia orangtuanya tunggal, ibunya harus bekerja. Kemudian siswa saya ini harus menjaga adik-adiknya karena kalau orangtua sis...a...putranya belajar di rumah, mereka anggap itu libur begitu ya. Jadi, dengan tanggung jawab di rumah banyak. Jadi, saya kerjasama dengan BK, BK akhirnya mendatangi orangtuanya. Ada juga yang terkendala HP itu orangtua paguyuban wali murid yang membelikan siswa itu HP. Itu juga ada kejadian saya antarkan ke rumahnya. Ada juga yang benar-benar terkendala saya meminta siswa itu datang, mbak. Akhirnya saya *copy*kan materinya. Jadi, saya *copy*kan materinya. Dia memang datang di sekolah, ya. Ya nggak bisa memang banyak kendala, ya. Dia datang di sekolah. Ada juga yang dikasih paket pulsa ya paket pulsa. Waktu itu belum ada jatah pulsa dari pemerintah sempat kita berikan pulsa. Kemudian alhamdulillah beberapa saat kemudian ada yang e...pembagian pulsa dari kemendikbud ya? Itu juga a...itu sangat membantu sekali, mbak. Itu ya saya kira ya untuk anak.

I   : Baik. Kemudian untuk penerapan *Flipped Classroom* sendiri apakah itu memengaruhi pembentukan kemandirian belajar bahasa Inggris siswa jika mengacu pada pengalaman mengajar ibu selama masa pandemi? Jika ya, bagaimanakah pengaruh strategi tersebut dalam pembentukan kemandirian belajar bahasa Inggris siswa?

Dewi : Menurut saya sangat ya, sangat membantu, karena *flipped* itu kan e...iya terbalik ya. Jadi, yang seharusnya diterangkan guru, anak-anak belajar mandiri di rumah. Em...sangat memengaruhi mbak, tapi maksudnya berpengaruh positif pada kemandirian siswa untuk e...menumbuhkan kebiasaan belajar mandiri. Tetapi, kendalanya itu maksudnya kita guru harus membiasakan. Pembiasaan untuk anak-anak bisa mandiri itu memang butuh proses, tidak instan. Jadi, anak-anak dikasih pengertian bahwa materinya ini dipelajari sendiri di rumah nanti kita kerjakan latihan-latihannya pada saat *face to face*, ada kendala kita bahas. Jadi, waktu untuk membahas materi apa...membahas permasalahan itu lebih panjang di kelas. Anak-anak itu butuh pembiasaan ya, butuh pembiasaan. Butuh pembiasaan yang lama, tidak instan sekali

lagi. Tapi kalau strategi *Flipped Learning* ini memang sangat berpengaruh positif pada kemen...kemandirian siswa, ya. Em...ya kalau ada satu dua yang lebih males itu menurut saya oknum ya mbak ya. Maksudnya tetap ada memang karakter siswa tertentu yang memang sulit ya, sulit sekali. Jadi, ya balik lagi bagaimana juga orangtua mendukung belajarnya siswa di rumah karena memang berbagai karakter kan e...latar belakang siswa gitu. Itu, mbak.

I : Baik. Kemudian, sejauh ini, selain kamus *online* dan Bitmoji yang ibu sebutkan di interview sebelumnya, aplikasi pembelajaran apa saja yang sudah ibu integrasikan dengan *Flipped Classroom strategy* selama masa pandemi?

Dewi : E...saya LMSnya pakai Google Classroom ya mbak ya. Saya pakai Google Classroom. Kalau e...aplikasi itu termasuk apa ya? Apakah Google Meet itu juga termasuk aplikasi? Saya menggunakan itu untuk *face to face*, ya. Jadi kalau saya *face to face* itu pakai Google Meet. Kemudian saya menggunakan juga berbagai soal dalam bentuk Google Form. Saya masih belajar Canva, tapi belum terlalu e...apa...eksplor lebih lanjut mbak ya. Itu sih, tapi ya...ya itu aja. Kalau kalau e...aplikasi maksudnya seperti apa?

I : E...mungkin seperti aplikasi pembelajaran lainnya, apa ada aplikasi...kan ada aplikasi pembelajaran seperti Duolingo atau ada yang lainnya...Paddlet. ibu menggunakan seperti itu atau...?

Dewi : Masih belum dieksplor secara ini ya. Ya, Paddlet juga masih belum dieks...dieksplor. Tapi yang ini yang yang sudah jalan itu masih Bitmoji, kamus *online* itu. yang lainnya belum...belum ini. Paddlet...Paddlet masih ya masih belum dieksplor lebih jauh mbak ya.

I : Baik. Kemudian, bagaimanakah integrasi antara aplikasi pembelajaran dan *Flipped Classroom strategy* dalam pengoptimalan pembelajaran bahasa Inggris yang ibu lakukan selama masa pandemi?

Dewi : E...teknologi dalam pembelajaran itu tentu untuk mempermudah ya mbak ya dengan e...apa itu...*flipped*, kemudian digabungkan dengan teknologi tentu itu sa...saling mendukung. Anak-anak kan juga semakin asik belajarnya. Biasanya kalau tanpa teknologi mungkin 30 menit itu terasa lama ya, tapi kalau dengan Bitmoji atau dengan aplikasi yang lain itu lebih menyenangkan dan waktu tidak terasa e...sudah habis gitu. Biasanya malah lebih...malah kurang anak-anak untuk mengeksplor pembelajaran itu lebih jauh. Jadi, menurut saya kalau teknologi itu sangat mendukung ya mendukung.

Jadi medianya dengan menggunakan teknologi pembelajaran, anak-anak lebih nyaman, materi lebih mudah dipahami, ya lebih *fun* mbak.

I   : Baik. Sudah tidak ada lagi tambahan, bu?

Dewi : Ya.

I   : Baik, tidak ada lagi tambahan. Terima kasih atas waktunya, sudah menyempatkan wawancara pagi ini.