

## The Implementation Of Flipped Classroom's Components In Vocabulary Learning At Junior High School In Indonesia

Anjung Maya Putri<sup>1\*</sup>, Putri Kamalia Hakim<sup>2</sup>, Wahyudin Fitriyana<sup>3</sup>

<sup>1,2,3</sup>Departement Of English Education Faculty Of Teacher Training and Education

Universitas Singaperbangsa Karawang

Email: [1710631060004@student.unsika.ac.id](mailto:1710631060004@student.unsika.ac.id)<sup>1</sup>, [putrikamaliahakim@staff.unsika.ac.id](mailto:putrikamaliahakim@staff.unsika.ac.id)<sup>2</sup>,  
[wahyudin.fitriyana@staff.unsika.ac.id](mailto:wahyudin.fitriyana@staff.unsika.ac.id)<sup>3</sup>

### Abstrak

Penelitian ini menjelaskan bagaimana komponen kelas terbalik diimplementasikan dalam pembelajaran kosa kata. Selain itu, tujuan dari penelitian ini adalah untuk memberikan gambaran tentang pemanfaatan flipped classroom sebagai pendekatan pembelajaran di masa pandemi Covid-19 bagi siswa kelas VIII SMP di Karawang. Data penelitian dikumpulkan melalui observasi dan dokumentasi. Kemudian data dianalisis dengan menggunakan metode deskriptif kualitatif. Hasil penelitian menunjukkan bahwa setiap komponen flipped classroom sangat berpengaruh dalam kegiatan pembelajaran. Meskipun guru membuat persiapan yang baik selama kegiatan pra-kelas, siswa mempengaruhi kegiatan kelas terbalik selama kegiatan di kelas. Selain itu, kemampuan siswa yang diuji dalam kegiatan pasca kelas juga dipengaruhi oleh penerimaan materi pada saat kegiatan pra kelas dan di dalam kelas.

**Kata kunci:** *Flipped Classroom, Komponen Flipped Classroom, Aktivitas Dalam Kelas, Aktivitas Pasca Kelas, Aktivitas Pra Kelas*

### Abstract

This study describes how the flipped classroom components were implemented in vocabulary learning. In addition, the purpose of the study is to provide an overview of the use of flipped classrooms as a learning approach in the post-COVID-19 pandemic for 8th-grade junior high school students in Karawang. The research data was collected through observation and documentation. Then the data were analyzed using the qualitative descriptive method. The study results show that each component of the flipped classroom is very influential in learning activities. Although the teacher made good preparations during the pre-class activities, the students influenced the flipped classroom activities during in-class activities. In addition, the ability of students who were tested in post-class activities was also influenced by material acceptance during pre-class and in-class activities.

**Keywords:** *Flipped Classroom, Flipped Classroom Components, In-class Activity, Post-class Activity, Pre-class Activity*

## INTRODUCTION

In this digital era, the rapid development of technology has many impacts on all aspects of human life, including education. Therefore, the interest in incorporating technology and the internet into teaching and learning has increased significantly (Filiz & Benzet, 2018). With the advancement of Information and Communication Technology (ICT), it is easier for teachers to offer dynamic, multi-media educational resources that are easily accessible to all teachers and students. In addition, using ICT in learning makes learning flexible and no longer has to be done face-to-face. This is because, the insertion of ICT in activities provides availability for students to study anywhere and anytime (Evseeva & Solozhenko, 2015).

Since the term "21st century" emerged, many learning approaches have utilized technology, including the flipped classroom. Recently, the interest and use of the flipped classroom have increased tremendously. This is because the flipped classroom approach utilizes all kinds of use of internet technology for learning outside the classroom so that when in the classroom, teachers can spend more time interacting and communicating with students than teaching (Bergmann & Sams, 2012).

Compared to traditional teaching, the flipped classroom provides space for students to discuss more freely because the teacher is the center of learning in traditional classrooms. Teacher-centered learning will limit the interaction between teachers and students, or students with students because teachers actively convey learning materials and information using the lecture method. In other words, the student learning process cannot develop because of the monotonous way of learning (Wallace et al., 2014). Therefore, flipped classrooms offer students opportunities to personalize their learning, making learning student-centered and constructivism (Basal, 2015).

Research on the flipped classroom has been carried out at various levels and in multiple subjects, including learning English. English Language Teaching (ELT) has become very important and a top priority all over the world (Hsieh, Wu, & Marek, 2017). In teaching English as a Foreign language (EFL), the active learning approach is considered more effective when compared to the teacher-centered approach. Therefore, of the many active learning approaches that have emerged in this digital era, the flipped classroom is one that is often used in EFL classes.

The number of studies on the flipped classroom in the EFL class is evidence that the flipped classroom can support the implementation of communicative and student-centered learning in the EFL setting. Hung (2015) found that flipped classes helped students achieve better results in grades and attitudes toward their learning experiences. From the point of view of a pre-service English teacher, Basal (2015) stated that the flipped classroom method in foreign language classes has many benefits. Pre-service English teachers believe that flipped classrooms can allow students to learn at their own pace, eliminate time-related problems, and increase student engagement.

In improving student learning outcomes and engagement, several studies have also shown that flipped classrooms can improve students' language skills, including listening, speaking, writing, and reading. Amiryousefi (2017) investigated the impact of the flipped classroom method on the speaking and listening skills of language learners and students' participation and engagement outside the classroom. The results of this study indicate that flipped classroom positively affects the learning process of EFL students. For writing ability, Salem (2018) conducted research on ESP students regarding functional writing skills. The results showed that the flipped classroom approach resulted in a statistically significant improvement, so students successfully developed their practical writing skills after intensive training using the reverse classroom approach.

Besides the four language skills that must be mastered in language learning, vocabulary is also one of the essential aspects of getting any language (Harley, 1996). Because the acquisition of vocabulary is significant for the successful use of a foreign language and plays an important role in information complete spoken and written texts (Laufer & Nation, 1999). In addition, a limited vocabulary can prevent the learner from successful communication, without which they would be considered meaningless. Therefore, adequate vocabulary mastery is very important for successful language learning because, without a broad vocabulary, learners cannot use structures and functions for comprehensible communication (Rivers, 1989). In the vocabulary class, Yang et al. (2019) also conducted research on the flipped classroom. They examined the feasibility and effectiveness of the flipped classroom for EFL students with different levels of vocabulary knowledge; the results showed that both levels showed a positive attitude toward implementing the flipped classroom.

From several studies on the application and effects of flipped classrooms in English classes, research on flipped classrooms should be studied in various contexts, especially in the COVID-19 pandemic context, because it changed the use of technology in learning previously as an option, now it has become a necessity. In Indonesia, according to the Ministry of Education and Culture, Research and Technology policy, starting the new school year in July 2021, it is planned that all schools will continue face-to-face learning. Thus, some schools make learning policies to reduce the risk of crowds by dividing students' shifts to enter school (Pusdatin Kemendikbudristek, 2021). Therefore, the flipped classroom can be used as a solution for the implementation of rotating face-to-face learning. For this reason, this study was conducted to describe the flipped classroom implementation as a learning solution after the COVID-19 pandemic, especially in the EFL classroom.

## **METHOD**

The research design used in this study is a qualitative descriptive method because it is open-ended and allows an in-depth understanding of the topic being studied (Creswell, 2013). This descriptive research is used to describe existing natural and human-engineered phenomena, which pay more attention to the characteristics, quality, and interrelationships between activities (Sukmadinata, 2011).

This research was conducted with the aim of describing how flipped classroom were implemented when teaching English vocabulary after the COVID-19 pandemic in Indonesia. In addition, according to Yin (2015), the use of descriptive studies can document all the details of existing research and usually answer the "how" question, which is in accordance with the research question in this study.

## **FINDING AND DISCUSSION**

The findings discussed in this chapter are made based on the results of teaching, observation, and through documentation consisting of the researcher's notes, lesson plans, and other learning resources that have been prepared by the English teacher who is none other than the researcher herself. To conduct the observations, the researcher was assisted by an observer to observe the activities of teachers and students during class activity.

The results discussed in the findings and discussion were made by adapting the theory of Estes et al. (2014) regarding the three components of a flipped classroom consisting of pre-class (modelling, pre-assessment), in-class (clarifying concepts, solving problems), and post-class (assessment, application, transfer). In this study, several adjustments were made to suit the objectives and class situation according to the table below.

Week	Component	Date	Activity
Week I	Pre-class	07/02/22	Students watch a learning material from Youtube
			Students make a summary note about the learning material
			Students prepare questions for discussion in-class activity
	In-class	10/02/22	Teacher provides a brief explanation of the learning video
			Teacher checking students' note
			Students do a group activity (matching tiles)
			Student representatives present the results of their work
			Teacher and other students give feedback to every group results
Week II	Pre-class	14/02/22	Students watch a learning material from Youtube
			Students make a summary note about the learning material
			Students prepare questions for discussion in-class activity
	In-class	17/02/22	Teacher provides a brief explanation of the learning video
			Teacher checking students' note
			Students do a self project (crossword puzzle)
			Student representatives present the results of their work
			Teacher and other students give feedback to every group results
Week III	Post-class	21/02/22	Students watch a learning material from Youtube
			Students make a writing essay about people (uploaded in Google Classroom)

**Table 1. List of Flipped Classroom Activity**

## 1. The Implementation of Flipped Classroom Approach

### a) Pre-class activity

Pre-class activities with the flipped classroom model are carried out by utilizing the learning platform, such as Google Classroom. Previously, researchers who also acted as teachers had guided students to create Google Classroom accounts and join groups that had been prepared. While creating a Google Classroom account, some students had difficulties due to internet data constraints, and this stage was relatively smooth because students had previously used Google Classroom.

In the first pre-class activity, which was held on February 7, 2022, the researcher sent a video link from a third party uploaded via YouTube about adjectives. Students are required to watch the video that has been given and note the essential points contained in the learning video. In addition, students can also prepare questions related to things that have not been understood from the videos

that have been studied to be discussed during class activities. Students are also allowed to discuss with their friends in the Google Classroom forum.

Similar to the previous activity, in the second pre-class activity, which was held on February 14, 2022, The researcher also sent a video of learning material from a third party. The activity is the same as the previous pre-class activity. Students are required to take notes and prepare questions to be discussed in-class the activity.

#### **b) In-class activity**

The first-in-class activity was held on February 10, 2022. In this activity, the researcher acts as an English subject teacher and is assisted by an observer to observe the activities of teachers and students during the learning process.

The researcher opened the lesson by asking the class leader to lead the prayer and checking student attendance. Next, the researcher ascertained whether all students had studied the learning materials uploaded in google classroom by asking questions related to adjectives. Some students look enthusiastic and can answer the teacher's questions, but others tend to be passive. Seeing this, the researcher decided to check the student records, and it turned out that five of them did not take notes and had not watched the video given because they did not have an internet quota. Because there were students who had not studied the learning video, the researcher gave a brief explanation of the video material that had been given, followed by a question and answer session.

For the first core activity, the researcher started the class by dividing the participants into groups according to the results of the pre-test that had been done. After students sit in their groups, the researcher distributes group worksheets that will be used as the discussion language. The group worksheet consists of several matching tiles on adjectives. In this group session, the researcher walked around while supervising the discussion in each group. After the task is completed, each group is asked to present the results of their discussion in front of the class, which is then reinforced and revised if something is wrong. Other students are also allowed to provide revisions or input to the presenting group.

In the closing activity, the researcher again reviewed the learning that the students had carried out. Next, the researcher reminded students to study advanced material about adjectives that would be distributed in Google classroom. The lesson ended by reading a prayer and greeting.

The second in-class activity was held on February 17, 2022. Similar to the previous meeting, the researcher opened class by reading a prayer, checking student attendance, and checking students' notebooks. Unlike the previous meeting, all students watched the learning video and wrote a summary of the material this time.

In the second core activity, students no longer have discussions. The researcher instructs students to do self-projects, namely, completing crossword puzzles about adjectives. In this activity, students were more conducive than in the previous meeting because students seemed to focus on their respective work. After making sure that students have finished their assignments, some students are voluntarily asked to come forward and present their answers, and then other students can correct their answers if something is wrong.

For the closing activity, the research summarizes the day's learning activities and informs students that a post-test will be conducted, which will later be shared in Google Classroom. The class ended with prayers and greetings.

#### **c) Post-class activity**

For post-class activities, the assessment is carried out by assessing students' writings regarding their idols which must be uploaded on Google Classroom. For students to understand better, the

researchers provided video material related to describing people and examples of essays in Google Classroom on February 21, 2022. Students can submit their assignments in the Google Classroom column no later than February 25, 2022.

However, until the specified date, some students have not yet submitted their assignments. So this activity was completed on February 28. In addition, some students had difficulty generating their answers in Google Classroom, so the researchers decided that students who had difficulties could send their answers via WhatsApp.

## 2. The Data Analysis of Research Observation

Learning implementation observation data is used to determine the level of ongoing learning implementation. An observer carries out this observation during the learning process. The following are the results of observing the implementation of learning with the flipped classroom approach model in the vocabulary class.

TEACHER'S ACTIVITY			
Components	Observed Activity	Yes	No
Pre-class	The teacher prepared lesson plans, materials, media, teaching tools, learning resources, etc	✓	
in-class	Greeting and praying before studying	✓	
	Checking student attendance	✓	
	Checking whether the students have watched the video shared on Google Classroom	✓	
	Checking student notebooks as evidence	✓	
	Conduct question and answer activities with students	✓	
	Directing students to make a group	✓	
	Explaining the steps and techniques for working in groups	✓	
	Providing opportunities for students to seek and find information	✓	
	Providing guidance or direction for the students	✓	
	Asking students to present their work in front of the class	✓	
	Encouraging other students to provide feedback on the work that has been presented		✓
	Facilitating the teacher-students interaction, and students-students interaction	✓	
	Giving feedback	✓	
	Leading students to conclude today's material	✓	
	Asking students to study the next material at home	✓	
Greetings before leaving class	✓		

STUDENTS' ACTIVITIES			
Components	Observed Activity	Yes	No
In-class	Students pay attention to the teacher's explanation	✓	
	Students collect their notes about the video's learning material	✓	
	Students ask questions related to material that has not been understood	✓	
	Most students are actively involved in group activities	✓	
	Students collect the group assignments	✓	
	Students present the results of group activities	✓	
	Students conducive when doing in-class activity		✓
	Students conclude learning together with the teacher	✓	

**Table 2. First Week Observation**

TEACHERS' ACTIVITY			
Components	Observed Aspects	Yes	No
Pre-class	The teacher prepared lesson plans, materials, media, teaching tools, learning resources, etc	✓	
In-class	Greeting and praying before studying	✓	
	Checking student attendance	✓	
	Checking whether the students have watched the video shared on Google Classroom	✓	
	Checking student preparation for the project	✓	
	Conduct question and answer activities with students	✓	
	Directing students to make a self-project	✓	
	Explaining the steps and techniques for the project	✓	
	Providing opportunities for students to seek and find information	✓	
	Providing guidance or direction for the students	✓	
	Asking students to present their work in front of the class	✓	
	Encouraging other students to provide feedback on the work that has been presented	✓	
	Facilitating the teacher-students interaction, and students-students interaction	✓	
	Giving feedback	✓	
	Asking students to collect their work	✓	
	Leading students to conclude today's material	✓	
	Greetings before leaving class	✓	
	Post-class	Distributing post-test quiz to students in Google Classroom	✓
Providing feedback and assessment of students writing		✓	
Checking student quiz results		✓	

STUDENTS' ACTIVITY			
Components	Observed Aspects	Yes	No
In-class	Students pay attention to the teacher's explanation	✓	
	Students collect their notes about the video's learning material	✓	
	Students ask questions related to material that has not been understood	✓	
	Most students are focus on working their task	✓	
	Students present the results of their task	✓	
	Students collect their task	✓	
	Students conducive when doing in-class activity	✓	
	Students conclude learning together with the teacher	✓	

**Table 3. Second Week Observation**

The percentage of flipped classroom implementation was obtained by comparing the many indicators that are implemented with the total number of indicators. So to calculate the percentage of learning implementation, can use the following formula:

$$Percentage = \frac{\text{Sum of all implemented indicators}}{\text{Total number of indicators}}$$

Meeting	Percentage
1	92%
2	100%

**Table 4. The Results of Observations**

It can be concluded that the implementation of learning at the first meeting was 92% because the teacher did not encourage other students to provide feedback on their friends' assignments, and the class situation was not conducive. However, at the second meeting, all learning activities were carried out 100% by both teachers and students.

### Discussion

Based on the implementation of the research and the results of the analysis obtained on the application of the flipped classroom learning model in learning English in one of the junior high school classes in Karawang will be discussed in this section.

Learning activities with the flipped classroom model in the vocabulary class were carried out in two meetings. From the analysis results obtained from the application, it can be seen that the learning is going very well (table 1). The percentage of learning implementation using the flipped classroom at the first meeting obtained 92% results which were categorized as very good. Likewise, at the second meeting, the percentage of learning implementation was 100% which was categorized as very good.



From the teacher's point of view, in the procedure for implementing the flipped classroom, the steps from pre-class, in-class, and post-class have been carried out following the flipped classroom theory from Estes et al. (2014). In pre-class activities, researchers chose to use Google classroom as a platform to share information with students and Youtube to watch learning materials. Furthermore, for in-class activity, researchers clarified concepts and solved problems by conducting discussions and then providing opportunities for students to apply their knowledge through projects (group projects and self-projects). As for the post-class activity, the researcher carried out an assessment and application by giving students a personal project in the form of a written assessment. This method is similar to the findings of Han (2015), which reverses the intensive learning process of ESL courses by using a digital platform to share material and providing cooperative activities for in-class activities.

The effect of pre-class activity on reducing students' cognitive load has been highlighted by Seery (2015). Because the learning material has been studied outside the classroom when in the classroom, students have more time to practice and more opportunities to discuss and clarify the problems observed in the pre-class phase.

For activities in the classroom, compared to the provision of material by the teacher, in the flipped classroom, students are involved in production activities. With this activity, students apply high-level skills in analyzing, evaluating, and creating, in contrast to conventional learning, which focuses on remembering, understanding, and applying in their classroom time (Anderson et al., 2001).

In addition, students also work on group assignments and interact with other students. With more student interaction, the teacher is not the center of learning. The teacher acts more as a guide or facilitator, which helps students become more active and confident learners (Sarawagi, 2014).

Although the flipped classroom implementation in this vocabulary class went very well, there were also some problems. The problem mainly occurs in the pre-class activity caused by the limited internet data of students. This problem is also similar to the research conducted by Sun (2017) and Sara Sintia Dewi (2021), who found that the internet is one of the problems faced by students. Some students have difficulty accessing or uploading their assignments due to limited or no internet data. Thus, it can be seen that some students did not even watch the learning video at the first meeting, and this caused delays in sending assignments. Soliman (2016) also claims that there is no guarantee that the implementation of the flipped classroom will make all students watch the learning videos that the teacher has shared.

## **CONCLUSION**

The flipped classroom is an alternative approach during and after the COVID-19 pandemic. In its application, teachers must prepare learning materials, including learning videos and relevant projects. During the flipped classroom implementation, the teacher applies three phases starting from pre-class activities or pre-class activities, core activities that occur in class or in-class activities, and evaluation and assessment activities in post-class activities.

Although the teacher's preparations have been carried out well, in practice, flipped classroom activities are strongly influenced by students. Flipped classroom learning that focuses on students can make students more active in activities in the classroom. Group assignments are also proven to increase interaction between students. However, internet constraints are a problem that is quite often experienced by students in the implementation of flipped classrooms. Therefore, in future research, it is recommended to focus on overcoming these obstacles so that pre-class activities can run smoothly.

## REFERENCES

- Alqahtani, M. (2015). The Importance of Vocabulary in Language Learning and how to Be Taught. *International Journal of Teaching and Education* , 3, 21- 34.
- Amiryousefi, M. (2017). The incorporation of flipped learning into conventional classes to enhance EFL learners' L speaking, L2 listening, and engagement. *Innovation in language learning and teaching* , 13 (25).
- Anderson, L., Krathwohl, D., Airasian, P., Cruikshank, K., Mayer, R., Pintrich, P., et al. (2001). *A taxonomy for learning, teaching, and assessing: A revision of Bloom's Taxonomy of Educational Objectives (Complete edition)*. New York: Longman.
- Arikunto, S. (2010). *Prosedur Penelitian Suatu pendekatan Praktek*. Jakarta : Rineka Cipta.
- Ary, D. (2002). *Introduction to Research in Education*. Sixth Edition. New. New York: Thomson learning.
- Basal, A. (2015). The implementation of a flipped classroom in foreign language teaching. *Turkish online journal of distance education* , 16 (4).
- Bergmann, J., & Sams, A. (2012). *Flip Your Classroom: Reach Every Student in Every Class Every Day*. Arlington: ISTE.
- Berne, J. I., & Blachowich, C. L. (2008). What reading teachers say about vocabulary instruction: Voices from the classroom. *The Reading Teacher* , 62 (4), 314–323. .
- Bourgeault, I., & al, e. (2010). *The SAGE handbook of qualitative methods in health research*. New york: Sage Publication Ltd.
- Brewster, J., Ellis, G., & Girard, D. (1992). *The primary English teacher's guide*. London: Penguin books.
- Chickering, A. W., & Gamson, Z. F. (1987). Seven Principles for Good Practice in Undergraduate Education. *The Wingspread Journal* , 9, 1-10.
- Clark, R. C., & Mayer, R. E. (2011). *E-Learning and the Science of Instruction: Proven Guidelines for Consumers and Designers of Multimedia Learning*. San Fransisco: Pfeiffer.
- Creswell, J. (2013). *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches*. 4th Edition. London: SAGE Publications Inc.
- Crouch, C. H., Fagen, A. P., Mazur, E., & Watkins, J. (2007). Peer instruction: Engaging students one-on-one, all at once. *Research-Based Reform of University Physics* , 1(1), 40–95.
- Estes, M. D., Ingram, R., & Liu, J. C. (2014). A review of flipped classroom research, practice, and technologies. *International HETL Review* , 4 (7).
- Evseeva, A., & Solozhenko, A. (2015). Use of flipped classroom technology in language learning. *Procedia - Social and behavioral sciences* , 206.
- Filiz, S., & Benzet, A. (2018). A content analysis of the studies on the use of flipped classroom in foreign language education. *World Journal of Education* , 8 (4).
- FlippedLearningNetwork. (2014). The four pillars of F-L-I-P. Flipped Learning Network. Retrieved August 2, 2022, from [http://flippedlearning.org/cms/lib07/VA01923112/Centricity/Domain/46/FLIP\\_handout\\_FNL\\_Web](http://flippedlearning.org/cms/lib07/VA01923112/Centricity/Domain/46/FLIP_handout_FNL_Web)
- Gairns, R., & Redman, S. (1986). *Working with words: a guide to teaching and learning vocabulary (1st Ed.)*. Cambridge: Cambridge University Press.
- Gay, L., Mills, G., & Airasian, P. (2012). *Educational Research: Competencies for Analysis and Application*. 10th Edition. . Pearson: Upper Saddle River.
- Hamdan, N., McKnight, P., McKnight, K., & Arfstrom, K. (2013). A review of flipped learning. Flipped Learning Network. Retrieved August 15, 2022, from [http://www.flippedlearning.org/cms/lib07/VA01923112/Centricity/Domain/41/LitReview\\_FlippedLearning.pdf](http://www.flippedlearning.org/cms/lib07/VA01923112/Centricity/Domain/41/LitReview_FlippedLearning.pdf)
- Harley, B. (1996). Introduction: Vocabulary Learning and Teaching in a Second Language. , . *Canadian Modern Language Review* , 53, 3-12.
- Hornby, A. S. (1995). *Oxford Advanced Learner's Dictionary*. Oxford: Oxford University Press.
- Hsieh, J. S., Wu, W. V., & Marek, M. W. (2016). Using the flipped classroom to enhance EFL learning. *Computer assisted language learning* , 30 (1-2).

- Huckin, T., Haynes, M., & Coady, J. (1993). *Second language reading and vocabulary learning*. Cambridge: Cambridge university press.
- Hung, H. (2015). Flipping the classroom for English language learners to foster active learning. *Computer Assisted Language Learning*, 28 (1), 81-96.
- Keraf, G. (1991). *Tata Bahasa Rujukan Bahasa Indonesia untuk Tingkat Pendidikan Menengah*. Jakarta: Gramedia Widiasrana Indonesia.
- King, A. (1993). From sage on the stage to guide on the side. *College teaching*, 41 (1).
- Klippel, F. (1984). *Keep Talking: Communicative Fluency Activities for Language Teaching*. Cambridge: Cambridge University Press.
- Knezevic, L., Zupanec, V., & Radulovic, B. (2020). Flipping the classroom to enhance academic vocabulary learning in an English for Academic Purpose (EAP) course. *SAGE journals*.
- Kridalaksana, H. (2001). *Kamus Linguistik*. Jakarta: Gramedia Pustaka Utama.
- Laufer, B., & Nation, P. (1999). A Vocabulary-Size Test of Controlled Productive Ability. *Language Testing*, 16, 33-51.
- Margolis, A., Porter, A. L., & Pitterle, M. E. (2017). Best practices for use of blended learning. *American journal of pharmaceutical education*, 81(3).
- Miles, M. B., & Huberman, A. M. (1984). *Qualitative data analysis*. London: Sage.
- Mull, B. (2012). Flipped learning: A response to five common criticisms. Retrieved August 15, 2021, from <https://novemberlearning.com/resources/articles/flippedlearning-a-response-to-five-commoncriticisms/>
- Nation, I. S., & Coady, J. (1988). Vocabulary and reading. In R. Carter & M. McCarthy (Eds.), *Vocabulary and language teaching*. London: Longman.
- Nation, P. (2011). Research into practice: Vocabulary. *Language Teaching*, 44 (04).
- Rivers, W. M. (1989). *Communicating Naturally in a Second Language. Theory and Practice in Language Teaching*. Cambridge: Cambridge University Press.
- Salem, A. (2018). Engaging ESP university students in flipped classrooms for developing functional writing skills, HOTS, and eliminating writer's block. *English language teaching*, 11 (12).
- Sara Sintia Dewi, N. P. (2021). The implementation of flipped classroom model in teaching English to Sapta Andika junior high school students in academic year 2019/2020. *Journal of education research and evaluation*, 5 (1).
- Schmitt, N. (2000). *Vocabulary in Language Teaching*. Cambridge: Cambridge University Press.
- Singh, K., Gupta, P., Singh, T., & Mahajan, R. (2018). Flipped classroom: A concept for engaging medical students in learning. *Medical education*, 55.
- Soedjito. (1992). *Kosakata Bahasa Indonesia*. Jakarta: Gramedia Pustaka Utama.
- Steele, K. M. (2013). *The Flipped Classroom : Cutting-Edge. Practical Strategies to Successfully "Flip" Your Classroom*. Retrieved August 2, 2022, from [http://www.kevinmsteele.com/the\\_flipped\\_classroom\\_-\\_ice.pdf](http://www.kevinmsteele.com/the_flipped_classroom_-_ice.pdf)
- Sukmadinata, N. (2011). *Metode Penelitian Pendidikan*. Bandung: Remaja.
- Takac, V. P. (2008). *Vocabulary Learning Strategies and Foreign Language Acquisition*. Toronto: Multilingual Matters LTD.
- Tang, T., Abuhmaid, A. M., Olaimat, M., Oudat, D. M., Aldhaeabi, M., & Bamanger, E. (2020). Efficiency of flipped classroom with online-based teaching under COVID-19. *Interactive Learning Environments*.
- Thornbury, S. (2022). *How to teach vocabulary*. Essex: Pearson Education Limited.
- Yang, S., Liu, Y., & Tood, A. G. (2019). Effects of flipped classroom on high and low achievers' English vocabulary learning. *The journal of Asia TEFL*.
- Yeh, B. C. (2014, August 15). I think, I try: I teach, I tweak. Retrieved 2022, from <http://www.fliptw.org/bts>