

STUDENTS' PERCEPTIONS OF FLIPPED CLASSROOM IN EFL LEARNING

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ABSTRACT

This study investigates students' perceptions of the implementation of the flipped classroom strategy in an English as a Foreign Language (EFL) context. A quantitative approach was employed, involving 33 sixth-semester students as participants. Data were collected using a five-point Likert-scale questionnaire designed to examine students' perceptions of several aspects, including comprehension, motivation, engagement, self-confidence, and challenges encountered during the learning process. The findings indicate that students' perceptions of the flipped classroom strategy were generally moderate to positive. The highest response percentage, 72.7%, showed that the learning materials provided before class helped students understand the lesson more easily. The flipped classroom also provided opportunities for classroom interaction and language practice. However, the results should not be interpreted as fully positive, as only 33.3% of students stated that they generally liked the method, while 36.4% perceived improvement in their English ability and self-confidence. In addition, several challenges were identified, including difficulties in independent learning, time management, and limited internet access. These findings suggest that the flipped classroom can support EFL learning, particularly in improving students' preparation and classroom participation, but its implementation requires careful planning, accessible learning materials, and sufficient support for students' independent learning.

Keywords : flipped classroom, EFL learning, students' perceptions, independent learning, english language learning.

INTRODUCTION

Early reading skills are fundamental in English language learning, especially for young learners at the elementary school level. In the context of English as a Foreign Language, early reading does not only involve pronouncing written words, but also recognizing letters, connecting sounds with symbols, understanding simple words, identifying word meanings, and reading short expressions in meaningful contexts. For second-grade students, early reading becomes an important foundation for further literacy development because students who experience difficulties in the early stages of reading may also face challenges in vocabulary learning, reading fluency, and comprehension in the next grades. Therefore, English early reading instruction needs to be designed systematically, visually, and interactively to support students' development. The science of reading emphasizes that beginning readers need explicit and meaningful instruction in

word recognition, decoding, phonics, vocabulary, and language comprehension (Shanahan, 2020; Petscher et al., 2020).

In elementary English classrooms, many young learners still face difficulties in reading simple English words and sentences. These difficulties may include recognizing letters, pronouncing words correctly, connecting written words with pictures, understanding word meanings, and reading short texts confidently. Such problems are often caused by limited exposure to English, low vocabulary mastery, lack of attractive learning media, and learning activities that are still dominated by teacher explanation. Reading instruction that only asks students to copy, repeat, or memorize words may not fully support their early reading development. Ehri (2020) explains that systematic instruction is important because beginners need to learn how letters represent sounds and how words can be read accurately. In addition, reading comprehension instruction should involve vocabulary support, knowledge building, and engagement with texts (Duke et al., 2021; Cabell & Hwang, 2020).

Teaching English early reading to young learners requires strategies that are appropriate to their cognitive, emotional, and social characteristics. Children learn better when learning materials are concrete, colorful, repetitive, and connected to familiar objects or experiences. They also need opportunities to see pictures, name objects, pronounce words, classify vocabulary, and use words in simple oral or written forms. For English language learners, literacy instruction should not be separated from oral language development because vocabulary, listening, and speaking experiences help students understand written language. Kennedy and McLoughlin (2023) state that emergent literacy development is important for English language learners because it supports later reading success. Moreover, digital and visual learning tools can support language learning when they are aligned with learning objectives and students' needs (Shadiev & Yang, 2020).

One learning model that can support English early reading instruction is the Picture Word Inductive Model (PWIM). PWIM is a picture-based learning model that guides students to observe a picture, identify objects, label words, read the words, classify them, and develop simple sentences. This model is appropriate for young learners because it begins with visual stimuli and moves gradually toward word recognition and language production. In early reading learning, pictures help students connect printed words with concrete meanings. Triwahyuni (2020) found that PWIM can support students' early reading skills, while Lovita et al. (2025) showed that the Picture Word Inductive model combined with picture word cards improved early reading and writing skills among primary school students.

PWIM is also relevant for English language learning because it encourages students to develop vocabulary knowledge, pronunciation, spelling awareness, and word recognition. Through this model, students are not passive recipients of information;

instead, they are encouraged to think inductively by identifying words from pictures and discovering relationships among words. Kamarudin (2021) found that PWIM had a positive effect on students' vocabulary mastery. Similarly, Gu and Lornklang (2021) reported that the use of Picture Word Inductive Model supported EFL learners' vocabulary learning achievement. Marpaung (2023) also showed that PWIM significantly improved students' vocabulary knowledge compared to conventional instruction. These findings indicate that PWIM can be used not only to introduce words but also to build students' confidence in reading and using English words.

In addition to improving vocabulary and reading skills, PWIM can increase students' learning motivation and participation. Since the model uses pictures as the starting point, students can actively mention words, ask questions, repeat pronunciation, and classify vocabulary based on visual clues. This makes the learning process more student-centered and interactive. Bermillo and Remollo (2022) found that PWIM improved students' vocabulary achievement and learning attitudes. Masruroh et al. (2024) also reported that PWIM focusing on cultural and familiar content improved young learners' English vocabulary acquisition and received positive responses from students. Therefore, PWIM is suitable for Grade 2 students because it provides concrete, meaningful, and enjoyable reading experiences.

However, the effectiveness of PWIM can be strengthened when it is supported by interactive digital media. One of the media that can be integrated into English early reading learning is Wordwall. Wordwall is a digital platform that provides interactive activities such as matching words, quizzes, word games, random wheels, and other gamified tasks. In the context of early reading, Wordwall can help students practice recognizing words, matching pictures with words, reading simple vocabulary, and responding to reading tasks in an enjoyable way. Gamification in learning has been shown to increase motivation, engagement, and learning participation because students experience learning as an active and enjoyable process (Sailer & Homner, 2020). In language learning, gamified applications can support practice, repetition, and learner engagement (Shortt et al., 2021).

The integration of Wordwall into PWIM can create a more interactive English early reading environment. After students observe pictures and identify words through PWIM, Wordwall activities can be used to reinforce the words through matching games, pronunciation practice, word recognition exercises, and short quizzes. This repeated exposure helps students remember vocabulary and read words more confidently. Alfares (2025) found that Wordwall supported vocabulary learning in the EFL classroom by encouraging active learning through game-based tasks. Oktarini et al. (2025) also reported that Wordwall improved primary students' vocabulary acquisition and classroom participation. In addition, technology-enhanced English language learning can be effective

when digital tools are used purposefully to support learning goals, interaction, and students' needs (Hasumi & Chiu, 2024).

Based on preliminary conditions at SDN 1 Sopai, second-grade students still need support in developing English early reading skills. Some students may be able to repeat words after the teacher, but they still need guidance in recognizing written words, connecting words with pictures, pronouncing words accurately, and reading simple English expressions independently. Therefore, the use of PWIM assisted by Wordwall interactive media is expected to provide a suitable solution. PWIM helps students learn words inductively through pictures, while Wordwall provides interactive and motivating practice. The combination of both can make early reading instruction more meaningful, visual, repetitive, and enjoyable.

Based on the explanation above, this study focuses on improving young learners' English early reading skills through the Picture Word Inductive Model assisted by Wordwall interactive media. The study is expected to help Grade 2 students at SDN 1 Sopai recognize English words, read simple vocabulary, improve pronunciation, and participate more actively in reading activities. This research is also expected to contribute to English language education by offering an instructional model that combines visual inductive learning and digital interactive media for young learners.

METHOD

1. Research Design

This study employed a quantitative descriptive research design to examine students' perceptions of the implementation of the flipped classroom strategy in English as a Foreign Language (EFL) learning. This design was considered appropriate because the study aimed to describe students' responses based on numerical data obtained from a questionnaire. The quantitative descriptive approach enabled the researcher to present the data in the form of frequencies and percentages. Through this design, the study focused on identifying students' perceptions of several aspects of flipped classroom learning, including learning flexibility, classroom engagement, motivation, material comprehension, self-confidence, and challenges encountered during the learning process. Therefore, this research did not test the effect of the flipped clas

2. Participants / Subjects

The participants of this study were 33 sixth-semester students from the English Education Study Program at UIN Sultan Maulana Hasanuddin Banten. The participants were selected using **purposive sampling** because they were considered relevant to the focus of the study. They had sufficient experience in English as a Foreign Language (EFL) learning at the university level and had been involved in

learning activities that required the use of technology, independent learning, and classroom interaction. In addition, the students had previous experience with the implementation of the **flipped classroom strategy** in their English learning process. Before completing the questionnaire, they had participated in learning activities in which materials were provided before class, while classroom time was used for discussion, practice, and interaction. Therefore, they were considered appropriate respondents for examining students' perceptions of the use of the flipped classroom in EFL learning. This participant selection allowed the researcher to obtain relevant data from students who had directly experienced the learning strategy being investigated.

3. Instruments

The instrument used in this study was a structured questionnaire designed to examine students' perceptions of the implementation of the flipped classroom strategy in English as a Foreign Language (EFL) learning. The questionnaire consisted of 13 statements developed based on several indicators related to flipped classroom learning, including learning flexibility, material comprehension, classroom interaction, learning motivation, self-confidence, and challenges in implementation. The questionnaire used a five-point Likert scale to measure the respondents' level of agreement with each statement. The scale ranged from 1 to 5, namely **Strongly Disagree**, **Disagree**, **Neutral**, **Agree**, and **Strongly Agree**. This scale was selected because it enabled the researcher to obtain structured numerical data and identify whether students' perceptions tended to be positive, neutral, or negative.

Table 1. Questionnaire Indicators

No.	Indicator	Number of Items	Focus of Measurement
1	Learning flexibility	2 items	Students' perceptions of the flexibility of accessing learning materials before class
2	Material comprehension	3 items	Students' understanding of English materials provided before and during class
3	Classroom interaction	2 items	Students' opportunities to discuss, ask questions, and practice English in class
4	Learning motivation	2 items	Students' interest and motivation in learning through the flipped classroom
5	Self-confidence	2 items	Students' confidence in participating and using English during classroom activities

6	Learning challenges	2 items	Students' difficulties related to independent learning, time management, and internet access
Total		13 items	

4. Data Collection Procedure

The data were collected through a structured questionnaire distributed to 33 sixth-semester students of the English Education Study Program at UIN Sultan Maulana Hasanuddin Banten. Before distributing the questionnaire, the researcher explained the purpose of the study to the participants and informed them that their responses would be used only for research purposes. The participants were also assured that their identities would remain confidential. The questionnaire was distributed after the students had experienced the implementation of the flipped classroom strategy in their EFL learning process. In this learning model, students received learning materials before class, while classroom time was used for discussion, practice, interaction, and clarification of the material. Therefore, the participants were considered able to provide relevant responses based on their learning experiences.

The questionnaire consisted of 13 statements related to students' perceptions of the flipped classroom strategy. The participants were asked to read each statement carefully and choose one response based on a five-point Likert scale, ranging from **Strongly Disagree** to **Strongly Agree**. The questionnaire was distributed online using a digital form to make it easier for students to access and complete. After all participants submitted their responses, the researcher checked the completeness of the data. Incomplete or unclear responses were reviewed before the data were prepared for analysis. The collected responses were then organized according to each questionnaire item and used as the main data for describing students' perceptions of the flipped classroom strategy in EFL learning.

5. Data Analysis

The data obtained from the questionnaire were analyzed using descriptive statistics. Since the questionnaire used a five-point Likert scale, the analysis included frequency, percentage, mean score, and standard deviation for each item. Frequency and percentage were used to identify the distribution of students' responses, while the mean score was used to determine the general tendency of students' perceptions toward each statement. Standard deviation was used to show the variation or consistency of students' responses.

Each response in the Likert scale was assigned a numerical value: **Strongly Disagree = 1, Disagree = 2, Neutral = 3, Agree = 4, and Strongly Agree = 5**. The mean score of each item was then interpreted to determine whether students' perceptions were negative, neutral, or positive. The interpretation of the mean score is presented in Table 2.

Table 2. Interpretation of Mean Scores

Mean Score Range	Interpretation
1.00–1.80	Very Negative
1.81–2.60	Negative
2.61–3.40	Moderate/Neutral
3.41–4.20	Positive
4.21–5.00	Very Positive

The standard deviation was used to examine the spread of students' responses. A lower standard deviation indicated that students' responses were relatively consistent, while a higher standard deviation indicated greater variation among respondents' answers. The results of the analysis were presented in tables containing the frequency, percentage, mean, and standard deviation for each questionnaire item. Through this analysis, the researcher was able to describe students' perceptions of the flipped classroom strategy in EFL learning more systematically. The analysis also helped identify which aspects of flipped classroom learning received more positive responses and which aspects still presented challenges for students, such as independent learning, time management, and internet access.

RESULTS AND DISCUSSION

Result

This section presents the results of the data analysis obtained from the questionnaire distributed to 33 sixth-semester students of the English Education Study Program. The findings are organized into several parts, including respondents' demographic data, students' general perceptions of the flipped classroom, learning effectiveness, motivation and classroom participation, language development and confidence, challenges encountered during implementation, and overall evaluation of the flipped classroom strategy. The data are presented in tables to provide a clear and systematic description of students' responses.

Before discussing students' perceptions of the flipped classroom strategy, the demographic profile of the respondents is first presented. This information is important to

provide a general overview of the participants involved in the study. Although demographic data were not the main focus of the research, they help contextualize the characteristics of the respondents who contributed to the questionnaire results.

The demographic data of the respondents are presented to describe the gender distribution of the participants involved in this study. This information provides background context for understanding the composition of the sample before examining students' perceptions of the flipped classroom strategy in EFL learning. The respondents' demographic data are shown in Table 3.

Table 3. Respondents' Demographic Data

Category	Frequency	Percentage
Male	2	6.1%
Female	31	93.9%
Total	33	100%

Based on Table 3, the respondents consisted of 33 students. The data show that the majority of participants were female students, accounting for 93.9% ($n = 31$), while male students represented only 6.1% ($n = 2$). This distribution indicates that the sample was predominantly female, which reflects the general composition of students in the English Education Study Program. Although gender was not a primary variable in this study, this demographic profile provides contextual information that may help interpret the findings more appropriately.

After presenting the demographic data, the next section discusses students' general understanding and acceptance of the flipped classroom strategy. This part focuses on how students perceived the basic concept of the flipped classroom, its suitability for English learning, and their overall preference for the method. The results of students' general perceptions are presented in Table 4.

Table 4. Students' General Perception

Statement	Positive (A+SA)
Understanding the flipped classroom	45.5%
Suitability for English learning	48.5%
Overall preference for the method	33.3%

As shown in Table 4, students' general understanding and acceptance of the flipped classroom can be categorized as moderate. Less than half of the respondents expressed positive agreement across the three indicators. Only 45.5% of students indicated that they understood how the flipped classroom works, while 48.5% considered the method suitable for English learning. Furthermore, only 33.3% of students reported that they generally liked the method. These findings suggest that although students have been exposed to the flipped

classroom approach, their overall acceptance and familiarity remain limited. This may indicate that students are still in the process of adapting to this learning model, particularly because it differs from traditional teacher-centered instruction. Therefore, additional support and clearer guidance may be necessary to improve students' understanding and acceptance of this approach.

To examine the perceived effectiveness of the flipped classroom strategy, students were asked whether the learning materials provided before class helped them understand the lesson better. This aspect is important because pre-class preparation is one of the main characteristics of the flipped classroom model. The results related to learning effectiveness are presented in Table 5.

Table 5. Learning Effectiveness

Statement	Positive (A+SA)
Pre-class materials improve understanding	72.7%

In contrast to the general perception, Table 5 demonstrates a highly positive response in terms of learning effectiveness. A significant majority of students (72.7%) agreed that learning materials provided before class helped them better understand the lesson. This finding highlights the important role of pre-class preparation in the flipped classroom model. By accessing instructional materials in advance, students are able to build prior knowledge before participating in classroom activities. This condition allows them to engage more meaningfully during class discussions. Therefore, it can be inferred that the flipped classroom is particularly effective in supporting students' cognitive understanding of the material.

The study also investigated students' perceptions of motivation and classroom participation during the implementation of the flipped classroom strategy. This section focuses on whether the strategy provided more opportunities for English practice, increased students' motivation, and encouraged more active participation in classroom activities. The results are presented in Table 6.

Table 6. Motivation and Participation

Statement	Positive (A+SA)
More time for English practice	42.4%
Increased learning motivation	42.4%
More active participation	42.4%

Table 6 presents students' perceptions related to motivation and classroom participation. The results indicate moderate positive responses, with 42.4% of students agreeing across all three indicators. These findings suggest that the flipped classroom provides some benefits in terms of increasing students' engagement during learning

activities. Students reported having more opportunities to practice English, feeling more motivated, and becoming more active in classroom interactions. However, the relatively moderate percentages also indicate that a considerable number of students remained neutral. This implies that the impact of the flipped classroom on motivation and participation is not uniformly experienced by all students. Individual differences, such as learning preferences and readiness for active learning, may influence how students respond to this approach.

In addition to motivation and participation, the study examined students' perceptions of language development and self-confidence. These aspects are important in EFL learning because students' ability and confidence in using English may influence their participation and learning progress. The results related to language development and confidence are shown in Table 7.

Table 7. Language Development

Statement	Positive (A+SA)
Improvement in English ability	36.4%
Increased confidence	36.4%

As shown in Table 7, students' perceptions of language development and confidence are relatively low compared to other aspects. Only 36.4% of respondents agreed that their English ability improved and that they felt more confident in learning English through the flipped classroom.

This finding suggests that while the flipped classroom may support understanding and engagement, its impact on language proficiency and confidence may not be immediately visible. Language development is a complex process that requires continuous practice, feedback, and long-term exposure. Therefore, it is possible that the benefits of the flipped classroom in this area may become more evident over time rather than in short-term implementation.

Although the flipped classroom strategy offers several potential benefits, its implementation may also present challenges for students. Therefore, this section discusses the difficulties experienced by students, particularly in understanding materials independently, managing preparation time, and accessing the internet. The challenges encountered by students are presented in Table 8.

Table 8. Challenges

Statement	Positive (A+SA)
Difficulty understanding material independently	39.4%
Lack of time for preparation	36.4%
Internet access problems	33.3%

Table 6 illustrates several challenges faced by students during the implementation of the flipped classroom. A notable proportion of students reported difficulties in understanding the material when studying independently (39.4%). In addition, 36.4% of students indicated that they often did not have enough time to prepare before class, while 33.3% experienced problems related to internet access. These findings emphasize that the flipped classroom requires not only instructional design but also students' readiness for self-directed learning. The ability to manage time, learn independently, and access digital resources plays a crucial role in the success of this model. Without adequate support in these areas, students may struggle to fully benefit from the flipped classroom approach.

Finally, students' overall evaluation of the flipped classroom strategy is presented to identify whether they perceived the benefits of the method as greater than the difficulties they experienced. This section provides a general conclusion regarding students' perceptions of the flipped classroom implementation in EFL learning. The results are presented in Table 9.

Table 9. Overall Perception

Statement	Positive (A+SA)
Benefits outweigh difficulties	48.5%

Table 9 presents students' overall evaluation of the flipped classroom. The results show that 48.5% of students agreed that the benefits of this approach outweigh its challenges. Although this percentage does not represent a strong majority, it still indicates that nearly half of the participants perceive the flipped classroom as a beneficial learning method. This suggests that despite the challenges encountered, students are able to recognize the value of this approach in supporting their learning experience.

Discussion

This study aimed to investigate students' perceptions toward the use of the flipped classroom in an EFL context. The findings indicate that students' perceptions were **moderately positive**, rather than strongly positive. This means that although the flipped classroom was perceived as useful in some aspects, especially in helping students understand learning materials before class, its overall acceptance and impact on language development were still limited.

The strongest finding was related to students' comprehension. A total of 72.7% of students agreed that pre-class materials helped them understand the lesson better. This suggests that one of the main strengths of the flipped classroom lies in its ability to provide students with early exposure to learning materials before classroom meetings. By accessing materials before class, students could prepare themselves and become more familiar with

the topic. This finding supports previous studies which state that flipped learning can improve students' preparedness and comprehension because learners are given opportunities to study at their own pace before engaging in classroom activities (Alonso et al., 2023; Han et al., 2024).

However, the positive perception of comprehension did not automatically lead to strong overall acceptance of the method. Only 33.3% of students stated that they generally liked the flipped classroom. This relatively low percentage indicates that some students may still feel uncomfortable with the shift from teacher-centered learning to a more independent learning model. In traditional EFL classrooms, students are usually accustomed to receiving direct explanations from the teacher. Therefore, when they are required to study materials independently before class, some students may feel uncertain, unprepared, or less motivated. This suggests that the flipped classroom requires not only pre-class materials but also clear teacher guidance so that students understand what to study, how to study, and what is expected from them.

The findings on motivation and classroom participation also showed moderate results. Only 42.4% of students agreed that the flipped classroom provided more time for English practice, increased their motivation, and encouraged more active participation. This finding suggests that the flipped classroom has the potential to create more interactive classroom activities, but this potential was not experienced equally by all students. Classroom time in flipped learning should ideally be used for discussion, collaboration, language practice, and problem-solving activities (Heredia Ponce et al., 2022; Birova et al., 2023). However, if in-class activities are not structured clearly, students may not fully benefit from the method. Therefore, teachers need to design structured classroom activities that guide students from pre-class preparation to active language practice in class.

Another important finding concerns students' perceived language development and confidence. Only 36.4% of students agreed that the flipped classroom improved their English ability and increased their confidence. This low percentage suggests that the implementation of the flipped classroom may not immediately improve students' language proficiency or self-confidence. English language development requires repeated exposure, consistent practice, meaningful interaction, and continuous feedback over time. Therefore, a short-term implementation of flipped learning may be insufficient to produce noticeable improvement in students' English ability. This finding supports the view that language learning is a gradual process that requires longer implementation and sustained practice (Zhong, 2024).

The challenges reported by students also need critical attention. A total of 39.4% of students experienced difficulty understanding materials independently, 36.4% had problems managing preparation time, and 33.3% faced internet access problems. These findings show that the flipped classroom depends heavily on students' self-directed

learning skills and technological readiness. Students who are not accustomed to independent learning may struggle to understand materials without direct teacher explanation. This supports previous studies emphasizing that self-regulated learning is a key factor in successful flipped classroom implementation (Öztürk & Çakıroğlu, 2021; Galindo-Domínguez & Bezanilla, 2025).

Time management also became an important issue. Since the flipped classroom requires students to study before class, students need to allocate time for preparation outside regular classroom hours. If students have other academic responsibilities or lack study discipline, they may come to class without sufficient preparation. As a result, classroom interaction may not run effectively. Therefore, teachers should provide support for independent learning by giving clear instructions, manageable materials, guiding questions, and reminders before class. Internet access was another challenge that affected students' learning experience. Since flipped classroom activities often depend on digital materials, unstable internet access can prevent students from accessing videos, readings, or other online resources. This issue is especially relevant in EFL contexts where students' access to technology may vary. Without stable internet access and accessible pre-class materials, the benefits of flipped learning may not be fully achieved (Pilu et al., 2025; Wang, 2023).

Overall, the findings suggest that the flipped classroom can support EFL learning, particularly in improving students' comprehension and preparation before class. However, the moderate and low percentages in several aspects show that its implementation still needs improvement. The flipped classroom should not be viewed simply as giving materials before class. It requires clear teacher guidance, accessible pre-class materials, structured classroom activities, support for independent learning, stable internet access, and longer implementation time. With these supports, the flipped classroom may become more effective in promoting students' engagement, confidence, and English language development.

CONCLUSION

In the context of teaching English Language as Foreign Language (EFL), this research study has analyzed the opinions held by students regarding the flipped classroom model. The findings of this study show that in general, the students have a very positive perception about the teaching methodology used. Several students stated that their understanding of the course material has increased and that they were able to spend more time reading and discussing in the class since they had prepared before coming to class. However, some challenges arose in the implementation of the process, including time management issues, independent learning, and Internet connectivity. Overall, the flipped classroom has proved to be useful in teaching English Language as Foreign Language.

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