

## ENGAGING STUDENTS IN A FLIPPED CLASSROOM INSTRUCTION: TEACHING ENGLISH FOR SPECIFIC PURPOSE (ESP) IN HIGHER EDUCATION

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**Abstract:** ESP (English for Specific Purpose) is part of ELT (English Language Teaching) which contains the teaching of English as a foreign language. Every English teacher, especially ESP, must innovate in the delivery of their teaching materials which are always carried out from year to year. This study reports on the perceptions of economics major students about the use of flipped classroom models in learning English for Specific Purpose (ESP). Classroom action research was used as design of this research. In collecting the data, semi structure interviews, reflective journals, and photo elicitation have been done. Then, thematic analysis was used in this research. There are four findings in this research: 1) most of students enjoy learning by watching video teaching materials and have an enthusiastic in that way to learn English; 2) The students felt to became active and independent in learning English using flipped classroom; 3) students' engagement became difference context of discourse in learning English; 4) flipped classroom mode motivated students in learning English. The findings of this study are expected to be useful for other researchers interested in EFL learning innovations or teachers who are looking for teaching English for Specific Purpose (ESP).

**Keywords:** *classroom action research; English for Specific Purpose (ESP); flipped classroom.*

### INTRODUCTION

Learning English for Specific Purposes (ESP) is different with learning general English because ESP learns English based on student needs. Students learn English based on their needs. This is the history why learning English language was called learning ESP. Daulay (2020) stated that learning ESP should be based on learners' need. It means learning English depends on their major in the study which was seen of the term of "specific". In other words, students majoring in mathematics will study English about mathematics. Likewise, students majoring in economics will study English about economics.

ESP course is intended to the students' motivation in learning English for their needs. Tymbay (2022). In line with Papadima-

Sophocleous et al. (2019) argued that learners need courses to cater for specific needs to serve the demands of the society. Because of learning ESP is a part of ELL, so the students must study the four basics skill in English. They start learning from listening skill, speaking skill, reading skill, until writing skill (Ahmadi, 2018). All of the skill will be taught by the teachers.

Many English teachers still use the conventional or traditional learning model. This model can be called teacher-centered learning since the teachers transfer knowledge face-to-face with the students directly. Berry (2004) in Khatmah (2020) reported that the teacher who used this model assumed a provider and driver of information reproduction is a teaching. The teachers can be called the main resource of

knowledge in traditional language learning in the classroom, and they mostly dominate the learning process while centering the translation of text into the students' first language. Students are assumed as a receiver and have a passive role in learning (Kaymakamoglu, 2018). In addition, the teachers manage all the activities in the classroom without collaborating with the students and it can be poor language performance (Serin, 2018; Kassem 2019).

Education in the past and today is different. In the past, teachers had an important role in the learning process which was usually called teacher-centered. Nowadays, students have an important role in learning (students-centered), so their mindset must change towards the technological era (Van et al., 2021) and they are always side by side with computers, video games and the Internet. In using technology, the students can get knowledge easier than before because they can search the materials from some sources, such as google.com, youtube.com, and others (Ahmadi, 2018). Almost all students are always close to technology, especially using smartphone, and they always spend all their time with their smartphones every day. Indeed, the use of smartphones can be a learning medium that can be done anywhere and anytime so that students can interact with friends, instructors and learning materials. In other words, students can learn subject matter outside the classroom through distance learning (Van et al., 2021).

From the explanation above, the ESP learning model must change to a student-centered learning model. One of learning model that can be used to facilitate ESP learning is the "flipped classroom model", where students learn lesson material by watching videos or online lessons given by the teacher independently in their homes. After that, they came to classroom to carried out the direct activities face to face classroom. This learning model will be tried to be applied in this classroom action research. Cabi (2018) stated that the flipped classroom framework is a changing of the learning model from a teacher-centred learning process to a student-centred because learning material can be done outside the classroom. This aimed to leaded students became active in the learning process and experienced the flipped classroom pedagogy in ESP learning.

Despite this learning model has been widely implemented, in the context of ESP learning, especially in higher education (accounting majors), it has not been explored yet. This research was conducted to fill the gaps that exist in the

implementation of the flipped classroom learning model in ESP learning. Therefore, this study only has one research question, namely how do students respond to the flipped classroom model in ESP learning?

Flipped classroom is an innovative learning model which is to changes from traditional lecture to homework elements of a course. Jdaitawi (2019) reported that flipped classroom is innovative method which consists of video lectures (the videos can be those that are available from the internet, or pre-recorded by teachers themselves) that students watch at their own time and pace prior to attending classes in which they participate in group activities or the teachers answer their questions. The main characteristic of the flipped classroom learning model is the changing in the learning process from teacher-centred, which used PPT in the learning process to student-centred which made students active and independent in learning because this learning model can be done outside the classroom. In other word, this method can be called self-regulated learning (Tang et al., 2020). This learning model aims to facilitate students learning outside of the classroom. Learning interest and learning outcomes can be obtained from the learning process using learning model. Thus, the quality of the English learning model will have a huge impact overall.

One of the characteristics of the flipped classroom learning model is that it enables students to learn independently (self-regulated learning). Meanwhile, the characteristic of independent learning is that the students themselves whom is the main body of learning and they cannot be disturbed or controlled by other people. There are three basic characteristics of autonomous learning. Independent learning is the main characteristic and this is the first characteristic in autonomous learning. Furthermore, self-behaviour is the core of self-access in learning. Meanwhile, the last one is self-discipline which have to responsibility learning of students. It means that the subject of learning is the learners themselves who have the master. This shows an understanding that the core of the learning process is ultimately controlled by the learners themselves as explained by one of the famous American educational psychologists, namely Barry J. Zimmerman. He introduced the model of self-regulated learning in the research by Zakiah & Fajriadi (2020). That model can be seen on figure 1.

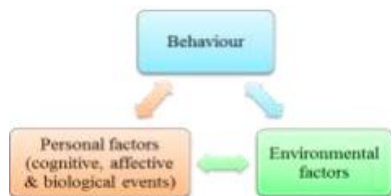


Figure 1. *Self-regulated learning model* (Adopted from Zakiah & Fajriadi, 2020, p.2).

Meanwhile the “flipped classroom” can be called an “active learning”. This approach is one of

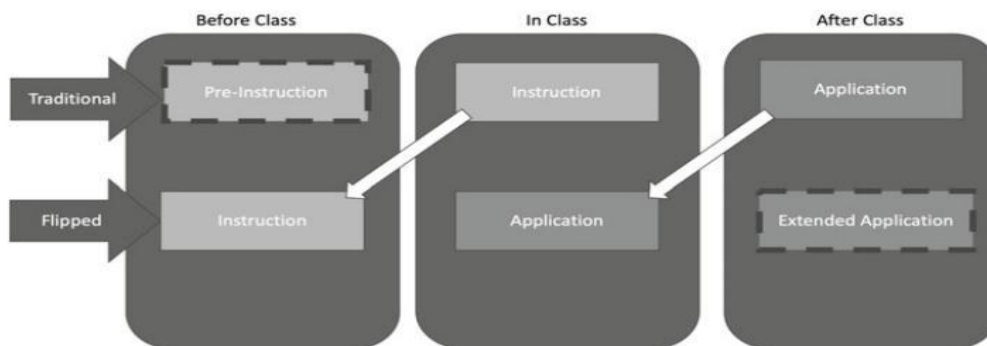


Figure 2. *Shifting learning in a flipped learning approach* (Adopted from Voss, & Kostka, 2019, p.3)

**METHOD**

This research was conducted at the higher education, namely Universitas Singaperbangsa Karawang in West Java, Indonesia with the research subjects being accounting program students. The students population are more than 100 students who divided into four classes (classes A, B, C, and D). The participants in this research were the students of class A. This research was approved by accounting program coordinator as ethical consideration. This study spanned 14 meeting (one semester) from February to May 2021. The authors choose this site because of three consideration: (1) this subject is the second subject of learning English (last semester is General English); (2) There are many learning facilities on this campus such as classroom projectors, internet networks, and libraries.; and (3) the researchers are lectures at this campus.

This research used a classroom action research design with only one research question: How do students respond to the flipped classroom learning model in ESP learning?. This is a way to make new innovation in practice of teaching and learning. Kemmis et al. (2014) defined classroom action research as an effort to carry out practical changes in society, both in terms of their understanding and conditions when the practice is carried out. Therefore, implementing the flipped classroom learning model is an effort to change ESP learning practices. Because there are three authors, all of these authors have their own duties in this research. The first author was tasked with providing ESP

ways to make students active in learning (Ayçiçek et al., 2018; Hoshang et al., 2021). In the flipped classroom learning model, students are directed to learn independently by watching learning videos that have been previously designed by the teacher. Then, they discuss it with peers or in class discussions (Yanto et al., 2020; Voss & Kostka, 2019, see figure 2:

teaching for students in accounting program. The second author conducted data collection. Meanwhile, the third author was tasked with designing the research instrument. All authors collaboratively analysed the data and wrote the research report.



Figure 3. *Cycle of action research* (Adopted from Kemmis et al., 2014 in Yanto et al., 2020).

In order to organize procedural in this research, the authors used Action Research which was adopted from Dikilitas & Griffiths (2017) in the research of Ramdani et al. (2022). AR which was used by them is stages. There are four stages that can be used by the authors, namely planning, acting, observing and interpreting. In planning, the authors did many activities, such as discussing and identifying research problems, deciding research questions, discussing and planning teaching ESP, deciding research paradigm, reviewing the relevant literature, discussing and determining on data collection method, discussing and preparing tools for data collection, and obtaining consent and

dealing with other ethical procedures. The second stage is acting. In this stage, the authors implement flipped classroom using design flipping by Estes et al. (2014) in Yanto & Pravitasari (2020). There are several phases in this stage. First is making lesson plan. Lecture make a lesson plan for several meeting and introduce to the students about flipped classroom learning model. The students were divided into groups discussions in order to they can be able to discussed the learning materials on video in YouTube website. Second is assignment. After the students was given the video on YouTube, they have to find the vocabulary used in spoken language which has given by lecture, then they have to present their comprehensive to another group that was represented by their leader of group. The next phase is reflection. The lecture gives the explanation about vocabulary used on the video and ask the students to make a paragraph which match the vocabulary on the video. Then, the students were given the questions in interview to collect the data. The last phase is sorting the data.

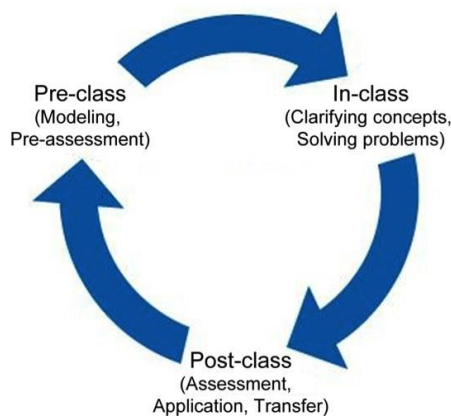


Figure 4. *Course design of flipping a class* (adopted from Estes et al., 2014 in Yanto & Pravitasari, 2020)

The third stage is observing. In this stage, the authors carried out the analysis procedure by coding collected data and identifying themes qualitatively. The last stage is interpreting. This is the most important thing in this stage because it showed many highlighting, such as the answering research question with the evidence the data, drawing out implication, considering limitation of the study, and looking into the future by providing future research agenda that has not been examined yet in this study.

#### *Instructional procedure*

There are three steps to the learning activities using the flipped classroom learning model, namely: pre-class activity, in-class activity, and post-class

activity

**Pre-class.** In the pre-class stage, the first author who was in charge of teaching the lesson material explained the framework of the flipped classroom and the purpose of using the flipped classroom. This activity used zoom meeting application because learning activity was done by online. Students were given an explanation regarding the ESP lesson material in accordance with the framework of the flipped classroom at this stage. Based on the flipped classroom framework, teachers provide lesson material through videos that they can watch via YouTube links to study independently. After watching the learning material video, students were given the task of understanding ESP lesson material. The example of the task given by lecture was looking for vocabulary used in ESP (see figure 4). The lesson material video explained the use of English vocabulary in ESP. Then, students reported it in-class and the lecturer provided feedback on students' assignments in discussion activities.

**In-class.** There are several steps in this phase. First, the lecturer asked about students' understanding in studying lesson material by watching videos. When the lesson material was about the use of English vocabulary in ESP, students were reporting their understanding regarding it and reporting their assignments for discussion with other students and the lecturer. The students' task was looking for English vocabulary used in ESP. Students must write down the use of English vocabulary in ESP that they watch in the video. Then, each student read it in front of the class for their friends and lecturers. Each student noted which vocabulary is not ESP vocabulary. Lecturers provided feedback after everyone reported their respective assignments.

**Post-class:** In this phase, students evaluated the results of independent learning regarding assignments. Then, the lecturer gave students individual worksheets at the last meeting. Students were asked to look for English vocabulary in ESP, then they made sentences based on the vocabulary they found. After that, the author asked the students to carry out interviews and write reflective journals.

#### *Data collection and analysis*

The authors used interviews, reflective journals, and photo elicitation to examine students respond regarding the use of flipped classrooms in ESP learning. This was conducted as a way of collecting research data. Semi-structured interviews were used to collect the students respond data. The

authors used the interviews guideline which was adapted from Yang (2017). There are eleven students who are asked the questions regarding their responses in ESP learning in the flipped classroom. The entire interviews process was in Indonesian, then the interview script was translated into English.

At the end of each meeting, the students wrote the reflective journals. The reflective journals are personal records of students' learning experience which was used by the teachers. Gülden (2020) stated that reflective journals are frequently used in teacher education programs. The main purpose of using reflective journals is to collect information regarding students respond in using the flipped classroom learning model in ESP learning at each meeting. There are three steps in process of reflection (Lay & McGuire, 2010). The first step is to describe detailed information, such as who, what, where, and when the experience took place. Next, examine and associate the learning object. The final step is articulating the learning. all students write reflective journals at the end of each meeting. They expressed their feelings and responses regarding the use of the flipped classroom learning model in ESP learning. Finally, all the collected data were analyzed.

The last way to collect the data was photo elicitation or the use of photographs. It aimed to record how subjects respond to the images. It can be called "Photo-Elicitation is a qualitative interview technique where researchers solicit responses, reactions, and insights from participants by using photographs or other images as stimuli" (Copes et al., 2018, p.476).

In analysing the data, the authors used Braun and Clarks (2021) thematic analysis. This was conducted in order to the authors can reviewed the data, took notes, and began grouping the data into categories. All data identified in detail patterns and developed into themes. After that, the data were coded and labelled using highlighted keywords or phrases. There are several steps in this thematic analysis, namely familiarizing, generating, searching, reviewing, defining and naming, and producing.

The first step is familiarizing. In this step, the authors must be familiar with the data which has been obtained. Authors must also transcribe the interviews result in typing and saving it in the computer document. In order to the data to remain original according to the interview results, the authors also have to recheck the data by replaying the data many times. After that, the authors read the interview transcripts carefully. It aimed to obtain

in-depth aspects of the data, then, all data began to be marked for coding which will be checked again at the next step. The second step is generating initial coding. In this step, the authors highlighted the interview transcripts as they will be analysed. The purpose of this coding is to find themes or patterns of data which were visible in line with the research question. All of relevant data, such as form of excerpts, vignettes, snapshots, illustrations, and narratives were coded for further data analysis. In the step of searching for themes, the authors formulate the highlighted data to identify data patterns and broader themes. Searching for key themes of findings allowed us to analysed the coded data closely.

Fourth, reviewing themes: The authors re-read and double checked the coded themes against the dataset in order to determine if they elicited important features of the data, relevant to the research questions. This theme review allowed for careful and detailed thematic data analysis.

The next step is to defining and naming the themes. At this step, the authors analysed each finding theme in more depth and developed the scope and focus (essence) of all finding themes. The last step is writing up. The authors combined the data and analysed it using critical discourse analysis (CDA).

## RESULTS AND DISCUSSION

Based on interviews data regarding students respond in using flipped classrooms in ESP learning, all data showed positively. Students enjoyed learning material about ESP through watching videos on YouTube (see table 1). The following three students' explanation were empirical evidence that they were interested in independent learning using the flipped classroom learning model in ESP learning.

Table 1. *Freely available resources*

No	Sources	Link
1	dee.ums.ac.id-Sejarah perkembangan ESP	<a href="https://www.youtube.com/watch?v=ujVgz5WJEQs">https://www.youtube.com/watch?v=ujVgz5WJEQs</a>
2	dee.ums.ac.id-Definisi ESP	<a href="https://www.youtube.com/watch?v=Jxa-rZ0l3mA">https://www.youtube.com/watch?v=Jxa-rZ0l3mA</a>
3	www.engvid.com-English Vovabulary: How to talk about the economy	<a href="https://www.youtube.com/watch?v=vmU1OzFdems">https://www.youtube.com/watch?v=vmU1OzFdems</a>
4	www.engvid.com-English Vovabulary for economics	<a href="https://www.youtube.com/watch?v=C_eI73G9wzY">https://www.youtube.com/watch?v=C_eI73G9wzY</a>

"In my opinion, the flipped classroom learning model is very fun and very challenging because

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I have to self-study. The learning materials were studied by myself from video in YouTube. After I understood the materials, I have to presented it in class activity.” (zoom meeting, Student 1)

“For me, this learning was exciting. It makes me know about my skill. Last time, I learned material only from my teacher in the classroom. However, this time, I learn the materials from some resources (YouTube) which was fun and easier to understand the materials.” (Student 2)

“For me, this learning model was very interesting because I could learn materials at my home so that I did not come to the campus. I could learn the materials anytime, especially during this pandemic, all educational institutions use the distance learning process.” (Student 3)

The three students' explanations indicated that they enjoyed learning ESP using the flipped classroom learning model. They thought that watching videos on YouTube made them happy and interested in learning ESP. Students learned ESP through contextual videos containing ESP material that has been explained by native speakers. They argued that learning through videos on YouTube made it more interesting because it contains a combination of visual attractive and audio-visual information.

The data showed students' positive attitudes towards in using material in videos on YouTube in ESP learning. The students explained that the video material in ESP learning using the flipped classroom model was useful because they could study the learning material anywhere and at any time. They also thought that the flipped classroom model was very easy to do and fun in learning ESP. (see figure 5).

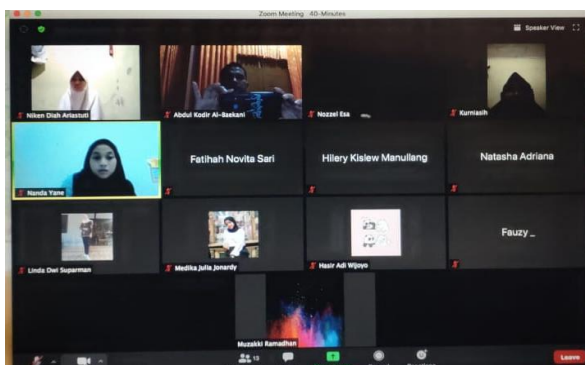


Figure 5. Activity in the classroom (Zoom Meeting)

The followings are some students' explanations in using video material in learning ESP:

“By learning material through videos on YouTube, I thought it was useful because

learning can be conducted anywhere and anytime as long as I had internet access. Each student was required to study independently at home through video for 1 week. Therefore, I could watch the video of the lesson materials repeatedly until I understood the lesson material on the use of English vocabulary in ESP.” (Student 4)

“I learned the learning material outside of class or at home because I learned through videos on YouTube and I thought this way was useful. For example, I studied the learning material while I was having free time and I could do it in the afternoon.” (Student 5)

“I could understand in learning material through videos because of the videos It's on YouTube and I could watch it anywhere and anytime until I understood the learning material comprehensively. I could assume that this way of learning material was effective and useful for learning online.” (Student 6)

“I studied learning material through videos on YouTube, which can be more flexible in terms of time because learning can be conducted anywhere and anytime. So, this way of learning with the flipped classroom model was very useful for me.” (Student 7)

Based on the data from those four students, the data showed that learning using the flipped classroom model (through watching videos) in ESP learning can be called to be useful. This is shown by the students' explanation regarding the benefits of using videos provided online on YouTube. Students could access ESP lesson materials very easily because they could watch learning videos whenever and wherever they are as long as they have internet access. By watching video lessons on YouTube, they felt this method useful and effective. The flipped classroom learning model could allow students to learn new material at their home or in their own place. Therefore, they could play the video repeatedly so that they could understand the learning material delivered video on YouTube. Then, if they did not understand the learning material, they will review and rewind the videos.

*Using the flipped classroom framework in learning of ESP*

There were two students who explained the use of the flipped classroom learning model in ESP learning. They explained that using this learning model was easier to do and understand. They showed it in their reflective journals. They wrote

that learning through videos on YouTube can make it interesting and clear.

"I was driven to learn vocabulary used in English. The use of flipped classroom model makes me trying learning ESP hardly by myself because I have to discuss the material in class activity (zoom meeting)" (Student 8)

"In my opinion, this flipped classroom model could improve skill of my English especially in vocabulary used in ESP but all the students must be active in the class activity. This learning model makes me active in learning because I am required to explore lesson material online. I also feel that I understand the subject matter better in the flipped class compared to the regular class. The reason is that all learning materials are structured and easy to access online." (Student 9)

Student learning outcomes showed positive because they were caused by the use of the flipped classroom learning model. Videos on YouTube were a tool that can be categorized as suitable for language learners because they provide wide access to actual language use and are hosted by native speakers. Through video materials, students could assess their understanding in various situations they may encounter that are not available in class. Besides that, the flipped classroom learning model was able to enable students to report their independent learning results in front of the class. Lesson material delivered through video has the potential to enable students to acquire, process and utilize their knowledge. The use of videos in studying subject matter provides students with an authentic learning resource. In addition, it can help them study material about ESP many times.

#### *Independent learning in learning ESP*

The empirical data showed that the use of the flipped classroom learning model made the students become independent and active learners in learning ESP. The following two students' explanation provide empirical evidence on what flipped classroom framework an active and independent strategy in learning ESP.

"As we know, using the flipped classroom learning model could allow us to explore further in learning. We could study independently at home and this is what differentiates it from classes on campus (the lecturer explains the subject matter through books)." (Student 10)

"I more understand about every subject matter because of this flipped classroom learning model. Also, it made me understand more broadly my knowledge of the subject matter. With the videos material on YouTube, I was given the opportunity to study independently and can explore my learning in ESP." (Student 11)

From the two students' explanations, the flipped classroom learning model indicated that it made them independent and active in learning ESP. There were many opportunities for independent learning through videos on YouTube. The flipped classroom learning model indicated that the students to be more active in ESP learning. This can be seen in Figure 4, students could report the results of their independent learning in class. Lecturers and students discussed understanding of the learning materials which they have studied through videos on YouTube. Also, this activity could encourage students to report on the learning materials which they have been learned.

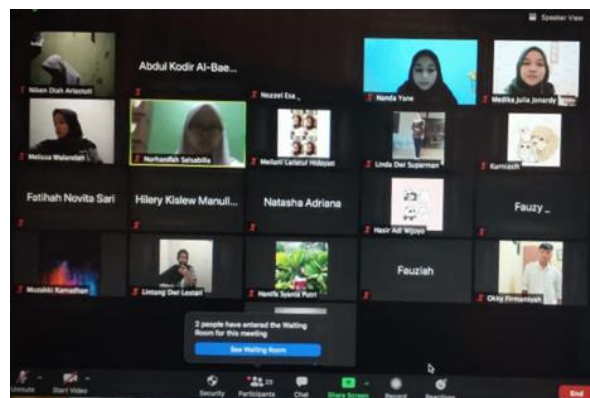


Figure 6. Students are presenting their topic in front of the classroom (Zoom Meeting)

This figure showed the students involved in a session presenting the results of their independent learning understanding through video and discussing them. Each student presented their respective learning results. The students were enthusiastic in making presentations and also enthusiastic in discussions.

Our present study was to investigate the students' perceptions of the flipped classroom model in learning ESP through action research involving eleven students in accounting program in learning English at Universitas Singaperbangsa Karawang. Although there is another design like experimental designs, but it is difference with our purpose because experimental designs aim to examine "the relationship between phenomena and test theory (Ramdani et al., 2022, p.1407). Whereas action research aims to solve the problems in micro-contextual level like English language

classroom or in mezzo-contextual level like institutional context (Burns in Ramadani et al., 2022). Dikilitas and Griffiths (2017) focus that the aim of action research is to develop effective ways of teaching. In our study, action research aimed to solve the problem faced the students when learning ESP.

We examined how students were engaged in learning ESP. Findings of this study indicate that the implementation of flipped classroom model in learning ESP had several benefits.

First, the students felt enjoy in learning ESP through video materials on YouTube website. They argued that learning materials through watching video make them fun. It is supported by Ayçiçek & Yelken (2018) which had shown some advantages for students in terms of ensuring that students are prepared for the lesson, making the course fun and productive, providing teacher guidance and teamwork, and motivating students by creating a competitive atmosphere within the classroom.

Second, using video in learning ESP made the students comfortable because they could learn the materials in outside of class. They also could learn the materials whenever and wherever they are throughout they had free time. This is not in line with Cabı (2018) reveal that in general, students resist learning the topics on their own outside the classroom in the flipped classroom Model. Instead they prefer learning the topics from the instructor inside the class.

Based on the essence of flipped classroom, it was can be called self-regulated learning. In our finding also found that flipped classroom model has made the students learn by themselves. They could discussed the learning materials with their group in the classroom. Each students should learn the learning materials on video in YouTube website independently before they discuss it with others in group. It was the same finding with Jdaitawi (2019), self-regulated learning and social connectedness were successful in making significant improvements among students exposed to flipped classroom mode compared to their counterparts in the traditional group. However, Tang et al. (2020) highlighted that students are generally dissatisfied with the learning effect of online courses, but mainly in communication and Q&A.

In sum, all of findings which was found by the authors indicate that flipped classroom model could engaged the students in learning ESP. This signifies that our study is in line with Yanto, Triyani, & Pravitasari (2020) that empirical

evidence proved by the positive feedback from students implies that students are engaged with this new platform for their learning, grammar specialized. Nevertheless, there are some challenges in implementing flipped classroom. First, in learning materials through video on YouTube website, the students have to had internet data in order to they can access learning materials easily. Second, the lecture has to push and make the students learn independently. Besides that, students and lecture have to manage the time in learning materials through video on YouTube website in order to the discussing process in-class phase goes in a good manner.

## **CONCLUSION**

To conclude, the authors demonstrated how the implementing flipped classroom model facilitated the students in learning ESP. The data showed positive feedback from students. They implied that using the flipped classroom learning model made them directly involved in the learning process. Students could organize their independent learning using video materials on YouTube. Students could preview and understand learning material on videos anytime and anywhere. However, the authors must lead them in the first weeks because this was their first experience in using the flipped classroom learning model. The authors must also ensure that each student has a device and internet access for independent learning at their home. This learning model is able to change learning habits from traditional classes, where lectures are presented through PPT in class to flipped classes where students learn outside the classroom by listening and trying to record lesson material from videos on YouTube. In traditional classes, at the end of learning, lecturers usually give students homework assignments in order to they are able to review the learning material which has been obtained in class even though they did not fully understand the lecture or understand the knowledge which means they will have difficulty doing homework and they have to wait until the next class to help and discussion.

The authors suggested three practical implications in this research for learning ESP using the flipped classroom learning model. The first implication is the lecturer's decision. ESP lecturers must integrate the technology, namely videos on the YouTube site into teaching of ESP because this resource could facilitate students to improve their English. English lecturers must also innovate in various ways of teaching English for students' daily activities. The flipped classroom learning model



can be an innovation in the teaching and learning process more enjoyable. The second implication is a good learning model in learning of ESP. This is shown by students who are stimulated to learn using the flipped classroom model. Lastly, this flipped classroom learning model can be carried out by professional lecturers to improve students' independent learning of ESP.

For future research, the authors would like to suggest working with lectures or teacher educators to try applying flipped classroom model in another aspect of skill in English, such as listening skill, speaking skill, reading skill, and writing skill even other skills. This learning model also can be used as a way in teaching English.

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