



# The Impact of Flipped Classroom Strategy on Students' English Language Learning Achievement of University Students

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Article Info	Abstract
<b>Article History</b> Received: 2026-03-07 Revised: 2026-04-13 Published: 2026-05-13  <b>Keywords:</b> <i>Flipped Classroom;</i> <i>EFL Learning Outcomes;</i> <i>Student Engagement;</i> <i>Quasi-Experimental Study;</i> <i>College Students.</i>	This study aims to investigate the effectiveness of the Flipped Classroom Strategy in improving students' English language learning achievement at English department of FKIP Gunung Rinjani University. This research employs a quantitative approach with a quasi-experimental design involving two groups: an experimental group taught using the flipped classroom strategy and a control group taught using conventional methods. The participants of this study are students of English department of FKIP Gunung Rinjani University. Data are collected through pre-test and post-test to measure students' English learning achievement. The data are analyzed using an independent sample t-test to determine the significance of differences between both groups. The expected findings of this study indicate that students taught through the flipped classroom strategy achieve significantly better results than those taught through traditional methods. In addition, the strategy is expected to improve students' motivation, engagement, and independent learning skills. Therefore, this study is expected to contribute to the development of innovative English teaching strategies in higher education, particularly in improving students' English language learning achievement.

Artikel Info	Abstrak
<b>Sejarah Artikel</b> Diterima: 2026-03-07 Direvisi: 2026-04-13 Dipublikasi: 2026-05-13  <b>Kata kunci:</b> <i>Flipped Classroom;</i> <i>Hasil Belajar EFL;</i> <i>Keterlibatan Mahasiswa;</i> <i>Studi Kuasi-Eksperimen;</i> <i>Mahasiswa Perguruan Tinggi.</i>	Penelitian ini bertujuan untuk mengetahui efektivitas strategi <i>Flipped Classroom</i> dalam meningkatkan pencapaian belajar bahasa Inggris mahasiswa FKIP Program Studi Pendidikan Bahasa Inggris Universitas Gunung Rinjani. Penelitian ini menggunakan pendekatan kuantitatif dengan desain <i>quasi-experimental</i> yang melibatkan dua kelompok, yaitu kelompok eksperimen yang diajar menggunakan strategi <i>flipped classroom</i> dan kelompok kontrol yang diajar menggunakan metode konvensional. Partisipan dalam penelitian ini adalah mahasiswa FKIP Program Studi Pendidikan Bahasa Inggris Universitas Gunung Rinjani. Data dikumpulkan melalui <i>pre-test</i> dan <i>post-test</i> untuk mengukur pencapaian belajar bahasa Inggris mahasiswa. Data dianalisis menggunakan uji <i>independent sample t-test</i> untuk mengetahui signifikansi perbedaan antara kedua kelompok. Hasil yang diharapkan dari penelitian ini menunjukkan bahwa mahasiswa yang diajar melalui strategi <i>flipped classroom</i> memperoleh hasil belajar yang lebih baik secara signifikan dibandingkan dengan mahasiswa yang diajar menggunakan metode tradisional. Selain itu, strategi ini juga diharapkan dapat meningkatkan motivasi belajar, keterlibatan aktif, dan kemampuan belajar mandiri mahasiswa. Oleh karena itu, penelitian ini diharapkan dapat memberikan kontribusi terhadap pengembangan strategi pengajaran bahasa Inggris yang inovatif di lingkungan FKIP, khususnya pada Program Studi Pendidikan Bahasa Inggris Universitas Gunung Rinjani.

## I. INTRODUCTION

English is one of the most important international languages in global communication, education, technology, and cross-cultural interaction. In the context of higher education, particularly in English Education Study Programs, English proficiency is a fundamental competence that students must possess in order to face the challenges of globalization (Richards, 2015; Harmer, 2017). Students are required to

master the four integrated language skills: listening, speaking, reading, and writing.

However, in practice, many students still experience difficulties in achieving optimal learning outcomes. This is often caused by the dominance of conventional teaching methods that are teacher-centered, which tend to make students passive and less engaged in the learning process (Brown, 2007; Nunan, 2015). This condition results in low learning motivation,

limited student engagement, and unsatisfactory academic achievement.

To address these issues, innovative learning strategies that are student-centered and technology-based are needed. One approach that has gained significant attention is the Flipped Classroom, a learning model that reverses the traditional instructional process by delivering learning materials before class and using classroom time for interactive activities (Bishop & Verleger, 2013; Bergmann & Sams, 2012).

Several studies have demonstrated the effectiveness of this strategy. Al-Sobh and Al-Khamaiseh (2025) found that the flipped classroom improves EFL students' reading skills and learning participation. Ridayani (2025) also reported significant improvements in students' learning achievement and engagement. In addition, Puspitaloka et al. (2024) and Keskin (2023) revealed that this model enhances student engagement and fosters more positive perceptions toward English language learning.

Nevertheless, most previous studies have focused on specific skills such as reading or have been conducted at the secondary education level. Research examining the effectiveness of the flipped classroom in improving overall English learning achievement at the higher education level remains limited. Therefore, this study aims to investigate the effectiveness of the flipped classroom strategy in improving students' English learning achievement in the English Education Study Program at Gunung Rinjani University.

## II. METHOD

This study employs a quantitative approach with a quasi-experimental research design aimed at examining the causal relationship between the treatment variable and students' learning outcomes (Creswell, 2014; Sugiyono, 2019). This design is selected due to the limitations in conducting full randomization of subjects.

The research design used is the Pre-test and Post-test Control Group Design, which allows the researcher to compare the initial and final abilities of both the experimental and control groups (Fraenkel, Wallen, & Hyun, 2012). Both groups are administered a pre-test before the treatment and a post-test after the treatment to measure the improvement in learning outcomes.

The research design is presented as follows:

Group	Pre-test	Treatment	Post-test
Eksperimen	01	X ( <i>Flipped Classroom</i> )	02
control	03	C (conventional method)	04

The population of this study consists of all students of the English Education Study Program at Gunung Rinjani University. The sampling technique used is purposive sampling, which involves selecting participants based on specific criteria relevant to the research objectives, such as students' activeness in the learning process (Etikan, Musa, & Alkassim, 2016).

The research instrument is an achievement test consisting of pre-test and post-test, which is used to measure students' English learning achievement before and after the implementation of the Flipped Classroom strategy. The test must meet validity and reliability requirements to ensure the trustworthiness of the results (Brown, 2004). In addition, a questionnaire may be used to measure students' motivation and engagement during the learning process.

Data collection is carried out through several stages:

1. Administering the pre-test to both experimental and control groups to determine students' initial ability.
2. Conducting the treatment, where the experimental group is taught using the Flipped Classroom strategy and the control group is taught using conventional methods.
3. Administering the post-test to both groups after the treatment to measure learning improvement.
4. Collecting additional data through classroom observation and questionnaires, if necessary.

The data are analyzed using an independent sample t-test to determine whether there is a significant difference between the learning outcomes of the experimental and control groups (Field, 2013). Before conducting the hypothesis test, the data are first tested through:

1. Normality test (Ghozali, 2018)
2. Homogeneity of variance test (Levene's Test)
3. Hypothesis testing using t-test

If the significance value (Sig.) is less than 0.05,  $H_a$  is accepted and  $H_0$  is rejected, indicating that the Flipped Classroom strategy has a significant effect on students' learning achievement.

This study is conducted at the Faculty of Teacher Training and Education (FKIP), English Education Study Program, Gunung Rinjani University, in the 2025/2026 academic year, particularly in the odd semester. The duration of the research is adjusted to the course schedule, with approximately 6–8 weeks of treatment implementation.

### **III. RESULT AND DISCUSSION**

#### **A. Result**

Based on the study conducted on students of the English Education Study Program at the Faculty of Teacher Training and Education (FKIP), Gunung Rinjani University, the implementation of the Flipped Classroom strategy showed positive results in improving students' English learning achievement. This study involved two groups: an experimental group taught using the Flipped Classroom strategy and a control group taught using conventional teaching methods.

The pre-test results indicated that the initial abilities of both groups were relatively similar, with no significant difference. This suggests that both groups had a balanced level of prior knowledge before the treatment was administered.

After several instructional sessions, both groups were given a post-test. The post-test results showed that the experimental group achieved a higher mean score compared to the control group. Students in the experimental group were observed to be more active in classroom discussions, better prepared for learning due to prior exposure to the materials, and more confident in expressing their ideas.

The results of the independent sample t-test analysis showed that the significance value (Sig.) was less than 0.05, indicating that  $H_a$  was accepted and  $H_0$  was rejected. This means that there was a statistically significant effect of the Flipped Classroom strategy on students' English learning achievement. Therefore, the Flipped Classroom strategy proved to be more effective than conventional teaching methods

#### **B. Discussion**

The findings of this study indicate that the Flipped Classroom strategy is effective in improving students' English learning achievement. Students became more active in the learning process because they had already studied the material before class through instructional videos, digital texts, and online learning resources. As a result, classroom time was more focused on discussion, problem-solving, presentations, and collaborative activities.

These findings are consistent with the study conducted by Al-Sobh and Al-Khamaiseh (2025), which reported that the Flipped Classroom enhances EFL students'

reading skills, motivation, and active participation. Similarly, Ridayani (2025) found that students in the experimental group achieved higher learning outcomes compared to those in the control group.

Furthermore, this study supports the findings of Puspitaloka et al. (2024), who reported that Flipped Classroom-based learning increases student engagement and creates a more active learning environment. Keskin (2023) also found that online tasks, group discussions, and collaborative activities in the Flipped Classroom significantly help students better understand the learning materials.

Students also experienced greater flexibility in learning, as they were able to access materials anytime before class. This helped them to be more prepared during classroom activities. Consequently, classroom time became more effective, as it was not only used for receiving explanations from the lecturer but also for deeper exploration of the material.

However, several challenges were identified in the implementation of the Flipped Classroom strategy, such as limited internet access, students' lack of independent learning habits, and lecturers' readiness in providing engaging and high-quality digital materials. These findings are in line with Eliawati (2023), who highlighted that the main challenges in implementing the Flipped Classroom include technological readiness and adaptation to new learning methods.

Overall, the Flipped Classroom strategy has been proven to be effective in improving students' learning achievement, motivation, active engagement, and independent learning skills in the English Education Study Program at Gunung Rinjani University.

### **IV. CONCLUSION AND SUGGESTION**

#### **A. Conclusion**

Based on the results of the study, it can be concluded that the Flipped Classroom strategy is effective in improving students' English learning achievement at the English Education Study Program, Faculty of Teacher Training and Education (FKIP), Gunung Rinjani University. This is evidenced by the higher post-test scores of the experimental group compared to the control group, as well as the results of the independent sample t-test, which show that the significance value is less than 0.05 (Sig. < 0.05). Therefore, there is a

statistically significant effect of the implementation of the Flipped Classroom strategy on students' learning outcomes.

In addition to improving academic achievement, the Flipped Classroom strategy also enhances students' learning motivation, active engagement, independent learning, and self-confidence in participating in English learning activities. Students become better prepared before attending class as they have already studied the materials through instructional videos, digital texts, and other online learning resources. This makes the classroom learning process more effective, interactive, and student-centered.

However, the implementation of the Flipped Classroom strategy still faces several challenges, such as limited internet access, students' lack of readiness for independent learning, and lecturers' preparedness in providing engaging and high-quality digital learning materials. Nevertheless, overall, this strategy demonstrates positive outcomes and is appropriate for implementation in English language teaching at the higher education level.

## B. Suggestion

Based on the findings of this study, several suggestions are proposed:

1. For lecturers, it is recommended to implement the Flipped Classroom strategy as an innovative teaching alternative to encourage students to become more active, independent, and motivated in learning English.
2. For students, it is expected that they improve their readiness for independent learning and make optimal use of learning technologies to ensure the effectiveness of the Flipped Classroom process.
3. For the English Education Study Program at FKIP Gunung Rinjani University, it is suggested to support technology-based learning by providing adequate facilities, such as stable internet access and digital learning media.
4. For future researchers, it is recommended to expand this research by focusing on specific English skills such as speaking, writing, or reading comprehension, and by involving a larger sample size to obtain more comprehensive and generalizable findings.

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