Trend Analysis of Flipped-Classroom Research in English as A Foreign Language

Agus Hidayat¹,², Septa Aryanika², Mohammad Ridho Kholid³, Rohmatillah⁴, Nur Syamsiah⁵, Nunun Indrasari⁶, Dian Reftyawati⁷
Universitas Islam Negeri Raden Intan Lampung, Indonesia¹,²,³,⁴,⁵,⁶,⁷
E-mail: agushidayat@radenintan.ac.id¹, septaaryanika@radenintan.ac.id², ridhokholid@radenintan.ac.id³, rohmatillah@radenintan.ac.id⁴, nursyam3786@gmail.com⁵, nununindrasari@radenintan.ac.id⁶, dianreftyawati@radenintan.ac.id⁷

Abstract

The researchers accessed the online Scopus database to gather data for the study. The researchers utilized Microsoft Excel for frequency analysis, VOSviewer for data visualization, and Harzing’s Publish or Perish for citation metrics and analysis. According to a keywords search for “Flipped-Classroom” and “EFL,” 26 articles were assessed. The research on this matter was started in 2014 with one article for the entire year. From the next year to 2020, the number of publications each year grew. As a result of the analysis, the researcher discloses the data on the growth of the research, the most active journals on the topic, the distribution of author keywords and co-occurrences of author keywords, and the most active authors and authors’ collaboration. It was shown that throughout the last seven years, researchers have increased their focus on flipped classroom and EFL research, with the highest number of publications occurring in 2020 (11 papers). The most active journal on the subject is the International Journal of Emerging Technologies in Learning, which has published three pieces on the subject. Additionally, the investigation found that instruction, perception, and performance are the most commonly used keywords. However, involvement and motivation are mentioned infrequently in research reports.

Keywords: Flipped-classroom, EFL, Bibliometric.

Copyright (c) 2022 Agus Hidayat, Septa Aryanika, Mohammad Ridho Kholid, Rohmatillah, Nur Syamsiyah, Nunun Indrasari, Dian Reftyawati

Corresponding author:
Email : agushidayat@radenintan.ac.id
DOI : https://doi.org/10.31004/edukatif.v4i1.1840

ISSN 2656-8063 (Media Cetak) 
ISSN 2656-8071 (Media Online)
INTRODUCTION

The advancement of technology requires improvement in teaching and learning activities. Electronic devices and media cannot be separated from human daily life. Innovations are needed to accommodate electronic devices and media into the teaching and learning activities. Bergmann and Sams explored the classroom concept to answer the challenges in 2007. Initially, they employed the lecture technique to teach students math and science subjects. He made an explanatory video, which kids may view at home to learn. On the following day, the teacher assisted the students to complete assignments in the classroom (Bergmann & Sams, 2012). The Flipped Classroom Model refers to the home-completed assignments as the model’s original principle.

Unlike traditional classrooms, the flipped classroom flips the whole classroom or assignment by using technology, allowing for greater participation in the classroom (Overmyer, 2012). It restructures the duration of learning, either outside or inside the classroom. The model flips learning approaches by giving lessons to be done outside the classroom and bringing assignments to the class. The flipped classroom is an instructional strategy that incorporates two critical components: the utilization of computer technology and the incorporation of interactive learning activities (Hsieh et al., 2015). This model is especially compatible with the recent phenomena since students utilize electronic devices on daily basis. Online learning enables students and lecturers to be connected through technology to mediate the learning activities (Syahraini et al., 2022) and achieve optimum learning achievement since learning achievement could be a determining factor to see students’ success in learning (Radyuli & Aska, 2019).

Flipped-classroom is a model that is compatible to be applied in various subjects. Several researchers conducted studies to see the model’s effectiveness (Li & Suwanthep, 2017) and benefits (Chuang, 2018). Unfortunately, little information could be obtained regarding the topics. Therefore, this research intended to overcome the states limitation through scholarly networks and worldwide trends investigations involving flipped classroom and ELT on articles published between 2014 and 2020. The researcher focused his analysis on the most popular journals on the topic, the growth of the research, the distribution and co-occurrences of author keywords, the distribution of publications by country, authors’ collaboration, the most active authors, and co-authorship distribution.

Bibliometrics is a statistical examination of publications like published articles (Ding et al., 2016). The data may be found by browsing journal databases. Researchers perform this analysis on publication and citation to analyze authors, generate concept maps, and scientific domain changes (Massimo & Cuccurullo, 2017). A distance-based map and a graph-based map are produced by this analysis. Researchers, research groups, and research organizations can benefit from the bibliometric analysis since it provides an overview of their scientific production and the citations to this work.

In order to produce and display bibliometric maps, the VOS (Visualization of Similarities) viewer was created. Graphics is a key component of VOS. VOSviewer is capable of displaying massive bibliometric maps. It produces authors or journals maps based on keywords and co-citation data. VOSviewer can track more than 100 search results. Informative maps can be produced by the VOS mapping technology which is fully incorporated into VOSviewer. It shows three different sorts of visualizations: a network, an overlay, and a density (Van Eck & Waltman, 2020). In this research, the researcher only utilized the network visualization of articles found on the Scopus database.

Several other researchers have conducted Bibliometric analysis on flipped-classroom. Researches have been conducted to identify and analyze articles on the flipped classroom model brought by well-known journals between 2010 and 2019. It was found that ten journals published eighty-eight articles by 2019 and three frequently used author keywords are flipped classroom, active learning, and blended learning (Julia et
The novelty of this research lies in the specified topic of discussion. Unlike the previous research, this research tried to analyze the flipped classroom in a specific context, namely English as a Foreign Language (EFL), which has never been conducted before.

METHOD

The bibliometric analysis is employed to achieve the goals stated in the introduction. It is a statistical examination of published articles (Ding et al., 2016). It entails the use of statistical tools to determine qualitative and quantitative changes within a certain scientific research topic in order to determine the publishing profile of that topic and identify trends within a field. In order to better utilize, organize, and decipher data in a certain area of study, bibliometric analyses look at a variety of bibliographical sources (Merigó et al., 2015). Detailed information could be obtained through this analysis such as the keywords frequency, citations, and authors within different time frames (Rusly et al., 2019). The frequency of keywords, citations, and authors may be used to analyze data on publications across time.

Using the Scopus database and Scopus indexed material, 26 articles were retrieved for this study. The researchers selected the Scopus database as the source of data collection. "Flipped-classroom" and "EFL" were the keywords searched for the analysis. The research topics will be answered using network visualization and bibliometric indicators.

People, theories, and organizations are all linked together in Scopus thanks to the meticulously crafted original information. Scopus generates precise citation results and detailed profiles of researchers via the use of sophisticated tools and analytics. Search terms for titles, abstracts, and keywords were included. The analyzed documents were published between 2014 and 2020. In this research, the researchers employed the bibliometric analysis procedure proposed by (Zarea et al., 2017).

The researchers searched the predetermined keywords into the Scopus database. The researchers limited the keywords into “flipped classroom” and “EFL” to gain more comprehensible data output. Without the limitation, the obtained data would be too broad and come from a variety of disciplines. Besides, the researcher also limited the publication time frame. Originally, the time frames were limited to ten years of publication, specifically 2011 to 2020. However, the first articles on the focused topics were first published in 2014. Thus, the analyzed articles were those published from 2014 to 2020 (seven years).

26 articles were evaluated based on the keywords input into the search section of the Scopus database. The data was extracted into RIS and CSV formats. MS Excel, VOSviewer, and Publish and Perish. MS. Excel was used to compute the publishing frequency and create the necessary graphical data. Furthermore, the bibliometric networks were visualized using VOSviewer version 16.17.
RESULTS AND DISCUSSION

The analysis of the 26 selected articles reveals the data on the growth of the research, the most active journals on the topic, the spread and co-occurrences of author keywords, and the most active authors and authors’ collaboration.

Research Growth

The researcher tracked the research patterns and growth by looking at articles’ publication years (Ahmi & Mohamad, 2019). The research growth was quite dynamic. There were 26 articles published by several journals over the eight years. The first identified article was published in 2014, which also conclude the publications at that year. Unfortunately, within two years, no research was published on this topic. Therefore, there were two years of the void with no published articles regarding flipped-classroom and EFL. In the following year, the research regarding this topic significantly rose which reached the highest number of the publication since the first identified publication. There were eight articles published in 2017. The number of publications unexpectedly decreased in 2018. At that year, only two articles were published. In 2019, although not significant, the number of publications rose to four published research articles. The year 2020 was marked as the overall highest published article within the specified time frame. There were eleven articles published that year. The detailed data on the number of publications can be seen in Table 1 and Figure 2.

Table 1

| No. | Year | Number of Publication | Percentage (%) |
|-----|------|-----------------------|----------------|
| 1   | 2014 | 1                     | 4              |
| 2   | 2015 | 0                     | 0              |
| 3   | 2016 | 0                     | 0              |
| 4   | 2017 | 8                     | 31             |
| 5   | 2018 | 2                     | 8              |
| 6   | 2019 | 4                     | 15             |
| 7   | 2020 | 11                    | 42             |
| Total|      | 26                    | 100            |

Figure 2. The Graph of Publication Number by Year

Table 1 and Figure 2 reveal that the highest number of publications occurred in 2020 with eleven published articles. Furthermore, the lowest number of publications occurred in 2015 and 2016 with no published article. Based on the data, although fluctuates, the research on the flipped classroom and EFL slowly gained popularity proven by the increasing number of publications.
The Most Active Journals

Based on the imputed keyword in the Scopus database, the researcher discovered 19 journals that have published articles on flipped-classroom and EFL. The numbers of articles published by the journals were varied. The top journal that has published the most number of articles on the topic was the International Journal of Emerging Technologies in Learning with three (3) publications. The next most active publishers that published the articles on the topic were composed of several journals. The journals are the International Journal of Advanced Science and Technology with two (2) publications, International Journal of Instruction with two (2) publications, International Journal of Learning with two (2) publications, Journal of Asia TEFL with two (2) publications, and Turkish Online Journal of Distance Education with two (2) publications. The rest thirteen published articles were published by other thirteen journals, where each journal published one article. The detailed data are presented in Table 2.

Table 2
The Most Active Journals

| No. | Journals                                               | Number of Publications |
|-----|-------------------------------------------------------|------------------------|
| 1   | International Journal of Emerging Technologies in Learning | 3                      |
| 2   | International Journal of Advanced Science and Technology | 2                      |
| 3   | International Journal of Instruction                  | 2                      |
| 4   | International Journal of Learning                      | 2                      |
| 5   | Journal of Asia TEFL                                  | 2                      |
| 6   | Turkish Online Journal of Distance Education           | 2                      |
| 7   | Electronic Journal of Foreign Language Teaching        | 1                      |
| 8   | Eurasia Journal of Mathematics, Science and Technology Education | 1                      |
| 9   | International Journal of Learning, Teaching and Educational Research | 1                      |
| 10  | International Journal of Mobile and Blended Learning   | 1                      |
| 11  | International Journal of Psychosocial Rehabilitation   | 1                      |
| 12  | Journal of Computers in Education                      | 1                      |
| 13  | Journal of Language Teaching and Research              | 1                      |
| 14  | Journal of Theoretical and Applied Information Technology | 1                      |
| 15  | Pertanika Journal of Social Sciences and Humanities    | 1                      |
| 16  | Taiwan Journal of TESOL                               | 1                      |
| 17  | Turkish Online Journal of Educational Technology       | 1                      |
| 18  | World Journal of English Language                      | 1                      |
| 19  | World Journal on Educational Technology: Current Issues | 1                      |
|     | Total                                                 | 26                     |

Analysis of Author Keywords and Co-occurrences of Author Keywords

The keywords analysis revealed that keywords frequently used by authors are “instruction” (11%), “perception” (11%), and “performance” (11%). The second most frequently used keywords are “flipped-classroom approach” (7%), “technology” (7%), and “use” (7%). Furthermore, the researcher also found the third most frequently used keywords with each percentage value of 6%, namely “case study”, “effectiveness”, “experience”, and “implementation”. The last frequently used keywords are “class activity”, EFL context”, “engagement”, and “motivation”. The detailed data is in Table 3.

Table 3
The Author Keywords Analysis

| No. | Author Keywords          | Frequency | Percentage (%) |
|-----|--------------------------|-----------|----------------|
| 1   | Instruction              | 18        | 11             |
| 2   | Perception               | 18        | 11             |
| 3   | Performance              | 18        | 11             |
| 4   | Flipped classroom approach | 12        | 7              |
Co-occurrence analysis was done to identify the terms with VOSviewer. The analysis revealed that there are three clusters formed. Based on the extracted bibliographic data, full counts had been performed resulted in fifteen keywords and three clusters. The first cluster consisted of six items, namely “class activity”, “effectiveness”, flipped-classroom approach”, “implementation”, “performance”, and “video”. The second cluster consisted of five items, namely “case study”, “experience”, “perception”, “technology, and “use”. The last cluster consisted of items, namely “EFL context”, “Engagement”, “Instruction”, and “motivation”.

According to Figure 3, the commonly used terms were instruction, perception, and performance. However, involvement and motivation are only mentioned in a few study publications. This discovery provides an opportunity for further scholars to investigate infrequently mentioned issues.

The List of Authors

The analysis revealed that there are 26 Scopus-indexed articles between 2014 and 2020. The detailed list of the articles and other supporting information is contained in Table 4.

Table 4
The List of Research Publications on Flipped-Classroom on EFL

| No. | Author and Year of Publication | Title | Publisher |
|-----|-------------------------------|-------|-----------|
| 1   | (Jeong, 2017)                 | The use of Moodle to enrich flipped learning for english as a foreign language education | Journal of Theoretical and Applied Information Technology |
**Trend Analysis of Flipped-Classroom Research in English as A Foreign Language – Agus Hidayat, Septa Aryanika, Mohammad Ridho Kholid, Rohmatillah, Nur Syamsiyah, Nunun Indrasari, Dian Reftyawati**

DOI: https://doi.org/10.31004/edukatif.v4i1.1840

| No. | Author and Year of Publication | Title | Publisher |
|-----|---------------------------------|-------|-----------|
| 2   | (Aprianto et al., 2020)         | Multimedia-Assisted Learning in a Flipped Classroom: A Case Study of Autonomous Learning on EFL University Students | International Journal of Emerging Technologies in Learning |
| 3   | (Lee, 2017)                     | TELL us ESP in a flipped classroom | Eurasia Journal of Mathematics, Science and Technology Education |
| 4   | (Afrilyasanti et al., 2017)     | Indonesian EFL students’ perceptions on the implementation of flipped classroom model | Journal of Language Teaching and Research |
| 5   | (Yavuz & Ozdemir, 2019)         | Flipped classroom approach in EFL context: Some associated factors | World Journal on Educational Technology: Current Issues |
| 6   | (Cabrero & Castillo, 2017)      | Flipping the classroom through the use of Socrative, Padlet, and Twitter in an academic writing course: A case of pre-service EFL teachers in Ecuador | Turkish Online Journal of Educational Technology |
| 7   | (Li & Suwanthep, 2017)          | Integration of Flipped Classroom Model for EFL Speaking | International Journal of Learning |
| 8   | (Nicholes, 2020)                | Predictors of engagement and success in a flipped EFL classroom in China | Electronic Journal of Foreign Language Teaching |
| 9   | (Yu, 2019)                      | EFL Students’ Perceptions of the Flipped English Language Classroom: A Case Study | International Journal of Learning |
| 10  | (Webb et al., 2014)             | Flipping a Chinese university efl course: What students and teachers think of the model | Journal of Asia TEFL |
| 11  | (Muflihari et al., 2020)        | Flipped classroom for reading enrichment: EFL learners participation | International Journal of Advanced Science and Technology |
| 12  | (Harunasari, 2020)             | Flipping out the classroom: A case study in Indonesian EFL class | International Journal of Psychosocial Rehabilitation |
| 13  | (Abdullah et al., 2019)         | Implementation of flipped classroom model and its effectiveness on English speaking performance | International Journal of Emerging Technologies in Learning |
| 14  | (Solimani et al., 2019)        | Flipped vs. unplugged instructions: Sailing EFL learners’ oral proficiency through virtual and real learning communities | International Journal of Instruction |
| 15  | (Bulut & Kocoglu, 2020)        | The flipped classroom's effect on EFL learners' grammar knowledge | International Journal of Mobile and Blended Learning |
| 16  | (Fitriana et al., 2020)        | The flipped English classroom in EFL context: A study of education 4.0 | International Journal of Advanced Science and Technology |
| 17  | (Hu & Hsu, 2018)               | The value of adding a flipped learning component to a humanities course in higher education: Student perception and performance | Taiwan Journal of TESOL |
| 18  | (Ekmecki, 2017)                | The flipped writing classroom in Turkish EFL context: A comparative study on a new model | Turkish Online Journal of Distance Education |
| 19  | (Hazaymeh & Altakhaieh, 2019)   | The effect of flipped classroom instruction on developing Emirati EFL learners' pragmatic | International Journal of Learning, Teaching and |
The researcher performed a descriptive analysis to investigate the authors’ aspect. Besides, the researcher calculated the frequency and percentage. Most of the publications are written by only one author (38%), followed by three authors (35%) and two authors (27%) per document. Table displays the data on the numbers of author per document.

### Table 5
The Number of Authors

| Number of Authors | Frequency | % (N=26) |
|-------------------|-----------|----------|
| 1                 | 10        | 38       |
| 2                 | 7         | 27       |
| 3                 | 9         | 35       |
| Total             | 26        | 100      |

### Most Active Authors

According to the Scopus database, only a small number of authors have published their work on the flipped classroom in EFL. Out of all authors who have published their works, only Abdullah, et.al who have published more than one article (two articles).

### Table 6
The Most Active Authors

| Author            | Number of Publication | Percentage |
|-------------------|-----------------------|------------|
| Abdullah, M Y     | 2                     | 8%         |
| Hussin, S         |                       |            |
| Ismail, K         |                       |            |
The visualization only displays one cluster because only the three displayed authors who have collaborated to write articles on flipped-classroom on EFL. The network only displays three authors who have collaborated in writing more than one research on flipped-classroom on EFL.

This research results are supported by a bibliometric analysis conducted by Tsai & Wu (2020). They found that there are 645 articles focused on flipped-classroom across multiple disciplines based on data taken from Web of Science. Furthermore, they found that there are 24 highly-cited articles with the most frequent keywords being the overall feasibility of the flipped classroom course design and practical model, and students’ performances, and student-regulated learning (active learning and readiness) outcomes. Another bibliometric study on flipped-classroom and English language teaching has been conducted that resulted that the most frequent keyword of achievement and evaluation strategy (الشبيبية & Al-Ayasra, 2019). The study also results reveal that the flipped classroom can provide students with a more interactive environment that will lead to higher learning achievement and better preparation for 21st-century learning and work environments.

The results of previous studies can be used to broaden the finding of this research, especially in enriching the keywords findings. The studies reveal that besides the instruction, perception, and performance as the finding of this research, other keywords such as achievement, evaluation strategy, course design, practical model, students’ performances, and student-regulated learning have been frequently researched. This information can serve as guidance for further researchers to find other themes in researching flipped-classroom.

The finding of this research can assist further researchers in selecting the topic of their research, especially research related to flipped-classroom. The most frequently occurring keywords mean that the topics related to those keywords have been researched previously. Thus, further researchers can find other alternatives to focus their research. However, this research is still limited to only one data source, namely the Scopus database. Different results ought to be generated if the research incorporates multiple data sources.
CONCLUSION
In this age of modern technology, the flipped classroom on EFL is surely rising and gaining popularity. This research plays a role in enriching the corpus of knowledge by reporting the findings of a study of academic networks and global research trends on Flipped-classroom instruction in English as a Foreign Language. The researcher extracted bibliometric data for 26 research papers from the Scopus database using the keywords "flipped-classroom" and "EFL." It was shown that throughout the last seven years, researchers have increased their focus on flipped classrooms and EFL research. The most frequent publications occurred in 2020 (11 papers). The most active journal on the subject is the International Journal of Emerging Technologies in Learning, which has published three pieces on the subject. Additionally, the investigation found that instruction, perception, and performance are the most commonly used keywords. However, involvement and motivation are mentioned infrequently in research reports. This discovery paves the way for future academics to investigate little-discussed subjects. The findings of this bibliometric analysis may act as a spur for more research on flipped classrooms on EFL and may contribute to its broad adoption.

REFERENCES
Abdullah, M. Y., Hussin, S., & Ismail, K. (2019). Implementation of flipped classroom model and its effectiveness on English speaking performance. International Journal of Emerging Technologies in Learning, 14(9), 130–147. https://doi.org/10.3991/IJET.V14I09.10348
Abdullah, M. Y., Hussin, S., & Ismail, K. (2020). Does Flipped Classroom Model Affect EFL Learners’ Anxiety in English Speaking Performance? International Journal of Emerging Technologies in Learning, 16(1), 94–108. https://doi.org/10.3991/IJET.V16I01.16955
Afrilyasanti, R., Cahyono, B. Y., & Astuti, U. P. (2017). Indonesian efl students’ perceptions on the implementation of flipped classroom model. Journal of Language Teaching and Research, 8(3), 476–484. https://doi.org/10.17507/jltr.0803.05
Ahmi, A., & Mohamad, R. (2019). Bibliometric analysis of global scientific literature on web accessibility. International Journal of Recent Technology and Engineering, 7(6), 250–258. http://www.ijstr.org/paper-refereences.php?ref=IJSTR-0819-21689
Aprianto, E., Purwati, O., & Anam, S. (2020). Multimedia-Assisted Learning in a Flipped Classroom: A Case Study of Autonomous Learning on EFL University Students. International Journal of Emerging Technologies in Learning, 15(24), 114–127. https://doi.org/10.3991/ijet.v15i24.14017
Bergmann, J., & Sams, A. (2012). Flip Your Classroom: Reach Every Student in Every Class Every Day. International Society for Technology in Education.
Bulut, C., & Kocoglu, Z. (2020). The flipped classroom’s effect on EFL learners’ grammar knowledge. In International Journal of Mobile and Blended Learning (Vol. 12, Issue 4, pp. 69–84). https://doi.org/10.4018/IJMBL.2020100105
Cabrer, P., & Castillo, L. (2017). Flipping the classroom through the use of socrative, padlet, and twitter in an academic writing course: A case of pre-service EFL teachers in Ecuador. Turkish Online Journal of Educational Technology, 2017, 331–336. https://api.elsevier.com/content/abstract/scopus_id/85045200366
Chuang, H. (2018). Which students benefit most from a flipped classroom approach to language learning? British Journal of Educational Technology, 49(1), 56–68. https://doi.org/10.1111/bjet.12530
Ding, J., Ahlgren, P., Yang, L., & Yue, T. (2016). Document type profiles in Nature, Science, and PNAS: Journal and country level. Journal of Data and Information Science, 1(3).
Ekmecki, E. (2017). The flipped writing classroom in Turkish EFL context: A comparative study on a new model. Turkish Online Journal of Distance Education, 18(2), 151–167.
Trend Analysis of Flipped-Classroom Research in English as A Foreign Language – Agus Hidayat, Septa Aryanika, Mohammad Ridho Kholid, Rohmatillah, Nur Syamsiyah, Nunun Indrasari, Dian Reftyawati

DOI: https://doi.org/10.31004/edukatif.v4i1.1840

https://doi.org/10.17718/tojde.306566

Fitriana, M., Rasyid, Y., & Dewanti, R. (2020). The flipped english classroom in EFL context: A study of education 4.0. International Journal of Advanced Science and Technology, 29(5), 1503–1508. https://api.elsevier.com/content/abstract/scopus_id/85083806705

Ghufron, M. A., & Nurdianingsih, F. (2020). Flipped teaching with call media in EFL writing course: Indonesian EFL writing teachers’ reflection. Pertanika Journal of Social Sciences and Humanities, 28, 1–18. https://api.elsevier.com/content/abstract/scopus_id/85085188533

Harunasari, S. Y. (2020). Flipping out the classroom: A case study in Indonesian EFL class. International Journal of Psychosocial Rehabilitation, 24(4), 3572–3584. https://doi.org/10.37200/IJPR/V24I4/PR201469

Hazaymeh, W. A., & Altakhaineh, A. (2019). The effect of flipped classroom instruction on developing emirati EFL learners’ pragmatic competence. International Journal of Learning, Teaching and Educational Research, 18(10), 89–111. https://doi.org/10.26803/ijlter.18.10.6

Hsieh, J. S. C., Marek, M. W., & Wu, W.-C. V. (2015). Using The Flipped Classroom To Enhance EFL Learning. Computer Assisted Language Learning, 30(1). https://www.researchgate.net/publication/283014360_using_the_flipped_classroom_to_enhance_EFL_learning

Hu, C., & Hsu, F. (2018). The value of adding a flipped learning component to a humanities course in higher education: Student perception and performance. Taiwan Journal of TESOL, 15(2), 1–32. https://doi.org/10.30397/TJTESOL.201810_15(2).0001

Jeong, K. O. (2017). The use of moodle to enrich flipped learning for english as a foreign language education. Journal of Theoretical and Applied Information Technology, 95(18), 4845–4852. https://api.elsevier.com/content/abstract/scopus_id/85030309392

Julia, J., Afrianti, N., Soomro, K. A., Supriyadi, T., Dolifah, D., Isrokutun, I., Erhamwilda, E., & Ningrum, D. (2020). Flipped classroom educational model (2010-2019): a bibliometric study. European Journal of Educational Research, 9(4).

Lakarnchua, O., Balme, S., & Matthews, A. (2020). Insights from the implementation of a flipped classroom approach with the use of a commercial learning management system. Turkish Online Journal of Distance Education, 21(3), 63–76. https://doi.org/10.17718/TOJDE.762027

Lee, B. (2017). TELL us ESP in a flipped classroom. Eurasia Journal of Mathematics, Science and Technology Education, 13(8), 4995–5007. https://doi.org/10.12973/eurasia.2017.0978a

Li, S., & Suwanthep, J. (2017). Integration of Flipped Classroom Model for EFL Speaking. International Journal of Learning, 3(2), 118–123. https://doi.org/10.18178/ILTJ.3.2.118-123

Massimo, A., & Cuccurullo, C. (2017). bibliometrix: An R-tool for comprehensive science mapping analysis. Journal of Informetrics, 11(4).

Mergió, J., Gil-Lafuente, A., & Yager, R. (2015). An overview of fuzzy research with bibliometric indicators. 27, 420–433.

Mufliharsi, R., Emzir, & Mayuni, I. (2020). Flipped classroom for reading enrichment: Efl learners participation. International Journal of Advanced Science and Technology, 29(4), 1744–1749. https://api.elsevier.com/content/abstract/scopus_id/85083103686

Nicholes, J. (2020). Predictors of engagement and success in a flipped efl classroom in China. Electronic Journal of Foreign Language Teaching, 17(1), 272–286. https://api.elsevier.com/content/abstract/scopus_id/85094584077

Overmyer, J. (2012). Flipped Classrooms 101. Principal Magazine Online, 46. www.naesp.org
638  

Trend Analysis of Flipped-Classroom Research in English as A Foreign Language – Agus Hidayat, Septa Aryanika, Mohammad Ridho Kholid, Rohmatillah, Nur Syamsiyah, Nunun Indrasari, Dian Reftyawati

DOI: https://doi.org/10.31004/edukatif.v4i1.1840

Raba, A. (2020). Flipped classroom’s validity, applicability, and reliability according to university and private sector scholars’ perspectives in the palestinian context. World Journal of English Language, 10(2), 46–54. https://doi.org/10.5430/wjel.v10n2p46

Radyuli, P., & Aska, L. A. (2019). Pengaruh Model Pembelajaran Assurance, Relevance, Interest, Assessment and Satisfaction (ARIAS) Terhadap Hasil Belajar Tik. Edukatif: Jurnal Ilmu Pendidikan, 1(3), 113–119.

Rusly, F. H., Ahmi, A., Yakimin, Y., Talib, A., & Rosli, K. (2019). Global perspective on payroll system patent and research: A bibliometric performance. International Journal of Recent Technology and Engineering.

Solimani, E., Ameri-Golestan, A., & Lotfi, A. (2019). Flipped vs. unplugged instructions: Sailing EFL learners’ oral proficiency through virtual and real learning communities. International Journal of Instruction, 12(3), 459–480. https://doi.org/10.29333/iji.2019.12328a

Syahraini, R., Atnur, W. N., Panjaitan, E. U., Rahmat, D., & Syafriyeta, R. (2022). A Study of Online Platforms Learning During the Covid-19 Pandemic in College. Edukatif: Jurnal Ilmu Pendidikan, 4(1), 101–106. https://doi.org/https://doi.org/10.31004/edukatif.v4i1.1743

Teng, M. F. (2017). Flipping the classroom and tertiary level EFL students’ academic performance and satisfaction. Journal of Asia TEFL, 14(4), 605–620. https://doi.org/10.18823/asiatefl.2017.14.4.2.605

Tsai, H.-L., & Wu, J.-F. (2020). Bibliometric analysis of flipped classroom publications from the Web of Science Core Collection published from 2000 to 2019. Sci Ed, 7(2), 163–168. https://doi.org/10.6087/kcse.212

Van Eck, N. J., & Waltman, L. (2020). VOSviewer manual. Manual for VOSviewer version 1.6.15. Universiteit Leiden. https://www.vosviewer.com/documentation/Manual_VOSviewer_1.6.15.pdf

Webb, M., Doman, E., & Pusey, K. (2014). Flipping a chinese university efl course: What students and teachers think of the model. Journal of Asia TEFL, 11(4), 53–84. https://api.elsevier.com/content/abstract/scopus_id/84920923994

Yavuz, F., & Ozdemir, S. (2019). Flipped classroom approach in efl context: Some associated factors. World Journal on Educational Technology: Current Issues, 11(4), 238–244. https://doi.org/10.18844/wjet.v11i4.4296

Yu, B. B. (2019). EFL Students’ Perceptions of the Flipped English Language Classroom: A Case Study. International Journal of Learning, 5(2), 159–163. https://doi.org/10.18178/IJLT.5.2.159-163

Zainuddin, Z. (2017). First-year college students’ experiences in the EFL flipped classroom: A case study in Indonesia. International Journal of Instruction, 10(1), 133–150. https://doi.org/10.10973/iji.2017.1019a

Zarea, F., Elsawahab, S., Iwanagaa, T., Anthony, J. J., & Pierce, S. A. (2017). Integrated water assessment and modelling: A bibliometric analysis of trends in the water resource sector. Journal of Hydrology, 552, 65–778. http://doi.org/10.1016/j.jhydrol.2017.07.031

Zou, D. (2020). Gamified flipped EFL classroom for primary education: student and teacher perceptions. Journal of Computers in Education, 7(2), 213–228. https://doi.org/10.1007/s40692-020-00153-w

Zafar, A. (2019). Effectiveness of the Flipped Classroom Strategy in Learning Outcomes (Bibliometric Study). International Journal of Learning, Teaching and Educational Research, 18, 96–127. https://doi.org/10.26803/ijlter.18.3.6