Flipped English Learning Readiness of Rural College EFL Students: A Survey Study

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Article Info	ABSTRACT
	Lately, internalization of online learning into physical meeting during English learning has become a trend. This study aimed to describe perceptions of rural-college EFL students regarding flipped English learning readiness. A total of 217 EFL students participated in this survey study. The results showed that several EFL students prefer watching online videos than reading and summarizing reading materials. Online discussion appears to be more practical and efficient compared to physical mode. However, the EFL students expect more on college teacher support during online or physical meetings. In short, flipped learning readiness, for rural-college EFL students, enhances enthusiasm to study English. Moreover, different levels of readiness indicates that there should be continuous improvement towards supporting aspects, including policy, tools, curriculum, process, and teaching and learning strategies.

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1. INTRODUCTION

Transformation in English teaching and learning has been primarily encountered a constructive model which accommodates digitalization to expose literacy (Afriani, 2023). Flipped learning (FL) as one of the expected models is becoming popular for many university English teachers to improve students' English competence. Meanwhile, it is noticed that FL has to be redefined when involving EFL students in a rural-college context. It is because a rural college may perceive FL as a more challenging learning model if compared to those in an urban college. Another probable reason is because rural EFL students' readiness towards FL implementation remains questionable (Yavuz & Ozdemir, 2019).

The concept of "flipped learning" prioritizes the promotion of student engagement and discourse. For optimal utilization of teaching time, it is imperative that EFL students arrive at class well-prepared and possess a solid understanding of the material (Luo & Gan, 2022; Nguyen, 2017). Consequently, it is necessary for them to allocate time to engage with the pre-recorded lectures and/or readings prior to attending the class. The EFL students possess the requisite aptitude to acquire knowledge, which encompasses their ability to engage actively in classroom discourse, pose insightful inquiries, and collaborate harmoniously with their classmates. These approaches enhance

students' learning and facilitate long-term retention of the subject (Zainuddin & Hamdani, 2024). Class time is often allocated for students to engage in collaborative projects, interactive activities, discourse, and practical exercises that necessitate the application of acquired knowledge (Ginola & Sidabalok, 2016). The EFL students demonstrate their readiness to acquire knowledge and actively engage in educational activities, resulting in enhanced understanding and the cultivation of a diverse set of abilities. If students are not sufficiently prepared for class, the effectiveness of the flipped learning approach may be compromised, resulting in increased reliance on passive teaching approaches.

Requiring EFL students to assume responsibility for their own learning beyond the classroom promotes a feeling of ownership regarding the learning process. This approach empowers EFL students to assume responsibility for their own learning by equipping them with the necessary resources to effectively manage their time, establish attainable objectives, and proactively enhance their English proficiency (Amalia, 2023; Du, 2018). Evidence of preparedness suggests that EFL students have actively interacted with the course contents on their own. Students can refine their analytical skills and effectively use their knowledge in classroom discussions and assignments as a consequence (Havwini & Wu, 2019). Furthermore, this resource assists EFL teachers in directing their students through intricate subjects, rectifying prevalent misconceptions, and enhancing students' comprehensive comprehension. EFL students who demonstrate readiness in a flipped classroom are more inclined to acquire the essential skills for ongoing academic achievement (Oliván Blázquez et al., 2019).

The objective of the flipped classroom is to enhance the efficacy of education. If EFL students are adequately prepared for class, they have the freedom to progress through the subject matter at their preferred speed and seek assistance when faced with difficulties. The versatility of this approach enables students to concentrate their efforts on areas where they require the most attention, so enhancing the efficacy of their education (Safrizal et al., 2015; Sakulprasertsri, 2017). EFL teachers may benefit from their students' ability to show their readiness to learn. To enhance students' adherence to the curriculum, it is essential for teachers to receive feedback on their existing approaches and, if needed, implement intervention tactics. Classroom discussions and activities are also integral to the grading process. The assessments frequently aim to evaluate not just the level of comprehension, but also the abilities of critical analysis, problem solving, and effective communication (Nguyen, 2017; Sakulprasertsri, 2017). Therefore, EFL students who demonstrate a willingness to acquire knowledge are better prepared to excel in these tests.

A number of studies have been done in terms of flipped English learning, including implementation of FL in EFL classrooms (Ginola & Sidabalok, 2016; G'ulomovna, 2021; Havwini & Wu, 2019), flipped learnings and writing skills (Moussaoui & MOUBTASSIME, 2022; Rachmat, Muliastuti, & Emzir, 2020), and reading skill though FL (Fahmi et al., 2020; Harida et al., 2021; Safrizal et al., 2015). The studies mostly concerned on how English skills such as writing or reading are managed by EFL teachers and learners in developing English skills. Some other studies focused on implementing FL through a qualitative inquiry.

The previous studies reveal a lack of inquiry regarding EFL students' readiness in facing flipped learning as a direct impact of technology enhancement in foreign language learning. This present study is different from those conducted earlier. First, it concerned with EFL students in a rural college. It is noticed that rural college issue attracts attention as the rural context is more challenging for students to learn English. Limited tools, technology, or facilities encourage the researcher to investigate how both EFL students and teacher cope with such problems. Second,

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flipped learning readiness in English classrooms seems to be a bit new for learning English in a rural context. This current study attempted to explore how rural college EFL students perceive FL as a constructive learning method.

To concern, this study was conducted under the following question, including "How do EFL students in rural colleges perceive their readiness to learn English through FL method?" Based on the question, it proved that this study was undertaken through a quantitative approach which consisting of descriptive.

2. LITERATURE REVIEW
2.1. Flipped Learning

The flipped learning model, often known as flipped learning, is an educational strategy that reverses the usual classroom dynamic. A flipped classroom is a teaching method where students participate in activities that were previously designated as homework or done through self-study during class hours, while lecturers provide lectures and offer direct instruction outside of the classroom (Rachmat et al., 2020). In a flipped classroom, students are provided with pre-class access to course materials and other study resources. The collection of available resources comprises video lectures, readings, podcasts, and interactive online modules. The goal is to prepare students for college by acquainting them with fundamental concepts and materials (Moussaoui & MOUBTASSIME, 2022).

Education occurs inside a dynamic and cooperative environment that alters our perception of classroom hours. Students participate in various classroom activities such as discussions, problem-solving exercises, collaborative projects, and peer education (Fahmi et al., 2020; Priyantin & Herawati, 2023). Students engage in discussions and deliberations regarding the concepts they have acquired from preassigned readings and lectures. Participating in this activity enhances students' ability to engage in critical thinking and collaborate effectively to resolve challenges. Under the supervision of the teacher, students engage in problem-solving, analyze case studies, and apply the content in practical situations (Sakulprasertsri, 2017). Teachers frequently employ group projects and activities to enhance students' cooperation and communication abilities, as well as provide them with chances to apply their acquired knowledge in real-life situations. Within certain contexts, students assume the position of peer instructors or teachers, where they provide instruction and elucidate concepts to their peers.

In a flipped classroom, the teacher's function shifts from being the primary provider of course material to that of a facilitator, coach, and mentor. The educator facilitates discourse, offers elucidation as necessary, assesses comprehension, and provides personalized assistance (Fahmi et al., 2020; G'ulomovna, 2021; Harida et al., 2021). The utilization of flipped learning enables enhanced flexibility. Every student has the flexibility to complete the mandatory reading and tasks at their own individual pace prior to the session. Consequently, the instructor has the ability to adapt classroom exercises in order to accommodate students with diverse learning preferences and varying degrees of proficiency. This diversity facilitates the fulfilment of the requirements of a broad spectrum of students. Quizzes, questionnaires, and in-class chats are frequently employed as formative assessments to evaluate students' understanding and engagement with pre-class readings and activities (Afriani, 2023; Ansori & Nafi', 2018). This information enables the teacher to enhance their educational methods and identify specific areas where their students may require additional assistance (Shafa et al., 2023).

Active learning activities are highly emphasized in the flipped classroom paradigm. Active engagement in activities such as problem solving, critical thinking, and classroom debates enhances

students' learning and improves their long-term retention of material (Cho et al., 2021; Nouri, 2016). The flipped classroom fosters the cultivation of personal accountability among students, empowering them to assume control over their own educational journey (Amalia, 2023; Fahmi et al., 2020). Effective time management, utilization of provided resources, and the proactive approach of seeking assistance when necessary are all essential for academic success. In order to ensure EFL students possess a comprehensive understanding of the content, the flipped approach enables them to examine pre-class materials and engage in in-class activities as necessary. This strategy can be advantageous for students who require additional time to comprehensively understand specific subjects.

Technology is essential in flipped classrooms as it is responsible for generating and distributing pre-class materials, supporting online discussions, and offering supplementary resources (Ansori & Nafi', 2018). Flipped learning is an educational technique that promotes student engagement by shifting from a passive to an active learning model in the classroom, empowering students to take charge of their own education (Fauziah & Diana, 2023). The instructor assumes a facilitative position, prioritizing the cultivation of students' critical thinking, collaborative abilities, and self-directed learning (Sakulprasertsri, 2017). The primary objective of this technique is to enhance students' educational experiences by rendering them more significant, engaging, and tailored to cater to their distinct requirements.

2.2. Flipped English Learning Readiness

In order for the flipped English classroom model to be effective, it is imperative that EFL students demonstrate their readiness to learn (Havwini & Wu, 2019). The aforementioned approach promotes student engagement in their education, so fostering a sense of responsibility for their learning, cultivating analytical thinking abilities, and optimizing their utilization of class time. Collectively, they contribute to enhancing the significance and effectiveness of the instruction.

The flipped learning pedagogical style incorporates elements of blended learning to underscore the significance of the classroom as the central location for active learning (Nouri, 2016). The "flipped" or "inverted" approach to teaching necessitates that students fulfil their homework obligations outside of the classroom. This allows for a greater allocation of time towards face-to-face instruction. Students are prepared for the upcoming lesson by being introduced to a foreign language or video prior to the start of class. The main emphasis in the classroom is on activities that involve the application of recently acquired language structures, with a combination of partially guided and unrestricted practice assignments (Cho et al., 2021; Li, Lund, & Nordsteien, n.d.). Furthermore, we can discuss the content depicted in the video. Specifically, the course emphasizes active creation over passive acquisition to optimize the utilization of the allotted class time.

The primary reason why EFL teachers do not incorporate more collaborative activities such as brainstorming sessions, debates, role-plays, and discussions into their class plans is due to time limitations. Implementing the flipped learning approach facilitates students' engagement in collaborative assignments (Buil-Fabregá et al., 2019). In order to adequately prepare students for the content that will be taught in class, the beginning portion of a flipped instructional session may additionally emphasize the development of the lesson's contextual framework.

Flipped classes promote student engagement and foster self-reliance. Individuals have the freedom to acquire knowledge at their preferred speed and have the option to review instructional materials repeatedly, if necessary. They exhibit higher levels of motivation for learning and are more inclined to actively participate in class (Oliván Blázquez et al., 2019). Furthermore, students are presented with a greater number of occasions to engage with the English language beyond the

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confines of the classroom, so enhancing their inclination to do so. Lack of student autonomy is a significant obstacle to the broad adoption of flipped instruction. The cultivation of students' ability to engage in self-directed study is crucial for the effectiveness of the flipped learning strategy (Chang, 2023; Linling & Abdullah, 2023). Teachers commonly furnish their students with an abundance of reading resources in advance.

According to (Sakulprasertsri, 2017), learners in a flipped learning environment are expected to independently delve into the learning topic with greater depth. As stated by (Du, 2018), students were mandated to fulfil homework tasks outside of class, frequently necessitating the utilization of online resources for information retrieval. Students in tertiary education are frequently required to demonstrate proactive behavior in their academic pursuits, necessitating their independent acquisition and compilation of material. Hence, students lacking self-motivation may encounter difficulties in adjusting to the flipped classroom model. The plethora of distractions on the Internet has the capacity to impede the process of acquiring knowledge. Acquiring the skill of independent studying necessitates a high level of self-discipline from students. Moreover, kids encounter difficulties assuming responsibility for their own education in a home setting, primarily due to the numerous interruptions and distractions that may happen in such an atmosphere (Du, 2018; Nguyen, 2017).

The effectiveness of the flipped learning approach relies on the collaborative efforts of both educators and learners. Nevertheless, the reluctance of learners to engage in online learning has the potential to render this technique ineffectual in achieving the desired results (Yavuz & Ozdemir, 2019). The flipped learning approach is influenced by various factors, including the constraints imposed by infrastructures, particularly in relation to information and communication technology (ICT) resources. (Nguyen, 2017) depicted that some difficulties associated with implementing the flipped style of education and devised remedies are identified. The research reveals that a significant barrier arises from infrastructural constraints, specifically those impacting the availability of reliable internet connections and advanced information and communication technology (ICT).

The flipped learning technique is contingent upon the accessibility and functionality of ICT infrastructures, as it frequently incorporates videos and significantly relies on electronic resources. In order to fully optimize their capabilities as students, learners require access to fundamental technological tools such as a computer, laptop, speakers, and a reliable internet connection. Acquiring online educational resources can pose difficulties for certain individuals due to limited computer access or sluggish internet connectivity (Nguyen, 2017; Yavuz & Ozdemir, 2019). This assertion is further supported by a study conducted by (Ansori & Nafi', 2018), which posited that the effectiveness of the flipped learning model is contingent upon the availability of internet connectivity. The implementation of the flipped learning model was impeded due to a disruption in internet connectivity.

3. METHOD

The purpose of this current study was to determine EFL students' views towards flipped learning readiness in rural college context. To do this, a survey study was undertaken by employing 217 EFL students from several rural colleges. In this case, rural college context referred to a college which is located in farming areas and surrounded by traditional farms. Meanwhile, convenience sampling technique was employed to select such a number of rural-college EFL students. They were provided with an informed consent to confirm their voluntary participation during data collection.

From 250 informed consents, 33 EFL students did not sign the consents, stating that they did not allow themselves to participate in the study.

The data were collected by using a scale, Flipped English Learning Readiness Questionnaire (FELRQ) (Luo & Gan, 2022). FELRQ consists of five factors, including doing previews (e.g., I enjoy doing previews by using online learning platforms), in-class communication self-efficacy (e.g., I feel confident in posting questions in online discussions), positive experience of flipped classroom (e.g., I feel more flexible of learning time in the flipped classrooms), intentional behaviors (e.g., I would like to continually use the flipped learning in my learning), and self-directed learning (e.g., I seek assistance when I face problems in learning English). The score used five-point Likert scale ranging from 1 (completely disagree) to 5 (completely agree). As for the reliability, the level of internal consistency of FELRQ is .927, proofing that the questionnaire is reliable to be used as a research instrument. Furthermore, the questionnaire was administered via online form which allowed the researcher to contact the respondents easily and with not time limit. It also enabled the respondents to access and respond the questionnaire at any time. Fortunately, 217 questionnaires were completely fulfilled and resent to the researcher in two weeks.

In analysing the data, the researcher began from grouping each response based on the factor of FELRQ. Each factor was provided with statistic results from descriptive analysis using SPSS 25. The focus was on determining means, percentage, and standard deviations. Each statistical analysis was revealed into some tables of the factors. The second part was an inferential statistical analysis which measured significant differences of EFL students' flipped learning readiness.

4. RESULTS AND DISCUSSION

The objective of this current study was to explore rural college EFL students' perceptions towards flipped English learning readiness. Flipped learning (FL), in this case, consisted of five factors, including doing previews, in-class communication self-efficacy, positive experience of flipped classroom, intentional behaviors, and self-directed learning. Each factor reflects flipped learning process and students' psychological attitudes.

Table 1. Descriptive results of doing previews factor

Items	Responses (%)				
	SD	D	N	A	SA
1. I enjoy doing previews by reading learning materials.	65	21	4	5	5
2. I enjoy doing previews by using online learning platforms.	34	50.3	10	2.7	3
3. I enjoy doing previews by watching online videos.	1.3	12	1	13.7	72

The above table reveals basic process of FL learning in EFL classrooms. It begins from preparing materials outside the class and allowing the materials to be comprehended by EFL students. There are three basic steps to followed. First, EFL students are asked to read materials uploaded by EFL teacher via online application or platforms. Although it is easier for the teacher to provide the materials online, but reading activities remained complicated for many EFL students. almost 65% students did not expect any material that required some reading skills. Reading English academic text reduces students' motivation and increases stress.

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However, one advantage of previews is that students will enhance their learning experience in class by familiarizing themselves with fundamental definitions and vocabulary, as well as by engaging in preliminary exercises and reflecting on concepts at their own speed (Harida et al., 2021; Irasuti & Bachtiar, 2024; Luo & Gan, 2022). This practice effectively mitigates the fluctuations in students' prior knowledge, and surveys consistently reveal that students acknowledge the usefulness of previews in facilitating their comprehension of the class material. Furthermore, by analyzing the mean responses to previous inquiries or by directly soliciting feedback from students regarding the challenges they encountered, valuable information can be obtained regarding the specific areas that students struggle with (Chang, 2023). The teachers are relieved from the need to allocate significant amounts of time towards defining terms or providing basic examples, thereby allowing them to dedicate more class time towards addressing the more complex subject matter.

Seemingly, the EFL students do not consider any good advantage of doing previews before class. More than 50% participants even did not enjoy learning via online platforms before going to class. Meanwhile, it is noticed that previews using platforms encourage them to increase concentration on given materials without any disturbance. The previews also allow them to notice some difficulties and make some questions which will then addressed to the EFL teacher (Navidmoghaddam, 2023).

A major advantage of digital learning systems is their ability to enable users to effectively oversee their learning process. Through the provision of tools that are readily available regardless of time or circumstances, students are able to enhance their organizational skills to a greater extent than ever before (Linling & Abdullah, 2023). Learning platforms have used the latest media format and interactive methods to ensure efficient engagement with learning resources without losing focus.

Meanwhile, the EFL students felt attracted to watching online video materials (72%) to support them before class meeting. Learning platforms have effectively transformed into a medium for providing an unprecedented learning experience by facilitating the exchange of materials and enabling interaction through innovative forms of media, such as social networking, digital video, graphics, and digital papers (Jiang et al., 2021; Vitta & Al-Hoorie, 2020). Several online learning systems provide users with a diverse range of learning materials in various formats, including on-demand video courses, segmented textual courses, and visual aids such as diagrams and graphics. All of these media share the common characteristic of being meticulously tailored to the platform's functioning, ensuring that students get the optimal experience (Yu & Gao, 2022).

The EFL students have a preference for auditory learning, while others lean towards visual learning, and some specifically identify as visual learners. Online learning systems provide students with the opportunity to engage in self-paced learning, participate in virtual group classes, or access pre-recorded lessons at their convenience (Tadayonifar & Entezari, 2020). The system provides a wide range of possibilities for integrating various learning methodologies into your classroom framework, including live streaming of lectures, educational video materials, language learning functionalities such as audio recordings and vocabulary exercises, and countless other features.

In the second table, the EFL students showed their greater confidence in expressing themselves in English class (70.2%). Nevertheless, a number of EFL students (37%) did not have a good experience during English class discussion. Such a phenomenon is simply influenced by their learning enthusiasm and habit before going to class. EFL Students lacking confidence in their English language proficiency may experience anxiety when engaging in talks. Their reluctance to participate in verbal communication can be hindered by the fear of making errors or being evaluated by their peers (Sun, 2017).

Table 2. Descriptive results of in-class communication self-efficacy factor

Items	Responses (%)				
	SD	D	N	A	SA
4. I feel confident expressing myself in English classroom.	13	11.3	3.1	2.4	70.2
5. I feel confident participating in class discussion.	37	9.9	12	20.1	21
6. I feel confident in posting questions in online discussions.	4.8	9	8	11.5	66.7

Students who do not speak English as their first language may encounter difficulties comprehending and articulating intricate concepts in a language that is not their mother tongue. These circumstances might result in emotions of annoyance and isolation, causing individuals to be hesitant in engaging in conversations (Orosco & Reed, 2022). EFL students may experience apprehension with receiving corrections or criticism from their peers or the teacher during conversations. The apprehension about receiving unfavorable comments deter students from actively participating in the discourse (Lee, 2016). The EFL students may experience apprehension with receiving corrections or criticism from their peers or the EFL teacher during class discussions.

On the other side, more EFL students (66.7%) believed that they had better experience in attending online learning discussion as they can post questions to both EFL teacher and classmates to be explored. Online discussion enables EFL students to actively participate from any location with internet connectivity, granting them the freedom to engage in learning at their preferred speed and convenience. EFL Students that have a preference for a customized and independent learning style may find this flexibility appealing. They can participate in multimedia-enhanced conversations using a range of online technologies, which allow for the integration of films, photos, and interactive components (Afriani, 2023; Linling & Abdullah, 2023; Nouri, 2016). These interactive educational activities can enhance the talks by making them more captivating and immersive, accommodating various learning styles and preferences. Online discussion necessitates EFL students to express their opinions with clarity and brevity through written communication (Amalia, 2023; Du, 2018; Fahmi et al., 2020). Engaging in this activity can enhance their aptitude in communication, encompassing writing mastery, analytical reasoning, and the capacity to articulate English with efficacy.

An interesting finding in table 3 is that the EFL students did not receive sufficient support during group work discussion or cooperative learning (43%). Group discussions frequently entail the participation of EFL students who possess diverse viewpoints and opinions. Divergent opinions and discord within the group might generate strain and impede the advancement of the discourse, resulting in an unfavorable encounter for particular students.

Collaborative discussions in group work brings attention to differences in skills among EFL students, especially in domains like leadership, communication, and problem-solving (Buil-Fabregá et al., 2019; Sakulprasertsri, 2017). Those who possess superior abilities may feel overwhelmed by the necessity to make up for the deficiencies of their classmates, resulting in a pessimistic view of collaborative talks. In order to tackle these difficulties, the EFL teacher should offer explicit instructions for group work discussions, establish efficient channels of communication, promote mutual respect and collaboration, and provide assistance and guidance to ensure that all EFL students have an equitable and favorable experience during group work activities (Chang, 2023).

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Table 3. Descriptive results of in-class communication self-efficacy factor

Items	Responses (%)				
	SD	D	N	A	SA
7. I am in favor of participating in the flipped learning activities.	3.9	12	12.1	13	59
8. I feel I learn better in the flipped classroom.	11	3.3	7	26	52.7
9. I feel more flexible of learning time in the flipped classroom.	2.3	8.2	5	17	67.5
10. I can get support from cooperative learning and group work with other participants in the flipped physical class.	38.9	43	3.7	10	4.4
11. I can easily get counseling and support by the tutor in the flipped physical classroom.	3.1	10	12	51.3	23.6

As 51.3% EFL students received sufficient support during online and physical learning discussion, it is stated that the EFL teachers facilitate the students' introspection on their own learning experiences through online chats. The teachers facilitate the development of students' comprehensive comprehension of their strengths and areas for growth by promoting self-assessment and self-reflection. This approach nurtures a sense of accountability for their own educational progress. Online chats serve as a means for EFL teachers to oversee students' advancement and evaluate their comprehension of the subject matter (Bachtiar, 2022; Jiang et al., 2021). Through active engagement in conversations and timely provision of feedback, the teachers discern areas where the EFL students may require supplementary assistance or advice, enabling them to adapt their instructional methods accordingly. The EFL teachers facilitate the development of students' critical thinking abilities by encouraging them to scrutinize and assess various viewpoints and arguments put forward in online debates (Sun, 2017; Yu & Gao, 2022). They foster profound involvement with English lesson by posing stimulating inquiries and leading students through the process of critical thinking.

Table 4. Descriptive results of intentional behaviors factor

Items	Responses (%)				
	SD	D	N	A	SA
12. I am satisfied that the flipped classroom meets my needs in terms of learning.	2.1	14	5	32.7	46.2
13. I would like to continually use the flipped learning in my learning.	12	11.5	15.5	12	49
14. Overall, I feel satisfied with flipped pedagogy.	8	12.3	16	51.4	12.3

The advantage of flipped classroom is revealed from EFL students' responses, showing their satisfaction towards learning needs (46.2%). It encourages them to continually apply flipped learning in English classrooms for future time (49%). Flipped learning enables EFL students to engage in self-paced learning by accessing instructional resources, such as pre-recorded lectures or reading materials, outside of the classroom (Linling & Abdullah, 2023; Nguyen, 2017; Vitta & Al-Hoorie, 2020). This customized method allows EFL students to allocate more time to difficult subjects while efficiently advancing through familiar material. Flipped learning promotes active participation during in-class activities, discussions, and problem-solving sessions. EFL students are afforded the chance to employ their knowledge, pose inquiries, and engage in collaborative efforts with both their classmates and the instructor, so cultivating a more profound comprehension of the subject matter.

Flipped learning frequently incorporates interactive and collaborative activities that facilitate interaction between EFL students and between students and teachers. This method promotes the development of a nurturing educational community where students can actively engage in conversations, pose inquiries, and promptly receive input from both their classmates and the teacher (Oliván Blázquez et al., 2019; Sunubi & Bachtiar, 2022). Flipped learning enhances critical thinking abilities by prompting students to scrutinize, assess, and employ knowledge in practical situations via in-class exercises. This method fosters the development of advanced cognitive abilities, such as problem-solving, decision-making, and creative reasoning (Tadayonifar & Entezari, 2020).

Table 5. Descriptive results of self-directed learning factor

Items	Responses (%)				
	SD	D	N	A	SA
15. I set up my own English learning goals.	19.6	47.2	4.5	7.7	21
16. I carry out my own English study plan.	37	25.6	12.2	23	2.2
17. I seek assistance when I face problems in learning English.	10.6	9.2	5.1	13	62.1

Lastly, the above table proved that the EFL students relied on teacher's help and support when applying flipped English learning (47.2%). They did not seem to encourage themselves in learning English through such mixed-modes method. Moreover, the EFL students needed additional spaces to address questions to both classmates and teacher regarding English lessons that they did not understand (62.1%). The EFL students encounter difficulties in effectively managing their time and maintaining self-discipline when engaging in independent English learning. These EFL students struggle to maintain their learning progress outside the framework of a conventional English classroom environment, necessitating the teacher to provide extra direction and assistance to ensure their motivation and accountability (Du, 2018; Havwini & Wu, 2019; Yavuz & Ozdemir, 2019).

Although the students have the option to access pre-recorded lectures or reading materials, there may still be instances where they require further clarification on certain topics or feedback to assess their comprehension of the information (Priyantin & Herawati, 2023). In order to ensure that students possess a thorough comprehension of English lesson, the teacher offer tailored explanations, rectify any misunderstandings, and provide valuable feedback. The EFL teachers facilitate a meaningful and successful learning experience in a flipped classroom environment by offering essential advice, support, and tailored instruction to accommodate the diverse learning preferences and skills of all EFL students (Bachtiar, 2023; Bachtiar & Puspitasari, 2024).

4.   CONCLUSION

To sum up, flipped learning is an effective learning method for EFL students who expect to be skilful in English before, during, and after the lesson. It is noted that this current study enhances knowledge on how to deal with EFL students' readiness to apply flipped learning in rural colleges. Furthermore, the study findings prove that flipped learning in rural colleges can be a new challenge for both EFL teachers and stakeholders as it allows to indulge pedagogical aspects into flipped classrooms.

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