

Research Article

Students' Lenses of Flipped Classroom Instructional Strategy on English Speaking Proficiency

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Abstract

Within a flipped classroom (FC) for speaking, the primary focus is to convert passive learning into active participation. Through the strategic adaptation of information delivery outside of class and the allocation of in-class time for practice, students can extensively explore conversational skills. This mixed-method study aims to 1) reveal the students' perceptions of the FC instructional strategy in a speaking context and (2) describe the students' reflections on the FC instructional strategy in a speaking classroom. There were 33 Indonesian students involved as participants. To collect data, a questionnaire and interview were used. Quantitatively, findings showed students agreed that the use of the FC instructional strategy could help them in some aspects, namely efficient strategy, motivation, engagement, effective time allocation, enjoyment, devotion, and satisfaction. Meanwhile, qualitatively, students' responses showed that they were highly satisfied with their learning experience under the FC strategy. This strategy optimizes the usage of speaking chances and cultivates confidence. Ultimately, it improves language competence by enabling students to actively use and shape their speaking skills in a nurturing setting.

Keywords: *flipped classroom; strategy; speaking; proficiency*

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Introduction

The current instructional mode of teaching and learning in higher education has been utilizing blended learning where students learn through a combination of traditional face-to-face (F2F) instruction and learning activities outside the classroom, facilitated with a range of technological resources. In a way, blended learning in higher education provides a handful of opportunities for the teacher and students for learning not previously possible or available for students (Lage & Platt, 2000). The practice of flip teaching has been experiencing a significant surge in popularity in the last decade, with diverse modifications to foster the effectiveness of teaching and learning.

Speaking has been one of the challenging skills for teachers in EFL classrooms. A significant number of Indonesian students continue to face numerous obstacles when they are exposed to engage with communicating in English. Prior research has identified low language expertise, lack of self-confidence, anxiety, fear of evaluation, and unwillingness to communicate as the primary factors contributing to difficulties in speaking English (Aydin, 2008; Klimova, 2014). Although considerable efforts have been made to investigate the underlying issues causing difficulty in speaking English, there has been a lack of focus on developing solutions for pedagogical enhancement. Nevertheless, the emergence of learning technology in the twenty-first century presents teachers with valuable prospects to promote innovative pedagogical methods in English classrooms that prioritize learner-centeredness. This also may encourage learners to become more autonomous in their learning process, enabling them to develop their self-assurance and, as a result, enhance their sense of accomplishment to improve their speaking proficiency (Abdullah et al., 2021). Thus, it leads to further consideration to use flipped classrooms (FC) to provide authentic opportunities to improve their speaking proficiency.

Over the past decade, flipped classrooms have gained attention from numerous teachers, educators, and researchers as a very beneficial and efficient learning approach. The utilization of the FC classroom, in which the traditional allocation of in-class instruction and homework is rearranged, has characteristics that enable it appropriate for different disciplines and settings in higher education. This pedagogical approach enables instructors to maximize classroom time for increased student-student engagement (Abdullah et al., 2019a). It facilitates a wide range of interactive in-class activities that promote effective communication (Webb et al., 2014). Moreover, it empowers students to develop a strong sense of self-efficacy and achieve high levels of academic success (Kurt, 2017). Additionally, it enhances students' proficiency in both communication skills and subject matter knowledge (Sun, 2017). Furthermore, it significantly boosts their motivation and performance in English speaking (Abdullah et al., 2019b).

Thus, considering the benefits, this study aims to reveal the students' perceptions of the Flipped Classroom instructional strategy in a speaking context and to describe the students' reflections on the Flipped Classroom instructional strategy in a speaking classroom.

Flipped Classroom Strategy in Speaking Contexts: What Makes the Difference

In a traditional classroom setting, teachers are the primary knowledge transmitters while students are the passive knowledge receivers. In contrast to a traditional classroom, teachers become organizers rather than just knowledge transmitters in flipped classrooms, and students move from passive learning to active involvement (Sazalli & Nuraqilah, 2024). In flipped classrooms, the design of tools that support students' independent learning is also emphasized in this student-centered approach to teaching. A flipped classroom involves using technology to enhance learning. With the use of technology, the flipped classroom seeks to improve instruction by enabling students to engage with peers, teachers, and course materials both during and after scheduled lecture periods. A flipped classroom allows students to study learning material, watch lecture videos that have been produced before class begins, and participate in online activities before class. The activities students complete before class aim to stimulate their interest and drive while drawing attention to any potential misconceptions or challenges they may have in understanding the material in class. Once in class, students can work through difficulties, advance topics, and engage in collaborative learning.

A flipped classroom strategy consists of three main components: a) the teachers' involvement in the students' learning process; b) the lesson plans that the teachers create; and c) the learning resources that the teachers make available to the students (Akçayır & Murat, 2018). The roles of teachers and students have specifically changed as a result of this process, with teachers being able to act as facilitators by encouraging student discussions, clearing up students' misconceptions, and helping students discover information on their own. Students are also able to actively participate in their learning process by growing in autonomy and independence. Under a flipped classroom strategy, students take charge of their education and set their own pace for learning while the teacher assists them rather than just imparting knowledge. Theoretically, the flipped classroom approach allows students to follow a flexible learning process which might allow them to improve their achievements supported by a more creative and innovative teaching approach compared to traditional way of teaching (Jdaitawi, 2019).

The flipped classroom is divided into three levels, namely, pre-class learning preparation, in-class learning activities, and post-class learning consolidation (Jdaitawi, 2019). In the pre-class

learning preparation level, students use the offered online learning platforms to work through the course at their own pace. In class learning activities, the teacher and students engage in participatory learning by presenting, arguing, discussing, and acting out the lesson's material. The purpose of this strategy is to improve both the effectiveness of instruction and student learning. Students' comprehension is reinforced and expanded through in-class activities. Post-class learning consolidation, on the other hand, entails reviewing materials to improve learning outcomes, allow students to learn outside of the classroom, put what they've learned into practice, work with peers, and get feedback from teachers

According to several studies, the flipped classroom strategy has a positive impact on the learning environment for teaching English. These benefits include improving student engagement (Li, 2022), student interactions (Zainuddin and Perera, 2017), students' learning achievement (Hung, 2015) and motivation (Boyraz and Ocak, 2017), students' preparedness (Choe and Seong, 2016), students' positive attitudes toward language learning (Doman and Webb, 2017), students' use of deep learning strategies (Gasmi, 2016), students' capacity for receiving prompt feedback from teachers (Zainuddin, 2017), students' vocabulary knowledge (Kang, 2015), students' ICT proficiency and higher order thinking abilities (Alsowat, 2016; Huang and Hong, 2016), and students' writing (Ekmekci, 2017), listening (Ahmad, 2016), reading comprehension (Septiani, et al., 2024), and grammar skills (Webb and Doman, 2016). Moreover, the implementation of flipped classrooms has an effective effect on enhancing students' speaking abilities (Le, et al., 2024; Phoeun & Sengsri, 2021), increasing speaking complexity, accuracy, and fluency (Hashemifardnia, 2021), enhancing students' self-regulated learning and EFL speaking competence (Zhong, 2024), improving competencies for public speaking argumentative speech (Irianti, et al., 2024), and minimizing speaking anxiety (Chen and Gwo-Jen, 2019).

The Urgency of Flipped Classroom for Global Citizenship

In recent years, the flipped classroom model has gained more and more recognition as a successful teaching strategy, especially when applied to global citizenship education (GCE). The flipped classroom emphasizes critical thinking, active learning, and teamwork by flipping the conventional model of instruction, which assigns homework and lets students apply what they've learned in class through practical activities (Han & Hamzah, 2024; Utami, Ghufron, & Setiawati, 2024). This strategy is in line with the abilities required for global citizenship, such as intercultural competency, ethical accountability, and the capacity to participate in global concerns. Flipped classrooms can increase student engagement and improve learning outcomes by offering a more flexible and student-centered learning environment, according to recent studies (Lo & Hew, 2019).

Global citizenship education has become increasingly vital in today's interconnected world, where individuals must navigate complex global challenges. GCE aims to equip students with the knowledge, skills, and values needed to address global issues such as climate change, social justice, and cultural diversity. However, traditional educational methods often fall short of fostering the deep understanding and critical thinking required for GCE. The flipped classroom offers a promising solution by enabling students to explore global issues in greater depth, engage in meaningful discussions, and collaborate on projects that address real-world problems. By integrating GCE with the flipped classroom model, educators can create a learning environment that not only enhances academic skills but also promotes global awareness and ethical responsibility (Baig & Yadegaridehkordi, 2023).

Further evidence of the flipped classroom's ability to promote global citizenship has come from recent studies. For instance, students in flipped classrooms showed higher intercultural competence and stronger critical thinking abilities than students in traditional classrooms, according to a study by Wikanta, Gayatri, Asy'ari, and Juniawan (2023). Furthermore, the adaptable structure of the flipped classroom makes it possible to integrate different viewpoints and use technology to link students with communities around the world. This method promotes the growth of engaged and knowledgeable global citizens by encouraging students to reflect critically on their place in the world and to apply what they have learned in ways that benefit society as a whole (Herda et al., 2023; Udvari & Vizi, 2023).

The increasing complexity of global issues emphasizes how urgent it is to incorporate flipped classrooms into the teaching of global citizenship. There is an urgent need for educational strategies that equip students to meet these challenges and behave as responsible global citizens as the world grows more interconnected. This need is effectively met by the flipped classroom, which fosters critical thinking, teamwork, and intercultural understanding. Educational institutions can better prepare students with the values and abilities needed to address global issues and make positive contributions to society by implementing this model (Gouri, 2020). Therefore, it is not only appropriate but also crucial that flipped classrooms be incorporated into GCE in order to foster the growth of globally-minded people.

Materials and Methods

Researchers employed mixed-method approaches to provide both numerical and descriptive data in order to address research challenges (Fraenkel & Wallen, 2022; Gay et al., 2012). This study utilizes a mixed-method approach with an explanatory design, where the quantitative analysis is conducted before the qualitative analysis (Gay et al., 2012). Thirty-three Indonesian

students majoring in English and taking Speaking classes were the participants in this study. They were chosen through purposive sampling, sometimes referred to as judgment sampling (Gay et al., 2012), according to predetermined traits or standards. This sampling technique may reduce generalizability, but it enables researchers to concentrate on those who can offer insightful information. Table 1 shows that there were twenty-two female students (66.7%) and eleven male students (33.3%) among the participants.

Table 1. Demography of Participants According to Sex

Sex	Frequency	Percent (%)	Valid Percent (%)	Cumulative Percent (%)
Valid Male	11	33.3	33.3	33.3
Female	22	66.7	66.7	100.0
Total	33	100.0	100.0	

The data from the questionnaire were categorized as quantitative and the students' interviews were qualitative. The students' voices in flipped classrooms were investigated quantitatively using a 5-Likert scale questionnaire (5= strongly agree, 4= agree, 3= neutral, 2= disagree, and 1= strongly disagree). In this case, the researchers adopted an established questionnaire by Chen Hsieh et al. (2016) comprising 14 items. In addition, the data from the questionnaires were examined by counting the mean score (Sugiyono, 2012), which was used in descriptive statistics. In this situation, the researcher assessed the adjectival rating of each item using the mean scores, utilizing Pimentel's (2010) five-point Likert Scale as seen in Table 2.

Table 2. Adjectival Rating Interpretation

Interval	Adjectival Rating
1.00 – 1.79	Strongly Disagree
1.80 – 2.59	Disagree
2.60 – 3.39	Neutral
3.40 – 4.19	Agree
4.20 and above	Strongly Agree

Meanwhile, the semi-structured interview was conducted to gather students' perspectives on the Flipped classroom instructional strategy in the speaking classroom. The researcher established question guidelines, but they included a series of open-ended questions based on the issue the researcher wished to discuss. The open-ended nature of semi-structured interviews helped to define the topic under research. Nonetheless, it provided an opportunity for the interviewer and interviewee to further examine several topics. Because the semi-structured

interviews were organized and flexible, participants and informants could voice any ideas that came during the talk (Ahlin, 2019; Strauss & Corbin, 2014). At this stage, the interviewee's words were recorded as the researchers used the verbatim technique to transcribe the interview results (Halcomb & Davidson, 2006). Based on the speakers' statements, the researchers meticulously transcribed every word that they heard, including pauses, fillers, and laughs.

Results and Discussions

This section presents the findings based on the two aims of the study: 1) to reveal the students' perceptions of the Flipped Classroom instructional strategy in a speaking context and (2) to describe the students' reflections on the Flipped Classroom instructional strategy in a speaking classroom. A discussion then accompanies each element of the findings.

Students' Perceptions of The Flipped Classroom Instructional Strategy in A Speaking Context

The finding of the first research question was sourced from a questionnaire. There are four elements comprised in the questionnaire to represent students' voices regarding the flipped classroom strategy in EFL Speaking classrooms. Table 3 presents the analysis results of it.

Table 3. Data Analysis Result of Students' Perspectives

Item	Elements of Flipped Classrooms	Mean Score	Interpretation
1		3.91	Agree
2	Efficient Strategy	3.58	Agree
3		3.88	Agree
4		3.76	Agree
5	Motivation and Engagement	3.91	Agree
6		3.70	Agree
7		3.73	Agree
8		3.94	Agree
9	Time Allocation and Enjoyment	3.58	Agree
10		3.61	Agree
11		3.58	Agree
12		4.24	Strongly Agree
13	Devotion and Satisfaction	4.21	Strongly Agree
14		4.03	Agree

The analysis of the questionnaire data indicates that students generally hold positive perceptions toward the Flipped Classroom (FC) instructional strategy in an English-speaking context. The majority of respondents rated elements such as

strategy efficiency, motivation, engagement, time allocation, and overall satisfaction highly, as shown by the mean scores ranging from 3.58 to 4.24. This finding suggests that students perceive the FC approach as a beneficial strategy that supports their learning needs more effectively than traditional classroom methods. As Zainuddin (2017) emphasizes, the FC model enhances learner autonomy by allowing students to engage actively in the learning process and to take control of their learning pace and activities. This autonomy and flexibility likely contribute to the positive perception of the FC strategy among students.

Moreover, the FC strategy appears to foster a higher level of motivation and engagement in speaking activities. The questionnaire results show that students agreed that the FC strategy increased their motivation and engagement, with a mean score of 3.76. This outcome aligns with Boyraz and Ocak (2017), who found that the FC model promotes active participation and engagement in language learning by shifting the focus from passive reception of information to active learning and interaction. By providing opportunities for students to prepare and practice speaking tasks outside of class, the FC model may reduce the anxiety associated with spontaneous speaking, thereby boosting confidence and willingness to participate during in-class speaking activities.

The perceived effectiveness of the FC strategy in enhancing time allocation and enjoyment is also noteworthy. The mean score for the “Time Allocation and Enjoyment” component was 3.73, indicating that students find the FC approach to offer a balanced use of time both inside and outside the classroom. This perception is supported by the notion that the FC model allows for a more meaningful in-class experience by utilizing pre-class preparation to focus on practical application and deeper understanding during class time (Hung, 2015). Consequently, students can make the most of their time, experiencing both efficiency and enjoyment as they practice their speaking skills in an interactive and collaborative environment.

Finally, the highest mean scores were observed in the components of “Devotion and Satisfaction,” with values of 4.24 and 4.21, respectively, which implies that students are highly satisfied with their learning experience under the FC strategy. This satisfaction could stem from the opportunity to prepare thoroughly before class, as highlighted by the qualitative responses where students expressed appreciation for the ability to engage deeply with the material and perform better in speaking tasks (Le et al., 2024). The FC approach provides a structured yet flexible learning environment that accommodates

diverse learning styles, which can lead to enhanced satisfaction and a more positive attitude toward speaking in English. This finding is consistent with previous research that shows the positive impact of the FC model on student attitudes and learning outcomes (Doman & Webb, 2017).

Students' Reflections on The Flipped Classroom Instructional Strategy in A Speaking Classroom

The second research question was answered through interviews with students. Seven students participated in this activity, and the researchers investigated them as representations of all participants. In presenting the finding, the codes S1, S2, S3, S4, S5, S6, and S7 were used as the indication of the students. The following are the excerpts.

“I spend a lot of time preparing material for speaking at home. During the preparation, I learned materials such as predictions. It gives me stimulation to memorize so many concepts and when it came to D-day, I succeeded in joining a speaking class and could answer my lecturer’s questions and perform the instructions well. It was because I studied and practiced at home.” – (S3)

“Indeed, I enjoyed learning with the Flipped Classroom strategy. I could show my best of the best effort. I realized that speaking is challenging. I could not memorize all of the vocabulary in a short time, but I truly appreciated my effort when I could speak better than before. My lecturer allowed us to prepare everything as maximal as we could. I am so happy with this.” – (S7)

“Flipped classroom strategy increased my motivation to know learning materials further. By mastering broader concepts, I could actively engage in the learning process. Of course, my confidence to pronounce word by word became more fluent than when I was instructed to practice them accidentally. The more I prepare, the greater my achievement.” – (S1)

The reflections from the interviewed students reveal a generally favorable response to the use of the Flipped Classroom (FC) instructional strategy in their speaking classes. Many students expressed that the FC strategy enabled them to better prepare for in-class speaking tasks by providing them

with opportunities to study and practice at their own pace before attending class. As Student S3 noted, the preparatory phase at home allowed them to familiarize themselves with the material, which led to a more confident and successful performance in class. This is consistent with the findings of Chen et al. (2016), who emphasize that the pre-class preparation inherent in the FC model reduces anxiety and increases confidence, allowing students to actively participate and perform more effectively during class activities.

Furthermore, the FC strategy was perceived by students as a means to enhance their motivation to learn. Several students, such as S1 and S7, highlighted how the strategy stimulated their desire to engage more deeply with the learning material and improve their speaking skills. This aligns with the research by Alsowat (2016), which found that the FC approach fosters a learning environment that promotes self-regulation and intrinsic motivation, encouraging students to take greater ownership of their learning journey. By facilitating a sense of accomplishment and personal growth, the FC model helps to maintain high levels of motivation and persistence among students, as in self-determined learning, motivation makes students take control of their learning goals (Muhammadin & Herda, 2024) for their EFL speaking journey.

Another key reflection from the students relates to the development of a more comprehensive understanding of speaking tasks through active engagement in both pre-class and in-class activities. Students appreciated the flexibility of learning at their own pace before class and then using in-class time for interactive, collaborative activities that solidified their understanding. This is echoed in the study by Lo and Hew (2019), which demonstrated that FC models effectively support collaborative learning and enhance students' critical thinking skills by allowing them to explore topics more thoroughly in a supportive classroom environment. By engaging in discussions, debates, and real-time feedback sessions, students were able to gain a deeper understanding of the subject matter and improve their speaking competence.

The reflections also indicate that the FC strategy positively impacted students' overall confidence and reduced their speaking anxiety. Several students, including S1 and S7, noted that the structured yet flexible nature of the FC model helped them feel more prepared and less anxious about speaking in front of their peers. This observation is supported by Chen and Gwo-Jen (2019), who found that the FC approach can significantly lower speaking anxiety by allowing students to rehearse and become familiar with the material in a less pressured environment. The opportunity to engage in meaningful preparation and receive feedback was instrumental

in boosting students' confidence, contributing to a more positive and less stressful speaking experience in the classroom.

Conclusions

The incorporation of the flipped classroom approach in teaching speaking has demonstrated a strong comprehension of how to enhance students' speaking skills. Students perceived positively towards the use of flipped classrooms in that their attitude towards speaking has been greatly enhanced. The improvement of their willingness to speak has been qualitatively shown in various positive responses, including in terms of being an efficient strategy, motivating and engaging, enjoyable and time-efficient, as well as satisfying. Furthermore, their reflections indicated a considerable change in how they think of learning to speak in the flipped classrooms. The sustained development of their confidence in English speaking proficiency can be linked to their acceptance of collaborative and active learning concepts, as well as the integration of technology in the learning process. The flipped classroom education, along with carefully planned in-class and out-of-class activities, offered students numerous opportunities to enhance their self-confidence within a stimulating, secure, and supportive classroom setting.

Declarations

The authors declare no conflict of interest.

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