

Flipped Classroom Approach: Speaking Performance and Perceptions of Indonesian EFL Learners

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Abstract

This study examined whether the Flipped Classroom (FC) approach is the most effective approach for teachers to create a stimulating and interactive environment that helps students overcome speaking challenges and enhance their English-speaking performance in the context of EFL learners. The study employed quantitative research with a quasi-experimental design. An oral speaking test and a Likert-scale questionnaire were used in this study. The oral speaking test was used to investigate students' improvement in speaking performance before and after the implementation of the FC approach in speaking class. A Likert scale was distributed to determine the students' perspectives on using the FC approach in speaking class. A paired t-test was used to compare the pre and post-test results of the EFL students. Percentage analysis was used to interpret the questionnaire results. The results show that there is a statistically significant difference between the total score of the learners on the post-test ($M = 24.53$, $SD = 5.518$) and the total score on the pre-test ($M = 21.25$, $SD = 4.711$). This indicates that the participants' performance on the post-test was superior to their performance on the pre-test. In other words, the learners' English-speaking performance has significantly improved in the post-test results. Furthermore, based on the analysis of the questionnaire, the data revealed that most students have positive perspectives or views on the use of FC in speaking class based on the indicator of (1) students' perspectives; (2) students' feedback; and (3) the role of the video materials.

Keywords: Flipped classroom, English speaking performance, EFL students, speaking skill.

Given the global significance of the English language, speaking it fluently has become an essential skill for achieving scholastic achievement and pursuing future careers. Consequently, acquiring English-speaking skills has become a significant focus for educators and students. However, despite its focus, many students studying English as a Foreign Language

(EFL) still need help with their English-speaking skills. The lack of attention given to the development of oral language skills has led to significant difficulties in speaking, as noted by Jaya, Petrus, and Pitaloka (2022) and Nikmah and Anwar (2021). Common challenges in public speaking include glossophobia, low self-esteem and nonverbal communication skills,

reticence in communication, aversion to criticism, anxiety regarding speaking assessments, limited language proficiency, and inadequate curriculum design (Wahyuningsih & Afandi, 2020; Islam et al., 2022; Rahayu et al., 2020).

Students in the English as a Foreign Language (EFL) environment encounter obstacles that hinder their proficiency in spoken English. The teacher's authoritative position in the classroom harms the development of oral language skills as it restricts students' chances to engage in conversation and actively utilize the language (Kiramba et al., 2023; Tang, 2024; Zang et al., 2024). Most Indonesian schools use conventional teaching approaches that prioritize the instructor's activities above those of the students, focusing on the transfer of information from the teacher to passive learners. This approach erodes the teacher-student rapport by giving the instructor complete control over the educational process (Gumartifa et al., 2023; Kaspul et al., 2020; Habeahan et al., 2022). Consequently, the teacher's impact in the classroom makes youngsters excessively reliant on guidance and instruction.

In addition, Woods and Copur-Gencturk (2024) argue that a teacher-centered approach hinders learners' capacity to engage with their sociocultural environment. They further assert that with scaffolding in language acquisition, learners would get the necessary assistance to continue their learning within the framework of sociocultural theory. In addition, Hussain, Salam, and Farid (2020) noted that EFL students lose interest and enthusiasm for studying English when they cannot utilize the language outside of the classroom. Consequently, students have unfavorable views towards the English language, seeing it as a challenging subject to succeed in. These characteristics directly influence the incidence of different difficulties in acquiring new abilities, particularly in verbal communication. Sevy-Biloon, Recino, and Munez (2020) have suggested that EFL learners face challenges in several aspects, including

teaching methods, students, curriculum, and environment.

In order to address this problem, it is essential to develop a comprehensive approach that focuses on enhancing the communication abilities of young individuals, both inside and outside the educational setting. Research indicates that a flipped classroom approach may improve students' oral communication abilities. Technological progress and the extensive use of technology have significantly contributed to the unification of people in recent years. The proliferation of computer technology in several domains has led to the growth of educational institutions. This update improves learning settings by offering various options for more adaptable learning packages. Bernacki, Green, and Crompton (2020) and Chen, Zou, Cheng, and Xie (2020) are the authors referenced. Technology may be extensively used in educational practices to integrate conventional classroom activities with online ones. Moreover, integrating technology into the educational process facilitates more flexible forms of instruction and learning, such as the Flipped Classroom (FC) method. The approach entails empowering students to take charge of their learning, enhance their understanding, use linguistic abilities, and engage in collaborative work with their peers (Mora et al., 2020; Judy Shih, 2021; Wen, 2021).

Moreover, it offers concrete opportunities for learners to exchange knowledge and engage in meaningful discussions (O'Dowd, 2021; Kim, 2020; Yang et al., 2021). The teacher's responsibility in this communication process is to facilitate and encourage (Ho et al., 2024; Nguyen & Ng, 2022). According to Manoharan and Birundha (2020), a flipped classroom is a teaching approach where lecture material is sent to students at home using technological devices and class time involves focusing on practical application. This technique may be beneficial for information literacy training. To clarify, students acquire fundamental ideas via online learning and then get a thorough understanding of them

during in-person classes. This method allows students to use class time to discuss and resolve the concerns brought up with their teacher and classmates. As a facilitator and mentor, the teacher provides a real opportunity for students to generate knowledge and negotiate meaning collaboratively via various classroom activities. The flipped classroom exemplifies a student-centered approach by emphasizing active learning (Larsari & Abouabdelkader, 2024; Li et al., 2023).

Literature Review

Flipped Classroom

F-L-I-P stands for flexible environment, learning culture, purposeful content, and professional teachers (Marshall & Kostka, 2020). The first word refers to how and where students study without the teacher in the classroom. The second point highlights the importance of active learning as education transitions from being focused on the instructor to being focused on the student. The last two sentences underscore the teacher's duty to facilitate learning and provide pertinent knowledge to encourage study outside the classroom. In addition, Egbert et al. (2015) offered a comprehensive elucidation of the content of a flipped classroom, encompassing (1) purposeful activities instead of menial tasks, (2) the teacher assuming the role of a tutor rather than a supervisor, (3) enhanced engagement with the subject matter; (4) an emphasis on acquiring knowledge rather than merely conforming to school norms; (5) prompt feedback for students regarding their performance and advancement; (6) the integration of technology into the learning process; and (7) instruction delivered at the appropriate moment. In further detail, the most basic form of a flipped classroom is providing students with pre-recorded direct-instruction lecture material accessible online. This lets students view the video before class and comprehend the lecture topic independently.

A comparative analysis of graduate students in Korea revealed that using both conventional and flipped online learning models led to significantly better scores among the groups who engaged in the flipped classroom approach (Park & Kim, 2022). Six online quizzes based on the course video lectures were used to assess students' learning performance, as were six individual activities related to the quizzes. According to Putri et al. (2021), implementing flipped classrooms at Indonesian universities resulted in enhanced higher-order thinking abilities among students, namely in producing, assessing, and analyzing. This improvement was seen throughout classroom activities. The research used a case study methodology to gather data via classroom observations, interviews with instructors, and analysis of the teacher's lesson plan, assessments, and video lectures.

However, flipped classrooms have recognized several challenges in implementing the class (Latorre-Coscolluela et al., 2021). (1) The low technological expertise of both professors and students hindered the teaching and learning process by preventing access to content lectures. (2) Due to time limitations, students allocated less time to comprehending lecture content outside of class, notwithstanding the inability to shorten the length of the lesson. (3) Students were frustrated with monotonous video lectures because some wanted to see the instructor's face, while others preferred narrated PowerPoint presentations. Birgili et al. (2021) found that flipped learning, mixed learning, and traditional learning were all beneficial. Consequently, it was unfeasible to determine whether one model was better or inferior to another. Language instructors have to make well-informed choices based on the specific needs of their students.

Speaking Performance

Speaking performance refers to the deliberate and quantifiable process of individuals effectively communicating their message to listeners by adhering to certain norms, ensuring clear comprehension of the intended meaning

(Irawan et al., 2022). Per the Oxford Advanced Learner's Dictionary referenced in (Merlin, 2018), "performance" refers to executing a play, concert, or any other kind of entertainment. Furthermore, Alrasheedi (2020) asserts that speaking performance is a fundamental language talent that has significant importance compared to other abilities due to its widespread use. The pupils have tools and equipment to simulate real-life scenarios outside the academic setting.

Oral communication may be a very impactful and superior method of conveying meaning or messages to the recipient. According to Masuram and Sripada (2020), speaking is a productive talent in oral communication that entails transferring information to others by pronouncing words. Linguistic proficiency is effectively using language to convey and get information from others in real-time language usage situations.

Numerous students face difficulties when they need to articulate their thoughts or react to others' viewpoints directly, whether in formal settings within the classroom during the teaching and learning process or in informal conversations among students outside of class. This challenge is particularly prevalent among students majoring in English (Riadil, 2020). This may be attributed to the restricted chances for students to engage in English conversation within their surroundings, both inside and outside the educational setting (Wahyuningsih & Afandi, 2020). Teaching and learning focus on idea comprehension rather than linguistic abilities.

Masuram and Sripada (2020) state that achieving proficiency in speaking involves developing fluency that is directly connected to the purpose of communication. Moreover, he defined speaking fluency as learners' ability to babble. The IELTS, a widely accepted and accurate assessment method for evaluating English language competency, has designated four categories to evaluate speaking skills: (1) fluency and coherence, (2) lexical resources, (3) grammatical range and correctness, and (4) pronunciation (Dashti & Razmjoo, 2020). The

standardized speech assessment criteria are widely used to evaluate students' oral proficiency at various Indonesian universities.

A preliminary investigation at an Indonesian university examined the impact of effective methods and approaches to enhance speaking skills among English and non-English department students. The research revealed that such interventions resulted in heightened levels of active and creative engagement in classroom activities (Al-Tamimi et al., 2020; Tsai, 2023). In order to effectively communicate, it is essential to possess a strong command of language and grammar and to adapt and adjust them according to the specific context. Nonetheless, English as a Foreign Language (EFL) and English as a Second Language (ESL) students may need help obtaining and using information in a spoken setting, especially in spontaneous circumstances. Consequently, the instructor suggested using a range of activities during class to motivate students to engage in speaking and overcome their fears of speaking, enabling them to talk more confidently (Munna & Kalam, 2021). Moreover, using a flipped classroom approach in classroom activities proved beneficial for students' preparation for speaking class, leading to increased autonomy in learning (Turan & Akdag-Cimen, 2020).

Research Questions

Consequently, the need to use the FC approach arises from a mutual comprehension of its attributes, which results in favorable attitudes toward language learning. Teachers may engage their students in reciprocal engagement and meaning negotiation by offering them many opportunities to talk and express themselves, enabling them to overcome their difficulties in speaking. This study examines whether the FC approach is the most effective method for teachers to create a stimulating and interactive environment that helps students overcome speaking challenges and enhance their English-speaking performance. Previous research has linked FC approach elements to foreign language performance, which underpins the study. The

present research seeks to address the following inquiries:

1. To what extent could the flipped classroom approach have improved the English-speaking performance of Indonesian EFL learners?

2. How do the participants react to applying the flipped classroom approach in their speaking classroom?

Methodology

The study used a quantitative approach and a quasi-experimental methodology. It evaluated the effectiveness of using a flipped classroom method to enhance English speaking ability through before-and-after oral speaking examinations and the questionnaire distribution. Additionally, students' perceptions of the employment of the flipped classroom approach were also investigated.

1. Participants

This study was conducted with second-year English Education Study Program students at Universitas Baturaja, utilizing the "Speaking for Academic Purposes" course as the research setting. The study participants comprised 32 undergraduate students enrolled in the Speaking for Academic Purposes course during the academic year 2023-2024. Based on the nature of the investigation, an intentional sampling strategy known as the pre-experimental process was used.

2. Instrument

- Oral speaking test: The research conducted oral proficiency tests before and after using the FC technique to evaluate the participants' English-speaking abilities. This oral speaking evaluation form has been developed according to the criteria outlined in the speaking performance rating rubric by O'Malley and Pierce (1990). The speaking performance grading rubric assesses the areas of pronunciation, fluency, accuracy, and vocabulary. The evaluation criteria are categorized into four bands, ranging from 1 to 4, where 1 represents a low speaking performance,

and 4 signifies the maximum level. In addition, an inter-rater reliability test assessed the consistency of the three internal assessors' speaking performance assessments.

- Questionnaire: The second instrument used is a close-ended questionnaire for data collection. A questionnaire is often used to collect survey data, providing structured quantitative information that can be analyzed independently from research and is reliable for examination (Cohen et al., 2018). The close-ended questionnaire questions were developed to assess the speaking performance in the oral proficiency exam. The questionnaire had 15 items about the students' viewpoints on using the FC technique during speaking class. Fifteen descriptions of students' viewpoints on using the FC technique in EFL speaking classes were collected. The responses to these descriptions were assessed using the Likert Scale, ranging from strongly disapprove to agree. In order to ensure content authenticity and dependability, three experts in English as a Foreign Language (EFL) generously provided their views and ideas about the terminology, structure, and sequence of the questions. The contents were subsequently computed and reviewed to confirm the accuracy and reliability of the devices.

Data Analysis

The total before and post-test findings were statistically compared using a paired samples t-test. This experiment demonstrated the disparities in the average results between the before and post-tests. The current research used a paired sample t-test to examine the null hypothesis, which states no significant disparity in the average scores of participants' English-speaking performance before and after implementing the FC approach. This test determines if the results align with the hypothesis or deviate considerably.

However, the data collected from the Likert scale questionnaire was analyzed using percentage analysis using SPSS 29, a statistical software. The present study presents and reports results by the research questions. The research

topics were explored using analysis and comparison of results with existing literature.

Findings

RQ1: To what extent could the flipped classroom approach have improved the English-speaking performance of Indonesian EFL learners?

This study investigates the disparities in English-speaking performance among learners before and after implementing the FC approach. To accomplish this objective, the average score of learners' oral speaking pre-test is compared to the average score of their post-test. Table 1 displays the statistical summary of the average scores before and after the tests.

Table 1. The descriptive analysis of pre-and post-oral speaking tests

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
Pre-test	32	13	32	21,25	4,711
Post-test	32	13	37	24,53	5,518
Valid N (listwise)	32				

Table 1 presents the proficiency level of English-speaking performance before and after implementing the FC approach in the EFL-speaking classroom. The before and post-test findings of the subjects were compared using a paired t-test. The results indicate that the learners' post-test total score (mean = 24.53, standard deviation = 5.518) is significantly higher than the total pre-test score (mean = 21.25, standard deviation = 4.711). This suggests that the participant's performance in the post-test was better than in the pre-test, indicating a significant improvement in the learners' English-speaking ability.

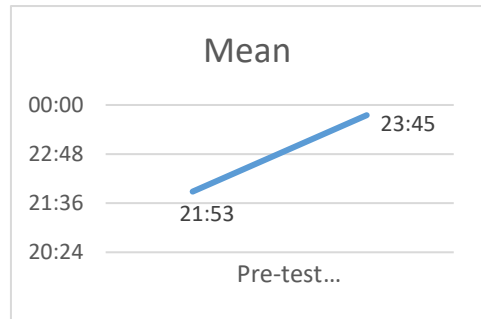


Figure 1. Visualizes the differences in oral speaking test overall mean scores pre- and post-test

In addition, a paired sample t-test (Table 2) was conducted to determine the statistical significance of the observed differences between the pre- and post- oral proficiency examinations at a significance level of $p < 0.05$.

Table 2. Paired sample t-test between pre and post oral speaking test

Paired Samples Test										
		Paired Differences							Significance	
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference		t	df	One-Sided p	Two-Sided p
					Lower	Upper				
Pair 1	Pre-test-Post-test	-3.261	1.442	.255	-3.801	-2.761	-12.871	31	<.001	<.001

Table 2 demonstrates the results of a paired sample t-test, showing a significant difference between the pre- and post-oral proficiency tests. The t-value is -12.87 with 31 degrees of freedom, and the p-value is less than 0.001. Therefore, the null hypothesis, which states no change between the mean scores of pre-tests and post-tests, is rejected. The findings of both the descriptive and paired sample t-tests indicate that the participants in the present study performed significantly better on their oral speaking tests after implementing the FC approach compared to their scores on the pre-test. The findings demonstrated that using the FC approach in the EFL-speaking classroom substantially influenced the students' English-speaking performance.

RQ 2: How do the participants react to applying the flipped classroom approach in their speaking classroom?

The data from the questionnaire of students' thoughts on using the FC approach supports these outcomes. Data collection occurred until April 2024, and the questionnaires were sent online to all 32 students using a WhatsApp group for the speaking class. The students were given a questionnaire survey about their viewpoints, input, and the influence of video and media in the flipped classroom. The questionnaire had a diverse range of closed-ended questions. A set of fifteen Likert scale questions was administered to assess students' opinions and feedback on the role of video and media in the flipped classroom, both in learning activities conducted within and outside the class. The students' perceptions/views of the flipped classroom were tested using six specific items: 1, 2, 4, 11, 12, and 13. The second topic, students' input, was discussed in items 3, 5, 10, 14, and 15. The third set of items, consisting of the numbers 6, 7, 8, and 9, investigated the impact of video and media on the flipped classroom.

Furthermore, a questionnaire consisting of a 15-item Likert scale was used. Participants were required to express their degree of agreement on a scale ranging from "strongly agree" to "strongly disagree." The questionnaire was segmented into three distinct sections: students' perspectives or opinions on the FC method, evaluation of learning activities conducted both within and outside the classroom, and the significance of video and media in the flipped classroom. The results of close-ended questionnaires can be seen with frequency and percentages mentioned in the following tables.

Table 3. Frequency and percentage of question 1
Using Flipped Classroom provided speaking learning activities
in a realistic environment

Valid	Frequency	Percent	Valid Percent	Cumulative Percent
Disagree	2	6,3	6,3	6,3
Neutral	10	31,3	31,3	37,5
Agree	11	34,4	34,4	71,9
Strongly Agree	9	28,1	28,1	100,0
Total	32	100,0	100,0	

Responding to the first statement, as shown in Table 3, 62.5% of students strongly agreed and agreed that using the FC approach provided speaking learning activities in a realistic environment. The frequency of neutral students who are unsure is 34.4%. Out of 32 students, only two students disagreed with this statement. Only 6.3% of students disagreed with this statement. The prevalence of the ratio indicates that the majority of EFL non-native speakers at the college in Universitas Baturaja agreed that using the FC approach provided learning activities for speaking in a realistic environment.

Table 4. Frequency and percentage of question 2
Using Flipped Classroom provided a stimulating speaking
learning environment

Valid	Frequency	Percent	Valid Percent	Cumulative Percent
Disagree	2	6,3	6,3	6,3
Neutral	8	25,0	25,0	31,3
Agree	11	34,4	34,4	65,6
Strongly Agree	11	34,4	34,4	100,0
Total	32	100,0	100,0	

Table 4 shows that 34.4% of students who responded to this statement strongly agreed that using FC provided a stimulating speaking learning environment. The same percentage of students who chose to agree with this statement. 25% were neutral about this statement, while 6.3% of the students disagreed with it.

Table 5. Frequency and percentage of question 3
Flipped classroom was able to make interaction with my lecturer
and peers

Valid	Frequency	Percent	Valid Percent	Cumulative Percent
Disagree	3	9,4	9,4	9,4
Neutral	5	15,6	15,6	25,0
Agree	11	34,4	34,4	59,4
Strongly Agree	13	40,6	40,6	100,0
Total	32	100,0	100,0	

According to Table Five, 40.6 percent strongly agreed, 34.4 percent agreed that FC could interact with lecturers and peers, and 9.4 percent disagreed. 15.6 percent are neutral about this statement. This demonstrates a more significant interaction in the classroom using the FC approach.

Table 6. Frequency and percentage of question 4

I felt more comfortable when the lecturer use flipped classroom in speaking class based on comments on the output produced by my peers

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly Disagree	1	3,1	3,1	3,1
Disagree	1	3,1	3,1	6,3
Neutral	9	28,1	28,1	34,4
Agree	9	28,1	28,1	62,5
Strongly Agree	12	37,5	37,5	100,0
Total	32	100,0	100,0	

Table 6 shows that 375 percent of students strongly agree that they felt more comfortable when the lecturer used FC in speaking class. Similarly, 28.1% of students agree that comments on the output produced by their peers made them feel comfortable using FC in speaking class. This statement received a 28.1% neutral response. While 3.1 percent disagreed, similar to strongly disagreed.

Table 7. Frequency and percentage of question 5

Flipped classroom was able to enhance my speaking performance through collaborative learning activities based on the comments and suggestions made by the lecturer and my peers

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Disagree	2	6,3	6,3	6,3
Neutral	8	25,0	25,0	31,3
Agree	12	37,5	37,5	68,8
Strongly Agree	10	31,3	31,3	100,0
Total	32	100,0	100,0	

According to Table Seven, around 31.3% of students strongly agreed that FC was able to enhance their speaking performance through collaborative learning activities. Responding to another question, 37.5% strongly agreed that the comments and suggestions made by the lecturer and peers made them collaborate in learning activities and enhance their speaking performance, whereas 25% were neutral, and 6.3% disagreed.

Table 8. Frequency and percentage of question 6

The video materials provided by the lecturer led to a better understanding in learning speaking in the classroom

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Disagree	3	9,4	9,4	9,4
Neutral	6	18,8	18,8	28,1
Agree	8	25,0	25,0	53,1
Strongly Agree	15	46,9	46,9	100,0
Total	32	100,0	100,0	

As presented in Table eight, 46.9% of students strongly agreed that the video materials led to a better understanding of learning speaking in the classroom. It is also supported by 25% of students who agreed with this statement. While 18.8% were neutral and 9.4% disagreed.

Table 9. Frequency and percentage of question 7

The video materials provided by the lecturer helped me immerse myself in the learning atmosphere of the class

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Disagree	2	6,3	6,3	6,3
Neutral	6	18,8	18,8	25,0
Agree	11	34,4	34,4	59,4
Strongly Agree	13	40,6	40,6	100,0
Total	32	100,0	100,0	

Table 9 shows that 40.6% of students who responded to this statement strongly agreed that the video materials provided by the lecturer helped them immerse themselves in the learning atmosphere of the class, and 34.4% agreed. 18.8% were neutral, and 6.3% disagreed with this statement.

Table 10. Frequency and percentage of question 8

The video materials provided by the lecturer were useful for learning speaking

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Disagree	3	9,4	9,4	9,4
Neutral	3	9,4	9,4	18,8
Agree	10	31,3	31,3	50,0
Strongly Agree	16	50,0	50,0	100,0
Total	32	100,0	100,0	

According to Table 10, 50 percent strongly agreed, and 31.3 percent agreed that the lecture's video materials helped them learn to speak. Meanwhile, 9.4 percent disagreed, similar to 9.4% who are neutral about this statement.

Table 11. Frequency and percentage of question 9

The video materials provided by the lecturer were useful for improving my speaking performance

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Disagree	1	3,1	3,1	3,1
Neutral	5	15,6	15,6	18,8
Agree	14	43,8	43,8	62,5
Strongly Agree	12	37,5	37,5	100,0
Total	32	100,0	100,0	

Table 11 shows that 37.5% of students who responded to this statement strongly agreed, and 43.8 % agreed that the lecture's video materials

helped improve their speaking performance. 15.6% are neutral about this statement. At the same time, 3.1% of the students disagreed with this statement.

Table 12. Frequency and percentage of question 10

I receive my clear guidance about my homework or task when lecturer using flipped classroom				
	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly Disagree	1	3,1	3,1	3,1
Disagree	2	6,3	6,3	9,4
Neutral	4	12,5	12,5	21,9
Agree	11	34,4	34,4	56,3
Strongly Agree	14	43,8	43,8	100,0
Total	32	100,0	100,0	

As presented in Table 12, 43.8% of students strongly agreed that they received clear guidance about the task when the lecturer used a flipped classroom. In addition, 6.3% disagree, and 3.1% disagree that we need more explicit guidance when giving tasks using FC. Furthermore, 34.84% of students agreed that they have clear guidance in doing tasks or homework given by the lecturer using the FC approach.

Table 13. Frequency and percentage of question 11

Using flipped classroom did not require too much time				
	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly Disagree	1	3,1	3,1	3,1
Disagree	1	3,1	3,1	6,3
Neutral	15	46,9	46,9	53,1
Agree	6	18,8	18,8	71,9
Strongly Agree	9	28,1	28,1	100,0
Total	32	100,0	100,0	

Table 13 shows that 46.9% percent of students were neutral that using FC did not require too much time. It shows that learning to speak using the FC approach needs extra time. Furthermore, 28.1% of students strongly agree, and 18.8% agree that FC does not require too much time. This statement received only 3.1% disagree and was similar to strongly disagree.

Table 14. Frequency and percentage of question 12

Flipped classroom made our speaking class activities easier				
	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly Disagree	1	3,1	3,1	3,1
Neutral	9	28,1	28,1	31,3
Agree	13	40,6	40,6	71,9
Strongly Agree	9	28,1	28,1	100,0
Total	32	100,0	100,0	

According to Table 14, 40.6 percent agreed that FC made their speaking class activities easier. The percentage of students who choose strongly agree is the same as that of students who choose neutral, 28.1%. This statement was strongly disagreed upon by 3.1 percent.

Table 15. Frequency and percentage of question 13

Interacting with my lecturer and friends during flipped classroom was comfortable and not stressful				
	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly Disagree	2	6,3	6,3	6,3
Disagree	1	3,1	3,1	9,4
Neutral	7	21,9	21,9	31,3
Agree	10	31,3	31,3	62,5
Strongly Agree	12	37,5	37,5	100,0
Total	32	100,0	100,0	

Table 15 shows that 37.5% of students who responded to this statement strongly agreed, and 31.3% agreed that interacting with the lecturer and friends during FC was comfortable and not stressful. 21.9% of the students were neutral with this statement. However, 6.3% strongly disagreed, and 3.1% disagreed with this statement.

Table 16. Frequency and percentage of question 14

The comments and suggestions made by the lecturer and friends through flipped classroom were useful for improving my work				
	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Neutral	11	34,4	34,4	34,4
Agree	10	31,3	31,3	65,6
Strongly Agree	11	34,4	34,4	100,0
Total	32	100,0	100,0	

Table 16 shows that 34.4 percent of students strongly and 31.3% agree that the comments and suggestions made by the lecturer and friends through FC were useful for improving their work. It shows that learners give comments and suggestions during speaking class using the FC approach. This statement received a 34.4% neutral response.

Table 17. Frequency and percentage of question 15

Flipped classroom strengthened my critical thinking as I considered the work of my friends

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Disagree	1	3.1	3.1	3.1
	Neutral	11	34.4	34.4	37.5
	Agree	9	28.1	28.1	65.6
	Strongly Agree	11	34.4	34.4	100.0
	Total	32	100.0	100.0	

As presented in Table 17, 34.4% of students strongly agreed, and 28.1% agreed that FC strengthened their critical thinking. Furthermore, 34.4% of students are neutral to this statement, and 3.1% disagree.

The questionnaire analysis revealed that most students have positive perspectives or views on using the FC approach in speaking class.

Discussion

Previous discussions have addressed implementing the Flipped Classroom (FC) technique in speaking classes. The course of study consisted of 10 sessions, with one session per week and each session lasting 45 minutes. Each session covered various materials. The speaking class used the FC approach and digital resources like Google Classroom and YouTube. When establishing a flipped classroom, teachers must consider many critical factors to ensure a successful class. The process involves six steps: (1) establishing the objective of the class; (2) creating a lesson plan that outlines the class schedule and required materials; (3) crafting a video; (4) engaging in class discussions about the topic; (5) analyzing the results; and (6) assessing the overall experience. The learning objective should align with the student's English language learning requirements. Before the lesson, the video material used in this study must be prepared. Anggoro, Setyosari, and Praherdhiono (2023) recommend including animations or quizzes to involve students instead of actively recording lectures. The video material allows students to allocate more time to thoroughly

comprehend the content being covered in the video (Mandasari & Wahyudin, 2021).

This study aims to investigate the effectiveness of the FC approach in improving EFL students' English-speaking abilities. This study gathered quantitative data to address the research questions presented in this investigation. The present study's findings align closely with prior research evaluating the impact of the flipped classroom strategy on enhancing students' speaking performance. Akçayır and Akçayır (2018) discovered that FC promoted students' development of responsibility and independence in their whole learning process, with a specific emphasis on communication. Furthermore, the students exhibited improved collaborative behaviors and higher levels of pleasure. In a study conducted by Abdullah, Hussin, and Ismail (2019), it was discovered that implementing a flipped classroom approach had a noteworthy impact on learners' attitudes toward developing speaking skills but had a lesser effect on their actual performance. Because the teaching strategy is new, just a few educational studies are available on how the flipped classroom approach affects students' speaking performance.

In addition, the students in a speaking class were tested and evaluated using a pre-test and post-test, administered before and after the speaking class. An extensive analysis of students' learning results on the pre-test and post-test has been conducted to get a more thorough knowledge of the efficacy of the flipped classroom approach in speaking lessons. The first analysis using the descriptive statistics approach has shown a substantial improvement in the average of the overall scores. The paired-sample t-test analysis indicated a significant influence of the flipped classroom approach on the participants' speaking performance. This finding is consistent with the studies done by Kusuma et al. (2021), Abdullah et al. (2019), and Sudarmaji et al. (2021). This research provides evidence that the FC approach in speaking had a considerable positive impact on students'

speaking performance in the online speaking class. According to Kusuma et al. (2021), past research investigations have shown that combining e-portfolios with flipped classrooms considerably enhances students' speaking abilities and level of involvement. Furthermore, this discovery is consistent with a prior investigation done by Abdullah et al. (2019). A study revealed that implementing the flipped classroom approach had a substantial positive impact on English speaking proficiency and enhanced students' engagement and dedication to conversational activities. Furthermore, Sudarmaji et al. (2021) corroborate the research mentioned above findings by demonstrating that the entirely online flipped classroom approach had a substantial positive impact on students' speaking proficiency and enhanced their self-assurance in speaking English during class sessions.

Overall, in the classroom where English is the language of instruction, the findings of this research indicate that the use of FC is an effective strategy. The primary discovery is the performance component in English-speaking contexts. Flipped Classroom (FC) approach significantly improves students' speaking abilities through both in-class and out-of-class activities. Similarly, Sheerah and Yadav (2022) discovered that the students valued and deemed the FC approach sufficient in enhancing their fluency, confidence, and proficiency in their production sessions. The quantitative data showed that the student's performance in the post-oral speaking exam was much better than in the pre-test. The paired sample t-test revealed a substantial difference in students' speaking performance scores following the study ($p < 0.001$). This outcome was in line with the information gathered from the questionnaire distribution.

Second, the analysis of the questionnaire data revealed that most students have positive perspectives or views on using FC in speaking class. They agreed that using the FC approach provided speaking learning activities in a

realistic environment and stimulated the speaking learning environment. Similarly, Haghighi et al. (2019) mentioned in their research that FC provided learners with stimulating and realistic English learning. Students also felt more comfortable when the lecturer used a flipped classroom in speaking class because they will have comments on the output produced by their peers, and that makes them feel comfortable and not stressed in class, as stated by Aydin and Demirer (2022) who found that students also indicated that they felt comfortable and having less stressful in class using flipped classroom. So, it can make speaking class activities easier. However, most participants agreed that the FC approach requires too much learning time. This statement is in line with Sosa Díaz, Guerra Antequera, and Cerezo Pizarro (2021), who mentioned that students state that carrying out FC takes much time at home and requires more time for learning.

Moreover, regarding students' feedback, they agreed that FC would enhance their speaking performance through collaborative learning activities based on the remarks and recommendations offered by the instructor as well as the other students. Similarly, Pratiwi et al. (2022) mentioned that FC gives students opportunities for collaborating, learning, and problem-solving in speaking class. Furthermore, FC also strengthened students' critical thinking as they considered working with their friends. Chen and Hwang (2020) stated that the flipped learning approach enhanced learners' critical thinking awareness and EFL speaking anxiety. Most students agreed that the instructor's video materials were helpful and improved their knowledge of classroom speaking, which helped them contribute to the class's learning environment and improve their speaking performance. As mentioned in Purwanti and Suryawati, (2022), video lectures in online flipped classrooms help prepare well for the class and result in learning.

Conclusion

There is a considerable problem for Indonesian students attempting to learn English as a foreign language, which ultimately results in an inability to speak English. The fundamental objective of this study is to investigate how implementing the FC approach might improve English-speaking performance, especially in the English as a Foreign Language (EFL) setting. As a consequence, the researchers concluded that the Flipped Classroom method enhances the overall speaking performance of students and their viewpoints. According to the results, most students have positive perspectives or views on using FC in speaking class. They agreed that using the FC approach provided speaking learning activities in a realistic environment and stimulated the speaking learning environment. The lecturer employed a flipped classroom in speaking class so students could provide comments on their peers' work, making them feel more comfortable and less worried. It can make speaking class activities easier. However, most

participants agreed that the FC approach requires too much learning time.

Moreover, regarding students' feedback, they agreed that FC would enhance my speaking performance through collaborative learning activities derived from the remarks and recommendations provided by the instructor and classmates. Furthermore, FC also strengthened students' critical thinking as they considered working with their friends. Regarding the role of the video materials, most students agreed that the video materials provided by the lecturer were functional and led to a better understanding of learning speaking in the classroom, helping them in the learning atmosphere of the class and helping improve their speaking performance.

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