The Use of Flipped Classroom in Teaching English Speaking for Senior High School Students

Anita Majidha[1], Novi Rahmania Aquariza[2], Mujad Didien Afandi[3], Tiyas Saputri[4]
English Education Department, Universitas Nahdlatul Ulama Surabaya, Indonesia
4330021005@student.unusa.ac.id[1], novirahmania@unusa.ac.id[2], dinosetro74@unusa.ac.id[3],
tiyass@unusa.ac.id[4]

* is Corresponding Author

Abstract

Speaking remains one of the most challenging skills for Indonesian students to master, largely due to limited opportunities for oral practice in traditional, teacher-centered classrooms. To address this issue, this study investigates the use of the Flipped Classroom model in improving students' English-speaking competence at MA Darul Ulum Waru, Sidoarjo. Employing a qualitative descriptive design, the research was conducted over one month (April–May 2025) and involved one English teacher and fifteen eleventh-grade students. Data were collected through classroom observations, structured interviews, and documentation to explore both instructional implementation and participants' experiences. The findings reveal that the Flipped Classroom encouraged students to prepare independently before class, resulting in more interactive in-class speaking activities. Students demonstrated greater confidence, motivation, and fluency, while the teacher reported higher engagement and participation levels. Despite challenges related to digital access and self-regulation, the approach proved effective in promoting speaking competence. This study suggests that English teachers integrate digital pre-class learning into speaking instruction and that policymakers support technology-based pedagogical innovation to foster more communicative, student-centered classrooms in Indonesian schools.

Keywords: *Flipped Classroom; Speaking Skill; English Learning; Student Motivation; Classroom Interaction*

INTRODUCTION

Speaking is widely recognized as one of the most challenging skills for Indonesian students to master. Despite years of English instruction, many learners still struggle to express their ideas fluently and confidently. This challenge often arises from limited classroom speaking time, passive learning environments, and students' anxiety about making mistakes. In many senior high schools, English lessons are still dominated by grammar explanations and written exercises, leaving little room for authentic oral communication. Consequently, students become hesitant to speak and rely heavily on memorization rather than spontaneous expression. These persistent problems highlight the need for innovative teaching approaches that promote active engagement and create more communicative, student-centered classrooms.

One promising approach is the Flipped Classroom, which reverses the traditional teaching sequence by providing learning materials before class—through videos, readings, or other digital media—and using class time for interactive practice. This model aligns closely with the principles of Communicative Language Teaching (CLT), which emphasizes interaction as both the means and the goal of language learning. In a flipped context, pre-class preparation frees class time for meaningful communication, peer collaboration, and real-life speaking tasks that embody CLT principles. From a constructivist perspective, the Flipped Classroom encourages students to build knowledge actively

through interaction, reflection, and authentic language use, fostering deeper understanding and learner autonomy. Previous research has found that this model increases students' motivation, confidence, and speaking fluency (Senjaya & Ali Muhtadi, 2023).

However, despite the growing body of literature on flipped learning, empirical studies exploring its implementation for speaking instruction in Indonesian Islamic senior high schools (MA level) remain scarce. Most existing studies have focused on university contexts or general language skills, offering limited insight into how the model functions within secondary education, where students often face technological constraints and varying levels of self-regulation. Addressing this gap, the present study investigates how the Flipped Classroom can be effectively applied to enhance students' speaking competence in an authentic classroom setting.

By analyzing classroom activities and examining both teacher and student perceptions, this study contributes to a deeper understanding of how flipped instruction supports the development of communicative skills in the EFL context. It also provides practical implications for integrating technology-mediated, student-centered pedagogies within traditional Indonesian school environments. Accordingly, this study aims to explore the implementation of the Flipped Classroom model in teaching English speaking, specifically by (1) describing the classroom activities conducted under the model, and (2) analyzing teacher and student perceptions of its impact on speaking performance.

METHOD

This study employed a qualitative descriptive approach to explore the implementation of the Flipped Classroom model in teaching English speaking at MA Darul Ulum Waru, Sidoarjo. The research specifically focused on two key aspects: (1) the process of implementing the Flipped Classroom during speaking lessons, and (2) the perceptions of both the teacher and students toward its use. The study was conducted over one month, from April 15 to May 14, 2025, covering two complete classroom meetings.

The participants consisted of one English teacher and fifteen eleventh-grade students (8 females and 7 males) aged 16–17 years old from the language stream class. They were selected through purposive sampling based on their consistent attendance and active participation in English lessons. According to the teacher's assessment and school placement criteria, the students' English proficiency ranged from intermediate to upper-intermediate, with most able to understand classroom instructions and engage in basic conversational English.

The research took place in a senior high school equipped with basic digital facilities, where students accessed pre-class learning materials via Google Drive and WhatsApp as part of the Flipped Classroom process.

Data were collected using three main techniques—observation, interview, and documentation—to obtain comprehensive insights into both the implementation process and participants' perceptions of the Flipped Classroom model. Observations were carried out during two classroom sessions to record the implementation stages of the Flipped Classroom. The researcher used an observation checklist and reflective field notes to document teaching strategies, classroom management, student engagement, and interaction patterns between the teacher and learners. Observations focused on how pre-class preparation influenced in-class activities and students' speaking performance.

Structured interviews were conducted with one English teacher and five representative students (three females and two males) to gain deeper insights into their experiences and perspectives regarding the Flipped Classroom model. The interviews explored areas such as pre-class learning habits, classroom interaction, student motivation, and perceived improvement in speaking skills. Each interview lasted approximately 25–30 minutes and was audio-recorded with participants' consent.

Supporting documents such as lesson plans, instructional videos, students' worksheets, classroom photos, and online discussion transcripts (from WhatsApp and Google Drive) were collected. These documents were used to validate and enrich data obtained through observation and interview, providing evidence of the students' engagement and participation throughout the learning process.

The collected data were analyzed using Miles and Huberman's (1994) interactive model, which includes three concurrent activities: data reduction, data display, and conclusion drawing. During data reduction, observation notes, interview transcripts, and documentation were carefully reviewed and coded to identify recurring patterns. These initial codes were then grouped into broader categories that reflected the two central dimensions of the study—implementation process and participants' perceptions. Through iterative review and comparison, these categories were refined into emerging themes that represented key findings about how the Flipped Classroom functioned in the speaking context.

To ensure the trustworthiness of the findings, several validation strategies were applied: 1) Triangulation – Data were cross-verified across multiple sources (observation, interview, and documentation) and participants (teacher and students) to ensure consistency and convergence of findings; 2) Member Checking – Preliminary interpretations and emerging themes were shared with the teacher and selected students to verify accuracy and confirm that the interpretations reflected their actual experiences; 3) Audit Trail and Peer Debriefing – The researcher maintained detailed records of data collection and analysis procedures and engaged in peer discussions to promote transparency and minimize bias.

These steps collectively strengthened the study's credibility (confidence in the truth of findings), dependability (stability and consistency of results across time and context), and confirmability (neutrality and freedom from researcher bias). Finally, the verified themes were presented in descriptive and analytical narratives, forming the basis for the Results and Discussion section that follows.

RESULT

This section presents the findings concerning the implementation process of the Flipped Classroom and the perceptions of the teacher and students toward its use in teaching English speaking. Thematic analysis generated four major themes: pre-class preparation, in-class speaking practice, student engagement and confidence, and challenges in digital access and self-regulation.

Pre-Class Preparation

In the pre-class phase, students engaged with digital materials such as short videos, vocabulary lists, and speaking prompts before attending class. Observation notes indicated that around two-thirds of students accessed the materials as instructed and arrived with short notes or key expressions. Three students mentioned that they occasionally skipped or rushed the task due to internet instability or limited study time.

These findings suggest partial but growing readiness among learners to manage pre-class learning independently. Observation notes and interview responses pointed to a gradual shift toward self-regulated behavior, though not yet consistent across all participants. This suggests progressive adaptation to the flipped approach, as students began internalizing responsibility for preparation and digital engagement.

Pedagogically, this implies that teachers should offer structured yet flexible scaffolding—for instance, short guiding questions or check-in activities—to support students' transition from teacher-dependent to autonomous learning.

In-Class Speaking Practice

During class sessions, students participated in communicative speaking activities such as pair discussions, role plays, and short presentations. Observation checklists showed that students who voluntarily initiated English conversations increased from 5 out of 15 in the first session to 10 out of 15 in the second, while instances of code-switching to Indonesian declined noticeably. Field notes also recorded longer stretches of English speech and greater peer interaction.

These behavioral indicators reveal a progressive pattern of increased participation and communicative interaction, rather than an immediate transformation. The improvement was supported by teacher facilitation that emphasized corrective feedback and peer collaboration. This pattern demonstrates a gradual pedagogical shift toward learner-centered communication, in which classroom time was repurposed for active language use consistent with Communicative Language Teaching (CLT) principles. Pedagogically, this finding emphasizes the importance of allocating class time for productive speaking and equipping teachers to act as facilitators who guide interaction rather than dominate it.

Student Engagement and Confidence

Interview data revealed that four out of five interviewed students reported feeling more confident speaking English after following the flipped learning cycle. They explained that previewing materials reduced anxiety and helped them generate ideas before class. The teacher's observation corroborated these claims, noting that previously passive students began volunteering to respond and sustain short exchanges.

These patterns indicate affective as well as cognitive adjustment: prior exposure to materials appeared to lower speaking anxiety and increase readiness to communicate. Observation and checklist data confirmed that participation became more evenly distributed across students, with fewer signs of hesitation. This suggests a growing sense of emotional adaptation and communicative assurance, shaped through preparation and guided classroom support. Pedagogically, integrating pre-class familiarization with low-stakes speaking tasks can create a psychologically safe environment for learners to build confidence and fluency in EFL contexts.

Challenges in Digital Access and Self-Regulation

Despite these positive developments, several contextual barriers emerged. About one-third of the students (5 out of 15) reported difficulties maintaining consistent preparation due to unstable internet connections or limited access to digital devices. Observation notes and interviews confirmed that these students often participated less actively during in-class speaking activities.

These data illustrate an uneven pattern of technological readiness and self-management, suggesting that digital access alone does not guarantee active participation. The teacher mitigated these constraints by providing offline materials and extending submission deadlines. This reveals adaptive problem-solving and contextual innovation, showing how local constraints were addressed through flexible practices.

Pedagogically, this points to the need for institutional support in infrastructure and student training on time management and responsible technology use to sustain the flipped learning model.Triangulated evidence from observation notes, checklist data, and interviews confirmed a steady pattern of adaptation to the Flipped Classroom model among both teachers and students. Most participants demonstrated increased preparation, engagement, and communicative participation over time, supported by the teacher's responsive adjustments. While not uniform across all students, the findings reveal incremental behavioral and attitudinal shifts consistent with the goals of communicative and constructivist pedagogy.

Pedagogically, the study highlights the Flipped Classroom as a gradual adaptation framework—one that promotes student readiness, teacher innovation, and learner autonomy—rather than an

instant solution. Successful application requires continuous scaffolding, equitable digital access, and sustained teacher creativity to maintain long-term improvement in speaking competence.

DISCUSSION

The findings of this study highlight how the Flipped Classroom model facilitates a gradual shift from teacher-centered to learner-centered instruction in the context of teaching English speaking at a senior high school. Students' increasing preparation and participation reflect the principles of Communicative Language Teaching (Richards, 2006) and constructivist learning (Piaget, 1970), where learners construct knowledge actively through interaction.

Consistent with Basal (2015) and Zainuddin and Halili (2016), this study found that when learners assumed responsibility for pre-class preparation, their engagement in communicative activities improved, although such change occurred progressively rather than instantly. Observation and interview data also revealed that most students, four out of five interviewed, reported greater confidence in speaking after reviewing materials before class. This suggests that pre-class exposure enhanced both affective and cognitive readiness for speaking, supporting Bandura's (1997) concept of self-efficacy, Krashen's (1982) Input Hypothesis, and Swain's (1985) Output Hypothesis, where meaningful input and opportunities for output complement each other in language acquisition. The model thus created a balanced input–output cycle that strengthened learners' communicative competence, as outlined by Canale and Swain (1980), by improving their discourse and strategic abilities during in-class interactions.

The teacher's role evolved from a transmitter of knowledge to a facilitator of communication, promoting feedback, peer collaboration, and authentic use of language, aligning with Bergmann and Sams' (2012) notion of flipped learning as interaction-centered instruction. However, challenges persisted, particularly in digital access and learner self-regulation. About one-third of students struggled to complete pre-class tasks consistently, revealing limited metacognitive control and time management. This finding aligns with Zimmerman's (1990) model of self-regulated learning, which emphasizes three cyclical phases—forethought, performance, and self-reflection—as essential for autonomy.

Many students in this study faltered in one or more of these stages, underscoring the need for explicit scaffolding to develop metacognitive skills. To address these challenges, teachers can employ guided study plans, progress checklists, learning journals, peer accountability, and reflective discussions to enhance students' self-monitoring and motivation. Institutional support is equally vital through equitable technology access, workshops on independent learning, and curriculum designs embedding self-regulation principles. Theoretically, this study integrates Communicative Competence theory (Canale & Swain, 1980), Input–Output frameworks (Krashen, 1982; Swain, 1985), and Zimmerman's (1990) self-regulated learning model into a cohesive understanding of flipped instruction as both a linguistic and metacognitive process.

Practically, it demonstrates that while the flipped model fosters communicative confidence and autonomy, technology alone is insufficient without sustained pedagogical and motivational support. Although limited to one school and a short implementation period, the study contributes valuable insight into how communicative and self-regulated learning theories can be operationalized within the Indonesian EFL context. It illustrates that innovation is not merely the adoption of new technology but the adaptation of pedagogical principles to local realities. Thus, this research positions the Flipped Classroom as a bridge between theory and practice—linking communicative, constructivist, and self-regulation perspectives—and provides groundwork for future studies exploring long-term or multi-context implementations.

CONCLUSION

Based on data from classroom observations, interviews, and documentation, this study

concludes that the Flipped Classroom effectively enhances students' autonomy and communicative competence in English-speaking classes. By engaging with materials before class and applying them through interactive tasks, students became more confident, active, and responsible for their learning.

However, challenges in self-regulation remain, indicating the need for explicit guidance aligned with Zimmerman's (1990) self-regulated learning framework. Teachers thus play a dual role as communicative facilitators and mentors of autonomous learning. Teacher training is essential to equip educators with technological and pedagogical skills to implement flipped instruction effectively, while schools should ensure equitable access and institutional support.

Although limited to one school and two observation cycles, this study provides valuable contextual insight into flipped learning in Indonesian EFL settings. Future research should explore long-term impacts, diverse proficiency levels, and professional development models that sustain teacher readiness for technology-enhanced communicative teaching. Ultimately, the Flipped Classroom offers a sustainable path toward developing autonomous, confident, and communicatively competent language learners.

REFERENCES

Al-Samarraie, H., Shamsuddin, A., & Alzahrani, A. I. (2020). A flipped classroom model in higher education: A review of the evidence across disciplines. *Educational Technology Research and Development*, *68*(3), 1017–10

Basal, A. (2015). The implementation of a flipped classroom in foreign language teaching. Turkish Online Journal of Distance Education, 16(4), 28–37.

Bergmann, J., & Sams, A. (2012). Flip your classroom: Reach every student in every class every day. International Society for Technology in Education.

Bishop, J. L., & Verleger, M. A. (2013). The flipped classroom: A survey of the research. In Proceedings of the ASEE National Conference, Atlanta, GA.51. https://doi.org/10.1007/s11423-019-09718-8

Chadafi, M. (2023). The Use of Flipped Learning Strategy in Teaching English Vocabulary at Elementary School. E-Link Journal, 5(2), 51–58.

Chen, Y., Wang, Y., Kinshuk, & Chen, N. S. (2014). Is FLIP enough? Or should we use the FLIPPED model instead? Computers & Education, 79, 16–27.

Chen, X., Zou, D., Cheng, G., Xie, H., & Su, F. (2023). Effects of flipped language classrooms on learning outcomes in higher education: A Bayesian meta-analysis. *Australasian Journal of Educational Technology*, *39*(2), 65–97. https://doi.org/10.14742/ajet.8019

Davies, R. S., Dean, D. L., & Ball, N. (2013). Flipping the classroom and instructional technology integration in a college-level information systems spreadsheet course. Educational Technology Research and Development, 61(4), 563–580.

Enfield, J. (2013). Looking at the impact of the flipped classroom model of instruction on undergraduate multi

Findlay-Thompson, S., & Mombourquette, P. (2014). Evaluation of a flipped classroom in an undergraduate business course. Business Education & Accreditation, 6(1), 63–71.media students at CSUN. TechTrends, 57(6), 14–27.

Gilboy, M. B., Heinerichs, S., & Pazzaglia, G. (2015). Enhancing student engagement using the flipped classroom. Journal of Nutrition Education and Behavior, 47(1), 109–114.

Hamdan, N., McKnight, P., McKnight, K., & Arfstrom, K. M. (2013). A review of flipped learning. Flipped Learning Network.

Hashemifardnia, A., Shafiee, S., Rahimi Esfahani, F., & Sepehri, M. (2021). Effects of flipped instruction on Iranian intermediate EFL learners' speaking complexity, accuracy, and fluency. *Cogent Education*, *8*(1), 198

Herreid, C. F., & Schiller, N. A. (2013). Case studies and the flipped classroom. Journal of College Science Teaching

Moravec, M., Williams, A., Aguilar-Roca, N., & O'Dowd, D. K. (2010). Learn before lecture: A strategy that improves learning outcomes in a large introductory biology class. CBE—Life Sciences Education, 9(4), 473–481.

Roach, T. (2014). Student perceptions toward flipped learning: New methods to increase interaction and active learning in economics. International Review of Economics Education, 17, 74–84. https://doi.org/10.1187/cbe.10-04-0063

Santhanasamy, C., & Yunus, M. M. (2021). A Systematic Review of Flipped Learning Approach in Improving Speaking Skills. *European Journal of Educational Research*, *volume–11–2022*(volume–11–issue–1–january–2022), 127–139. https://doi.org/10.12973/eu-jer.11.1.127

Senjaya, E. A. A. & Ali Muhtadi. (2023). The Effectiveness of the Flipped Classroom Method on Students' Speaking Ability: A Meta-Analysis Study. *JTP - Jurnal Teknologi Pendidikan*, *25*(1), 140–153. https://doi.org/10.21009/jtp.v25i1.38632

Strayer, J. F. (2012). How learning in an inverted classroom influences cooperation, innovation, and task orientation. Learning Environments Research, 15(2), 171–193. https://doi.org/10.1007/s10984-012-9108-4

Tune, J. D., Sturek, M., & Basile, D. P. (2013). The flipped classroom model improves graduate student performance in cardiovascular, respiratory, and renal physiology. Advances in Physiology Education, 37(4), 316–320.

Toto, R., & Nguyen, H. (2009). Flipping the work design in an industrial engineering course. In Proceedings of the 39th ASEE/IEEE Frontiers in Education Conference (pp. 1–4). IEEE.

Wulandari, S., Nursawalina, & Putri, K. Y. (2024). The Effectiveness of Questioning Strategy for Teaching Reading. E-Link Journal: Journal of English Teaching and Learning, 11(1). https://doi.org/10.30736/ej.v11i1.1046
https://jeet.fkdp.or.id/index.php/jeet/article/view/116

Zainuddin, Z., & Halili, S. H. (2016). Flipped classroom research and trends from different fields of study. International Review of Research in Open and Distributed Learning, 17(3), 313–340.