

RESEARCH

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Integrating Flipped Classroom Into Oral Presentation to Enhance Students' Speaking Achievement

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Abstract

This study investigated the effectiveness of the Flipped Classroom approach in improving EFL learners' speaking performance through oral presentation activities. Employing a quasi-experimental design, the research involved 30 third-year students of Lazuardi Haura Junior High School divided into experimental and control groups. Data were collected through pre-tests and post-tests over six meetings and analyzed using an Independent Group T-test and One-Way Repeated Measures ANOVA. The findings revealed that both groups improved, but the experimental group achieved significantly better speaking performance. Fluency was identified as the most improved speaking aspect after the implementation of the Flipped Classroom approach. The results indicate that the strategy promotes active participation, self-directed learning, and better preparation for oral presentations. Therefore, the Flipped Classroom can be considered an effective alternative strategy for teaching speaking in EFL contexts, particularly in oral presentation activities.

Keywords: English language teaching; Flipped classroom; Oral presentation; Speaking achievement

Introduction

In today's fast-paced and interconnected world, speaking has become a crucial language skill that strongly shapes learners' academic, social, and professional experiences. For many EFL learners, however, speaking English remains a significant challenge. Prior research (Islam et al., 2022; Chand, 2021) indicates that learners often struggle with both linguistic and communicative competence, including limited vocabulary, grammatical inaccuracy, pronunciation difficulties, anxiety, overreliance on the mother tongue, and lack of confidence. Similar challenges were also observed in the local context of Lazuardi Haura Junior High School, where students demonstrated only basic speaking skills and had limited opportunities for active oral communication during class. This situation contrasts with the learning objectives of Indonesia's Kurikulum Merdeka, which emphasize student interaction, expression of ideas, and the use of English in meaningful communicative contexts. The gap between curricular expectations and classroom practices highlights the need for pedagogical interventions that more effectively support students' speaking development.

In addition to internal learner factors, external elements—particularly the teaching techniques employed—also contribute to these challenges. Kurikulum Merdeka promotes a student-centered approach, which aligns with findings by Tunagür et al. (2021) showing that learner-centered instruction positively influences speaking development. One widely used technique for promoting active use of English is the oral presentation. As argued by Hanifa and Yusra (2018), oral presentations require learners to integrate comprehension, fluency, vocabulary, grammar, and pronunciation. This skill is also relevant to learners' future careers, as effective oral presentation abilities are increasingly viewed as essential in global professional environments (Ramadhani et al., 2022). However, several studies have identified persistent constraints within the oral presentation technique. Limited preparation time, low topic interest, insufficient practice, and pronunciation difficulties frequently hinder students' performance (Hanifa & Yusra, 2018; Benraghda et al., 2018; Sahan et al., 2022; Kurakan, 2021). Since preparation and practice are crucial to successful oral presentations, these constraints often prevent learners from achieving optimal outcomes.

To address these limitations, it is necessary to integrate oral presentations with a strategy that provides sufficient preparation, encourages active engagement, and supports meaningful classroom interaction. The Flipped Classroom strategy offers a promising solution. First introduced by Bergmann and Sams in 2007, the approach shifts direct instruction outside the classroom and allocates class time for application-based, interactive activities. Drawing from its four core principles—self-directed learning, student-centered active learning, personalized learning, and technology-enhanced instruction—the Flipped Classroom enables learners to explore materials at their own pace, gain comprehensible input prior to class, and engage in deeper communicative practice during in-class sessions. Research on Flipped Classroom has consistently shown positive outcomes, such as fostering learner autonomy (Leis et al., 2015), increasing interaction opportunities (Li et al., 2017), and providing a supportive technology-mediated environment that accommodates individual needs (Abdullah et al., 2019). However, these benefits become more meaningful when examined in relation to the specific demands of oral presentation instruction. In the context of oral presentations, self-directed learning—a core principle of the Flipped Classroom—allows students to engage with learning materials before class, giving them more time to internalize key concepts and organize their ideas. This deeper content mastery directly supports comprehension during presentations, enabling students to present with greater clarity and coherence. Furthermore, the increased interaction time in face-to-face sessions shifts classroom focus from passive listening to active rehearsal, feedback exchanges, and refinement of delivery skills, which are essential components of effective oral presentations. Additionally, the individual learning pace supported by Flipped Classroom helps address a common challenge in speaking classes: differing levels of speaking anxiety and oral proficiency. By allowing students to review video materials privately and repeatedly, the model reduces performance pressure and builds confidence, enabling more meaningful participation during in-class presentation practice. These connections show that the Flipped Classroom is not merely a general instructional innovation but an approach that strategically aligns with and addresses the core challenges of improving students' oral presentation performance.

Therefore, it is essential to seek innovative teaching strategy that offer learners more opportunities to be exposed to English and speak in English, in order to enhance EFL learners' speaking achievement. This research seeks to further investigate the role of this strategy in improving learners' speaking performance. Specifically, the present study aims to address the

following research questions: (1) Is there any significant difference in EFL learners' speaking achievement between those who are taught using the Flipped Classroom strategy in oral presentation and those who receive instruction through the conventional oral presentation approach? (2) Which speaking aspect shows the greatest improvement after EFL learners are taught using the Flipped Classroom strategy in oral presentation?

Method

This study employed a quantitative approach using a quasi-experimental design to determine whether there was a significant difference in EFL learners' speaking achievement after being taught through oral presentation integrated with the Flipped Classroom strategy. Two intact classes were assigned as the control and experimental groups. The control group received instruction through the original oral presentation technique, while the experimental group participated in oral presentation activities supported by the Flipped Classroom strategy.

The experimental group engaged in technology-based learning outside the classroom by accessing materials through Google Classroom at their own time and pace. The materials included a video describing various countries, reference sources for data collection, a sample presentation script, and slides explaining key aspects of effective presentations. Students' participation in accessing the materials was monitored through assignment submission records, classroom activity tracking, and their progress during each session discussion.

The Flipped Classroom strategy was implemented over five meetings before the final presentation. During the first meeting, students played a quiz game about countries and reviewed the video by identifying information such as history, culture, facts, and unique characteristics. They were then divided into small groups to select a country of interest and received project instructions. In the second meeting, students gathered information about their chosen country using digital resources such as Google, YouTube, TikTok, and books. They designed presentation slides using Canva and reviewed the content to ensure alignment with the points introduced in the Flipped Classroom materials.

In the third meeting, groups wrote a presentation script based on the provided samples and conducted peer correction focusing on grammar and vocabulary. In the fourth meeting, they checked pronunciation, practiced delivering the script, and rehearsed speaking aspects such as pronunciation and fluency. In the fifth meeting, students practiced again with attention to eye contact, gestures, and expression. Finally, in the eleventh meeting, each group delivered their presentation, followed by peer comments and suggestions.

To answer the first research question, the students' post-test scores from both groups were analyzed using an Independent Group T-test. Meanwhile, the second research question, which focused on identifying the most improved speaking aspect within the experimental group, was analyzed using a One-Way Repeated Measures ANOVA. All statistical calculations were conducted using the Statistical Package for Social Science (SPSS). Data were collected through a single speaking test administered twice: a pretest before the treatment and a post-test after the treatment. They were asked to describe a picture of a place provided by the teacher. The test was conducted simultaneously for all students at the same time. The students recorded themselves while taking the test. This was done to avoid time-consuming procedures. The test also aimed to determine whether the students' speaking abilities had improved from the pre-test to the post-test after undergoing the treatment.

Thirty students from the total population of 35 third-year students at Lazuardi Haura Junior High School participated as the research subjects. Total population sampling was used, as this grade level was considered suitable for the study due to the curriculum's emphasis on extensive oral

presentation activities. The treatment phase lasted for approximately eleven meetings.

Results

Result and Discussion of the First Research Question

This study aimed to identify the significant difference in students' speaking achievement between those taught using the Flipped Classroom strategy in oral presentations and those taught through conventional oral presentations. Therefore, it is essential to compare the gain scores of the experimental and control groups to determine which group shows the greater improvement. In addition, the data need to be analyzed using an Independent T-test to verify the hypothesis presented in Chapter Three. The table below presents the gain and the results of the hypothesis testing related to the first research question.

Table 1. Gain of Pretest and Posttest Scores of the Two Groups

Class	Pretest Score	Posttest Score	Gain
Experimental	61	77	16
Control	60	68	8

Table 1 shows that students' scores in both classes improved. However, a difference may be observed in the gain results, as the scores of the experimental group increased by sixteen points, while those of the control group rose by eight points. This also indicates that the experimental class demonstrated a more notable improvement in students' speaking achievement.

The Independent Samples T-test was conducted to examine whether there was a significant difference in speaking achievement between students taught using the Flipped Classroom strategy and those taught through conventional instruction. Prior to interpreting the t-test results, Levene's Test for Equality of Variances was analyzed to determine the homogeneity of variances. The result showed a significance value of 0.522, which is higher than 0.05, indicating that the assumption of equal variances was met. Therefore, the results from the "equal variances assumed" row were used for interpretation. The t-test analysis revealed a statistically significant difference between the experimental and control groups, with a t-value of 2.649 and a significance (two-tailed) value of 0.000 ($p < 0.05$). This result indicates that the null hypothesis was rejected, meaning that there was a significant difference in students' speaking achievement after the implementation of the Flipped Classroom strategy.

Furthermore, the mean difference between the two groups was 9.000 points, demonstrating that students in the experimental group achieved higher speaking scores than those in the control group. The 95% confidence interval of the difference ranged from 2.041 to 15.959, which does not include zero, further confirming the significance of the difference.

Therefore, the findings indicate that there is a significant difference in students' speaking achievement between the experimental and control groups. The findings also indicate that students from both the experimental and control groups achieved higher scores after being taught by using original oral presentation and Flipped Classroom strategy in oral presentation. It is observed that the utilization of oral presentation in speaking skills was valuable for personal development, allowing individuals to convey complex ideas effectively and confidently to diverse audiences. In the weeks prior to their presentations, the third year students in Lazuardi Haura Junior High School were required to research, revise, and reshape their presentations both inside and outside the classroom. In line with this, Duklim and Musigrungsi (2018) emphasize that such learner-centered activities make students more active and confident in delivering oral presentations, while teachers act primarily as facilitators who guide and support students in presenting effectively. Thus, the

students' preparation process reflects the principle that active engagement and teacher facilitation contribute to improving learners' confidence and presentation skills. Being well-prepared is a key factor in successful oral presentations, as it enables learners to master the material well.

However, the experimental students who were taught using Flipped Classroom strategy in oral presentation got a higher increase in the gain score compared to those who were treated using the original oral presentation. A research by Benraghda et al. (2018), Hanifa and Yusra (2018) revealed that the EFL learners experienced limited time for preparation. Whereas, preparation is a crucial aspect of an oral presentation, as it allows learners to thoroughly understand and master the material. It is reflected during the research that students who had oral presentation using Flipped Classroom had more time to comprehend the material in advance. By accessing and studying the learning content before class, they came to the classroom with better preparation and deeper comprehension. This allowed them to review course material, watch instructional videos, or engage with learning resources when it best fits their individual schedule. The strategy enabled them to focus more on applying their knowledge during in-class activities, engaging in meaningful discussions, and improving their presentation performance through active practice and feedback. It is in line with the statement from Li et al. (2017) that the Flipped Classroom saves more time for interactive activities among students or between the teacher and students, and the classroom time can be used more effectively and creatively. Tunagür et al. (2021) also mention that student-centered gave positive results in the development of EFL learners' speaking ability. Teachers should give learners a lot of opportunities and chances in practicing their language ability.

Since the direct instructions are shifted to online learning, students require appropriate devices and internet access. In this study, all students were provided with personal devices by the school, which supports one of the key principles of the Flipped Classroom—the integration of technology into the learning process. It is mentioned by Abdullah et al. (2019) that the integration of the Flipped Classroom may create a helpful, encouraging, and engaging learning environment to enhance learners' abilities and overcome various problems in the learning and teaching of speaking skills through recent technologies. In addition, students may use their devices to gather information about the topic from a wide range of sources such as online articles and educational videos on Youtube, Tiktok, and Instagram. They can also watch several tips and tricks videos that guide them in practicing different aspects of oral presentation, including pronunciation, gesture or body language, eye contact, and expression. It aligns with Leis et al. (2015), who explain that a Flipped Classroom encourages students to deepen their understanding by exploring the learning materials through various sources to enhance their performance. This exposure not only broadens their understanding of the topic but also helps them develop better presentation skills and confidence when delivering their performance. In line with that, Hanifa and Yusra (2018) argue that the ability to master an English language can be determined when the EFL learners speak, including performing extensive speaking such as an oral presentation.

The students in the experimental group were granted the freedom to choose their preferred subtopics for the oral presentation. In the classroom, the teacher provided one overarching theme—countries—and students were allowed to select any country they were interested in. Such autonomy aligns with the principles of the Flipped Classroom, as it empowers learners to take more responsibility for their learning, enhances intrinsic motivation, and supports deeper engagement with the content. Learners may engage with content that matches their individual needs and interests. It makes meaningful interactions in the classroom that promote learning and increase students' interest in second language speaking. This claim is supported by Cevikbas and Kaiser (2022), that Flipped Classroom may have the potential to adapt learning to the students' needs,

interests, and mutual expectations. Therefore, it may be said that the use of Flipped Classroom strategy in oral presentation gives a positive impact on the students’ speaking development.

Result and Discussion of the Second Research Question

To address the second research question, which aspect of speaking shows the greatest improvement after the students were taught oral presentation using the Flipped Classroom strategy, the mean scores of each speaking aspect from the pretest and posttest were calculated to obtain the gain. This calculation was used to compare the improvement across different aspects of speaking. The data of the mean scores for each speaking aspect and the result of the ANOVA test are presented in the table below.

Table 2. ANOVA Descriptives Result

	Descriptives						
	Score						
	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum
			Lower Bound	Upper Bound			
Pronunciation	15.00	.000	.000	15.00	15.00	15	15
Fluency	21.27	1.944	.502	20.19	22.34	17	25
Vocabulary	14.67	1.915	.494	13.61	15.73	8	17
Grammar	14.27	2.154	.556	13.07	15.46	7	15
Comprehension	15.40	1.549	.400	14.54	16.26	15	21
Total	16.12	3.097	.358	15.41	16.83	7	25

Based on the ANOVA Descriptive Statistics, it may be seen that there are variations in the improvement among the five speaking aspects: pronunciation, fluency, vocabulary, grammar, and comprehension. The mean scores show that fluency gained the highest average score of 21.27, followed by comprehension with 15.40, and pronunciation with 15.00. Meanwhile, vocabulary remained stable at 14.67, and grammar obtained the lowest mean score of 14.27. Furthermore, the ANOVA result shows a significance value of 0.000, which is lower than 0.05. This indicates that there is a statistically significant difference among the five speaking aspects after the treatment. Moreover, the following discussion presents some examples of evidence of the differences between the students’ pretest and posttest performances in each aspect of speaking.

Table 3. Gain of Each Aspect of Speaking

Aspects	Pretest Score	Posttest Score	Gain
Pronunciation	60	75	15
Fluency	58	79	21
Vocabulary	61	75	14
Grammar	59	74	15
Comprehension	67	83	16

Pronunciation

In terms of pronunciation, it was found that this aspect showed an improvement, as indicated by the mean scores of 60 in the pretest and 75 in the posttest. This represents an increase of 15 points. As seen in the transcript of the students’ pretest, their pronunciation still contains numerous errors from the expected or correct pronunciation. It happened to almost all students that they could not

pronounce some words appropriately. Nevertheless, they were able to pronounce words on their speaking performance after receiving the treatment. The following are some examples of their speaking tests as evidence.

Pretest

"Museum Lampung also known as Museum Ruwa Jurai" -SM

"Today I want to talk about Tegal Mas Island" -KCF

"(.....) In the Sukadanaham, area of Tanjung Karang Barat. Eeee, Lembah Hijau is popular tourist in Bandar Lampung, Indonesia" NQ

There were several words such as 'museum', 'island', 'area' and 'popular' that were incorrectly pronounced. Student SM pronounced /mu'si:um/ which should be /mju'zi:əm/. Student KCF pronounced /islænd/ of which the proper pronunciation is /'aɪlənd/. Student NQ pronounced /Δrea/ which should be /'eriə/ and /'pɑ:pjələ/ became /'populɑ/.

Posttest

"Way Lalaan waterfall is natural place located in Kampung Baru village, Tanggamus, Lampung province in Indonesia" -SM

"There are two parts of the island, Pahawang Besar and Pahawang Kecil, which means Big Pahawang and Small Pahawang" -KCF

"(.....) Beautiful island in Indonesia, called Pahawang. Pahawang is popular tourist destination in Lampung" -NQ

After receiving the treatment, many students were able to pronounce several words appropriately, such as /'aɪlənd/, /'pɑ:pjələ/, /'nætʃrəl/, and /ləʊ'keɪtɪd/. Their speech became clearer and more intelligible.

Fluency

The aspect of fluency showed the greatest improvement after the students received the treatment by getting 58 for pretest and 79 for posttest in which the scores raised for 21 points. Taking the evaluation of this aspect in detail, learners use the language with many hesitations or unnatural pauses, false starts, and word searches. However, they could fix this problem by doing the performance in a smooth and skillful way. Below are the examples of student's works that show the explanation.

Pretest

"Hi, friends! Today, I want to tell you about a very cool place in Bandar Lampung. It is called Museum Lampung and aaa..or..Hi, Friends! Today, (.....) not far from Rajabasa bus terminal..when you arrive at the..when you arrive at the museum (.....)" -DSE

"Hi, everyone. Let me in..tell you about the best place to learn about Lampung (.....) the building itself looks..like..eee..traditional Lampung house (.....)" -NJ

"(.....) and today I'm going to explain to you..about..the Lampung Museum. Lampung Museum was..built..on..nineteen..seventy five. The museum has..a..few (.....)" -NAL

It may be seen in the transcript above that there are some students who use the language with many hesitations or unnatural pauses, false starts, and word searches. Student DSE exhibited unnatural pauses and instances of false starts in their speaking. It also shows that student NJ momentarily pause to find the right word or expression. The speech of student NAL lacks fluency due to multiple word searches.

Posttest

"Good morning, everyone. Today I would like to introduce you to a natural attraction called Air Terjun Way Lalaan, located in Pekon Kampung Baru, Kecamatan Kota Agung Timur, Kabupaten Tanggamus, Lampung Province....." -DSE

"Hey friends! Today I want to tell you about a super-cool nature spot in Lampung called Air Terjun Way Lalaan.....for the ticket price, very affordable, around ten thousand per person and that often includes parking" -NJ

"Hello, today I will be presenting Way Lalaan waterfall. It is a beautiful destination. Air Terjun Way Lalaan is one of tourist destination in Lampung. The water is cool, clear....." -NAL

After the treatment, the students were able to use the language more fluently and effectively. They demonstrated better control over vocabulary, allowing them to express their ideas more naturally and confidently.

Vocabulary

Vocabulary was the aspect that showed the smallest improvement, with an increase of only 14 points. The mean score in the pretest was 61, which rose to 75 in the posttest. This result suggests that although students made some progress, their development in vocabulary mastery was not as significant as in other speaking aspects. In both the pretest and posttest, the students tended to use vocabulary that remained within their proficiency level as junior high school learners. Their word choices were generally simple and familiar, reflecting the range of vocabulary they had already mastered. In addition, some students occasionally used Indonesian words when they were unable to recall or did not know the equivalent terms in English. This code-switching behavior indicates that their lexical knowledge was still limited, and they relied on their first language to fill vocabulary gaps during speaking. Here are some examples of the students' work that illustrate the explanation.

Pretest

"Lembah Hijau terletak di Bandar Lampung, in the Sukadanaham. Lembah Hijau is popular tourist in Bandar Lampung, Indonesia, yang memiliki nuansa hijau with a natural (.....)" -NQ

"Today, I want...hari ini aku akan menceritakan asal usul nama Pahawang. Based on local stories (.....)" -RDA

Student NQ and student RDA occasionally inserted Indonesian words when they were unable to recall or were unfamiliar with the corresponding English terms.

Posttest

"(.....) A beautiful island in Indonesia, called Pahawang. Pahawang is popular tourist destination in Lampung that is famous for the beauty of its underwater (.....)" -NQ

After receiving the treatment, many students were able to use more accurate and appropriate vocabulary according to their proficiency level. Moreover, unlike in the pretest, most students no longer used Indonesian words when describing tourist destinations in Lampung.

Grammar

The students' grammar scores showed a modest improvement of fifteen points. The analysis indicates that the mean scores for the pretest and posttest were 59 and 74, respectively. Upon a detailed evaluation of this aspect, it was found that although some students frequently made grammatical

errors, their use of basic grammar remained generally understandable. Nevertheless, they demonstrated good grammatical control, with only minor errors that did not hinder understanding. The following examples from the students' speaking tests serve as supporting evidence.

Pretest

"Tegal Mas is a island which location in Kabupaten Pesawaran (.....)" -JFZ

Student JFZ's utterance has a few grammatical errors. First, the article "a" should be changed to "an" because the word island starts with a vowel sound. Second, the phrase "which location in" is grammatically incorrect. Instead, it should be "located in" to describe the place correctly.

Posttest

"Way Lalaan is in Lampung Province on an island of Sumatra. The name of Way Lalaan comes from the local language" -JFZ

The sentences are generally accurate; however, it needs a few small adjustments for smoother grammar and clarity. "On an island of Sumatra" should be "on the island of Sumatra".

Comprehension

The aspect of comprehension demonstrated a substantial improvement following the treatment, with the mean score increasing from 67 in the pretest to 83 in the posttest, a gain of 16 points. Comprehension represented the second most improved aspect, following fluency as the highest. In the pretest, some students demonstrated limited understanding and struggled with content beyond the basic level. They were unable to comprehend or communicate effectively and had difficulty expressing their ideas clearly. This was particularly evident when they were required to describe information such as the view and atmosphere, available facilities, and the location of a tourist destination. However, the students understand most of the content with minor issues in conveying meaning on their posttest which resulted in an increase in this aspect. They successfully described the view and atmosphere, facilities, and location of the tourist destinations in a more detailed and coherent manner. Their explanations reflected meaningful communication, demonstrating better vocabulary use, clearer sentence construction, and greater confidence in expressing ideas.

In relation to the most improved speaking aspect, it is discovered that fluency has the highest increase. It rises 21 points from pretest to posttest. The average of students' pretest scores was 58. It then got higher in the posttest by having a mean of 79. Yahay and Kheirzadeh (2015) found that oral presentation can enhance accuracy and fluency in speaking ability of Iranian EFL learners.

Based on the finding, it is believed that the third-year students in experimental class found were able to use the language quickly and confidently, with few hesitations or unnatural pauses, false starts, and word searches, because they had enough preparation time and clear understanding of the content they wanted to deliver, which helped them speak more smoothly and fluently. Before the class began, the teacher provided some materials about the aspects they had to master in delivering oral presentation. In the classroom, together with the teacher, the students practiced to pronounce words correctly, maintain appropriate eye contact and facial expressions, and use proper gestures while delivering their presentations. They give their best in preparing and mastering the material for oral presentation. It helps students to develop strong presentation skills, especially in fluency. The present study is in line with the claim maintained by Davari and Mall-Amiri (2022) that Flipped Classroom significantly improved learners' speaking fluency.

In communication, people must be able to look beyond the words spoken, but also understand the context behind them. Comprehension emerged as the second most enhanced aspect, with fluency

showing the greatest improvement overall. They were able to understand most of the content, with only minor challenges in conveying meaning during the posttest, which contributed to the improvement in this aspect. This was evident when they were able to describe the view and atmosphere, facilities, and location of the tourist destinations in a more detailed and coherent manner. Besides, the students were able to answer the questions asked by others correctly, using information from their presentation.

In summary, the research indicates that the use of the Flipped Classroom strategy in oral presentation effectively enhances students' speaking achievement. Students might feel more comfortable in improving understanding through flexible learning and to encourage active learning, as it gives them additional time to master the material and practice their performance before doing oral presentation. It ultimately leads to better oral production by them.

Theoretical contribution

This study contributes to the theoretical understanding of speaking development in EFL contexts, particularly in relation to the integration of instructional strategies and speaking performance. While previous studies have emphasized the importance of exposure and practice in improving speaking skills, this study extends the discussion by highlighting the role of structured pre-class preparation provided through the Flipped Classroom approach.

The findings suggest that speaking achievement is not solely influenced by in-class performance, but also by the amount of time allocated for rehearsal and content mastery prior to speaking tasks. In this regard, the Flipped Classroom strategy supports the development of speaking skills by enabling learners to engage with learning materials in advance, thereby allowing more focused practice and performance during classroom interaction.

More specifically, this study reveals that fluency emerges as the most significantly improved aspect of speaking. This finding contributes to the theoretical perspective that fluency development is closely related to repeated practice and increased familiarity with the speaking content. The extended preparation time provided in the Flipped Classroom environment allows learners to rehearse more intensively, leading to greater automaticity in speech production. As a result, learners are able to produce language more smoothly with fewer pauses and hesitations.

Therefore, this study reinforces and extends existing theories of speaking development by demonstrating that time for practice and rehearsal plays a crucial role in enhancing fluency. It also highlights that instructional design, such as the integration of Flipped Classroom into oral presentation activities, can shape not only overall speaking achievement but also the dominance of specific speaking aspects.

Conclusion

This study concludes that the Flipped Classroom strategy is highly applicable in English teaching when its principles are integrated into oral presentation instruction. In addressing the first research question, the findings reveal a significant difference in EFL learners' speaking achievement between students taught using the Flipped Classroom strategy and those taught through the original oral presentation, with the experimental group demonstrating greater score gains. In response to the second research question, the results indicate that fluency is the speaking aspect most positively influenced by the implementation of the Flipped Classroom strategy. This improvement reflects students' deeper comprehension of the material and their enhanced ability to deliver oral presentations more effectively.

Furthermore, this study highlights the importance of modifying instructional techniques to

address their limitations and optimize learning outcomes. Considering the positive impact of the integrated oral presentation approach, English teachers are encouraged to adopt the Flipped Classroom strategy not only for oral presentations but also for other speaking activities by providing pre-class instructional content such as videos, slides, pronunciation models, and vocabulary lists. Teachers are also advised to offer continuous monitoring and motivation, as not all students are naturally prepared for self-directed learning. For future research, involving larger and more diverse participant groups, extending the treatment duration, and employing mixed-methods designs are recommended to obtain more comprehensive and generalizable insights into the long-term effects of the Flipped Classroom on students' speaking development.

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