

THE IMPACT OF FLIPPED CLASSROOM ON STUDENT ACADEMIC FOR SPEAKING SKILLS

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Abstract

The purpose of this study was to examine how the flipped classroom paradigm affects students' speaking skills and academic achievement. This study used a quantitative research methodology to investigate how the flipped classroom approach impacts students' perceptions and learning experiences in speaking classes. A total of 110 students who had used this learning style participated in the study. A fifteen-item Likert-scale questionnaire was used to collect data on learning experiences, classroom interactions, speaking confidence, and technique efficacy. Descriptive statistics, such as percentages, means, medians, and standard deviations, were used to analyze the collected data. According to the study results, the majority of students had positive opinions about the flipped classroom approach, particularly in terms of better comprehension of speaking materials, higher engagement in class, and increased confidence in speaking. Furthermore, it was found that the flipped classroom resulted in a more dynamic and student-centered learning environment. Consequently, the study found that the flipped classroom approach successfully increased students' motivation to learn English and their speaking skills. The results also showed that language learning outcomes can be significantly improved by combining technology with interactive learning techniques.

Keywords: *Flipped Classroom, Speaking Skills, Technology in Education*

INTRODUCTION

Rapid technological developments in the modern era have influenced many aspects of human life, including education (Hutasuhut & Harahap, 2024). The presence of digital technology enables teachers and students to access information more easily and communicate through various digital platforms. In the educational context, Information and Communication Technology (ICT) plays an important role in supporting teaching and learning activities. By integrating technology, teachers can create learning environments that are more flexible, interactive, and engaging for students. The use of technology also encourages a shift from traditional teacher-centered instruction to a more student-centered learning approach where students actively participate in the learning process and develop their own understanding of the material (Ambarita et al., 2022).

In the context of English language learning, students are expected to master four basic language skills: listening, speaking, reading, and writing (Al-jiboury, 2024). Students develop their overall language competence through the interconnectedness of these four skills. Among these skills, speaking is often considered one of the most important abilities because it allows learners to communicate their ideas, opinions, and feelings in real-life situations (Sharma, 2024). Speaking is also essential for building communication competence, especially in a globalized world where English is widely used as an international language for communication in education, business, and social interaction. However, despite its importance, speaking remains one of the most challenging skills for many students learning English as a foreign language. Many students still face challenges when asked to articulate their thoughts verbally in English (Journal & Vol, 2022). These difficulties are often related to limited vocabulary, incorrect pronunciation, grammatical errors, and lack of confidence when speaking in front of others. As a result, some students tend to avoid speaking activities in the classroom and prefer to remain silent during discussions. This situation may reduce students' opportunities to practice speaking and consequently slow down the development of their speaking ability (Kristiawan, 2023).

Another factor that influences students' speaking ability is their level of motivation and interest in learning English (Gusviyani et al., 2022). In many classrooms, students may feel anxious about making mistakes when speaking English in front of their classmates. Fear of being laughed at or judged by others can make students reluctant to participate in speaking activities. Consequently, the classroom environment becomes less interactive and students receive limited opportunities to practice their communication skills. In order to address this issue, teachers need to implement learning strategies that can increase students' motivation and provide more opportunities for them to actively practice speaking during the learning process (Kristiawan, 2023). One possible solution to overcome these challenges is the integration of technology in language learning. Technology can provide

students with additional learning resources and opportunities to practice English both inside and outside the classroom (Antunes et al., 2022). Various digital learning applications have been developed to support language learning and make the learning process more interesting for students. Through digital platforms, students can access interactive materials, practice pronunciation, and participate in speaking exercises in a more flexible learning environment. The use of such technologies allows students to practice English more frequently and independently.

For example, digital learning applications such as Hello English have been shown to support improvements in students' speaking skills (Sudarmaji et al., 2022). The application provides various learning features, including vocabulary exercises, pronunciation practice, interactive quizzes, and speaking activities that encourage students to actively use English. According to Daulay, Siregar, and, the use of the Hello English application can significantly improve students' speaking skills and increase their confidence in using English. Through interactive activities and game-based learning features, students become more motivated to practice speaking in a relaxed and enjoyable learning environment (Al et al., 2022). In addition to the use of digital learning applications, innovative teaching strategies are also needed to improve students' participation in the classroom. One of the learning approaches that has gained considerable attention in recent years is the flipped classroom model (Egara, 2024). In the flipped classroom approach, students are required to study learning materials such as videos, recorded lectures, or other digital resources before coming to class. This allows students to gain initial understanding of the material before participating in classroom activities (Blair et al., 2015). During class time, teachers can focus on interactive learning activities such as discussions, collaborative tasks, problem-solving activities, and speaking practice. This approach allows students to apply their knowledge and actively engage with the learning material rather than only listening to explanations from the teacher. According to, the flipped (Blair et al., 2015) classroom model provides opportunities for more active learning and helps students become more responsible for their own learning process.

Furthermore, the flipped classroom approach can also support the development of students' speaking skills because it provides more time for communicative activities during class. When students have already studied the learning materials before class, classroom time can be used more effectively for practicing language skills, especially speaking (Santhanasamy, 2022). Through group discussions, presentations, and collaborative activities, students are encouraged to communicate their ideas and interact with their peers using English (Blair et al., 2015). Based on these considerations, integrating technology with innovative teaching methods such as the flipped classroom approach may provide an effective strategy to improve students' speaking abilities. By combining digital learning

resources and interactive classroom activities, students may gain more opportunities to practice speaking and develop their confidence in using English (Blair et al., 2015). Therefore, this study aims to investigate the impact of the flipped classroom approach on students' speaking skills and to explore how this learning strategy can enhance students' participation in English learning Literature review (Kristiawan, 2023). This study is guided by two main research questions. The first question investigates how the flipped classroom model affects students' academic achievement in speaking skills. The second question explores students' perceptions of the use of the flipped classroom model in strengthening their speaking skills. Based on the objectives of the study, the research questions are formulated as follows: (1) To what extent does the flipped classroom model affect students' academic achievement in speaking skills? (2) What are students' perceptions toward the use of the flipped classroom model in improving their speaking skills?

METHODS

This study used a quantitative approach to find out students' perceptions of using the *flipped classroom* model in speaking classes. This method was chosen because it can provide clear and measurable data about students' attitudes, experiences, and acceptance of this learning model. The participants of this study were around 110 respondents, consisting of students who had experienced speaking classes using the *flipped classroom* approach. The data were collected through a questionnaire distributed both offline and online. The research instrument was a Likert-scale questionnaire designed to measure students' level of agreement with several statements related to their learning experience.

The questionnaire included statements covering important aspects such as students' understanding of the material before class, their engagement during classroom activities, interaction with classmates and teachers/lecturers, and their confidence in speaking English. In addition, some statements were aimed at identifying how the *flipped classroom* helps improve speaking skills and motivates students in the learning process. Each statement was measured using a five-point Likert scale: strongly disagree, disagree, neutral, agree, and strongly agree. This scale allowed the researcher to get more detailed insights into students' responses to each aspect being studied.

The collected data were then analyzed using Microsoft Excel. Descriptive statistics such as mean, median, and percentage were used to describe the overall trends in the responses. The results of this analysis are expected to provide a clearer understanding of how effective the *flipped classroom* is in improving speaking skills and how students respond to its implementation.

Participants

The participants of this study consisted of 110 students, including 19 male (17,3%) and 91 female (82,7%) who were enrolled in speaking courses and had experienced the

implementation of the *flipped classroom* model in their learning process. The participants were selected using a purposive sampling technique, meaning that only students who had direct experience with the *flipped classroom* approach were included in the study. This selection ensured that all respondents were familiar with the learning model being investigated and were able to provide meaningful and relevant responses based on their actual learning experiences.

These participants came from similar educational backgrounds and were at a relatively comparable level of English proficiency, which helped ensure the consistency and reliability of the data collected. Most of them had participated in speaking classes for at least one semester, allowing them to reflect on their experiences more deeply. The group included both male and female students, providing a balanced and diverse perspective on the use of the *flipped classroom* in speaking instruction. Additionally, the participants represented a range of learning styles and levels of classroom participation, which enriched the data and offered broader insights into how the model is perceived by different types of learners. All participants were informed about the purpose of the study before completing the questionnaire, and their participation was entirely voluntary. They were also assured that their responses would remain confidential and would be used only for research purposes. No personal identifying information was required, and participants were given the freedom to respond honestly without any pressure. This ethical consideration was important to ensure that the data collected reflected genuine opinions and experiences.

The participants were given clear instructions on how to complete the questionnaire to avoid any misunderstanding of the items. They were encouraged to answer all questions carefully based on their own experiences rather than assumptions. This approach was intended to improve the accuracy and validity of the responses. Overall, the selection of these participants was intended to provide relevant, valid, and reliable data regarding students' perceptions, engagement, and confidence when learning speaking skills through the *flipped classroom* model. The diversity within the group, combined with their shared experience of the learning approach, was expected to contribute to a comprehensive understanding of the effectiveness of the *flipped classroom* in speaking instruction.

Instruments

The research instrument used in this study was a questionnaire designed to measure students' perceptions of the use of flipped classrooms in learning speaking skills. The questionnaire consisted of 15 statements covering several aspects, including learning experience, classroom interactions, confidence in speaking, effectiveness of the method.

All items were presented in the form of statements and measured using a five-point Likert scale, ranging from strongly disagree (1) to strongly agree (5).

The questionnaire was distributed to approximately 110 students who had experienced learning through the flipped classroom method. Before distribution, the questionnaire was reviewed to ensure the clarity and relevance of each item.

FINDING AND DISCUSSION

Student's Learning Experience

The results of the study show that students have a positive perception of the learning experience using the flipped classroom method in speaking learning. Most respondents said they agreed (46.4%) and strongly agreed (17.3%) that the flipped classroom method helped them understand the speaking material better. Meanwhile, only a small percentage of respondents expressed disagreement.

In addition, the majority of students also stated that watching learning videos before class helped them prepare for speaking activities, with a percentage of 49.1% agreeing and strongly agreeing at 32.7%. This shows that providing material before learning in class provides an opportunity for students to understand the material first so that they are better prepared when participating in classroom activities.

Furthermore, the results of the study also show that the flipped classroom method makes the learning process more interesting. As many as 42.7% of respondents said they agreed and 22.7% strongly agreed with the statement. This indicates that the flipped classroom method is able to increase students' interest and involvement in speaking learning.

Students also feel that they can learn speaking material according to their respective learning pace, with 40.9% of respondents agreeing and 21.8% strongly agreeing. This flexibility allows students to repeat material that is not yet understood, thus improving their overall understanding.

These findings show that the flipped classroom method supports student-centered learning, where students play an active role in the learning process. This is in line with research that shows that flipped classrooms can increase students' engagement and learning readiness in learning activities (Adem & Berkessa, 2022).

Classroom Interaction

The results of the data analysis showed that the application of the flipped classroom method had a significant positive impact on the level of interaction and active participation of students during classroom learning activities. The majority of respondents responded positively to the availability of practice time, with 41.8% of students agreeing and 25.5% strongly agreeing that flipped classrooms provide more opportunities for them to practice speaking in the classroom. This increased duration of the exercise is possible because the theoretical material has been studied previously independently.

In addition to the availability of time, this method also encourages students to become more active. A total of 39.1% of respondents agreed and 20.9% said they strongly agreed that they felt more active in speaking activities when using this method. Only a small percentage of respondents, namely 3.6% (strongly disagree) and 6.4% (disagree), felt that their activity level had not changed significantly.

The effectiveness of group discussions is also a leading point in these findings. The data shows that 44.5% of students agree and 25.5% strongly agree that classroom discussions become more effective with flipped classroom schemes. This is reinforced by the fact that students interact more often with their classmates during speaking exercises, with a percentage of 41.8% agreeing and 20% strongly agree. This interaction pattern shows a dynamic shift from passive learning to active collaboration between students.

These findings indicate that flipped classrooms have succeeded in creating a collaborative and communicative learning environment, which is crucial in the development of speaking skills. This is in line with research that states that flipped classroom environments encourage more intense peer-to-peer interaction and increase students' social involvement in communicative problem-solving (Fructuoso et al., 2023).

Speaking Confidence

The results of the study showed a positive correlation between the application of flipped classrooms and the improvement of students' psychological aspects in speaking English. Based on the data, as many as 40.9% of respondents said they agreed and 23.6% said they strongly agreed that the flipped classroom method increased their confidence in speaking English. This increase in confidence is a crucial factor considering that the main obstacle in learning to speak often comes from linguistic anxiety.

In addition to self-confidence, the level of comfort of students in conveying ideas or opinions has also increased. As many as 41.8% of students agreed and 18.2% said they strongly agreed that they felt more comfortable during speaking activities. This indicates that the classroom environment created through this method provides a safe space for students to express themselves without feeling pressured by sudden mastery of the material.

The most striking finding was seen in the self-preparation aspect, where the majority of students felt that practicing speaking in class became much easier after they first learned the material at home. The data shows a high number, namely 41.8% who agree and 37.3% who strongly agree. In other words, mastery of the material at the beginning (pre-class learning) acts as a foundation that makes it easier for students to do oral practice in front of the class.

Overall, these findings reinforce the idea that flipped classrooms are not only cognitively effective, but also effective in lowering students' anxiety thresholds. This is in

line with research that states that self-preparation before class significantly reduces the fear of failure and increases students' self-efficacy in communicative tasks (Jenkins-arraf, 2025).

Effectiveness of Flipped Classroom

Based on the results of data collection, students provided various assessments of the operational aspects of the flipped classroom method. The majority of respondents identified that one of the main advantages of this method is the efficiency of time in the classroom. As many as 36.4% of respondents agreed and 33.6% strongly agreed that this method makes the use of time in class more efficient. This is because the delivery of basic materials has been carried out independently, so that the duration of face-to-face meetings can be fully optimized for practical and interactive activities.

Furthermore, the aspect of ease of access to material is also a significant added value. The data shows that 43.6% of students agree and 30.9% strongly agree that the material given before class is very accessible and learnable. This ease of accessibility allows students to prepare flexibly without significant technical barriers.

However, this study also identifies challenges or shortcomings in the application of this method, especially related to student workload. Although the percentage who said they agreed (28.2%) and strongly agreed (14.5%) that the workload was heavier was not as dominant as other positive aspects, this figure still shows that some students feel additional academic pressure from pre-class activities.

In addition, technical obstacles such as internet connection are still an inhibiting factor for a small number of respondents. As many as 15.5% of students agreed and 11.8% strongly agreed that they experienced technical difficulties when accessing material outside the classroom. These findings emphasize the importance of a stable digital infrastructure to support the success of distance learning and blended learning methods.

Overall, flipped classroom's advantages in time efficiency and material accessibility go beyond existing technical barriers. This is in line with studies that state that despite the curve of adaptation to workload, the long-term benefits in learning independence are much more significant (Huang & Liu, 2025).

Figure And Tables

Research Finding: The Impact of Flipped Classrooms on Student Academic for Speaking Skills.

The questionnaire results were then analyzed by calculating percentages to illustrate students' perceptions of the flipped classroom and its impact on their academic performance in speaking skills, which are subsequently presented in a table.

Table 1. Result Of Questioner

No	Statement	Scale					Score
		SD:1	D:2	N:3	A:4	SA:5	
1.	The flipped classroom method helps me understand speaking materials better.	5	5	30	51	19	110
2.	Watching instructional videos before class helps me prepare for speaking activities.	0	8	12	54	36	110
3.	The flipped classroom method makes the learning process more engaging.	4	5	29	47	25	110
4.	I can learn speaking materials at my own pace through the flipped classroom.	5	7	29	45	24	110
5.	The flipped classroom provides more opportunities for me to practice speaking in class.	3	5	28	46	28	110
6.	I feel more active in speaking activities when using the flipped classroom.	4	7	33	43	23	110
7.	Classroom discussions become more effective when using the flipped classroom.	2	7	24	49	28	110
8.	I interact more frequently with my classmates during speaking practice.	2	8	32	46	22	110
9.	The flipped classroom increases my confidence in speaking English.	3	12	24	45	26	110
10.	I feel more comfortable expressing my ideas or opinions during speaking activities.	6	9	29	46	20	110
11.	Practicing speaking in class becomes easier after preparing the material at home.	3	6	14	46	41	110
12.	The flipped classroom helps improve my speaking ability.	3	5	24	50	28	110
13.	Learning speaking through the flipped classroom is more effective than traditional teaching methods.	4	9	30	44	23	110
14.	I understand speaking tasks better when using the flipped classroom.	2	7	32	42	27	110

15.	I would like this method to be used in other English classes as well.	4	4	22	50	30	110
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The questionnaire was used as the main instrument for collecting research data, consisting of 15 items related to the use of the flipped classroom in English language learning. This instrument was designed to measure students' perceptions as well as its impact on their academic performance, particularly in speaking skills.

The data were collected from 110 students who had experienced the use of the flipped classroom in the learning process. Furthermore, the validity test was conducted by comparing the r-calculated (r-count) with the r-table to determine the validity of each questionnaire item. The collected data were then analyzed using descriptive statistics, including mean, median, mode, and standard deviation.

Note:

SD: Strongly Disagree

D : Disagree

N : Neutral

A : Agree

SA: Strongly Agree

MN : Mean

MDN: Median

MO : Modus

SD : Standard Deviation

Table 2. Descriptive Of Questioner

No	MN	MDN	MO	SD	r-hitung	r-tabel	Validity
1.	3.67	4	4	0.96	0.830	0.187	Valid
2.	4.07	4	4	0.85	0.753	0.187	Valid
3.	3.76	4	4	0.98	0.786	0.187	Valid
4.	3.69	4	4	1.03	0.770	0.187	Valid
5.	3.83	4	4	0.90	0.824	0.187	Valid
6.	3.67	4	4	0.92	0.786	0.187	Valid
7.	3,85	4	4	1,116	0.786	0.187	Valid
8.	3,70	4	4	0,96	0.822	0.187	Valid
9.	3,72	4	4	1,09	0.810	0.187	Valid
10.	3,59	4	4	1,07	0.787	0.187	Valid
11.	4,05	4	4	1	0.683	0.187	Valid
12.	3,86	4	4	0,99	0.819	0.187	Valid
13.	3,66	4	4	1,04	0.766	0.187	Valid
14.	3,77	4	4	0,96	0.800	0.187	Valid
15.	3,89	4	4	0,96	0.767	0.187	Valid



Figure 1. Students' Understanding of Speaking Materials through Flipped Classroom

A total of 4.5% of students selected strongly disagree. Meanwhile, 4.5% chose to disagree, and 27.3% selected neutral. Furthermore, 46.4% of students chose to agree, and 17.3% selected strongly agree. Based on these results, it can be concluded that the majority of students tend to agree that the flipped classroom helps them understand speaking materials better.



Figure 2. Students' Preparation through Pre-Class Instructional Videos

A total of 0% of students selected strongly disagree. Meanwhile, 7.3% chose to disagree, and 10.9% selected neutral. Furthermore, 49.1% of students chose to agree, and 32.7% selected strongly agree. Based on these results, most students tend to agree that watching instructional videos before class helps them prepare.



Figure 3. Students' Engagement in Learning through Flipped Classroom

A total of 3.6% of students selected strongly disagree. Meanwhile, 4.5% chose to disagree, and 26.4% selected neutral. Furthermore, 42.7% of students chose to agree, and 22.7% selected strongly agree. Based on these results, most students tend to agree that the method makes learning more engaging.

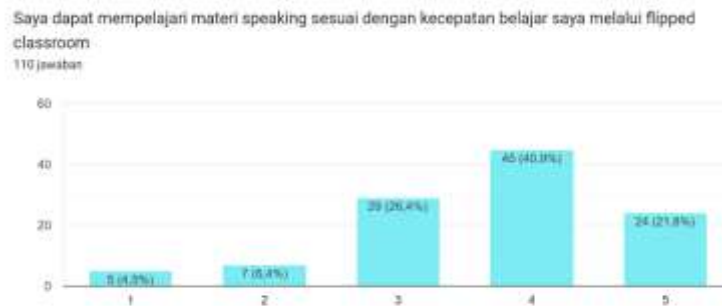


Figure 4. Students' Learning Pace in Flipped Classroom

A total of 4.5% of students selected strongly disagree. Meanwhile, 6.4% chose to disagree, and 26.4% selected neutral. Furthermore, 40.9% of students chose to agree, and 21.8% selected strongly agree. It can be concluded that most students agree they can learn at their own pace.



Figure 5. Opportunities for Speaking Practice in Flipped Classroom

A total of 2.7% of students selected strongly disagree. Meanwhile, 4.5% chose to disagree, and 25.5% selected neutral. Furthermore, 41.8% of students chose to agree, and 25.5% selected strongly agree. Most students agree that flipped classrooms provides more speaking practice opportunities.



Figure 6. Students' Activeness in Speaking Activities

A total of 3.6% of students selected strongly disagree. Meanwhile, 6.4% chose to disagree, and 30% selected neutral. Furthermore, 39.1% of students chose to agree, and 20.9% selected strongly agree. Most students tend to agree they feel more active.



Figure 7. Effectiveness of Classroom Discussions in Flipped Classroom

A total of 1.8% of students selected strongly disagree. Meanwhile, 6.4% chose to disagree, and 21.8% selected neutral. Furthermore, 44.5% of students chose to agree, and 25.5% selected strongly agree. Most students agree that discussions become more effective.



Figure 8. Students' Interaction during Speaking Practice

A total of 1.8% of students selected strongly disagree. Meanwhile, 7.3% chose to disagree, and 29.1% selected neutral. Furthermore, 41.8% of students chose to agree, and 20% selected strongly agree. Most students tend to agree they interact more with classmates.



Figure 9. Students' Confidence in Speaking English

A total of 2.7% of students selected strongly disagree. Meanwhile, 10.9% chose to disagree, and 21.8% selected neutral. Furthermore, 40.9% of students chose to agree, and 23.6% selected strongly agree. Most students agree that their confidence increases.



Figure 10. Students' Comfort in Expressing Ideas during Speaking Activities

A total of 5.5% of students selected strongly disagree. Meanwhile, 8.2% chose to disagree, and 26.4% selected neutral. Furthermore, 41.8% of students chose to agree, and 18.2% selected strongly agree. Most students tend to agree they feel more comfortable expressing ideas.



Figure 11. Ease of Speaking Practice after Pre-Class Preparation

A total of 2.7% of students selected strongly disagree. Meanwhile, 5.5% chose to disagree, and 12.7% selected neutral. Furthermore, 41.8% of students chose to agree, and 37.3% selected strongly agree. Most students strongly agree that preparation makes speaking easier.



Figure 12. Improvement of Students' Speaking Ability through Flipped Classroom

A total of 2.7% of students selected strongly disagree. Meanwhile, 4.5% chose to disagree, and 21.8% selected neutral. Furthermore, 45.5% of students chose to agree, and 25.5% selected strongly agree. Most students agree that the method improves speaking ability.

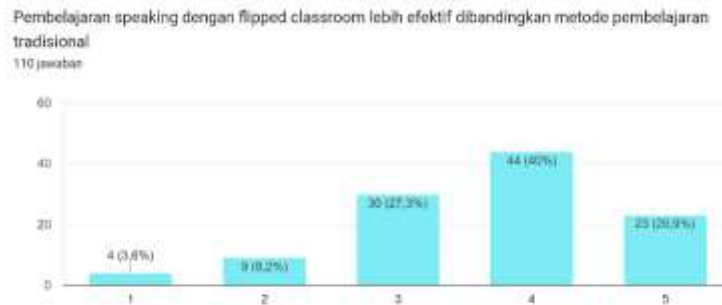


Figure 13. Effectiveness of Flipped Classroom Compared to Traditional Methods

A total of 3.6% of students selected strongly disagree. Meanwhile, 8.2% chose to disagree, and 27.3% selected neutral. Furthermore, 40% of students chose to agree, and 20.9% selected strongly agree. Most students tend to agree that flipped classrooms are more effective than traditional methods.



Figure 14. Students' Understanding of Speaking Tasks in Flipped Classroom

A total of 1.8% of students selected strongly disagree. Meanwhile, 6.4% chose to disagree, and 29.1% selected neutral. Furthermore, 38.2% of students chose to agree, and 24.5% selected strongly agree. Most students agree they understand speaking tasks better.



Figure 15. Students' Preference for Using Flipped Classroom in Other Classes

A total of 3.6% of students selected strongly disagree. Meanwhile, 3.6% chose to disagree, and 20% selected neutral. Furthermore, 45.5% of students chose to agree, and 27.3% selected strongly agree. Most students agree that they would like this method applied in other classes.

Students' reactions to the flipped classroom model for improving their speaking skills are more clearly illustrated in the bar graph above. The majority of students consistently selected "agree" and "strongly agree" on nearly every questionnaire item, statistically indicating a very positive opinion of this teaching strategy. This trend suggests that the flipped classroom fosters a more supportive and stimulating learning environment, particularly by providing students with access to educational resources before class and using class time for active speaking practice (Blair et al., 2015).

The high percentage of positive responses regarding speaking confidence and pre-class preparation indicates that students benefit significantly from exposure to the learning materials prior to class. Students are better prepared to actively participate in speaking exercises when they come to class with prior knowledge, ultimately improving their confidence and fluency. The flipped classroom paradigm improves learning outcomes and engagement by enabling students to retain information more effectively through active, collaborative classroom activities. These results also align with research by Kasmairi, which highlights how active learning techniques can significantly improve students' speaking skills by encouraging them to share their thoughts, participate in discussions, and engage in more intensive communication practice (Kristiawan, 2023).

The positive responses in the graph indicate that students' motivation and interest in learning to speak have increased as a result of the use of interactive techniques and technologies, which create a more dynamic and engaging learning environment (Gusviyani

et al., 2022). Studies showing that technology-based tools can improve speaking skills, increase motivation, and reduce students' fears provide evidence supporting this conclusion (Huang & Liu, 2025). Interactive exercises such as games provide a relaxed environment that motivates students to speak more actively without worrying about making mistakes. Furthermore, speaking as a basic communication skill requires continuous practice and active involvement in significant classroom interactions (Adem & Berkessa, 2022). Therefore, by creating a more engaging, student-centered, and encouraging learning environment, the flipped classroom paradigm can be considered successful in improving students' speaking performance.

CONCLUSION

The results of this study indicate that students' academic achievement in speaking skills is positively influenced by the flipped classroom paradigm. The findings indicate that students have positive opinions about this type of instruction, particularly regarding improved understanding of course topics, increased class engagement, and greater confidence in speaking English. By giving students the opportunity to prepare their lecture materials in advance, the flipped classroom model allows for more efficient use of class time for interactive and communicative activities. Students are more independently engaged in speaking practice and become more active participants in the learning process.

Furthermore, the flipped classroom framework, incorporating technology, helps create a more adaptive and student-centered learning environment. This method encourages students to learn at their own pace and provides them with more opportunities to actively participate in speaking practice. Although some difficulties were noted, such as higher workloads and technological issues, these shortcomings did not outweigh the model's overall advantages. Consequently, the flipped classroom can be seen as a successful teaching method for improving students' speaking skills and encouraging higher levels of engagement in language acquisition. Future studies are recommended to more closely examine the long-term effectiveness of this strategy and how it can be used in other educational settings.

Based on descriptive statistical analysis, the mean total score of the questionnaire items varied from 3.59 to 4.07, indicating that the majority of students agreed with the positive comments about the flipped classroom approach. This range of mean scores indicates students' generally positive attitudes toward the use of this learning style. It also revealed that the flipped classroom had a consistent positive influence on various factors, such as students' understanding of the topic, class engagement, speaking confidence, and overall learning effectiveness. Consequently, the average findings support the conclusion that the flipped classroom approach is beneficial in helping students improve their academic achievement, particularly in speaking skills.

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