

**EFL STUDENTS' PERCEIVED IMPACT OF THE INFLUENCE
OF FLIPPED LEARNING ON THEIR ENGLISH SPEAKING
PROFICIENCY**

THESIS

Submitted By

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FAKULTAS TARBIYAH DAN KEGURUAN
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LEARNING ON THEIR ENGLISH SPEAKING PROFICIENCY**

THESIS

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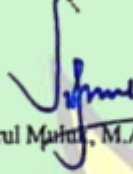
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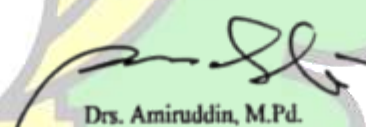
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**EFL Student's Perceived Impact of The Influence of Flipped Learning on
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adalah benar-benar saya, kecuali semua kutipan dan referensi yang disebutkan sumbernya. Apabila terdapat kesalahan dan kekeliruannya didalamnya, maka akan sepenuhnya menjadi tanggung jawab saya. Demikianlah surat pernyataan ini saya buat dengan sesungguhnya.

Banda Aceh, 13 Januari 2026

, yang membuat pernyataan:



Aulia Rahmat

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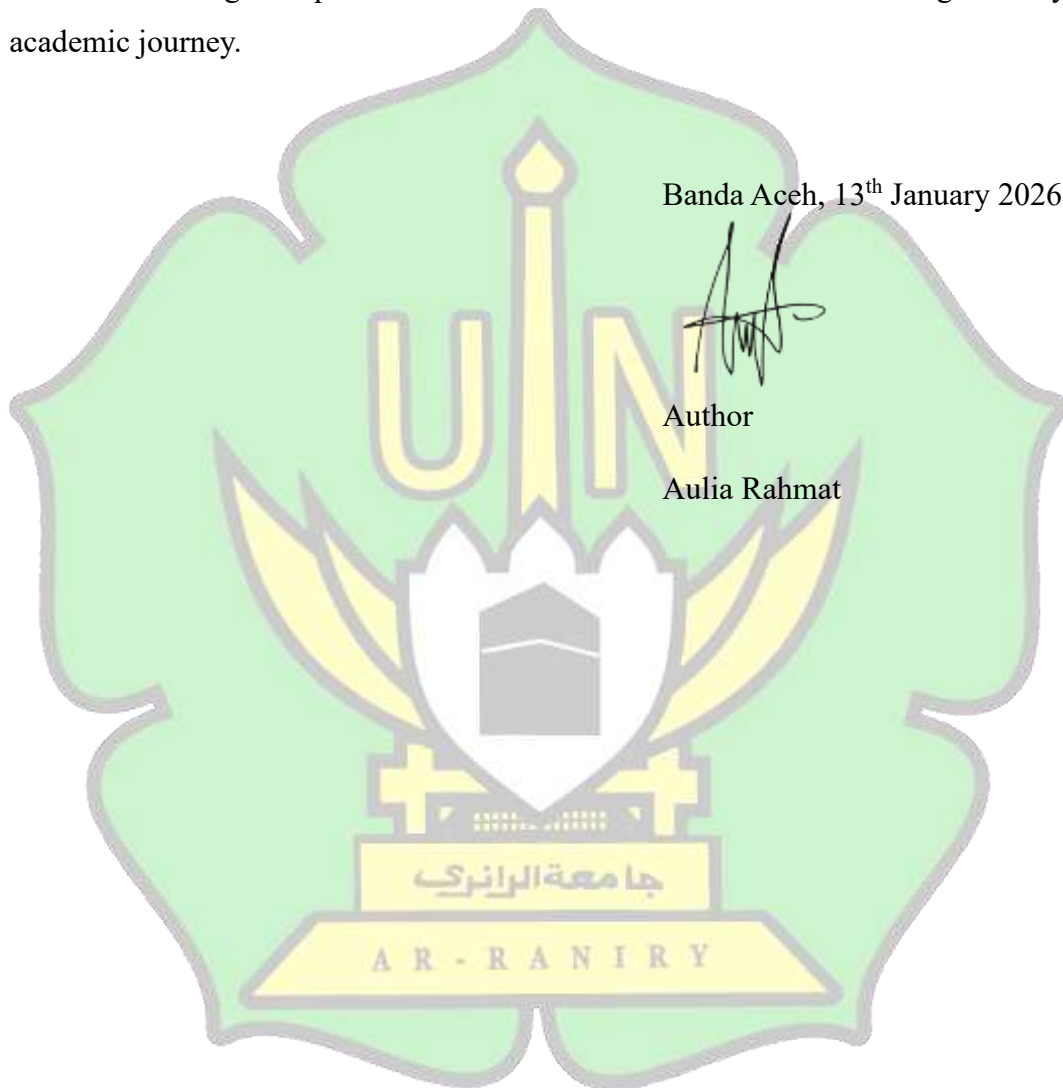
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ABSTRACT

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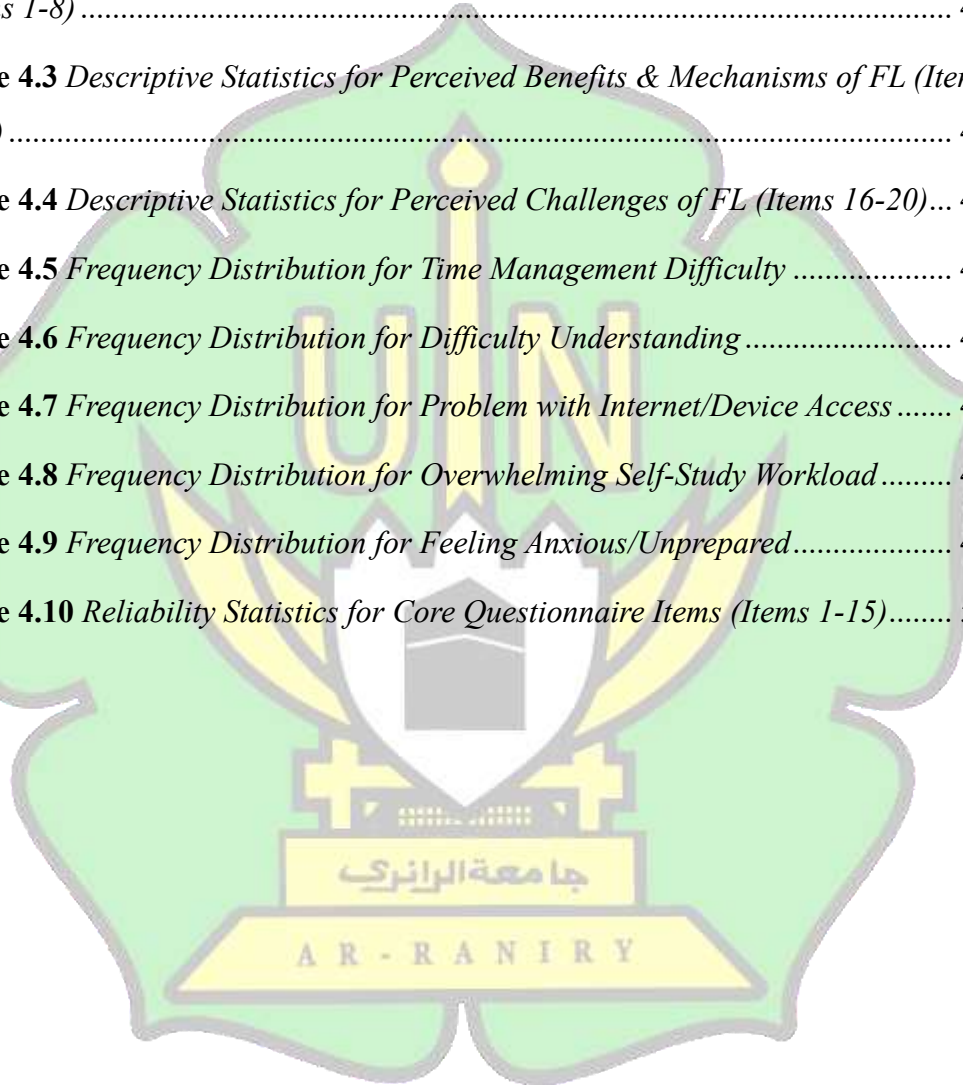
The need to enhance English speaking proficiency among Indonesian EFL learners has led to interest in student-centered approaches like Flipped Learning (FL), which optimizes classroom time for interactive practice. While quantitative studies show FL improves speaking performance, there is a gap in understanding how students themselves perceive its impact on their speaking development. This study, therefore, aimed to qualitatively explore the perceptions of EFL students at UIN Ar-Raniry regarding the impact of the Flipped Learning model on their English speaking proficiency. Employing a qualitatively-driven mixed-methods design, data were collected concurrently from 60 students using a Likert-scale questionnaire and from 10 purposively selected participants through in-depth semi-structured interviews. Quantitative data were analyzed descriptively via SPSS, while qualitative data underwent rigorous thematic analysis. Students predominantly perceived FL positively, reporting that pre-class preparation significantly enhanced their speaking fluency and confidence by reducing anxiety and enabling active participation. The model was also seen to foster learner autonomy and responsibility. However, these benefits were conditional on students' self-regulation skills, as challenges in time management and independent comprehension were noted. Highly proficient learners perceived less added value from the structured model. It is concluded that EFL students view Flipped Learning as a beneficial model for speaking development, primarily through a cycle of preparation, confidence-building, and interactive practice. Its effectiveness is contingent on supporting student self-regulation and strategically applying it to complex learning topics.

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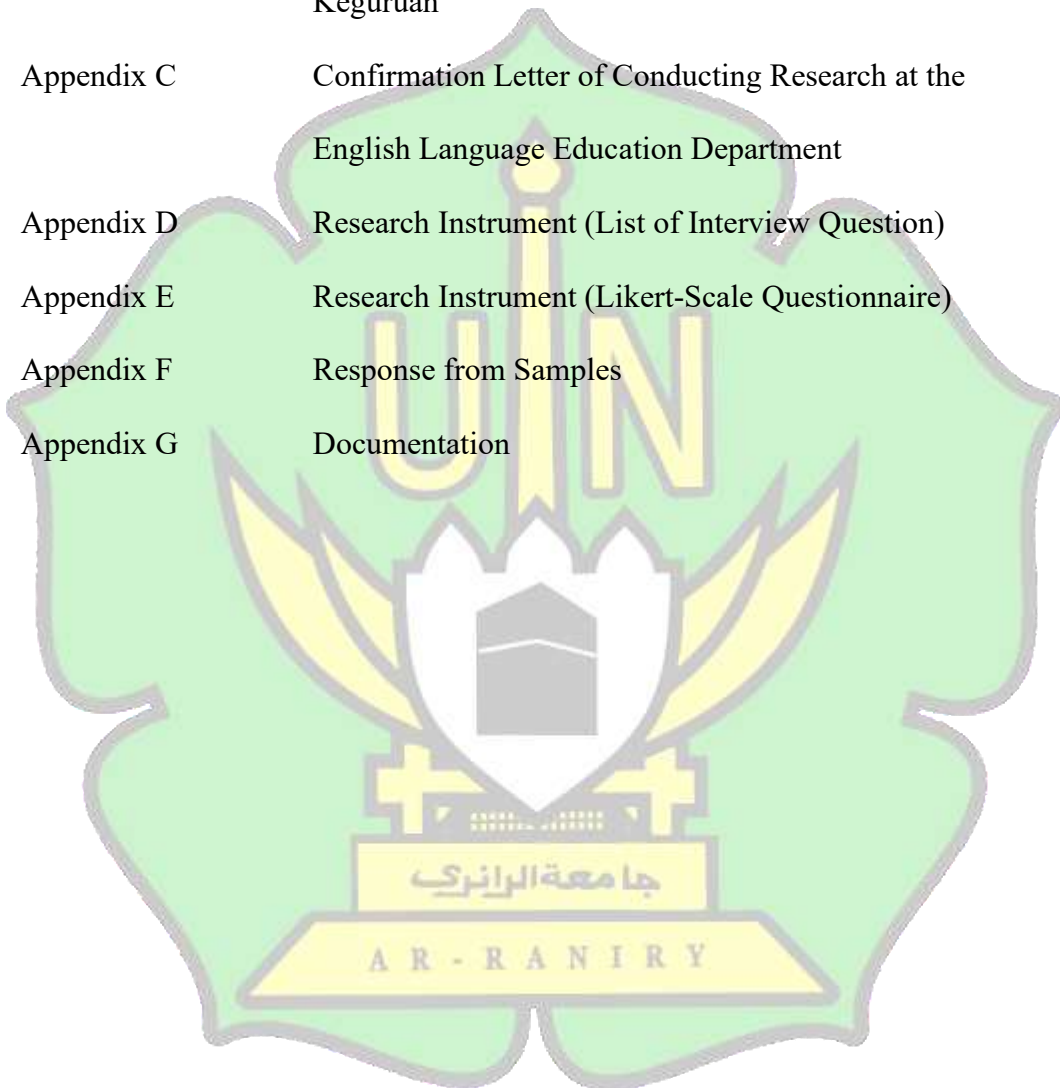
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CHAPTER I

INTRODUCTION

A. Background of the Study

The landscape of English as a Foreign Language (EFL) education in Indonesia is continuously evolving, driven by the need to enhance communicative competence, particularly in speaking. Among these, the Flipped Learning (FL) approach has gained significant interest for its ability to optimise classroom time and promote student-centred learning. (Bergmann & Sams, 2012). In this model, students now receive direct instruction that is moved from the group learning space to the individual learning space, often through video lectures or digital materials, transforming the classroom into a dynamic environment for interactive activities, problem-solving, and speaking practice. This is especially relevant in Indonesian universities, for example, at the English Language Education Department of UIN Ar-Raniry Banda Aceh. the adoption of FL aligns with broader initiatives to enhance the quality of EFL instruction and address the persistent challenge of developing communicative competence among students.

Despite the recognised importance of English speaking proficiency for academic and professional success, many Indonesian EFL learners continue to struggle with oral communication. Challenges such as lack of fluency, confidence, grammatical accuracy, and high speaking anxiety are well-documented, often attributed to teacher-centred methods that dominate class time with lecture, leaving minimal opportunity for active speaking practice (Habiburrahim et al., 2020;

Amiruddin, 2019). This creates a persistent gap between students' receptive knowledge and their productive speaking ability.

In response to this persistent challenge, research investigating Flipped Learning (FL) in EFL contexts has yielded promising quantitative evidence regarding its positive impact on speaking skills. Experimental and quasi-experimental studies have consistently reported statistically significant improvements in students' oral performance. For instance, Alsowat (2016) found that an EFL flipped model significantly enhanced graduate students' higher-order thinking skills, which are foundational for sophisticated speaking. Similarly, Alkhoudary & AlKhoudary (2019) demonstrated that secondary school students in a flipped classroom outperformed their peers in traditional settings, showing marked gains in fluency and grammatical accuracy. This trend is further supported by Li & Suwanthep (2017), whose study confirmed that flipped instruction combined with interactive role-plays led to greater speaking gains compared to conventional methods.

A significant gap in this quantitative literature is its neglect of the learner's perspective. By concentrating on external performance indicators, it fails to capture how students internally perceive, process, and attribute meaning to the flipped learning experience. These studies tell us that Flipped Learning can improve speaking, but they do not adequately explain how or why from the learners' own viewpoints, or in what nuanced ways students themselves believe the model influences their confidence, motivation, and sense of competence.

As noted by Zheng et al. (2020), the success of a pedagogical innovation is not only by performance outcomes but also by student acceptance and their perceived learning gains areas best explored through in-depth qualitative inquiry.

Therefore, a qualitative investigation is essential to move beyond test scores and uncover the lived experiences of the learners. As Zheng et al. (2020) argue, the success of a pedagogical innovation is co-determined by student acceptance and their perceived learning gains. This study is designed to fill this precise gap. It aims to qualitatively explore the perceptions of EFL students at UIN Ar-Raniry regarding the influence of the Flipped Learning model on their English speaking proficiency. By placing the student voice at the forefront, this research seeks to provide a deeper, more holistic understanding of the perceived mechanisms, benefits, challenges, and conditional factors of FL in developing speaking skills. The significance of this study lies in its potential to inform more empathetic, effective, and learner-responsive instructional design for EFL speaking courses in Indonesia and similar context.

B. Research Questions

The primary research question guiding this investigation is “How do EFL students at the English Language Education Department of UIN Ar-Raniry perceive the influence of the Flipped Learning model on the development of their English speaking proficiency?”

C. Research Aims

This study aims to explore and describe the perceptions of EFL students in the English Language Education Department at UIN Ar-Raniry regarding the influence of a Flipped Learning model on their English speaking proficiency.

D. Research Significance

The findings of this study are expected to hold significant value for several key stakeholders in the field of EFL education, as outlined below:

1. For Educators

This study provides critical, evidence-based guidance for EFL lecturers and curriculum designers. By revealing which specific aspects of the Flipped Learning model students perceive as most beneficial or challenging for their speaking skills, the findings will empower educators to make informed decisions. This understanding is vital for refining the design and implementation of flipped classrooms, moving beyond a one-size-fits-all approach to create more responsive, effective, and optimally tailored speaking instruction.

2. For Students

This research offers a platform for EFL students' voices to be heard, potentially empowering them to become more active and reflective agents in their own learning journey. The process of articulating their experiences can foster valuable metacognitive insights into their learning processes. Furthermore, the outcomes of this study are expected to contribute to the creation of learning environments that are more aligned with student needs and perceptions, thereby

directly supporting their efforts to build greater confidence and competence in English speaking.

3. For Further Research

This study contributes to the academic community by providing a rich, qualitative account of student perceptions in a specific EFL context. The findings can serve as a reference and foundation for future researchers interested in exploring visual learning strategies, Flipped Learning, or speaking skill development. It opens avenues for subsequent studies, such as action research to implement the identified beneficial practices or mixed-methods research to correlate perceptual data with quantitative performance metrics in different learning environments.

E. Research Terminology

To ensure clarity and a consistent understanding of key concepts, the following terms are defined as they are used in this study:

1. EFL Students' Perceptions

This term refers to the beliefs, views, interpretations, and personal meanings that EFL students construct regarding their experiences with the Flipped Learning model. In this study, 'perceptions' constitute the primary data through which the perceived impact (or influence) of the model is explored. It focuses on students' subjective accounts of how they believe the model affects their confidence, motivation, and self-assessed competence in speaking English, rather than on objective performance metrics (Zheng et al., 2020).

2. Flipped Learning (FL)

For this study, Flipped Learning is defined as an instructional model. In this model, the initial teaching phase (e.g., lectures, explanatory content) is assigned as individual study before class, usually using digital materials. This method allows classroom time to be used for interactive activities facilitated by the lecturer. These activities, such as discussions and group projects, specifically designed to practice and enhance English speaking proficiency. (Bergmann & Sams, 2012; Zainuddin & Perera, 2019).

3. English Speaking Proficiency

In the context of this research, Speaking Proficiency is narrowly defined as the students' self-reported ability to perform in oral English. It is operationalized through several key sub-components, including:

- a. Fluency: The ability to produce continuous speech with a natural flow, minimal hesitation, and a sustainable pace.
- b. Accuracy: The correct use of grammatical structures, vocabulary, and pronunciation to ensure intelligibility.
- c. Complexity: The use of a wider range of vocabulary and more sophisticated sentence structures to convey meaning more precisely.
- d. Confidence: The learners' self-belief and willingness to engage in communication, which is a critical affective factor influencing oral performance (Davari & Mall-Amiri, 2022)

CHAPTER II

LITERATURE REVIEW

A. Student Perceptions in Language Learning

Understanding student perceptions is fundamental to evaluating the effectiveness and impact of any pedagogical innovation. In educational research, perceptions refer to the beliefs, views, and personal meanings that learners construct based on their experiences, which in turn shape their engagement, motivation, and learning outcomes (Zheng et al., 2020). In the context of language learning, perceptions act as a critical filter through which instructional methods are interpreted; they influence not only how students interact with a new teaching approach but also how they assess their own progress and competence. This is especially pertinent in studies of innovative models like Flipped Learning, where success depends not only on measurable performance gains but also on learner acceptance, comfort, and perceived relevance. As noted by Zheng et al. (2020), the efficacy of a pedagogical shift is co-determined by student perceptions of its usefulness and their own perceived learning gains, areas best explored through qualitative inquiry.

In EFL settings, perceptions are closely tied to key affective variables such as anxiety, self-efficacy, and motivation. For instance, a learner's perception of a classroom as supportive or threatening can directly increase or decrease foreign language anxiety (Horwitz et al., 1986). Research in Indonesian contexts confirms that students' perceptions of their learning environment including the degree of

social presence, lecturer support, and peer interaction significantly affect their confidence and willingness to speak (Kusumaningtyas & Mukti, 2023; Diana et al., 2024). Therefore, examining perceptions provides indispensable insight into the *why* and *how* behind learning outcomes.

While previous studies on Flipped Learning in Indonesia have begun to note positive student responses, particularly in skill areas like reading (Septiani et al., 2024), there remains a lack of in-depth, perception-focused research on how students themselves believe the model affects the specific sub-components of their speaking proficiency. This study positions student perceptions at the forefront, aiming to uncover the lived experiences and attributed meanings that quantitative data alone cannot reveal, thereby offering a more holistic understanding of Flipped Learning's impact in the local EFL context.

B. Flipped Learning

1. Definition

Flipped Learning (FL) is a student-centered pedagogical approach that fundamentally restructures the traditional learning environment by inverting the typical sequence of instruction. Pioneered by Bergmann and Sams (2012), the model is formally defined as a practice where "direct instruction moves from the group learning space to the individual learning space, and the resulting group space is transformed into a dynamic, interactive learning environment where the educator guides students as they apply concepts and engage creatively with the subject matter" (p. 13).

The core principle of FL involves shifting the initial exposure to new content often facilitated through curated digital materials like video lectures, readings, or interactive modules to the individual study period before class. This strategic reallocation liberates the classroom from being a venue for one-way knowledge transmission and repurposes it for active, collaborative application and synthesis, facilitated by the teacher (Bishop & Verleger, 2013). Therefore, FL represents a pedagogical innovation deeply informed by constructivist epistemology, aiming to foster deeper cognitive engagement and more authentic skill development.

2. Characteristic of Flipped Learning

To move beyond a simple inversion of activities, the Flipped Learning Network (2014) established four key pillars that characterise an effective flipped environment:

a. Flexible Environment

Flipped Learning necessitates the creation of adaptable learning spaces and timelines. Educators establish flexible physical and digital environments where students can choose when and where they access initial instructional content (e.g., video lectures, readings). This flexibility also extends to assessment, allowing for varied and often more authentic forms of evaluation that accommodate different learning paces, styles, and moments of understanding. In the context of language learning, this means students can review pronunciation videos or grammar explanations at their own pace before applying the knowledge in class.

b. Learning Culture

This pillar represents the most significant philosophical shift in a flipped classroom. The model deliberately transitions from a teacher-centered approach, where the instructor is the primary disseminator of knowledge ("sage on the stage"), to a student-centered learning culture, where the teacher acts as a facilitator and guide ("guide on the side"). This transformation fosters a community of inquiry where students actively construct knowledge through interaction, collaboration, and exploration. For EFL speaking development, this culture is critical as it empowers students to take ownership of their learning, engage in peer-to-peer communication, and use class time for the authentic, often messy, practice of spoken English in a supportive setting.

c. Intentional Content

Educators in a flipped setting must critically and continuously evaluate their curriculum to determine what content is best delivered through direct instruction and what concepts are most suitable for active, collaborative in-class exploration. The goal is to use Intentional Content to maximize precious face-to-face time for activities that foster deeper, conceptual understanding and skill application. In an EFL speaking course, this often means that explicit instruction on grammatical rules, functional language, or vocabulary is provided via pre-class materials, freeing the classroom session for role-plays, debates, presentations, and other interactive tasks that build fluency and communicative competence.

d. Professional Educator

Contrary to the misconception that technology replaces the teacher, the role of the educator becomes more demanding and crucial in a flipped model. The Professional Educator is not a passive observer but an active facilitator of learning. They provide real-time, formative feedback during in-class activities, design meaningful and engaging tasks, closely observe student interactions to identify misconceptions, and dynamically manage group work. Their presence is essential for scaffolding complex tasks, motivating students, and ensuring that the collaborative learning time is productive and aligned with learning objectives.

3. Benefit of Flipped Learning

The adoption of the Flipped Learning model offers significant pedagogical advantages that collectively address persistent challenges in traditional EFL instruction. By restructuring the learning sequence, FL creates a more dynamic, interactive, and student-centered environment conducive to language acquisition, particularly for developing productive skills like speaking.

a. Maximized and Optimized Classroom Time for Practice

The most immediate benefit of FL in EFL settings is the strategic reallocation of classroom time. By shifting the initial transmission of knowledge (e.g., grammar rules, vocabulary lists, functional language explanations) to individual study, precious face-to-face sessions are liberated from passive lecture. This time is repurposed for active, communicative language practice the element most often scarce in traditional settings (Egbert et al., 2015). Class time becomes a

workshop for interactive tasks such as discussions, problem-solving activities, simulations, and collaborative projects, providing students with the essential output practice needed for developing fluency and automaticity.

b. Increased Opportunities for Personalized Feedback and Scaffolding

With the teacher freed from the role of primary lecturer, they transition to that of a facilitator and coach. This allows for more individualized attention and timely feedback during in-class activities. Educators can circulate among students, observe speaking performance in real-time, provide immediate corrective feedback on pronunciation or grammar, and offer strategic scaffolding to help learners express more complex ideas. This just-in-time support is more impactful than delayed feedback on written homework and is crucial for improving accuracy and confidence (Bergmann & Sams, 2012).

c. Enhanced Learner Autonomy and Self-Regulation

The FL model inherently requires and fosters greater learner responsibility. The necessity for students to engage with and comprehend pre-class materials cultivates crucial self-directed learning skills, including time management, goal-setting, and independent study strategies (Zheng et al., 2020). This development of autonomy is a key objective in higher education and empowers students to take charge of their ongoing language learning journey beyond the classroom.

d. Lowered Affective Filters and Increased Willingness to Communicate

The prepared, student-centered nature of the flipped classroom can positively affect learners' psychological readiness to speak. By arriving to class

already familiar with the target language forms or topics, students often experience reduced anxiety and a higher sense of preparedness. This can lower Krashen's (1982) affective filter, increasing their willingness to take risks and participate in speaking activities. The collaborative, practice-oriented culture further creates a less intimidating environment for oral communication (Lee & Wallace, 2018).

e. Promotion of Higher-Order Thinking and Deeper Engagement

Freed from the cognitive load of processing new information for the first time during class, students can engage in higher-order cognitive activities during face-to-face sessions. Instead of merely comprehending a grammar rule, they can analyze its use in different contexts, evaluate arguments in a debate, or create original dialogues. This shift from understanding to applying, analyzing, and creating aligns with Bloom's Revised Taxonomy (Anderson & Krathwohl, 2001) and leads to deeper, more meaningful engagement with the language.

f. Catering to Diverse Learning Paces and Styles

The flexibility inherent in the pre-class phase allows students to learn initial content at their own pace. They can pause, rewind, or review video lectures and digital materials as needed, which is a fundamental advantage noted by the model's pioneers (Bergmann & Sams, 2012). This form of differentiated instruction acknowledges that learners process foundational information at different speeds, helping to ensure that more students arrive in class with a baseline understanding, ready to participate equitably in collaborative tasks (Turan & Akdag-Cimen, 2020).

4. Challenges of Flipped Learning Implementation

Despite its considerable pedagogical promise, the successful implementation of the Flipped Learning model is not without significant challenges. These obstacles require careful forethought, planning, and institutional support to mitigate, ensuring that the model's theoretical benefits are realized in practice.

a. Student Readiness and Resistance to Pedagogical Shift

A primary obstacle lies in student preparedness for this fundamental change in their learning role. Learners accustomed to traditional, teacher-centered instruction may experience initial resistance, frustration, or anxiety. The model places heightened demands on self-discipline, time management, and personal responsibility for completing pre-class assignments (Turan & Akdag-Cimen, 2020). Failure to consistently engage with pre-class materials due to lack of motivation, poor self-regulation, or simple habit can fundamentally undermine the in-class activities designed for higher-order application, leaving students unprepared and disengaged during collaborative sessions.

b. The Digital Divide and Issues of Equity

The model's foundational reliance on technology for delivering pre-class content can inadvertently exacerbate existing educational inequalities. The "digital divide" the gap between students with reliable, high-speed internet access and personal digital devices and those without poses a serious threat to equitable access (Abdelshaheed, 2017). Students from lower socioeconomic backgrounds or regions with poor infrastructure may be systematically disadvantaged, unable to

consistently access or download necessary materials, which can lead to their de facto exclusion from the learning process and widen achievement gaps.

c. Substantial Initial Investment for Educators

Transitioning to a flipped model requires a considerable upfront investment of time and effort from instructors. The development of high-quality, engaging pre-class materials (such as recording and editing video lectures, curating readings, or creating interactive online modules) is labor-intensive. Furthermore, designing meaningful, student-centered in-class activities that effectively build upon the pre-class work demands significant pedagogical creativity and planning (FLN, 2014). Without adequate institutional support, training, or release time, this burden can lead to instructor burnout and inconsistent implementation quality.

d. Risk of Superficial Implementation and Increased Workload

There exists a persistent danger of reducing FL to a mere inversion of traditional activities without the essential pedagogical transformation. Without thoughtful instructional design, pre-class work can devolve into passive video-watching, and in-class time may lack clear structure or cognitive depth, failing to promote the intended active learning and critical thinking (Bishop & Verleger, 2013). This superficial approach can lead to student dissatisfaction and no measurable improvement in learning outcomes. Additionally, both students and instructors may perceive an increased overall workload, as the model often makes previously invisible individual study time more explicit and structured.

e. Cultural and Contextual Fit

The model must be adapted to fit specific cultural and institutional contexts. In educational cultures with deeply ingrained norms of teacher authority and passive student roles such as in many parts of Asia, including Indonesia the shift to a student-centered, autonomous learning model may face particular cultural resistance from both students and faculty (Habiburrahim et al., 2020). Successful implementation requires sensitive adaptation and clear communication of the new roles and expected benefits to all stakeholders.

5. Flipped Learning in the EFL Context

In the specific domain of English as a Foreign Language (EFL) education, the Flipped Learning model holds particular promise for addressing long-standing pedagogical challenges. Traditional EFL classrooms often struggle to balance the necessary explicit instruction of linguistic forms (grammar, vocabulary) with the equally critical need for communicative language practice. FL directly addresses this imbalance by systematically allocating these distinct phases of learning. As emphasized by Egbert et al. (2015), this model "can provide EFL students with more opportunities for language practice and interaction" by shifting the initial presentation of rules and vocabulary to the individual learning space.

This structural shift is especially potent for developing productive skills like speaking and writing. The classroom is liberated from being a venue for passive knowledge reception and becomes a dynamic arena for authentic communication, collaborative tasks, and personalized feedback. A systematic review by Turan &

Akdag-Cimen (2020) confirms the model's growing popularity and its positive association with enhancing these very skills among EFL learners. This transformation is crucial because it creates the conditions for the active participation and collaboration that students value. Research by Lee & Wallace (2018) into student perceptions found that EFL learners appreciate the increased opportunities for interactive language practice that the flipped model facilitates, recognizing its direct contribution to their language proficiency.

Evidence of its effectiveness is also growing within the Indonesian higher education context. A study by Septiani, Muluk, & Habiburrahim (2024) demonstrated that the flipped classroom approach successfully improved students' reading comprehension, with participants reporting positive responses to its implementation. Similarly, research on writing skills by Muluk et al., (2022) found that a flipped IELTS writing course significantly enhanced learners' writing performance, with participants valuing the model's flexibility, opportunities for independent learning, and collaborative in-class activities.

Most recently, and of direct relevance to the present study's focus on speaking, Muluk et al., (2025) investigated a *Synchronous Virtual Flipped Classroom* model in a Public Speaking course. Their mixed-methods study revealed that this approach not only improved students' speaking performance but also played a dual role in alleviating speaking anxiety. While students appreciated the engagement and flexibility afforded by the model, they also noted challenges related to reduced social presence compared to physical classrooms. This finding is particularly significant as it confirms that the benefits of Flipped Learning

structured preparation and active, interactive class time extend to the domain of speaking proficiency in the local context.

Collectively, these studies underscore a critical point, the success of this pedagogical innovation is closely tied to student perception and acceptance. The positive, yet nuanced, responses noted especially regarding affect and skill specific outcomes highlight the importance of a deeper, qualitative investigation into how students themselves perceive the impact of Flipped learning on their speaking development.

C. English Speaking Proficiency

1. Definition and Components

Speaking proficiency represents a complex, multi-dimensional construct at the heart of communicative language competence. It extends beyond the mere knowledge of grammatical rules and vocabulary to encompass the ability to use language spontaneously, fluently, and appropriately to achieve communicative goals in real-time interaction (Richards, 2018). In the context of English as a Foreign Language (EFL), speaking is often regarded as both the ultimate learning objective and the most challenging skill to master, as it demands the simultaneous integration of linguistic knowledge, cognitive processing, and socio-pragmatic awareness under the pressure of spontaneous production (Zhang & Chen, 2022).

This challenge is particularly pronounced in the Indonesian EFL context, where students often struggle with persistent issues in oral performance, including grammatical inaccuracies, limited vocabulary, and pronunciation difficulties, which

are frequently influenced by first language interference (Amiruddin, 2019). Moreover, the affective dimension of speaking especially anxiety plays a critical role. Studies conducted in Indonesian universities highlight that factors such as lack of preparation, fear of making mistakes, and fear of negative evaluation significantly heighten speaking anxiety among EFL learners, which in turn adversely affects their willingness to communicate and overall oral performance (Diana et al., 2024; Habiburrahim et al., 2020).

For the purpose of this study, speaking proficiency is operationalized through four inter-related sub-components, which provide a focused framework for investigating the perceived impact of Flipped Learning. These components are widely recognized in applied linguistics literature as critical indicators of oral performance:

a. Fluency

Fluency refers to the ability to produce continuous, flowing speech with a natural pace, minimal undue hesitation, repetition, or self-correction. It is not merely speed but the smoothness and automaticity of language production (Tavakoli & Hunter, 2018). Fluency reflects the efficiency of cognitive processes in retrieving and assembling linguistic elements in real time. In perceptual terms, it is what makes a speaker sound "comfortable" and proficient in the language.

b. Accuracy

Accuracy pertains to the correct use of the linguistic system, including grammatical structures, syntax, morphology, and lexical choice. It is essential for intelligibility and credibility, particularly in academic and professional contexts (Brown, 2019). In the local context, accuracy remains a persistent challenge, with studies noting frequent errors in grammar and pronunciation among Indonesian EFL learners (Amiruddin, 2019). A baseline of accuracy is crucial for clear and precise meaning-making.

c. Complexity

Complexity, sometimes referred to as "lexical and syntactic complexity," involves the capacity to use a wider range of vocabulary and more sophisticated sentence structures to convey meaning with greater precision and nuance. It moves beyond basic communication toward more elaborate and varied language use. This includes the use of lower-frequency vocabulary, varied grammatical structures (e.g., subordinate clauses), and appropriate collocations (Davari & Mall-Amiri, 2022). Complexity is often associated with higher levels of proficiency.

d. Confidence

While not a purely linguistic component, confidence is a critical affective factor that profoundly influences speaking performance. It refers to the learner's self-belief in their ability to communicate successfully and their willingness to engage in oral interaction without excessive fear or anxiety (Davari & Mall-Amiri, 2022). Confidence impacts risk-taking, participation frequency, and

overall communicative competence. It is inherently tied to self-efficacy and is a key perceptual metric for learners themselves when assessing their own speaking progress. Research in the Indonesian context confirms that building a supportive, socially present learning environment whether online or face-to-face is essential for fostering this confidence (Kusumaningtyas & Mukti, 2023; Diana et al., 2024).

These four components fluency, accuracy, complexity, and confidence are interdependent. Gains in one area can influence others; for instance, increased accuracy might bolster confidence, while greater confidence may encourage more attempts at complex language. This framework provides a comprehensive yet specific lens through which to analyze EFL students' perceptions of their speaking development within the Flipped Learning model.

2. Affective Factors in Speaking Proficiency

The development of speaking proficiency is not solely a cognitive or linguistic endeavor; it is profoundly influenced by a range of affective factors the emotional and psychological dimensions of learning. In EFL contexts, particularly in Indonesia, these factors often determine a learner's willingness to communicate, level of participation, and ultimate success in acquiring spoken English. Three interconnected affective factors are especially critical: anxiety, motivation, and self-confidence (or self-efficacy).

a. Speaking Anxiety

Foreign Language Anxiety (FLA), particularly speaking anxiety, is one of the most significant affective barriers for EFL learners. Horwitz, Horwitz, and Cope

(1986) defined it as "a distinct complex of self-perceptions, beliefs, feelings, and behaviors related to classroom language learning arising from the uniqueness of the language learning process." In the Indonesian context, research has consistently identified speaking anxiety as a major impediment. Students frequently report fear of negative evaluation, fear of making mistakes, and lack of preparation as primary sources of their anxiety (Diana, Renandya, & Dahliana, 2024; Habiburrahim et al., 2020). This anxiety can trigger a debilitating cycle: fear of speaking leads to avoidance, which results in less practice, further entrenching anxiety and hindering proficiency development.

b. Motivation

Motivation is the driving force that energizes, directs, and sustains learning behavior. It is commonly categorized into intrinsic motivation (driven by internal interest or enjoyment) and extrinsic motivation (driven by external rewards or outcomes), a foundational distinction in language learning research (Dörnyei & Ushioda, 2011). In EFL settings, motivation is crucial for sustaining the effort required to practice speaking, a skill that demands repeated exposure and risk-taking. A learner with high motivation is more likely to seek out speaking opportunities, persist through difficulties, and engage deeply with the language. Conversely, low motivation, often exacerbated by high anxiety or negative past experiences, can lead to passive learning and minimal oral output. In the specific context of this study, the structure of Flipped Learning which emphasizes autonomy, active application, and interactive class time is theoretically aligned with principles that support autonomy, competence, and relatedness, key components of

Self-Determination Theory that foster high-quality motivation (Deci & Ryan, 1985; Zainuddin & Perera, 2019).

c. Self-Confidence and Self-Efficacy

Closely related to anxiety and motivation is the construct of self-confidence and its more specific counterpart, self-efficacy (Bandura, 1997). Self-efficacy in language learning refers to a student's belief in their capability to successfully execute specific speaking tasks. This belief powerfully influences the choices learners make, the effort they expend, and their resilience in the face of challenges. Students with high speaking self-efficacy are more likely to volunteer to speak, use complex language, and view mistakes as part of the learning process. In contrast, low self-efficacy often stemming from repeated experiences of anxiety or perceived failure can cripple a learner's willingness to communicate. Studies within Indonesian universities emphasize that fostering a supportive and socially present learning environment is essential for building this crucial confidence (Kusumaningtyas & Mukti, 2023).

3. Speaking in the Indonesian EFL Context

The development of English-speaking proficiency among Indonesian university students is shaped by a unique set of pedagogical, linguistic, and affective challenges. Despite extensive formal instruction, many learners continue to struggle with oral communication, often due to traditional teacher-centered methods that prioritize grammatical accuracy over interactive practice. This results in persistent difficulties with fluency, accuracy, and complexity, as evidenced by frequent errors

in grammar, vocabulary, and pronunciation among English education students (Amiruddin, 2019).

Compounding these linguistic hurdles is the significant role of affective factors, particularly speaking anxiety, which is frequently triggered by fear of making mistakes, negative evaluation, and lack of preparation, thereby stifling students' willingness to communicate (Habiburrahim et al., 2020; Diana, Renandya, & Dahliana, 2024). The transition to online learning during the Covid-19 pandemic further exposed and intensified these barriers, with students reporting diminished spontaneous interaction and a weakened sense of social presence key elements for building speaking confidence (Syafayani et al., 2022; Kusumaningtyas & Mukti, 2023). In response to these ongoing challenges, there is growing openness within Indonesian higher education to pedagogical innovations that foster more active and interactive learning.

Notably, research at UIN Ar-Raniry has demonstrated the local applicability and positive reception of the Flipped Learning model in improving reading comprehension, indicating student readiness for such structured, student-centered approaches (Septiani, Muluk, & Habiburrahim, 2024). This context underscores both the clear need for more effective speaking instruction and a promising foundation for exploring how flipped pedagogy might be perceived by Indonesian EFL learners in relation to their speaking skill development.

D. Theoretical Framework

This study is grounded in an integrated theoretical framework that combines principles from educational psychology, second language acquisition (SLA), and pedagogical innovation. The framework explains how and why the Flipped Learning (FL) model might influence EFL students' speaking proficiency, specifically through the lens of their perceptions. It consists of four core theories that interact to illuminate the learning processes at play.

Social Constructivism, as articulated by Vygotsky (1978), posits that learning is an active, socially mediated process in which knowledge is constructed through interaction. Central to this theory is the concept of the Zone of Proximal Development, which distinguishes between what a learner can accomplish independently and what they can achieve with guided support. The Flipped Learning model operationalizes this principle by relegating initial content exposure to the individual learning space, thereby transforming the classroom into a collaborative environment where teachers and peers provide scaffolding for higher-order tasks. In the context of this study, Social Constructivism helps explain how students perceive the shift from independent study to interactive application, and how this structured social interaction influences their speaking development.

Self-Determination Theory, developed by Deci and Ryan (1985), identifies three innate psychological needs: autonomy, competence, and relatedness that are essential for fostering intrinsic motivation and optimal functioning. The Flipped Learning model is theorized to support these needs by granting learners control over the pace and manner of pre-class study (autonomy), enhancing their preparedness

and sense of efficacy (competence), and fostering a collaborative classroom community (relatedness). This theoretical lens guides the investigation into how students perceive their own role, responsibility, and motivation within the flipped learning environment, and how these perceptions correlate with their engagement and speaking progress.

The Affective Filter Hypothesis, proposed by Krashen (1982), emphasizes the role of emotional variables in second language acquisition. According to this hypothesis, factors such as anxiety, motivation, and self-confidence act as a filter that can either facilitate or impede the processing of comprehensible input. In the context of EFL speaking, anxiety is often a significant barrier. The Flipped Learning model aims to lower this affective filter by allowing students to engage with new material in a low-pressure setting before class, thereby reducing fear of spontaneous error and negative evaluation. This study employs the Affective Filter Hypothesis to explore students' perceived changes in speaking anxiety, confidence, and willingness to communicate, offering insight into the emotional dimensions of the flipped learning experience.

Bloom's Revised Taxonomy (Anderson & Krathwohl, 2001) provides a framework for categorizing cognitive processes from lower-order to higher-order thinking skills. Traditional classroom models often allocate valuable face-to-face time to lower-order tasks such as remembering and understanding. In contrast, Flipped Learning intentionally shifts these processes to the individual study phase, freeing class time for applying, analyzing, evaluating, and creating cognitive activities more conducive to developing speaking proficiency. This taxonomy

informs the analysis of how students perceive the cognitive demands and benefits of the model, particularly whether they feel enabled to engage in deeper, more complex language use during interactive sessions.

Together, these theories form a coherent lens through which the perceived impact of Flipped Learning on speaking proficiency can be understood. They suggest that the model is not merely a logistical rearrangement but a pedagogically intentional design that leverages social interaction, motivational psychology, affective support, and cognitive taxonomies to create conditions favorable for language development. The subsequent review of previous studies will examine empirical evidence related to these theoretical propositions, while the present study focuses on capturing the student perspective within this integrated framework.

E. Previous Studies

This section synthesizes empirical studies central to this research's focus: the intersection of Flipped Learning (FL), English speaking proficiency, and student perceptions in EFL contexts. The analysis charts the evolution of findings in this domain, from establishing effectiveness to exploring learner experiences, in order to clearly delineate the specific research gap this study aims to address.

The foundation of FL research in speaking is built upon a body of quantitative and quasi-experimental studies that establish its effectiveness in improving measurable outcomes. These studies, conducted across diverse contexts, provide robust, objective evidence that the model can positively impact speaking skills. For instance, Alsowat (2016) demonstrated that a suggested EFL Flipped

Classroom Teaching Model significantly enhanced graduate students' higher-order thinking skills, which are integral to sophisticated speaking.

Similarly, AlKhoudary & AlKhoudary (2019) reported that Omani secondary school students in a flipped classroom significantly outperformed their peers in a traditional setting on post-test speaking scores, with notable improvements in fluency and grammatical accuracy. This objective efficacy is further supported by Li & Suwanthep (2017), whose quasi-experiment in a Thai university found that students receiving flipped instruction combined with constructive role-plays achieved significantly higher speaking gains than a control group. Collectively, these studies confirm that FL can lead to tangible improvements in speaking performance from a quantitative perspective.

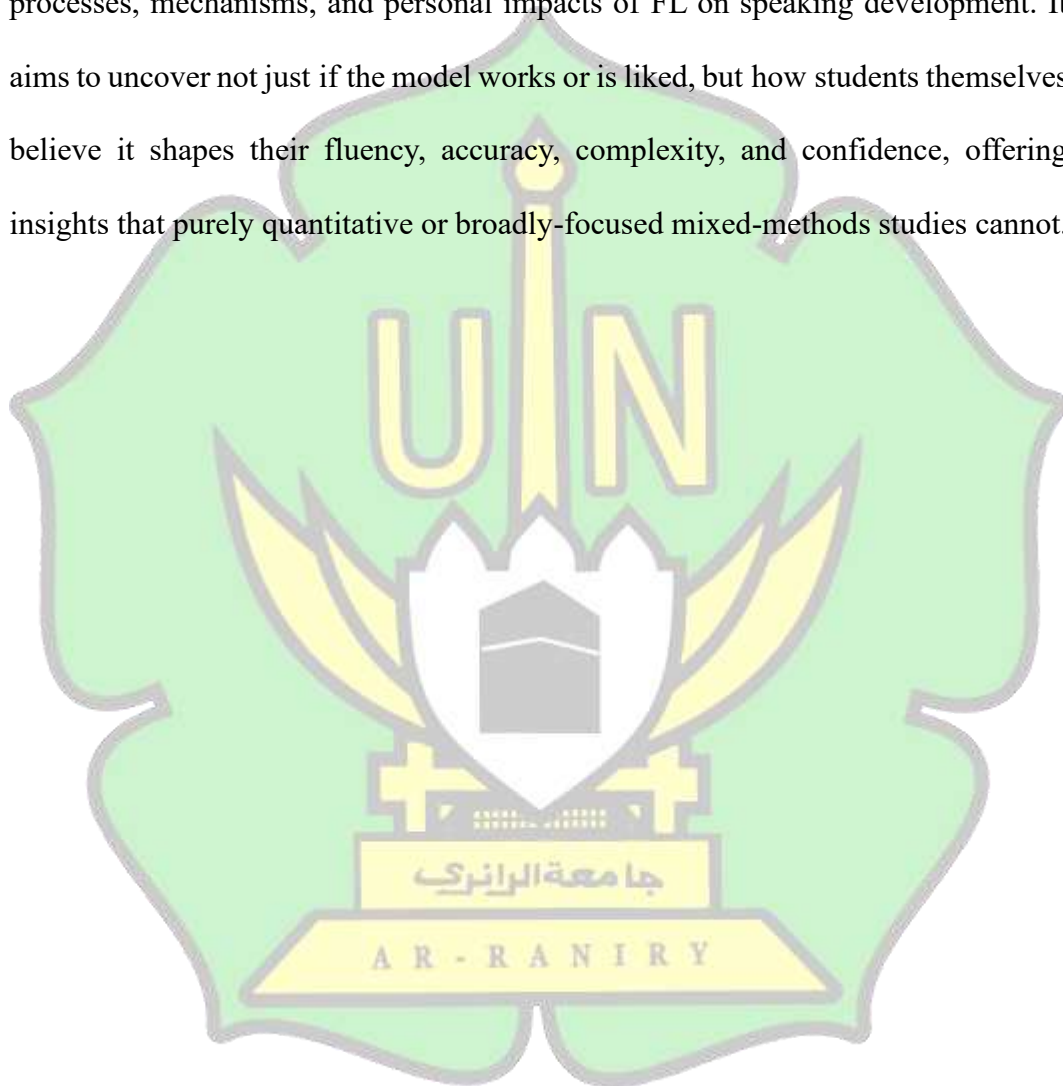
Building upon this evidence of efficacy, subsequent research began to incorporate the student perspective, often through mixed-methods approaches. This shift recognized that pedagogical success is not solely a function of test scores but also of learner acceptance and engagement. Studies such as Lee and Wallace (2018) found that while learning outcomes between flipped and traditional classrooms could be comparable, student satisfaction and perceptions were significantly higher in the FL group, with learners valuing the increased opportunities for active participation and collaboration. This trend of positive reception is echoed in the works of AlKhoudary & AlKhoudary (2019) and Li & Suwanthep (2017), where participants reported favorable attitudes towards the model's ability to improve preparedness, confidence, and overall enjoyment of learning.

Further supporting the model's acceptability in the local Indonesian context, Septiani, Muluk, and Habiburrahim (2024) demonstrated that a flipped classroom successfully improved reading comprehension among students in Banda Aceh, with participants reporting positive responses to its implementation. This body of work suggests that a key benefit of FL may lie in the enhanced quality of the learning experience itself.

However, a critical analysis of this evolving literature reveals a clear progression but also a persistent, multi-faceted gap that justifies the present study. While initial quantitative studies conclusively demonstrate that FL improves speaking, they do not explain how or why from the learner's own, subjective viewpoint. Later studies that incorporate student perception often treat it as a secondary finding a general measure of satisfaction or a supplement to primary performance data. None undertake a dedicated, in-depth qualitative exploration to uncover the rich, nuanced lived experiences of students regarding how FL specifically influences their personal journey in developing speaking proficiency. As argued by Zheng et al. (2020), the success of an innovative pedagogy is co-determined by student acceptance and their perceived learning gains, areas that are best explored through qualitative inquiry. Furthermore, while studies like that of Septiani et al. (2024) show promise in the local context, their focus on reading leaves a gap in understanding the perceived impact on speaking, which presents unique affective and pedagogical challenges for Indonesian EFL learners.

Therefore, this study is positioned to address these precise limitations. It moves beyond measuring outcomes or cataloging general satisfaction to

qualitatively investigate the perceptions of EFL students at UIN Ar-Raniry regarding the influence of the Flipped Learning model on their English-speaking skills. By placing the student voice at the forefront and focusing on their subjective experiences, this research will provide the crucial contextual understanding of the processes, mechanisms, and personal impacts of FL on speaking development. It aims to uncover not just if the model works or is liked, but how students themselves believe it shapes their fluency, accuracy, complexity, and confidence, offering insights that purely quantitative or broadly-focused mixed-methods studies cannot.



CHAPTER III

RESEARCH METHODOLOGY

This chapter outlines the methodological procedures employed to conduct this study. It outlines the research design, the participants, the data collection techniques, and the data analysis methods. This chapter aims to clearly and systematically describe how the research was conducted, thereby ensuring its methods are valid and reliable.

A. Research Design

This study employed a qualitatively-driven mixed methods research design. The purpose of this design was to first, gather quantitative data to map the general trends in students' perceptions regarding the influence of Flipped Learning (FL) on their English speaking proficiency, and second, to follow up with in-depth qualitative exploration to explain, elaborate, and contextualize those quantitative patterns (Creswell & Plano Clark, 2018). The rationale for mixing methods was triangulation, seeking convergence and complementarity between numerical trends and detailed personal accounts to develop a more comprehensive understanding of the research problem (Fetters, 2020).

The sequence was concurrent, with both quantitative (questionnaire) and qualitative (interview) data collected within the same timeframe. However, during the analysis and interpretation phase, priority was given to the qualitative data to honor the study's primary aim of exploring the nuanced, perceived impact of Flipped Learning, as reflected in research title. The quantitative data served a

supportive, embedded function, providing a descriptive backdrop against which the rich qualitative themes could be articulated and understood more fully. This approach aligns with the pragmatist philosophical assumption that the research question should dictate the methods used, and that multiple forms of data can provide a more complete picture of a complex phenomenon (Tashakkori & Teddlie, 2010).

B. Research Participant

This mixed-methods study involved two distinct groups of participants, selected through different sampling techniques appropriate to the quantitative and qualitative phase of the research.

1. Quantitative Phase Participants

The population for the quantitative phase comprised the entire cohort of active undergraduate students from the class of 2022 in the English Language Education Department at UIN Ar-Raniry, totaling 140 students. To determine a statistically representative sample size from this population, the researcher employed Slovin's formula with a 10% margin of error (Sevilla et al., 1988).

The formula is expressed as:

$$n = \frac{N}{1 + N(e)^2}$$

Where:

n = required sample size,

N = total population size (140),

e = margin of error (0.10).

Applying the values:

$$n = \frac{140}{1 + 140(0.1)^2} = \frac{140}{1 + 1.4} = \frac{140}{2.4} = 58.33$$

This calculation yielded a minimum required sample size of approximately 58 participants. To ensure robust representation, the target sample size was set at 60 participants.

To select these 60 participants, a simple random sampling technique was implemented to give every member of the population an equal chance of selection. The researcher first created a numbered roster of all 140 students. An online random number generator was then used to select 60 unique numbers from this list. The students corresponding to the selected numbers were contacted to participate in the likert scale questionnaire. A replacement sampling procedure was applied in cases of non-response, where another student was randomly selected from the remaining list until the target of 60 completed questionnaires was achieved.

2. Qualitative Phase Participants

Following the quantitative data collection, participants for the in-depth interview phase were selected using a purposive sampling technique. This non-probability sampling method is standard in qualitative research to identify information-rich cases relevant to the phenomenon under study (Palinkas et al., 2015). The selection was based on the following criteria:

- a. They must be active undergraduate students from the class of 2022 of English Language Education Department.

- b. They must have completed at least one full semester of a relevant speaking course where the Flipped Learning model was formally implemented by the lecturer.
- c. They must have completed the Likert-scale questionnaire in the quantitative phase, allowing the researcher to potentially follow up on specific survey responses.
- d. They must be willing and able to articulate their experiences and perceptions in a semi-structured interview.

From the pool of questionnaire respondents who met these criteria, ten (10) students were selected for interviews. This sample size is considered adequate for a qualitative study aiming for depth and detail, as it allows for comprehensive case-oriented analysis while being manageable for in-depth thematic investigation (Creswell & Poth, 2018). The principle of data saturation guided this decision, whereby interviewing continues until no new significant themes or insights emerge from the data (Guest et al., 2006). A target of ten participants is often sufficient to reach such saturation in a homogenous group sharing a specific educational experience (Braun & Clarke, 2021).

C. Data Collection Techniques

Data for this mixed-methods study were collected concurrently using two primary techniques: a Likert-scale questionnaire for quantitative data and semi-structured interviews for qualitative data. This approach allowed for the triangulation of findings, where numerical trends from the survey could be

elaborated and contextualized through detailed personal narratives (Creswell & Plano Clark, 2018).

1. Quantitative Data Collection

The primary quantitative instrument was a self-developed Likert-scale questionnaire designed to measure EFL students perceived impact of the Flipped Learning (FL) model on their English-speaking proficiency. The questionnaire utilized a five-point Likert scale to gauge participants' level of agreement with various statements. The scale was defined as follows:

Table 3.1 *Likert-Scale Scoring and Interpretation*

Score	Label	Interpretation
1	Strongly Disagree (SD)	The participant completely disagrees with the statement.
2	Disagree (D)	The participant disagrees with the statement.
3	Neutral (N)	The participant neither agrees nor disagrees.
4	Agree (A)	The participant agrees with the statement.
5	Strongly Agree (SA)	The participant completely agrees with the statement.

The five-point scale was selected for this research as it provides a balanced range of options that is easy for respondents to understand and use, reducing potential frustration or ambiguity that can arise from scales with more points (Joshi et al., 2015). This format allows for varied responses while preventing respondents from defaulting to a neutral middle point due to an overwhelming number of

choices, thereby encouraging more deliberate and meaningful answers (Dawes, 2008).

The questionnaire was structured into four main parts:

- a. Part A collected demographic information (name and gender)
- b. Part B contained 8 items focusing on perceived impacts on specific components of speaking proficiency: fluency, accuracy, vocabulary range, and confidence. These items were derived from the theoretical framework outlined in Chapter II (Davari & Mall-Amiri, 2022; Nation, 2020)
- c. Part C comprised 7 items investigating the perceived mechanisms and general benefits of the FL model (e.g., preparedness, interaction, feedback, motivation).
- d. Part D included 5 items addressing potential challenges of the model (e.g., time management, understanding materials, technical access).
- e. Part E offered two optional open-ended questions to allow for additional comments.

All items in Parts B, C, and D utilized a five-point Likert scale ranging from 1 (Strongly Disagree) to 5 (Strongly Agree). To ensure the instrument's quality, it underwent expert validation by the researcher's academic supervisor, a method recognized for establishing content validity (Polit & Beck, 2006). Furthermore, the internal consistency reliability of the 15 core Likert-scale items (Part B and C) was measured after data collection using Cronbach's Alpha. The analysis yielded a

coefficient of $\alpha = .932$, which indicates excellent reliability and a high degree of internal consistency among the items (Gliem & Gliem, 2003).

The finalized questionnaire was administered digitally via Google Forms to the 60 selected participants. Clear instructions were provided, and informed consent was obtained on the first page of the form.

2. Qualitative Data Collection

To gain an in-depth, nuanced understanding of the students' experiences, semi-structured interviews were conducted with 10 purposively selected participants. An interview protocol was developed with open-ended questions aligned with the research question. The protocol covered several key domains:

- a. Overall experience and comparison with traditional classes.
- b. Perceived impact on specific speaking components (Fluency, Accuracy, Complexity, and Confidence).
- c. Perceived mechanisms, benefits, and challenges of the Flipped Learning model.
- d. Affective and metacognitive factors (motivation, self regulation).

The semi-structured format ensured that all key themes were explored while allowing flexibility for participants to elaborate on unique experiences and for the researcher to ask probing follow-up questions (Brinkmann & Kvale, 2015). Each interview was conducted face-to-face in a quiet and comfortable setting on proper places. With prior verbal consent, all interviews were audio-recorded to ensure

accuracy and later transcribed verbatim for analysis. The average duration of each interview was approximately 30-45 minutes.

D. Data Analysis Techniques

The data from the two instruments were analyzed separately using techniques appropriate to their form, following the mixed-methods concurrent framework where qualitative data was given priority in interpretation (Creswell & Plano Clark, 2018).

1. Quantitative Data Analysis

The data from the 60 completed Likert-scale questionnaires were processed and analyzed using IBM SPSS Statistics version 26 (2019). The analysis proceeded in the following sequence:

a. Descriptive Statistic

The primary analysis involved calculating descriptive statistics, specifically means (M) and standard deviations (SD) for all 20 questionnaire items. This provided clear numerical summary of the central tendency and variability of students' responses, indicating the general direction and strength of their perceptions regarding benefits, impact, and challenges.

b. Frequency Distribution

To gain a deeper understanding of response patterns, a frequency distribution analysis was performed. This involved computing the frequency and percentage of responses for each point on the five-point Likert scale. A detailed

focus was placed on the five items concerning challenges (Part D, Q16 - Q20) to illustrate how prevalent each specific difficulty was among the participants.

c. Reliability Analysis

To establish the internal consistency and reliability of the questionnaire's core scales measuring perceived impact and benefits, Cronbach's Alpha coefficient was calculated. This analysis was conducted on the 15 Likert-scale items from Parts B and C (Q1-Q15). Cronbach's Alpha assesses the extent to which items in a group are correlated, thus confirming the instrument's coherence for measuring the primary construct (Gliem & Gliem, 2003).

2. Qualitative Data Analysis

The data from the ten semi-structured interviews were analyzed using thematic analysis following the systematic six-phase framework by Braun and Clarke (2021). This iterative and reflexive method was selected for its utility in identifying, analyzing, and reporting patterns (themes) within rich qualitative data.

The analysis was conducted as follows:

a. Familiarizing with the Data

This initial, immersive phase involved transforming spoken words into a tangible text for deep analysis. The audio recordings from the interviews were transcribed verbatim to create a precise and complete textual record of each participant's account. The researcher then engaged in repeated, active reading of these transcripts to achieve immersion in the data, moving beyond surface level

reading to a deeper engagement with the participants' language, emotions, and underlying meanings. This process of familiarization allowed the researcher to note preliminary observations, patterns, and impressions that would inform the subsequent, more structured phases of analysis.

b. Generating Initial Codes

In this phase, the researcher began the systematic work of breaking down the data into meaningful segments. A data-driven approach was employed, where the codes emerged directly from the content of the transcripts rather than from a pre-existing framework. Salient features, ideas, and recurring phrases within the data were identified and assigned concise, descriptive labels, such as "*confidence from prepared practice*" or "*anxiety from unpreparedness.*" This coding process served to organize the raw data into manageable units, translating rich narratives into a categorized set of building blocks from which broader themes could later be constructed.

c. Searching for Themes

After the initial coding, the analysis shifted from fragmentation to synthesis. The numerous codes were collated, compared, and sorted based on their conceptual similarities and relationships. The researcher actively searched for broader patterns of meaning that collectively addressed the research question regarding the perceived impact of Flipped Learning. This involved grouping related codes together to form candidate themes, which represented coherent and significant statements about the

data, moving beyond simple categorization to identify the central stories or concepts present across the dataset.

d. Reviewing Themes

This critical phase ensured the robustness and accuracy of the emerging thematic structure. Each candidate theme was rigorously reviewed against two key criteria: its internal coherence and its fit with the entire dataset. The researcher examined whether all the coded data within a theme told a consistent story and whether the theme accurately reflected the nuances found across all participant transcripts. This iterative refinement process often necessitated merging overlapping themes, splitting themes that were too broad or diverse, or discarding themes that lacked sufficient evidence, resulting in a clearer and more trustworthy thematic map.

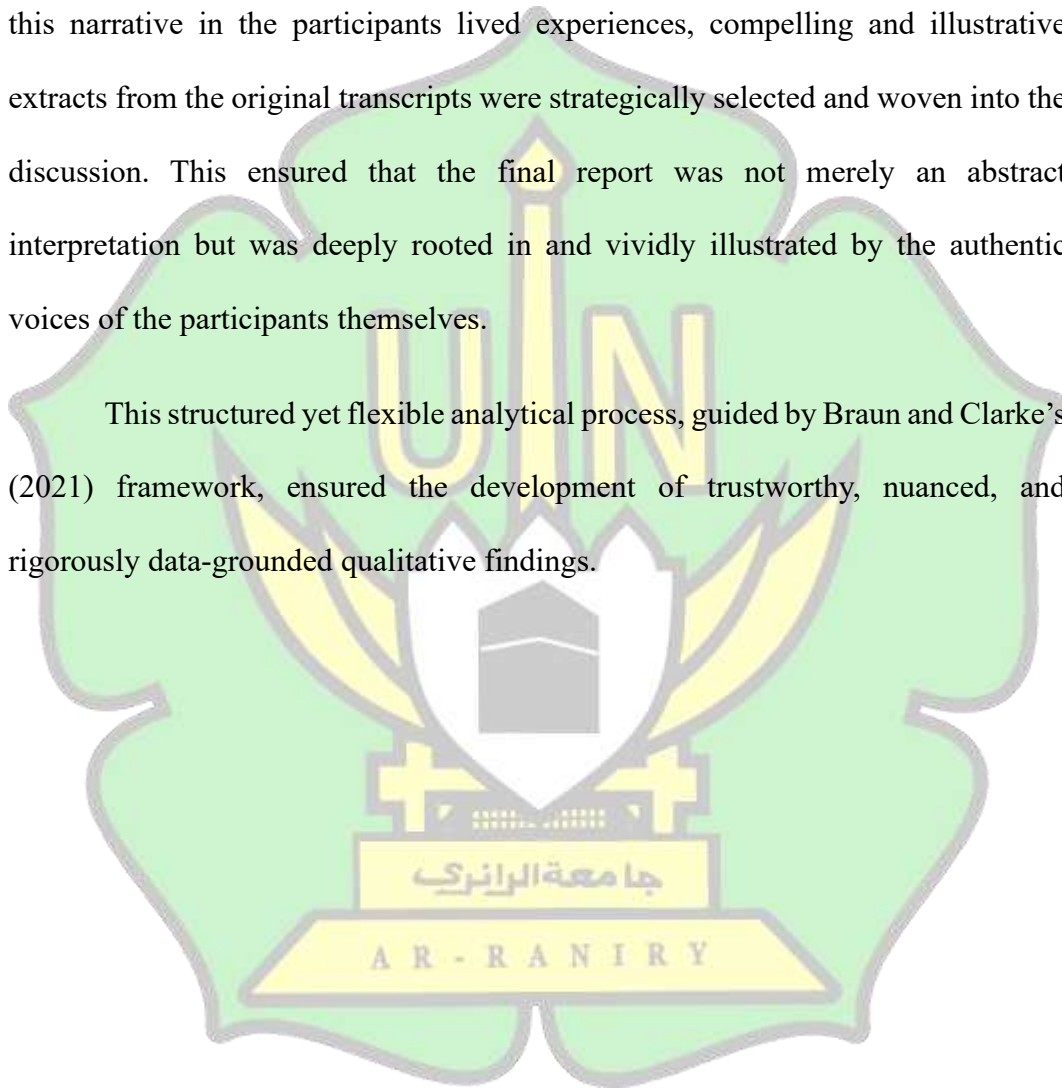
e. Defining and Naming Themes

With a stable set of themes established, the focus turned to precise articulation and presentation. Each final theme was clearly defined by articulating its core essence, central argument, and boundaries. Following this, a precise and informative name was developed for each theme a name that captured its narrative thrust in a way that would be immediately understandable to the reader. This step transformed the analytical work into a communicable framework, ensuring that the themes were not just labels but well-defined concepts ready for reporting.

f. Producing the Report

The final phase involved weaving the analytical insights into a compelling scholarly narrative. The analysis was synthesized into a coherent written account that told the story of the data in direct response to the research question. To ground this narrative in the participants lived experiences, compelling and illustrative extracts from the original transcripts were strategically selected and woven into the discussion. This ensured that the final report was not merely an abstract interpretation but was deeply rooted in and vividly illustrated by the authentic voices of the participants themselves.

This structured yet flexible analytical process, guided by Braun and Clarke's (2021) framework, ensured the development of trustworthy, nuanced, and rigorously data-grounded qualitative findings.



CHAPTER IV

FINDINGS AND DISCUSSION

This chapter presents and discusses the research findings. It is structured in two main parts. The first part (Findings) presents the quantitative survey results, the qualitative interview analysis, and an integration of both. The second part (Discussion) interprets these findings in relation to the existing literature and theoretical framework.

A. Findings

1. Quantitative Findings (Questionnaire Data)

a. Demographic Profile of Respondents

All 60 participants were active undergraduate students from the class of 2022 in the English Language Education Department at UIN Ar-Raniry who had experienced a speaking course utilizing the Flipped Learning model.

Table 4.1 *Gender Distribution of Respondents (N=60)*

Gender	Frequency	Percentage (%)
Male	12	20.0
Female	48	80.0
Total	60	100.0

The gender distribution of respondents, as shown in **Table 4.1**, indicates a higher proportion of female students (80%, n=48) compared to male students (20%, n=12). This distribution reflects the general enrollment trends in the English

Language Education Department, where female students typically outnumber male students. All respondents (100%) had completed the questionnaire, ensuring a complete dataset for analysis.

b. Descriptive Statistics

Descriptive statistics were calculated to summarize participants' responses on the 5-point Likert scale. A mean score (M) above 3.5 indicates positive agreement with a statement, while a score below 3.0 suggests disagreement. Standard Deviation (SD) reflects the degree of consensus among responses; a lower SD indicates more agreement. The results are organized into three thematic tables.

1) Perceived Impact on Speaking Proficiency

Participants held strongly positive views on the impact of the FL model on their speaking skills across all four measured components: fluency, accuracy, complexity, and confidence in **Table 4.2**

Table 4.2 *Descriptive Statistics for Perceived Impact on Speaking Proficiency (Items 1-8)*

No	Component	Item Description	Mean (M)
1	Fluency	Helped speak more smoothly	4.00
2	Fluency	Able to maintain longer conversation	3.88
3	Accuracy	Use grammar more correctly	3.55
4	Accuracy	More aware of pronunciation errors	4.27
5	Complexity	Use wider vocabulary range	3.97
6	Complexity	Attempt more complex sentences	3.63
7	Confidence	Feel more confident to speak	4.00
8	Confidence	Less anxious about mistakes	3.62

The most notable improvements were reported in pronunciation awareness/correction (M=4.27), speaking fluency (M=4.00), and confidence in speaking publicly (M=4.00). The use of a wider vocabulary range was also strongly endorsed (M=3.97). While still positive, the perceived impact on grammatical accuracy (M=3.55) and the reduction of anxiety about mistakes (M=3.62) were slightly more moderate.

2) Perceived Benefits and Mechanisms of Flipped Learning

The data in **Table 4.3** reveals that the core mechanisms and benefits of the FL model were highly valued by students.

Table 4.3 *Descriptive Statistics for Perceived Benefits & Mechanisms of FL (Items 9-15)*

No.	Benefit / Mechanism	Mean (M)
9	Pre-class materials were clear	3.77
10	Pre-class study led to feeling well-prepared	4.37
11	In-class time effective for interactive practice	4.02
12	Lecturer provided more personalized feedback	3.80
13	Increased responsibility for own learning	4.08
14	Peer collaboration was beneficial	4.15
15	FL model is more motivating than traditional	3.95

The strongest agreement was with the statement that studying before class led to feeling well-prepared for in-class activities (M=4.37). The effective use of class time for interactive speaking practice (M=4.02), the benefit of peer collaboration (M=4.15), and the increased sense of responsibility for one's own

learning (M=4.08) were also key perceived strengths. Furthermore, a majority agreed that the FL model was more motivating than traditional methods (M=3.95).

3) Perceived Challenges of Flipped Learning Implementation

As shown in **Table 4.4**, perceptions of challenges were more neutral.

Table 4.4 Descriptive Statistics for Perceived Challenges of FL (Items 16-20)

No.	Benefit / Mechanism	Mean (M)
16	Difficult to manage time for pre-class work	3.18
17	Difficulty understanding materials without help	3.33
18	Problem with internet/device access	2.55
19	Self-study workload was overwhelming	3.07
20	Felt anxious/unprepared for in-class activities	3.10

The most acknowledged difficulties were understanding pre-class materials without immediate lecturer help (M=3.33) and managing time to consistently complete assignments (M=3.18). Feelings of being overwhelmed by the workload (M=3.07) or anxious/unprepared for class (M=3.10) were near the neutral point. Notably, access to reliable technology (M=2.55) was disagreed with as a significant problem for this cohort, indicating that the digital divide was not a primary barrier in this context.

c. Frequency Distribution of Challenge Items

To provide a more detailed understanding of students' experiences with the challenges of flipped learning, a frequency analysis was conducted for the five challenge-related items (16-20). While the mean scores in **Table 4.4** indicate a neutral to slightly challenging perception overall, the frequency distribution reveals

that a substantial minority of students actively experienced these difficulties. Each challenge is presented in a separate table below with an explanation.

Table 4.5 *Frequency Distribution for Time Management Difficulty*

Response	Frequency	Percentage (%)
Strongly Disagree	2	3.3
Disagree	10	16.7
Neutral	28	46.7
Agree	15	25.0
Strongly Agree	5	8.3
Total	60	100.0

Time management for pre-class work emerged as a notable challenge. While nearly half of the respondents (46.7%) were neutral, a combined 33.3% (n=20) of students agreed or strongly agreed that it was difficult to consistently manage their time for pre-class assignments. This indicates that self-regulation and workload scheduling were significant hurdles for a considerable portion of the cohort.

Table 4.6 *Frequency Distribution for Difficulty Understanding*

Response	Frequency	Percentage (%)
Strongly Disagree	1	1.7
Disagree	10	16.7
Neutral	25	41.7
Agree	16	26.7
Strongly Agree	8	13.3
Total	60	100.0

Understanding pre-class materials without immediate lecturer support was the most frequently acknowledged challenge. A notable 40.0% (n=24) of participants agreed or strongly agreed with this statement. This suggests that for a

large subset of students, the independent study phase presented comprehension difficulties, highlighting a potential need for more scaffolded materials or supplementary support channels.

Table 4.7 *Frequency Distribution for Problem with Internet/Device Access*

Response	Frequency	Percentage (%)
Strongly Disagree	13	21.7
Disagree	16	26.7
Neutral	19	31.7
Agree	9	15.0
Strongly Agree	3	5.0
Total	60	100.0

In contrast to other challenges, technological access was not a major barrier for most students. A combined 48.4% (n=29) disagreed or strongly disagreed that internet or device access was a problem. However, 20.0% (n=12) still faced this issue, indicating that while not widespread, the digital divide remains a concern for a minority of learners in this context.

Table 4.8 *Frequency Distribution for Overwhelming Self-Study Workload*

Response	Frequency	Percentage (%)
Strongly Disagree	3	5.0
Disagree	11	18.3
Neutral	30	50.0
Agree	11	18.3
Strongly Agree	5	8.3
Total	60	100.0

Perceptions of the self-study workload were predominantly neutral (50.0%). However, a combined 26.6% (n=16) of students found the amount of work required

outside of class to be overwhelming. This points to the need for careful calibration of the volume and complexity of pre-class materials to avoid student burnout.

Table 4.9 *Frequency Distribution for Feeling Anxious/Unprepared*

Response	Frequency	Percentage (%)
Strongly Disagree	4	6.7
Disagree	12	20.0
Neutral	24	40.0
Agree	14	23.3
Strongly Agree	6	10.0
Total	60	100.0

Affective challenges were also present. A significant 38.3% (n=23) of respondents agreed or strongly agreed that they sometimes felt anxious or unprepared to participate in in-class activities. This underscores the psychological pressure that the flipped model can create, especially if students feel they have not adequately mastered the pre-class content, linking back to the challenges of independent understanding and time management.

d. Reliability Analysis

The internal consistency of the primary Likert-scale items designed to measure the core constructs of perceived impact and benefits (Items 1-15) was assessed to ensure the reliability of the questionnaire. Cronbach's Alpha coefficient was calculated, yielding a result of $\alpha = .932$ based on 60 valid cases as shown in

Table 4.10.

Table 4.10 *Reliability Statistics for Core Questionnaire Items (Items 1-15)*

Cronbach's Alpha	N of Items	Interpretation
0.932	15	Excellent Internal Consistency

According to the benchmarks established by Gliem & Gliem (2003), an alpha value above .90 indicates excellent internal consistency. This high reliability coefficient confirms that the 15 items functioned cohesively as a scale, consistently measuring the students' overall perceptions of the Flipped Learning model's influence, thereby lending statistical credibility to the descriptive findings reported above.

2. Qualitative Findings (Thematic Analysis)

Thematic analysis of the ten in-depth interviews yielded rich, detailed insights into how students perceived the influence of the Flipped Learning (FL) model on their speaking proficiency. Four overarching themes emerged from the data, each comprising several sub-themes that capture the nuanced and sometimes contradictory experiences of the participants.

a. Enhanced Preparedness as the Foundation for Improved Speaking

Students overwhelmingly perceived that the core benefit of the Flipped Learning (FL) model was the structured preparedness it enforced. This initial, independent engagement with pre-class materials whether videos, readings, or articles fundamentally altered their readiness for in-class speaking activities. This preparedness did not merely provide topic familiarity, it directly translated into

tangible improvements in their oral performance, most notably in the area of fluency.

1) Increased Fluency and Coherence through Topic Familiarity.

Participants directly and consistently linked their pre-class preparation to a smoother, more continuous, and less hesitant speaking flow during class. They described fluency not as an abstract skill, but as a practical outcome of arriving in class already equipped with ideas and language.

BAZ articulated this cause-and-effect relationship clearly, stating:

BAZ: "if we have prepared the material beforehand, then in class we are more fluent in speaking compared to when we have no preparation... In class, if we are unprepared, we will definitely stammer."

For BAZ, fluency came down to one thing is preparation. Her belief that you "will definitely stammer" without it shows she saw pre-class work not as helpful, but as essential. The word "stammer" itself captures the struggle of thinking on the spot a pressure the flipped model aims to remove.

Similarly, NR explained how the cognitive work done before class allowed for a more automatic and cohesive speech production during class:

NR: "when we are in class, we speak more fluently. Without having to think for a long time about what to say, because we already have an idea in our head. So, our speech flows more smoothly."

NR explained this further. When she said she didn't have to "think for a long time," it showed that preparing beforehand took the pressure off in class. Because

the hard work of understanding the topic was already done, she could focus on simply speaking, which made her speech flow more smoothly.

Even participants who were generally confident in their speaking, like AK, conceded that the model could support fluency in specific contexts:

AK: "at some point, it improved my fluency, because I've become more understandable about the topic that being held today."

AK pointed out that the flipped learning model mainly improved his fluency on difficult topics. This highlights the model's impact depends on the material. While others reported strong fluency gains, AK's experience shows that those gains are strongest when students face challenging subjects that require advance preparation.

2) Boosted Confidence Derived from Being Prepared.

Students didn't just speak more smoothly, they also felt much more confident. This confidence came directly from walking into class already knowing the material. Instead of feeling nervous or blank, they felt ready and in control.

AS connected confidence directly to his preparation:

AS: "it's also make me more confident during the class because I can speak freely because I already understand about the topic."

AS confidence meant he could "speak freely." This happened because he had already done the hard work of understanding beforehand. He wasn't figuring things out in front of everyone; he was just sharing what he already knew.

AB explained exactly how this worked for him:

AB: "Of course, my confidence increased. Because I feel more prepared... it reduces anxiety, making me more comfortable speaking in front of my friends."

AB shows us his anxiety went down because he wasn't afraid of being caught off guard. This is a key reason why the flipped learning model can help students who normally feel shy about speaking.

NR described how this confidence changed her whole approach:

NR: "for me, since I've been using flipped learning, my confidence has definitely increased a lot... less afraid of making mistakes."

NR highlights she became "less afraid of making mistakes." This is crucial in language learning. When students are afraid of errors, they often stay quiet. The flipped learning model, by giving her preparation time, made the classroom feel safer to take risks.

However, this confidence boost didn't happen for everyone. FRA had the opposite experience:

FRA: "Honestly, I think it made me a bit less confident... It made me feel more nervous because the expectation was higher."

FRA felt more pressure, not less. For him, the requirement to prepare created higher expectations. If he didn't feel fully prepared, he felt exposed. This shows that the model's success depends on students actually doing the preparation and feeling like they've understood it well enough.

3) Active and Confident In-Class Participation.

Feeling prepared didn't just boost confidence internally it changed how students actually behaved in class. They moved from being passive listeners to active contributors, speaking up more frequently and effectively.

AS described exactly how preparation transformed his participation:

AS: "I participate more actively and my performance way better than the others who didn't prepare. I could respond faster, use the vocabulary correctly and also contribute more in discussions."

AS shows us that preparation created an advantage. He wasn't just participating; he was performing "way better." The speed of his responses ("respond faster") and quality of his contributions ("vocabulary correctly") set his apart from unprepared peers. This suggests the flipped learning model can change classroom dynamics, creating clearer distinctions between prepared and unprepared students.

AB explained how this active role felt:

AB: "because there is preparation, this preparation makes me more active and participative. Because I already have initial knowledge about the topic... I can convey more ideas and speak more confidently again."

AB being "active and participative" was a direct result of having "initial knowledge." This knowledge gave him something substantial to share more ideas to convey. His repetition of "more" (more active, more ideas, more confident) emphasizes how preparation multiplied his classroom engagement.

MZA used a powerful metaphor to describe this advantage:

MZA: "we have done preparation... automatically when in class, we are one step ahead of others... gives us a greater opportunity to participate."

The phrase "one step ahead" captures the strategic advantage of preparation. MZA didn't just feel ready; he felt positioned to succeed. This positioning created "greater opportunity" the chance to participate that might not exist for students still processing basic information.

However, this active participation depended entirely on doing the preparation. AK described what happened when he didn't prepare:

AK: "if I'm not studying the material before I'm entering the class, then I'm cooked. I don't know what to say... I don't know what I have to say in the front of the classroom."

AK's gave clear description "I'm cooked" shows the high stakes. Without preparation, students can find themselves unable to participate at all. This contrast highlights that the flipped learning model's promise of active participation comes with a requirement: students must actually do the preparatory work.

b. Development of Linguistic and Personal Competencies

Beyond immediate performance, students perceived the FL model as a catalyst for developing specific skills and personal attributes conducive to language learning.

1) Vocabulary Acquisition through Diverse Pre-Class Materials.

Beyond fluency and confidence, students reported concrete gains in their English vocabulary. The flipped model facilitated this by exposing them to authentic materials on diverse topics from politics to film criticism that introduced specialized terminology rarely encountered in standard EFL textbooks.

AK provided a clear example of this domain-specific learning:

AK: "for example, I do not know for the first time before I read about political news, sentences means like hukuman. I thought sentences is sentences... such a various different aspect we have to read... sometimes it affect me to learn new vocabulary, like really specific vocabulary to really specific topic itself."

AK's experience reveals two key points. First, he encountered a polysemous word ("sentence") with a meaning (judicial punishment) entirely new to him. Second, he acknowledged that this happened because the flipped learning model forced him to engage with topics outside his major. This shows how FL can systematically broaden a learner's lexical range by pushing them into unfamiliar content areas.

This exposure triggered active learning strategies. NR described her process when encountering difficult vocabulary:

NR: "after we encounter those difficult ones, we explore more. What does it mean, how can we convey it better later in class... we more often try to apply new vocabulary that we learned previously."

NR highlights the pre-class material made her "encounter" new words, which she then proactively "explored." Most importantly, she entered class with the intent to "apply" them. This shows vocabulary learning becoming a deliberate, goal-oriented process rather than a passive one.

Students didn't just learn words; they aimed to elevate their language use. BAZ explained this intention:

BAZ: "the material given before class is usually more complete. So we can learn new expressions and more advanced vocabulary. Then during class, I try to use them when speaking, so it's not always basic."

BAZ explicitly valued the "more advanced vocabulary" found in pre-class materials. Her conscious effort to use it in class ("I try to use them") demonstrates motivated integration. The flipped model didn't just provide input; it created a classroom context where using sophisticated vocabulary felt relevant and achievable.

2) Cultivation of Learner Autonomy and Responsibility.

Perhaps the most profound impact of the flipped model was on students' perception of their own role in learning. Across interviews, participants described a significant shift from seeing the teacher as the primary source of knowledge to recognizing themselves as active, responsible agents in their speaking development.

AB articulated this realization clearly:

AB: "this model made me realize that improving speaking skills highly depends on my own effort. I became more aware that I must be responsible by preparing the material before class and practicing continuously... I have to be responsible for what I have committed to myself."

For AB, learning became a personal "commitment." His repeated use of "responsible" and "own effort" underscores that the flipped model moved accountability from the teacher to the learner. This wasn't just about completing tasks; it was about internalizing the link between his actions and his improvement.

AS contrasted this new understanding with his previous expectations:

AS: "it made me realize that improving speaking skills is not only the teacher's responsibility. But it's also our responsibility. I understood that I needed to prepare and practice and also manage my own learning process more seriously."

AS highlights a fundamental role redefinition. Where he once might have waited for instruction, he now saw "managing his own learning process" as his duty. This shift from a passive to an active stance is central to developing learner autonomy.

This new responsibility translated into concrete, independent actions. MZA explained:

MZA: "we also must be more active in preparing ourselves. So, we have to search for other materials, we have to practice independently... we are also taught to be responsible for ourselves."

MZA's statement shows seeking additional materials and practicing solo. The phrase "taught to be responsible" is key it suggests the flipped learning model didn't just assume autonomy but actively cultivated it through its structure, training students to take charge.

Even students who were less enthusiastic about the model acknowledged this shift. FRA summarized it bluntly:

FRA: "It made me see that my improvement is my own job."

FRA's concise phrasing "my own job" captures the core of this theme. Whether welcomed or resisted, the flipped model made it unmistakably clear that

ultimate responsibility for learning rested with the student. This awareness is a critical step toward lifelong, self-directed language learning.

c. Significant Challenges and Conditions for Effectiveness

Participants did not perceive Flipped learning as a universally perfect model; they identified clear challenges and contextual factors that influenced its success.

1) The Burden of Self-Discipline and Time Management.

While the flipped learning model successfully fostered autonomy, it simultaneously placed a heavy burden of self-regulation on students. The very independence it promoted requiring them to learn independently before class became a significant source of stress and struggle, primarily around time management and personal discipline.

AK strongly described how this challenge played out during a demanding semester:

AK: "the challenges that I've been facing, it comes with time management because this flipped learning... happens... in second semester. And in the second semester, it's really, really hectic time... we have to manage our time really, really correctly... that's the face of the challenges. Like really busy days."

AK's account grounds the challenge in reality. His repeated emphasis on "really, really hectic time" and "really busy days" shows that flipped learning isn't happening in a vacuum it competes with a packed academic and personal schedule. The model's requirement for pre-class work added another layer to an already

overwhelming workload, making effective time management not just helpful, but critical.

This demand for discipline was often at odds with natural fluctuations in motivation and energy. BAZ was candid about this internal struggle:

BAZ: "consistency is the most difficult, right? Because sometimes I feel lazy to prepare the material or to study... sometimes when I'm tired or not in the mood, I just don't want to study. Then my speaking in class becomes stammering."

BAZ identifies the core issue: "consistency." The model requires regular, scheduled engagement, but human motivation is variable. Her honesty about feeling "lazy," "tired," or "not in the mood" highlights a key weakness of the model: it assumes consistent self-motivation. The consequence she mentions "stammering" in class, shows the direct price paid for this inconsistency, linking back to the fluency challenges discussed earlier.

The volume of pre-class material could itself become a deterrent. NR explained:

NR: "the biggest challenge, I think, is managing my time to study that material. For example, if the lecturer gives reading material that is too broad or too much... we feel lazy to read. That lazy feeling comes first."

NR points out that the challenge is sometimes created by the implementation. When pre-class work feels excessive ("too broad or too much"), it triggers avoidance ("lazy feeling"). This suggests that for flipped learning to work,

educators must carefully calibrate the independent study load to be manageable, otherwise they risk undermining the very engagement the model seeks to build.

2) Risk of Increased Anxiety and Performance Pressure.

While many students reported reduced anxiety due to preparation, a significant counter-narrative emerged: for some, the flipped model actually heightened stress and transformed the classroom into a high-pressure performance space. This occurred when the requirement to prepare beforehand created expectations that felt overwhelming or unattainable.

FRA provided the most detailed explanation of this experience:

FRA: "It made me feel more nervous because the expectation was higher. In a normal class, everyone is learning the new material together. In the flipped model, you're supposed to come to class already prepared... if you didn't understand the pre-class video perfectly... you felt stupid because it seemed like everyone else was ready. There was more pressure to perform right away... The in-class activities felt like a test of whether I did my homework correctly, rather than a practice session."

FRA's account reveals a fundamental shift in classroom social dynamics. In a traditional class, he felt a shared sense of discovery ("learning together"). In the flipped model, he perceived a competitive readiness ("everyone else was ready"). This turned speaking activities from collaborative practice into a public "test" of his private preparation. The anxiety stemmed less from speaking itself and more from the fear of being exposed as unprepared.

This fear of exposure was echoed by AK, who described high stakes:

AK: "if I'm not studying the material before I'm entering the class, then I'm cooked. I don't know what to say... the teacher is not going to explain it again."

AK's dramatic term "cooked" strongly conveys the consequence of failing to prepare. His statement that "the teacher is not going to explain it again" highlights a loss of the safety net typically found in teacher-centered instruction. This all nothing dynamic meant that any gap in pre-class understanding could lead to public failure, raising the stakes of independent study considerably.

The pressure was compounded when pre-class materials were themselves a source of stress. MZA noted:

MZA: "some pre-class materials are quite dense. Maybe sometimes the material is too difficult for us to understand on our own and we need help. And we might not be able to figure it out first because the lecturer hasn't explained it yet."

When materials are too difficult to comprehend independently, students enter a lose-lose situation: they either struggle alone with confusing content or arrive in class unprepared. This undermines the very confidence the model aims to build and can make students feel "abandoned" in their learning, as FRA suggested.

3) Diminishing Returns for Highly Proficient Learners.

A critical finding that tempers the overall positive perceptions of flipped learning is that its benefits were not equally distributed. For students who already possessed high English speaking proficiency and strong self-directed learning habits, the model offered minimal perceived value. These learners derived their

speaking ability from extensive, authentic practice outside the classroom and often found the structured preparation of the flipped model unnecessary or redundant.

AK, who repeatedly described himself as confident in his speaking, assessed the model's impact as limited:

AK: "My overall experience, maybe, I think it's a mix 50-50... not really, really have a big impact for me... for my speaking skill itself, I rather like, let's say, I practice in outside of the classroom, maybe with my online friends from the online game, maybe with my department friends to increase my speaking skills."

For AK, the flipped learning was just one of many language learning contexts, and not the most effective one. His preference for practicing "with my online friends" or "department friends" highlights a key distinction: he values authentic, communicative practice over structured academic preparation. The flipped model, in his view, could not replicate the motivational and linguistic richness of real-world interaction.

IF was even more definitive, dismissing the model's relevance to his development entirely:

IF: "I don't really see flip learning helping me this far... Not even a bit... I have no formal education on how to speak English. I just learn it on my own. I study on my own. I practice on my own."

IF's statement is profound. He attributes his proficiency entirely to informal, self-directed learning, explicitly contrasting it with "formal education" structures like flipped learning. For him, language acquisition is an autonomous, personal journey, making any imposed pedagogical model seem irrelevant. This suggests that

learners with very high autonomy may perceive formal instructional designs as constraints rather than aids.

These students' confidence stemmed from an ability to perform without preparation. IF noted, *"I can just improvise almost everything,"* and AK conceded the model was only for *"really specific topic that maybe hard for us to understand."* This indicates that the flipped model's core mechanism preparing in advance to facilitate in-class performance is most valued when learners face a knowledge or complexity gap. For proficient students who can speak spontaneously on common topics, the model offers little added benefit, revealing that its utility is closely tied to the learner's perceived needs and gaps.

4) Dependence on Topic Complexity and Material Quality.

A recurring condition emerged from the data: the flipped learning model's success was not guaranteed. Its perceived value and effectiveness depended critically on two external factors: the complexity of the topic and the quality and accessibility of the pre-class materials. Students made clear distinctions about when the model was worthwhile and when it was not, often based on these factors.

AK drew the most explicit line, distinguishing between simple and complex topics:

AK: "if we talk about like really simple material... I think like flipped learning model is like, for me, it's just such a wasting time... If we talk about really, really specific topic that maybe hard for us to understand, so we have to study more in our home before entering the class."

AK's assessment provides a practical framework for instructors. He positions flipped learning not as a default method, but as a strategic tool best deployed for complex, unfamiliar subjects that require significant cognitive processing (e.g., North Korean politics). For simple, familiar topics (e.g., self-introductions), the independent study phase feels redundant, making the model inefficient. This suggests that blanket implementation of FL across all topics can lead to student disengagement.

Further practical barriers could derail the process entirely. ID highlighted issues of access, and NR highlighted issues of volume:

ID: "sometimes we cannot open it. They need some access, we need to pay first..."

NR: "if the lecturer... gives reading material that is too broad or too much... we feel lazy to read."

These statements reveal that the flipped model's reliance on independent study assumes equitable access and manageable workloads. Paywalled articles create inequity, and excessive reading triggers avoidance, not learning. Therefore, the educator's role in curating accessible, focused, and purposefully limited pre-class resources is as important as the decision to flip the class itself.

d. The Central Role of Interactive, Facilitated Practice

Participants clearly distinguished the value of preparation from the irreplaceable value of the transformed classroom time, identifying it as the core space for skill development.

1) In-Class Interaction as the Crucible for Real Speaking Development.

Across all interviews, a consensus emerged: the most valuable aspect of the flipped model was not the pre-class work itself, but the transformed use of classroom time it enabled. Students consistently described how moving direct instruction outside of class liberated precious face-to-face hours for what they considered the essence of speaking development: active, interactive, and meaningful communication practice.

MZA captured this transformation succinctly, contrasting the flipped experience with previous classes:

MZA: "Instead of spending time listening to explanations, I could use the class time to actually speak, interact, and practice. The learning process felt more active, and I could see the development of my speaking ability more clearly compared to previous classes."

For MZA, the shift was fundamental from passive reception ("listening") to active production ("speak, interact, and practice"). His statement that he could "see the development... more clearly" is significant; it suggests that observable progress is tied to opportunities for performance and application. The classroom became a workshop where skills were exercised and refined in real-time.

This shift created a qualitatively different learning environment.

TMA described the core value of this new dynamic:

TMA: "in-class discussion... this is the important, also important ways what I feel... we can receive the new perspective that is from the teacher or whatever is from the student."

For TMA, the flipped classroom was not just about speaking more, but about learning through dialogue. His focus on receiving "new perspective" from both teacher and peers highlights that the classroom became a collaborative knowledge-building space. Interaction was not merely practice; it was a source of insight and cognitive growth.

This environment was consistently described as more engaged and participatory. NR noted the class became "lively" and "active", while BAZ observed it was "more focused on discussion, presentation, and other speaking activities." Together, these descriptions paint a picture of a vibrant learning community a stark contrast to the often silent, teacher-centered traditional class.

2) The Critical Importance of Feedback and Peer Collaboration.

Beyond mere speaking time, students identified the immediate feedback and peer collaboration facilitated by the flipped model as critical to their development. The transformed classroom became a dynamic social learning environment where they could test their language use, receive corrections, and learn from one another in real-time.

AK placed the highest value on this aspect, state:

AK: "real-time feedback, I think, is really good thing in education... to have like a real-time discussion, real-time feedback with the lecturer, I think it's really beneficial for me. I think that one of the most beneficial for me."

For AK, the "real-time" nature of the feedback was crucial. Unlike feedback on written work, which is delayed, in-class feedback during speaking activities

is immediate and contextual. It allows for on-the-spot correction and adjustment, which is essential for developing accurate and fluent speech. His emphasis suggests that the flipped model's greatest strength may be creating the conditions for this impactful, moment-to-moment guidance.

3. Integration of Mixed-Methods Findings

This study employed a qualitatively-driven concurrent mixed-methods design to comprehensively address the research question: "How do EFL students at the English Language Education Department of UIN Ar-Raniry perceive the influence of the Flipped Learning model on the development of their English speaking proficiency?" The integration of quantitative trends and qualitative narratives provides a nuanced, multi-layered answer, revealing that students' perceptions are predominantly positive but deeply conditional, hinging on successful navigation of key challenges.

The integration reveals that students perceive the Flipped Learning model not as a simple, uniformly positive intervention, but as a powerful pedagogical tool whose effectiveness is mediated by their ability to achieve preparedness and engage in meaningful practice, while simultaneously managing significant demands on self-regulation.

First, the quantitative data established a strong consensus on the model's benefits, particularly its role in enhancing preparedness ($M=4.37$), enabling effective interactive practice ($M=4.02$), and improving specific speaking sub-skills like pronunciation ($M=4.27$), fluency ($M=4.00$), and confidence ($M=4.00$). The

qualitative findings provide the "why" and "how" behind these numbers. Participants like BAZ and NR explained that pre-class study allowed them to enter class with topic familiarity, which directly reduced cognitive load and hesitation, leading to the perceived fluency gains. The high confidence scores ($M=4.00$) are given human context by students like AS and AB, who described how not feeling "clueless" or "empty" transformed their willingness to participate. Thus, the qualitative data explains the mechanisms preparation leading to familiarity, which fosters confidence and enables fluency that underpin the positive quantitative trends.

Second, the quantitative data pointed to moderate challenges with time management ($M=3.18$) and independent comprehension of materials ($M=3.33$). The frequency tables further showed that a substantial minority (33-40%) actively experienced these issues. The qualitative data gives voice and depth to these statistics, transforming them from abstract scores into lived struggles. AK's description of "really, really hectic" schedules and FRA's feeling of the pre-class work as burdensome "extra homework" vividly illustrate the time management challenge. Similarly, the 40% who found materials difficult to understand alone are represented by students who needed immediate lecturer help, a need that the FL model's independent study phase could not meet. Furthermore, the interviews uncovered a critical challenge not fully captured by the survey: the potential for the model to increase anxiety for some, as FRA described feeling greater pressure to perform. This shows how qualitative data can uncover hidden dimensions of a phenomenon.

Third, the integration highlights a condition for perceived success: the centrality of the transformed classroom. The survey showed high agreement that in-class time was used effectively for interaction ($M=4.02$) and that peer collaboration was beneficial ($M=4.15$). The interviews confirm that this was the core perceived value of the model. For participants like MZA and AB, the liberated class time was the arena where speaking was truly "practiced" and "improved." The quantitative benefit of "personalized feedback" ($M=3.80$) is exemplified by AK's appreciation for "real-time feedback from the lecturer." This indicates that students perceive the FL model's influence on speaking not from the videos or readings alone, but from the quality of applied, interactive practice they enable.

Fourth, the integration reveals important boundary conditions for these perceptions. The quantitative data showed that technical access was not a major barrier ($M=2.55$), a point corroborated qualitatively with little mention of digital divide issues. More importantly, the interviews revealed that the perceived impact was not uniform. For highly proficient, autonomous learners like AK and IF, the model's added value was marginal ("50-50"), as they derived confidence and skill from broader practice. This critical perspective tempers the overall positive quantitative picture and answers the research question by showing that perceptions are filtered through individual differences in proficiency, learning style, and self-concept.

In addition, the integrated findings provide a comprehensive answer: EFL students at UIN Ar-Raniry perceive the Flipped Learning model as a generally positive influence on their speaking skills, primarily because it structures a learning

process where preparedness fosters confidence and fluency, and where class time is optimized for essential interactive practice. However, this positive perception is contingent upon overcoming significant self-regulatory challenges and is less pronounced among students who are already highly proficient and autonomous in their speaking development.

B. Discussion

This section interprets the integrated findings in light of the theoretical frameworks and previous studies outlined in Chapter II. The discussion is organized around the core themes that emerged, elucidating how students' perceptions align with, extend, or challenge existing knowledge about Flipped Learning (FL) in EFL contexts.

1. Perceived Benefits: Aligning with Constructivist and Affective Theories

The strongly positive perception of FL's impact on speaking proficiency, particularly through enhanced preparedness and confidence, finds strong support in educational theory. The reported link between pre-class study and improved in-class fluency and participation operationalizes the core principle of social constructivism (Vygotsky, 1978). Students used the individual learning space to build foundational knowledge (their actual development level), which then allowed them to operate more effectively within the collaborative Zone of Proximal Development during class. As NR and BAZ described, arriving prepared allowed them to engage in higher-order tasks like discussion and presentation that they might have struggled with if encountering the material for the first time in class.

This finding directly supports the pedagogical rationale of FL as described by Bergmann & Sams (2012) and is consistent with quantitative studies showing FL improves speaking performance (Alsowat, 2016; AlKhoudary & AlKhoudary, 2019).

Furthermore, the affective benefits reduced anxiety and increased confidence are crucial. This aligns with Krashen's (1982) Affective Filter Hypothesis, where a lower affective filter facilitates language acquisition. The FL model, by giving students time to process material privately, may reduce the fear of negative evaluation and fear of making mistakes that are significant sources of speaking anxiety in Indonesian EFL learners (Habiburrahim et al., 2020; Diana et al., 2024). Students like AS and AB explicitly stated that preparation made them feel less anxious and more comfortable. This perceived psychological safety is a key advantage of the model, fostering a greater willingness to communicate that is essential for speaking development.

2. The Development of Learner Autonomy

A significant finding was the perceived shift in learning ownership. The high agreement on increased responsibility ($M=4.08$) and the qualitative descriptions of becoming "more active and responsible" (AS) resonate with the goal of fostering learner autonomy (Zheng et al., 2020). This shift from a teacher-centered to a student-centered culture is a pillar of the FL model (FLN, 2014). Participants like ID and AB articulated a new awareness that improving their speaking was "not only the teacher's responsibility." This perception aligns with Self-Determination

Theory (Deci & Ryan, 1985); by requiring and enabling students to prepare independently, the model can support their needs for autonomy (self-direction) and competence (mastery through preparation), which in turn enhances motivation, as reflected in the survey ($M=3.95$). This finding extends the work of Zainuddin & Perera (2019), showing that in a speaking context, FL successfully cultivates the metacognitive awareness necessary for self-directed language learning.

3. Navigating Challenges: The Critical Importance of Self-Regulation and Support

The identified challenges highlight the conditions necessary for FL's success. The difficulties with time management and independent comprehension underscore the model's heavy reliance on students' self-regulated learning skills. This finding strongly supports the warnings of Turan & Akdag-Cimen (2020) and the conceptual framework of the FL model itself, which places new demands on learners. The fact that a substantial minority (33-40%) actively struggled with these elements indicates that FL is not a "magical tool" (AK) and can exacerbate inequalities between students with strong and weak self-regulation. This aligns with challenges noted in broader FL literature regarding student readiness (Bishop & Verleger, 2013).

More critically, the qualitative data revealed that for some, like FRA, these challenges could lead to increased anxiety and feelings of being unsupported or "abandoned." This provides a crucial counterpoint to the general confidence-building narrative and echoes concerns about the model's fit in contexts where

teacher guidance is highly valued. It suggests that simply inverting instruction without robust support systems such as clear guidance on how to study independently, checkpoints for understanding, or a supportive in-class environment that normalizes struggle can have negative affective consequences. This nuanced finding adds depth to the student perception studies of Lee & Wallace (2018) by showing that satisfaction is not guaranteed and is highly dependent on the learner's successful navigation of the self-study phase.

4. Conditional Effectiveness: Topic, Proficiency, and the Teacher's Role

The findings confirm that the perceived effectiveness of FL is highly conditional. First, its utility was seen as dependent on topic complexity. Participants like AK deemed it unnecessary for simple topics but essential for complex ones, supporting the principle of Intentional Content (FLN, 2014). This suggests educators should strategically deploy FL rather than apply it universally.

Second, the model's perceived added value diminished for highly proficient and autonomous learners like IF and AK, who derived their skills from broader life practice. This indicates that FL may be most beneficial for learners who need more structure to build foundational knowledge and confidence, a point less emphasized in previous FL-speaking studies.

Finally, the centrality of the transformed classroom time underscores the critical, evolved role of the teacher as a facilitator. The high value placed on interactive practice and real-time feedback (AK, TMA) confirms that the teacher's role shifts from "sage on the stage" to "guide on the side" (FLN, 2014). The success

of FL in improving speaking, therefore, is perceived not just in the pre-class work, but in the teacher's skill in designing meaningful interactive activities and providing targeted feedback. This aligns with studies emphasizing the importance of interactive, student-centered practice in EFL speaking development (Zhang & Chen, 2022).

5. Synthesis and Implications

In synthesizing these points, the study answers its research question by presenting a model of conditional perception. EFL students perceive FL positively when it successfully creates a virtuous cycle: effective self-study leads to preparedness, which lowers anxiety and builds confidence, enabling fruitful participation in well-facilitated, interactive class practice that develops fluency and other speaking skills. This cycle is powered by a developing sense of learner autonomy. However, this positive perception is fragile. It can be broken by deficits in self-regulation, insufficient support for independent comprehension, or a mismatch between the model and the learner's existing proficiency or the topic's complexity.

These findings have clear implications. For educators, they argue for a strategic, not blanket, use of FL in speaking courses, with careful attention to scaffolding the self-study process and designing high-quality interactive sessions. For researchers, they point to the value of qualitative, perception-focused studies to understand the nuanced human experience behind quantitative performance gains, particularly in diverse contexts like Indonesian EFL higher education.

CHAPTER V

CONCLUSION AND SUGGESTIONS

A. Conclusion

This study explored EFL students' perceptions of the influence of the Flipped Learning model on their English speaking proficiency through a mixed-methods approach. Based on the integrated analysis of quantitative survey data and in-depth qualitative interviews, the following conclusions are drawn in direct response to the research questions:

First, regarding students' overall perceived impact, the findings conclude that EFL students at UIN Ar-Raniry generally perceive Flipped Learning as a positive and beneficial model for developing their English speaking skills. The primary perceived benefits are enhanced fluency and confidence, which stem directly from being prepared through pre-class study. This preparation allows students to participate more actively and fluently during in-class speaking activities.

Second, concerning the supportive features linked to psychological needs, the study concludes that the Flipped Learning model successfully supports students' needs for autonomy, competence, and relatedness as framed by Self-Determination Theory. Students experienced autonomy through freedom in choosing how and what to study before class. They felt increased competence through repeated practice and observable improvement. Furthermore, a sense of relatedness was fostered through interactive class activities and peer feedback, creating a supportive learning community.

Third, regarding challenges and navigation strategies, the study concludes that implementing the Flipped Learning model presents significant challenges, primarily related to self-discipline, time management, and occasional increased anxiety. Students who struggled with consistent preparation faced difficulties in class and sometimes felt higher performance pressure. However, they employed adaptive strategies such as using digital tools for translation, drafting notes offline, and learning from peers' reviews to overcome these obstacles.

Overall, the Flipped Learning model is perceived as an effective pedagogical approach for EFL speaking instruction because it systematically structures a learning cycle where preparation fosters confidence and fluency, and transformed class time enables essential interactive practice. However, its effectiveness is not universal; it is highly dependent on students' self-regulatory skills, the complexity of the learning topics, and the quality of the pre-class materials provided. For highly proficient and autonomous learners, the added value of the model is perceived as limited.

B. Suggestions

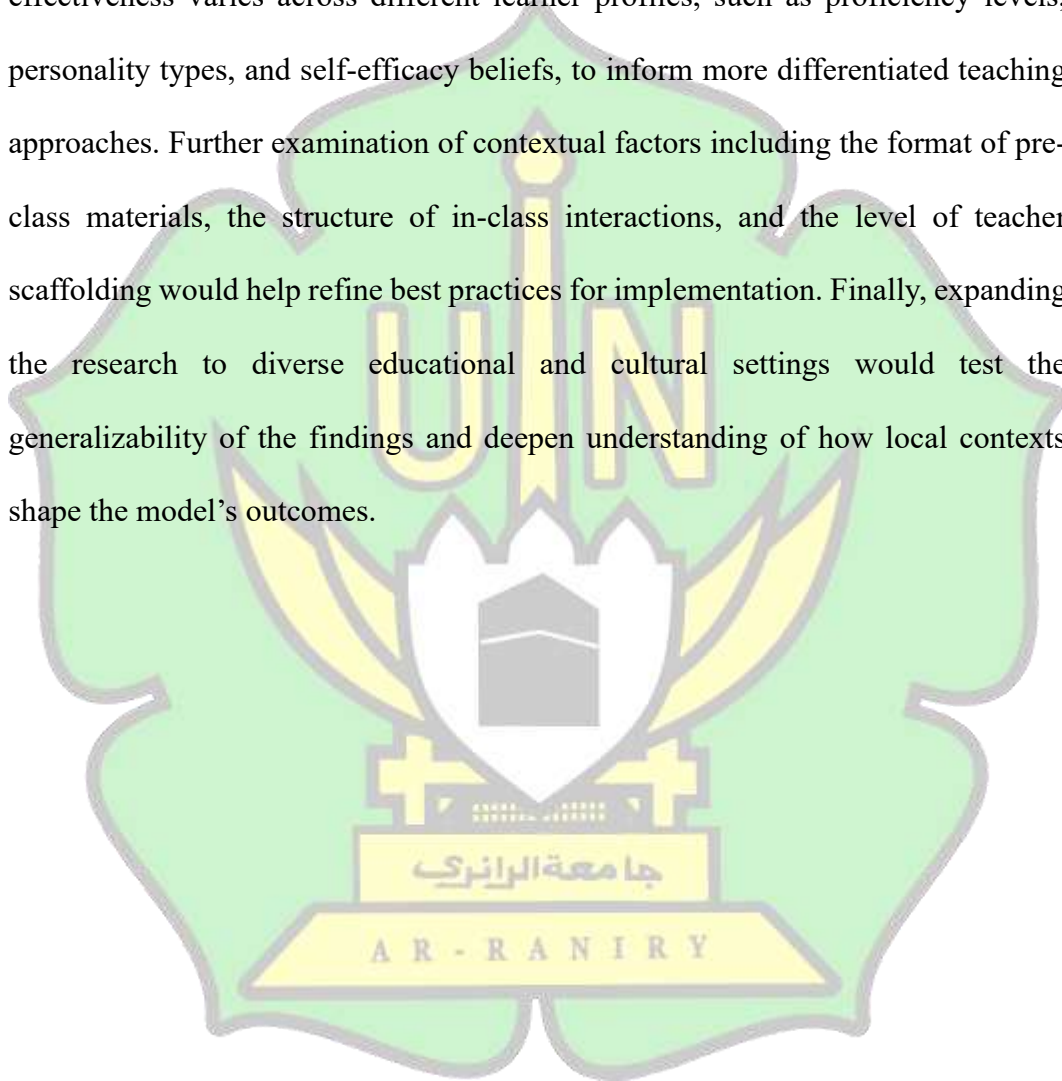
Based on the findings and conclusions of this study, several practical and research-oriented suggestions are offered to educators, students, and future researchers to enhance the implementation and understanding of the Flipped Learning model in EFL speaking contexts.

For Educators, including lecturers and curriculum designers, it is recommended to adopt the Flipped Learning model as a strategic pedagogical tool

rather than a universal solution. Implementation should be selective, focusing on complex or unfamiliar topics where prior preparation is most beneficial. To support students, educators should scaffold the independent study phase by providing clear guidance on how to engage with pre-class materials and by integrating low-stakes comprehension checks. Crucially, in-class time must be carefully designed to maximize interactive, communicative practice through activities such as discussions, role-plays, and collaborative tasks, with the teacher acting as a facilitator and provider of real-time feedback. Additionally, educators must ensure that all pre-class materials are accessible, manageable in volume, and clearly aligned with in-class objectives to prevent student overload and disengagement.

For EFL Students, the study suggests actively embracing the opportunities presented by the Flipped Learning model to develop greater autonomy and proficiency. Students should approach pre-class preparation not as optional homework but as a vital investment in their own speaking confidence and fluency. Cultivating self-regulation skills, such as effective time management and the strategic use of digital learning tools, is essential for consistent engagement with the model. During class, students are encouraged to participate actively in collaborative activities, view mistakes as learning opportunities, and seek constructive feedback from both peers and instructors. Beyond the classroom, students can extend the flipped mindset to informal language practice, applying the principle of preparation-before-practice to contexts such as language exchanges or presentation settings.

For Future Researchers, this study opens several avenues for further inquiry. Longitudinal and experimental research designs are needed to establish causal relationships between Flipped Learning and long-term speaking proficiency development. Studies could also productively investigate how the model's effectiveness varies across different learner profiles, such as proficiency levels, personality types, and self-efficacy beliefs, to inform more differentiated teaching approaches. Further examination of contextual factors including the format of pre-class materials, the structure of in-class interactions, and the level of teacher scaffolding would help refine best practices for implementation. Finally, expanding the research to diverse educational and cultural settings would test the generalizability of the findings and deepen understanding of how local contexts shape the model's outcomes.



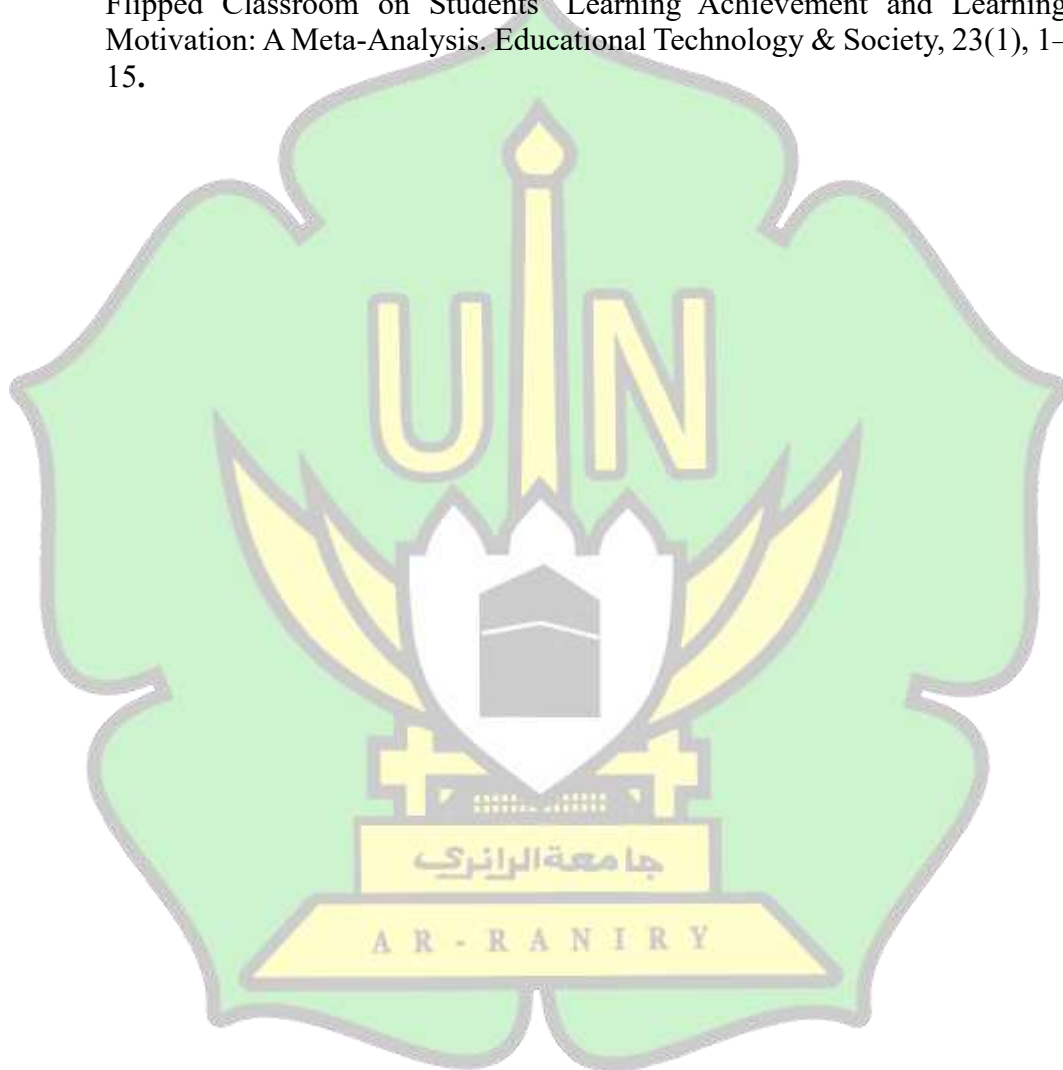
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APPENDICES

Appendix A

Appoinment Letter of Supervisor



**KEPUTUSAN DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY BANDA ACEH
NOMOR: 1495 TAHUN 2025**

**TENTANG:
PENGANGKATAN PEMBIMBING SKRIPSI MAHASISWA
DENGAN RAHMAT TUHAN YANG MAHA ESA**

- | | |
|-------------------|--|
| Merincing | <p>DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY BANDA ACEH</p> <ul style="list-style-type: none"> a. bahwa untuk kelancaran bimbingan skripsi mahasiswa pada Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh maka dipandang perlu menunjuk pembimbing skripsi; b. bahwa yang namanya tersebut dalam Surat Keputusan ini dianggap cakap dan mampu untuk diangkat dalam jabatan sebagai pembimbing skripsi mahasiswa; c. bahwa berdasarkan pertimbangan sebagaimana dimaksud dalam huruf a dan huruf b, perlu menetapkan Keputusan Dekan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh. |
| Mengingat | <ul style="list-style-type: none"> 1. Undang-Undang Nomor 20 Tahun 2003, tentang Sistem Pendidikan Nasional; 2. Undang-Undang Nomor 14 Tahun 2005, tentang Guru dan Dosen; 3. Undang-Undang Nomor 12 Tahun 2012, tentang Pendidikan Tinggi; 4. Peraturan Presiden Nomor 74 Tahun 2012, tentang perubahan atas peraturan pemerintah RI Nomor 23 Tahun 2005 tentang pengeloaian keuangan Badan Layanan Umum; 5. Peraturan Pemerintah Nomor 4 Tahun 2014, tentang penyelenggaraan Pendidikan Tinggi dan Pengelolaan Perguruan Tinggi; 6. Peraturan Presiden Nomor 64 Tahun 2013, tentang perubahan Institut Agama Islam Negeri Ar-Raniry Banda Aceh menjadi Universitas Islam Negeri Ar-Raniry Banda Aceh; 7. Peraturan Menteri Agama RI Nomor 44 Tahun 2022, tentang Organisasi dan Tata Kerja UIN Ar-Raniry Banda Aceh; 8. Peraturan Menteri Agama Nomor 14 Tahun 2022, tentang Statuta UIN Ar-Raniry Banda Aceh; 9. Keputusan Menteri Agama Nomor 482 Tahun 2003, tentang Pendelegasian Wewenang Pengangkatan, Pemindahan dan Pemberhentian PNS di Lingkungan Departemen Agama; 10. Keputusan Menteri Keuangan Nomor 293/Krnk.09/2011, tentang penetapan UIN Ar-Raniry Banda Aceh pada Kementerian Agama sebagai instansi Pemerintah yang menerapkan Pengelolaan Badan Layanan Umum; 11. Surat Keputusan Rektor UIN Ar-Raniry Banda Aceh Nomor 01 Tahun 2015, Tentang Pendelegasian Wewenang kepada Dekan dan Direktur Pascasarjana di Lingkungan UIN Ar-Raniry Banda Aceh. |
| MEMUTUSKAN | |
| Menetapkan | Keputusan Dekan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh tentang Pembimbing Skripsi Mahasiswa. |
| KESATU | <p>Menunjuk Saudara:</p> <p>Prof. Saifur Muluk, S.Ag., M.A., M.Ed., Ph.D</p> <p>Untuk membimbing Skripsi</p> <p>Nama : Aulia Rahmat
 NIM : 226283072
 Program Studi : Pendidikan Bahasa Inggris
 Judul Skripsi : EFL Students' Perceived Impact of The Influencer of Flipped Learning in Their English Speaking Proficiency</p> |
| KEDUA | Kepada pembimbing yang tercantum namanya diatas diberikan honorarium sesuai dengan peraturan perundang-undangan yang berlaku. |
| KETIGA | Pembayaran akibat keputusan ini dibebankan pada DIPA UIN Ar-Raniry Banda Aceh Nomor SP DIPA-025.04.2.433925/2025 Tanggal 02 Desember 2024 Tahun Anggaran 2025. |
| KEEMPAT | Keputusan ini berlaku selama enam bulan sejak tanggal ditetapkan. |
| KELIMA | Keputusan ini berlaku sejak tanggal ditetapkan dengan ketentuan bahwa segala sesuatu akan diubah dan diperbaiki kembali sebagaimana mestinya, apabila kemudian hari ternyata terdapat kealihan dalam Surat Keputusan ini. |

Ditetapkan di : Banda Aceh
 Pada tanggal : 30 Oktober 2025
 Dekan

Saifur Muluk

Direktori:

1. Wakil Ketua Universitas UIN Ar-Raniry
2. Dekan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry
3. Direktur Program Studi Bahasa Inggris UIN Ar-Raniry
4. Ketua Jurusan Pendidikan Bahasa Inggris (KJPI) UIN Ar-Raniry
5. Ketua UIN Ar-Raniry Banda Aceh UIN Ar-Raniry
6. Kepala Bagian Eselon dan Hubungan UIN Ar-Raniry Banda Aceh di Banda Aceh
7. Tanggung Jawab
8. Jaga



Appendix B

Recommendation Letter from The *Fakultas Tarbiyah dan Keguruan*



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI AR-RANIRY BANDA ACEH
FAKULTAS TARBIYAH DAN KEGURUAN**

Jl. Syekh Abdur Ramf Kopelma Darussalam Banda Aceh Telp/Fax. : 0651-752921

Nomor : B-9077/Un.08/FTK.1/TL.00/11/2025

Lamp : -

Hal : *Penelitian Ilmiah Mahasiswa*

Kepada Yth,

Ketua Prodi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh
Assalamualaikum Warahmatullahi Wabarakatuh.

Fakultas Tarbiyah Dan Keguruan UIN Ar-Raniry dengan ini menerangkan bahwa:

NIM : 220203072

Nama : AULIA RAHMAT

Program Studi/Jurusan : Pendidikan Bahasa Inggris

Alamat : Jln Samudera Kp Jawa Lama , Aulia Water Ro

Saudara yang tersebut namanya diatas benar mahasiswa Fakultas Tarbiyah Dan Keguruan bermaksud melakukan penelitian ilmiah di lembaga yang Bapak/Ibu pimpin dalam rangka penulisan Skripsi dengan judul ***EFL STUDENTS' PERCEIVED IMPACT OF THE INFLUENCE OF FLIPPED LEARNING ON THEIR ENGLISH SPEAKING PROFICIENCY***

Banda Aceh, 19 November 2025

An. Dekan

Wakil Dekan Bidang Akademik dan Kelembagaan




Prof. Dr. Buhori Muslim, M.Ag.

NIP. 197508152001121002

Berlaku sampai : 31 Desember 2025

Appendix C

Confirmation Letter of Conducting Research at the English Language Education Department

**KEMENTERIAN AGAMA REPUBLIK INDONESIA**
UNIVERSITAS ISLAM NEGERI AR-RANIRY
FAKULTAS TARBIYAH DAN KEGURUAN
PRODI PENDIDIKAN BAHASA INGGRIS
Jln. Syekh Abdur Rauf Kopelma Darussalam Banda Aceh
Email : phi.fik@ar-raniry.ac.id Website : <https://ar-raniry.ac.id>

SURAT KETERANGAN
Nomor: B-623/Un.05/PBI/Kp.01.2/12/2025

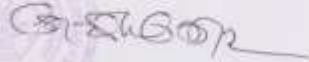
Ketua Prodi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan Universitas Islam Negeri Ar-Raniry Darussalam Banda Aceh menerangkan bahwa yang nama tersebut di bawah ini:

Nama : Aulia Rahmat
NIM : 220203072
Prodi : Pendidikan Bahasa Inggris
Alamat : Jln. Samudera, Kp. Jawa Lama, Kec Banda Sakti, Kota
Lhokseumawe

Benar telah melakukan pengumpulan data untuk penelitian pada Prodi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh dalam rangka penyusunan Skripsi yang berjudul:

"EFL Students' Perceived Impact of The Influence of Flipped Learning on Their English Speaking Proficiency"

Demikianlah Surat Keterangan ini kami buat agar dapat dipergunakan seperlunya.

Banda Aceh, 15 Desember 2025
Ketua Prodi Pendidikan Bahasa Inggris,

Syarifah Dahliana

Appendix D

Research Instrument (List of Interview Question)

LIST OF INTERVIEW QUESTIONS

A. Opening Statement

1. Could you tell me about your overall experience learning in a speaking class that used the Flipped Learning model?
2. How was your experience with the Flipped Learning model different from your experiences in a traditional, teacher-centred speaking class?

B. Perceived Impact on Speaking Proficiency Components

3. How do you think the Flipped Learning model affected your fluency in speaking English?
4. In what ways, if any, did the model influence your accuracy in using grammar and vocabulary when you speak?
5. Do you feel that the Flipped Learning model helped you to use more complex or varied language when speaking?
6. How did this learning model impact your confidence to speak English in front of your lecturer and peers?

C. Mechanisms, Benefits, and Challenges

7. What specific aspects of the Flipped Learning model did you find most beneficial for improving your speaking skills?
8. On the other hand, what were the biggest challenges or difficulties you faced with this model in the context of learning to speak?

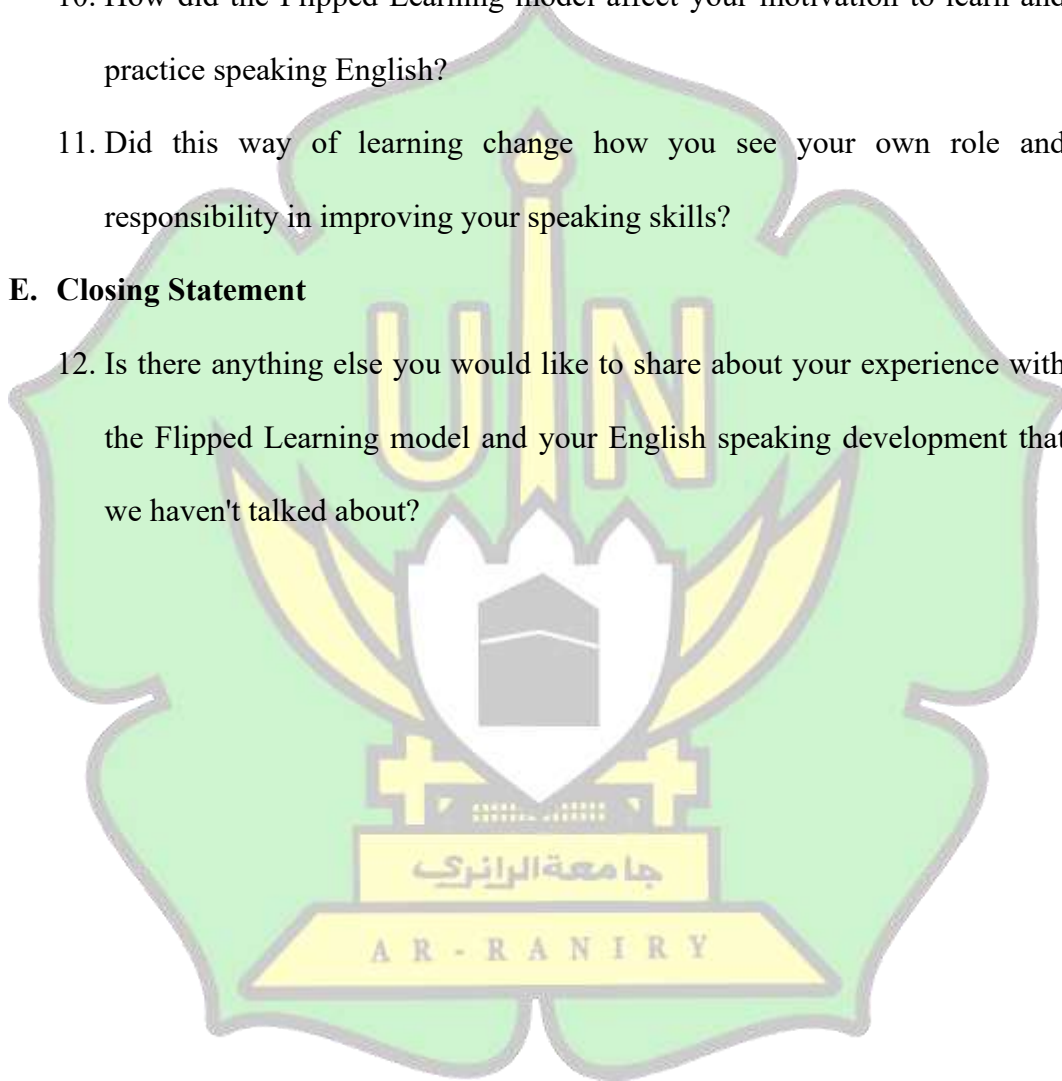
9. The Flipped Learning model requires you to study materials before class. How did this preparation influence your participation and performance during the speaking activities in class?

D. Affective and Metacognitive Factors

10. How did the Flipped Learning model affect your motivation to learn and practice speaking English?
11. Did this way of learning change how you see your own role and responsibility in improving your speaking skills?

E. Closing Statement

12. Is there anything else you would like to share about your experience with the Flipped Learning model and your English speaking development that we haven't talked about?



Appendix E

Research Instrument (Likert-Scale Questionnaire)

RESEARCH INSTRUMENT

LIKERT SCALE QUESTIONNAIRE

“EFL STUDENTS' PERCEIVED IMPACT OF THE INFLUENCE OF FLIPPED LEARNING ON THEIR ENGLISH-SPEAKING PROFICIENCY”



Dear Participant,

Assalamu'alaikum Warahmatullahi Wabarakatuh

My name is Aulia Rahmat (220203072), a student in the English Language Education Department at UIN Ar-Raniry. I am currently conducting research for my undergraduate thesis entitled:

"EFL STUDENTS' PERCEIVED IMPACT OF THE INFLUENCE OF FLIPPED LEARNING ON THEIR ENGLISH SPEAKING PROFICIENCY"

This research aims to understand the experiences and perceptions of students like you regarding the Flipped Learning (FL) model in English speaking classes. As you may have experienced, the Flipped Learning model is a teaching approach where you study new material (e.g., through videos or readings) before class, allowing the precious in-class time to be used for interactive activities like discussions, presentations, and collaborative tasks to practice speaking.

Your participation in this survey is invaluable. By sharing your honest opinion, you will help provide crucial insights into how this learning model influences the development of speaking skills from a student's perspective. The findings are expected to contribute to improving teaching methods and learning experiences in the future.

This questionnaire contains a series of statements about your experience. Please indicate your level of agreement with each statement based on your personal experience and feelings by checking (✓) the option that best corresponds to your opinion, using the following scale:

- **1 = Strongly Disagree (SD)**
- **2 = Disagree (D)**
- **3 = Neutral (N)**
- **4 = Agree (A)**
- **5 = Strongly Agree (SA)**

Please note:

- There are no right or wrong answers.
- Your honesty and thoughtful response are crucial for the success of this study.
- All data collected will be used solely for academic purposes and will be kept strictly confidential and anonymous. Your identity will not be disclosed in any part of the research report.

Thank you very much for your time and valuable contribution to this study.

Part A: Demographic Information

Name:

Gender: Male Female

Part B: Perceived Impact on Speaking Proficiency Components

Please indicate to what extent you agree that the Flipped Learning model influenced the following aspects of your English-speaking skills.

(Scale: 1=Strongly Disagree, 2=Disagree, 3=Neutral, 4=Agree, 5=Strongly Agree).

No	Statement	SD	D	N	A	SA
1	The FL model helped me speak English more smoothly and with fewer hesitations	1	2	3	4	5
2	I am able to maintain a conversation for a longer time because of the practice in the FL classroom	1	2	3	4	5
3	The FL model helped me use grammatical structures more correctly when speaking	1	2	3	4	5
4	I became more aware of my pronunciation errors and could correct them	1	2	3	4	5
5	The FL model encouraged me to use a wider range of vocabulary when speaking	1	2	3	4	5
6	I attempt to use more complex sentence structures in my speech because of the input from FL	1	2	3	4	5
7	I feel more confident to speak English in front of my classmates after experiencing the FL model	1	2	3	4	5
8	I am less anxious about making mistakes when speaking during FL class activities	1	2	3	4	5

Part C: Perceived Mechanisms and Benefits of Flipped Learning

Please indicate your level of agreement with the following statements about the structure and benefits of the Flipped Learning model.

(Scale: 1=Strongly Disagree, 2=Disagree, 3=Neutral, 4=Agree, 5=Strongly Agree).

No	Statement	SD	D	N	A	SA
9	The pre-class materials (videos, readings, etc.) were clear and easy to understand.	1	2	3	4	5
10	Studying the materials before class made me feel well-prepared for the in-class speaking activities	1	2	3	4	5
11	The in-class time was used effectively for interactive speaking practice (e.g., discussions, role-plays).	1	2	3	4	5
12	The lecturer provided more personalized feedback during in-class activities	1	2	3	4	5
13	The FL model increased my sense of responsibility for my own learning	1	2	3	4	5
14	Collaborating with peers in class was beneficial for improving my speaking skills	1	2	3	4	5
15	Overall, the FL model is more motivating for learning speaking than the traditional lecture method	1	2	3	4	5

Part D: Perceived Challenges of Flipped Learning

Please indicate your level of agreement with the following potential challenges.

(Scale: 1=Strongly Disagree, 2=Disagree, 3=Neutral, 4=Agree, 5=Strongly Agree).

No	Statement	SD	D	N	A	SA
16	It was difficult for me to manage my time to consistently complete the pre-class assignments	1	2	3	4	5
17	I had difficulty understanding the pre-class materials without immediate help from the lecturer	1	2	3	4	5
18	Access to reliable internet or digital devices was a problem for me	1	2	3	4	5

19	The amount of self-study work required outside of class was overwhelming	1	2	3	4	5
20	I sometimes felt anxious or unprepared to participate in the in-class activities	1	2	3	4	5

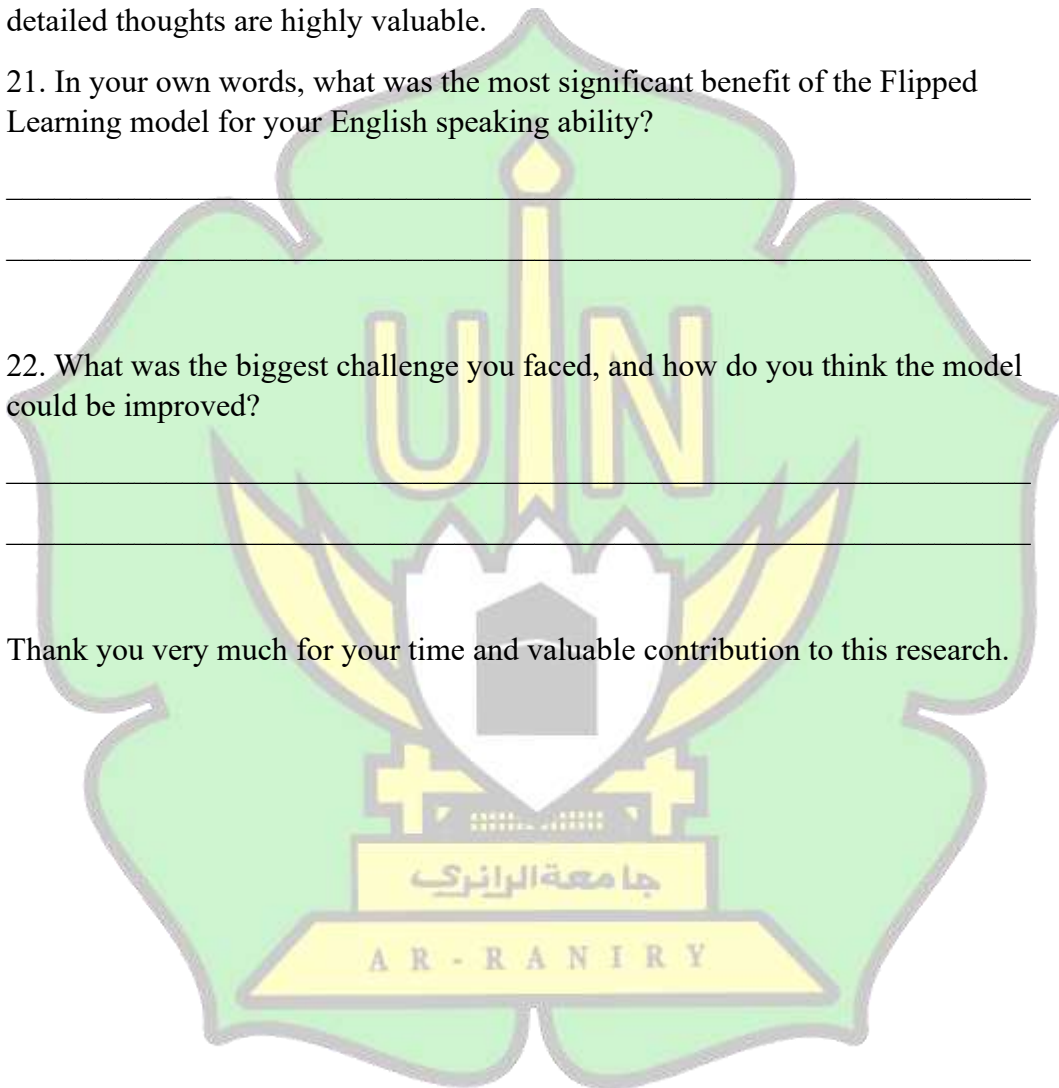
Part E: Open-Ended Section (Optional)

To conclude, please feel free to share any further comments or suggestions. Your detailed thoughts are highly valuable.

21. In your own words, what was the most significant benefit of the Flipped Learning model for your English speaking ability?

22. What was the biggest challenge you faced, and how do you think the model could be improved?

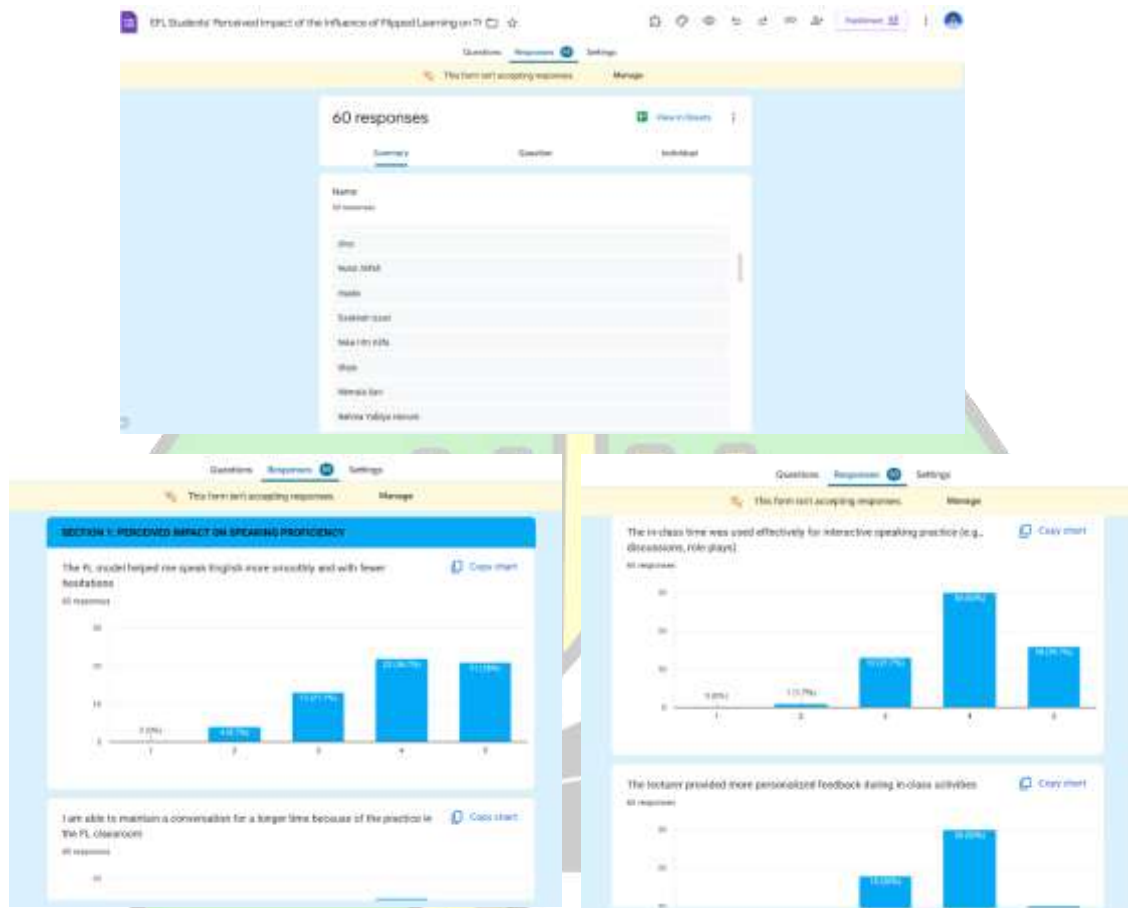
Thank you very much for your time and valuable contribution to this research.



Appendix F

Response from Samples

Respondents Answer in Likert Scale Questionnaire



Transcript of the interview between the researcher and the respondent

more disciplined (1:40) to study my material before entering the class, (1:41) but, yeah, sometimes because I think (1:31) flipped learning is not really, really have a big impact for me.

(1:37) If we talk about like really simple material, (1:41) really simple topics about speaking, (1:43) maybe like introduce yourself or anything like that, (1:47) I think like flipped learning model is like, (1:50) for me, it's just such a wasting time. (1:52) For me, it's like it's not really necessary to study all of the material. (1:57) If we talk about really, really specific topic (1:58) that maybe hard for us to understand, (2:00) so we have to study more in our home before entering the class.

(2:17) So, my experience, if we talk about my experience in the class, (2:15) maybe it's like 50-50, mostly positive because I've become more disciplined, (2:19) but mostly it's like there's no really big impact for me (2:23) because speaking is one of the skills that we talk about. (2:28) We have to really practice with ourselves. (2:32) It's not about just learning about the material I've been sent.

(2:35) It's not just about hearing the lecture in the class. (2:38) I think, yeah, from flipped learning model, (2:42) it becomes positive because you have to study the material before, (2:45) but speaking itself, you have to be disciplined (2:47) for your own sake, too, (2:50) because you have to be disciplined to improve your speaking skills.

(2:53) So, for me, flipped learning model in the class is like 50-50. (2:57) Sometimes good, maybe sometimes it's not really have a big impact for me. (3:01) Okay, great.

(3:03) So, the next question is, you already talk about your experience, (3:07) but how do you do your flipped learning things? (3:10) Maybe you read the pre-class material (3:12) or you watch any video teach about material (3:16) or you did anything that related to the flipped learning. (3:19) How do you do that? (3:21) Okay, so one of the experience maybe that's come to my mind (3:27) is the experience

(14:04) Okay, so the next question is about complexity, (14:09) and do you feel that the Flip Learning model help you to use more complex or varied language when speaking, (14:15) for example using a wider range of vocabulary or more sophisticated sentence structures? (14:22) If yes, how did it help? If not, why do you think it didn't? (14:26) So, like I've said before, in Flip Learning, so we have pre-class material that we have to study. (14:32) Sometimes, if you studied in this major, which is English education major, (14:38) we're not always talking about education itself. (14:41) If we talk about reading comprehension, speaking, and something like that, (14:46) sometimes become the topics for the study is not always about education.

(14:51) Like I've said before, it's about political, it's about health maybe, about natural disaster or something like that. (14:58) So, if we talk about the complexity, the varied language, maybe like varied certain vocabulary that I've been using, (15:01) I think the answer is yes. (15:12) Maybe like sometimes when you have to read like political newspaper, you have to read like health newspaper, (15:19) there's something like really, really new vocabulary that you're not really know what does that mean.

(15:25) So, when that happen, you have to searching, you have to study what's the word mean. (15:31) So, I think that's the good impact of Flip Learning because we're going to explore much of maybe like different topics. (15:39) We have to study in English specifically.

(15:43) So, I think like for example, I do not know for the first time before I read about political news, (15:51) sentences means like husband (15:54) I thought sentence is sentence. (15:56) So, I just know

Appendix G

Documentations



AUTOBIOGRAPHY

1. Name : Aulia Rahmat
2. Place/Date of Birth : Lhokseumawe, June 7th, 2004
3. Gender : Male
4. Religion : Islam
5. Nationality : Indonesia
6. Address : Jl. Samudra, Kp. Jawa Lama, Lhokseumawe
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9. Parents
 - a. Father's Name : Hamdani
 - b. Mother's Name : Safrina M.
 - c. Father's Occupation : Entrepreneur
 - d. Mother's Occupation : Housewife
10. Educational Background
 - a. Elementary School : SDN 1 Kota Lhokseumawe
 - b. Junior High School : MtsS Misbahul Ulum, Paloh
 - c. Senior High School : MAN Kota Lhokseumawe
 - d. University : UIN Ar-Raniry

Banda Aceh, 13 January 2025



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