

DEVELOPING SPEAKING SKILLS THROUGH FLIPPED CLASSROOM AT A SECONDARY SCHOOL IN SABAH

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Abstract *The English language plays an essential role as it is a medium of communication used internationally. In Malaysia, English is recognised as the second language, and it is pivotal to ensure that young generations are proficient at communicating in the language. In this study, the focus was to introduce the Flipped Classroom approach to develop the speaking skills of second language learners. Hence, the objectives of this study are to investigate the speaking performance of secondary school students and to explore their perceptions following the implementation of the Flipped Classroom approach. The Flipped Classroom is a pedagogical approach that uses class time for learning activities and moves information-transmission teaching out of the class. A qualitative method was employed by using a set of open-ended questionnaires and observation in order to examine the impact of the Flipped Classroom approach on Form 2 students at a secondary school in Sabah. This qualitative study emphasises the participants' subjective realities, experiences, and viewpoints as the outcomes of the implementation of the Flipped Classroom approach. After four meetings with the students, their speaking skills showed improvement, and they gave positive perceptions toward the approach. This study proved the potential of the Flipped Classroom approach to cultivate classroom interactions using the English language. The application of this approach can foster the development of speaking abilities among Malaysian students.*

Keywords: Flipped classroom, speaking skills, perception, qualitative study, English language.

INTRODUCTION

As an international language in the 21st century, English is crucial and has dominated discourse in numerous spheres. A quarter of the world's population uses English as their primary conversational language. The preeminent position of the English language can be observed across various domains, including education, science, technology, information, commerce, diplomacy, and communication. The acquisition of proficiency in English language affords students the potential to not only meet their educational obligations but also to secure employment prospects that can ultimately contribute to substantial achievements in their future endeavours.

In Malaysia, the English language is recognised as the country's second language. Thus, the ultimate goal is to ensure students are well-equipped with language skills to assist them in their academic pursuits and enable them to thrive internationally. However, studies have reported that Malaysian students were not able to speak the language well. For instance, Aziz and Kashinathan (2021) postulated that the lack of communication skills in English among Malaysian students has become a national issue. When immersed in a traditional teaching approach, most students have little chance to practice or speak English (Riza & Setyarini, 2020). Traditional methods often focus on theoretical instruction, which provides limited opportunities for students to engage in the actual practice of conversing with others. It is overwhelming for students as they are expected to use the language they have not yet learned during class. As a result, students exhibit poor speaking performance at school and beyond. In other words, conventional learning methods may establish a strong foundation of knowledge, but they ultimately lack the hands-on experience necessary for students to master speaking skills (Rosyidah, 2022). Another factor that leads to the difficulty in speaking skills is the lack of authentic speaking materials (Leonita et al., 2023). According to AlKhouday and AlKhouday (2019), students are deprived of the opportunity to autonomously review and study materials outside of class due to the absence of opportunities to practice speaking. Thus, students require authentic speaking materials that are not only straightforward but also relevant so that they could develop their speaking skills in their day-to-day lives (Leonita et al., 2023).

Despite the importance placed on proficient speaking skills, the limitation for students to apply speaking in the classroom has caused them to have limited time to practice (Sudarmaji et al., 2021). Therefore, in this study, the researchers countered the aforementioned setback faced by students through the introduction of the Flipped Classroom. With the Flipped Classroom, students would learn the materials prior to face-to-face class by watching educational videos and participating in online discussions. The Flipped Classroom enables class time interaction to become more valuable for students to discuss and exchange ideas since they learn the content outside class hours and contributes to a better understanding of technology use in the teaching and learning process (Halili & Razak, 2018). This is made possible through the use of various platforms such as YouTube, Wikis, and blogs that students can explore to grasp the prepared lesson (Sheera & Yadav, 2022). With the advancement of today's technology, the Flipped Classroom has gained rapid interest in improving English language proficiency among students. Students are able to experience a new learning ambiance to enhance learning qualities instead of the conventional way of learning. Shih and Huang (2020), affirmed that the Flipped Classroom offers learning opportunities and autonomy for students to study through rich course content and technology support, thus contributing to a versatile learning environment.

This study investigated the outcomes of the Flipped Classroom approach to enhance the speaking skills of secondary school students at a school in Sabah. The following are the research objectives of this study:

1. To investigate the speaking performance of secondary school students after using the Flipped Classroom approach.
2. To explore secondary school students' perceptions regarding the implementation of the Flipped Classroom approach.

LITERATURE REVIEW

Flipped Classroom

The Flipped Classroom is described as “Inverting the classroom means that events that have traditionally taken place inside the classroom now take place outside the classroom and vice versa” (Lage et al., 2000, p. 32). The Flipped Classroom makes students learn tasks before class to spot the difficulties. The Flipped Classroom approach is considered as a teaching method that mainly proposes what is traditionally done in the classroom is now done at home, and that students do homework or do some activities in the class (Bergmann & Sams, 2014). Generally, the Flipped Classroom is characterised as a pedagogical approach that moves information-transmission teaching out of the class and uses class time for learning activities (The Flipped Learning Network, 2014).

With the advancement of online learning, the use of the Flipped Classroom approach has grown in popularity as a cutting-edge method of instruction to advance and strengthen English language proficiency. This is a new normal, where face-to-face contact hours are significantly reduced. The Flipped Classroom approach has transformed traditional teaching by restructuring class time to focus on active student learning.

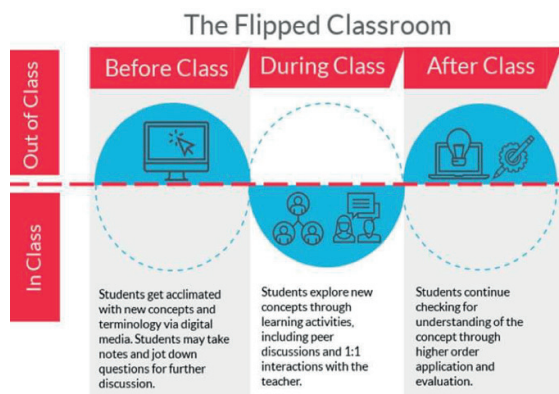


Figure 1: Flipped Classroom Model

Source: <https://www.polyflip.eu/Flipped-classroom-in-theory/General-framework-terminology-and-pedagogy>

Figure 1 shows the Flipped Classroom Model whereby flipping the classroom shifts direct instruction from teacher-centred to student-centred with the integration of technology. In conventional learning, tasks requiring a lower level of comprehension and memorisation are addressed initially in the classroom. Typically, students are assigned homework that requires them to engage in more advanced learning outside of the classroom. In the Flipped Classroom approach, the learning is reversed where the introduction or the basic information of the topic is completed prior to a class. At this stage, students have full responsibility for their learning. The advanced activities that need assistance from teachers or peers only happen in the classroom setting (Nazara, 2019).

With reversed learning, learners get to familiarise themselves with the learning materials prior to class; and during in-classroom interaction, the time is fully utilised in developing mutual insight through brainstorming with peers. The role of educators in this manner of communication is to serve as the facilitator for instance in challenging activities such as problem-based activities (Chou et al., 2020). Google Classroom is a learning management system that can be used to aid educators in implementing the Flipped Classroom approach. According to Abdullah et al. (2019), Google Classroom has a good number of features that may encourage teachers to employ it in the model of the Flipped Classroom and its functional repository to keep all the instructional video lectures and other materials which the teachers can re-use any of the instructional materials from class to class and at any time.

The Implementation of the Flipped Classroom in the Teaching and Learning of English

Researchers have proved that the Flipped Classroom approach offers opportunities to study with rich course content at the learners' own pace, facilitating a flexible learning environment with technology support (Shih & Huang, 2020). Sergis et al. (2018) stated that at the very least, the uncertainty surrounding the Flipped Classroom approach may have a positive impact on students' motivation, engagement, and cognitive learning performance in the information and communication courses. Another study that looked at various aspects of the Flipped Classroom approach found

positive developments in academic achievement, motivation, behaviour, metacognition, satisfaction, self-regulated learning, and self-efficacy (Al-Samarraie et al., 2020). According to Galindo-Dominguez (2021), the Flipped Classroom approach is more effective than other methods in terms of learning achievements in secondary and higher education. Research by Fulgueras and Bautista (2020) revealed that students who learned using the Flipped Classroom approach outperformed students who received conventional instruction in terms of critical thinking levels and their reading comprehension levels.

Studies have demonstrated that integrating the Flipped Classroom approach enhanced learners' oral competency by exploiting the positive output of the application (Lin & Hwang, 2018; Zainuddin et al., 2019). The findings indicated that using the Flipped Classroom is impactful as the students did very well on their oral presentations (Lin & Hwang, 2018). In addition, video lectures in association with the Flipped Classroom approach can help college students become more independent learners and engage in more interactions and communication with peers and teachers, particularly in speaking classes (Zainuddin et al., 2019). Quyen and Loi (2018) also looked at how the Flipped Classroom approach might be used to enhance the speaking abilities among Vietnamese university students. The study reported that compared to the control group, the experimental group's students performed better on speaking assessments. Abdullah et al. (2019) demonstrated that the Flipped Classroom approach is an effective method for improving speaking performance among students in and out of class activities. In addition to that, students' willingness to get involved and committed to participating in speaking activities gradually increased.

Speaking Skills

Speaking is considered as a fundamental ability for establishing effective interpersonal connections. Verbal communication is the act of generating spoken words to convey meaning to a recipient. Speaking is a process of building and sharing meaning be it verbal or non-verbal symbols, in a variety of contexts (Rahmawati et al., 2023). The evaluation of speaking proficiency is conducted by assessing four fundamental components: pronunciation,

vocabulary, grammar, and fluency. These qualities collectively comprise the essential abilities required for effective oral communication. Pronunciation refers to the manner in which individuals articulate words, vocabulary relates to the collection of words that individuals must employ during verbal exchanges, grammar encompasses the methods by which individuals construct sentence structures, and fluency denotes the capacity of individuals to communicate in a spoken language with ease, fluidity, and coherence (Mauliddina, 2023).

Students' Challenges to Speak English in Malaysia

Learning English is undeniably an arduous task for Malaysian learners who grow up being immersed in an entirely different first language. The interference of the mother tongue is perceived as a challenge that hinders learners from speaking fluently in English (Aziz & Kashinathan, 2021). In addition, the inability to productively practice the target language in formal learning environments can further cause students to have a deficiency in competency, especially those who come from a non-English speaking community. According to Rusli et al. (2018), the main setback that keeps students at bay and refuse to pursue improving their proficiency is the deficiency in confidence. This situation leads them to withdraw and have no confidence in speaking English. Moreover, a lack of engagement in class activities is also one of the factors that leads students to have difficulties practicing the target language (Leonita et al., 2023). To cope with difficulties of communicating in English, some students and teachers tend to code-switch in speaking class whenever they have the chance. However, code-switching hinders language learning progress as it encourages learners to mix their first and second language (Nguyen et al., 2022).

A survey that investigated the challenges students faced in speaking the English language revealed that the students did not have the confidence to speak because they felt fear of speaking in English (Nijat et al., 2019). In fact, both primary and secondary school students experienced difficulties when speaking, including feeling anxious, lack of confidence, shyness, and afraid of making mistakes while speaking (Nadesan & Shah, 2020). Results from a systematic review by Aziz and Kashinathan (2021)

concluded that lack of motivation and self-confidence, anxiety, inhibition, and limited vocabulary knowledge are the dominant barriers that hinder students from communicating well in English. The findings affirm that in order to develop speaking skills in the language classroom, educators need to introduce teaching and learning approaches that can engage students in an effective manner.

METHODS

Research Design

A qualitative method was employed in this study to investigate secondary school students' speaking performance and perceptions following the implementation of the Flipped Classroom approach. Through qualitative research design, people's experiences, opinions, and actions can be collected which dives deeper into real-world concerns (Tenny et al., 2021). Since the focus of this study was to explore how a specific group of students learned a second language in a specific context, the case study approach was employed. According to Yin (2003), a case study design answers the "how" and 'why' questions and focuses on contextual conditions that are relevant to the phenomenon being studied. Furthermore, an exploratory case study was deemed the most appropriate since this was the first time that the Flipped Classroom was introduced to the students at the school at which the study took place.

Sample

This study was conducted at a public school in Sabah. A total of 26 students who were enrolled in Form 2 were purposively selected to investigate the implementation of the Flipped Classroom towards enhancing their speaking performance. According to Creswell and Poth (2017), purposive sampling is a method in which the researcher deliberately selects participants who have specific experiences and detailed information relevant to the study. The 26 respondents were labelled as P1 to P26, whereby P stands for the participant and the number represents the number of students involved.

Data Collection Method

This study employed the three phases of the Flipped Classroom approach as suggested by Bergmann and Sams (2012), which are pre-class activity, in-class activity, and after-class activity. The pre-class activity was done through the WhatsApp application, the second phase consisted of four face-to-face meetings altogether, each lasting 60 minutes. The after-class activity required the continuous effort of the students to independently apply the knowledge gained to accelerate their learning.

Table 1: Flipped Classroom Topics

| Lesson | Topic | Activity |
|--------|--|-------------------|
| 1 | Making Plan – Birthday Celebration | Role-play (pairs) |
| 2 | Ask for Direction – Attending Birthday Party | Role-play (pairs) |
| 3 | Buying a Gift – Birthday Gift | Role-play (pairs) |
| 4 | Presentation – My Precious Gift | Individual |

The Flipped Classroom centred on a celebratory and positive theme that young learners can relate to. As shown in Table 1, the researchers used familiar topics such as making plans for a birthday celebration, asking for directions to attend a birthday party, buying a birthday gift, and describing their precious birthday gift across four separate lessons. These activities reflected real-life situations that students are familiar with and were able to relate to easily. In the first three lessons, students participated in role-play presentations in pairs in collaboration with their peers to create a dialogue according to the topic; and the last lesson was an individual task whereby they did a presentation on the topic “My Precious Gift”. The researchers used a variety of practical strategies to exploit the time during face-to-face classes by providing opportunities for students to incorporate the online lesson, including role-plays, oral presentations, and brainstorming sessions.

According to Huong (2020), authentic materials have proved useful in fulfilling the goal of communication of learning foreign languages and the needs of the learners. In order to implement the Flipped Classroom approach, a short video and a mini quiz were sent to the students through the WhatsApp group one day prior to the face-to-face class using the Google

Forms application. The students watched videos related to each topic and answered a quiz in order to prepare themselves before the class.

Data collection was conducted after the implementation of the Flipped Classroom approach. In this research, questionnaires were administered as one of the methods to collect data. The questionnaire was made up of two sections: Section A consisted of questions adapted from Mauliddina (2023) and Section B consisted of questions that were adapted from Rohmawati and Anwar (2022). In section A, students answered “yes” or “no” statements. Meanwhile, section B consists of eight open-ended questions for students to respond about the implementation of the Flipped Classroom. After the completion of the lessons, an English teacher from the school was invited to assess the students’ speaking proficiency using a scoring rubric based on their oral presentations, as part of the process of collecting data.

Data Analysis Method

The data collected from the questionnaires and the speaking scores were analysed using thematic analysis and descriptive analysis. The steps are as follows:

1) Thematic Analysis of Section B

In this stage, the researcher examined 26 participants’ responses from the open-ended questions in Section B to familiarise with the data. In this stage, data coding was done by categorising the data based on the themes that arose, such as “Enhancement of Students’ Speaking Performance”, “Enhancement of Students’ Confidence in Speaking English” and “Development of Students’ Interest and Motivation in Learning English”.

2) Descriptive Analysis of Section A

The results from Section A questionnaire and the speaking scores were analysed using descriptive analysis, in which the researcher calculated the frequencies for each item in the questionnaires. The data served as complementary data to support the results from open-ended questionnaires. Finally, the researcher reported the analysis of the data gained in this research.

FINDINGS AND DISCUSSION

Research Objective 1

The aim of Research Objective 1 was to investigate the speaking performance of secondary school students after using the Flipped Classroom approach.

Enhancement of Students' Speaking Performance

Based on the responses collected from the open-ended questionnaire, the students stated that their speaking performance showed positive development after the implementation of the Flipped Classroom approach. The students believed that the approach created a learning environment that promoted better learning opportunities for them to improve their speaking performance. The following excerpts from six students demonstrated how the Flipped Classroom approach enhanced their speaking performance:

P6: FC method can improve my speaking skills because teacher gives us fun speaking activity in English and by watching the video and answering the quiz before class also helps improve my speaking performance.

P9: Yes, because this method allows us to easily learn to speak English in the classroom.

P10: Yes, it is. through this method, I can speak English in class with my friends.

P11: After 4 times learning English with this method, my speaking has improved because I can speak better.

P16: My speaking skill improve because I learn new English words and I can use the words to speak even though I still stammering a bit.

P21: Yes, my speaking has improved because I have... I feel brave to speak in front of people.

Learning activities in Flipped Classroom improved speaking performance.

In order to further determine the development of students' speaking skills, aspects of fluency, pronunciation, grammar, and vocabulary were

assessed as part of the students' role-plays and presentations during class. According to the findings, the students gained new vocabulary, improved pronunciation, and learned grammar.

Table 2: Respondents' Speaking Scores

| Aspects | Number of Students (Total 26) | Scores |
|----------------|--|---------------|
| Vocabulary | 4 | 5 |
| | 22 | 4 |
| Grammar | 24 | 4 |
| | 2 | 3 |
| Fluency | 4 | 5 |
| | 22 | 4 |
| Pronunciation | 6 | 4 |
| | 20 | 3 |

Table 2 shows the scores collected by the teacher based on the students' presentation after the fourth lesson. For vocabulary, 4 students attained a full score of 5, which indicated that they had "excellent control of language features; a wide range of well-chosen vocabulary"; and 22 students attained a score of 4, which indicated that they had "good language control; good range of relatively well-chosen vocabulary". In terms of grammar, a total of 24 students achieved a score of 4, indicating that they had "some errors in grammatical structures possibly caused by attempt to include variety". Another 2 students had a score of 3, indicating that they had "frequent grammatical errors that do not obscure meaning; little variety in structure". As for fluency, 4 students obtained a full score of 5 which indicated they had "smooth and fluid speech; few to no hesitations; no attempts to search for words; volume is excellent"; and 22 students obtained a score of 4, which indicated that they had "smooth and fluid speech; few hesitations; a slight search for words; inaudible words or two". Lastly, for the pronunciation aspect, 6 students achieved a score of 4, indicating that their "pronunciation is good; good effort at accent"; and another 20 students achieved a score of 3 which indicated that their "pronunciation is good; some effort at accent, but is definitely non-native".

The findings from this study indicated that the students performed relatively well across all aspects of speaking, with average performance in terms of pronunciation. According to Sohaya et al. (2021), the use of Flipped Classrooms made it easier for students to learn English grammar, increased students’ interest in using multimedia technology, made students learn independently, and provided opportunities for students to collaborate. Similarly, Abdullah et al. (2019), found that the Flipped Classroom approach played a highly positive role in enhancing students’ speaking performance as the data indicated that students recorded better scores in the post-oral proficiency test compared to their scores in pre-tests. The findings from Köroglu and Çakir’s (2017) study also showed that there was a statistically significant difference between the experimental group and control group at the end of an eight-week Flipped Classroom treatment process. It was found that the experimental group students developed improvement in terms of fluency, coherence, lexical resource, grammar, pronunciation, and accuracy skills. The Flipped Classroom approach is beneficial to students as they can use their free time at home to explore more about the lesson, seek assistance from internet resources, and enhance their vocabulary, and the students believed that it would improve their general speaking abilities (Sheerah & Yadav, 2022).

Table 3: Respondents’ Response

| Indicator | Statement | Number of Students (26) | |
|-------------------|---|-------------------------|----|
| | | Yes | No |
| Needs | Presentation in front of the class can improve my speaking skills. | 26 | 0 |
| | I learn better through video or technology media because I can repeat the video or other technology media until I understand. | 26 | 0 |
| Assessment System | I get more vocabulary by using this Flipped Classroom approach in learning English. | 26 | 0 |
| | I feel more fluent in speaking by using this Flipped Classroom approach in learning English. | 22 | 4 |

As shown in Table 3, all of the students responded “yes” to three statements categorised under two indicators namely needs and assessment

system. On the other hand, a total of 22 students responded “yes”, and 4 students responded “no” to the statement “I feel more fluent in speaking by using this Flipped Classroom Approach in English learning” under the indicator: assessment system. In this research, the students were exposed to activities related to real-life situations so that they would have meaningful learning experiences that affected their speaking performances. The findings showed that the students believed that having the opportunity to use the language in class helped to enhance their speaking performance. It is because the activities were engaging and made them willingly participate actively during their learning process. According to Sari et al. (2020), authentic materials are teaching mediums that encourage and allow students to be creative and boost their interest in understanding the topic. According to Suranakkharin (2017), the features of the Flipped Classroom approach encourage students to have authentic and genuine interaction with their friends and teacher, which can foster their active participation in class activities rather than just chalk and talk.

Research Objective 2

The aim of Research Objective 2 was to investigate the students’ perceptions regarding the implementation of the Flipped Classroom approach.

Enhancement of Students’ Confidence in Speaking English

The students demonstrated more confidence in speaking following the implementation of the Flipped Classroom. The findings from the open-ended questionnaire showed that 6 students responded positively when they were asked if the Flipped Classroom approach boosted their confidence when speaking English.

P1: It can improve my confidence speaking in English.

P4: FC method really improve my confidence to speak because I can speak with my friends and teacher is there to encourage me.

P7: Yes. this method helps boost my confidence in speaking English because presenting in front of the class very often makes me more confident and less hesitant being in front of the classroom to speak.

P11: FC not just improved my confidence, I also can learn more English.

P18: I agree FC method used in class because it helps increasing my speaking skills and my confident to speak in English.

P22: FC method help increase my confident when I speak in English because I can learn together with my friend.

The findings in this research showed that the students were less apprehensive about speaking in front of the classroom than before. They believed that the right teaching method in teaching speaking impacted their level of confidence in speaking English. Based on the findings from the questions, it showed that the implementation of the approach helped in improving their level of confidence.

Table 4: Respondents' Response

| Indicator | Statement | Number of Students (26) | |
|------------------|---|-------------------------|----|
| | | Yes | No |
| Personality Type | Presentation in front of the class can increase my confidence | 25 | 1 |

According to Table 4, 25 students responded “yes” and only 1 student responded “no” to the statement “Presentation in front of the class can increase my confidence” under the category of “Personality Type”. It means their confidence level increased to speak English through presentations in front of the class. This finding aligned with Sönmez (2020), intensive review research, the boost of self-confidence in the participants has resulted from the implementation of the Flipped Classroom approach. For instance, shy students became confident when they experienced the personalised, autonomous, and student-based learning that took place in the Flipped Classrooms (Abdullah et al., 2019).

Development of Students' Interest and Motivation in Learning English

The students demonstrated interest and motivation in learning English following the implementation of the Flipped Classroom. The findings from the open-ended questionnaire showed that 11 students expressed positive

emotions towards learning using the Flipped Classroom approach. The following are the excerpts of the students' responses:

P2: I really happy when teacher used this method because I can learn more easier.

P7: I feel excited to learn because I never use this FC method for learning English before.

P8: I really like this new way of learning English.

P9: My impression to this method is good because it really helps us who feel not confident to speak in English.

P10: My impression is this method is really interesting and fun.

P13: Yes, it should because it makes me interested with English lesson.

P16: I'm interested with this method because it makes my learning easier.

P18: I have a positive impression toward this method because I can do revision and I can learn more vocabulary.

P20: My impression to this method is good because it can help me and my friends who have hard time to speak in English.

P22: It is because this method give benefit to me and fun.

P23: My feeling studying in class used this method is really happy and excited.

Learning English as a second language effectively is highly dependent on the level of one's motivation (Hussain et al., 2020). Motivation is one of the many variables that contributes to the inclination of one's attitude toward learning among students as it will define the ways they approach learning the English language. Findings from the questionnaire demonstrated that the students developed an interest in learning English and felt motivated to learn English through the implementation of the Flipped Classroom.

Table 5: Respondents’ Response

| Indicator | Statement | Number of Students (26) | |
|-------------------------------|--|-------------------------|----|
| | | Yes | No |
| Personality Type | The implementation of the Flipped Classroom approach makes me more motivated and interested to learn English | 25 | 1 |
| | In the implementation of Flipped Classroom approach, I feel that I can learn English better. | 23 | 3 |
| | I am happy when my friends and I are given the opportunity to have more discussion in class. | 26 | 0 |
| Attention | The material provided by the teacher is interesting. | 25 | 1 |
| Individual Mental Preparation | I become more excited by using video in learning English. | 25 | 1 |

According to Table 5, 25 students responded “yes” and only 1 student responded “no” to the statement “The implementation of the Flipped Classroom approach makes me more motivated and interested to learn English” under the category of “Personality Type”. 23 students responded “yes” and another 3 responded “no” to the statement “In the implementation of Flipped Classroom approach, I feel that I can learn English better.” All the students agreed that they were “happy when my friends and I are given the opportunity to have more discussion in class.” under the attention indicator. There were 25 students responded “yes” to the statement “the material provided by the teacher is interesting” and only one student responded “no”. Meanwhile, the individual mental preparation indicator also showed that 25 students responded “yes” to the statement “I become more excited by using video in English learning” and only one student responded “no”. The findings showed that the level of interest, as well as motivation among students, are positively affected by the approach.

CONCLUSION

Taken as a whole, this study indicates a transformation in the teaching and learning process between the teacher and the student. It is undeniable that the Flipped Classroom approach promotes a more conducive learning environment to teach and learn speaking skills because the findings showed that this approach led students to perceive the learning environment of English as more fun and encouraging. This could lead to changes in their learning behaviour toward the English language, especially for students with a low proficiency level in English. This approach may contribute to students' attitudes towards learning the language as well as their performance in the long term.

Similar to previous research pursuits, this study is not exempted from limitations. The possible drawback of this study is the lack of generalisability to the entire student population in Malaysia, as the researchers opted to use a qualitative research approach focusing on a relatively modest number of students within a specific context. Hence, the researchers suggest that future scholars could employ a multiply case study design time for a more in-depth investigation regarding the Flipped Classroom approach. Moreover, future studies can consider students in primary as well as secondary schools, and different skills other than speaking.

This study aided teachers in getting a close-up on this matter and a better understanding of ways to help in achieving communicative competence and overcoming issues, particularly in speaking classes among students. Through the implementation of the Flipped Classroom, teachers could collaborate to create lesson plans and strategies for developing speaking material which encourages the growth of students' speaking abilities with the integration of technology. It is time for our system of education to transform a conventional classroom into a multimedia-mediated classroom. Teachers and educators should take this change as a challenge to improve their teaching method and pedagogy in choosing the right platform and creating an effective learning environment.

To conclude, this study discovered that the implementation of the Flipped Classroom approach helps in developing students' speaking performance. The findings showed that the Flipped Classroom approach should be applied in English lessons. As a matter of fact, developing students' abilities to speak in English plays a significant role in their future. The Flipped Classroom approach fulfilled the students' need for learning materials that make them more active in class, such as video and other types of media that help with their speaking performance which promotes active learning.

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AUTHOR CONTRIBUTIONS

The authors confirm that they contributed equally to this work.

CONFLICT OF INTEREST

The authors declare no conflict of interest.

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