

THE INTEGRATION OF FLIPPED LEARNING CLASSROOM METHODS ON ELT

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Abstract

This study aims to explore the effectiveness of the Flipped Classroom method in improving English writing skills among students. The Flipped Classroom method allows students to learn basic theories and concepts independently through learning videos and online materials outside of class, while face-to-face time in the classroom is used for interactive discussions, writing exercises, as well as face-to-face feedback. This approach is expected to overcome the limitations of traditional learning methods that often do not provide enough time for students to practice writing intensively. Flipped classroom technology approach in this academic paper means a key pedagogical innovation that displays potential in reaching countless diverse learners in the classroom. Applying technology and engaging tasks that offer varied cognitive challenges for learners can help develop their higher-order thinking skills and encourage life-long learning. This method aligns with the evolving demands of 21st-century education, emphasizing student-centered learning, critical thinking, and active engagement. In the context of ELT, flipped learning offers a promising framework to enhance language acquisition by providing learners with more opportunities to practice and apply their skills in meaningful contexts.

Keywords : *Flipped Classroom, Writing skills, English learning, Information and Communication Technology, Learning Motivation.*

1. INTRODUCTION

The Integration of Flipped Learning Classroom Methods in English Language Teaching (ELT) represents a transformative approach to modern education. Flipped or inverted classrooms have been a new trend in the education world (Ngo & Md Yunus, 2021). Flipped learning, which inverts the traditional teaching model by delivering instructional content outside of the classroom and utilizing class time for interactive activities, has gained significant attention in recent years. This method aligns with the evolving demands of 21st-century education, emphasizing student-centered learning, critical thinking, and active engagement. In the context of ELT, flipped learning offers a promising framework to enhance language acquisition by providing learners with more opportunities to practice and apply their skills in meaningful contexts (Adnan, 2017).

Despite its potential, the implementation of flipped learning in ELT faces several challenges. Traditional teaching methods often dominate language classrooms, focusing heavily on teacher-led instruction and rote memorization, which can hinder students' ability to develop communicative competence (Kawinkoonlasate, 2019). Additionally, the integration of technology, a key component of flipped learning, may be constrained by limited resources, lack of teacher training, or resistance to change. Furthermore, students accustomed to conventional learning approaches may struggle to adapt to the self-directed nature of flipped learning, potentially leading to disengagement or uneven learning outcomes. These issues highlight the need for a deeper exploration of how flipped learning can be effectively integrated into ELT to address these barriers (Sutisyana et al., 2023)

Research on the integration of flipped learning in ELT has demonstrated its potential to improve language learning outcomes significantly. Studies have shown that flipped learning enhances student engagement, fosters a deeper understanding of language concepts, and promotes the development of autonomous learning skills (Khamid, 2022). For instance, learners exposed to flipped classrooms often exhibit improved performance in speaking, listening, and critical thinking, as they have more opportunities to practice and receive personalized feedback during class time. Moreover, the method encourages collaboration and peer interaction, which are essential for language acquisition. By addressing the challenges and leveraging the benefits, this research aims to provide valuable insights for educators and policymakers seeking to innovate ELT practices and better prepare students for global communication in an increasingly interconnected world.

Based on the context described above, this systematic literature review aims to synthesize the existing literature on flipped classroom systems in different countries and the factors behind them. Various countries and the factors that underpin them.

Therefore the research question in this study is: 1. How effective is the flipped classroom method in improving students' speaking skills in English language learning? 2. What is the role of technology in supporting the effectiveness of flipped classrooms in English language learning? 3. What is the most effective learning media used in flipped classrooms to improve English speaking skills?

2. LITERATURE REVIEW

2.1. *Flipped Learning in English Language Teaching*

According to Bergman and Sams (2014) discussed that flipped learning is a method in which the teacher delivers the lecture to students via video outside the class. Consequently, class time is for active problem-solving and more interactions with peers and teachers (Haghi, 2021). They emphasized that in a flipped learning context, the teacher can adapt the style, methods, and circumstances based on the students. Every teacher can personalize their version of flipped learning for their students. They emphasize components of a thriving flipped learning environment such as:

- **Collaboration**
In a flipped classroom, students are encouraged to work together through group discussions, joint projects, or problem-based activities. These collaborations allow students to share ideas, solve problems collectively, and deepen their understanding through interaction with peers.
- **Student-centered learning**
This method puts students at the center of the learning process. They are active in exploring the material, asking questions, and finding solutions on their own, while teachers act as facilitators who guide them.
- **Optimizes learning spaces**
Flipped classrooms maximize the use of classrooms for activities that support active learning such as discussions, debates, group work, and presentations. Time in class focuses more on the application of concepts than listening to the teacher's lectures.
- **Adequate time for implementation**
This method requires careful planning and sufficient time to prepare video materials, pre-class assignments, and classroom activities. Teachers should ensure students have access to the material before the in-person session.
- **Support from administrators**

Support from schools or universities is very important, such as the provision of technology facilities, learning resources, and training for teachers to ensure smooth implementation.

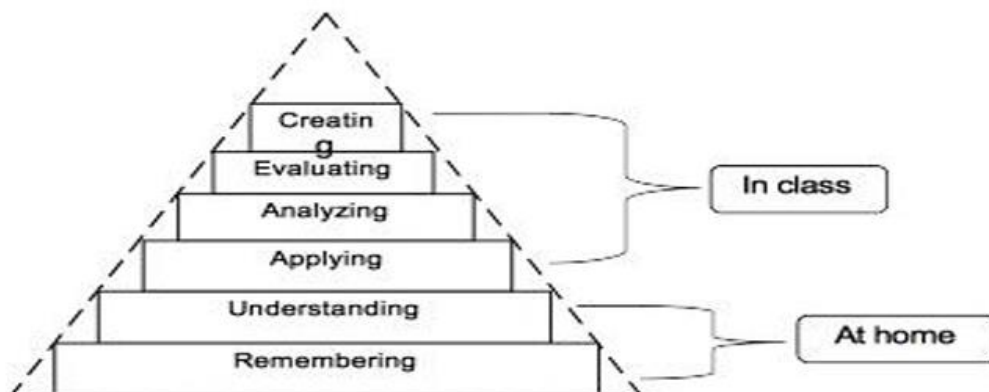
- Support from departement
Cooperation with academic departments is needed so that the flipped classroom method is in accordance with the curriculum, learning objectives, and evaluations that have been set.
- Thoughtful reflection
Regular evaluation of learning processes and outcomes is essential. Teachers and students are encouraged to reflect on their learning experiences, identify areas for improvement, and adapt methods for better outcomes.

Through the first phase, students gain a conceptual understanding and through the second phase, they apply and/or evaluate what they have conceptually learned. When content attainment goes out of the class time and content application replaces it in class time, it appears that, in flipped classroom, the role of the teacher shifts. In flipped classroom, students are responsible for content attainment before class time and teachers are responsible for content application (Studies & Karaaslan, 2017). The flipped classroom technology approach focuses on knowledge creation according to skills, knowledge, abilities, self-learning from the experiences provided by instructors, and activities outside the classroom using a variety of information communication technology. In most modern era Thai institutions, there are a variety of teaching approaches to promote problem-solving. Therefore, the management of teaching and learning must be adapted to correspond to the new learning paradigm (Kawinkoonlasate, 2019). In this approach, learners spend their own time to complete class preparations activities, and classroom activities are reconceptualised to provide for this required target language exposure. Therefore, class time can be dedicated precisely to communicative pair work and group work encouraging learners to practise language use (Abugohar, 2023). To increase the skill in communicating in English, it is not enough in the classroom but practices outside of the classroom (Journal et al., 2022).

2.2. Flipped Classroom Method

Zainuddin and Halili (2016) confirmed that flipped classrooms are mainly based on the theory of Bloom's revised taxonomy of the cognitive domain. This taxonomy offers six levels of learning. The below explanation is from the lowest level to the highest level :

1. Remembering: at this level, the students try to recognize and recall the information they get, they try to comprehend the necessary fundamental concepts and principles of the content they have acquired.
2. Understanding: the students try to show what they have understood, interpret the information, and summarize what they learned.
3. Applying: the students practice whatever they learned or try to apply knowledge to the real situation.
4. Analyzing: at this level, the students apply their critical learning in solving the problem, discuss and debate with their peers, compare the answer with their friends, and create a summary. The students gain the knowledge and ideas after implementing critical thinking or a debate in the group activities. At this stage of learning, students produce creative thinking as well.
5. Evaluating: at this stage, students assess and analyze the whole learning concept, and they can determine or make judgements on how far they have successfully learned.
6. Creating: the students can design, develop and produce something new from what they learned before.



In the flipped classroom, the lower levels are dealt with before the class time through recorded videos and lectures. Readings, worksheets, and other materials also provide learning support. Consequently, in-class time can be devoted to working on higher levels of learning from application to evaluation. In such classes, students move from the lowest level (remembering) to obtain the highest level (creating). One of the most extensive definitions of the flipped classroom is that students are prepared for face-to-face time via reading and watching materials before the in-class time in order to be able to use that knowledge they have gained from the materials for activities instead of explicit instruction (Altas & Mede, 2021). Cognitive style refers to the way people process, store and use information to respond to a task or respond to various types of environmental situations (Arsana & Sriartha, 2024).

3. METHODS

3.1 Description of Sample

This study follows the guidelines of the Preferred Reporting Items for Systematic Reviews and Meta-Analyses (PRISMA) for its search strategy (Moher et al., 2009). The selection process involved defining specific keywords relevant to the research topic to ensure the inclusion of high-quality and relevant studies.

The sample for this study comprises a collection of systematically selected research articles and empirical studies on the Flipped Classroom method in ELT. The inclusion criteria were determined based on the relevance of the studies to the research objectives, ensuring that only sources with direct applicability to English writing instruction were considered.

The Flipped Classroom and the ABP as Teaching Models start in the first instance from a position and paradigm oriented to decision and change. That responds to the principles of methodological integration, complementarity, attention to interculturality and transdisciplinarity. As an innovation model, it must be oriented to profound change, generate a culture of improvement and the institution's integral advance (Muñoz Rey, 2020). The objective of this work is to determine the effectiveness of the Flipped Classroom or Inverted Classroom (FC or AI) methodology in Moodle with fourth grade students in the Natural Sciences subject, for which there is a teacher who teaches two classes (Cedeño et al., 2021).

3.2. Procedure

A reviewer conducted an initial search using the keyword list that has been developed by the author (Ayu et al., 2023). The selection procedure was implemented to determine whether the articles found in the initial search were relevant to the study: a) reading the title: if the title looked relevant, the citations would be noted. a) reading the titles: if the titles appeared relevant, the citations were recorded in specialized software (Mendeley Desktop 1.19.8), then using the Mendeley tools to look for duplicates and will be removed to have only one copy; b) reading the abstract: if the abstract does not provide sufficient information according to the inclusion criteria, the article will be removed. inclusion criteria, the article will be excluded from the study; c) reading the full text of the article: evaluating and reviewing the selected articles to determine the final articles to be included in the systematic review.

If the studies do not meet the exclusion criteria, they will be excluded. Meanwhile, the flipped classroom (FC) is part of BL, where the learning model provides learning materials that need to be inquired by students through the Learning Management System (LMS) as preparation before the face-to-face session (Milyardi et al., 2023). Flipped classrooms provide a lot of flexibility to help busy learners, such as

learners who are members of an organization at school and have many programs. Learners don't have to worry about missing lessons because the main content of the flipped classroom model (learning videos) can be accessed online. Learners can learn the content first (Agustina & Napfiah, 2020). Database system helps organizations to store data, processes and uses them optimally. The database system becomes organization's needs recently. One of the major examples is the design of data processing applications for goods transportation licenses at the transportation agency in Limapuluh District (Adolph, 2016). Kajian literatur yang dianalisis dalam artikel ini menunjukkan bahwa penerapan Flipped Classroom dalam pembelajaran Bahasa Indonesia dapat meningkatkan hasil belajar peserta didik. Bahkan tidak hanya itu saja, pengaruh flipped classroom dalam pembelajaran sangat positif dan efektif (Hediani, 2024). Media is very important for learning and affects the learning process today, especially in the era of globalization. The device should also be used by most students in junior high school (SMP). It seems that applications have become an important part of the learning process. Traditional education systems that focus on lectures and summary books make students bored and not interested in learning response texts (Habib & K, 2024).

3.3. Study Selection Criteria

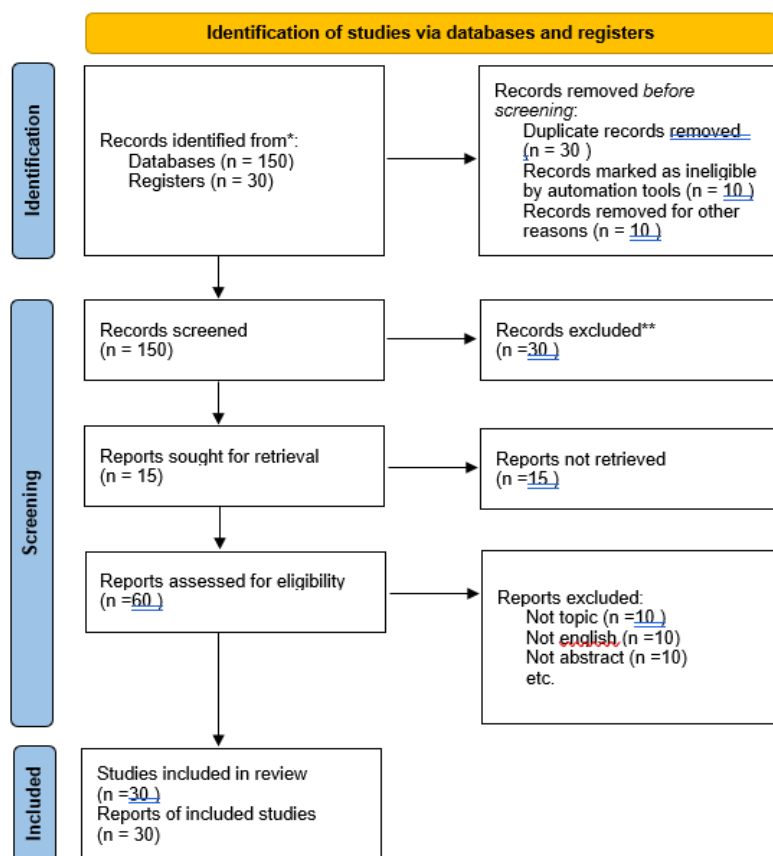
The most recent experimental ponders with the following consideration criteria are surveyed in this study review, which looked at current empirical investigations with inclusion criteria: ScienceDirect, Mendeley.com, and Pubmed all disseminate the articles. English-language articles, original and fully accessible articles, articles published in the last five years, mainly 2015–2024, and pieces that fit the title very well. In the interim, the following criteria should be avoided: studies that do not discuss flipped classrooms for learning; studies that include students as the focus of their research; and surveys or meta-analyses.

4. RESULT AND DISCUSSION

4.1. Result

Based on the results of a systematic search across five online research platforms, only articles relevant to the topic of The Integration of Flipped Learning Classroom Methods on ELT were selected. The search across all online research platforms yielded 1,025 articles identified through the combined screening. After removing duplicate articles, titles, and abstracts, the authors had 1,018 studies ready for further review. From there, the authors obtained 31 eligible full-text articles and 9 of these were selected for further analysis. The results of the studies from each platform are described in Table 1. This report conforms to the Preferred Items for Systematic Review and Meta-analysis (PRISMA) reporting guidelines (Moher et al., 2009). The PRISMA flow diagram (Figure 1)

describes the article selection process. The purpose of this research is to improve the methodology of the flipped classroom to improve the teaching-learning process of the mathematics area, taking into consideration the functions performed by the teacher and the methodological activities or strategies (Altas & Mede, 2021).



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No	Author	Country	Mean Characteristic	Variable	Study Design	Measure	Findings
1	(Hui Kiang Ngo & Melor Md Yunus, 2021)	Malaysia	18 articles from databases which include Google Scholar and Educational Resources Information Centre (ERIC).	Flipped Classroom, English Language, Education, Systematic Literature	Systematic literature review	-Surveys and Questionnaires -Academic Performance -Academic Performance -Focus Groups and Interviews -Learning Analytics	The main finding is that the Flipped Classroom approach enhances student which can pose challenges.

2	(Ernesto Colomo-Magaña, Roberto Soto-Varela, Julio Ruiz-Palmero, and Melchor Gómez-García, 2020)	Spain	These subjects are for freshmen and sophomores in the second semester or four-month period.	Flipped classroom, Active Methodology, Learning Higher Education, University Students.	Quantitative study by performing descriptive and inferential analysis.	-Surveys and Questionnaires -Academic Performance -Academic Performance -Focus Groups and Interviews -Learning Analytics	The analysis carried out reflects that the students who made up the sample responded positively to the initiative to implement the flipped classroom and appreciated its potential to promote learning.
3	(Maryam Haghi, 2020)	Oman	The main characteristics of this article are personalized learning, a constructivist and student-centered approach, socio-constructivist foundations, active learning, and technology integration.	Flipped learning and teaching, lipped classroom, advantages and disadvantages of flipped approach, implications for ELT practitioners	A Review of Literature	-Definition & Literature Review -Advantages & Disadvantages -Application in ELT -Pedagogical Frameworks -Changes in Teacher & Student Roles -Implications for ELT Practitioners -Recommendations	Flipped classrooms benefit both teachers and students by improving learning flexibility and engagement. However, success depends on well-designed activities, continuous assessment, and the integration of digital tools.
4	(Li Siqiang, Hu Kun, Liu Quanlan, Zhong Jie, Wang Shumin, Hu Li, Li Yun, Chen Fujia, Guo Hongwei, Wang Mingcheng, Liu Junhe, Liu Xianli,	China	The main characteristics of this study are the integration of a flipped classroom with working process systematization (W + flipped classroom) and the BOPPPS teaching model, emphasizing blended learning,	Enhanced learning outcomes, Working process systematization, Flipped classroom, Online and offline blended teaching, BOPPPS, Biological separation engineering	Experimental group	-objective achievement -academic performance -critical thinking skills -teaching evaluation -student/teacher satisfaction.	he study found that the integrated “W + flipped classroom” and “B + BOPPPS” teaching models significantly improved academic performance, critical

	and Li Enzhong.2 024)		active participation, critical thinking, and outcome-based education (OBE) to enhance student learning outcomes in bioengineering.				thinking skills, and student satisfaction while receiving high acceptance from both teachers and students.
5	(Pongpatc hara Kawinkoon lasate,2020)	Thailand	The effectiveness of the flipped classroom technology approach is assessed through previous research findings, focusing on improvements in reading, writing, listening, and speaking skills among EFL/ESL learners.	flipped classroom technology approach, effective technology integration, instruction, English language skills, autonomous learning, advantages	a literature review and descriptive analysis	-Reversal of classroom activities and homework -Integration of technology into language learning -Use of electronic resources for teaching - Focus on English language skill development -Application in the Thai educational system	The flipped classroom approach enhances English language skills by providing interactive learning experiences, increasing accessibility to resources, and supporting personalized, self-paced learning.
6	(Zhenying Hu, Ying Zhang, Dandan Dong,2024)	China	The study integrates the flipped classroom and blended learning with traditional Chinese teaching models (3P model and task-based language teaching) in TCFL, emphasizing the TPACK framework for technological integration in education.	Technological integration, Technological Pedagogical Content Knowledge (TPACK), Flipped classroom, Blended learning, Teaching Chinese as a foreign language(TCFL)	A literature Review	-Evaluation is based on classroom feedback -teaching effectiveness -and student engagement.	he model proved to be effective and well-received, demonstrating its potential for innovation in TCFL.
7	(Dr. Ezgi Aydemir ALTAS, Dr. Enisa MEDE.2020	Turkey	The flipped classroom differs from the traditional classroom in	Flipped classroom approach, self-regulated learning, ELT,	quasi-experimental design.	-Measurement of Writing Achievement -Measurement of Self-Regulated Learning	The study found that the flipped classroom approach

	)		which the teacher provides lecture about the new topic in class and then have students comprehend their knowledge via doing assignments.	writing achievement		-Data Collection Process	improved writing achievement, but there was no significant difference in self-regulated learning between the groups.
8	(Seldas-García, M., Prieto-Ayuso, A., Contreras-Jordán, O.2023)	Spain	It consists of a control group and an experimental group, each consisting of four students who were randomly distributed in both groups.	Physical Education, new technologies, tennis, development, talent, sport, initiation.	quasi-experimental design.	-Measurement of Writing Achievement -Measurement of Self-Regulated Learning -Data Collection Process	The implementation of the FC teaching strategy has proven effective in improving tennis training. Its use promotes a more comprehensive learning approach, integrating technical and tactical aspects.
9	(Juli Arsana, I Putu Sriartha, Sukadi.2024)	Indonesia	critical thinking skills of students using Case Based Learning assisted by Flipped Classroom (CBL-FC)	Case based learning, flipped classroom, critical thinking skills.	quasi experimental design	-Measurement of Writing Achievement -Measurement of Self-Regulated Learning -Data Collection Process	Students who learned using the Case-Based Learning model assisted by the Flipped Classroom demonstrated better critical thinking skills compared to those who learned through conventional teaching methods, and there were differences in critical

							thinking skills between students with Field Independent (FI) and Field Dependent (FD) cognitive styles.
10	(Indra Sudrajat, Hanni Apriliani.2022)	Indonesia	were obtained from three English teachers in a kindergarten in Bandung.	Challenges, English speaking, teaching strategies, young learners	a qualitative descriptive method.	-Structured Questionnaire -In-Depth Semi-Structured Interviews -Qualitative Data Analysis	The findings revealed that teachers used drilling, games, and songs as strategies to teach English speaking to young learners, while the main challenges were divided into internal (mother tongue interference and limited vocabulary) and external (lack of English exposure outside the classroom). 40
11	(Roi Milyardi, Anang Kristiant, Nathaniel Reinhart Tangkelayu .2023)	Indonesia	Integration of Blended Learning (BL) and Flipped Classroom (FC) for competency training in concrete technology, combining online theoretical instruction and offline practical sessions.	Competency Training, Concrete Technology, flipped classroom, blended learning, Construction Project	Experimental design	-Pre-test and post-test to evaluate knowledge improvement. -Survey evaluation to assess participants' perceptions and training effectiveness.	The training successfully improved participants' competencies, as shown by increased test scores and reduced test completion time.
12	(Wilyati Agustina,Si	Indonesia	Development of a Flipped	Media, Project Based Learning,	research and Development	-Validation assessment from	The learning system design

	ti Napfiah.2020)		Classroom learning system integrated with the Project-Based Learning (PjBL) model to optimize Biochemistry learning.	Flipped Classroom, Biochemistry		media experts to evaluate the technological feasibility of the learning system. -Validation assessment from material experts to ensure the content accuracy and relevance. -Validation assessment from learning design experts to assess the instructional design and effectiveness.	was found to be valid and feasible for implementation in the Biochemistry course.
13	(Chukwuorji, Ifeoma & Gusen Nandom Joseph.2020)	Nigerian	The study explores the integration of the flipped classroom model to enhance self-directed learning in database management system education.	Flipped classroom, Self-directed learning, Database Management System	Quasi-experimental Design.	-Self-directed learning scales were used to assess students' learning autonomy. -Instrument validation was conducted by two computer studies teachers. -Cronbach alpha reliability test was applied, yielding an index of 0.86. -Data analysis was performed using t-test and ANCOVA to compare experimental and control groups.	Students in the flipped classroom model showed significantly higher self-directed learning levels than those in the conventional learning group.
14	(Ni Nengah Hediani.2024)	Indonesian	The study examines the role of the flipped classroom model in enhancing students' independent learning and improving their learning outcomes in Indonesian	Flipped Classroom, Hasil Belajar, Bahasa Indonesia	A Literature Review	-The study used a Systematic Literature Review (SLR) method. -Data were collected by reviewing and documenting 10 articles from the past five years sourced from Google Scholar and other academic databases.	The flipped classroom model improves students' learning outcomes in Indonesian language education, supported by interactive learning media

			language education.			-Articles were analyzed to determine the impact of the flipped classroom model on Indonesian language learning outcomes.	and an effective instructional approach.
15	(Muhammad Zainal Habib, Asrofah, Theresia Danik K, Ngatmini.2024)	Indonesian	The study explores the integration of the flipped classroom model with YouTube media in teaching response texts to ninth-grade students at SMP Negeri 6 Semarang.	Flipped Classroom, Teks Tanggapan, Youtube.	Qualitative Descriptive	-Research Method: Qualitative descriptive research. -Data Collection: Conducted through interviews, documentation, and observations. -Data Analysis: Used triangulation by combining findings from interviews, observations, and documentation.	The implementation of the flipped classroom model with YouTube in teaching response texts is influenced by technological advancements, the independent curriculum, and innovative learning approaches. The key steps in implementation include teachers providing relevant YouTube videos and students accessing and utilizing these videos for learning.
16	(G.E.J. Purwasil, N.M. Pujani, R. Sujanem.2024)	Indonesian	The study investigates the impact of the STEM-based Flipped Classroom learning model on students' critical thinking skills and science learning	Hasil Belajar; Flipped Classroom; Keterampilan Berpikir Kritis; STEM	quasy experiment Design.	-Research Design: Quasi-experimental with pretest-posttest non-equivalent control group design. -Participants: 140 ninth-grade students. -Data Collection: Test method to measure	The application of the STEM-based flipped classroom learning model can improve students' critical thinking skills

			outcomes in a quasi-experimental setting.			critical thinking skills and learning outcomes. -Data Analysis: Descriptive and inferential statistics.	and learning outcomes in science learning.
17	(Gustavo Fabrizio Nájera Sánchez.2021)	Ecuador	The study explores the Flipped Classroom methodology in the teaching-learning process of mathematics at Unidad Educativa José María Velasco Ibarra during the 2021 academic period.	Flipped Classroom Methodology, Mathematics Teaching-Learning Process.	Quasi Experimental.	-Data collection through tests, surveys, or observations (not explicitly stated but inferred from the study's nature). -Possible comparisons of student performance before and after implementing the flipped classroom model.	Specific results are not stated, but it likely demonstrates a positive impact on student learning outcomes and engagement.
18	(Ari Sutisyana, Yahya Eko Nopiyanto, Arwin.2023)	Indonesian	The study investigates the effectiveness of the Flipped Classroom model in improving students' learning outcomes in Sports Sociology courses for Physical Education students.	flipped classroom; hasil belajar; sosiologi olahraga	Class Action.	-Pretest and Posttest to assess students' learning outcomes. -Classical completeness percentage (ketuntasan klasikal) as a success indicator.	The application of the two-cycle flipped classroom learning model can improve learning outcomes of physical education students who take sports sociology lectures.
19	(Muh Khamid.2022)	Indonesian	The study explores the effectiveness of the flipped classroom blended learning model in improving geography learning outcomes, specifically in mapping, remote	Improve, Learning Outcomes, Flipped Classroom	Class Action.	-Observation of student activities during each cycle. -Post-test scores to assess learning outcomes. -Student reports as supporting data. -Cycle 1 results	activity process of each cycle in improving geography learning outcomes material on the basics of mapping, remote sensing, and Geographic

			sensing, and Geographic Information Systems (GIS) for first-year high school students.				Information Systems. and Geographic Information System (GIS) using blended learning flipped classroom learning model
20	(Müge Adnan. 2017)	Turkey	The study examines the integration of the flipped classroom model in a senior-level higher education course, comparing flipped and non-flipped classrooms to assess their impact on academic outcomes and students' learning experiences.	Flipped classroom; inverted classroom; flipped learning; English language teaching; student engagement	Comparative study.	Quantitative Data: - Student grades (midterms, final e-portfolio, essay scores). Qualitative Data: - Weekly e-journal entries. - Guided final journal entries. - Focus group interviews.	Results indicate largely positive perceptions and satisfying learning experiences.
21	Sang Ayu Nyoman (Pujayanti, Gde Artawan, I Nyoman Yasa.2023)	Indonesian	The study investigates the application of the Blog-assisted Flipped Classroom model in teaching review text writing, aiming to improve students' writing abilities and engagement in learning.	blog, model flipped classroom, writing, text review	Class Action.	-Application of the Blog-assisted Flipped Classroom model -Students' ability in writing review texts: -Students' responses to the model	The results showed that the application of the Blog-assisted Flipped Classroom model can be carried out in three activities, namely: Pre-Class Activities, In-Class Activities, and Outside Class Activities can increase students'

							activeness in learning to write review texts, students' ability to write review texts
22	(Yolanda Muñoz Rey.2020)	Spain	The use of Flipped Classroom and Project-Based Learning (PBL) enhanced student engagement and participation.	Project based learning, Flipped clasroom, Algeciras Art School, Graphic design, Innovation.	qualitative, action-research approach	-Qualitative Data Collection Methods: -Theoretical Foundation & Prior Research: -Evaluation & Findings	The Flipped Classroom and PBL approach improved student engagement, learning outcomes, and project quality, but future efforts should focus on stronger collaboration, institutional support, and enhancing interactive class dynamics.
23	(Gina Alexandra Cedeño Zambrano, Washington Fernando Maliza Muñoz, Alberto Medina León, Glenda Rosalia Vera Mora.2021)	Ecuador	The study applies the Flipped Classroom method using Moodle in a Natural Sciences class for fourth-grade students, comparing an experimental group and a control group to evaluate learning outcomes.	Experimental, Flipped Classroom, Moodle, student	qualitative and quantitative(mixed)	-Performance Comparison: Learning outcomes of students in the Flipped Classroom method vs. traditional method -Parental Supervision: Parents monitored the FC application process -Technology Usage Analysis: Students' engagement with digital learning tools	Students in the Flipped Classroom group showed improved academic performance compared to the control group.
24	(Rahel Situmeang, Muhammad Syahril Harahap, Rahmatika Elindra.2021)	Indonesian	The study examines the effectiveness of the flipped classroom model in enhancing students' creative thinking.	flipped classroom learning model, students' creative thinking ability	Literature Review.	-Data collected through observation and tests. -Analysis includes descriptive statistics, paired sample t-test, and N-Gain calculations.	The flipped classroom model improved students' creative thinking from a failing to a

							good category with a significant effect.
25	(Lic. Diego Marlon Villamagua Salazar, Dr. Pablo Fernando Cisneros Quintanilla. 2024)	Ecuador	The study applies the Flipped Classroom method using Moodle in a Natural Sciences class for fourth-grade students, comparing an experimental group and a control group to evaluate learning outcomes.	classroom, writing, text review	Quasi Experiment	-Observation of student activities during each cycle. -Post-test scores to assess learning outcomes. -Student reports as supporting data. -Cycle 1 results	activity process of each cycle in improving geography learning outcomes material on the basics of mapping, remote sensing, and Geographic Information Systems. and Geographic Information System (GIS) using blended learning flipped classroom learning model
26	(Temístocles Gonzalo Sánchez Peralta. 2022)	Ecuador	Flipped Classroom uses ICT and smartphones to enhance learning in Physical Education.	Flipped Classroom; Mobile Learning; Educational Technology; Secondary Education; Physical Education. Education.	Quasi-experimental Design.	-Quasi-experimental design with 220 students from two schools. -Post-test comparison between control and experimental groups.	Flipped Classroom improved school performance and student perception of benefits.
27	(Wellington R. Caizatoa, Sheyla M. Jácome, Temístocles G. Sánchez. 2023)	Ecuador	The study explores the use of the Flipped Classroom methodology in Physical Education using ICT and smartphones to enhance learning and adapt to	flipped classroom, mobile learning, educative technology, secondary education, physical education	quasi-experimental Design.	A quasi-experimental design was used with 220 students from two educational units, comparing a control and experimental group through posttests.	The Flipped Classroom method showed significant improvements in academic performance and student appreciation of technology-

			students' learning pace.				supported learning in Physical Education.
28	(Héctor Galindo-Dominguez .2021)	Spain	The study systematically reviews the effectiveness of the Flipped Classroom methodology compared to other teaching methods, focusing on its impact on learning achievement and other educational constructs.	Flipped classroom, Primary education, Secondary education, Higher education, Effectiveness	a systematic review	A systematic review of 61 studies (n = 5,541 students) from 18 databases was conducted, selecting only studies with a pre-post design and a control group.	Flipped Classroom is more effective than traditional methods in secondary and higher education, improving learning achievement, motivation, self-efficacy, and engagement. In primary education, it is equally effective as other methods but does not show significant advantages.
29	Prof. Dr. Cüneyt Orhan Kara	Turkey	The flipped classroom allows students to engage with course material before class through online resources.	Flipped classroom, Inverted Classroom, Blended learning, e-learning	Literature review	-Student preferences and satisfaction. -Academic performance improvements. -Student engagement and interaction levels.	Research indicates that students generally prefer the flipped classroom over traditional methods, as studies show it enhances engagement, learning outcomes, critical thinking, and student-instructor

							interaction, leading to its widespread adoption in various educational fields, including medical education.
30	Jeff Mehrin	Singapore	The flipped classroom supports a communicative and student-centered learning environment in EFL classrooms.	KEYWORDS flipped learning; inverted learning; English as a foreign language (EFL); learning technologies; clickers; video; communicative learning; higher education	Literature review.	-Examination of existing studies on flipped learning in different subject areas. -Identification of effective tools for communicative language teaching.	☐ The flipped classroom has the potential to enhance student engagement and communication in EFL learning. ☐

4.2. Discussion

To compare the flipped learning approach and other approaches to English classrooms especially in Thailand is another issue to be discussed. There are variety of teaching methodologies for the instructors to use while they are lecturing. The traditional teaching method or face to face class learning, task-based learning, problem-based learning, communicative language teaching, and so on allow learners to learn and practice the target language through interaction with one another and the instructor.

Flipped classroom technology approach in this academic paper means a key pedagogical innovation that displays potential in reaching countless diverse learners in the classroom. Applying technology and engaging tasks that offer varied cognitive challenges for learners can help develop their higher-order thinking skills and encourage life-long learning. In a flipped classroom, all learners have to prepare their lessons, read, or watch lecture videos before they come to class (Kurt, 2018). When the class begins, all learners spend time in the classroom discussing, problem-solving or participating in other kinds of active learning that can assist them to actualize and assimilate their new knowledge.

Learners must review their study before the class meets because it motivates the learners with self-directed learning. During my time using the flipped classroom

approach, the learners are motivated to review and study their lessons before coming to the class. When the class begins, the learners discuss the point in each lesson in class, and they share their ideas with their partners. They gain more new knowledge on their own beyond class time, and during the class, the learners receive benefits like scaffolding support from their instructors.

Furthermore, according to Mahalli et al. (2019), the findings have shown that teachers were positive with the flipped classroom approach as it provides chances to learners to prepare for their lecture before the lesson in the classroom and thus helping them in a deeper and meaningful group discussion in the classroom. However, teachers also considered flipped classroom is only useful for the highly motivated learners (Yang, 2017). In addition, they also felt that flipped classroom requires extra efforts and workload in preparing the materials, thus adding more tasks to the overloaded teachers (Dweikat & Raba 2019; Yang 2017). Challenges such as facilities, technical problems and problems in creating flipped learning materials are the concerns as well (Ansori & Nafi, 2018).

5. CONCLUSION

Based on the formulation of the problem that has been studied, it can be concluded that the flipped classroom method has proven to be effective in improving students' speaking skills in learning English. This method provides an opportunity for students to learn the material independently before the face-to-face session, so that the time in class can be used more optimally for more intensive speaking practice and interaction.

In addition, technology plays an important role in supporting the effectiveness of flipped classrooms. The use of technology allows the delivery of materials that are more varied, interactive, and easily accessible to students, such as through learning videos, e-learning platforms, and communication-based applications. With technology, students can learn more flexibly and get faster feedback in the development of their speaking skills.

The most effective learning media in the flipped classroom to improve English speaking skills are interactive media that supports communication practices, such as instructional videos, online learning platforms, and audio and video-based applications that allow students to practice speaking independently or collaborate with peers. With the right use of media, flipped classrooms can be an innovative and efficient method of improving students' speaking skills in English.

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- alat teknologi yang membantu siswa dan pendidik memahami sekolah materi mempelajari yang dan Penggunaan dalam video YouTube akan Aplikasi juga membuat siswa nyaman dan memberi mereka kebebasan untuk menjadi kreatif , pembelajaran pasti berdampak positif bagi siswa . Ini karena media ini sangat bermanfaat karena sesuai tumbuh dengan dan karakter siswa yang dengan mendukung nilai-nilai inovasi . Saat ini , banyak aplikasi yang membantu siswa dalam belajar , seperti Zoom Meeting , Google Kelas , Canva , Kahoot , Wordwall , lainnya . Di zaman sekarang , guru sering menggunakan flipped classroom sebagai berkembang teknologi . Penggunaan media ini juga dapat membantu siswa memahami teks tanggapan pengalaman dengan nyata . memberi Video mereka YouTube memungkinkan siswa mempelajari. 14(2).
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ATHOUR BIODATA

Researcher 1

Alwan Maulana was born in DKI Jakarta Province, which is precisely in the West of Jakarta. Growing up with his parents, with an upbringing that made him a brave and confident person. The Education he has gone through starts from public elementary school to boarding school, and now continuing his studies at the State Islamic University of Sultan Maulana Hasanuddin Banten in English Education Department. Apart from attending studies, he also often participates in campus ambassador activities which are directed by Public Relations of campus, and participates in organizational activities as a scholarship student.

Researcher 2

Ahmad Zaenal Abidin was born and raised in Central Lampung, precisely in Rama Indera Village, comes from a simple family that always instills the important values of education. Despite living in limitations, Ahmad has a strong determination to achieve the highest

possible education. His dream of becoming a highly educated individual is not only driven by personal desires, but also by the hope of bringing positive change to his family and the community around him. Now, he is studying as a student at the State Islamic University (UIN) Banten, a big step that proves his seriousness in pursuing academic goals. Before becoming a student, he was a student at SMK Muhammadiyah Seputih Raman, where he began to develop his interests and talents. One of his hobbies is designing logos, which shows his creativity and interest in the visual world. In addition, he is also active in the organization of departments related to information processing and communication. This activity not only gives him new insights, but also trains his organizational skills and teamwork. His involvement in this organization reflects his nature of always wanting to learn new things and not being afraid to try challenges.

Researcher 3

Ahmad Refan was born in Serang on September 5, 2004. He resides in Pulo Ampel, Serang Regency, Banten Province. His educational journey began at SDN Buah Gede 1, where he studied from 2011 until his graduation in 2016. He then pursued his secondary education at Pondok Pesantren Nasyurl Ulum Cilegon and completed his studies in 2019. Following this, he continued his senior high school education at MA Al-Jauharotunnaqiyah Cibeber, graduating in 2022. After completing his high school education, he enrolled at Sultan Maulana Hasanuddin State Islamic University of Banten, where he is currently pursuing his studies. During his university years, Ahmad Refan has been actively involved in various campus activities and organizations. In 2024, he successfully completed his tenure as the Chairman of the English Education Student Association (HMPS Tadris Bahasa Inggris). Currently, he serves as the Chairman of Commission II of the Student Senate at Sultan Maulana Hasanuddin State Islamic University.

Researcher 4

Naf'an Tarihoran is a Professor at State Islamic University of Sultan Maulana Hasanuddin Banten, Indonesia. His research interests are curriculum development, Islamic Education and Management, Integrated reading and writing, application of technology to language learning and teaching, language and culture, and development of effective teaching methods and instructional materials for EFL students and teachers.