

TEACHERS' CHALLENGES IN OPTIMIZING STUDENTS' SPEAKING SKILLS BY USING FLIPPED CLASSROOM

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Abstract: The majority of people are concentrating on using technology for many things, including communication. Technology significantly affects learning outcomes in educational environments. It depends on the teacher's technological know-how and competence. With technology, it might be simpler to decide whether a teacher should join the class in person or virtually. Delivering lectures with a creative and engaging design is a wonderful way to get students excited. The flipped classroom is a new paradigm in learning that has been utilized by teachers. In this approach, the teacher can present the lectures online and then discuss them offline during the following meeting. Since the pandemic had nearly coming to an end and teachers should be able to switch between online classes and offline classes, flipped classrooms have grown in popularity. This research is a narrative study that aims to identify the teachers' challenges in optimizing students' speaking skills by using flipped classroom. Speaking has a crucial part in determining a student's success in language learning. In order to confirm the beneficial effects of flipped classroom in speaking classes, the present research aims to elaborate teachers' perceptions in improving students' speaking skills through flipped classroom. The participants in this study were 4 English teachers from two senior high schools in East Priangan, West Java. The research employed a qualitative approach to gather data, by using a diary and an interview. The diary includes a few questions on their experiences with the flipped classroom implementation process, and the interview covers the challenges, strategies, and perspectives faced by doing so in order to improve students' speaking abilities. The results of this study proved that employing flipped classrooms made teachers feel more supported and students' speaking abilities increased. Additionally, flipped classrooms have a beneficial effect on learning activity because they may foster active learning.

Keywords: *Speaking skills; flipped classroom; digital technology*

INTRODUCTION

Technology has become an essential tool in today's world, particularly in the field of education. According to Fatimah and Santiana (2017, p.129), technology plays a key role in the enhancement of educational quality and language acquisition. These positive effects include: 1)

enabling the students to work together and conveniently access the material that may boost their learning experiences; 2) giving a more enjoyable; and 3) effective learning environment to engage their effort and behavior. Technology tools can be used by teachers to improve lessons, engage students in the learning process, present real-world examples of the target culture, and connect classrooms. Costley (2014) suggests that technology might be a useful teaching tool if it promotes students' engagement in cognitively challenging and pertinent instruction. Technology may provide students with interesting and varied activities as soon as they can communicate with their classmates and instructors through it. Therefore, technology has been seen as a way to help students develop their language skills, particularly their speaking ability.

The internet, podcasts, video conferencing, movies, and voice recognition software are seen to be the best tools for teaching speaking skills. As stated by Bahadorfar and Omidvar (2010), one of the skills that must be acquired by the students when studying English is speaking. In optimizing students' speaking skills, teachers worked hard to deliver the material in a new learning model. Lastly, flipped classroom has been familiar with in education since Covid 19 pandemic was getting over. Teachers should have adapted between online class to offline class. The flipped classroom technique, according to Doi (2016), offers a hybrid learning environment combining online learning components and in-person sessions. However, while the flipped classroom has many benefits as stated by Asiksoy and Özdamli, (2016), there are a few challenges that arise when teachers employ the flipped classroom strategy. According to Aydin and Vemirer (2016), it is important to highlight a number of the difficulties teachers typically face while implementing the flipped classroom strategy.

There are previous studies on similar topics of the present study that have been conducted by several scholars (Han, 2022; Nugroho, 2021; Shtaleva et al., 2021, p. 29; Sudarmaji et al., 2021, p. 194; Supriyono et al., 2022). It is unfortunate that none of them focus on investigating teachers' challenges in implementing flipped classroom in teaching speaking. For that reason, the present research intends to evaluate the challenges teachers encounter while utilizing the flipped classroom technique to optimize students' speaking abilities as well as teacher impressions of the use of the flipped classroom method, which were not covered by the previous study. In order to determine the best methods for teaching English speaking in utilizing the flipped classroom approach, the researcher discovered an issue where not only the difficulties experienced by instructors or students but also the perspective of teachers will be fascinating to be explored.

METHOD

The researcher has been conducting this study at two senior high schools in East Priangan, West Java. Qualitative study was chosen to explore the participants' stories, experiences and perspectives. This method was applied because according to Creswell (2018), in order to explore research questions that address the meaning of individuals or groups attribute to a social or human situation, qualitative research essentially makes assumptions and uses explanatory perspectives. By employing a diary that was adapted and modified from Arias Rodríguez (2017) and the interview that was adapted and modified from (Fadhilah, 2015, p. 84), the researcher collects the specific information related to their experience in implementing flipped classroom to optimize students' speaking skills. The researcher started with giving the participants a diary form that contains five questions related to the implementation of flipped classroom for English speaking class, the steps, and the media that they have used. While the interview section that contains seven questions is to obtain the data of the flipped classroom implementation including the challenges that the teachers' have faced, teachers' perception and also the strategies in optimizing students' speaking skills.

RESULTS AND DISCUSSION

The present study aims at investigating the way the teacher implements flipped classroom in optimizing students' speaking skills and teachers' challenges and strategies in optimizing students'

speaking skills by using flipped classroom. The data were obtained from interview and the result of research will be discussed in the following parts:

Teachers' Implementation of Flipped Classroom in Optimizing Students' Speaking Skills

The researcher utilized the participant's diaries to collect data on their experiences to elaborate the teacher's way in implementing the flipped classroom to enhance students' speaking skills. The table of diary is formed in 3 columns which contain questions, dairy and time. Participants are required to respond to 7 questions in the diary form that related to the implementation of the flipped classroom for English speaking class, the steps, and the media they utilized.

Based on the table of diary result, the researcher could investigate the implementation of teacher's teaching and learning by using flipped classroom on the diary. The answer and question number 1 is given in the following Table 1:

Table 1 Participants responses on the first question of diary

Question 1	How did you implement flipped classroom model in your teaching?
Participant 1	I implemented flipped classroom in my teaching during pandemic when it was ending, we should have given the materials by blended learning. So, by using flipped classroom, as a teacher I provided two classes which were online and offline class, I gave a media to be learnt by Participants such as like cropped video or recording, power point or canva related to the material. Then next meeting at the offline class we discussed it together to find the difficulties.
Participant 2	In implementing the flipped classroom when it was at the end of pandemic season, I gave the Participants materials in gc/wa, and next meeting discuss it at school.
Participant 3	Giving them some materials in forms of PPT (Power Point) or video through GC, discuss it together at school.
Participant 4	Give the Participants materials in gc/wa, discuss it at school.

Based on the participants' responses given in Table 1, the implementation of flipped classroom was applied during the adaptation time of online class to offline class when pandemic was ending, mainly, when teacher should have adapted from online class to offline class. Online class is used to deliver the material to students in a media such as Power Point, videos, recording, and Canva. The teachers delivered the material in online class by using WhatsApp, Google Classroom and others teaching media platforms. In delivering the material, the participants have answered the diary question number 2 as described in Table 2.

Table 2 Participants' responses on the second question of diary

Question 2	What media did you use in teaching speaking by using flipped classroom model?
Participant 1	At the first, I gave the Participants the materials on power point, videos, or voice recordings to deliver the lesson by using zoom, google classroom or Gmeet. Then at the next meeting, we would learn it together in face to face class.
Participant 2	Usually I used game, song, cropped video, cropped voice recording.
Participant 3	game, video, song.
Participant 4	game, video, song.

Table 2 explains the teachers who have used media for delivering the material such as PowerPoint, cropped videos, sound records, song and game. Before delivering the material, the teachers should have provided the material in interesting design to be able to engage the students and relate to the material. Furthermore, in teaching speaking, the teachers should have provided the material related to the speaking topic. The researcher investigated this case in the diary question number 3 as illustrated in the following Table 3.

Table 3 Participants responses on the third question of diary

Question 3	How did you implement flipped classroom in teaching speaking?
Participant 1	In teaching speaking, I chose some of cropped videos or voice recordings in English. Then I gave them some instructions about the topic that would be presented next meeting.
Participant 2	When I teach speaking, I gave them materials that I have prepared as powerpoint, video or voice records, and ask to learn it by themselves, and I gave some instructions for what they should have done next meeting.
Participant 3	First, give them material whether in video/PPT and ask them to learn by themselves, secondly discuss it together by directly asking them some questions.
Participant 4	Discuss it by asking some questions, give them the materials and ask to learn it by themselves.

The Table 3 illustrate that those media used were cropped videos, sound records, and Power Point while giving the students some instruction to do in next meeting. The teachers asked the students to learn the material by their own selves. In the next meeting, the teacher would review what the students have learnt from the material that have shared. Regarding the preparation of classroom session, it will be presented in the following Table 4 to Table 7. To begin with, Table 4 describes participants' responses on the fourth question of diary.

Table 4 Participants responses on the fourth question of diary

Question 4	How did you prepare the pre-classroom session?
Participant 1	I found out some videos or voice recordings in English related to the material. Then, I made some questions related to the cropped videos or voice recordings to be done by the Participants. The answer of the questions must be sent to email, or whatsapp before the offline class attended.
Participant 2	After sharing the material I have prepared such as video or powerpoint related to the material, I tried to stimulate them by giving some questions.
Participant 3	Giving them a perception such as ask them some questions relate to the materials in order to know how far they have understood it.
Participant 4	Ask them some questions to know their comprehension about the material.

Table 4 explains how the teachers prepared the pre- classroom session. Teachers have provided material with some questions included. These questions were given to be discussed by students. Meanwhile, these questions were given to find out how far students' understanding about the topic as mentioned by Participant 3. By asking them some questions related to the material, the teacher could evaluate students' comprehension about the material.

Table 5 Participants responses on the fifth question of diary

Question 5	What did you do after preparing the material?
Participant 1	I would like to make a schedule on zoom or google meeting to attend the online learning, then share the link to the Participants.
Participant 2	I made a schedule of online class on google meet or zoom, then inform the schedule to the Participants.
Participant 3	Discuss it together with their friends at class.
Participant 4	Discuss the materials.

Based on Table 5, in the preparation, the teachers should have prepared the material before attending the online class on some of learning platforms such as Google classroom, Gmeet, or Zoom as mentioned by Participants. The teachers then shared the schedule of online meeting to the students. The material could be created in the form of power point, videos, voice records, and even a link of a website from YouTube or other websites. During online meeting, it is the time for discussing the material. Meanwhile, Table 6 describe the participants' responses on the next agenda in face to face classroom session.

Table 6 Participants responses on the sixth question of diary.

Question 6	What did you do for the next in face to face classroom session?
Participant 1	During zoom or google meet class, I would share the cropped videos or voicerecordings to the Participants while giving them some instructions about what they had to do next. In the next meeting, where we had offline class, we would review their works that they submitted or sent to my email or whatsapp. So, before the offline class I would like to make a correction for each answer, and pointed out the wrong answer to be discussed during offline class. I would play the video or voice recording to listen it together, then we would try to find the meaning of the conversation, after that we would find out the correct answers together. While playing the video or voice recording, it might be played two or three times in order the Participants more understood what they were talking about.
Participant 2	Many times I used flipped classroom by making a project for Participants. The project was related to the material that being taught. Sometimes I divide them in group, this would be more effective because they are more interesting to work in group, I would be a controller for the project that they should do. Then I guided them to do what should they do.
Participant 3	Divide the Participants into several groups, ask them to present the material with their groups.
Participant 4	Divide them in group, ask them to present the materials.

Based on the Table 6, at the first meeting, it has done online by using google classroom, Gmeet, or Zoom, sometimes WhatsApp. During meeting online, the teachers gave the materials to the students to be learnt. Therefore, by using flipped classroom, the teacher could make a project to be done by students in group as stated by the Participant 2 that it was more effective because they are more interested in working in group. These are supported by other responses of Participant 3 and Participant 4 in that they divided students into groups. During the discussion, the teachers controlled the learning process while giving the students some explanation for some parts of material that have been discussing in order to improve students' comprehension. To acquire about the result of the learning, the diary question number 7 on the Table 7 illustrate Participants' responses.

Table 7 Participants responses on the seventh question of diary.

Question 7	What did you do after for reviewing your flipped classroom?
Participant 1	At the end, I gave the Participants evaluation, reflection and assessment.
Participant 2	As the end, I gave them evaluation, reflection, and assessment.
Participant 3	Giving the Participants evaluation, reflection (quizzes), and reinforcement.
Participant 4	Give them evaluation, reflection, and reinforcement.

Based on the Table 7, at the end, the teachers made a review of flipped classroom, by making evaluation, reflection and assessment, moreover reinforcement. This is a step where teachers would be able to evaluate, reflect, and assess students' improvement in learning English.

After discussing the result of interview, the researcher concludes that their implementation of flipped classroom was fascinating and divers. They always be ready for making the lesson plan, the material with some media, arranging online class and offline class, making a group project related to the material, and evaluating the learning process by making evaluation, reflection, assessment, and even reinforcement. These will be beneficial for other teachers to be implemented while using flipped classroom in order to achieve the learning goal especially for speaking class and generally for all the other aspects of class.

Teachers' Challenges and Strategies in Optimizing Students' Speaking Skills By Using Flipped Classroom

The first result of this research explains about teachers' challenges and strategies in

optimizing students' speaking skills by using flipped classroom. Based on the interview result, it can be concluded that the big challenge is about internet connection. The Participants stated that both teacher and student did not have a good internet connection for attending the online meeting. It can be a problem because the material has shared by online. Many students lived at remote area where they could not get good connection, so they could not join into the online class session. Moreover, some of students had limited quota of internet. This finding relates to what (Shtaleva et al., 2021, p. 29) discovered that a few students in language flipped classrooms experienced restricted Internet connection.

In addition, one of other challenges was faced by teachers is indolent students when attending online class. Some of students could not join the class on time because they woke up lately. This can be a consequential problem if the teacher can't handle this problem. That's why a teacher should be able mastery the material by providing it in engaging and attractive technique in order to achieve the goal of the learning curriculum. Teachers must be properly trained in technology and skills. This finding relates to what Irianti (2020, p. 100) stated that to guarantee the intended objectives of the curriculum are met, teachers must be properly trained in digital literacy and abilities.

Based on the findings, in the implementing of flipped classroom the teacher should be able to choose the right methods, techniques, expertise in technology and comparing which platforms can be used for teaching which are actually very influential for the purpose of learning outcomes, not only speaking but also other aspects. This statement was stated by Participant 1 when conducting the interview, it was the answer question number 5 which asked to the participants about their experience for the results of learning speaking by using this flipped classroom. Furthermore, this statement relates again to what (Irianti, 2020) stated that the teacher's eagerness to acquire a new teaching strategy and update their expertise was evident. They were engaged and eager to read all of the online information provided throughout the class. The instructors have the chance to investigate other digital platforms to be utilized in English class using this new teaching method, the "flipped classroom modal". As the result, this finding can be beneficial for teachers when they implement flipped classroom.

Moreover, the researcher investigated about students' activeness during the teacher were implementing flipped classroom. Students' activeness was good when teachers were implementing flipped classroom, they were more focused, active, being more critically, and extraordinary than conventional class. This findings was investigated in the interview question number 3 which asking the participants about the students' activeness in learning English while they were using this flipped classroom. The researcher concluded that students are more active when the teacher instructed them to learn the material firstly, then discuss it in next meeting inthe offline class. It emphasizes students to learn the material in order to understand the material that will be discussed in the next meeting. In fact, Han (2022) contended that students can spend enough time for viewing the lectures and preparing for it before participating in the in- person meeting where they are actively solving issues based on guided questions. Based on suggested questions, the teacher gives these students rapid feedback.

In this research, the researcher tried to obtain a data of their strategy to overcome the challenges. By conducting this research, through the interview in the question number 7, the researcher discovered that every participant had various strategies. Because the challenge is about internet connection, the participant stated some ways. First, the teacher advised the students to study at one of their friend's house where the internet connection is available. The teacher asked the student to study in groups. Moreover, the teacher also asked the students to the students for sharing the material to their friends who couldn't attend the online class. The researcher discovered that in implementing flipped classroom, the teacher has faced the challenges and tried to overcome the challenges.

Secondly, there is another response from participant 1 which explained more about some strategies. Student 1 stated that choosing methods and techniques must also be adjusted to the topic

of the chapter being studied so that the learning objectives of each chapter can be achieved. In addition, Student 1 also stated that when choosing a video clip or sound recording, try to get more attention from students so that students can really follow it. Therefore, the teacher should be able to choose the material relates to the aspect they are teaching. Before conducting this research, the researcher was involved in to be examiner of English practice with Participant 1. Based on the involvement, the researcher can conclude that the result of her teaching was good. Some of students were really good in speaking English when they were delivering news anchor. Participant 1 mentioned the researcher's experience in examining the students' English practice in the question interview number 7. This finding relates to what Sudarmaji et al., (2021, p. 194) discovered that after the flipped classroom model was used, students' speaking abilities increased. It shown on his study by conducting interview and experimental class to observe the increasing of students' scores, most students significantly improved on the post-test, and more students were observed their scores rise.

Teachers' Perception about the Use of Flipped Classroom Method in Optimizing Students' Speaking Skills.

In conducting flipped classroom, teacher and technology are indissoluble. Teacher need technology to provide the material in the compelling format and design. Nugroho (2021, p. 62) stated that it imposes extra demands on the instructor, which is made worse when the teacher is unwilling or unable to use technology to create a flipped classroom. Flipped classroom is a new learning method that need to be developed by teacher to provide a learning process in a different way. Irianti (2020) states that the teacher believes that the new learning paradigm is receiving favorable feedback. The contents were mentioned by some of participants such as a cropped video, a cropped voice records, song, and PowerPoint, event other materials in different form. The feedback of this issue was investigated by the interview question number 2 about student's ability in speaking English after implementing flipped classroom into the learning method in English class. According to their responses in this question, it can be concluded that flipped classroom can improve students' ability in English speaking.

As the result according to the Participants' responses about students' ability in speaking English after implementing flipped classroom into the learning method in English class, it can concluded that flipped classroom had a substantial impact for the improvement of students' speaking skills, despite the fact that the teacher has an prominent role to guide the classroom. Moreover, it can help teacher delivering the material in a new way when sometimes teacher cannot attend the class. This finding was similar to what is discovered by Nugroho (2021) d in conducting the study about flipped classroom applied in English language teaching. Nugroho (2021) states that the relationship between the instructor and the students, as well as between the students themselves, is improved by the flipped classroom. It (1) encourages the teacher to use active learning, (2) makes it possible for the instructor to improve students' HOTS abilities, and (3) makes it easier for the teacher to foster autonomous learning. The instructor must put in a lot of work to run the class according to the modal. Besides, this finding relates to what is stated by Supriyono et al. (2022) that the flipped classroom paradigm successfully improves students' learning achievement in communication abilities.

The researcher discovered that the participants tried to make active learning by stimulating students before the class was begun. The researcher investigated this finding in the interview question number 3 about the students' activeness in learning English while they were using this flipped classroom. According to the participants' responses, they have given various responses. Participant 1 stated that:

"We conducted an offline class which aims to discuss material from some of the questions that I have shared, which was given at the beginning of the meeting in the online class, in the offline class I could see the activeness of the students compared to the online class. So,"

Meanwhile, Participant 2 states that: *“The activeness of the students can be said to be extraordinary compared to just face- to-face meetings. There might be.....”*. In addition, Student 3 states that: *“The students' activeness, they were being more critical.”* Moreover, Student 4 states that: *“While using this method, students were more active than during the class...”*.

As the result, the researcher can conclude that by using flipped classroom, the relation between teacher and students are improved and it possibly makes active learning. Moreover, the Participants of this research argued that flipped classroom makes an interactive classroom because they provided a project to be done in group discussion. This relates to what is stated by (Nugroho, 2021, p. 61) that the benefit of flipped classroom is that the learning atmosphere shifts to one that is more interacting as the students learn the material on their own or in small by reason of the focus of a flipped classroom. Also, student conversations take place in class following pre-activities like reading texts and watching educational videos. Moreover, Han (2022, p. 9) claimed that by using flipped classroom, the passive and static style of classrooms creates way to an interactive and collaborative atmosphere. The optimal utilization of class time is achieved through student and teacher interaction, as well as student to student cooperation.

Flipped classroom had a significant impact for learning process because students are enthusiastic to follow the flipped classroom. Student who are usually active in traditional class being more active. Even, students who are passive in the traditional class are becoming active in flipped classroom. Due to these findings, flipped classroom is interesting and beneficial especially for optimizing students' speaking skills while paying attention with some of challenges that will be faced and able to overcome the challenges with the strategies to achieve the learning goal. Generally, flipped classroom in an effective learning model can be implemented for English language learning. This relates to what is said by Sudarmaji et al. (2021, p. 197) in that flipped classroom is efficient to teach spoken English utilizing a flipped classroom.

CONCLUSION

The present research discovered that flipped classroom has a big impact for language education especially in English speaking. Flipped classroom will be supporting both teachers and students to create active learning which can achieve target learning. The teachers responded that flipped classroom is good to be implemented for learning activity in particular condition while it has some challenges that will hamper the learning process. The big challenge is poor internet connection for those who live in a remote area. Besides that, the indolent student is one of the challenges which teacher has faced. To overcome the challenges, the teacher can advise the students to gather at their friend's house where the internet connection is affordable and accessible. This might be useful because if their friends cannot attend the class, they can share the material to students who are absent. By using flipped classroom, teacher should be able to utilize technology and learning platforms that will be used during the implementing the flipped classroom.

In teaching speaking, to optimize students' speaking skills by using flipped classroom, teachers used cropped videos, voice records, link of streaming videos such as YouTube, powerpoints, and Canva as learning media. While teachers have a prominent role to guide the classroom to create an active learning atmosphere. Students will be curious to follow the learning when they are interested into how the teachers provide the learning material in the interesting learning design. By conducting this research, the researcher can conclude that flipped classroom can improve students' speaking skills.

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