FLIPPED LEARNING ON SPEAKING COMPETENCY: A SYSTEMATIC LITERATURE REVIEW IN EFL CLASSROOM

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ABSTRACT

Flipped learning is a transformative teaching and learning approach that has been developed and adjusted due to the need and situation. There are numerous researches have been conducted to discuss it; it is also done specifically on speaking competency. Due to the number of research conducted in flipped learning; a systematic literature review needs to be conducted to see the gap in the existing research. The data were collected from Harzing's Publish or Perish (an article searching engine) using the keyword "flipped learning in speaking". The data sources were specified in Scopus and Google Scholar Index. By reviewing 10 articles, this article reviews shows the effectiveness of flipped learning on speaking competency in an EFL classroom setting. However, the researchers have certain limitations on the size implementation; the sample size should be increased.

Keywords: flipped learning, speaking competency, EFL, SLR

1. INTRODUCTION

Flipped learning is a transformative teaching and learning approach that offers innovative teaching and learning activities. It transforms the traditional instructional strategy in the teaching and learning process (Karagöl & Esen, 2018). Flipped learning is a pedagogical paradigm that was underlined by constructivism theory that facilitates students' engagement in the classroom by providing an active teaching methodology that changes the traditional learning time; the activity that will be done at home and something the students used to do at home will be done in the classroom (Bergmann & Aaron, 2012; Fan, 2022; Gentile et al., 2022). It offers more autonomy to be responsible for their prior learning before the classroom practice (Bārdule, 2021; González-Zamar & Abad-Segura, 2022). This approach can be implemented to accommodate the lack of learning time or practice in conventional classrooms with promising benefits.

Flipped learning has been developed massively since the 2000s when the integration of technology in education. Popularized by Jonathan Bergmann and Aaron Sams, flipped learning has become an effort to transform the learning activity to increase students' engagement and performance (Tan et al., 2015). Over the years, the implementation of flipped learning in teaching has been adapted and adjusted to the needs of the era and students.

Bergmann and Aaron (2012) cite five key benefits of implementing flipped learning in teaching: active learning and engagement, personalized pace, better use of classroom time, increased student responsibility, and enhanced teacher-student interaction. The implementation of flipped learning potentially boosts speaking achievement and skill. Aburezeq (2020) found that the implementation of flipped learning could improve students' speaking skills and achievement. Additionally, flipped learning is effective for speaking skills through self-regulated learning, interaction, motivation, and achievement (Santhanasamy & Yunus, 2022). Furthermore, flipped learning affect positively to students speaking proficiency by

promoting learner autonomy and engagement in the learning process (Abdullah et al., 2019; Haerazi, 2023; Marliana, 2022).

Flipped learning studies have been studied in all language skills, listening, speaking, reading, and writing, especially speaking as a productive skill. The growth in recognition and need for flipped learning for speaking competency can be seen in the last five years. Numerous researchers have researched flipped learning and speaking skills; they were studied both independently and dependently. However, the correlation of how flipped learning affects speaking competency yet cannot be identified. Despite the massive research in flipped learning, the existing literatures potentially put some gaps. Many studies have focused on flipped learning and speaking separately; both can work synergically to improve teaching and learning quality (Karagöl & Esen, 2018).

The recognition of flipped learning and speaking competency in educational contexts, especially in EFL classroom recently produced ample studies. A systematic literature review is necessary to be conducted to understand the effect of flipped learning on speaking competency in EFL context. Furthermore, it can be a milestone to see the gaps between flipped learning and speaking competency for further research. This systematic literature review discusses the research conducted in flipped learning and speaking competency in EFL competency.

2. RESEARCH METODOLOGY

The implementation of flipped learning on speaking competency in the EFL context was initiated by selecting articles published from 2019 to 2024. To gain relevant information on the AI on flipped learning in the EFL context, a Systematic Literature Review (SLR) was implemented. The model of SLR implemented was PRISMA (Preferred Reporting Items for Systematic Reviews and Meta-Analyses). This model was implemented to find the most relevant articles by several indicators.

The data were collected using Harzing's Publish or Perish to get the data from reputable journals. The keywords used are "flipped learning AND speaking". In the data processing, the PRISMA model was implemented in several stages; identification, screening, and data included. It was stated by 71 data from the database. To get relevant data, the criteria of data inclusion and exclusion were set which can be seen in the following table.

Table 1. Inclusion and Exclusion Criteria

Inclusion criteria	Exclusion criteria
Flipped learning on speaking skill in EFL class	Not using Flipped learning on speaking skill in EFL class
Must be published from 2019-2024	Not published in 2019-2024
The research type is language studies	The research type is not language studies
Published in article form	Not published in article form (Book review, proceeding, or manuscript)
Written in English	Not written in English
The article is open-access	The article is not open-access (closed-access, hybrid, gold, bronze, etc.)

Considering the criteria presented in Table 1, the data was processed in three stages using the PRISMA model. The data processed by referring to inclusion and exclusion criteria can be seen in the following figure.
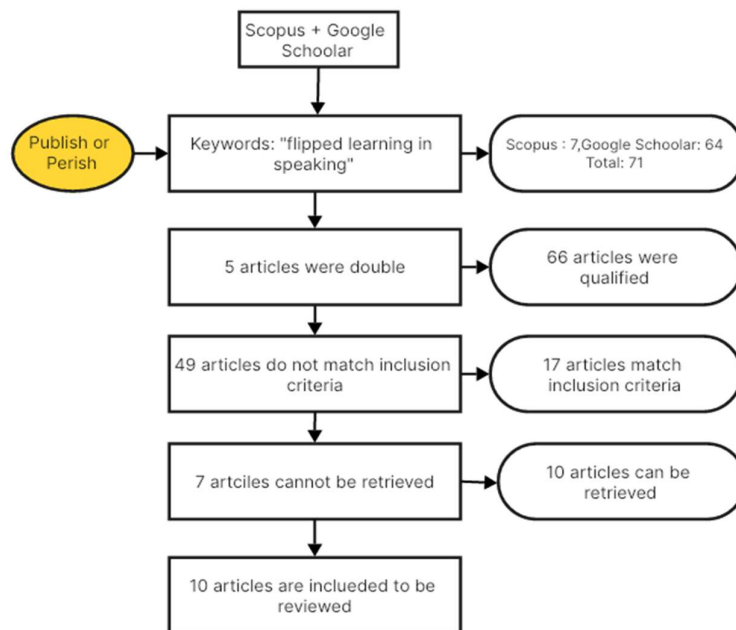
Figure 1. PRISMA Model

3. LITERATUR REVIEW

Flipped Learning

Flipped learning is a pedagogical paradigm underlined by constructivism theory which is based on the premise that language learning can be facilitated by students' engagement in the classroom (Fan, 2022). It was founded by two chemistry teachers in 2012 namely Bergman and Sam. It is underlying in the philosophy of student's homework. The fundamental element of this model has flipped the classroom; the thing that was traditionally done in the classroom will be done at home and something the students used to do at home will be done in the classroom (Bergmann & Aaron, 2012, p. 13).

The flipped learning model offers positive learning consequences, especially for adult students. It stimulates students' active learning and collaboration which leads to students' cognitive learning outcomes and academic performance (Shi, Ma, MacLeod, & Yang, 2020; Naing et al., 2023). The contribution of the flipped learning model is due to the ability to provide personalized learning that can be adjusted to students' needs, interests, and mutual expectations that can be relevant for students at higher levels of education (Cevikbas & Kaiser, 2022). Besides the cognitive outcome, it could strengthen the positive attitude and motivation of higher-level students (Alonso et al., 2023; Fernández-Martín et al., 2020). The flipped learning model enhances adult students' cognitive outcomes and academic performance by promoting active learning, collaboration, and personalized learning tailored to their needs and interests.

This model has been used in English language teaching since 2014 and has been specified for speaking and writing ability (Turan & Akdag-Cimen, 2020). It is innovative teaching and learning pedagogy that develops a better learning atmosphere and provides meaningful experiences for the students to improve their speaking skills (Santhanasamy & Yunus, 2022).

Speaking Competency

Speaking is considered one of the four fundamental language abilities, alongside reading, writing, and listening. It serves as a means for students to engage with others and articulate their thoughts, goals, aspirations, and perspectives. Speaking is a dynamic process of creating significance that encompasses generating, receiving, and analyzing information or articulating one's ideas and emotions through verbal communication (Triyoga et al., 2022). It involves interacting with others to share thoughts, intentions, and points of view. Speaking is a dynamic process of creating significance that encompasses generating, receiving, and analyzing information or articulating one's ideas and emotions using verbal communication.

According to Sihotang et al., (2021), speaking is the act of transmitting messages using spoken language, satisfying the desire to interact with people. Speaking is commonly depicted as the act of conveying one's emotions to another. Humans can establish cognitive connections in several facets of life through communication. Speaking is the capacity to communicate thoughts, concepts, and emotions to another using spoken language (Sahetapy, 2021). Ibrahimi et al., (2020) add that speaking is a cognitive and physical activity that sets humans apart from other animals. It relies on a complex network of structures in the brain, including the cerebral, cortical, and subcortical regions.

4. RESULTS AND DISCUSSION

The comprehensive literature review on the flipped learning technique for improving speaking ability provided substantial insights into the success rate of this pedagogical strategy. Initially, a thorough search of Google Scholar and Scopus revealed 71 relevant publications. However, after applying significant exclusion criteria, the analysis was reduced to 10 publications that matched the requirements for inclusion. This precise selection method meant that only the most relevant and high-quality research was evaluated, allowing for a more concentrated investigation of the effect of flipped learning on speaking skills.

The shortlisted publications include a wide variety of approaches and settings, illustrating the complexity of flipped learning in language instruction. These studies emphasize several speaking competency components, such as interactive communication abilities, pronunciation, and fluency. This review attempts to give a thorough grasp of how flipped learning can be applied successfully to improve students' speaking abilities by combining the data from various papers.

The main features and conclusions of the examined articles are shown in the table that follows. This will contain details on the authors, the year of publication, the research strategy, the sample size, and the particular speaking competency outcomes. The knowledge gathered from this systematic research will add to the current discussion about creative language teaching methods and provide useful advice for teachers looking to enhance students' speaking abilities through flipped learning approaches.

Table 2. An overview of selected articles

No.	Authors	Findings	Method	Suggestion
1	Amiryousefi, (2019)	Flipped learning using Telegram instant messages can help EFL learners improve their L2 speaking and listening skills and engage more with materials and activities outside of class.	Experimental Research	Implement flipped learning in a bigger size of participants
2	Santhanasamy & Yunus (2022)	The utilization of Blendspace in the flipped learning approach is an effective pedagogy to improve pupils' speaking skills	A mixed-method research design	Conduct Flipped Learning on other language skills such as listening skills, reading skills, and writing skills

3	Chen & Hwang (2019)	The results of the posttest indicated that concept mapping has a positive and significant influence on EFL learners' English-speaking performance and critical thinking awareness, and can decrease their speaking anxiety.	Experimental Research	Applying the flipped learning approach to learners with different backgrounds could provide additional evidence in the future
4	Bezzazi (2019)	The Flipped Learning Group significantly outperformed than Conventional Instruction Group in public speaking especially, in areas of body language and paralanguage	Experimental Research	Put gender variable in exploring the effect of flipped learning on the English public speaking of EFL learners
5	Kusuma et al., (2021)	The result showed a significant effect of e-portfolio in flipped classrooms on students' speaking performance. Furthermore, students showed active behavioral, cognitive, and affective engagement	A mixed-method research design	Find the correlation of three variables.
6	Haerazi (2023)	The integration of mobile-assisted flipped learning had a positive impact on learners' speaking and listening proficiency. Learners actively engaged in preparing their learning activities, both during out-of-class and in-class sessions.	Experimental Research	The implementation of mobile-assisted flipped learning is that the next studies should focus much more on learning activities in-class time.
7	Marliana (2022)	There is a difference in the average learning outcomes of students in the experimental class using the flipped learning method to improve their speaking skills	Experimental Research	Integrate another variable to support Flipped Learning
8	Hariyanto & Lolita (2023)	The Flipped Classroom is effective in enhancing vocational high school students' speaking skills, especially in storytelling.	Experimental Research	Implement flipped learning in a bigger size of participants
9	Oya & Nurfidah (2023)	The implementation of video-based flipped learning has shown success in improving the speaking ability of non-English PGSD Study Program students.	Experimental Research	Implement flipped learning in a bigger size of participants
10	Yazid et al., (2024)	The study revealed a significant difference in the effect of the Flipped Learning Method on the speaking skills of visual and auditory learners.	Experimental Research	Implement flipped learning to kinesthetic learners

The systematic literature review of the effects of flipped learning on speaking competency in English as a Foreign Language (EFL) classes finds a strong body of data supporting the effectiveness of this pedagogical technique. 10 research articles examined show that flipped learning not only improves students' speaking skills but also promotes higher engagement and motivation among learners. This study combines findings from several research designs, including experimental and mixed-method techniques, to illustrate the diverse circumstances in which flipped learning has been successfully implemented.

One of the significant findings from the literature study is that EFL learners who participated in flipped learning environments improved their speaking and listening skills significantly. For example, Amiryousefi (2019) discovered that using Telegram as a flipped learning platform enabled students to interact more fully with materials and activities outside of class, resulting in improved speaking proficiency. This research highlights technology's potential to assist language learning by allowing students to practice and perfect their skills in a supportive environment.

In addition to strengthened speaking skills, some research found that learners who participated in flipped learning experienced less speaking fear. Chen and Hwang (2019) found that using concept mapping in a flipped classroom improved students' speaking skills while also increasing critical thinking awareness and lowering anxiety levels. This implies that flipped learning can foster a more welcoming environment for language practice, helping students to feel more at ease and secure when speaking English.

The research also shown that flipped learning can improve nonverbal communication abilities, particularly in public speaking settings. Bezzazi (2019) found that students in a flipped learning group fared much better than their classmates in traditional instruction, particularly in body language and paralanguage. This conclusion underscores the necessity of including diverse areas of communication in language instruction, as flipped learning allows students to practice and receive feedback on their total communicative skills.

Furthermore, students' engagement levels in flipped learning contexts were significantly higher. Kusuma et al. (2021) discovered that incorporating e-portfolios into flipped classes improved students' speaking skills while also encouraging active behavioral, cognitive, and affective involvement. This multimodal engagement is critical for language learning because it empowers students to take control of their learning and actively participate in their development as speakers.

Despite the positive outcomes found in the existing research, several authors emphasized the need for additional studies to validate and expand on these findings. Many research proposed expanding the number of participants to improve the results' generalizability, as demonstrated in the suggestions of Haerazi (2023) and Oya and Nurfidah (2023). Furthermore, incorporating variables such as gender and learning styles may provide more insight into how different learner characteristics affect the efficiency of flipped learning in improving speaking ability.

To summarize, the data from this systematic literature review supports the idea that flipped learning is an effective educational technique for improving speaking abilities in EFL environments. The findings show that flipped learning not only improves speaking skills but also creates a supportive learning environment that decreases fear and increases participation. As educators continue to investigate novel teaching strategies, the findings from this research can help to shape the design and implementation of flipped learning approaches, ultimately leading to the creation of more successful language education practices. Future studies should focus on optimizing these tactics and investigating their broader applications across diverse language skills to improve the learning experience for EFL students.

5. CONCLUSION

This systematic research review found that flipped learning significantly improves EFL learners' speaking ability by increasing engagement, lowering anxiety, and boosting both verbal and nonverbal communication abilities. The many approaches and circumstances studied in the reviewed papers demonstrate the versatility and efficacy of flipped learning as an educational strategy. As teachers pursue innovative approaches to promote language acquisition, the findings of this review offer the potential of flipped learning to provide more dynamic and supportive learning environments for students.

Future studies should investigate the long-term impacts of flipped learning on speaking proficiency, particularly in diverse educational environments and across learner groups. Furthermore, exploring the incorporation of other language abilities, such as listening, reading, and writing, within the flipped learning framework may provide a more thorough understanding of its overall impact on language competency. Researchers should also look into the function of various technology tools and platforms in promoting flipped learning, as well as how individual learner

characteristics, such as motivation and learning styles, affect the success of this approach. Future research that addresses these issues can help to enrich the conversation on flipped learning and its uses in EFL education

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