DESIGNING VIDEO-BASED SPEAKING MATERIALS TO PROMOTE FLIPPED CLASSROOM PRACTICES IN EFL TEACHING

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Article Info	Abstract
Article History Received: March 2025 Revised: May 2025 Published: July 2025 *Keywords* *Flipped classroom;* *Speaking skills;* *Speaking learning materials;* *Video-based learning;*	*The flipped classroom model redefines traditional teaching by enabling students to engage with course material before class, therefore optimizing in-class time for interactive learning activities. This paradigm utilizes digital technology to provide personalized immersive experiences that align with students' digital behaviors and varied learning preferences, making it particularly relevant in EFL contexts where communicative practice is crucial. This study sought to provide video-based supplemental speaking resources to facilitate the implementation of a flipped classroom model for eleventh-grade students. The study used a Research and Development (R&D) approach based on the Jolly and Bolitho (1998) framework, including several stages: need analysis, contextual and pedagogical realization, material production, implementation in the classroom, and evaluation. The data gathering included qualitative techniques, including interviews and document analysis, alongside quantitative approaches, such as student and expert questionnaires. The outcome materials tackled essential speaking challenges—fluency and intonation—utilizing authentic audio resources and pronunciation exercises, with topics customized to student interests to augment motivation and participation. The flipped model integrated online pre-class and in-class activities, facilitating systematic practice, immediate feedback, and active participation. The findings indicated that the materials fostered an inclusive learning environment, reinforced student confidence, and improved vocabulary and speaking skills, particularly among beginners. Expert evaluations classified the materials as "very appropriate" with a mean score of 3.4, within the $3.26 < x \leq 4.00$ rangee. These results indicate that meticulously designed video-based materials may effectively enhance flipped EFL classes and promote substantial language acquisition.*

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INTRODUCTION

Mastery of spoken English is crucial in academic, social, and professional contexts, especially for English as a Foreign Language (EFL) students. Effective and confident communication of ideas is essential for success in every aspect of life (Zhong, 2024). Students need extensive experience with communicative techniques that facilitate language learning to develop this skill. In response to this need, several educational systems have reformed their English-speaking and listening curriculum to enhance students' communicative skills (Wu & Wang, 2021). These changes have transformed the content, organization, and pedagogical emphasis of language education.

Nevertheless, despite these improvements, several challenges remain, particularly in developing effective and engaging speaking lessons for Indonesian secondary school students.

In the Indonesian context, the current state of EFL education highlights the issue of limited opportunities for practicing spoken English, both within and outside the classroom. Regarding Regulation No. 69 of 2013 by the Ministry of Education and Culture, students are restricted to using English only during classroom sessions, which are typically limited to 2 x 45-minute sessions weekly. This limited exposure significantly reduces opportunities for genuine speaking practice. Many students persistently encounter significant challenges in English speaking, including limited vocabulary, grammatical inaccuracies, pronunciation difficulties, and inadequate fluency (Chen & Hwang, 2020).

Alongside these language challenges, psychological impediments such as speech anxiety, apprehension of errors, and low motivation further inhibit students' confidence and performance. Prior research indicates that students often lack adequate preparation and familiarity with the target language, resulting in unwillingness and low performance in speaking tasks (Azkiyah & Rahayu, 2018; Irianti et al., 2024). Teachers are similarly restricted by the lack of sufficient teaching materials and the absence of stimulating, contextually relevant content that promotes meaningful engagement.

Digital technologies in EFL training have become more significant in addressing these difficulties. Utilizing students' proficiency with digital technologies enhances educational efficacy by linking learning to real-world digital experiences (Hidayat et al., 2021). Technology facilitates creative and personalized pedagogies that accommodate various learning styles and academic needs (Ayçiçek & Yelken, 2018; Kibar et al., 2020). This strategy in the EFL setting addresses challenges such as constrained classroom time, large class sizes, and insufficient individualized support. One prominent technology-based model is the flipped classroom, a technology-driven educational strategy that transfers material delivery to pre-class activities, facilitating interactive learning and speaking practice during classroom time. Video-based training enables students to engage with materials before class, enhancing understanding and facilitating the application of information during classes (Hung, 2017; Tran & Nguyen, 2018; Suryawan et al., 2021).

The flipped classroom promotes student autonomy and engagement by addressing diverse learning styles and encouraging active involvement, peer interaction, and authentic communication tasks (Cheng et al., 2019). It fosters a student-centered environment, replacing conventional lecture time with collaborative activities such as debates, simulations, and group work. The flipped classroom distinguishes between "individual spaces" for autonomous preparation and "group spaces" for facilitated engagement, thereby enhancing conceptual understanding and communicative abilities (Sun et al., 2022). Furthermore, it is essential for distant or blended learning contexts when in-person interaction is constrained (Ağırman & Ercoşkun, 2022).

The three-phase framework—pre-class, in-class, and post-class—facilitates learners' preparation beforehand, participation during sessions, and consolidation of information subsequently (Al-Samarraie et al., 2020). Technology, primarily through pre-recorded lectures, optimizes classroom time for feedback and practical exercises (Kawinkoonlasate, 2019), while enhancing speaking fluency through communicative tasks such as role-plays and presentations. The flipped classroom has several benefits, especially in English as a Foreign Language (EFL) settings. It improves soft skills, promotes autonomous learning, and enhances student engagement by transferring responsibility to students and encouraging readiness (Birgili et al., 2021; Hashemifardnia et al., 2021). The cooperative environment fosters critical thinking and peer learning, enhancing subject engagement.

From a cognitive standpoint, the flipped classroom corresponds with multimedia learning theory, integrating multimodal design principles and facilitating self-paced learning that enhances comprehension and retention of information (Aburezeq, 2020). Flipped classrooms enhance speaking abilities by reducing learner fear and increasing involvement,

especially among less confident students (Abdullah et al., 2019). It has also been associated with improved higher-order thinking, student interaction, and overall satisfaction (Alsowat, 2016).

Prior research indicates that flipped classroom models significantly improve speaking skills through video-based education. The ADDIE technique has been used to create flipped classroom videos that promote individual knowledge exploration among students (Aristin et al., 2024). Communicative Language Teaching (CLT) within a flipped classroom has enhanced speaking fluency and student confidence through role-plays and group discussions (Phoeun & Sengsri, 2021). Role-plays in a flipped classroom have been linked to enhancements in EFL learners' speaking skills and motivation (Li & Suwanthep, 2017). Additionally, concise and compelling video material with interactive elements, such as quizzes, has been emphasized as crucial for learner understanding and engagement (Long et al., 2016).

Nonetheless, although previous research has shown the advantages of the flipped classroom in speaking practice, most studies have focused on general EFL settings, neglecting the specific obstacles faced by high school learners. This indicates a gap in the literature about developing video-based speaking materials, particularly designed for the needs of eleventh-grade students in high school. To address this gap, the present study focuses on developing supplementary video-based materials to promote speaking skills among eleventh-grade EFL students. These materials are designed to enhance vocabulary acquisition, fluency, and communication confidence through topic-based exercises and interactive speaking activities in a flipped classroom setting. The objective is to foster active student participation, critical thinking, and real-world language use within and beyond the classroom.

To guide this study, the following research questions are proposed:
1. What are the specific target needs of eleventh-grade students in promoting their speaking skills?
2. What are the learning needs of eleventh-grade students for effective speaking development?
3. Are the designed video-based learning materials appropriate for enhancing the speaking proficiency of eleventh-grade students?

RESEARCH METHOD
Research Design
This study employs a Research and Development (R&D) methodology and follows a comprehensive and cyclic instructional design framework. Instructional design involves identifying, testing, and enhancing instructional resources to improve educational effectiveness (Reiser & Dempsey, 2017). The process involves five essential stages—analysis, design, development, implementation, and evaluation—each integrating feedback loops to ensure the materials meet diverse learner needs and achieve optimal learning outcomes.

The framework developed by Jolly and Bolitho (1998) and modified to meet the study's specific objectives is used in this investigation for the material development phase. This framework was selected over more general models because of its flexibility and specificity in language acquisition, making it especially appropriate for creating communicative and student-centred English language resources. Jolly and Bolitho's concept offers a more flexible and educator-friendly approach. It promotes continuous evaluation and reflection throughout every material design phase, guaranteeing that educator-created and commercially available products undergo thorough testing and refinement to align with real classroom contexts (Kustini et al., 2020).

This choice is especially relevant in this study, which centres on developing engaging, context-based speaking activities using flipped classroom methodologies. The study used Jolly and Bolitho's (1998) instructional design framework, which involves seven stages: identification of need materials, needs exploration, contextual realization, pedagogical realization, physical production, implementation, and assessment. This systematic approach ensured that the producers met students' particular learning needs and underwent extensive evaluation and revision to enhance their efficacy.
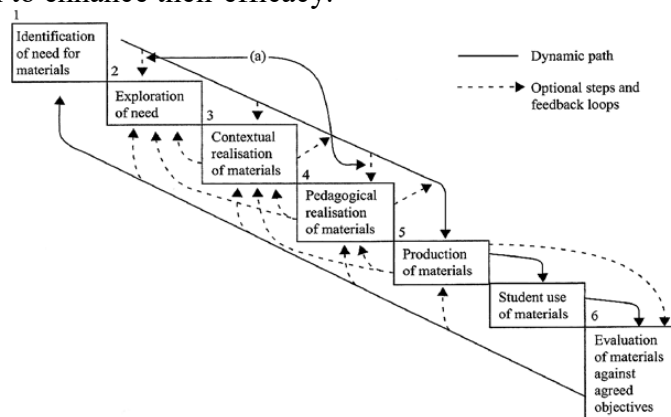

Figure 1. Jolly and Bolitho Framework

Research Participants or Population and Sample

This study was conducted at SMA Budi Mulia Dua, Yogyakarta. The school implements both the Merdeka and Cambridge curricula. The sample for this study consisted of 55 eleventh-grade students, classified by the school into three levels of English proficiency: beginner, intermediate, and advanced. Purposive sampling was used to choose beginner-level students to address specific learning needs. These students were selected based on their below-average speaking results compared to the school's minimum competency standards, indicating a need for more instructional help. A total of 20 beginner students were chosen as the primary study sample. Furthermore, an English teacher was involved to provide insight from a pedagogical perspective.

Instruments

This research used qualitative and quantitative methods to conduct a comprehensive needs analysis. The researchers employed questionnaires, interviews, and document analysis to gain an understanding of students' speaking needs and challenges. A standardized questionnaire was administered to the students. This instrument was designed to identify target needs, preferred learning styles, and challenges associated with speaking proficiency. The questionnaire's response became the foundation for designing the video-based flipped classroom materials. Semi-structured interviews were conducted with several beginner-level students and an English teacher to gather in-depth perspectives. The interviews included open-ended questions that revealed qualitative insights into students' speaking difficulties and their expectations for the supplementary materials.

The interview data substantially informed the design process by better understanding learners' experiences and needs. After developing the instructional materials, an expert judgment questionnaire was administered. This evaluation used a Likert scale from "poor" to "very good" to evaluate the material's quality, effectiveness, and appropriateness. The expert feedback ensured the materials were pedagogically competent and connected with learner requirements. Furthermore, a document analysis was conducted to examine the compatibility of the created materials with the current school curriculum. The analysis focused on the Merdeka Curriculum, particularly Phase F, and the Cambridge IGCSE syllabus. Attention was given to how both documents integrate and assess speaking skills. the insights obtained from

this analysis further supported the alignment of the materials with the curricular expectations and learning objectives.

Table 1
Document Selected and Data Analyzed

Document Selected	Data Analyzed
English Subject Learning Outcomes Phase A–Phase F (Badan Standar, Kurikulum, Dan Asesmen Pendidikan Kementerian Pendidikan, Kebudayaan, Riset, Dan Teknologi Republik Indonesia, 2022)	Learning Outcomes (*Capaian Pembelajaran* (CP)) of Phase F (Page 163-165)
Platform of *Merdeka Mengajar* (PMM) https://guru.kemdikbud.go.id/	Step of learning goals (*Alur Tujuan Pembelajaran* (ATP))
Syllabus Cambridge IGCSE™ (9–1) English as a Second Language (0993) (Speaking Endorsement)	The subject content of Speaking (Page 15)

Data Analysis

The data collected through the questionnaire were analyzed using both quantitative and qualitative methodologies. Quantitative data from the needs analysis and implementation questionnaires were analyzed using descriptive statistics to determine the proportion of each answer choice. The highest percentages indicated students' primary needs, wants, and challenges. The expert judgement questionnaire used a Likert scale. The ratings are (4) very good, (3) good, (2) fair, and (1) poor, which excludes a neutral option to encourage decisive responses.

Table 2
Descriptive Categories

No	Interval	Descriptive Categories
1	$1.00 < x \leq 1.75$	Poor
2	$1.76 < x \leq 2.50$	Fair
3	$2.51 < x \leq 3.25$	Good
4	$3.26 < x \leq 4.00$	Very Good

Qualitative data from interviews and field notes were analyzed using Miles and Huberman's (2014) framework, which includes data condensation, data presentation, and conclusion drawing/verification. Data condensation involved refining and organizing the raw data into meaningful categories. Data visualization utilizes graphical tools, such as charts and matrices, to facilitate comprehension. Continuous conclusion drawing and verification were performed throughout the investigation to assure the validity, plausibility, and confirmability of the results.

RESEARCH FINDINGS AND DISCUSSION
Research Findings

These findings are crucial for addressing the research questions and providing significant insights, since they are based on the data collection and analysis methods consistent with Jolly and Bolitho's (1998) framework for instructional material production. This concept facilitated the development of supplementary video-based flipped classroom resources designed to improve students' speaking abilities. The following sections provide an in-depth analysis of each component to guarantee a comprehensive grasp of the findings.

The Target Needs of Grade XI Students in Learning Speaking English

Identifying target needs consisted of three primary components: necessities, lacks, and wants.

Table 3
Target Needs

No		Target Needs
1	Necessities	Material to be learned. Vocabulary, fluency, pronunciation, and grammar.
2	Lacks	Vocabulary, pronunciation, fluency, and intonation. Lack of confidence, anxiety, the activity's lack of variation, and anxiety about getting direct criticism.
3	Wants	high-level proficiency in vocabulary, fluency, pronunciation, grammar, and organizing sentences in English conversation. Aligned with learning objectives and outcomes, accurately portraying real-life situations, following grammatical rules, correct spelling, and using proper sentence structure.

Table 3 indicates that students' target needs focus on mastering essential speaking components, including vocabulary, fluency, pronunciation, and grammar. They encounter challenges such as a limited vocabulary, unclear pronunciation, inadequate intonation, and speaking anxiety, which result from a lack of confidence, fear of direct criticism, and monotonous classroom activities. They prefer materials that facilitate authentic communication, are engaging and diverse, and enhance their ability to speak English accurately and confidently. Content is expected to align with learning objectives, employ correct sentence structure, and adhere to grammar and spelling conventions to facilitate improvement in idea organization and clarity of expression.

The Learning Needs of Grade XI Students in Learning Speaking English

Learning needs refer to the outcomes that students must achieve during the learning process. These needs are typically categorized into several components: goals, procedures, input, settings, and the roles of the teacher and the learner.

Table 4
Learning Needs

No		Learning Needs
1	Goals	Improving fluency, pronunciation, and vocabulary.
2	Procedure	Tasks involving expressing words or phrases in English related to the themes or subject being studied, dialogue with their classmates, specifically on issues relevant to the learning themes or subjects, and involvement in monologues portraying everyday life occurrences.
3	Input	Media for the learning process. Students' preferences for the category of videos. The length of the video.
4	Setting	Blended learning, small group activities, and in-class activities
5	Teacher and student roles	The teacher's role is to motivate and encourage students, provide a supportive atmosphere, and encourage them to think creatively. Students' roles are to participate in classroom discussions, express their opinions collaboratively, and effectively utilize acquired vocabulary.

According to Table 4, students aim to improve their fluency, pronunciation, and vocabulary through engaging tasks, including dialogues, expressing ideas, and performing monologues. They prefer video-based input customized to relevant themes, taking into account both the type and duration of the video. Optimal learning occurs in blended, small groups and traditional classroom settings. Teachers are expected to motivate and foster

creativity, while students are encouraged to collaborate, express their opinions, and utilize the vocabulary they have acquired. The identified needs correspond with the Merdeka Curriculum Phase F, prioritizing effective communication across diverse purposes and contexts.

The Appropriateness of Supplementary Video-Based Speaking Materials for a Flipped Classroom Model

Following the completion of essential phases in material development, video-based supplementary resources were utilized within a flipped classroom framework to assess their effectiveness in enhancing the speaking skills of beginner students. Students assessed their agreement with statements regarding the materials' usefulness, ease of use, and engagement on a four-point scale. The results demonstrate positive perceptions, suggesting that the materials facilitated engaging and meaningful language practice.

Table 5
Students Use the Material

No	Statement	Percentage			
		1	2	3	4
1	The developed materials effectively enhance the English-speaking abilities of eleventh-grade students.	0%	0%	**53%**	47%
2	The materials are designed to motivate eleventh-grade students to improve their English-speaking skills actively.	0%	0%	**59%**	41%
3	The structure of the materials and tasks fosters interaction in English between students, students, teachers, and the broader community.	0%	6%	**53%**	41%
4	The topics within the materials are relevant to the daily lives of eleventh-grade students, promoting more significant engagement.	0%	12%	41%	**47%**
5	The materials encourage creativity among eleventh-grade students as they complete their tasks.	0%	0%	**59%**	41%
6	The content presentation supports students in independently learning and practicing English-speaking skills.	0%	0%	35%	**65%**
7	Illustrations are utilized effectively, creating visual appeal for students.	0%	0%	**53%**	47%
8	Video and audio materials provide pronunciation examples aligned with target intonation, pronunciation, rhythm, and accent as outlined in the learning objectives.	0%	0%	**53%**	47%
9	Pronunciation accuracy in video and audio materials aligns with the English language proficiency level of eleventh-grade senior high school students.	0%	12%	41%	**47%**
10	The video materials encourage students to communicate actively, practice speaking, and engage in exercises	0%	0%	41%	**59%**
11	The instructional videos are appropriate for preliminary activities before class within the flipped classroom.	0%	0%	**53%**	47%

Furthermore, the teacher's interview highlighted the effectiveness of video-based supplementary materials in enhancing student engagement and participation within a flipped classroom environment. Culturally inclusive content and diverse characters help foster a sense

of belonging. Audio-visual aids facilitated active participation in speaking tasks. An expert questionnaire assessment validated the materials' suitability according to established criteria.

Table 6
Expert Validation

No	Components of Evaluation	Scores
1	The appropriateness of the content	3.70
2	Presentation	3.16
3	Language	3.66
4	The appropriateness of graphical representation	3.50
5	The appropriateness of the content in the video	3.33
6	The appropriateness of visual and audio illustration	3.20
7	Learning activity	3.20
	Mean (x)	3.40

Table 6 shows expert judgment rated the materials as "very good" or "very appropriate," with a mean score of 3.4, within the range of 3.26 < x ≤ 4.00, supporting their content quality, presentation, language use, visuals, and learning activity. The materials effectively addressed target and learning needs, fostering a supportive and interactive environment for speaking practice. The flipped classroom model, integrated with PPP and communicative frameworks, successfully guided students from structured exposure to independent speaking. These results affirm the relevance and impact of the video-based materials, particularly for beginner-level students.

Discussion

This research highlights the importance of the flipped classroom model in addressing challenges associated with restricted instructional time for English language learning. A primary aim was to understand the needs of eleventh-grade students, including their necessities, deficiencies, and wants (Hutchinson & Waters, 1987). The requirements analysis performed in this research indicated that students need regular practice and exposure to English in context to develop speaking skills. Four essential aspects were deficient: vocabulary, pronunciation, fluency, and intonation. These elements are essential for good oral communication. They are supported by Richards (2015), who emphasizes vocabulary development as a fundamental component of second language acquisition, including both general and specialized vocabulary relevant to students' interests and contexts.

The significance of contextualized exposure to new vocabulary was further underscored, supporting Harmer's (2015) assertion that learners most effectively comprehend language when encountered in relevant contexts, such as through reading and listening activities. This study found that video subtitles provided a practical supplemental resource, enabling students to see and audibly engage with new terminology in context. Additionally, students selected topics such as entertainment, technology, nature, health, teenagers, and culture, showing an alignment between their interests and the content of the developed materials. This corroborates Brown & Lee's (2015) claim that real-world and personally relevant subjects enhance engagement and learning in communicative language instruction.

This research identified target needs and examined students' learning requirements, including goals, input, procedures, settings, and the roles of both teacher and learners (Nunan, 2004). The results demonstrate that students seek to improve fluency, pronunciation, and vocabulary, which is consistent with Koizumi and In'nami's (2024) emphasis on lexical access as essential for oral proficiency. The preferred learning procedures included communicative activities, such as peer discussions and vocabulary expression. Task-based language learning (Tomlinson, 2023) and dialogue-based interaction (Brown & Lee, 2015) have proven effective in enhancing both fluency and accuracy (Ellis, 2018). Students preferred brief,

engaging videos as input, supporting Wang et al (2024) assertion that video materials enhance comprehension via paralinguistic cues, including facial expressions and gestures.

The materials were designed in accordance with the Jolly and Bolitho framework (1998) to address these learning needs, ensuring both contextual and pedagogical appropriateness (Tomlinson, 2012; Nunan, 2004). The design incorporated the Presentation-Practice-Production (PPP) approach (Harmer, 2015) and pre-speaking, while-speaking, and post-speaking phases (Shobikah, 2020). These stages supported learners in planning, performing, and reflecting on their spoken output. The approach was further enriched by integrating blended learning, particularly the flipped classroom model. Video-based materials were provided for out-of-class study, allowing class time to be dedicated to interactive discussions, feedback, and fluency-focused practice (Bergmann & Sams, 2015; Harmer, 2015). In this model, the teacher plays a crucial role in facilitating engagement and supporting students' confidence in speaking (Brown & Lee, 2015).

The study evaluated the appropriateness of the developed materials through expert judgments. Experts validated the content's structured design, interactivity, and relevance for beginner learners (Brown, 2014; Richards, 2015). The materials embodied principles of listening instruction that improve speaking performance through targeted listening. The expert evaluation prompted additional adjustments, including the incorporation of more speaking opportunities and the explicit integration of flipped classroom elements. These modifications enhanced the learning experience by promoting engagement and inclusivity, bolstering learners' confidence and communication abilities (Mayer, 2020; Bergmann & Sams, 2012).

CONCLUSION

This study developed video-based supplementary speaking materials for an eleventh-grade flipped classroom model in Yogyakarta. Utilizing the Jolly and Bolitho (1998) framework and a comprehensive needs analysis, the resources targeted the learners' fluency, pronunciation, and vocabulary requirements through systematic practice and realistic, engaging content. The flipped model facilitated efficient use of classroom time for interactive speaking activities, enhancing communicative ability. Expert validation and educator input affirmed the products' appropriateness, especially for beginner-level students. The deployment of a single unit constrained the research. Future research should address these aspects to improve effectiveness and scalability. Despite these limitations, the study highlights the pedagogical value of integrating authentic, culturally responsive video materials within a flipped classroom model. It provides a practical framework for improving speaking competence using learner-centred, technology-enhanced education.

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