

# DEVELOPING SUPPLEMENTARY VIDEO-BASED SPEAKING MATERIALS FOR A FLIPPED CLASSROOM MODEL JOLLT SYABIT.

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## DEVELOPING SUPPLEMENTARY VIDEO-BASED SPEAKING MATERIALS FOR A FLIPPED CLASSROOM MODEL

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Article Info	Abstract
<b>Article History</b> Received: Revised: Published: <b>Keywords</b> Developing; Flipped Classroom; Speaking; Supplementary Learning Materials; Video-Based	<p>This study aims to develop video-based supplementary materials for a flipped classroom model to improve the speaking abilities of eleventh-grade students. By identifying target needs and learning needs. This research adopts a research and development (R&amp;D) methodology in education, guided by the Jolly and Bolitho (1998) framework. The development process followed seven stages: identifying and analyzing students' needs, contextual and pedagogical realization, producing and implementing the materials in the classroom, and evaluating their effectiveness. The study used qualitative and quantitative data collection. Qualitative data were gathered through interviews and document analysis, while quantitative data were obtained from questionnaire responses.</p> <p>The materials were specifically designed to overcome common challenges such as fluency and intonation by incorporating authentic audio resources and pronunciation exercises to address proficiency gaps. Topics were selected based on student's interests to boost motivation and encourage active participation. The flipped classroom model integrated online and in-class activities, enabling structured practice, real-time feedback, enhanced student interaction, and improved learning outcomes. The finding revealed that the materials fostered an inclusive and supportive environment, boosting students' confidence and engagement. Each instructional session followed the Presentation, Practice, and Production (PPP) approach, guiding students from language exposure to independent practice and production. Expert evaluations rated the materials as "very good" or "very appropriate," with a mean score of 3.4, within the range of <math>3.26 &lt; x \leq 4.00</math>. Teachers also reported improved vocabulary and speaking skills, particularly for beginner-level students</p>

**How to cite:**

## INTRODUCTION

Extensive exposure to communicative practices is necessary for the acquisition of foreign language skills, particularly in English as a Foreign Language (EFL). Language acquisition necessitates the cultivation of robust communication abilities. The importance of proficiency in speaking English as a foreign language in academic, social, and professional settings, as it enables individuals to effectively communicate their ideas (Zhong, 2024). The content, format, principles, and concept of English-speaking and listening instruction have been significantly altered by recent curriculum modifications (Wu and Wang, 2021). While these educational reforms have resulted in substantial enhancements in a variety of English-speaking and listening education components, they have also presented numerous opportunities for further development and challenges.

12 The integration of digital technology in education has become increasingly essential in 37  
meeting the diverse requirements of modern learners in response to these challenges. By  
leveraging students' familiarity with digital platforms, digital technology in education can  
meet the diverse needs of modern students, this method enhances the efficacy of instruction  
by engaging students in activities that are consistent with their digital experiences.  
Additionally, it promotes genuine educational transformation by introducing innovative,  
personalized pedagogical approaches that are designed to accommodate a wide range of  
learning preferences, cultural contexts, and academic trajectories. Educators can cultivate a  
more dynamic inclusive, and efficient educational system by establishing technology-driven  
learning environments that provide students with modern skills (Hidayat et al, 2021; Kibar et  
al, 2020; Ayçiçek & Yelken, 2018). EFL learners frequently face obstacles as a result of the  
limited instructional time and large class sizes, which diminish the opportunities for  
individualized support and meaningful language practice.

Enhancing the quality and effectiveness of English as a Foreign Language (EFL)  
instruction within a flipped classroom setting is crucial. The flipped classroom model  
redefines traditional learning by shifting knowledge acquisition to pre-class activities,  
allowing students to engage in self-directed study before attending lessons. This approach  
maximizes classroom time for interactive exercises, particularly in speaking practice, as  
students apply their pre-learned knowledge with instructor guidance. Additionally, integrating  
video-based learning enhances comprehension by accommodating different learning styles  
through auditory and visual elements. This method fosters deeper engagement, provides  
repeated exposure to instructional content, and proves students' language proficiency by  
offering meaningful practice opportunities inside and outside the classroom. (Hung, 2017;  
Tran & Nguyen, 2018; Suryawan et al., 2021). The flipped classroom represents a significant  
method for moving from teacher-centered to student-learning by reallocating instruction to  
out-of-class hours, thereby facilitating in-class engagement via group activities, peer  
feedback, and discussions (Cheng et al., 2019). This model enables students to engage with  
pre-recorded lectures or instructional materials prior to class, thereby optimizing class time  
for interactive learning, problem-solving, and real-world applications (Sun et al., 2022).  
Structuring lessons into pre-class, in-class, and post-class phases promotes active participation  
and independent learning (Al-Samarraie et al., 2020). Technology is essential for providing  
content beyond the classroom, facilitating discussions, collaboration, and applied learning  
(Kawinkoonlasate, 2019). Moreover, it improves student engagement and learning outcomes,  
demonstrating particular effectiveness in online and distance education (Ağırman &  
Ercoşkun, 2022).

Students encounter considerable obstacles in developing speaking skills, frequently  
grappling with confidence issues and a fear of errors during public presentations. A limited  
vocabulary, grammatical errors, difficulties in pronunciation, and fluency issues impede  
effective communication. Students often struggle to express their thoughts due to  
psychological factors such as speech anxiety, low motivation, and apprehension regarding  
negative feedback. Opportunities for practicing English outside of school are limited, and  
available resources, such as books, CDs, and online videos, may not adequately address their  
specific learning requirements. Teachers face challenges in addressing the diverse needs of  
their students, primarily due to insufficient time to develop personalized instructional  
resources. Consequently, many individuals rely on textbooks, which may not adequately  
enhance students' speaking abilities. Internet fools frequently prioritize material delivery  
overactive student engagement and fail to represent real-world scenarios. Teaching tools tend  
to lack structured warm-up tasks, such as reviewing prior knowledge, which are essential for  
effective speaking practice (Azkiyah & Rahayu, 2018; Chen & Hwang, 2020; Irianti et al.,  
2024).

The existing teaching tools are inadequate for facilitating engaging speaking activities. Video clips and other authentic materials are frequently utilized; their primary purpose is not always to enhance speaking skills. The discrepancy between the available tools and the actual needs of students for improving their speaking skills underscores the necessity of developing supplementary materials. To address these issues, it is essential to develop new tools tailored to individual learning styles, enabling active participation, practical application, and real-life language use both within and beyond the classroom.

A review of existing literature support the effectiveness of the flipped classroom model in enhancing speaking skills through video-based learning. Studies highlight the benefits of shifting instructional content outside class time, allowing students to engage in communicative tasks during lessons.

Aristin et al. (2024) focused on developing high-quality flipped classroom videos using the ADDIE model, demonstrating their effectiveness in promoting independent knowledge exploration. Phoeun & Sengsri (2021) examined the integration of Communicative Language Teaching (CLT) within a flipped classroom, finding that interactive activities like role-plays and group discussions significantly improved students' speaking proficiency and confidence. Similarly, Li & Suwanthep (2017) found that flipped instruction combined with constructive role-plays enhanced EFL learners' speaking skills and motivation. Long et al. (2016) explored student preferences for pre-class videos, emphasizing the importance of concise, engaging content and interactive elements like quizzes for comprehension.

While prior studies confirm the benefits of flipped classrooms for improving speaking skills, this research is unique in its focus on designing supplementary video-based materials tailored specifically for eleventh-grade high school students. Unlike general studies on flipped learning, this study addresses the specific learning preferences and challenges of high school students, ensuring materials align with their needs for more effective speaking practice.

This study aims to investigate:

1. What are the specific target needs of eleventh-grade students in developing their speaking skills?
2. What are the learning requirements 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 research follows a comprehensive and iterative instructional design process using a Research and Development (R&D) approach. Reiser and Dempsey (2017) describe instructional design as a continuous cycle of identifying, testing, and refining learning materials. The process includes analysis, design, development, implementation, and evaluation, ensuring adaptability and effectiveness by integrating feedback at each stage to enhance learning outcomes and meet diverse student needs. For material development, this study adopts Jolly and Bolitho's (1998) framework with necessary modifications to suit its objectives. As noted by Kustini et al. (2020), Jolly and Bolitho stress the importance of rigorous testing and evaluation of instructional materials, whether commercially produced or teacher-generated. This process ensures that the materials are well-suited to learners' needs, promoting flexibility and effectiveness in education.

### Research Participants or Population and Sample

This study was conducted with 55 eleventh-grade students from a private high school in Yogyakarta, categorized into beginner, intermediate, and advanced proficiency levels. The study used purposive sampling to focus on beginner-level students due to their lower average speaking scores, indicating a need for targeted support. Additionally, an English teacher participated in the research. To gather comprehensive data, the researcher distributed needs analysis questionnaires to students and conducted interviews with both students and the teacher to gain deeper insights into their educational needs.

### Instruments

Qualitative and quantitative methods were used to collect data for the needs analysis in this study. The research instruments included questionnaires, interviews, and document analysis to gain comprehensive insights into students' speaking needs. The students' questionnaire was distributed at the beginning of the study to assess students' target needs, learning preferences, and challenges in speaking skills. The findings guided the development of video-based flipped classroom materials. The expert judgment questionnaire was conducted using a Likert scale to evaluate the materials' quality, ranging from poor to very good. This assessment ensured the materials' appropriateness and effectiveness. Additionally, interviews were conducted with beginner-level students and an English teacher to gather in-depth perspectives. Open-ended questions were used to gain qualitative insights into students' speaking challenges. Ethical considerations were upheld, with participants' voluntary involvement ensured. The document analysis examined the Merdeka Curriculum and the Cambridge IGSCE syllabus, focusing on how both curricula integrate speaking skills. This helped align the developed materials with educational objectives. The research adopted Jolly and Bolitho's (1998) instructional design framework, which involves seven stages: problem identification, needs exploration, contextual realization, pedagogical realization, physical production, use, and evaluation. This systematic approach ensured that the materials addressed students' specific learning needs and underwent thorough testing and refinement to optimize their effectiveness.

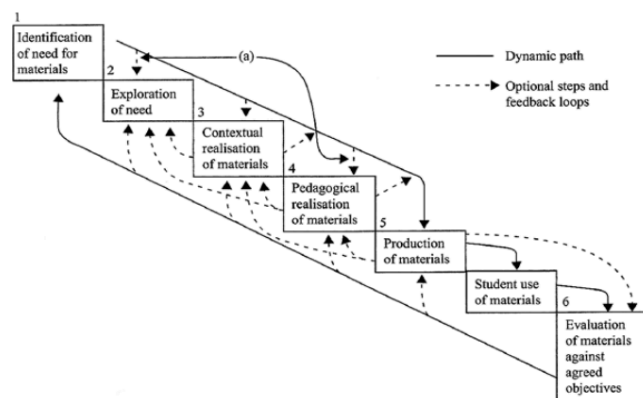


Figure 1. Jolly and Bolitho Framework

## Data Analysis

The data collected from questionnaires as quantitative data was analyzed using two distinct approaches. The needs analysis and implementation questionnaires were examined by calculating the percentage of each option in the questions. The item with the highest percentage indicates the students' prevailing needs, tendencies, and feelings. The formula below outlines the process for determining the percentage. Additionally, the expert evaluated the learning materials using a Likert scale in the questionnaire. The ratings are (4) very good, (3) good, (2) fair, and (1) poor. The formula's output was transformed into a descriptive analysis, with each category assigned a range of 0.75. These intervals were established by applying this range, which allowed the interpretation of the mean score into descriptive categories. The following table details these categories, offering a clear framework for interpreting the results.

Table 1. 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

Three concurrent flows of activity in qualitative data analysis: data condensation, data display, and conclusion drawing/verification (Miles and Huberman, 2014). The process of data condensation entails the simplification, concentration, and transformation of qualitative data that has been gathered from sources such as field notes and interviews. This ongoing process, which commences with selecting the research design and continues through data collection, classification, theme development, and analysis until the final report is completed, refines the data to make it more meaningful. The term "data display" denotes the systematic and precise presentation of information, facilitating the decision-making process. Diagrams and graphs are practical visual representations that facilitate data organization in a manner that improves comprehension, allowing analysis to rapidly comprehend the situation, draw conclusions, and determine the next course of action. Finally, the process of deriving and verifying conclusions is continuous. This can be accomplished by contemplating one's thoughts while writing and perusing field notes. Verification aims to guarantee the validity of the findings by ensuring the plausibility, reliability, and confirmability of the derived meanings. The research would be without certainty and practical relevance, although it may tell an intriguing story without verification.

## RESEARCH FINDINGS AND DISCUSSION

### Research Findings

These findings are crucial for resolving the research questions and providing valuable insights, as they are derived from the research and data collection procedures based on the Jolly and Bolitho (1998) framework for developing supplementary video-based flipped classrooms designed to promote speaking skills.

#### *The Target Needs of Grade XI Students in Learning Speaking English*

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

Table 2. Target Needs

No	Target Needs
1	Necessities <ul style="list-style-type: none"> <li>Material to be learned (suggestions and offers, stating opinions and thoughts, explanation text,</li> </ul>



		<p>procedure text, hortatory text, analytical exposition text).</p> <ul style="list-style-type: none"> <li>• Necessities in spoken language (vocabulary, fluency, pronunciation, and grammar).</li> </ul>
2	Lacks	<ul style="list-style-type: none"> <li>• Lacks in spoken language (vocabulary, pronunciation, fluency, and intonation)</li> <li>• Challenges encountered during English speaking in the classroom (lack of confidence, anxiety, the activity's lack of variation, and anxiety getting direct criticism).</li> </ul>
3	Wants	<ul style="list-style-type: none"> <li>• Wants in the process of acquiring spoken language skills (high-level proficiency in vocabulary, fluency, pronunciation, grammar, and organizing sentences in English conversation)</li> <li>• Topic to be learned (entertainment, technology, teenagers, nature, health, culture)</li> <li>• Preferences about the materials used in the video-based flipped classroom (aligned with learning objectives and outcomes, accurately portraying real-life situations, following grammatical rules, correct spelling, and using proper sentence structure)</li> </ul>

### ***The Learning Needs of Grade XI Students in Learning Speaking English***

Learning needs refer to what students must achieve in the learning process. These needs are typically categorized into several components: goals, procedures, input, settings, and the teacher's and learner's roles.

Table 3. Learning Needs

No		Learning Needs
1	Goals	Students' goals in using supplementary materials (improving fluency, pronunciation, and vocabulary)
2	Procedure	The activities to improve speaking skills (tasks involving expressing words or phrases in English related to the themes or subject being studied, dialogue conversational with their classmates, specifically on issues relevant to the learning themes or subjects, and involvement in monologues portraying everyday life occurrences).
3	Input	<ul style="list-style-type: none"> <li>• Media for the learning process (video-based, games, and pictures).</li> <li>• Students' preference about the category of videos (the video should have clear visuals with high-quality images and clear audio, mirroring the learning objectives, and legible text sizes that are easy to read).</li> <li>• The length of video (2-5 minutes)</li> </ul>

4	Setting	<ul style="list-style-type: none"> <li>The setting of the learning process (blended learning, small group activities, and in-class activities)</li> </ul>
5	Teacher and student role	<ul style="list-style-type: none"> <li>Teacher's role (motivating and encouraging, providing a supportive atmosphere, encouraging students to think creatively).</li> <li>Student's role (participate in classroom discussion, express their opinions collaboratively, and effectively utilize acquired vocabulary).</li> </ul>

Furthermore, the goal aligns with the learning objectives of the Merdeka Curriculum Phase F, which mandates that students utilize English to communicate with teachers, peers, and others in various contexts and for multiple purposes. They are encouraged to employ strategies to effectively initiate, maintain, and conclude conversations and discussions and to respond to and pose open-ended questions.

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

After meticulously adhering to the critical stages of material development, including needs identification, exploration, contextual realization, pedagogical realization, and production, the researcher implemented the video-based supplementary materials in a flipped classroom model to assess their efficacy in improving students' speaking abilities. The initial assessment of the materials' appropriateness and impact on the development of speaking skills in beginner-level students was conducted during the implementation phase, which was restricted to Unit 1 and encompassed suggestions and offers. Students were asked to evaluate their level of agreement with various statements regarding the materials' efficacy, simplicity of use, and engagement in the survey. The options ranged from (4) "very agree," (3) "agree," (2) "disagree," and (1) "very disagree." The data collected offered a glimpse into students' perceptions, suggesting that the material can encourage language practice in a supportive and engaging manner. The table below summarizes the student's responses to the video-based supplementary speaking material in the flipped classroom model, resulting from the combined feedback from both students and teachers.

Table 4. 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 instructional content encourages students to communicate orally in English.	0%	6%	53%	41%
4	The structure of the materials and tasks fosters interaction in English between students, teachers, and the broader community.	0%	6%	53%	41%
5	The topics within the materials are relevant	0%	12%	41%	47%



	to the daily lives of eleventh-grade students, promoting more significant engagement.				
6	The materials encourage creativity among eleventh-grade students as they complete their tasks.	0%	0%	<b>59%</b>	41%
7	The content presentation supports students in independently learning and practicing English-speaking skills.	0%	0%	35%	<b>65%</b>
8	The level of English language difficulty is appropriate and reflects the developmental progression of eleventh-grade students' abilities.	0%	12%	<b>47%</b>	41%
9	Illustrations are utilized effectively, creating visual appeal for students.	0%	0%	<b>53%</b>	47%
10	The variation in fonts is suitable, legible, and not excessive	0%	0%	<b>53%</b>	47%
11	Video and audio materials provide pronunciation examples aligned with target intonation, pronunciation, rhythm, and accent as outlined in the learning objectives.	0%	0%	<b>53%</b>	47%
12	Pronunciation accuracy in video and audio materials aligns with the English language proficiency level of eleventh-grade senior high school students.	0%	12%	41%	<b>47%</b>
13	Video and audio components facilitate exercises that help students identify sounds, imitate or repeat them, and respond within listening and speaking activities.	0%	0%	41%	<b>59%</b>
14	The color composition in the materials motivates students to engage actively in English-speaking practice	0%	0%	35%	<b>65%</b>
15	The video materials encourage students to communicate actively, practice speaking, and engage in exercise	0%	0%	41%	<b>59%</b>
16	The instructional videos are appropriate for preliminary activities before class within the flipped classroom.	0%	0%	<b>53%</b>	47%

Furthermore, the teacher's interview emphasizes the efficacy of the video-based speaking supplementary materials designed for eleventh-grade students in a flipped classroom model. These materials have been demonstrated to benefit students, promoting engagement in and outside of the classroom. By incorporating cultural inclusivity and diverse characters, the materials resonate with students' diverse backgrounds, enhancing their sense of belonging. The teacher also observed that the flipped classroom model, supported by audio-visual aids, motivates students to participate actively in speaking exercises, fostering skills development and an enduring interest in language teaching.

To determine the appropriateness of the supplementary video-based materials, an expert in the field carefully assessed the learning materials' components to guarantee that they complied with the necessary standards and criteria. A questionnaire was employed to collect data for the expert evaluation.

Table 5. 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

The results suggest that the learning materials developed effectively align with students' needs, emphasizing improving speaking skills within a flipped classroom model. The finding revealed that the materials fostered an inclusive and supportive environment, boosting students' confidence and engagement. Each instructional session followed the Presentation, Practice, and Production (PPP) approach, guiding students from language exposure to independent practice and production. Expert evaluations rated the materials as "very good" or "very appropriate," with a mean score of 3.4, within the range of  $3.26 < x \leq 4.00$ . Teachers also reported improved vocabulary and speaking skills, particularly for beginner-level students.

#### Discussion

This study underscores the significance of the flipped classroom model in addressing the challenges posed by limited instructional time for English learning. By developing supplementary speaking materials tailored to eleventh-grade students, this research enhances language acquisition, asserting that consistency and practice are essential for proficiency. The findings emphasize the importance of communicative activities in fostering meaningful interaction and fluency (Turan & Akdag-Cimen's, 2020). Ultimately, this study contributes to improving speaking skills by aligning instructional materials with students' target and learning needs within a flipped learning framework. The content of the supplementary materials that have been developed is significantly influenced by the target requirements of eleventh-grade students. Target needs typically consist of three primary components: necessities, lacks, and wants (Hutchinson & Waters, 1987). A comprehensive needs analysis was conducted in this study to collect data regarding these three components. In a second language, vocabulary development entails the establishment of a core vocabulary that is applicable across a variety of domains, genres, and text types, as well as the expansion of specialized vocabulary based on the learner's specific interests and needs, whether they are academic, occupational, or social (Richards, 2015).

The current study's findings, which demonstrated a clear correlation between the student's needs, the teacher's input, and relevant documents regarding learning materials and spoken English proficiency, are content with this perspective. As these sources emphasize, cultivating components, particularly vocabulary, is essential for effective spoken communication. Regarding the lack, the study identified four critical areas: vocabulary, pronunciation, fluency, and intonation. The importance of educators' essential responsibility to teach language, as students must encounter new words in context to comprehend their function in honest communication. Reading text or listening to audio recordings are effective methods for introducing vocabulary. Therefore, the subtitles provided supplementary material that allowed students to observe and hear words in action, facilitating comprehension and retention (Harmer, 2015). Shobikah (2020) claims that speaking typically progresses through three critical phases: pre-speaking, while-speaking, and post-speaking. During the pre-speaking phase, students can formulate their ideas through pre-task planning, with supplementary

assistance in the form of relevant information and vocabulary. Students actively participate in tasks such as information gap activities, problem-solving, and social monologues during the while-speaking phase, which aids in the development of automaticity and fluency. They implement vocabulary memorization and retelling strategies to improve their fluency. Lastly, the post-speaking phase underscores the importance of accuracy, as students concentrate on developing their language skills through activities such as language concentration, self-repair, and feedback that may originate from either teacher or peers. Students' engagement with content that aligns with their interests and objectives is demonstrated by their selection of topics, encompassing entertainment, technology, nature, health, teenagers, and culture. Brown & Lee (2015) propose that these topics are encouraging for supplementary materials, as they are consistent with the fundamental principles of communicative language teaching, which prioritize real-world language application and relevance.

This study explores students' learning needs in speaking proficiency through the flipped classroom model. Learning needs encompass goals, procedures, input, settings, and the roles of teachers and learners (Nunan, 2004). Students aim to enhance fluency, pronunciation, and vocabulary, aligning with Koizumi's (2013) emphasis on lexical access for oral proficiency. Pronunciation, often overlooked in language instruction (Brown & Lee, 2015), is a key focus. Regarding procedures, students prefer communicative activities, such as expressing relevant vocabulary and engaging in peer discussions. Task-based language learning (Tomlinson, 2012) and dialogues (Brown & Lee, 2015) effectively facilitate fluency and accuracy (Ellis, 2018). Multimedia input, particularly video-based materials, is favored, reinforcing Harmer's (2007) argument that videos enhance comprehension through paralinguistic cues. Short, engaging videos (3-5 minutes) are optimal for maintaining interest.

Blended learning is highly preferred, supporting the flipped classroom model, where video-based materials aid out-of-class study (Bergmann & Sams, 2015), and in-class discussions reinforce skills through structured, interactive feedback (Harmer, 2015). The teacher's role is crucial in providing motivation and fostering a supportive learning environment (Brown & Lee, 2015). The developed learning materials effectively address students' needs, enhancing speaking skills within a flipped classroom model. Based on Sönmez (2019) and Brown & Lee (2015), this approach fosters meaningful engagement with the target language through structured activities inside and outside the classroom. The Jolly and Bolitho framework (1998) guided material development, ensuring alignment with students' learning needs through contextual and pedagogical realization (Tomlinson, 2012; Nunan, 2004).

The video-based materials integrate the Presentation-Practice-Production (PPP) method (Harmer, 2015), providing structured yet adaptable language acquisition. Listening instruction principles (Richards, 2009) further enhance comprehension and speaking proficiency. Expert validation confirmed the materials' appropriateness, highlighting their structured design, interactive nature, and relevance for beginner learners (Brown, 2014; Richards, 2015). Refinements based on expert feedback—such as increased speaking opportunities and clearer flipped classroom integration—further improved effectiveness. The final materials foster an engaging and inclusive learning experience, supporting students' confidence and proficiency in real-world communication (Mayer, 2020; Bergmann & Sams, 2012).

However, the study faced several limitations. First, due to time constraints, only Unit 1 was implemented, restricting comprehensive evaluation across all six units. This limited scope affects the generalizability of findings, as the full impact of the materials on speaking skills across different contexts remains unexplored. Future research should assess all units to ensure a broader and more reliable measure of effectiveness.

Second, student engagement with video content outside the classroom could not be fully monitored. While interactive elements encourage participation, the lack of tracking mechanisms raises concerns about actual engagement. Future studies should integrate LMS-based analytics to assess video completion and interaction accurately.

Lastly, while expert validation confirmed the content's appropriateness, the visual design elements were not assessed by specialists. This omission may influence the perceived quality and effectiveness of the materials. Future research should include media design validation to enhance the overall instructional impact.

## CONCLUSION

This study developed video-based supplementary speaking materials for a flipped classroom model tailored to eleventh-grade students in Yogyakarta. Guided by Jolly and Bolitho's (1998) framework, the materials addressed students' target and learning needs by focusing on fluency, pronunciation, and vocabulary. They incorporated structured practice, authentic audio, and engaging topics to enhance motivation and communicative competence. The flipped model enabled pre-class learning through videos, allowing in-class time for interactive speaking activities. Teachers found the materials effective, especially for beginner students, while expert validation confirmed their suitability. Future research should evaluate all units and refine engagement tracking for a more comprehensive impact.

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