

**INTEGRATING FLIPPED CLASSROOM
INTO ORAL PRESENTATION TO ENHANCE
EFL LEARNERS' SPEAKING ACHIEVEMENTS**

(A Thesis)

By

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ABSTRACT

INTEGRATING FLIPPED CLASSROOM INTO ORAL PRESENTATION TO ENHANCE EFL LEARNERS' SPEAKING ACHIEVEMENT

By

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This study examined the effectiveness of integrating the Flipped Classroom strategy into oral presentation activities to enhance EFL learners' speaking achievement. The research was motivated by the importance of oral presentations in global communication and the limited preparation time often experienced by learners, despite preparation being essential for mastering presentation content. This study employed a quasi-experimental design. Third-year students at Lazuardi Haura Junior High School participated in the study. Two classes participated, each consisting of 15 students, resulting in a total of 30 research participants. The Independent Group T-test was used to analyze the data for the first research question, as this study aimed to compare the results of the control group and the experimental group after receiving treatment. On the other hand, the data obtained from the experimental class were used to answer the second research question, which were analyzed using a One-Way Repeated Measures ANOVA. The students' scores from both experimental and control groups were inputted and processed in SPSS. Data were collected through pretests and posttests over six meetings. The findings revealed significant improvement in both groups, yet the experimental group—taught using the flipped classroom strategy—showed a greater gain of sixteen points compared to eight points in the control group. Fluency emerged as the most improved speaking aspect. Overall, the study indicates that integrating Flipped Classroom principles into oral presentation lessons positively impacts students' language production and supports more effective speaking achievement. The improvement was attributed to the opportunities provided to the experimental group to engage in self-directed learning, participate in student-centered active activities, experience personalized learning, and utilize technology throughout the instructional process.

Keywords: *Oral Presentation, Flipped Classroom, Speaking, English Language Teaching*

ABSTRAK

EFEKTIVITAS PENGINTEGRASIAN STRATEGI *FLIPPED CLASSROOM* DALAM KEGIATAN PRESENTASI LISAN UNTUK MENINGKATKAN KEMAMPUAN BERBICARA PESERTA DIDIK EFL (*ENGLISH AS A FOREIGN LANGUAGE*)

Oleh

Rella Islami

Penelitian ini bertujuan untuk mengkaji efektivitas pengintegrasian strategi Flipped Classroom dalam kegiatan presentasi lisan untuk meningkatkan kemampuan berbicara peserta didik EFL (English as a Foreign Language). Penelitian ini dilatarbelakangi oleh pentingnya presentasi lisan dalam komunikasi global serta keterbatasan waktu persiapan yang sering dialami peserta didik, padahal persiapan merupakan aspek penting dalam penguasaan materi presentasi. Penelitian ini menggunakan desain kuasi-eksperimental. Peserta penelitian adalah siswa kelas tiga di Lazuardi Haura *Junior High School*. Total partisipan penelitian berjumlah 30 siswa. Data dikumpulkan melalui pretest dan posttest selama enam pertemuan, kemudian dianalisis menggunakan Independent Group T-test dan One-Way Repeated Measures ANOVA dengan bantuan SPSS. Data dikumpulkan melalui pretest dan posttest selama enam kali pertemuan. Hasil penelitian menunjukkan adanya peningkatan yang signifikan pada kedua kelompok, namun kelompok eksperimen yang diajar menggunakan strategi *Flipped Classroom* menunjukkan peningkatan yang lebih besar, yaitu sebesar 16 poin dibandingkan delapan poin pada kelompok kontrol. Kelancaran (*fluency*) menjadi aspek berbicara yang mengalami peningkatan paling tinggi. Secara keseluruhan, penelitian ini menunjukkan bahwa pengintegrasian prinsip *Flipped Classroom* dalam pembelajaran presentasi lisan memberikan dampak positif terhadap produksi bahasa siswa serta mendukung peningkatan kemampuan berbicara yang lebih efektif. Peningkatan tersebut disebabkan oleh adanya kesempatan bagi kelompok eksperimen untuk terlibat dalam pembelajaran mandiri, berpartisipasi dalam aktivitas aktif yang berpusat pada siswa, memperoleh pengalaman belajar yang dipersonalisasi, serta memanfaatkan teknologi selama proses pembelajaran.

Keywords: *Oral Presentation, Flipped Classroom, Speaking, English Language Teaching*

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By

Rella Islami

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**MASTER PROGRAM OF ENGLISH EDUCATION
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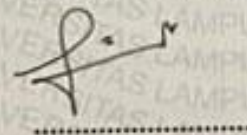
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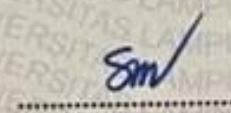
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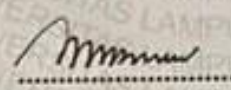
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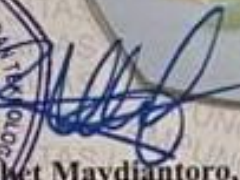
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CURRICULUM VITAE

Rella Islami was born in Jakarta on May 26, 1999. She is the youngest of three children in a family. Her father, Chairil, and her mother, Elfitri, have played a significant role in shaping her values, discipline, and perseverance. She has two older siblings: an older sister, dr. Dioba Fichta, and an older brother, Shiosi Mandala. Growing up in this nurturing environment, she developed a strong sense of responsibility and a passion for continuous learning.

She began her formal education at the kindergarten level, where she first developed her curiosity and enthusiasm for learning. She continued her elementary education at SDN 22 Banda Aceh, during a period when her father was assigned to work in Aceh. This experience allowed her to adapt to new environments from an early age. After completing her elementary education, she returned to Lampung and pursued her junior high school studies at SMPN 7 Bandar Lampung. These formative years played an important role in building her academic foundation and personal resilience. She completed her senior high school at Sekolah Global Madani in Bandar Lampung, where her teachers played a significant role in inspiring her to pursue a career in education. Their dedication and passion motivated her to become an inspiring teacher.

In 2017, she enrolled in the English Education Department, where she completed her undergraduate studies within three and a half years. During her academic journey, she demonstrated a strong interest and talent in newscasting. Her active participation and achievements in this field led her to receive numerous awards and earn the title of Outstanding Student (Mahasiswa Berprestasi 1 FKIP Unila) in 2020. These experiences significantly enhanced her public speaking skills and opened opportunities for her to serve as an adjudicator in various national-level newscasting competitions across Indonesia.

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In 2025, she successfully completed the in-service Teacher Professional Education Program (PPG), further developing her professional competence as an educator. She aspires to continuously grow as a professional teacher and to inspire her students through meaningful and impactful learning experiences.

MOTTO

“Alhamdulillah ‘ala kulli hal”

DEDICATION

This thesis is dedicated to all inspiring educators who instilled in me the pleasure of teaching and learning, to my beloved family for their endless love and unwavering support, and to myself for staying strong and persevering through every challenge.

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The author acknowledges the limitations of this study and welcomes constructive suggestions for improvement. It is expected that this research will contribute to educational development and future research.

Bandar Lampung, April 17, 2026
The author,

Rella Islami

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I. INTRODUCTION

This chapter indicates some points as the prior information of the study. It includes background, research questions, objectives of research, uses of research, scope, and definition of terms.

1.1 Background

In today's fast-paced and interconnected world, speaking stands out as a crucial language skill that significantly influences personal and professional interactions. It may be a challenging journey for EFL learners. They still find it difficult to speak English. It is a common fact that EFL learners encounter various difficulties when they begin to learn a foreign language since everything seems unfamiliar to them. It was found from the study by Islam et al. (2022), that most of the EFL learners faced problems speaking English due to both linguistic and communicative competence. In other words, they may struggle with vocabulary, grammar, pronunciation, and also with understanding how to use language appropriately. A recent study from Chand (2021) reveals that the most striking problems majority of the students faced were: feeling nervous, lack of vocabulary, the inability of using grammatical patterns, pronunciation of words, fear of making mistakes, overuse of mother tongue, and lack of confidence.

A similar issue was also identified in a local context, specifically at Lazuardi Haura Junior High School, where the researcher conducted an informal observation. Although the students demonstrated a basic ability in speaking English, their overall speaking ability remained relatively low. The students have limited opportunities available for active speaking practice. Restricted classroom time has prevented students from fully engaging in meaningful spoken interactions. This condition stands in contrast to the learning outcomes expected in the learning objectives

(*capaian pembelajaran*) of *Kurikulum Merdeka* which states that students use English to interact and exchange ideas, experiences, interests, opinions and views in an increasing variety of familiar formal and informal contexts. The gap between the students' potential and the actual learning practices highlights the need for further investigation, and serves as the foundation for this study.

However, these obstacles are caused not only by students' internal issues but also by external factors, such as the teaching technique employed by teachers. Therefore, teachers should choose the appropriate technique that is reliable with learners' needs and emphasize a student-centered. It is aligned with *Kurikulum Merdeka*, Indonesia's latest curriculum, that has student-centered as the characteristic that is expected to support the learning process. Tunagür et al. (2021) also mention that student-centered gave positive results in the development of EFL learners' speaking ability. Teachers should give learners a lot of opportunities and chances in practicing their language ability.

There are a lot of techniques used by teachers in teaching English that make the EFL learners able to use the language in a real communication setting, one of them is oral presentation technique. As a technique, oral presentation is delivering information and ideas through spoken communication. It is mentioned by Hanifa and Yusra (2018) that the ability to master an English language can be determined when the EFL learners speak, including performing extensive speaking such as an oral presentation. Oral presentation requires learners to demonstrate comprehension, fluency, vocabulary, grammar, and pronunciation. Being able to communicate effectively in an oral presentation is one of the important skills that will lead learners to achieve success in today's global environment. Ramadhani et al. (2022) believe that the skill to do an oral presentation might be considered an essential skill for future careers.

Nevertheless, there are certain drawbacks in the use of oral presentation technique in a teaching and learning process. A research by Hanifa and Yusra (2018) found that they intended to know the preparations, problems, and the solutions in EFL learners' oral presentation. By having students with high levels of English proficiency from English department as the participants, this study revealed

that the EFL learners experienced limited time for preparation. Whereas, preparation is a crucial aspect of an oral presentation, as it enables learners to master the material well. Besides, the researchers are facing learners with no interest in the presentation topic. It can cause confidence destruction which also results in losing ideas while talking. Benraghda et al. (2018) conducted a study that focused on technical oral presentation delivery. They finally discovered that some students believed they lacked practice or preparation prior to oral presentations. Sahan et al. (2022) ran a similar research that they found pronunciation errors are made by EFL third semester students. In their research, ten students produced many wrong expressions in pronunciation during the oral presentation. The last study was done by Kurakan (2021) by investigating the anxiety in English oral presentations of Thai EFL students. From his research, it was found that both high and low anxious groups suffered identical problems in pronunciations.

To overcome the shortcomings of oral presentation technique in language teaching and learning, it is essential to integrate the technique by integrating a strategy that can effectively address the limitations. Flipped Classroom comes with an idea that is in line with the perspective discussed above. Flipped Classroom was first introduced by educators, Bergmann and Sams in 2007, as a strategy for learners to improve understanding through flexible learning and to encourage active learning. This strategy aims to enhance learners' engagement and deepen understanding. It comes with four principles that may address the mentioned issues regarding the limitations of oral presentation in teaching speaking. The first principle is self-directed learning. In this principle, teacher gives learners more opportunities to gain comprehensible input outside the classroom. It is in accordance with the statement from Leis et al. (2015) that flipping the classroom requires learners to take control of their learning. Besides, they can explore more about the materials through many references in improving their outcomes. Emphasizing student-centered active learning is the second principle of Flipped Classroom. Inside the classroom, since the direct instructions are flipped to online learning, learners have more time to apply their knowledge into speaking activities with teachers' guidance. It is in line with the statement from Li et al. (2017) that the Flipped Classroom saves more time for interactive activities among students or

between the teacher and students, and the classroom time can be used more effectively and creatively.

The third principle is Flipped Classroom focuses on personalized learning. Learners can engage with content that matches their individual needs and interests. It makes meaningful interactions in the classroom that promote learning and increase students' interest in second language speaking. Lastly, this principle highlights the importance of the use of technology in facilitating digital tools and materials in learning process. Abdullah et al. (2019) argues that the integration of the Flipped Classroom may create a helpful, encouraging, and engaging learning environment to enhance learners' abilities and overcome various problems in the learning and teaching of speaking skills through recent technologies.

Therefore, it is essential to seek innovative teaching strategy that offer learners more opportunities to be exposed to English and speak in English, in order to enhance EFL learners' speaking achievement. However, despite the recognized benefits of oral presentation in promoting speaking skills, previous studies have consistently reported several limitations, particularly related to insufficient preparation time, lack of practice opportunities, and learners' anxiety during performance. These challenges indicate that the implementation of oral presentation alone may not optimally support the development of students' speaking achievement. On the other hand, the Flipped Classroom strategy offers several pedagogical advantages, such as extended learning time beyond the classroom, increased opportunities for rehearsal, student-centered learning, and more interactive in-class activities. Although a number of studies have examined the effectiveness of Flipped Classroom in improving language skills and others have explored the use of oral presentation in speaking instruction, there is still limited research that specifically integrates Flipped Classroom into oral presentation technique to address its inherent limitations, particularly in the context of enhancing EFL learners' speaking achievement. Therefore, this gap highlights the need to investigate how the integration of Flipped Classroom strategy into oral presentation can provide a more effective instructional approach to overcome the identified challenges. It is better to integrate Flipped Classroom strategy into steps of oral

presentation technique. This research is expected that the modified teaching model will provide a solution for enhancing the implementation of both Flipped Classroom and oral presentation in English teaching.

1.2 Research Questions

This study is intended to prove the effectiveness of oral presentation technique integrated with the Flipped Classroom strategy. In line with the problems above, the researcher specified the following research questions.

1. Is there any significant difference of EFL learners' speaking achievement between those who are taught by using Flipped Classroom strategy in oral presentation and those who are taught through original oral presentation?
2. Which speaking aspect is influenced the most after EFL learners' are being taught by using Flipped Classroom strategy in oral presentation?

1.3 The Objectives of the Research

Referring to the problems and research questions mentioned previously, the objectives of the research are as follows:

1. To find out whether there is a significant difference of EFL learners' speaking achievement between those who are taught by using Flipped Classroom strategy in oral presentation and those who are taught through original oral presentation.
2. To find out which aspect of speaking is most influenced after EFL learners are taught by using Flipped Classroom strategy in oral presentation.

1.4 The Uses of the Research

The research might be beneficial for some purposes both theoretically and practically. The uses of this research are as follows:

1. Theoretically, this research may support the previous studies and the existing theories regarding the use of Flipped Classroom strategy and oral presentation technique. Moreover, further studies related to this topic might

be conducted by future researchers. Hence, the finding of this study can be useful for them as foundational information to conduct further research.

2. In practical terms, the outcome of this study comes up with a new understanding of the teaching strategy that may enlighten English teachers, lecturers, educators, and curriculum developers. Thus, they may implement this newly-developed strategy in their speaking class.

1.5 The Scope of the Research

Applying a quantitative approach, this research dealt with the implementation of an integrated oral presentation and the original one to teach speaking for ninth graders. Furthermore, the subjects of the study were the third-year students of Lazuardi Haura Junior High School, Bandar Lampung. In pre-class preparation, students were provided with materials and references online through Google Classroom at home. Secondly, with the teachers, students participated in interactive activities before conducting their oral presentations.

In addition, the four principles of the Flipped Classroom strategy—self-directed learning, student-centered active learning, personalized learning, and the use of technology—were applied in the oral presentation process as a way to give maximum exposure for the students to solve the problems. The oral presentations by the ninth-grade students were then assessed based on the five speaking aspects proposed by Leong et al. (2017): vocabulary, pronunciation, fluency, grammar, and comprehension.

1.6 Definition of Terms

In this research, there are some terms that mostly appear in the explanation of each chapter. Those terms are dealing with the core of this research:

1. Speaking

Speaking is typically defined as the act of producing language through sound to communicate meaning. It encompasses several aspects namely vocabulary, pronunciation, fluency, grammar, and comprehension.

2. Flipped Classroom

Flipped Classroom is a strategy for learners to improve understanding through flexible learning and to encourage active learning. This strategy aims to enhance learners' engagement and deepen understanding.

3. Oral Presentation

As a technique, oral presentation is delivering information and ideas through spoken communication. Oral presentation consists of content, delivery, visual aids, and engagement. Oral presentations are commonly used in educational, professional, and public speaking contexts to inform, persuade, or entertain people.

The components above including background, research questions, objectives, uses, scope, and definition of terms are considered essential framework of this study. Further elaboration on the concepts are discussed in the next chapter.

II. THEORETICAL FRAMEWORK

This chapter presents a review of previous research (oral presentation and Flipped Classroom) and various concepts which are discussed in a literature review. It consists of the concept of speaking and its aspects, teaching speaking, oral presentation, teaching speaking through oral presentation, Flipped Classroom, integrating oral presentation with Flipped Classroom, procedure of teaching speaking through modified oral presentation, advantages and disadvantages, perception, theoretical assumption, and hypotheses.

2.1 Review of Previous Research

This sub-chapter aims to provide an overview of some previous studies conducted on oral presentation technique and Flipped Classroom strategy. This review will serve as a foundation for the current study, offering insight into how it aligns with or challenges existing literature, and establishing its contribution to the field.

2.1.1 Oral Presentation

Oral presentations are increasingly used by educators around the world as a method to enhance students' speaking skills. This technique has proven to be effective to enhance critical thinking, public speaking, and interpersonal communication.

A research by Brooks and Wilson (2015) found that oral presentations provide teachers with a learner-centered activity that may be used in the language classroom as an effective tool for enhancing their Japan university students' communicative competence. During the weeks leading up to their presentation students had to research, revise, and reshape their presentations

both inside and outside the classroom. Another relevant finding related to this study is presented by Riadil (2020). He claimed that oral presentation may be a way for the teacher to help the students to develop their speaking ability. The development of the grammar system, vocabularies, and language selection. In addition, Yahay and Kheirzadeh (2015) found that oral presentation may enhance accuracy and fluency in speaking ability of Iranian EFL learners.

However, there are certain drawbacks in the use of oral presentation technique in a teaching and learning process. A research by Hanifa and Yusra (2018) found that the EFL learners experienced limited time for preparation. Being well-prepared is a key factor in successful oral presentations, as it enables learners to master the material well. Moreover, researchers often encounter learners who lack interest in the presentation topic, which may undermine their confidence and lead to a loss of ideas during the speaking process. Benraghda et al. (2018) conducted a study that focused on technical oral presentation delivery. The findings indicated that several students attributed their difficulties to limited preparation and practice prior to presenting. A study from Kurakan (2021) revealed that both high and low anxious groups of Thai EFL Engineering Students face similar challenges with local accents and pronunciation during the preparation stage.

To address the limitations of the oral presentation technique in language teaching and learning, it is important to integrate a complementary strategy that may effectively overcome these shortcomings.

2.1.2 Flipped Classroom

Flipped Classroom, an innovative teaching strategy, has attracted considerable focus in educational research over the last twenty years. Some studies have explored the implementation of Flipped Classroom, examining its effectiveness.

Colomo et. al (2020) examined how higher education students in Spain perceive the effectiveness of the Flipped Classroom strategy. Their

findings suggest that students consider it a highly beneficial method for promoting motivation, flexibility, and personalized learning experiences. A study from Jdaitawi (2019) in Preparatory Year college students in Saudi Arabia indicated that the integration of Flipped Classroom in the process of learning may be effective in improving the self-regulation of students. This result may be attributed to the improvement of their abilities in organizing their materials and clearly expressing themselves in classrooms. Wulandari et.al (2021) in their study reveal that there is a significant improvement using Flipped Classroom for students' reading comprehension achievement. They claimed that Flipped Classroom allow students to work collaboratively and engage in actual class time learning to become the most important factor to get better results.

The other discovery related to this study was done by Mandasari et.al (2021). This study aims to explore how the Flipped Classroom strategy is implemented and to examine its effect on EFL learners' satisfaction in a Grammar class. The results of this study shows that Flipped Classroom strategy has been well-implemented in teaching grammar. It was found that Flipped Classroom was easy to implement, promote self-directed learning and improve grammar knowledge. A research by Ayçiçek and Yelken (2018) in a secondary school in the city of Hatay concluded that there is a significant difference between the pre-test and post-test scores of the experimental group. When examining the post-test scores, it was seen that the classroom engagement levels of the experimental group was higher than those of the control group. They express in their study that students may get opportunities to make one-on-one interaction with teachers and peers, as well as to study the course material at different times from time and space independently. Thus, it may be said that Flipped Classroom strategy is effective in creating an efficient learning process.

Li et al. (2017) conducted similar research by examining the effects of integrating Flipped Classroom to teach English speaking to Thai EFL learners. The result shows that the experimental group received significantly

higher scores in the speaking posttest than the control group. The other discovery related to this study was done by Abdullah et al. (2019) in Oman. Their results indicated that the application of Flipped Classroom in EFL speaking classroom has significantly impacted the students' English speaking performance. Flipped Classroom has promoted the learners with authentic opportunities to practice and develop their speaking skills.

2.2 Literature Review

This section provides a comprehensive, systematic review, and theories of the concept of speaking and its aspects, teaching speaking, oral presentation, teaching speaking through oral presentation, Flipped Classroom, integrating oral presentation with Flipped Classroom, procedure of teaching speaking through modified oral presentation, advantages and disadvantages, perception, theoretical assumption, and hypotheses.

2.2.1 Concept of Speaking

Speaking is typically defined as the act of producing language through sound to communicate meaning. Speaking is therefore seen not only as a verbal activity. According to Burns (2019), speaking is a highly complex and dynamic skill that involves the use of several simultaneous processes, speaker's knowledge, and skills that have to be activated rapidly in real-time.

Speaking is valuable to be mastered in communication. In today's fast-paced and interconnected world, effective communication has become a keystone of success across various fields. Among the numerous facets of communication, speaking stands out as a crucial language skill that significantly influences personal and professional interactions. Rao (2019) claims that speaking skills are the most essential skills for all language learners, as they contribute to career advancement, business development, increased self-confidence, enhanced job prospects, effective public speaking, successful interview performance, active participation in debates and group discussions, and the ability to deliver presentations. Through

speaking, people may inform or provide others with factual information, instructions, or explanations. This function is essential in educational, professional, and casual contexts where clear, accurate information exchange is needed. Samy (2015) argues that people may communicate with others to achieve certain goals or to express their opinions, intentions, viewpoints, and their hopes through speaking. Speaking allows individuals to express personal feelings, thoughts, opinions, and emotions directly to others. It gives people a way to share inner experiences and reactions, making their thoughts and emotions visible to others.

Communication is not only expressing oneself correctly but also comprehending the meaning properly. In communication, people must be able to look beyond the words spoken, but also understand the context behind them, and this is where pragmatics plays a role. Canale (1980) as cited in Lin et al. (2009) argues that pragmatics is a part of communicative competence and should be recognized by language learners and teachers. Once students have a basic concept of pragmatism, they will be more comprehensive and responsive to people's intended meanings implanted in worldwide communication.

In all these ways, speaking functions as a dynamic tool for achieving various communicative goals, enabling individuals to interact meaningfully. In order to preserve the quality of the communication, it is essential to pay close attention to the aspects of speaking. Thus, listeners may easily comprehend the message contained in the spoken form.

2.2.1.1 Aspects of Speaking

Speaking as a combinatorial skill that involves doing various things at the same time. It is valuable for teachers to be knowledgeable about what speaking competence involves and how different aspects of speaking competence relate to each other. Afna (2018), Brown and Abeywickrama (2004), Derwing and Munro (2005), Hughes (2002), Leong et al. (2017), Thornbury (2005) mention that there are five

aspects of speaking that contribute to a speaker's overall communicative competence. They are mentioned below:

a) Vocabulary

Vocabulary refers to the collection of words and phrases that an individual knows and uses within a language. Afna (2018) believes that vocabulary is one of important things to be taught in speaking because it will be impossible to speak without variety of words. Vocabulary allows speakers to express themselves precisely and accurately, while lack of vocabulary may cause limited communication.

b) Pronunciation

Pronunciation is the way a word or a language is spoken. It is the act of producing the sounds of speech, including articulation, stress, and intonation, it refers to some standard of correctness or acceptability. Clear pronunciation is important in spoken communication. People are more likely to communicate effectively when they have a good pronunciation, as Derwing and Munro (2005) claim that having a good pronunciation of the language may help people in normal communication, particularly intelligibility.

c) Fluency

The ability of speaking may be drawn with fluency in speaking. Fluency is the extent to which learners use the language quickly and confidently, with few hesitations or unnatural pauses, false starts, and word searches. Fluency in speaking may assume a meaning for the quality of doing something in a smooth and skillful way. According to Hughes (2002) as cited in Leong et al. (2017), fluency is the learners' ability to answer coherently by connecting the words and phrases.

d) Grammar

Grammar facilitates the clear communication of intended meanings, minimizing ambiguity and allowing listeners to comprehend the utterance. According to Thornbury (2005) as cited in Leong et al. (2017), to gain accuracy in terms of vocabulary means to select suitable words in the suitable context.

e) Comprehension

Comprehension is considered as one of speaking skills, especially in communicative language teaching. Effective speaking requires not only the ability to express oneself but also to understand others, as comprehension enables the speaker to engage in meaningful, responsive, and interactive communication.

The aspects of speaking are important because they form the foundation for effective, clear, and socially appropriate communication. Mastering these aspects enables speakers to convey their ideas accurately, understand others, and respond meaningfully in diverse social and professional contexts. It is essential as a way of language learning, particularly for English as a Foreign Language (EFL) learners.

2.2.2 Teaching Speaking for English Foreign Language (EFL) Learners

In language teaching, speaking activities are designed to improve learners' ability to communicate effectively, confidently, and accurately in various contexts. Teaching speaking is sometimes considered a simple process. However, teaching speaking remains challenging for many English teachers (Burns, 2019). Numerous studies have shown that many students continue to face difficulties with speaking, especially in English. It is a common fact that English Foreign Language (EFL) learners encounter various difficulties when they begin to learn a foreign language since everything seems unfamiliar to them.

During the late twentieth century, language acquisition research made people reconsider some long-standing beliefs about how people learn to speak. According to Bailey (2003), there are 5 principles for teaching speaking:

- 1) Be aware of the difference between second language and foreign language learning context. Speaking is learned in two broad contexts. The challenges teachers face are determined partly by the target language context.
- 2) Give learners practice with the aspects of speaking. There are five aspects of speaking that contribute to a speaker's overall communicative competence: pronunciation, vocabulary, comprehension, grammar, and fluency. It is essential as a way of language learning.
- 3) Provide opportunities for learners to speak by using group or pair work, and limiting teacher-centered. It is aligned with *Kurikulum Merdeka*, Indonesia's latest curriculum, that is student-centered as the characteristic that is expected to support the learning process. Tunagür et al. (2021) also mention that student-centered gave positive results in the development of EFL learners' speaking ability. Teachers should give learners a lot of opportunities and chances in practicing their language ability.
- 4) Plan speaking tasks that involve negotiation for meaning. By asking for clarification, repetition, and explanation during conversation, learners may understand what others said.
- 5) Design classroom activities that involve guidance and practice in speaking. Bailey (2003) argues that people learn languages by interacting, the learners should interact during lessons. Teachers should design some activities to provide structured support and practice, helping students feel comfortable speaking in various situations and building important communication skills. The guidance part suggests that the

teacher provides direction, instruction, and feedback to help students speak effectively.

Therefore, teachers should choose the appropriate way that is reliable with learners' needs and emphasize a student-centered. There are a lot of ways used by teachers in teaching English that make the EFL learners able to use the language in a real communication setting, such as role play, oral presentation, storytelling, debate, interactive games, conversation practice, discussion, and so on.

2.2.2.1 Types of Classroom Speaking Performances

Different types of classroom speaking performances may be strategically implemented to cater to diverse learning objectives. According to Brown (2004), there are five basic types of speaking performances in classroom:

1) Imitative Speaking

Involves students repeating words, phrases, or sentences after the instructor to practice pronunciation, intonation, and rhythm without focusing on meaning. For example, the students practicing tongue twisters or repeating after teacher.

2) Intensive Speaking

Requires students to produce short stretches of language to practice grammatical structures, vocabulary, and pronunciation, often through drills or controlled exercises: directed response task and reading aloud.

3) Responsive Speaking

Involves brief interactions in response to prompts or questions, allowing students to practice simple exchanges in a structured context, such as question and answer or small talks.

4) Interactive Speaking: Transactional and Interpersonal

Transactional has the purpose of exchanging specific information, and interpersonal has the purpose of maintaining

social relationships. For example, interview, role play, games, and discussions.

5) Extensive Speaking (Monologue)

Extensive speaking involves complex and consist of longer such as oral presentations, storytelling, show and tell, where the speaker delivers content to an audience with minimal interruption.

In summary, the various types of classroom speaking performances serve distinct pedagogical purposes in language learning. Accordingly, this research will concentrate on extensive speaking (monologue) by implementing oral presentations as the primary treatment, enabling students to enhance speaking achievement. Additionally, show and tell activities will be employed as pre-test and post-test measures to assess the impact of the treatment on students' speaking achievement and overall communicative competence.

2.2.3 Oral Presentation in Teaching Speaking

An oral presentation is a structured spoken delivery of information, ideas, or arguments to audiences, often accompanied by visual aids such as slides, charts, or handouts. Typically, it involves a speaker conveying a clear message or concept on a specific topic, aiming to inform, persuade, or entertain the audiences. Oral presentation is common in educational, professional, and public settings, and it requires skills in organization, verbal clarity, non-verbal communication, and audience engagement. It is used to enhance understanding, share knowledge, and develop communication skills.

Nowadays, most teachers design English learning activities that involve learners presenting their work individually or in groups to help strengthen learners' speaking skills. As a technique in teaching speaking, oral presentation requires learners to demonstrate comprehension, fluency,

vocabulary, grammar, and pronunciation. Being able to communicate effectively in an oral presentation is one of the important skills that will lead learners to achieve success in today's global environment. Ramadhani et al. (2022) believe that the skill to do an oral presentation might be considered an essential skill for future careers. Besides, when learners learn how to do a good oral presentation, they will develop the speaking ability to communicate with others.

In using oral presentation as a teaching speaking technique, teachers should introduce and apply important steps or procedures to the learners:

1. Planning

Learners should be focused on the topic. Break it down into key points to help structure the presentation. After breaking the main points, learners may collect relevant information, data, and examples to support the points. It is important for learners to outline the presentation with an introduction, main body points, and a strong conclusion. Besides, learners have to prepare simple and clear visual aids such as slides, video, charts, that emphasize the main points.

2. Practicing

Learners practice delivering the presentation by focusing on five aspects: pronunciation, fluency, comprehension, vocabulary, and grammar. Gestures and eye contact are also important things for learners to practice in delivering the presentation. Besides, they have to think about questions the audience might ask to prepare concise responses.

3. Presenting

Learners may start the presentation with an engaging introduction. After practicing the aspects, they are expected to deliver the presentation clearly and confidently. At the end of the presentation, learners may summarize and reinforce the main points. Lastly, they open the floor for questions, feedback, and suggestions.

Overall, oral presentations are valuable for personal development, allowing individuals to convey complex ideas effectively and confidently to diverse audiences. Duklim and Musigrungsi (2018) mention that learners will be more active and braver to give oral presentations and teachers just only facilitate them on how to give oral presentation effectively.

2.2.4 Descriptive Text

Descriptive text is a type of text that aims to provide detailed and systematic information of the characteristics of a specific subject, such as a person, place, object, or phenomenon. It is in accordance with the explanation from Carrel and Connor (1991) that descriptive text is a functional text that shows a still scene or explains a series of steps or observations to help the reader understand something clearly. The primary purpose of descriptive text is to enable the reader to visualize or imagine the subject being described by presenting its specific features, qualities, or characteristics. To achieve its social function of providing clear and vivid descriptions, a descriptive text uses specific language features that help the reader visualize and understand the subject in detail.

Descriptive texts have several key language features that help the writer or speaker create a clear picture in the reader's mind. It often uses specific nouns and detailed adjectives to name and describe the subject precisely. Linking verbs such as "is," "are," "looks," "seems," and "feels" are also frequently used to connect the subject with its descriptions. Another key feature is the use of the simple present tense, especially when describing facts or permanent characteristics. Lastly, descriptive texts often use adverbial phrases and prepositional phrases to give more information about location, time, or manner.

This type of text is commonly used in both spoken and written communication. In the context of language learning, especially in speaking activities, descriptive text plays a vital role in developing students' ability to express ideas clearly and effectively.

2.2.5 Flipped Classroom

Flipped Classroom was first introduced by educators, Jon Bergmann and Aaron Sams in 2007, as a strategy for learners to improve understanding through flexible learning and to encourage active learning. This strategy aims to enhance learners' engagement and deepen understanding. The classroom transforms into a space for solving problems, deepening understanding, and participating in collaborative learning. Most importantly, all aspects of instruction may be reconsidered to best maximize the most limited learning resource—time. In a typical Flipped Classroom environment, learners are exposed to read or watch the material outside of the classroom or prior to class (Abdullah et al., 2019). Bishop and Verleger (2013) define the Flipped Classroom as an educational technique that consists of two parts: interactive learning activities inside the classroom, and direct technology-based individual instruction outside the classroom. This enables students to learn at their own time and pace before the class session. There are four principles of Flipped Classroom:

1) Self-directed Learning

In this principle, teacher gives learners more opportunities to gain comprehensible input outside the classroom. It is in accordance with the statement from Leis et al. (2015) that flipping the classroom requires learners to take control of their learning. Besides, they may explore more about the materials through many references in improving their outcomes.

2) Student-centered Active Learning

Inside the classroom, since the direct instructions are flipped to online learning, learners have more time to apply their knowledge into speaking activities with teachers' guidance. It is in line with the statement from Li et al. (2017) that the Flipped Classroom saves more time for interactive activities among students or between the teacher and students, and the classroom time may be used more effectively and creatively.

3) Personalized Learning

Learners may engage with content that matches their individual needs and interests. It makes meaningful interactions in the classroom that promote learning and increase students' interest in second language speaking.

4) The Use of Technology

This principle highlights the importance of the use of technology in facilitating digital tools and materials in learning process. Abdullah et al. (2019) argues that the integration of the Flipped Classroom may create a helpful, encouraging, and engaging learning environment to enhance learners' abilities and overcome various problems in the learning and teaching of speaking skills through recent technologies.

In short, considering the implementation of these principles in the classroom may provide learners an active learning with deep comprehension. Learners may engage with the material at their own pace, leading to a more personalized learning experience. In-class time is then used for active learning activities that reinforce understanding and allow for deeper exploration of concepts. This strategy promotes self-directed learning, improves learners' comprehension, and supports collaborative skills, ultimately fostering a more interactive and effective educational environment.

2.2.6 Integrating Oral Presentation with Flipped Classroom

Oral presentation technique has been extensively utilized in English teaching and learning for many years due to its advantages. Oral presentation is an effective technique for teaching speaking because it actively engages learners in real-world communication, helping them develop confidence, fluency, and clarity in spoken language. Besides, by preparing and delivering presentations, learners practice organizing their thoughts, structuring ideas logically, and using appropriate vocabulary and grammar. This technique also enhances critical aspects of speaking: pronunciation, intonation,

comprehension, and gesture, as learners aim to communicate clearly and persuasively to an audience.

However, there are certain drawbacks in the use of oral presentation technique in a teaching and learning process. A research by Hanifa and Yusra (2018) revealed that the EFL learners experienced limited time for preparation. Whereas, preparation is a crucial aspect of an oral presentation, as it allows learners to thoroughly understand and master the material. Additionally, researchers encounter learners who lack interest in the presentation topic, it may cause confidence destruction which also results in losing ideas while talking. Benraghda et al. (2018) did a study that focused on technical oral presentation delivery. They finally discovered that some students believed they lacked practice or preparation prior to oral presentations. Sahan et al. (2022) ran a similar research that they found pronunciation errors are made by EFL third semester students. In their research, ten students contained many wrong expressions in pronunciation during the oral presentation. The last study was done by Kurakan (2021) by investigating the anxiety in English oral presentations of Thai EFL students. From his research, it was found that both high and low anxious groups suffered identical problems in pronunciations.

Hence, Flipped Classroom could be a solution to handle the problems above. It has been mentioned earlier that the four principles of Flipped Classroom promote the achievement of learners' speaking. Thus, it should be considered by teachers to give learners freedom in deciding the specific topic in delivering oral presentation. By letting the learners choose their own oral presentation topic, learners will actively engage in the planning, practicing, and delivering process. Besides, learners have enough time to comprehend the material before they apply their knowledge in the classroom activities. In the classroom, with direct instruction shifted to online learning, learners have increased time to practice applying their knowledge in speaking activities under teacher guidance.

To conclude, Flipped Classroom could overcome the shortcomings of oral presentation technique in language teaching and learning. It is essential to modify the procedure of oral presentation technique by integrating Flipped Classroom strategy that may effectively address the limitations. Including the Flipped Classroom strategy in the steps of oral presentation process offers more effective utilization of the technique. It is expected that the modification will help the learners to achieve better speaking competence especially in speaking achievement.

2.2.7 Procedure of Teaching Speaking through Integrated Oral Presentation

Here are the procedures or steps of teaching speaking by integrating Flipped Classroom strategy into oral presentation technique. The following grid provides the contrasts.

Grid 2.1 Procedures of Teaching Speaking through Integrated Oral Presentation

No.	Steps in Original Oral Presentation	Steps in Integrated Oral Presentation
Planning		
1	–	<p><i>Flipped into online learning:</i></p> <p>Before the class begins, students watch videos provided by the teacher through <i>Google Classroom</i> at their own time and pace.</p>
2	<p>Students are divided into groups.</p> <p>The teacher gives topics to the students in the classroom.</p> <p>The teacher explains the material.</p>	<p>In the classroom, students play a quiz game related to the material.</p> <p>To ensure the students' comprehension, they are asked to discuss and review it.</p> <p>Then, students are divided into groups. They are asked to discuss and pick one topic. After that, the teacher gives some instructions for the next day's project.</p>

3	–	<p><i>Flipped into online learning:</i></p> <p>Before the second meeting begins, students read materials provided by the teacher through <i>google classroom</i> at their own time and pace. The materials are about what points from the topic need to be researched, and several reference sources where to collect data.</p>
4	<p>Students gain information and data about the topic. Students may watch some videos or read some resources to gain the information, data, and examples.</p>	<p>In the second meeting, students are asked to collect the data of the topic through several references (<i>Google, Youtube, TikTok, Book</i>) by using their device.</p> <p>After collecting the data, the students are asked to design presentation slides by using Canva creatively. Students may input the data into the slides.</p> <p>Before the students end the class, to ensure that the student inputs the data according to the provided points through Flipped Classroom, the students are asked to review the data.</p>
5	–	<p><i>Flipped into online learning:</i></p> <p>Through Google Classroom, the teacher provides some examples of scripts.</p>
6	<p>Students are asked to outline and write the presentation text with an introduction, main body points, and a strong conclusion.</p>	<p>Together with the group, students write a script by referring to several examples of scripts provided by the teacher through Flipped Classroom.</p> <p>Students do peer-correction with another group. Students correct the grammar and the vocabulary.</p>
Practicing		
7	–	<p><i>Flipped into online learning:</i></p> <p>Through Google Classroom, the teacher provides a video about ‘How to Be A Good Presenter’ (Part I). In this video, students will learn about some important aspects in doing oral presentation (pronunciation and fluency)</p>

8	Students prepare simple and clear visual aids such as slides and videos that emphasize the main points.	<p>Students re-check the pronunciation of each word in their own script. Then, imitate or pronounce the correct pronunciation together.</p> <p>Students practice to read and deliver the whole script by paying attention to the important aspects (pronunciation and fluency)</p> <p>The teacher guides the students in practicing how to deliver a presentation from the opening to the closing.</p>
9	—	<p><i>Flipped into online learning:</i></p> <p>Through Google Classroom, the teacher provides a video about ‘How to Be A Good Presenter’ (Part II). In this video, students will learn about some important aspects in doing oral presentation (eye-contact, gesture, and expression)</p>
10	The teacher gives some explanations through slides about the aspects of speaking that they have to focus on delivering an oral presentation.	<p>Students practice to read and deliver the whole script by paying attention to the important aspects (eye-contact, gesture, and expression).</p> <p>The teacher guides the students in practicing how to deliver a presentation from the opening to the closing.</p>
Presenting		
11	<p>Each group takes turns delivering an oral presentation.</p> <p>Other students feel free to give comments, questions, and suggestions to the presenting group.</p>	<p>Each group takes turns delivering an oral presentation.</p> <p>Other students feel free to give comments, questions, and suggestions to the presenting group.</p>

The procedures of original oral presentation clearly stated that the teaching and learning process is only takes place in the classroom. It makes the EFL learners have limited time to master the material and practice delivering the presentation; meanwhile, the modified steps take place in *google classroom* and inside the classroom. EFL learners have more time to apply their knowledge into speaking activities with teachers’ guidance. It supports students to master the material well.

2.2.8 Advantages and Disadvantages

There is no such perfect technique and strategy to be applied in teaching English as a foreign language; each has its own strengths and weaknesses. Thus, it is essential to understand the value and the limitations of the implementation of the modified oral presentation. The advantages and disadvantages of implementing oral presentation using Flipped Classroom are described below:

Advantages:

1. Students may learn at their own time and pace before the class session. This allows them to review course material, watch instructional videos, or engage with learning resources when it best fits their individual schedule. As a result, they may take the time they need to fully understand the content, revisit challenging concepts, and prepare more effectively for class activities, fostering a deeper and more personalized learning experience.
2. The classroom time could be used more effectively and creatively between the teacher and students. This promotes deeper learning and allows for more personalized guidance, ultimately enhancing the overall educational experience.
3. Teachers may choose the topics of oral presentation based on their interest that is relevant to the theme given by the teacher.
4. Students have more opportunities and chances in practicing their English, and are less teacher-centered. With a shift away from teacher-centered instruction, students take on a more active role in their learning.
5. Students give their best in preparing and mastering the material for oral presentation. It helps students to develop strong presentation skills.

Disadvantages:

1. Teacher needs to make sure that every student has access in using *google classroom* with their gadgets. Ensuring consistent access allows students to stay connected to the learning content and participate in activities.
2. As the students are able to learn the materials online, it is a bit complicated for teacher to check students' comprehension before class session. Without direct, real-time interaction, the teacher may find it difficult to gauge whether students fully understand the content.

After all, teachers who want to implement this strategy will be able to anticipate the probable problems that may occur during the learning process. As a result, all of the learning activities could be carried out well.

2.2.9 Theoretical Assumption

Inserting Flipped Classroom strategy in oral presentation technique may not only solve the problems that occurred but also may facilitate learners to be exposed to English and speak in English, in order to enhance EFL learners' speaking skill and achievement. In a typical classroom, students may struggle to engage deeply with the material during limited class time, or they might feel pressured to understand and produce language quickly during oral presentations. Moreover, compared to the original oral presentation technique, learners might feel more comfortable in improving understanding through flexible learning and to encourage active learning, as it gives them additional time to master the material and practice their performance before doing oral presentation. This extra preparation time also provides students with the opportunity to practice their speaking skills in a more relaxed and controlled environment, leading to better performance during the actual presentation.

Furthermore, among the various aspects of speaking, fluency is likely to show the most significant improvement. This is because the Flipped Classroom strategy provides learners with extended time to practice and become familiar with the presentation material before performing. The

increased amount of rehearsal enables students to produce speech more smoothly, reduce pauses and hesitation, and develop a more natural flow of ideas. As learners repeatedly practice the same content, they gradually gain better control over language production, which leads to greater automaticity and ultimately enhances their speaking fluency during the actual presentation.

Overall, the incorporation of the Flipped Classroom strategy not only solves the challenges related to time constraints and anxiety but also significantly enhances EFL learners' speaking abilities and achievement by providing them with more exposure to English, increased practice opportunities, and a more supportive learning environment. As a result, learners may come with more developed and organized performance.

2.2.10 Hypotheses

In quantitative research, hypotheses must be proposed based on the issue identified in the first chapter. According to the concern mentioned in the previous chapter, this research offers two hypotheses as follow:

- 1) There is a significant difference of EFL learners' speaking achievement between those who are taught by using Flipped Classroom strategy in oral presentation and those who are taught through original oral presentation.
- 2) Besides, fluency is the aspect that influences the most after the students are taught using Flipped Classroom in oral presentation.

Therefore, the theories that have been discussed in this chapter are concept of speaking and its aspects, teaching speaking, oral presentation, teaching speaking through oral presentation, Flipped Classroom, integrating oral presentation with Flipped Classroom, procedure of teaching speaking through modified oral presentation, advantages and disadvantages, perception, theoretical assumption, and hypotheses.

III. METHODS

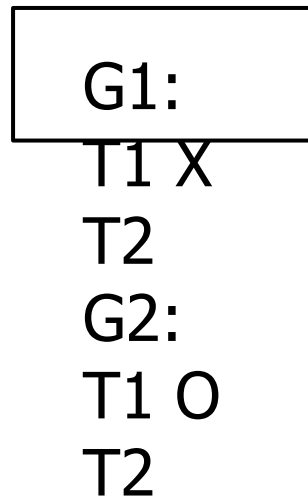
Determining the research method is a fundamental part of conducting research. Therefore, this chapter presents details on the research design, variables, setting, population and sample, data collecting technique, research procedures, research instrument, reliability and validity of the instruments, rubric scoring system, data analysis, data treatment, and hypothesis testing.

3.1 Design

Using a quantitative approach, this research employed a quasi-experimental to see the significant difference in EFL learners' speaking performance after they were taught through the oral presentation technique by integrating the Flipped Classroom strategy. The Independent Group T-test was used to analyze the data for the first research question, as this study aimed to compare the results of the control group and the experimental group after receiving treatment. Thus, the two classes learned using different techniques and strategies, where the control group engaged in the original oral presentation technique, while the experimental group participated in an oral presentation that had been integrated with the Flipped Classroom strategy. On the other hand, the data obtained from the experimental class were used to answer the second research question, which were analyzed using a One-Way Repeated Measures ANOVA. The students' scores from both experimental and control groups were inputted and processed in a statistical software, namely the Statistical Package for Social Science (SPSS).

Furthermore, to collect the data, the researcher used a single test administered twice — as a pre-test before the treatment and as a post-test after the treatment. In the first meeting, students were asked to take a pre-test. The students then participated in a treatment phase that spanned approximately eleven meetings.

Then, the students were given a post-test at the end of the treatment. The design from Setiyadi (2018) is illustrated as follows:



G1: Group 1

G2: Group 2

T1: Pre-test

T2: Post-test

X : Treatment (Integrated Oral Presentation)

O : Treatment (Original Oral Presentation)

3.1.1 Variables

Setiyadi (2018) mentions that a variable is a noun that stands for variation within a class of objects, such as gender, achievement, motivation, behavior, or environment. There are two kinds of variables namely independent variable (X), dependent variable (Y). In this research, the variables are described as follows:

1. The independent variable is the use of integrated oral presentation that are investigated in this study.
2. The dependent variable is EFL learners' speaking performance since it is measured to see its significant improvement.

3.1.2 Setting

The research was conducted at Lazuardi Haura Junior High School, which is located in Teluk Betung Selatan, Bandar Lampung. It is an inclusive and prominent private school in Lampung that has been operating for approximately 19 years. Moreover, the researcher collected the data from the third-year students of Lazuardi Haura Junior High School in September 2025. Based on informal interviews and the researcher's experience as a teacher, several problems were found in the students' oral presentations. The students still found it difficult to speak English.

3.1.3 Population and Sample

The population of this research was the third-year students at Lazuardi Haura Junior High School. There were two classes with a total of 35 students, yet only 30 students were involved as the subjects in this research. In determining the sample, the researcher used total population sampling, which involved studying the entire population that shared a specific characteristic (Hatch and Farhady, 1982). The third-year students of Lazuardi Haura Junior High School were considered suitable to be used as the research subjects, as at this phase, the students were required to do a lot of oral presentations as part of the curriculum's learning objectives.

3.2 Data Collection

The research data were collected using instruments that were designed for the purpose of this study. Students were required to take tests in the form of speaking performances to determine their speaking scores, which were then used to evaluate their speaking improvement. The tests were administered at the beginning and the last meeting, and then analyzed to determine the significant improvement in students' speaking before and after being taught using the integrated oral presentation technique. Likewise, the students' speaking was examined using authentic assessment based on the aspects of speaking proposed by Afna (2018), Brown and Abeywickrama (2004), Derwing and Munro (2005),

Hughes (2002), Leong et al. (2017), Thornbury (2005) which consist of vocabulary, pronunciation, comprehension, grammar, and fluency.

3.2.1 Instruments

This study employed a set of pretest and posttest, which used the same test instrument, to obtain the data. The pretest was administered to the students at the first meeting before they received the treatment. Then, at the end of the lesson, the students were required to take a posttest. Both the pre-test and post-test were in the form of speaking tasks.

1) Pretest

Before the treatment was administered to the students, a pre-test was given in the first meeting to the third-year students. They were asked to describe a picture of a place provided by the teacher. The test was conducted simultaneously for all students at the same time. The students recorded themselves while taking the test. This was done to avoid time-consuming procedures. This type of test was used to assess the students' current speaking knowledge and skills. The test also aimed to determine whether the students' speaking abilities had improved from the pre-test to the post-test after undergoing the treatment.

2) Posttest

After conducting the treatment using the integrated oral presentation technique with the Flipped Classroom strategy, another speaking test was given to the students in the form of a speaking performance. Similar to the pre-test, this test was administered to the third-year students. The speaking test was administered simultaneously for all students, and each student recorded their own performance. This approach was intended to minimize the time required for testing. It was also aimed at determining how much the students had improved after receiving the treatment from the teacher over a certain period of time. The topic used for this test was the same as that of the pre-test, but with different places. The students'

post-tests were then examined by the teacher based on the aspects of speaking.

In short, the researcher administered one type of test, which was given both at the beginning and at the end of the treatment, namely the pre-test and the post-test. The tests were administered to the third-year students. The test instructions for the students used the same topic.

3.2.2 Research Procedure

In conducting this study, the researcher needed to arrange and follow several steps to ensure that the research was carried out effectively and sequentially. Hence, the procedures of this research were as follows:

1) Determining Problems

The problem was identified through the researcher's observation of the learning process at Lazuardi Haura Junior High School. Based on informal interviews and the researcher's experience as a teacher, several problems were found in the students' oral presentations. The researcher found that the students had limited time to master the material and practice for their oral presentations. This may have caused the students to feel less confident and unable to master the aspects of speaking. This case then became the background for the researcher to conduct this study, which employed the oral presentation technique using the Flipped Classroom strategy.

2) Selecting Population and Sample

The researcher selected the third-year students of Lazuardi Haura Junior High School as the population of this research. The researcher chose all the third-year students, totaling twenty-three students.

3) Determining Materials

The material was based on the *Cambridge International Curriculum* modified by the *Kurikulum Merdeka* syllabus, which focused on presenting and describing something. However, students were allowed

to choose topics they were interested in. This aimed to help students master the material more effectively.

4) Administering Pretest

A pre-test was administered to the students at the first meeting. The purpose of this test was to identify the students' prior knowledge and ability in speaking before receiving the treatment from the teacher. The students were asked to describe a picture given by the teacher. The picture was about countries all over Indonesia.

5) Conducting Treatment

The treatment was conducted after the students had taken their pre-test. The third-year students received the treatment using an integrated oral presentation technique with the Flipped Classroom strategy. There were eleven meetings for conducting the treatment, which was carried out both online and offline (Flipped Classroom). The students were asked to master the material provided by the teacher through *Google Classroom* before the class began. In the classroom, as direct instruction had been shifted to online learning, the students used their knowledge in speaking activities guided by the teacher. The treatment involved several steps, which were outlined in Grid 2.1.

6) Administering Posttest

After receiving the treatment, the students took another test to evaluate their speaking performance. This second test was a speaking test that was administered after the learning process. The test was similar to the first test taken by the students.

7) Analyzing the Result

All tests were assessed according to the experts' criteria. Then, the scores were compared to see the students' progress from the first test to the second test. There were two raters who examined all of the students' works from both tests. The first rater was the researcher herself, and the

second one was another English teacher at the school. The students' scores were analyzed using statistical software.

Those were the steps followed by the researcher in conducting the study. It is important to note that the procedures had to be carried out in consecutive order to obtain valid research results.

3.2.3 Validity and Reliability of the Instruments

The researcher had to ensure the validity and reliability of the instruments used in the study. As stated by Setiyadi (2018), the justification of whether an instrument is valid and reliable becomes a key factor to consider when constructing an instrument. It could be said that the quality of a test is determined by its validity and reliability. Therefore, these two components were inseparable when evaluating the instrument. Consequently, the researcher sought to determine whether the tests used as research instruments were appropriate.

3.2.3.1 Validity of the Test

Validity of an instrument has to show how well that instrument measures what is supposed to be measured (Setiyadi, 2018). Therefore, the two types of validity below provide an evidence to achieve the validity of the test:

a) Content Validity

Cohen et al. (2007) state that, content validity is adequate and representative coverage of the domain, field, tasks, behaviors, knowledge, etc., without interference from extraneous variables. It concerned whether the tests were good reflections of the materials that needed to be tested. To ensure that the test had good content validity, the researcher arranged the materials based on the learning objectives stated in the syllabus for the third-year junior high school students. To identify the degree of agreement regarding whether the instruments and materials were in line with the syllabus, the researcher involved three raters.

b) Construct Validity

The construct validity of a test should be demonstrated by an accumulation of evidence. It means that the test items or tasks should be written based on the theory of what is being tested (Nurweni, 2018). She also states that the theory of language skills which involves language aspects is used by the teacher as a basis to develop a task to assess students' language ability. In this research, the researcher administered a speaking test and treatments, and then assessed the students' speaking performance based on five aspects: vocabulary, pronunciation, comprehension, grammar, and fluency. The researcher involved three raters to identify the degree of agreement regarding whether the instrument and materials were aligned with these language aspects.

The content and construct validity tests were carried out through assessments and evaluations conducted by experts. The purpose of obtaining expert judgments was to determine whether the instruments used were appropriate and to make necessary revisions until the instruments were suitable for use in the research. In addition, the content and construct validity of the instruments were examined by English teachers from several schools. The evaluators employed a checklist table to ensure that all of the tests met the two types of validity: content validity and construct validity. The results of the validity check are presented in the following grid.

Grid 3.1 Validity of the Tests

Tests	Content			Construct		
	Rater 1	Rater 2	Rater 3	Rater 1	Rater 2	Rater 3
Pre-test	100%	100%	100%	100%	100%	100%
Post-test	100%	100%	100%	100%	100%	100%
Average	100%			100%		

As clearly shown in the grid above, the content validity achieved a perfect score of 100%. This shows that the three raters were in full agreement that the instruments used in the pre-test and post-test align with the established criteria for content validity. Similarly, with an average score of 100%, the tests have met the criteria of construct validity based on the results from the raters. Therefore, it may be concluded that the pre-test and post-test developed by the researcher are valid instruments.

3.2.3.2 *Reliability of the Test*

Reliability refers to the consistency of a measuring instrument, indicating its ability to produce consistent results across different subjects and times while maintaining relatively similar outcomes (Setiyadi, 2018). Since the instruments used in this research were speaking tests, the researcher employed inter-rater reliability to examine the consistency of the tests. This implied that the tests were evaluated independently by two raters. The researcher utilized Spearman's Rank Correlation to examine the correlation between the two raters:

$$\rho = 1 - \frac{6 \sum d_i^2}{n(n^2 - 1)}$$

Note:

- ρ : coefficient of rank order (the result of reliability)
- d_i : difference of rank correlation (scores from rater 1 and rater 2)
- n : number of students
- 1-6 : constant number

After finding the coefficient between raters, the researcher analyzed the coefficient of reliability with the standard of reliability below (Arikunto, 1998):

- a. A very low reliability (range from 0.00 to 0.19)
- b. A low reliability (range from 0.20 to 0.39)
- c. An average reliability (range from 0.40 to 0.59)

- d. A high reliability (range from 0.60 to 0.79)
- e. A very-high reliability (range from 0.80 to 0.100)

According to the reliability standards mentioned above, the speaking tests may be considered reliable if their reliability coefficient falls within the range of 0.60 to 0.79, which indicates a high level of reliability. The reliability results of the pretest and posttest in this study are presented below.

Correlations				
			Rater 1	Rater 2
Spearman's rho	Rater 1	Correlation Coefficient	1.000	.995**
		Sig. (2-tailed)	.	.000
		N	15	15
	Rater 2	Correlation Coefficient	.995**	1.000
		Sig. (2-tailed)	.000	.
		N	15	15
**. Correlation is significant at the 0.01 level (2-tailed).				

Grid 3.2 Reliability of Pretest

From the grid above, it is evident that the reliability coefficient of the pretest is 0.995. Therefore, it may be stated that the pretest used to assess the students' prior ability demonstrates a very high level of reliability. Meanwhile, the reliability of the posttest is illustrated in the following table.

Correlations				
			Rater 1	Rater 2
Spearman's rho	Rater 1	Correlation Coefficient	1.000	1.000**
		Sig. (2-tailed)	.	.000
		N	15	15
	Rater 2	Correlation Coefficient	1.000**	1.000
		Sig. (2-tailed)	.000	.
		N	15	15

** . Correlation is significant at the 0.01 level (2-tailed).

Grid 3.3 Reliability of Posttest

Based on the second grid, the reliability coefficient of the posttest is 1.000. According to Arikunto (1998), a reliability value ranging from 0.80 to 1.00 indicates that the test possesses a very high level of reliability.

To conclude, the results indicate that both tests demonstrated high reliability, with scores of 0.995 for the pretest and 1.000 for the posttest. This suggests that the tests maintained strong consistency in their assessment results.

3.2.4 Scoring Procedure

In order to assess the students' speaking performance, this section presented a well-defined scoring procedure. The raters and the students needed to follow several steps to ensure that the tests were carried out effectively and sequentially. Hence, the scoring procedures were as follows:

1) Performances Recording

After the students were divided into two groups, they took turns performing the test. In this step, the students were instructed to record a

video of their performance. Each student was given the opportunity to repeat their performance up to two times.

2) Submission of Performance Videos

Before submitting their videos, the students were allowed to choose their best performance video. The selected video was submitted by uploading it through *Google Drive*.

3) Assessment by the Raters

In this step, there were two raters who assessed the students' speaking tests. During the scoring process, the raters used a predetermined scoring rubric to measure the aspects of speaking: fluency, vocabulary, grammar, pronunciation, and comprehension.

3.2.4.1 Scoring Rubric

To assess the students' speaking performance, the researcher will use the oral English rating sheet proposed by Harris (1974). There are five aspects to be tested: fluency, vocabulary, grammar, pronunciation, and comprehension, which are outlined in Appendix 1. The scoring rubric is chosen because it provides appropriate criteria for assessing the five aspects of speaking. Originally, the rubric uses a 1–5 scale for each aspect. However, in this study, the scores are converted into a 100-point scale to facilitate easier data management, interpretation, and comparison of students' overall speaking achievement. This conversion allows the researcher to present the results in a more standardized and widely understood scoring format without altering the original assessment criteria.

3.3 Data Analysis

In order to obtain the results of this research, the data were analyzed using the following steps:

1. The tests were scored using inter-rater reliability. The scores from the raters were added and divided by two to obtain the final score.
2. The results of the pre-test and post-test were tabulated.

3. The mean of both tests was obtained by calculating the results using the following formula (Hatch and Farhady, 1982):

$$Md = \frac{\sum d}{N}$$

Md : mean (average score)
 Σd : total students' score
 N : number of students

4. The improvement in students' scores was calculated to determine whether there was a significant difference in students' performance before and after being taught through the methods. To obtain the data, the researcher used the following formula:

$$G \text{ (gain)} = M2 - M1$$

G : the improvement of students' speaking achievement
 M1 : the average score of pretest
 M2 : the average score of posttest

5. The results from the experimental and control groups were contrasted to determine any differences in their achievement.
6. The research question was answered by concluding the results of the analysis.
7. A discussion regarding the results was composed to interpret and analyze the findings in relation to the research question and objectives.

3.3.1 Data Treatment

Normality and the homogeneity of the test are essential to be discovered before having further analysis of the result.

3.3.1.1 Normality Test

The main goal of the normality test was to determine whether the data were normally distributed. In order to determine the values, the researcher utilized Shapiro-Wilk (1965) to analyze the data. The test was originally restricted to small to medium sample sizes. Below is the formula:

$$W = \frac{(\sum_{i=1}^n a_i y_i)^2}{\sum_{i=1}^n (y_i - \bar{y})^2}$$

H₀ : The distribution of the data is not normal.

H₁ : The distribution of the data is normal.

The level of significance used in this study was 0.05. The null hypothesis (H₀) was accepted if the result of the normality test exceeded 0.05 (sign > 0.05). Furthermore, the results of the normality test are presented in the table below.

Tests of Normality							
	Test	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	df	Sig.
Result	Pretest	.195	15	.130	.940	15	.383
	Posttest	.170	15	.200*	.945	15	.454
*. This is a lower bound of the true significance.							
a. Lilliefors Significance Correction							

Grid 3.4 Test of Normality (Experimental Group)

Grid 3.4 shows that the data from the experimental group are normally distributed. The normality test value for the pretest is 0.383, while the posttest value is 0.454. Additionally, the normality test results for the data obtained from the control group are presented below.

Tests of Normality							
	Test	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	df	Sig.
Result	Pretest	.178	15	.200*	.927	15	.246
	Posttest	.186	15	.175	.937	15	.352
*. This is a lower bound of the true significance.							
a. Lilliefors Significance Correction							

Grid 3.5 Test of Normality (Control Group)

From the table above, it may be seen that the normality value of the pretest is 0.246, while the posttest value is slightly higher at 0.352. Therefore, it may be stated that H_1 is accepted, as the data from both tests have significance values greater than 0.05.

3.3.1.2 Homogeneity Test

A homogeneity test was conducted before processing the data. This test was carried out to assess the similarity in distribution between the two classes. The hypotheses were:

H_0 : The data is not taken from two samples in the same variances (homogeneous).

H_1 : The data is taken from two samples in the same variances (homogeneous).

The null hypothesis (H_0) was accepted when the significance level of the test exceeded 0.05. The results of the homogeneity test in this study are shown in the table below.

Test of Homogeneity of Variances					
		Levene			
		Statistic	df1	df2	Sig.
Result	Based on Mean	.420	1	28	.522
	Based on Median	.309	1	28	.583
	Based on Median and with adjusted df	.309	1	27.774	.583
	Based on trimmed mean	.440	1	28	.512

Grid 3.6 Test of Homogeneity

The results of the homogeneity test presented in the grid above show a significance value of 0.522, which exceeds 0.05. Therefore, it may be inferred that the null hypothesis is accepted.

3.3.2 Hypothesis Testing

In both quantitative and qualitative research, hypotheses were formulated based on the problems identified in the first chapter. According to the concerns mentioned in the previous chapter, this research offered the following hypothesis:

- 1) H_0 : There is no significant difference of EFL learners' speaking achievement between those who are taught through Flipped Classroom in oral presentation and those who are taught through original one.
- 2) H_1 : There is a significant difference of EFL learners' speaking achievement between those who are taught through Flipped Classroom in oral presentation and those who are taught through original one.
- 3) H_0 : Fluency is not significantly more improved than other speaking aspects after the implementation of the Flipped Classroom strategy.
- 4) H_1 : Fluency is the most significantly improved speaking aspect after the implementation of the Flipped Classroom strategy.

In short, this chapter covers the design, research variables, setting, population and sample, data collecting technique, research procedure, instrument, validity and reliability, scoring rubric, data analysis, and hypothesis testing.

V. CONCLUSION AND SUGGESTION

This final chapter presents the discussion of two main areas. The first is the conclusion drawn from the research findings. The second is a set of recommendations for English teachers who plan to apply the technique and strategy in teaching speaking, as well as for future researchers interested in exploring the same area.

5.1 Conclusion

Flipped Classroom strategy is very possible to be applied in English teaching by integrating its principles into particular steps of a teaching procedure. Integrating a technique using the strategy may give a positive effect to the students' language production, as evidenced in this research. Students were able to provide in-depth comprehension of the material and to perform well in their oral presentation.

Secondly, it is essential for teachers to identify the drawbacks of a technique and determine appropriate solutions to address them. This ensures that the employed technique leads to better results in students' improvement during the learning process. This researcher has provided evidence that the experimental group taught through the integrated oral presentation showed more significant gain in scores compared to the control group that followed the learning process using the original oral presentation. This improvement was attributed to the opportunities provided to the experimental group to engage in self-directed learning, participate in student-centered active activities, experience personalized learning, and utilize technology throughout the instructional process.

5.2 Suggestion

Following the conclusion, several suggestions are addressed to English teachers and further researchers as elaborated in the subsections below.

5.2.1 *English Teacher*

Considering the positive outcomes of using the integrated oral presentation in enhancing students' speaking achievement, English teachers are consistently encouraged to adopt the Flipped Classroom strategy not only for oral presentation but also for other speaking activities.

Providing instructional content—such as videos, slides, pronunciation models, and vocabulary lists—before class enables students to build prior knowledge and become familiar with the material at their own pace. This early exposure reduces confusion during class time and allows students to focus more on practicing and applying their speaking skills rather than trying to understand new concepts. As a result, students come to class better prepared, more confident, and more actively engaged in oral presentation activities.

Additionally, it is suggested for teachers to provide continuous monitoring and motivation. Not all students are naturally prepared for self-directed learning. Teachers should incorporate monitoring strategies, such as brief check-ins, online quizzes, or reflective journals, to ensure students engage with the pre-class materials. Thus, the application of the integrated technique or method may assist the students to perform better during the learning process.

Furthermore, teachers are encouraged to flexibly use any appropriate strategy or approach that aligns with students' needs, classroom contexts, and learning objectives. While the Flipped Classroom has shown significant benefits, combining it with other approaches—such as collaborative learning, task-based learning, or communicative language teaching—can further optimize students' speaking development. This flexibility allows teachers to create a more dynamic, responsive, and

student-centered learning environment, ultimately supporting better learning outcomes.

5.2.2 Further Researchers

Firstly, future researchers are encouraged to involve larger groups of participants from different schools or educational levels. A broader sample will allow for more generalizable findings and a deeper understanding of how the Flipped Classroom strategy influences oral presentation skills across varying contexts. Second, this study used a fairly short treatment period. Future research may examine the long-term effects of flipped learning to determine whether students' speaking improvements last over time or change as they continue learning.

Third, this study was conducted under a specific testing condition in which students were allowed to prepare scripts prior to the speaking test. As a result, the speaking performance observed may not fully reflect students' spontaneous speaking ability. Therefore, future researchers are recommended to design speaking assessments that require more spontaneous responses in order to capture students' authentic communicative competence. Lastly, future studies may benefit from combining quantitative measures with qualitative data (such as interviews, observations, and reflection journals). Mixed-methods designs allow researchers to examine not only what improved but also why the Flipped Classroom affects speaking development.

After all, those are the conclusions of this study after investigating the use of integrated oral presentation. Other researchers may consider the suggestion above in conducting further studies related to the topic. The findings of this research also offer implications that may be implemented by teachers in English language teaching.

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