

IMPLEMENTING ANIMATION VIDEO-BASED FLIPPED CLASSROOM TO IMPROVE ENGLISH SPEAKING SKILLS AMONG THAI EFL STUDENTS AT DARUL MA'AREF SCHOOL

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ABSTRACT

English speaking skills remain a major challenge for many EFL learners, particularly in contexts with limited opportunities for authentic language use. This study investigated the effectiveness of implementing an animation video-based flipped classroom to improve the speaking skills of Thai EFL students at Darul Ma'aref School, Southern Thailand. The study employed a quantitative approach using a pre-experimental one-group pretest-posttest design involving 20 students. Data were collected through speaking pre-tests and post-tests and assessed using a speaking rubric covering pronunciation, grammar, vocabulary, fluency, and comprehension. The data were analyzed using descriptive statistics and a paired-sample t-test. The findings showed that students' mean speaking score increased from 9.05 in the pre-test to 14.50 in the post-test. The paired-sample t-test revealed a statistically significant difference between the two scores ($t = -29.52$, $p < .05$), indicating that the implementation of the animation video-based flipped classroom effectively improved students' speaking skills. These findings suggest that combining animation videos with flipped classroom instruction provides meaningful language input and increases opportunities for communicative practice. The study concludes that animation video-based flipped learning is an effective and culturally relevant approach for enhancing English speaking skills among Thai EFL learners.

Keywords: Animation Video, Flipped Classroom, Speaking Skills, Thai EFL Students, English Learn.

A. INTRODUCTION

English has become an essential language for international communication in various fields, including education, business, technology, and social interaction. Among the four language skills, speaking is often considered the most important because it enables learners to communicate ideas, opinions, and information directly in real-life situations (Ganie & Rangkuti, 2019).

In the context of English as a Foreign Language (EFL), speaking serves as an indicator of learners' communicative competence and their ability to use the language meaningfully. According to (Brown, 2007), speaking is an interactive process of constructing meaning that involves producing, receiving, and processing information. Therefore, developing speaking skills has

become one of the primary goals of English language teaching.

Despite its importance, speaking remains one of the most challenging skills for EFL learners. Numerous studies have reported that EFL students frequently experience difficulties in speaking English due to limited vocabulary, inadequate grammatical knowledge, pronunciation problems, lack of fluency, and low self-confidence. These challenges are particularly evident in countries where English is rarely used outside the classroom. Previous findings indicate that students struggle with the flipped classroom approach, linguistic issues, and learning behaviors and engagement (Fischer & Yang, 2022). Thai students also have difficulties in learning English, that mother tongue interference and limited exposure to English influence the difficulties in learning English, especially in speaking and pronunciation skills (Sudhinont, 2025). In such contexts, learners often have limited opportunities to practice speaking and receive authentic language exposure, which can hinder the development of their oral communication skills.

The situation is particularly relevant in Southern Thailand, where English is taught as a foreign language. This study was conducted at Darul Ma'aref School, located in Satun Province, Southern Thailand. Linguistically and socially, students in this region primarily use Thai and local Malay languages for daily communication, while English is generally restricted to formal classroom instruction. As a result, students have minimal exposure to English in their everyday lives. Based on informal classroom observations and discussions with English teachers at Darul Ma'aref School, students appeared to experience difficulties in oral English communication. Students often demonstrated limited vocabulary use, hesitation when expressing ideas, pronunciation difficulties, and a lack of confidence when required to communicate orally in English. Previous research has found that secondary school students in Southern Thailand face serious difficulties in speaking English due to pronunciation problems, anxiety, and lack of practice (Apichat & Fatimah, 2022) and (Ameliana, I. Rusamohlsaw, 2025). These conditions suggest that students require learning

experiences that provide greater opportunities for speaking practice and meaningful language use.

Theoretically, speech development can be understood through constructivist and sociocultural perspectives on learning. Piaget argued that learners actively construct knowledge through experience and interaction with their environment (Piaget, 2000), while Vygotsky emphasized that learning occurs through social interaction, communication, and collaboration with others (Vygotsky, 1979). Both perspectives suggest that students learn more effectively when they are actively engaged in meaningful learning activities rather than passively receiving information. Consequently, teaching approaches that encourage student autonomy, interaction, and communication are expected to facilitate the development of English speaking skills.

One instructional approach that has gained increasing attention in language education is the flipped classroom. In a flipped classroom, learning materials are studied before class through instructional media, while classroom time is used for active learning activities such as discussion,

collaboration, problem-solving, and communication practice (Bergmann & Sams, 2014). This approach allows students to gain initial understanding of the content independently before attending class, enabling teachers to dedicate more classroom time to interactive learning experiences. For speaking instruction, the flipped classroom provides opportunities for students to arrive better prepared and engage more actively in oral communication activities.

Recent studies have demonstrated the positive effects of flipped classroom implementation on students' speaking performance, participation, and learning engagement in EFL settings. By shifting content delivery outside the classroom, students can review learning materials at their own pace and repeatedly access instructional content according to their needs. Consequently, classroom sessions can focus on communicative activities that encourage students to practice speaking more frequently and confidently (Agustiara, 2024).

To further enhance the effectiveness of the flipped classroom approach, this study incorporates animation videos as pre-class learning

materials. Animation videos provide a combination of visual, auditory, and textual information that can facilitate students' understanding of language input. According to the Cognitive Theory of Multimedia Learning proposed by Mayer, learners process information more effectively when verbal and visual representations are presented together (Mayer, 2022). Through animation videos, students can observe pronunciation, intonation, expressions, and contextual language use simultaneously, which can support speaking development (Sudamara et al., 2026). In addition, animation videos offer flexibility because students can replay the materials as many times as necessary before participating in classroom activities.

The animation video used in this study is based on Nang Tani, a well-known folklore story in Southern Thailand. The selection of local folklore as learning content is grounded in the principle of culturally relevant learning, which emphasizes the importance of connecting instructional materials to learners' cultural backgrounds and prior experiences (Un-udom et al., 2025). When students encounter familiar

cultural content, they are more likely to engage with learning activities, understand contextual meanings, and participate actively in discussions. Therefore, integrating local folklore into English learning may contribute not only to language development but also to increased student motivation and engagement.

Although previous studies have reported positive outcomes regarding the use of flipped classrooms and animation videos in language learning, several research gaps remain. First, limited studies have investigated the integration of animation video-based flipped classroom instruction specifically for improving speaking skills among Thai EFL students. Second, research focusing on EFL learners in Southern Thailand remains relatively scarce, despite the unique linguistic and educational context of the region. Third, few studies have explored the use of local folklore-based animation videos as instructional materials within a flipped classroom environment. These gaps indicate the need for further investigation into how animation video-based flipped classroom instruction can support speaking

development among Thai EFL learners.

Based on the aforementioned issues, this study is entitled Implementing Animation Video-Based Flipped Classroom to Improve English Speaking Skills among Thai EFL Students at Darul Ma'aref School. This study aims to examine the effect of implementing an animation video-based flipped classroom on the English speaking skills of Thai EFL students at Darul Ma'aref School. It is expected that the findings will contribute to the development of innovative and culturally relevant approaches to English language teaching, particularly in EFL contexts where opportunities for authentic English communication are limited.

LITERATURE REVIEW

Speaking Skills in EFL Contexts

Speaking is one of the most important productive skills in English language learning because it enables learners to communicate ideas, feelings, and information effectively in real-life situations. Brown (2007) defines speaking as an interactive process of constructing meaning that involves producing, receiving, and processing information. Effective

speaking performance requires learners to integrate several linguistic components, including pronunciation, vocabulary, grammar, fluency, and comprehension. In EFL contexts, speaking is often considered the most challenging skill because learners have limited opportunities to use English outside the classroom.

Previous studies have consistently reported that EFL learners experience difficulties in oral communication due to limited vocabulary, low confidence, pronunciation problems, and insufficient exposure to English (Putri & Assapari, 2025). These challenges are particularly evident in foreign language environments where English is rarely used for daily communication. As a result, learners often require instructional approaches that provide meaningful opportunities for speaking practice and active language use (Nazri, 2025).

From a theoretical perspective, speaking development can be explained through Constructivist Learning Theory proposed by Piaget and further developed by Vygotsky. Constructivism views learning as an active process in which learners construct knowledge through

experience, interaction, and reflection. In language learning, speaking skills are developed when learners actively engage in communicative activities and negotiate meaning through social interaction. Therefore, instructional approaches that increase learner participation and communication opportunities are expected to contribute positively to speaking development.

Flipped Classroom in Language Learning

The flipped classroom is an instructional approach that reverses the traditional sequence of learning activities. Bergmann and Sams explain that students first acquire content knowledge outside the classroom through instructional materials, while classroom time is devoted to active learning activities such as discussion, collaboration, and problem-solving. This approach shifts the focus from teacher-centered instruction to student-centered learning (Bergmann & Sams, 2021).

The implementation of flipped classrooms is consistent with constructivist principles because students actively construct knowledge before class and apply it through interaction during classroom activities

(Xu & Shi, 2018). In speaking instruction, flipped learning enables students to arrive in class with prior understanding of the topic, allowing more classroom time to be allocated to communication practice (Surani, 2025). This characteristic is particularly relevant for EFL learners who often have limited opportunities to practice speaking.

Several studies have demonstrated positive outcomes of flipped classroom implementation in language learning. Previous research indicates that flipped classrooms can improve speaking performance, learner engagement, motivation, and classroom participation. By providing pre-class exposure to learning materials, students become better prepared for communicative activities and experience reduced anxiety when participating in speaking tasks. These findings suggest that flipped learning has considerable potential to address common challenges faced by EFL learners in developing speaking skills.

Animation Video as Multimedia Learning Media

The use of animation video in language learning is supported by the Cognitive Theory of Multimedia Learning developed by (Mayer &

Fiorella, 2022). This theory proposes that learners process information through separate visual and auditory channels and learn more effectively when verbal and visual information are presented together. Multimedia learning materials can facilitate comprehension by helping learners organize and integrate information more efficiently.

Animation videos provide visual representations, narration, sound effects, and contextual information that can enhance language learning experiences. In speaking instruction, animation videos allow learners to observe pronunciation, intonation, expressions, and communicative contexts simultaneously (Umaroh et al., 2019). Furthermore, learners can replay instructional videos according to their individual learning needs, promoting independent learning and repeated exposure to language input.

Empirical studies have reported that animation videos contribute positively to language learning outcomes, particularly in improving vocabulary acquisition, listening comprehension, learner motivation, and speaking performance. The multimodal nature of animation videos makes them particularly suitable for

EFL learners because they provide contextualized language input that is easier to understand than text-based materials alone.

Integration of Animation Video and Flipped Classroom for Speaking Instruction

The integration of animation videos within a flipped classroom environment combines the strengths of multimedia learning and student-centered instruction. Through animation videos, learners receive comprehensible input before class, while flipped learning creates opportunities for active language use during classroom sessions. This combination aligns with constructivist principles by encouraging learners to acquire knowledge independently and apply it through interaction and communication (Makrifah, 2026).

For speaking instruction, animation video-based flipped classrooms offer several advantages. Students can familiarize themselves with language content before class, reduce cognitive load during classroom activities, and participate more confidently in speaking tasks. Consequently, classroom time can be utilized more effectively for discussions, role-plays, presentations, and other

communicative activities that support speaking development.

B. RESEARCH METHODS

This study used a quantitative approach with a pre-experimental one-group pretest-posttest design (Campbell & Stanley, 1963) to examine the effect of implementing an animated video-based flipped classroom on students' English speaking ability. This study was conducted at Darul Ma'aref School, Satun Province, Southern Thailand, and involved one class of 20 Thai EFL students. The primary data source was students' speaking performance obtained from pre-test and post-test assessments. Before the treatment, students completed a speaking pre-test to measure their initial speaking ability. The treatment consisted of implementing an animated video-based flipped classroom approach in which students watched an animated video independently before attending class sessions. During face-to-face learning, students participated in communicative speaking activities, including discussions, role-plays, question-and-answer sessions, and oral presentations based on the video content. After the treatment period, a

speaking post-test was administered to measure students' speaking achievement. Students' speaking ability was assessed using a speaking rubric adapted from (Brown, 2010) which covered pronunciation, grammar, vocabulary, fluency, and comprehension. The collected data were analyzed using descriptive and inferential statistics in Microsoft Excel. Descriptive statistics were used to calculate the mean, minimum score, maximum score, and standard deviation of the pre-test and post-test results. To determine whether there was a statistically significant improvement in students' speaking skills after the implementation of the animated video-based flipped classroom, a paired-sample t-test was conducted. The significance level was set at 0.05. According to (Creswell & Creswell, 2017) this statistical procedure is appropriate for comparing two sets of related scores obtained from the same participants.

C. RESULTS AND DISCUSSION

Results

The effectiveness of the animation video-based flipped classroom was measured through students' speaking pre-test and post-

test scores. Twenty Thai EFL students participated in the study. Table 1 presents the descriptive statistics of the students' speaking performance.

Table 1. Descriptive Statistics of Speaking Scores

Test	N	Mean
Pre-Test	20	9.05
Post-Test	20	14.50

As shown in Table 1, the mean score increased from 9.05 in the pre-test to 14.50 in the post-test. The results indicate that students demonstrated better speaking performance after participating in the animation video-based flipped classroom activities.

To determine whether the improvement was statistically significant, a paired-sample t-test was conducted. The results are presented in Table 2.

Table 2. Paired-Sample t-Test Results

Variable	t	df	Sig. (2-tailed)
Pre-Test			
– Post-Test	-29.52	19	2.4398E-17
Test			

The paired-sample t-test revealed a significance value of 2.4398E-17, which was lower than the significance level of 0.05. Therefore, there was a statistically significant difference between the students' pre-test and post-test speaking scores. These findings indicate that the implementation of the animation video-based flipped classroom significantly improved students' English speaking skills.

Discussion

The findings of this study indicate that the implementation of an animated video-based flipped classroom significantly improved the English speaking skills of Thai EFL students at Darul Ma'aref School. The increase in the mean score from 9.05 on the pre-test to 14.50 on the post-test indicates that students achieved better speaking performance after participating in the learning intervention.

This improvement can be explained by the flipped classroom approach providing students with the opportunity to study the material before class. By independently watching the animated videos, students can familiarize themselves with vocabulary, pronunciation, expressions, and contextual language use before engaging in speaking activities in class. As a result, class time can be used more effectively for discussions, role-playing, and oral communication practice. These findings support the flipped learning framework proposed by (Bergmann & Sams, 2014) which emphasizes the use of pre-class learning to maximize active learning during class sessions.

The findings are also consistent with the Cognitive Theory of Multimedia Learning proposed by (Mayer & Fiorella, 2022)), which suggests that learners process information more effectively when verbal and visual information are presented simultaneously. Through animation videos, students received language input through visual and auditory channels, helping them understand the learning materials more easily and apply them during speaking activities.

Furthermore, the results support the principles of Constructivist Learning Theory, which views learning as an active process of knowledge construction through interaction and experience. During the classroom sessions, students actively participated in communicative activities that enabled them to practice English in meaningful contexts. Such interaction likely contributed to the improvement of their speaking ability.

The findings are in line with previous studies reporting that flipped classrooms and animation videos positively influence students' speaking performance, engagement, and motivation in EFL learning. However, the present study contributes to the existing literature by integrating animation video-based flipped classroom instruction in the context of Thai EFL learners and utilizing local folklore content as learning material. Therefore, the study provides evidence that culturally relevant multimedia-based flipped learning can be an effective strategy for improving speaking skills in EFL environments with limited English exposure.

D. CONCLUSION

This study aimed to investigate the effectiveness of implementing an animated video-based flipped classroom in improving the English speaking skills of Thai EFL students at Darul Ma'aref School. Findings showed a significant improvement in students' speaking performance after implementing this learning approach. The mean speaking score increased from 9.05 in the pre-test to 14.50 in the post-test, and a paired-sample t-test revealed a statistically significant difference between the two sets of scores. These results indicate that the animated video-based flipped classroom is effective in improving students' English speaking skills.

These findings suggest that integrating animated videos into a flipped classroom environment can provide students with meaningful opportunities to engage with learning materials before class and maximize communicative practice during class sessions. This approach may be particularly beneficial in EFL contexts where learners have limited exposure to English outside of the classroom. Furthermore, the use of culturally relevant content, such as local folktales, can increase student

engagement and facilitate language learning by connecting the learning materials to students' prior knowledge and experiences.

Despite these positive findings, several limitations should be acknowledged. This study used a single-group pretest-posttest design without a control group, which limits the ability to attribute the observed improvements solely to the intervention. Furthermore, the study involved a relatively small sample of students from a single school in Southern Thailand, which may limit the generalizability of the findings to other educational settings. The duration of the intervention was also limited, making it difficult to determine the long-term effects of the approach on students' speaking development.

Future research is recommended to use experimental or quasi-experimental designs involving larger and more diverse samples to strengthen the validity and generalizability of the findings. Researchers could also investigate the long-term impact of animated video-based flipped classroom instruction on speaking skills and explore its effectiveness in developing other English language skills, such as

listening, reading, and writing. Furthermore, future studies could examine the role of different types of multimedia content and cultural materials in supporting language learning across different EFL contexts.

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