

Students' Perceptions of the Flipped Classroom Method in Enhancing Public Speaking Skill

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Abstract

This study aims to explore students' perceptions of the effectiveness of the flipped classroom method in enhancing public speaking skills among fifth-semester students in the English Literature program. The research employs a qualitative approach with a case study design. Data were collected through in-depth interviews with 10-15 students enrolled in the public speaking course. The interview questions were designed to elicit students' experiences, views, and feelings regarding the use of the flipped classroom method. Additionally, a questionnaire was distributed to gather supplementary data on students' satisfaction and engagement in the learning process. The findings indicate that students have a positive perception of the flipped classroom method. They felt that this approach provided more opportunities for participation in practical activities, such as discussions and practicing public speaking. Many students reported increased confidence and improved speaking abilities after engaging in this classroom model. They also appreciated the flexibility of self-directed learning, which allowed them to study the material before participating in class discussions.

Keywords: *Flipped Classroom, Public Speaking Skills, Students' Perceptions*

Introduction

Education is constantly changing; In view of this, various approaches have been formulated and implemented in the dynamic nature of education to meet the challenges that students pose. One of them, called flipped classroom method. "A flipped classroom is a type of blended learning where students are introduced to content at home and practice working through it at school. This reverses the traditional model of introducing new content at school and assigning homework to be completed independently at home" (<https://www.teachthought.com>).

This pedagogical model turns conventional teaching around where students first encounter material out of the classroom via videos, readings, or other materials. The final segment involves a number of intensive classroom activities like participating in a group discussion, solving an exercise, and practicing a particular concept, technique etc. Not only it has lesser reliance to teacher's explanations but it also provides a better application of the knowledge during class and better retention of the concepts being taught.

Public speaking is a course that must be taken by fifth semester English literature students because it is a critical component of speaking skills. The problem arises from the limitations of traditional teaching methods that often focus on theoretical instruction, providing minimal opportunities for practical application and engagement. The research question for this study is: How do students perceive the effectiveness of the flipped classroom method in enhancing their public speaking skills?

According to (Liotto, 2018), a public speaking class contributes to develop students' character and behavior because it gives an inspiring, thrilling and motivational experience to students. Besides, according to Lucas, (2009), Public speaking is a way of making one's idea public of by sharing them with the others and influencing other people. Public speaking skill need consistent practice leads to significant improvement.

Traditional methods of teaching public speaking often emphasize theoretical instruction, with limited opportunities for students to engage in practical application. In such models, much of the focus is placed on delivering lectures about public speaking techniques, leaving students with few opportunities to practice speechmaking and receive constructive feedback.

However, public speaking is a skill that develops and strengthens through continuous practice and targeted feedback. This study aims to explore students' perceptions of the flipped classroom method in enhancing their public speaking skills. To address this limitation, the flipped classroom model offers a more effective approach. As stated by Roehling and Carrie (2021), flipped learning has been shown to positively impact foundational knowledge, as commonly noted in prior research reviews. Additionally, flipped pedagogies have demonstrated a modest positive effect on higher-order thinking skills. This approach has proven particularly effective in facilitating the development of both professional and academic skills among students.

This approach has proven particularly effective in facilitating the development of both professional and academic skills among students. In contrast, traditional methods of teaching public speaking often focus on theoretical instruction, which provides limited opportunities for students to engage in the actual practice of speechmaking. While these conventional methods establish a strong foundation of knowledge, they ultimately lack the hands-on experience necessary for mastering the art of public speaking.

In light of these limitations, students have expressed a preference for the flipped classroom model over traditional classes. According to Zainuddin (2017), the flipped classroom environment is perceived as more enjoyable, as it actively engages all students in classroom activities and significantly increases their participation. This active engagement allows students to practice more during class time. Furthermore, the flexibility of learning outside the classroom enables students to tailor their study schedules to their individual learning styles, providing them with additional benefits. Consequently, the findings indicate that the implementation of the flipped classroom not only enhances student engagement but also yields better outcomes compared to traditional classroom settings.

Several previous studies have demonstrated that the flipped classroom approach can enhance student engagement and learning effectiveness, such as in Muchtar et al (2018), the title is "Improving Students Creativity Through Model of Project Based Learning Model by Using Flip Chart Media", and the result is learning methods of the project of based learning using media flip chart can improve the learning of students in creativity social science. The second is from Fitria and Fitri (2020), the title is "The Effectiveness of using Flipchart as a Learning Media for Speaking Skill at Junior High School", and the result is there is significant influence of using flip chart to improve student's speaking skill at nine grades of MTsN 1 Kota Serang.

However, unlike previous studies that primarily focus on specific teaching media or isolated skills, this research aims to investigate students' perceptions of the flipped classroom method specifically in enhancing public speaking skills. While Muchtar et al. (2018) and Fitria and Fitri (2020) highlight the effectiveness of various instructional tools, this study will delve deeper into the subjective experiences and feedback of students regarding the flipped classroom model.

Therefore, flipped learning offers an alternative approach by allowing students to engage with theoretical content outside the classroom, while class time is devoted to practical activities such as delivering speeches and receiving feedback. The significance



of this research lies in its potential to identify effective teaching strategies that can enhance students' public speaking abilities and overall learning experiences. This model enhances active learning and provides students with multiple opportunities to practice and refine their public speaking skills in a supportive environment. According to Bachiller, P., & Badía, G. (2020), the flip teaching as tool to improving students' sustainable learning performance in a financial course led to sustained improvements in learning performance.

Besides, in flipped classroom implementation students' class time focuses on discussion, engage with classroom activities and feedback, outside the class the students have a responsibility for their own learning, they form their own knowledge via instructional video and additional material (Yavuz, Faculty, Ozdemir, & Faculty, 2019). Using flipped-classroom in EFL has a beneficial result because a study proves that the class outcome in terms of score, competent and self-directed learning skills is different between the flipped-classroom and non-flipped-classroom (Zainuddin, 2019). An investigation of the empirical studies on flipped-classroom indicate that students have more improvements in terms of learning accomplishment, outcome score, competency and gain new skill rather than traditional class (Zainuddin, 2019).

Metode

The research method used in this study is a qualitative approach. This approach was chosen because the main objective of the research is to understand students' perceptions and experiences regarding the use of the flipped classroom method in the context of learning public speaking skills. The qualitative approach allows the researcher to explore more in-depth and diverse information about students' views, feelings, and beliefs. By using in-depth interviews and questionnaires, the researcher can gather rich and varied data to provide a comprehensive picture of the effectiveness of this method.

According to Three et al. (n.d.), adapted from Creswell (2007), the research process in a qualitative study involves developing questions and refining procedures as data is collected in the participants' settings. From there, general themes are constructed based on data analysis, and the interpretation of the data is derived from the researchers' perspectives. Qualitative research, as Creswell (2012) explains, aims to understand the meaning behind individual or group experiences, particularly in exploring social or humanitarian issues. This approach aligns well with the goals of the current study, which seeks to delve into the nuanced experiences of students using the flipped classroom method in public speaking, uncovering how this model impacts their learning and engagement.

Additionally, the study employs a case study design, which relies on multiple data sources for evidence because the boundaries between a phenomenon and its context are often not clear (Yin, 2018, p. 15). By utilizing this design, the research captures a holistic view of how the flipped classroom method functions within the broader educational setting, ensuring that both individual experiences and the surrounding educational context are thoroughly examined. This combination of qualitative methods and case study design provides a robust framework for understanding the complexities of flipped learning in enhancing public speaking skills.

The data sources in this study consist of two main categories: 1) Participants: The participants involved in this research are fifth-semester students taking the public

speaking course. Approximately 10-15 students will be purposively selected to represent various perspectives on the flipped classroom method. Participant selection will consider the diversity of backgrounds, abilities, and learning experiences to ensure data representativeness. 2) Documentation: In addition to interviews and questionnaires, data will also be obtained from documentation of the learning materials used in the flipped classroom. This documentation includes instructional videos, reading materials, and assignments given to students. This documentation data will provide additional context regarding the implementation of the flipped classroom method and help the researcher understand the materials learned by the students.

The data collection through two main complementary methods:

1) In-Depth Interviews

Semi-structured interviews will be conducted to gain in-depth insights into students' experiences with the flipped classroom method. According to Ritchie et al., (2018) semi-structured interview allowed the researcher to get a detailed investigation and understanding of people's thoughts and responses dealing with specific phenomena. These interviews will be conducted face-to-face. The interview questions will be designed to explore several aspects, including: students' perceptions of the material learned at home.

- Their experiences during classroom learning activities.
- Comparisons between traditional methods and the flipped classroom in developing speaking skills.
- The impact of the flipped classroom method on confidence and public speaking ability.

2) Questionnaires

After conducting interviews, a questionnaire will be distributed to all students involved in the public speaking course. According to Brown (2007), a questionnaire is a notated instrument that requested the respondents to answer a series of questions or statements. This questionnaire will consist of questions using a Likert scale to measure students' satisfaction, understanding, and engagement in the learning process using the flipped classroom method. By collecting data from the questionnaire, the researcher can obtain quantitative data that provides an overview of students' perceptions.

The data collected from interviews and questionnaires will be analyzed using thematic analysis and descriptive statistical analysis. The steps in data analysis include:

1) Transcribing Interviews

All interviews conducted will be transcribed verbatim to facilitate analysis. This transcription will include all participant responses accurately, maintaining the context and nuances present in their statements.

2) Data Coding

After transcription, the researcher will read and code the data to identify the main themes emerging from students' experiences. Coding will be done by highlighting keywords or important phrases related to their experiences and grouping the data based on specific categories, such as motivation, challenges, and learning outcomes.

3) Questionnaire Analysis

The results from the questionnaire will be analyzed using descriptive statistics to provide an overview of students' perceptions of the flipped classroom method. This analysis may include calculating means, frequencies, and percentages for each item in the questionnaire. And interpretation, after the analysis is complete, the researcher will interpret the results of the analysis to draw conclusions about the effectiveness of the



flipped classroom method in enhancing public speaking skills. The researcher will compare the results from interviews and questionnaires to see if there are consistencies or differences between students' subjective experiences and the quantitative data obtained.

Result and Discussion

Results

This study aimed to explore the effectiveness of the flipped classroom approach in improving students' public speaking skills, focusing on their understanding of the materials, their classroom experience, comparison between flipped and traditional methods, and its impact on confidence and public speaking abilities. Data was gathered from semi-structured interviews and questionnaires distributed to fifth-semester students in an English Literature program.

1. Understanding of Materials

A central feature of the flipped classroom approach is encouraging students to independently engage with learning materials prior to attending class. From the interviews, students generally expressed that pre-class activities, such as watching videos or reading articles, improved their understanding of public speaking concepts. Many students highlighted that the ability to review these materials at their own pace allowed for a deeper comprehension, which is not as easily achieved in traditional lectures.

Several students shared that they felt more prepared for class, as they could absorb theoretical concepts before applying them practically during in-class activities. One student remarked, "Studying before class gives me more time to think about the ideas. By the time we practice in class, I'm more confident in what I know."

2. Classroom Experience

In terms of the classroom experience, the majority of students expressed enthusiasm about the interactive and engaging nature of the flipped classroom. Unlike traditional classes, where students passively received information, they noted that the flipped classroom shifted the focus to practical application through activities like delivering speeches, peer evaluation, and group work.

Many students emphasized that having more time for hands-on practice during class helped them significantly in developing their public speaking skills. The opportunity to perform in front of peers and receive constructive feedback from both classmates and the instructor made the learning environment more collaborative and supportive. One student noted, "Instead of just sitting and listening to lectures, we got to actively work on our speeches in class, which made a big difference."

3. Comparison with Traditional Methods

When comparing the flipped classroom with traditional teaching methods, most students preferred the former. Students felt that the flipped classroom provided a more balanced approach to both theory and practice. They indicated that while traditional classes gave them adequate theoretical information, they often had little time to practice or apply what they learned.

Several students mentioned that the flipped classroom method allowed them to retain theoretical concepts better because they could focus on practical application during class time. One student commented, "In traditional classes, we get a lot of information,

but I don't always have a chance to practice it right away. In the flipped classroom, we apply what we've learned immediately, which helps me remember it better."

The students also appreciated the shift in the instructor's role from lecturer to facilitator, guiding them through hands-on activities and discussions rather than delivering extended lectures.

4. Impact on Confidence and Public Speaking Ability

A key result of the study is the notable improvement in students' confidence when delivering public speeches. Public speaking anxiety is a common challenge, and the flipped classroom appeared to alleviate some of this fear by providing students with more opportunities to practice in a low-pressure, supportive setting.

Students frequently mentioned that repeated practice, along with timely feedback, helped reduce their anxiety and build their self-assurance in public speaking. One student shared, "I used to be very nervous speaking in front of the class, but because we practice every week, I feel more confident now."

Overall, students reported that the flipped classroom created an environment conducive to consistent practice, which, in turn, boosted their confidence and allowed them to focus on improving their delivery, body language, and clarity during speeches.

5. Greater Flexibility in Learning

Students appreciated the flexibility that the flipped classroom model offered. They noted that being able to access instructional materials at their own pace outside of class enabled them to prepare more thoroughly for in-class activities, leading to a deeper understanding of the content.

6. Development of Practical Skills

The hands-on practice integrated into the flipped classroom environment was highlighted as a major benefit. Students felt that this approach provided them with more opportunities to refine their public speaking skills, as they could apply theoretical knowledge in real-time during class activities.

7. Collaborative Learning Opportunities

The flipped classroom encouraged collaboration among students. Many reported that working with peers during activities fostered a sense of community and allowed them to learn from each other's strengths and weaknesses, thereby enhancing their overall public speaking skills.

8. Positive Feedback Mechanism

Students appreciated the immediate feedback they received from peers and instructors during class activities. This feedback loop was instrumental in helping them identify areas for improvement and recognize their progress over time.

Discussion

The results of this study demonstrate that the flipped classroom method has a significant impact on students' public speaking skills, fostering better understanding of theoretical material, providing more engaging classroom experiences, and improving both confidence and speaking ability.

1. Enhanced Understanding of Material

The flipped classroom model promotes deeper engagement with the material by encouraging students to study independently before class. This self-paced learning allows students to come to class prepared, enabling them to actively participate in practical activities. The responses from students highlight that they felt more confident



about the material, as they had time to digest complex concepts before applying them in real-time.

This result supports existing research that suggests flipped classrooms enhance students' retention and understanding of theoretical knowledge, as it allows them to revisit the content outside of the time constraints of a traditional class (Roehling & Carrie, 2021). The flipped model appears particularly well-suited to courses like public speaking, where students benefit from foundational knowledge combined with practical application.

2. Active Learning and Classroom Engagement

A significant advantage of the flipped classroom is its transformation of the learning environment into one that is more student-centered and interactive. Students in this study reported that the flipped model encouraged them to participate actively in class, increasing their engagement and collaboration with peers.

This shift from passive learning to active participation allowed students to apply theoretical concepts in real-world speaking situations, which is critical for skill development in public speaking. The in-class time was spent refining their speeches, receiving feedback, and reflecting on their performances. Such interactive practices are aligned with the active learning principles that emphasize the importance of student collaboration and peer feedback (Zainuddin, 2019).

3. Confidence and Public Speaking Improvement

The most significant outcome of this study is the marked increase in students' confidence in public speaking. By practicing their speeches frequently and receiving constructive feedback, students were able to overcome their fear of public speaking. The flipped classroom method created an iterative cycle of preparation, performance, and reflection, which allowed students to steadily improve their skills and reduce anxiety.

This finding is consistent with previous studies that emphasize the role of practice in overcoming public speaking anxiety. As Lucas (2009) argues, regular practice is essential in developing the ability to speak publicly without fear, and the flipped classroom provides ample opportunities for students to rehearse and refine their abilities in a safe environment.

4. Challenges of Self-Directed Learning

Despite the positive feedback, some students acknowledged the difficulties of self-directed learning, particularly in managing time and staying motivated to engage with the pre-class materials. This challenge is consistent with research that suggests that flipped classrooms demand higher levels of student autonomy and responsibility (Bachiller & Badía, 2020). While the benefits of the flipped model are clear, instructors may need to provide additional support or strategies to help students manage their independent study more effectively.

5. Student Accountability and Ownership of Learning

The flipped classroom model placed greater responsibility on students to manage their own learning. Many participants indicated that this aspect of the flipped classroom encouraged them to be more disciplined and self-motivated. They appreciated the autonomy that came with preparing for class independently, as it allowed them to engage with the material at their own pace. However, some students also mentioned that this self-directed learning approach could be challenging for those who struggle with time management.

6. Diverse Learning Preferences and Student Adaptability

While most students adjusted well to the flipped classroom model, there were some variations in how students with different learning preferences responded to the approach. Visual learners, for example, found the use of instructional videos particularly helpful, while others preferred reading materials. This highlights the importance of providing diverse resources to cater to various learning styles. Despite these differences, the majority of students eventually adapted to the flipped classroom structure and recognized its benefits.

Conclusion

This study has demonstrated that the flipped classroom approach is a highly effective method for enhancing students' public speaking skills. The results indicate that the model fosters a deeper understanding of theoretical concepts by allowing students to engage with materials at their own pace before class. This self-directed learning phase prepares students for more active and productive in-class sessions, where they can focus on practicing and refining their public speaking abilities. The flipped classroom not only transforms the role of the instructor from a lecturer to a facilitator but also creates a more dynamic, student-centered learning environment where collaboration and peer feedback play essential roles in skill development.

A key benefit of this approach is the significant boost in students' confidence. Frequent practice sessions, combined with immediate feedback from peers and instructors, helped students overcome anxiety and improve their overall performance in public speaking. This finding is particularly relevant in courses where performance-based skills are crucial, as the flipped classroom offers a practical, hands-on approach that is often lacking in traditional lecture-based models. The iterative process of preparation, practice, and feedback creates a learning cycle that reinforces students' knowledge and abilities over time.

Despite these advantages, the study also highlighted some challenges, particularly related to the self-directed learning aspect of the flipped classroom. A few students reported difficulties in managing their time and staying motivated to engage with the pre-class materials. This suggests that while the flipped classroom offers numerous benefits, it also requires students to take greater responsibility for their learning, which can be challenging for some. Instructors may need to provide additional support or strategies, such as structured guidelines or motivational incentives, to help students remain focused and manage their independent study effectively.

Overall, the flipped classroom approach not only enhances students' understanding of public speaking but also fosters a more engaging, interactive, and confidence-building environment. Future research could further explore how to balance the self-directed and in-class components to maximize the effectiveness of the model. Additionally, investigating how this method could be applied to other skill-based courses would offer broader insights into its potential impact across different educational contexts.

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