

Research Article

The Role of Flipped Classroom Strategies on English Speaking Ability: A Systematic Literature Review

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ABSTRACT

This study aims to examine the role of flipped classroom strategies in enhancing learners' English speaking ability within the context of English as a Foreign Language (EFL) through a Systematic Literature Review (SLR) approach. The review follows the PRISMA 2020 guidelines and the PICOS framework to synthesize empirical studies published between 2021 to 2025. Literature searches were conducted across major academic databases, including Scopus, Web of Science, ERIC, and Google Scholar. 234 articles initially identified, 37 peer-reviewed and reputable studies met the inclusion criteria and were analyzed thematically. The synthesis of findings indicated that the implementation of flipped classroom approaches consistently yields positive effects on EFL learners' speaking ability, particularly in terms of fluency, oral performance, confidence, reduced speaking anxiety, and willingness to communicate. Improvements in pronunciation were also reported. However, these outcomes appear to be context-dependent and are strongly influenced by the quality of instructional design, feedback mechanisms, and the duration of the intervention. In addition, several recurring challenges in implementing flipped classroom models were identified, including limited access to technology, learners' readiness for autonomous learning, increased teacher workload, and time constraints. Overall, the findings suggested that the effectiveness of flipped classroom approaches in English speaking instruction is determined more by pedagogical alignment and learning context than by the use of technology alone. This study offers practical implications for EFL practitioners and highlights directions for future research on sustainable and context-sensitive flipped classroom implementation.

Keywords: Flipped classroom; English speaking ability; EFL learners; Speaking instruction; Oral communication

1. INTRODUCTION

In the context of 21st-century global education, the ability to use English as an effective means of communication has emerged as a central objective in English Language Teaching (ELT), particularly within English as a Foreign Language (EFL) or English as a Second Language (ESL) settings. Speaking skills hold a pivotal role, functioning as the primary channel through which learners convey ideas and engage in authentic oral interaction. Nevertheless, research indicates that the significance of speaking proficiency does not necessarily translate into ease of acquisition. Franscy and Ramli (2022) highlighted that EFL learners frequently encounter substantial linguistic obstacles, including limited vocabulary, low fluency, and inaccurate pronunciation, which adversely affect the quality of their oral performance. This perspective is further supported by studies examining non-linguistic factors, especially affective dimensions. Rahmadani and Etfita (2022) and Marlia et al. (2023) reported that speaking anxiety and low self-confidence represent major barriers, often deterring learners from actively using English in classroom contexts. When these linguistic challenges intersect with affective pressures, learners tend to restrict oral participation and avoid speaking practice, even after prolonged exposure to English instruction (Marlia et al., 2023). Consequently, speaking skills within ELT should be regarded as complex and multifaceted, shaped simultaneously by interrelated linguistic and affective factors.

Moreover, the speaking difficulties experienced by EFL learners have also been associated with conventional teacher-centered approaches. In such models, content delivery occurs in a unidirectional manner, and the predominance of teacher talk limits opportunities for active student participation. Research indicated that classroom interaction patterns significantly affect students' chances to practice speaking; the more interaction is focused on the teacher, the fewer opportunities students have for intensive speaking practice (Munawwarah, 2021). Analyses of teacher talk and student talk in EFL classrooms further demonstrate that teacher dominance reduces student participation in oral interactions, thereby

hindering communicative speaking practice (Kurniawan, 2022). This situation is exacerbated by large class sizes and relatively rigid curriculum demands, which lead teachers to prioritize formal content delivery over the development of communication skills. Consequently, authentic communicative interaction in the classroom is minimized, and learners gain limited experience in using English functionally in contexts that resemble real-life communication situations.

Considering the limitations of conventional methods, various innovative learning approaches that emphasize student interaction and participation have been developed, one of which is the flipped classroom. This approach modifies the traditional instructional structure by relocating the content delivery phase outside the classroom through the use of digital resources, such as videos and online learning materials, allowing face-to-face class time to focus on application-based and interactive activities. Within the ELT context, the flipped classroom is implemented by having students study the material prior to class and subsequently engage in discussions, group work, and collaborative activities that require the active use of English. Research indicated that the implementation of the flipped classroom can enhance student engagement and autonomy, as classroom activities are predominantly participatory and collaborative compared to conventional instruction (Febriati et al., 2022). Empirical studies also reported that flipped classroom implementation significantly improves learners' speaking abilities, with speaking scores increasing and class discussion participation becoming more active after face-to-face sessions focus on speaking practice (Chairuddin et al., 2024). Consequently, the flipped classroom is regarded as a promising approach to expand opportunities for speaking practice while helping to reduce affective pressures and cognitive load often experienced by learners in traditional oral interactions.

Alongside the increasing implementation of the flipped classroom, a number of recent empirical studies have evaluated the effectiveness of this approach in developing speaking skills across various EFL or ESL contexts. The flipped classroom is reported to provide greater opportunities for students to practice speaking, as face-to-face time is primarily devoted to communicative activities, such as discussions, oral practice, and interactive group work. A classroom action research study by Kristiyowati et al. (2023) demonstrated that the implementation of the flipped classroom significantly enhanced students' speaking abilities, with the percentage of students meeting the passing standard increasing substantially compared to the initial condition. Furthermore, a meta-analytic review by Senjaya and Muhtadi (2023) found that the flipped classroom is more effective in improving speaking skills than traditional teaching methods, with large and consistent effect sizes across diverse educational contexts. These findings indicate that the flipped classroom contributes to the development of both linguistic aspects, such as fluency and pronunciation accuracy, and affective dimensions of learners, including motivation, self-confidence, and readiness to engage in oral communication within more authentic learning contexts.

Nevertheless, existing research findings remain inconsistent and exhibit fragmented results. Systematic literature reviews emphasized that many studies report positive effects, considerable variation exists across studies regarding implementation contexts, pedagogical strategies, educational levels, and instructional design, resulting in effects on speaking skills that are not always uniform (Qi et al., 2024). Bibliometric analyses further indicated that flipped classroom implementation encompasses a range of pre-class and in-class activities, from video use and interactive assignments to collaborative discussions, contributing to the heterogeneity of study designs and outcomes (Dan & Mohamed, 2024). This variation is reflected in the different models of the flipped classroom employed, such as the basic flipped classroom, blended flipped classroom, or other modifications lacking standardized implementation. Moreover, many studies examine only certain aspects of speaking skills, such as fluency or self-confidence, without considering other dimensions, including pronunciation accuracy or speaking anxiety. Short study durations and limited participant numbers also restrict the external validity of findings. These conditions complicate the drawing of comprehensive conclusions regarding the multidimensional role of the flipped classroom in speaking proficiency, highlighting the need for further research that is both more holistic and methodologically consistent.

In addition to the fragmented findings, the literature also reports various challenges in implementing the flipped classroom that have not been systematically synthesized, including limitations in technological infrastructure, disparities in access to digital devices, low learner readiness for self-directed learning, increased teacher workload, and certain contextual factors, such as emergency online learning. Collectively, these conditions indicate a significant research gap and underscore the need for a Systematic Literature Review (SLR) capable of integrating findings across studies in a systematic and structured manner. Therefore, this study aims to examine the role of flipped classroom strategies in developing EFL learners' English-speaking skills based on studies published between 2021 and 2025, with a focus on implementation patterns, impacts on various aspects of speaking ability, and reported limitations and challenges. Unlike previous narrative reviews or those addressing language skills more generally, this study provides a systematic synthesis specifically highlighting speaking skills in the EFL context, integrating both linguistic and affective dimensions simultaneously. This research is guided by research questions outlined comprehensively in a single paragraph: the study seeks to determine how flipped classroom strategies contribute to enhancing EFL learners' speaking abilities, how flipped classroom design, digital media use, and learning activities are implemented in speaking instruction, which aspects of speaking skills are most affected by flipped classroom implementation, and what challenges and limitations arise in applying this strategy to English speaking instruction.

2. RESEARCH METHOD

This study employed a qualitative approach by using a Systematic Literature Review (SLR) to examine the role of flipped classroom strategies in enhancing English speaking ability in EFL contexts. The review followed the PRISMA 2020 guidelines, an updated reporting standard for systematic reviews developed by Page et al. (2021), which serve as an updated international standard for transparent and systematic reporting of systematic reviews. To define the scope and eligibility of the reviewed studies, this research adopted the PICOS framework (Population, Intervention, Comparison, Outcomes, and Study design) as formulated in evidence-based review methodology and further operationalized for systematic reviews by Behghadami and Janati (2020). The population comprised EFL learners at secondary and tertiary education levels, with flipped classroom strategies in speaking instruction as the intervention. Comparisons involved traditional or non-flipped instructional approaches or pre- and post-intervention conditions, while the outcomes focused on speaking-related aspects such as fluency, pronunciation, oral performance, speaking confidence, anxiety reduction, and willingness to communicate. Relevant studies were retrieved from Scopus, Web of Science, ERIC, and Google Scholar using Boolean search terms related to flipped classroom, speaking ability, and EFL contexts. The search was limited to peer-reviewed journal articles published between 2021 and 2025 and written in English. Through identification, screening, eligibility, and inclusion stages, 37 studies were selected from an initial pool of 234 records. The corresponding PRISMA 2020 diagram is presented below.

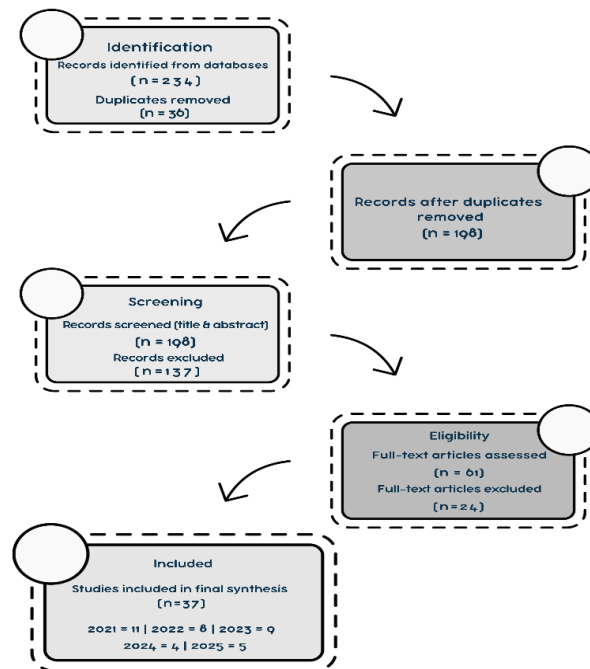


Figure 1. Study Selection Process (PRISMA 2020)

Figure 1 illustrated the systematic process of study identification, screening, eligibility assessment, and final inclusion following the PRISMA 2020 framework. The diagram visually presents the step-by-step filtering of records retrieved from multiple databases, beginning with the initial identification of 234 articles, followed by the removal of duplicates and irrelevant studies during the screening stage. Subsequently, full-text articles were assessed for eligibility based on predefined inclusion and exclusion criteria, resulting in a final selection of 37 studies included in the systematic review.

Table 1. Distribution of studies across PRISMA (2020) stages

Years	Data Bases	Identification	Screening	Eligibility	Total Exclude	Total Include
2021	234	2	30	9	41	11
2022		-	27	20	47	8
2023		11	5	5	21	9
2024		5	11	11	27	4
2025		18	27	16	61	5
Total					197	37

Table 1 presented a detailed numerical distribution of studies across the PRISMA review stages based on publication year and database sources. The table summarizes the number of records identified, screened, assessed for eligibility, excluded, and ultimately included in the review. This tabular representation highlights temporal trends in publication

volume and demonstrates how the final corpus of 37 studies was systematically derived through successive filtering stages, thereby complementing the visual overview provided in [Figure 1](#). The Data from selected studies were extracted into a matrix table and analyzed using thematic analysis to identify patterns concerning the effectiveness of flipped classroom strategies, instructional practices, and implementation challenges in English speaking instruction. As this study relied solely on secondary data from published literature, ethical approval was not required, and all sources were appropriately cited to maintain academic integrity.

Table 2. Core Characteristics of Included Literature Studies (Matrix Table)

No	Author (Year)	Context & Research Design (Participants)	Flipped Classroom Design and Media	Speaking Outcomes (Core Findings)	Key Limitations (Methodological)
1	Kiyak & Ekmekçi (2021)	Primary School (5th-grade) EFL learners, mixed-method (N=27)	Flipped learning; YouTube videos, EBA, Morpa Campus	Reduced speaking anxiety and increased confidence	Small sample size limits generalisability
2	Sudarmaji et al. (2021)	Senior High School EFL learners (Grade not specified), quasi-experiment (N=34)	Online flipped; group chat, video conferencing	Improved speaking scores	Many students did not reach mastery level
3	Phoeun & Sengsri (2021)	University EFL students (freshmen, pre-intermediate), mixed-method (N=21)	Flipped + CLT; YouTube videos, Facebook group	Improved fluency and participation	Short intervention duration
4	Zarrinabadi et al. (2021)	Teen EFL learners (secondary level, grade not specified), experimental (N=40)	Flipped classroom; Telegram	Increased willingness to communicate and motivation	Limited reporting of implementation details
5	Roohani & Etemadfar (2021)	University EFL learners (intermediate level, female), experimental (N=40)	Micro-flipped; Edmodo, mini-videos	Improved speaking fluency	Restricted range of speaking tasks
6	Khodabandeh (2021)	University EFL students (elementary proficiency), quasi-experiment (N=80)	Mind-mapping flipped; digital mind maps, videos	Improvement in pronunciation, fluency, and vocabulary	Statistical analysis constraints
7	El Garras (2021)	University EFL learners (online class), case study (N=10)	Online flipped; videos, online readings	Improved preparedness and confidence	Uneven student preparation before class
8	Rattanasaeeng & Sukavatee (2021)	University EFL undergraduates, correlational (N=30)	Differentiated flipped; online platforms	Positive correlation between WTC and speaking ability	Absence of experimental control group
9	Abdullah et al. (2021)	University EFL undergraduates, mixed-method (N=27)	Flipped classroom; instructional videos	Reduced anxiety and improved speaking confidence	Focus limited to affective variables
10	Ponsa et al. (2021)	Primary School EFL learners (grade not specified), CAR (N=14)	Flipped classroom; digital materials	Improved speaking performance and learner satisfaction	Highly context-specific classroom setting
11	Sudarmaji et al. (2021)	Senior High School EFL learners (grade not specified), quasi-experiment (N=34)	Online flipped; group chat, video conferencing	Improved speaking performance	Lack of comparison group
12	Pratiwi et al. (2022)	University EFL students (semester not specified), mixed-method (N=24)	SOFLA-based flipped; Zoom, video materials	Significant improvement in speaking ability	Single-group design without control
13	Hau (2022)	University EFL students (undergraduate level), quasi-experiment (N=30)	Flipped vs traditional; lecture videos	Improved speaking performance	Limited sample size
14	Rachmawati (2022)	University EFL students (faculty not specified), quasi-experiment (N=63)	Blended flipped; online learning materials	Higher post-test speaking scores	Limited methodological detail reported
15	Sheerah & Yadav (2022)	University EFL students (undergraduate level), analytical study (N=56)	Hybrid flipped; podcasts, vodcasts, audio texts	Improved fluency and learner confidence	Inconsistent implementation across sessions
16	Muntrikaeo & Poonpon (2022)	Secondary School EFL learners (grade not specified), mixed-method (N=80)	Task-based flipped; online language games	Improved oral communication ability	Learning conditions affected by pandemic
17	Maslamah & Kholis (2022)	University EFL students (Islamic university context), qualitative (N=63)	Digital flipped; Telegram (video & audio)	Positive development in speaking ability	Absence of quantitative measurement
18	Rosyidah (2022)	University EFL students (public speaking class), case study (N=15)	Flipped classroom; videos, reading materials	Improved public speaking confidence	Limited learner self-regulation
19	Supriyono et al. (2022)	Vocational High School EFL learners (grade not specified), qualitative (N not stated)	Flipped classroom; instructional videos	Improved speaking engagement	Purely descriptive without outcome comparison
20	Yakob et al. (2023a)	University EFL students (postgraduate level), mixed-method (N=8)	Virtual flipped; videos, documents	Improved fluency and learner confidence	Extremely small sample size

21	Parati et al. (2023)	Primary School EFL learners (grade not specified), quantitative (N=31)	Flipped classroom; online materials	Improved overall language skills including speaking	Young learner focus limits transferability
22	Putri et al. (2023)	University EFL students (undergraduate level), mixed-method (N not stated)	Flipped classroom; pre-class videos	Significant improvement in speaking ability	Short research timeframe
23	Nadiahanayati & Suryadi (2023)	Junior High School EFL learners (grade not specified), experiment (N=30)	Flipped vs CTL; online teaching materials	Flipped classroom was less effective than comparison model	Insufficient instructional time
24	Senjaya & Muhtadi (2023)	Meta-analysis of 15 primary studies (participant details reported in source studies)	Flipped classroom; various digital media	Large effect size on speaking ability	Dependence on quality of primary studies
25	Kristianti et al. (2023)	Vocational High School EFL learners (grade not specified), quasi-experiment (N=61)	LMS-based flipped; videos, social media	Improved speaking scores	High time demand for teachers
26	HRP et al. (2023)	Senior High School EFL learners (grade not specified), qualitative (N=76)	Reverse classroom; videos, e-learning DVD	Improved fluency and learner confidence	Technical and infrastructure issues
27	Nuriyah (2023)	Senior High School EFL learners (grade not specified), action research (N not stated)	Flipped + digital storytelling; videos, PowerPoint	Improved engagement and speaking ability	Increased teacher workload
28	Demir (2023)	Intermediate EFL learners at a private English institute in Khorramabad, Iran, semi-experimental (N=34)	Flipped classroom; instructional videos and multimedia resources	Experimental group significantly outperformed the control group in English speaking skills	Small sample size (N=34), intermediate-level participants only, and short intervention duration (3 weeks)
29	Martynova (2024)	Postgraduate EFL students (master's level), mixed-method (N=32)	LMS-based flipped; Moodle videos & ICT materials	Effective improvement in academic speaking skills	Highly motivated participant group
30	Irianti et al. (2024)	University EFL students (undergraduate level), factorial design (N=66)	Flipped classroom; Google Classroom, Flipgrid	Improved public speaking performance	Technological access barriers
31	Lirola (2024)	University EFL students (undergraduate level), mixed-method (N=87)	Grammar-speaking flipped; PPT, videos, Kahoot	Improved oral presentation performance	Focus limited to presentation genre
32	Baskara (2024)	University EFL students (undergraduate level), randomized controlled trial (N=80)	Virtual flipped; videos, readings, online quizzes	Significant improvement in speaking ability	Single-institution setting
33	Wei (2025)	High School EFL students, mixed-methods (N=60)	Flipped classroom; pre-class videos, pair-work activities	Significant improvement in fluency, accuracy, and confidence	Single-school context; limited duration (8-week intervention)
34	Herda et al. (2025)	University EFL students (undergraduate level), mixed-method (N=33)	Flipped strategy; lecture videos, online tasks	Increased learner confidence and motivation	Reliance on self-reported data
35	Asrilawaly et al. (2025)	Secondary School EFL learners (eleventh grade), R&D (N=20)	Video-based flipped; instructional speaking videos	Validated speaking materials	No experimental validation
36	Faridah et al. (2025)	University EFL students (undergraduate level), mixed-method (N=60)	Multimodal flipped; video, audio, Canva	Improved speaking scores	Internet connectivity instability
37	Javid et al. (2025)	Senior High School EFL learners (grade not specified), R&D + experimental study (N=30)	Flipped materials; supplementary oral communication videos	Significant improvement in speaking ability	Limited institutional context

3. RESULTS AND DISCUSSION

3.1 The Role of Flipped Classroom Strategies in Enhancing EFL Learners' English Speaking Ability

Based on the synthesis of 37 studies analyzed in this Systematic Literature Review (SLR) from 2021-2025, flipped classroom strategies have been shown to play a significant role in enhancing EFL learners' English speaking abilities across various educational levels and learning contexts. Cross-study findings presented in the matrix table indicate that the implementation of the flipped classroom consistently exerts positive effects on the development of fluency, vocabulary, confidence, and willingness to communicate, while also contributing to a reduction in speaking anxiety (Kiyak & Ekmekçi, 2021; Hau, 2022; Zarrinabadi et al., 2021; Kristianti, Artini, & Utami, 2023). Improvements in speaking ability are generally associated with the optimization of synchronous class time for more intensive communicative practice and meaningful interaction, while foundational content is delivered during the pre-class phase through self-directed learning. Overall, the findings of this SLR affirm that the flipped classroom constitutes an effective pedagogical approach for developing EFL

speaking skills, particularly when implemented in a structured, contextualized manner and integrated with communicative learning activities.

3.1.1 Impact on Fluency and Oral Performance

Based on the synthesis of 37 studies published between 2021 and 2025, flipped classroom strategies generally contribute positively to the enhancement of EFL learners' speaking fluency and overall oral performance. Across experimental and quasi-experimental studies, learners exposed to flipped instruction demonstrated improvements in fluency-related indicators, including longer utterances, reduced hesitation and pauses, and smoother speech flow compared to traditional instruction (Roohani & Etemadfar, 2021; Pratiwi et al., 2022; Kristianti et al., 2023; Baskara, 2024). Several studies further reported that learners became more confident and willing to participate in oral tasks, which translated into better performance in discussions, presentations, and role-plays (Phoeun & Sengsri, 2021; Hau, 2022; Wei, 2025). Supporting this, research investigating the effectiveness of flipped instruction on EFL learners' speaking skills found that learners in flipped classroom conditions achieved significantly greater improvements in speaking performance compared to those in traditional learning conditions, with higher post-test speaking scores across multiple fluency indicators (Matin & Benschams, 2025). These findings indicated that flipped classroom strategies are effective in supporting fluency development when speaking is treated as an output-driven skill requiring sustained communicative practice.

The observed fluency gains can be theoretically explained through recent flipped classroom and active learning frameworks, which emphasize learner engagement and self-regulated preparation. Pre-class exposure to instructional input enables learners to process vocabulary, pronunciation models, and discourse structures independently, thereby reducing cognitive load during in-class speaking activities (EL GARRAS, 2021; Abdullah et al., 2021). This explanation is consistent with Zhong (2025), who found that integrating flipped classroom pedagogy with self-regulated learning strategies significantly enhanced EFL learners' speaking competence by increasing learners' readiness for oral interaction and improving their ability to manage cognitive demands during speaking tasks. As a result, classroom time can be allocated more efficiently to meaning-focused oral interaction, allowing learners to practice extended speech and negotiate meaning in real time. Empirical evidence from Matin and Benschams (2025) further demonstrates that EFL learners exposed to systematic flipped instruction outperformed those in traditional classrooms in terms of speaking fluency and communicative effectiveness, largely due to increased opportunities for structured in-class speaking following pre-class preparation. Studies employing micro-flipped, task-based, and communicative flipped designs reported clearer fluency gains, such as increased articulation rates and reduced pause frequency, highlighting the role of repeated, meaningful output in oral performance development (Roohani & Etemadfar, 2021; Demir, 2023; Muntrikaeo & Poonpon, 2022). These findings are also supported by Rosyidah (2022), whose qualitative analysis revealed that learners perceived flipped classroom instruction as helping them feel more prepared, confident, and fluent during oral activities, suggesting that alignment between pre-class materials and in-class speaking tasks plays a crucial role in facilitating fluency development.

Nevertheless, the synthesis also revealed that the effectiveness of flipped classroom strategies is context-dependent rather than universal. Some studies reported limited or non-significant fluency gains due to short intervention duration, low learner readiness for autonomous learning, or insufficient instructional scaffolding (Nadiahayati & Suryadi, 2023). These findings are consistent with evidence from Pilu, Jabu, and Sulaiman (2025), who reported that inadequate learner self-regulation, limited digital literacy, and insufficient orientation to flipped learning models often constrain students' engagement with pre-class materials, thereby weakening the potential impact on speaking fluency. Other constraints included uneven engagement with pre-class materials and technological challenges, which reduced the quality of in-class oral practice (Rosyidah, 2022; Martynova, 2024). Similar patterns were identified in a recent systematic review by Alsalami (2025), which demonstrated that disparities in technological access, inconsistent instructional design, and contextual institutional support frequently lead to uneven implementation quality and suboptimal oral performance outcomes in EFL flipped classrooms. Taken together, the evidence suggests that flipped classroom strategies can enhance EFL learners' fluency and oral performance when systematically designed and supported, but their success depends on contextual factors such as instructional quality, learner autonomy, and learning environment.

3.1.2 Impact on Pronunciation and Oral Production Accuracy

In response to the Research Question, the synthesis of 37 studies published between 2021 and 2025 suggests that flipped classroom strategies contribute to the development of EFL learners' English-speaking ability in a facilitative but context sensitive manner, particularly with respect to pronunciation and oral production accuracy. Evidence across the reviewed studies indicates that learners who participated in flipped classroom instruction exhibited noticeable improvements in the clarity of articulation, segmental accuracy, and selected suprasegmental features, including stress and intonation patterns (Khodabandeh, 2021; Pratiwi et al., 2022; Kristianti et al., 2023). Supporting this, research on models of flipped instruction designed specifically for pronunciation instruction found that students' post-test pronunciation scores increased significantly following implementation of a structured flipped classroom approach with explicit pronunciation practice and interactive learning phases (Khasanah & Anggoro, 2022). Additionally, mixed-methods research investigating flipped classroom effects on speaking complexity, accuracy, and fluency reported positive trends in fluency and speaking complexity,

while also highlighting that accuracy improvements may be less pronounced without extended practice and instructional scaffolding (Davari & Mall-Amiri, 2022). Nevertheless, these improvements were typically less substantial than those reported for fluency related dimensions of speaking, indicating that accuracy focused components of oral production tend to develop at a slower pace. Overall, the matrix synthesis suggests that while flipped classroom environments can support more accurate spoken output, pronunciation development requires continuous and deliberately designed instructional support rather than reliance on increased speaking practice alone.

One of the primary mechanisms underlying improvements in pronunciation accuracy is the integration of audio-visual materials in the pre class phase, a feature consistently emphasized across the studies included in the matrix. Pre class instructional videos, authentic pronunciation models, and audio-based input allowed learners to engage in repeated listening, self-paced practice, and self-monitoring before participating in classroom interaction (Roohani & Etemadfar, 2021; Demir, 2023; Baskara, 2024). These empirical findings are consistent with recent theoretical accounts highlighting the importance of high-quality auditory input and phonological awareness in second language pronunciation development (Derwing et al., 2022; Saito, 2021). Within flipped classroom frameworks, the pre class stage appears to function as a preparatory learning space in which learners can consolidate phonological representations, thereby enhancing their readiness to produce more accurate oral output during subsequent classroom communicative activities. However, the extent of these benefits was found to depend largely on the instructional quality, clarity, and relevance of the audio-visual materials provided. During the classroom phase, gains in oral production accuracy were most evident when flipped classroom implementation incorporated structured speaking activities supported by explicit corrective feedback. The reviewed studies reported that guided tasks such as role plays, task-based interactions, and oral presentations combined with timely feedback from teachers and peers contributed to gradual reductions in pronunciation errors and greater control over spoken language forms (Khodabandeh, 2021; Kristianti et al., 2023; Irianti et al., 2024).

Supporting this, research on flipped classrooms with more synchronous and collaborative components found that groups engaged in interactive oral learning tasks outperformed regular flipped groups on oral English performance measures, indicating enhanced communicative competence when peer collaboration and interaction were emphasized (Fischer & Yang, 2022). Moreover, research specifically focused on pronunciation shows that EFL learners who participated in flipped classroom modules with pre-class pronunciation lessons and in-class interactive drills achieved significantly greater improvements in pronunciation compared to those in traditional instruction, with large effect sizes reported (Zhang & AlSaqqaf, 2025). By contrast, studies documenting limited or non-significant effects on pronunciation accuracy tended to describe flipped classroom implementations that merely converted lectures into video format without embedding focused feedback or corrective pedagogical strategies (Nadiahanayati & Suryadi, 2023). This pattern supports recent pedagogical perspectives which argue that flipped classroom approaches can enhance pronunciation and oral accuracy only when instructional design deliberately integrates cycles of input, output, and feedback. Taken together, the synthesis indicates that flipped classroom strategies have the potential to improve EFL learners' pronunciation and oral production accuracy; however, their effectiveness is strongly influenced by instructional quality, feedback provision, and implementation duration, highlighting the context-sensitive nature of their impact on speaking accuracy.

3.1.3 Impact on Confidence, Anxiety Reduction and Willingness to Communicate (WTC)

Across the 37 studies synthesized in the matrix table, a largely convergent empirical pattern showed that flipped classroom (FC) strategies positively influence EFL learners' English speaking ability across fluency, overall oral performance, and affective dimensions. Several experimental and quasi-experimental studies reported clear fluency gains, including reduced pausing, longer speech runs, and smoother delivery (Roohani & Etemadfar, 2021; Pratiwi et al., 2022; Wei, 2025), alongside significantly higher post-test speaking scores in flipped groups compared to traditional instruction (Hau, 2022; Kristianti et al., 2023; Baskara, 2024). The theoretical grounding for these effects can be traced to self-regulated learning frameworks: flipped classroom environments provide learners with structured opportunities to plan, monitor, and regulate their speaking practice, aligning with recent work demonstrating that integrating self-regulated learning strategies into FC significantly enhances EFL speaking competence by fostering learner autonomy and strategic engagement (Zhong, 2025). Complementing this, systematic review research on flipped classroom design underlined that effective FC implementations are based on design principles that support students' self-regulated learning such as goal setting, strategic planning, and reflection which in turn increase active engagement and learning outcomes in complex tasks including language production (Liu, Hew, & Du, 2024). Affective outcomes emerge as particularly robust across contexts such as reductions in speaking anxiety and increases in confidence are consistently documented (Kiyak & Ekmekçi, 2021; Abdullah et al., 2021; EL Garras, 2021), while several studies report significant gains in willingness to communicate (WTC) and classroom participation (Zarrinabadi et al., 2021; Rattanasaeang & Sukavatee, 2021; HRP et al., 2023). Consistent with this perspective, Aditia et al. (2021) and Aditia (2022) emphasized that learning environments which are pedagogically structured in online or hybrid formats can nurture learners' sense of autonomy, competence, and relatedness, thereby strengthening intrinsic motivation and promoting more positive affective involvement in speaking tasks. Nonetheless, divergence is also evident, as some studies report limited or non-significant effects on fluency or speaking performance, especially in short or weakly structured interventions (Nadiahanayati & Suryadi, 2023).

These empirical patterns can be interpreted through recent theoretical frameworks on flipped classroom pedagogy and EFL speaking development published between 2021 and 2025. Contemporary FC research emphasizes active learning and learner engagement, arguing that shifting content delivery to the pre-class phase frees in-class time for meaningful interaction and oral production, which are essential for fluency development (Muntrikaeo & Poonpon, 2022; Senjaya & Muhtadi, 2023). This supports the engagement construct in FC pedagogy, which proposes that flipped instruction deliberately cultivates behavioral, emotional, and cognitive engagement through pre-class preparation and interactive in-class tasks, thereby creating conditions that are conducive to sustained communicative practice and deeper language involvement (Li, 2025). From a self-regulated learning perspective, pre-class video-based input enables learners to manage pace and repetition, increasing preparedness and cognitive readiness for speaking tasks (Lirola, 2024; Martynova, 2024). Extending this, Samadi et al. (2024) argued that flipped classroom approaches significantly enhance EFL learners' use of cognitive and meta-cognitive self-regulated learning strategies such as planning, monitoring, and evaluating one's learning which in turn fosters greater autonomy and active engagement essential for complex language output like speaking (Samadi, et al., 2024). Moreover, recent applications of affective filter theory and WTC models help explain why FC environments consistently reduce anxiety and enhance confidence: repeated exposure to input before class lowers cognitive load and performance pressure, thereby facilitating greater communicative willingness during in-class speaking activities (Abdullah et al., 2021; Zarrinabadi et al., 2021; Herda et al., 2025).

Pedagogically, the matrix table indicates that the effectiveness of FC strategies is driven by the redistribution of instructional time and the design of communicative practice. Pre-class exposure to videos and digital materials equips learners with vocabulary, discourse patterns, and pronunciation models, while in-class sessions emphasize scaffolded speaking tasks such as role-plays, discussions, presentations, and peer interaction supported by feedback (Phoehn & Sengsri, 2021; Rosyidah, 2022; Irianti et al., 2024). This structure reduces immediate performance pressure, contributing to lower anxiety, stronger speaking confidence, and higher WTC. Contemporary theoretical work in flipped classroom research highlighted that systematic structuring of pre-class and in-class activities in flipped instruction is foundational for active learning engagement and instructional alignment, with pre-class tasks preparing students cognitively so that in-class collaboration and communicative practice can maximize language development outcomes (Sharom & Kew, 2025). From a self-regulated learning perspective, pre-class preparation is integral to learners' goal setting, monitoring, and reflective processes, which have been shown to enhance not only autonomous learning behaviors but also learners' ability to manage cognitive and affective demands during complex communicative tasks such as speaking (Samadi et al., 2024) supporting the idea that self-regulated learning mechanisms within FC pedagogy reduce extraneous cognitive load and foster preparedness, confidence, and willingness to communicate. However, variability across studies highlights conditional effects related to intervention duration, learner readiness for autonomous learning, instructional design quality, feedback consistency, and technological access (Khodabandeh, 2021; Maslamah & Kholis, 2022; Faridah et al., 2025). In synthesis, evidence from studies published between 2021 and 2025 demonstrated that flipped classroom strategies can substantially enhance EFL learners' speaking ability across linguistic and affective dimensions, yet their effectiveness remains context-dependent rather than universally guaranteed.

3.2 Implementation of The Flipped Classroom in Speaking Instruction and Its Impact on Specific Aspects of Speaking

Based on the synthesis of 37 empirical studies analyzed in this Systematic Literature Review (SLR) from 2021-2025, the implementation of the flipped classroom in EFL speaking instruction generally combines pre-class content delivery via instructional videos and online platforms with in-class activities focused on communicative practice, such as role-plays, group discussions, presentations, and peer feedback (Kiyak & Ekmekçi, 2021; Phoehn & Sengsri, 2021; Pratiwi et al., 2022; Kristianti et al., 2023; Wei, 2025). This implementation pattern consistently shows the most prominent impact on improvements in fluency, speaking confidence, and willingness to communicate, as well as reductions in speaking anxiety (Zarrinabadi et al., 2021; Abdullah et al., 2021; Rosyidah, 2022), whereas gains in pronunciation and linguistic accuracy are reported to depend more on the duration of the intervention and the quality of pedagogical scaffolding applied in the flipped classroom design (Roohani & Etemadfar, 2021; Khodabandeh, 2021; Irianti et al., 2024). Overall, these cross-study findings affirm that the effectiveness of the flipped classroom in developing speaking abilities is primarily determined by the alignment between instructional design, learning media, and structured, student-centered speaking activities.

3.2.1 Flipped Classroom (Models, Approaches and Duration)

The synthesis of 37 analyzed studies indicated that the implementation of the flipped classroom in EFL/ESL speaking instruction employs a variety of designs, models, and pedagogical approaches tailored to the learning context and educational level. The most commonly used model across these studies is the Basic Flipped Classroom Model (FCM), which reverses the conventional learning sequence by placing content exposure in the pre-class phase through videos, readings, or digital media, while face-to-face time is dedicated to interactive activities such as discussions, speaking exercises, problem-solving, and immediate instructor feedback. This design pattern is consistently reported in secondary and higher education studies, both in online and blended learning contexts (Kiyak & Ekmekçi, 2021; Hau, 2022; Pratiwi et al., 2022). These

findings are further supported by Sudarmaji, Anwar, and Mulyana (2021), who emphasize that the effectiveness of the flipped classroom is strongly influenced by the alignment between pre-class content and in-class speaking activities, as misalignment in instructional design can hinder student participation and the optimization of speaking practice. Conceptually, this pattern aligns with Yusoff et al. (2024), who stated that flipped classrooms promote active student engagement through the integration of in-class and out-of-class learning activities.

In addition to the FCM, several studies in the matrix also report more contextualized flipped classroom designs, such as micro-flipped, blended flipped, and virtual flipped classrooms, particularly in studies conducted during and after the pandemic. Abdullah et al. (2021) also Maslamah and Kholis (2022) indicated that blended and virtual flipped classroom designs enable greater flexibility in speaking instruction under limited face-to-face conditions, although they require more structured instructional planning. In vocational education contexts, Kristianti et al. (2023) report the use of social media as part of the flipped classroom design to enhance student engagement, which simultaneously necessitates clear integration between pre-class and in-class activities. These findings are further supported by Irianti et al. (2024), who demonstrated that the consistency of pre-class activities, synchronous sessions, and speaking practice constitutes a characteristic of flipped classroom design that facilitates students' comprehension of the learning sequence and active participation. Other studies in the matrix also adopt task-based instruction, online language games, and multimodal pedagogy within the flipped classroom environment to support interaction and contextual language use, although these approaches tend to appear less frequently and are highly context-dependent (Pratiwi et al., 2022; Senjaya & Muhtadi, 2023).

Intervention duration also emerges as a design characteristic influencing the effectiveness of the flipped classroom in speaking instruction. Most studies in the matrix implement the flipped classroom over a relatively short to medium duration, ranging from four to fifteen weeks. However, studies with medium to long durations (≥ 10 weeks) tend to report more stable and sustained outcomes. Sheerah and Yadav (2022) indicated that a 13-week intervention provides sufficient pedagogical and cognitive adaptation time for students, while Lou (2022) reported that a 15-week duration contributes to significantly greater improvements in speaking performance compared to traditional instruction. Other studies in the matrix suggest that excessively short interventions may limit the internalization of students' self-directed learning strategies and the consistency of in-class speaking practice (Hau, 2022; Kiyak & Ekmekçi, 2021). Overall, the findings for RQ 2 confirmed that effective flipped classroom design in EFL speaking instruction is characterized by the selection of contextualized models, alignment between pre-class content and in-class activities, and adequate intervention duration.

3.2.2 Media and Platforms Used

The cross-study synthesis of 37 analyzed articles indicated that instructional videos are the most commonly used media in the implementation of the flipped classroom for EFL speaking instruction. Videos, whether uploaded on public platforms or developed by instructors, serve as the primary medium for delivering linguistic input during the pre-class phase, enabling students to prepare before synchronous learning activities take place. The use of pre-class videos is consistently reported across various educational contexts, including both secondary and higher education levels (Kiyak & Ekmekçi, 2021; Hau, 2022; Pratiwi et al., 2022). In addition to videos, Learning Management Systems (LMS) such as Google Classroom and Moodle are widely utilized as primary platforms in the flipped classroom. LMSs function as tools for distributing pre-class materials, managing assignments, facilitating instructor-student communication, and providing structured feedback. Several studies in the matrix emphasize that the use of LMS contributes to a more systematic and organized learning flow, particularly in online and blended learning contexts (Abdullah, Hussin, & Ismail, 2021; Pratiwi et al., 2022). In addition to LMS, several studies also report the use of social media and supporting applications as part of the flipped classroom design. Platforms such as Telegram and WhatsApp are utilized to facilitate material distribution and communication, while Instagram and TikTok are employed for video-based speaking assignments, particularly in vocational education and post-pandemic learning contexts (Maslamah & Kholis, 2022; Kristianti et al., 2023). Some studies also noted the use of supporting applications for synchronous activities and interactive exercises, although their effectiveness largely depends on clear pedagogical management (Senjaya & Muhtadi, 2023). Overall, the cross-study findings indicate that the success of the flipped classroom is not determined by specific media or platforms, but rather by the quality of the learning activity design that coherently integrates pre-class materials with in-class activities. Media and technology function as learning facilitators, while the effectiveness of the flipped classroom in EFL speaking instruction largely depends on how speaking activities are designed to promote interaction, language practice, and meaningful feedback (Hau, 2022; Kiyak & Ekmekçi, 2021; Senjaya & Muhtadi, 2023).

3.2.3 Learning Activities on Pre-Class and In-Class Stages

The synthesis of 37 studies in this Systematic Literature Review (SLR) indicated that the implementation of the flipped classroom in EFL speaking instruction consistently comprises two main phases such as pre-class and in-class, designed with distinct yet complementary pedagogical functions. In the pre-class phase, students generally engage in self-directed learning through online platforms or Learning Management Systems (LMS) with the aim of building initial understanding and linguistic readiness prior to synchronous activities. Several studies in the matrix report that the most frequently employed pre-class activities include watching instructional videos (Abdullah et al., 2021; Pratiwi et al., 2022; Hau, 2022), reading

supporting materials or modules (Yakob et al., 2023), completing online quizzes or independent exercises (Lou, 2022), and recording audio or video as initial speaking practice (Kristianti, Artini, & Utami, 2023). In the in-class phase, cross-study findings indicated the predominance of active learning activities oriented toward speaking practice and social interaction.

The activities most frequently reported in the matrix include group discussions, role-plays or real-life simulations, oral presentations, debates, task-based speaking activities, and peer feedback (Kiyak & Ekmekçi, 2021; Sheerah & Yadav, 2022; Parati et al., 2023). These activities are designed to maximize classroom time as a space for communicative practice, with instructors serving as facilitators who provide immediate feedback and language scaffolding. Furthermore, the synthesis of this SLR emphasizes that the success of the flipped classroom in enhancing EFL speaking ability is not determined solely by pre-class activities, but rather by the quality and intensity of in-class activities that promote authentic language use. Several studies in the matrix indicated that flipped classroom models that merely transfer content delivery into video format without the subsequent design of rich communicative in-class activities yield more limited effects on students' speaking development (Abdullah et al., 2021; Pratiwi et al., 2022; Yakob et al., 2023). Accordingly, the findings for RQ 2 confirm that an effective flipped classroom in EFL speaking instruction should integrate pre-class activities as a foundation for learning readiness and in-class activities as the core of communicative practice.

3.3 Limitations, Challenges and Constraints in The Implementation of Flipped Classroom in Speaking Instruction

The analysis of 37 studies in this Systematic Literature Review (SLR) from 2021-2025 indicated that the flipped classroom consistently contributes positively to the improvement of EFL speaking skills, particularly in terms of fluency, vocabulary, confidence, and the reduction of speaking anxiety, across various educational levels and learning contexts, with a predominance of studies conducted in Asia and the Middle East, as well as some European contexts (Kiyak & Ekmekçi, 2021; Hau, 2022; Kristianti et al., 2023). However, the cross-study synthesis also emphasized that the effectiveness of the flipped classroom is highly dependent on implementation factors, including technological limitations and access, students' readiness and autonomy, instructional design complexity, instructor workload, intervention duration, and learning context (Abdullah et al., 2021; Pratiwi et al., 2022; Senjaya & Muhtadi, 2023). Overall, these findings confirm that the flipped classroom constitutes an effective pedagogical approach for EFL speaking development when designed and implemented in a contextualized and sustainable manner.

3.3.1 Technology and Access Factors

Analysis of the studies in the matrix indicated that technology and access challenges represent the most dominant limitations in the implementation of the flipped classroom for EFL speaking instruction, particularly during fully online learning periods and post-pandemic transitional phases. In the context of full-online learning, limitations in internet connectivity and device ownership hinder students' access to pre-class materials, negatively impacting speaking skill achievement (Sudarmaji et al., 2021). At the primary and secondary education levels, digital access constraints at students' homes also impede engagement in the pre-class phase, while in higher education, similar challenges manifest as network disruptions, limited data and device memory, and inconsistent access to digital platforms (Maslamah & Kholis, 2022; HRP et al., 2023). Entering the post-pandemic phase, technology-related challenges have not entirely disappeared but have shifted from access affordability issues to the quality of learning technology utilization. In higher education, the use of Learning Management Systems (LMS) and video platforms for public speaking courses still faces technical obstacles, such as inconsistent link quality and video resolution (Irianti et al., 2024). Additionally, several studies in the matrix highlighted that limited digital literacy and low student engagement in pre-class learning further reduce the effectiveness of the flipped classroom, even when basic infrastructure is available (EL Garrás, 2021; Rosyidah, 2022; Nuriyah, 2023). These findings underscore that technology challenges in the flipped classroom are multidimensional and occur across all educational levels.

Based on this synthesis, the implementation of the flipped classroom in EFL speaking instruction is recommended to be contextually and adaptively designed, taking into account technological readiness, student characteristics, and realistic instructional design. Educational institutions and instructors should ensure adequate minimum technology access, select lightweight and stable platforms, and limit application complexity to reduce technical learning burdens (Maslamah & Kholis, 2022; Irianti et al., 2024). Moreover, enhancing digital literacy and students' readiness for self-directed learning should be integrated through initial orientation and pre-class monitoring mechanisms. These recommendations align with recent international literature, which emphasizes that the success of the flipped classroom in EFL contexts, particularly in developing countries, heavily depends on balancing digital infrastructure support, platform usability, and active student engagement throughout the learning phases (Zuhri et al., 2024; Pilu et al., 2025).

3.3.2 Student Readiness and Autonomy

In addition to technology-related factors, student readiness and autonomy constitute critical challenges in the implementation of the flipped classroom for EFL speaking instruction. This model requires self-directed learning abilities, self-regulation, and effective time management, as the initial comprehension of materials is shifted to the pre-class phase.

Several studies in the matrix indicated that not all students consistently prepare before synchronous sessions, resulting in low participation, limited oral engagement, and reduced effectiveness of in-class speaking activities (Abdullah et al., 2021; Pratiwi et al., 2022). Other findings also suggested that even when pre-class materials are provided, some students still exhibit low engagement due to insufficient self-directed learning readiness (EL Garrás, 2021; Rosyidah, 2022; Hau, 2022).

In the post-pandemic context, disparities in student discipline and consistency in accessing pre-class materials have become more pronounced. Irianti et al. (2024) reported that students who regularly watch instructional videos via Google Classroom demonstrate significant improvements in public speaking performance, whereas less consistent students tend to lag behind. This finding is reinforced by Lirola (2024), who emphasized that the success of the flipped classroom, particularly in integrating grammar and speaking, is strongly influenced by students' learning motivation and academic discipline. Senjaya and Muhtadi (2023) also noted that low self-directed learning readiness causes students to remain heavily reliant on teacher explanations in class, thereby limiting the full potential of the flipped classroom. Nevertheless, several studies indicated that the flipped classroom can still enhance willingness to communicate and reduce speaking anxiety when students' self-directed learning is supported through clear guidance, structured pre-class assignments, and strong integration between pre-class and in-class activities (Kıyak & Ekmekçi, 2021; Zarrinabadi et al., 2021). These findings align with Kristianti et al. (2023), who demonstrate that student readiness and autonomy in the flipped classroom can be developed through explicit pedagogical scaffolding. Conceptually, this is further supported by international studies asserting that the success of the flipped classroom in EFL contexts heavily depends on students' self-regulated learning skills, particularly in time management, comprehension monitoring, and active engagement during the pre-class phase (Öztürk & Çakıroğlu, 2021). However, recent reviews also indicate that limited self-regulated learning ability remains a significant challenge affecting student engagement in the flipped classroom (Pilu et al., 2025).

3.3.3 Instructional Design and Teacher Workload

The next challenge relates to instructional design and the increased teacher workload in implementing the flipped classroom for EFL speaking instruction. Several studies in the matrix emphasize that this approach requires careful planning, particularly in the initial implementation phase, as teachers must design and integrate pre-class and synchronous learning activities coherently. Pratiwi et al. (2022) reported that not all stages of the Synchronous Online Flipped Learning Approach (SOFLA) can be optimally implemented due to time constraints and platform limitations, although the model still demonstrated significant improvements in students' speaking scores. Maslamah and Kholis (2022) also noted that teachers need to manage the distribution of videos, summary tasks, vocabulary exercises, and speaking activities in a structured manner to ensure the effectiveness of the flipped classroom. In the post-pandemic context, Kristianti et al. (2023) indicated that the use of social media platforms such as Instagram and TikTok in the flipped classroom can enhance speaking skills of vocational school students, yet it demands additional time and effort from teachers in preparing materials, monitoring student participation, and managing learning interactions. Consistently, Hau (2022) emphasized that poorly structured pre-class tasks and minimal pedagogical guidance may reduce the effectiveness of in-class speaking activities, requiring teachers to take a more active role in designing the flipped classroom sequence. Senjaya and Muhtadi (2023) further highlighted that without sufficient pedagogical readiness and instructional planning, teacher workload can increase, potentially hindering the sustainability of flipped classroom implementation. Overall, these findings demonstrate that the quality of instructional design is not solely determined by the use of videos or digital platforms, but rather by teachers' ability to align pre-class activities with synchronous learning effectively. Conceptually, recent international studies also identify instructional design and teacher workload as key challenges in flipped classroom implementation, requiring complex pedagogical planning and continuous adaptation of teaching strategies (Baig & Yadegaridehkordi, 2023). Recent literature further asserted that this integration demand can increase teacher workload, making realistic instructional planning and pedagogical adaptation central challenges in the implementation of flipped classrooms for EFL speaking instruction (Hairuddin et al., 2025).

3.3.4 Intervention Duration and Learning Context

Another prominent limitation in the implementation of flipped classrooms concerns the duration of the intervention and the learning context. Most studies in this SLR applied flipped classrooms over relatively short durations, typically ranging from four to fifteen weeks, with limited sample sizes. Kıyak and Ekmekçi (2021) and Hau (2022) explicitly noted that short intervention periods and small participant numbers limit the generalizability of findings, although improvements in EFL speaking skills were consistently observed. Beyond intervention duration, the highly specific institutional context also constitutes a key limitation. Studies by Yakob et al. (2023) and Parati et al., (2023) demonstrated that positive effects of the flipped classroom on speaking performance are often tied to particular contextual characteristics, such as education level, institutional policies, and student profiles, thereby limiting the applicability of findings to broader learning environments. Quantitative synthesis conducted by Senjaya and Muhtadi (2023) confirmed the effectiveness of flipped classrooms on EFL speaking skills with a relatively large combined effect size but emphasizes that the strength of these findings heavily depends on the methodological quality and context of the primary studies analyzed. Overall, the synthesis of the 37 studies in this SLR indicates that, although flipped classrooms are effective in enhancing EFL speaking skills, their implementation

continues to face relatively consistent challenges across education levels and learning contexts. The findings also suggest that post-pandemic implementation challenges have shifted from predominantly technology access issues to student readiness, instructional design complexity, and the sustainability of learning interventions. Therefore, this SLR underscores the need for further longitudinal and contextual research to strengthen the generalizability and sustainability of flipped classroom outcomes in EFL speaking instruction.

4. CONCLUSION

This study employed a Systematic Literature Review (SLR) to examine the role of flipped classroom strategies in enhancing English speaking ability in EFL contexts by synthesizing empirical studies published between 2021 to 2025. The findings indicated that flipped classroom implementation generally contributes positively to learners' speaking development, particularly in terms of fluency, speaking confidence, willingness to communicate, and reduction of speaking anxiety. Improvements in pronunciation were also reported; however, these outcomes tended to vary depending on instructional design quality, feedback practices, and intervention duration. From a pedagogical perspective, the review highlights that the effectiveness of flipped classroom strategies is strongly influenced by the alignment between learning objectives, digital media, and in-class communicative activities, as well as learners' readiness for self-directed learning. Despite these benefits, recurring challenges were identified, including technological limitations, increased teacher workload, and contextual constraints across learning settings. Therefore, future research is encouraged to adopt more rigorous and longitudinal designs to further explore sustainable and context-sensitive flipped classroom practices in speaking instruction.

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