WHAT SHOULD TEACHERS DISCOVER FOR STUDENTS' SPEAKING NEEDS: REINVENTING A FLIPPED LEARNING FOR UNDERGRADUATE STUDENTS

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Article History	Abstract
	This study aimed to discover students' speaking needs to reinvent the flipped-learning model in the teaching speaking context. The needs were carried out through survey design by distributing Google form questionnaires to investigate the students' necessities, lacks, and wants. The questionnaire was a Likert-scale questionnaire consisting of 27 questions. The subject participating in this study was the 53 first-year students of the English study program at one state polytechnic in Madiun. The results of the study were classified into three aspect of speaking; goals, proficiency, and wants, that were integrated with the discussion of the FL model. According to the students, speaking skills were burdensome as good accuracy, fluency, and pronunciation were difficult to achieve. Students essentially used speaking skills as the primary tool to support their national and international careers; thus, student need to be drilled and encouraged to speak English with an appropriate learning approach; one of the relevant approaches was the Flipped Learning (FL) model. Found by scholars that the FL model was believed to emphasize a communicative activity in teaching speaking by prioritizing two different hybrid learning situations; inside and outside class activities. The learning activities in the FL class provide students with autonomous learning, which help them increase their confidence in speaking. Generally speaking, learning activities in the FL model need to be adjusted to the lack, necessities and wants of the students who are involved in the activities. Therefore, the results of the questionnaire will become a reflection and reference to designed learning activities and materials based on the FL model to provide EFL students with appropriate materials that have two functions; grant students with excellent materials and impart self-improvement for students' speaking skills.

Introduction

Flipped learning (FL) model has exerted its influence in the twenty-first-century learning era, which has been widely applied to promote innovative technology and learning strategies in language learning. FL model was first introduced by Bergmann and Sams (2012) as a transformation learning atmosphere from the traditional model to the modern one. The feature showing its modernity refers to an in-class discussion, presentation, and group work. Compared to traditional EFL classrooms, the students have limited exposure to the language environment and have little chance to use their target language (Yu, 2019). The limited language learning exposure might make EFL students fail to achieve excellent English proficiency, particularly speaking skills for EFL university contexts. Thus, to such a condition, the FL model serves as one of the alternatives to provide students with more exposure and practice of the target language due to the flexibility of learning settings and accessibility of various learning materials conducted in and outside the classroom (Li & Suwanthep, 2017). The practical and

plausible use of the FL model in teaching-learning has been researched by prior scholars (Eka Malynda, 2020; Li & Suwanthep, 2017; Riza & Setyarini, 2020; Sönmez, 2020), showing that the integration of flipped classroom enhances the students' speaking skill both inside and outside the classroom.

The flipped classroom is an inverted classroom where the materials in the form of video lectures, tasks, presentations, and modules are delivered and learned in pre-class, during which the class activities are turned into a discussion (Bergmann & Sams, 2012; Chuang, Weng & Chen, 2018). Thus, the FL classroom emphasizes students' centeredness, and there are no lecturing activities in a flipped classroom since students have been thoroughly exposed to learning materials in the pre-classroom (Ekmekci, 2017). It is assumed that assigning students' tasks outside the classroom helps them to better comprehend the learning material since the allowance to review the materials based on the students' learning pace was conducted. It was supported by Zainuddin et al., (2019), finding that FL impacted the students' directed learning and better preparation before class time, which means FL led students to seek information and access the information online and repeated the materials as many as they wanted.

According to the students, this pre-class activity was meaningful in understanding the materials. The pre-class materials provided more opportunities for students to develop high-order thinking skills (HOTS), which the learning activity focused on applying what they have learned, not remembering anymore, as noted by Riza and Setyarini (2020). The mentioned activities, such as discussion, dialogue, presentation, and take and give conversation, develop students' HOTS cognitive processes. Compared to traditional class, the students, at the stage to understand materials, were sometimes confused with the teachers' instructions or tasks as they had not been exposed to many learning inputs to prepare themselves during the class. Therefore, the meaningfulness of the pre-class materials will assist them in connecting the students' prior knowledge and experience with the current materials given during the class.

Instead of providing meaningful materials, one favor of FL is to provide students with active interaction practices during class time. In relation to speaking skills, the speaking practices should facilitate students to engage in individual and collaboration activities; with their peers or group, as the FL model is based on social-constructivist theories (Sönmez, 2020). The integration of the FL model in speaking class allows teachers to be the Guide on the Side, which means that teachers facilitate students to speak through classroom practices and interactions (Riza & Setyarini, 2020). This is in tune with the essence of speaking skills that students are encouraged to do individual and group-work practices rather than completing textual tasks and listening to lecturing, which makes FL potential and applicable to be used in learning and teaching speaking.

Various scholars (Li & Suwanthep, 2017; Riza & Setyarini, 2020; Sönmez, 2020; Zainuddin et al., 2019) reported that the integration of FL model in speaking skill stimulates students' oral competence, high order thinking skills of English language, and self-learning and self-efficacy skills. Li and Suwanthep (2017) revealed that the students' speaking scores improved after being taught with FL models. The improvement occurred due to their flexibility in gaining new vocabulary and grammar rules and soft skills referring to confidence in producing spoken language. Similarly, Sönmez (2020) discovered that FL alleviated students' speaking skills in the way they are provided with independent study, variety of language exposure, and courage to speak. From the bottom line, integrating FL into speaking skills has plausible points that students monitor, involve, and evaluate their own learning activities.

Nonetheless, the drawbacks of previous studies (Li & Suwanthep, 2017; Riza & Setyarini, 2020; Sönmez, 2020; T.T.T. & N.V., 2018; Zainuddin et al., 2019) confirmed that they only showed the advantages of integrating the FL in speaking class. Meanwhile, different settings, different students, and different levels of knowledge and skills contributed to the effectiveness of the FL model, which affects the output of the implementation. Despite the fact that the FL

model is beneficial for speaking skills, the FL model should be well implemented to acquire its deep-rooted benefits for speaking skills, depending on different learning contexts, students' backgrounds, and students' needs.

Thus, this study encourages more teachers to implement flipped classes in speaking as an alternative learning model that takes over what traditionally class occurs, especially in the context of higher education. In achieving the most advantages of flipped learning implementation, four main principles of designing flipped classrooms should be applied by teachers. According to Bergmann and Sams (2012), the principles are: (1) allow students to gain exposure as an input to prior class, (2) provide materials in prior class for students to prepare themselves, (3) grant in class activities that focus on HOTS activities, and (4) prepare instruments to assess the students' learning progress. Conforming to these principles, the learning activities should provide clear connections between prior class and inside class (Kim et.al., 2014).

In relation to the integration of FL into teaching speaking, there are several matters that need to be concerned, comprising fluency, accuracy, vocabulary, pronunciation, comprehension, and task (Brown, 2004). Based on a previous study conducted by Rizki, Prawati, and Masyhur (2020), the most often problems found in speaking class were pronunciation, vocabulary, speaking anxiety, and accuracy. These problems occurred due to the students' lack of word usages, grammar practice, speaking practice, students' motivation, and participation. As a matter of fact, different levels of students have different kinds of speaking problems that are diverse. Therefore, a need analysis should be discovered to fill the gap between the teachers' expectations, the needs of students, and the concept of the FL model itself. Teachers tend to see the integration of the learning model or materials on the students' achievement, while students tend to feel if the model or materials facilitate their learning (Yanti & Hariyadi, 2019). This study concludes most scholars still highlight the benefits of flipped learning models rather than what things are needed in implementing that model. Thus, this study aimed at discovering the undergraduate students' needs in speaking that will give a background for teachers who intend to reinvent the flipped learning model in their speaking class.

Methodology

This study applied survey research as it aimed to explore the needs of undergraduate students related to speaking skills. The survey was conducted through questionnaire distribution to the target participant of the study, 53 students of the English study program of one state polytechnic in Madiun. The participant was selected through a random sampling technique because of two considerations: (1) giving the opportunity for each participant to be selected, and (2) getting unbiased results.

Instrument and Data Collection

The needs analysis was carried out through a questionnaire consisting of 25 questions, which aimed to explore the students' speaking necessities, abilities, and wants. The blueprint of the questionnaire is attached in Table 1.

Questionnaire category	Total item	Item numbers
Speaking necessities	3	1,2,3
Speaking abilities	10	4,5,6,7,8,9,10,11,12,13
Speaking wants	12	14,15,16,17, 18,19,20,21,22,23, 24,25

The questionnaire was adapted from two previous studies (Firda & Albiansyah, 2021; Yana, 2016); the adaptation was made due to the same research's objective but addressed to a

different participant. Therefore, some questions were modified and added. It was designed into open and close-ended questions, as different questions convey different intentions. The data on speaking necessities and wants were obtained through open-ended questions, while the speaking abilities were obtained through close-ended questions using six scales. It was distributed online through a Google Form to ensure users' practicality in filling out the questionnaire.

Data Analysis
Two techniques were used in analyzing the data; categorization and statistical analysis. The categorization was based on the category to which it was designed (speaking, goal, proficiency, needs, and wants). Then, the data were statistically analyzed using an Excel formula to determine the average score (Mean), the middle point score distribution (Median), the most dominant point (Modes), the average score of the Mean (Standard Deviation), and the final proportion of the group in the population (Percentage).

Findings and Discussion
This study presents the findings into three subheadings; students' goals, proficiency, and wants in learning speaking, which elaborated with the discussions. The presentations of each point are shown in the following.

The Students' Goal of Learning Speaking
The goal of learning speaking was investigated through three question categories; referring to the purpose, the circumstances, and the usage of learning English speaking. Table 1 shows the detailed results of each question.

Table 1. The Percentages of the Students' Goal in Learning Speaking

No	Speaking Aspects	Students' Wants	Percentages	Number of Students (N:53 students)
1.	What is your purpose for learning English speaking?	a. To fulfill English speaking course b. To communicate in nationally and internationally professional career c. To be able to speak in formal and informal context d. To get international exposures (e.g., getting scholarship)	a. 4.5% b. 1.1% c. 5.3% d. 8.3%	a. 3 b. 3 c. 4 d. 5
2.	In what circumstances will you use spoken English?	a. In academic context b. In the workplace c. In the social communication d. As personal development	a. 2.8% b. 8.3% c. 3.3% d. 5.3%	a. 8 b. 5 c. 3 d. 4
3.	When do you use your spoken English?	a. Only in campus, to communicate with the lecturers	a. 2.8%	a. 8

		b. Only in campus, to communicate with friends	b. 8.9%	b. 0
		c. In all occasions mentioned	c. 5.3%	c. 4
		d. Individual Work guided by teachers	d. 6.4%	d. 4

As observed from the obtained data related to the purposes of learning speaking, the students highlighted that achieving both international and national careers showed the highest rate, averaging 81.1% out of 53 students. Compared with other choices, students considered to have the capability to speak either formally or informally were selected by 45.3%. Other than that, 24.5% agreed that learning speaking is a fulfillment of compulsory speaking courses, and 28.3% chose to learn speaking to get exposure to scholars. Based on the data, it was interpreted that the students' goal is to have real talks in two different settings, both interactive and non-interactive. The determination to interpret like they expected to have the goal is the capability to speak English well they want to attain in different situations (Harmer, 2003).

Owing to the circumstances of using spoken English, the students' goal to use English was not surprising since a number of students chose academic context (52.8%) out of 53 students. They also believed that spoken English would be used in the workplace (28.3%) and social communication (43.4%). Although students chose to communicate spoken language for their career matters, many students considered that English speaking was also used as a personal development, which they are able to speak in various circumstances, both formal and informal. Considering the use of English speaking, it will be used by the students to communicate with lecturers only on campus (52.8%), friends on campus (18.9%), and people's surroundings (45.3%).

Taking into account that even though students' goals of learning to speak are diverse, however, the ultimate goal is just to effectively communicate between people. It was considered that the students wanted to be knowledgeable and skillful in any communication they had. For instance, they expect to correctly pronounce any words to be mentioned, understand speakers' intentions, and communicate with different genres and situations. The interpretation was supported by Cahyono and Widiati (2006), mentioning that skillful communication is included as the criteria for being successful in speaking skills. Similarly, Kristiyani and Faturochman (2020) stated that students merely had targets to be capable of having good achievement and skill in speaking for academic context, personal development, social interaction, and future career.

In relating the results of students' goals with the concept of flipped learning proposed by Bergmann and Sams (2012), some principles are taken into account. The first principle is to provide students with a flexible environment, giving them adjustable timelines for learning and assessing their learning. Izagirre and Arca (2020) further explained that a flexible environment refers to; (1) giving students space for interaction and reflection, (2) facilitating learning and performance pathways, and (3) conducting a continuous assessment. Experiencing the process of interaction, performance, and reflection will help students gradually achieve their main goal of learning speaking; to be fluent in communication nationally and internationally.

Notwithstanding, the second principle has to be considered as well, which is learning culture. Since students' urge is to communicate in a wide range of contexts, as mentioned above, they need to be exposed to rich learning opportunities. In this regard, Izagirre and Arca (2020) suggested that teachers develop autonomous and accessible learning activities that allow students to expose cultural differences in a communication context. On the account that flipped learning is not teacher-centered, the teacher is not the primary source of information, so the students are involved in meaningful learning activities as they experience themselves.

The third principle is to provide students with intentional content; the teacher decides the content they need to teach as well as decides the appropriate materials for students to explore (Sakulprasertsri, 2017). Thus, the content materials need to be carefully chosen by teachers to maximize class time. Other than that, the intentional content essentially allows students to experience various learning methods, such as active learning, inquiry-based, project-based, and problem-based learning, depending on the student's level (Sakulprasertsri, 2017).

The Students' Speaking Proficiency

The second part of the needs analysis results revealed the students' speaking proficiency. If teachers are well informed about students' proficiency, it eases them in designing applicable and suitable learning teaching speaking. Thus, the students' and teachers' goals can be well achieved through implementing a particular teaching model, which is flipped learning. The students' speaking proficiency is shown through percentages in Table 2.

Table 2. The Students' Speaking Proficiency

No.	Statements	Mean	Mode	The Percentages of Each Scale					
				Never	Very Rarely	Rarely	Occa Sion ally	Very Freq Uently	Alw ays
1.	I can speak English fluently	3.52%	3	0	11.3%	37.7%	45.3%	3.8%	1.9%
2.	I can speak English accurately	3.67%	4	3.8%	11.3%	41.5%	37.7%	1.9%	1.9%
3.	I am speaking using mixed English	2.73%	2	0	7.5%	15.1%	32.1%	34%	11.3%
4.	I am speaking using full English	4.07%	4	15.1%	22.6%	32.1%	18.9%	7.5%	3.8%
5.	I can speak English by the assistance of written translation/ translation machine	2.75%	3	1.9%	3.8%	11.3%	39.6%	37.7%	5.7%
6.	I directly speak English without any translation assistance	3.86%	4	3.9%	29.4%	29.4%	29.4%	5.9%	2%
7.	I speak English with poor pronunciation	3.39%	3	3.8%	13.2%	24.5%	37.7%	18.9%	1.9%
8.	I cannot speak English fluently due to my poor pronunciation	3.58%	4	5.7%	11.3%	37.7%	30.2%	11.3%	3.8%
9.	I do not have enough vocabulary to speak English	3.13%	3	3.8%	11.3%	15.1%	37.7%	28.3%	3.8%
10.	Sometimes I do not know what to talk about because the given topic is not understandable	2.98%	3	1.9%	3.8%	47.2%	18.9%	22.6%	5.7%

Comparing the results in Table 2 with the Common European Framework of Reference (CEFR) proficiency levels, it concluded that most students' speaking proficiency is still at the basic elementary level (A2). Based on CEFR, students at the A2 level are able to communicate or produce simple sentences, attempt some simple utterances, produce a few basic grammatical structures, produce some sounds of the language that is often difficult to understand, and produce weak speech with quite slow pace. The description is relevant to the percentage results

in Table 2 that students had limited capabilities to speak the English language because of having poor pronunciation (30.2%) and vocabulary (28.3%) out of 53 students.

Concerning the students' incapability, as found in this current study due to poor pronunciation, it was confirmed from a study by Tambunsaribu and Simatupang (2021) admitting that freshmen students encountered problems in pronouncing English words, which affected their spoken proficiency. The factors led to low capabilities because of different ways of pronouncing the students' first language (Indonesian) and foreign language (English). Further, the students in this current study also did have an insufficient vocabulary for communicating. The students believed that the difficulties in mastering amounts of vocabulary were due to lack of practice and different pronunciations with its spelling; it is even worse that not fewer admitted the problem they have in the classroom (Franscy & Ramli, 2022; Pratolo et al., 2019; Susanto, 2021).

Another feature showed the students' proficiencies that they very frequently spoke mixed English. The fact showed that students rarely use full English, which was reached by 32.1% out of 53 students. This is actually problematic because the number of students achieving standard competencies was still less. The issue of mixed English occurred because the teachers' practices in teaching Indonesian students tend to speak Indonesian in the classroom (Wulyani, 2017). She further explained that the students' foreign language acquisition was inhibited because of insufficient input and practice. Having obtained the data, it was interpreted that Indonesian university students' speaking proficiencies were under good capability, as confirmed by previous scholars (Fachrunnisa & Nuraeni, 2022; Kusmayanti et.al., 2022). As a result, the students tend to be non-interactive in responding to spoken communication (Andini et al., 2020).

Furthermore, 22.6% out of 53 students confirmed their difficulties to speak because of the difficult and unfamiliar topics given in the class. This study discovered that topic difficulties were seen as speaking issue; meaning that the students could not fluently communicate due to a lack of understanding of the speaking topics for having a conversation. It was assumed that students should be aware of some real-world issues, or at least issues occurring in the students' surroundings, as a means of feeling at ease to respond to the topics. The limited knowledge of the particular topic might limit students in making utterances (Franscy & Ramli, 2022; Pratolo et al., 2019). Harmer (2003) proposes that a way of teaching speaking skills is through providing communicative speaking activities that are very valuable in alleviating the students' skills and interest in the classroom.

The teaching of speaking is also attached to students' learning needs, which means that teachers need to be aware of students' learning conditions. Besides proficiency, speaking needs will likely help teachers in designing the relevant class activity. Table 3 shows the results of students' speaking needs in percentage.

Table 3. The Percentages of the Students' Speaking Needs

No.	Statements	Mean	Mode	The Percentages of Each Scale					
				Never	Very Rarely	Rarely	Occa Sion ally	Very Freq uently	Alw ays
1.	I need to be guided to be able to speak English	3.52%	3	0	11.3%	37.7%	45.3%	3.8%	1.9%
2.	I need to be encouraged or motivated by teachers to be able to speak English	3.67%	4	3.8%	11.3%	41.5%	37.7%	1.9%	1.9%
3.	I need to be drilled to be able to speak English	4.07%	4	15.1%	22.6%	32.1%	18.9%	7.5%	3.8%

Table 3 depicts how the students perceived their needs in speaking skills, specifically in relation to learning teaching. The results revealed that students occasionally need to be guided and drilled to speak English, respectively 45.3% and 18.9% out of 53 students. Likewise, they also need encouragement and motivation to speak English (37.7%) because guidance and encouragement are pivotal for helping students cope with the learning barriers encountered in learning. Encouragement refers to uncovering the students' hopes in how they expect to reach the learning objectives and carry out the learning activities. Besides, encouragement deals with being compassionate and caring for the students' performances and providing constructive feedback to enhance the students' skills (Harmer, 1998, p. 88).

Referring to what Harmer (2003) highlights about the teachers' roles in teaching, he believes that teachers can be participants encouraging the students to build communication as it was called near-equal participants. Through this type of role, the teacher may indirectly drill the students' speaking skills. It is assumed that drilling can be faster, alleviating their skills because the students' performances were fully controlled. However, this is probably contradictory as teachers should ideally make students explore and learn independently how the spoken acquisitions should be acquired by themselves (Harmer, 2003).

The teacher's role in the FL classroom is comparable to Harmer's belief (2003). Due to the fact that students depend on the teacher during the learning teaching, the FL model shifts the "stage to stage" teacher's role to "guide on the side,"meaning that teacher provides speaking materials that discursively encourage students to engage in the speaking practices. Çevikbaş and Argün (2017) believed that there is a connection between students' engagement and learning. Throughout FL activities in speaking class, students get involved in more interaction with their peers, develop critical thinking through topic brainstorming, do repeated discussion activities, create connections between their prior and new knowledge, and identify their obstacles in learning (Erlinda, 2018). Thus, the FL model maximizes the students' participation and creates active and meaningful speaking activities.

Harmer (2003) suggested that students should be provided with comfortable and fun learning activities as a means of keeping up the students' motivation to learn speaking, and thus teachers must encourage students' participation and initiative in learning (Menggo et al., 2019). Some of the possible speaking activities are such as having work with a group, sharing knowledge, and making students keen on the course for the purpose of making students feel assisted by the teacher. Adopting the concept of the FL model, these interactive activities give opportunities for teachers to note and give feedback on the students' learning progress, as well as clarify the misconception during their individual learning. Therefore, teachers actively act as facilitators, advisors, and mentors to their students (Sakulprasertsri, 2017).

The Students' Speaking Wants
This study also found several activities students prefer to have in speaking class. The results are shown in Table 4.

Table 4. The Percentages of the Students' Speaking Wants

No	Speaking Aspects	Students' Wants	Percentages	Number of Students (N:53 students)
1.	Speaking inside the classroom	a. Discussion b. Role-play c. Short Talks	a. 3.4% b. 0.2% c. 4.2%	a. 3 b. 6 c. 4

		e. s	Speeche	d. 8. 9%	d. 0
4.	Speaking outside the classroom	a. on b. play c. Talks e. s	Discussi Role- Short Speeche	a. 2.1% b. 4% c. 6% d. 7%	a. 7 b. 8 c. 5 d.
5.	Learning Styles in Speaking class	a. al work b. work c. work d. Individual Work guided by teachers	Individu Pair Group	a. 2.1% b. 0.2% c. 0.4% d. 26.4%	a. 7 b. 6 c. 2 d. 4
6.	Learning Method Preferences in Speaking Class	a. b. learning c. g Words/Sentences d. on in Group e. andable Teachers' Explanations	Practice Self- Repeatin Discussi Underst	a. 3.5% b. 3.5% c. .9% d. .9% e. .9%	a. 3 b. 3 c. d. e.
7.	Learning Approach	a. centered b. centered	Teacher Student	a. 2.8% b. 4.7%	a. 8 b. 9
8.	Students' Roles in Speaking Class	a. and Main Doer b. Communicator c. Solver d. Thinker	Partner Active Problem Active	a. 44.2% b. 6.2% c. 2.7% d. 3.1%	a. 2 b. 4 c. 7 d. 2
9.	Learning Media Preferences in Speaking Class	a. b. and mobile phone c. Recognition Tools d. phone	Video Laptop Speech Mobile	a. 2.8% b. 9.2% c. 0.2% d. .8%	a. 8 b. 2 c. 6 d.
10.	Learning Materials	a. g various expressions	Providin	a. 5.3%	a. 4

		b. Providing various communicative contexts c. Providing list of vocabularies in various language styles	b. 2.8% c. 0.4%	b. 8 c. 2
11.	Learning materials	a. Grammar b. Vocabulary c. Comprehension Tasks d. Pronunciation	a. 9.6% b. 5.5% c. 2.1% d. .8%	a. 1 b. 0 c. 7 d.
12.	Feedback	a. Direct Feedback b. Indirect Feedback	a. 3% b. 5.8%	a. 4 b. 9

The students' wants in speaking, shown in Table 4, are categorized into the wants of; learning activities in and outside the classroom, learning styles, learning materials & media. At the outset, the students, either in or outside the classroom, preferred short talks as the main learning activity (64.2% and 66%). This is somehow relevant to their speaking proficiency, that is, at the A2 level, where they feel more comfortable conveying short rather than long conversations. Harmer (2003) mentions that talks are prepared speaking activities because students are given accessibility to discover information and arrange some planned arguments. It was revealed that talks are meaningful activities in which all students listen to the presenter's thoughts in which other students may give judgment or comment. However, we considered that talks might be ineffective since students can check their notes during speaking. This does not make students critical in thinking about their arguments and ready to produce spoken language as much.

Another activity chosen is discussion in the classroom (43.4%) and role-play (32.1%). The students' learning preferences are relevant to what is discovered in the FL model, that meaningful and collaborative activities such as discussion and role play improved the students' engagement during the learning teaching (Li & Suwanthep, 2017; Sönmez, 2020). However, the speaking, as mentioned earlier activities can reach their effectiveness if it is well integrated with the FL concept. One possible learning model to be integrated into learning-teaching speaking is "Explore-Flip-Apply," which is designed to help students discover themselves in experiencing learning (Cockrum, 2014). We believe that this concept is applicable to be used in teaching speaking integrated with the mentioned activities, such as role play and discussion through the detailed steps shown in Figure 1.
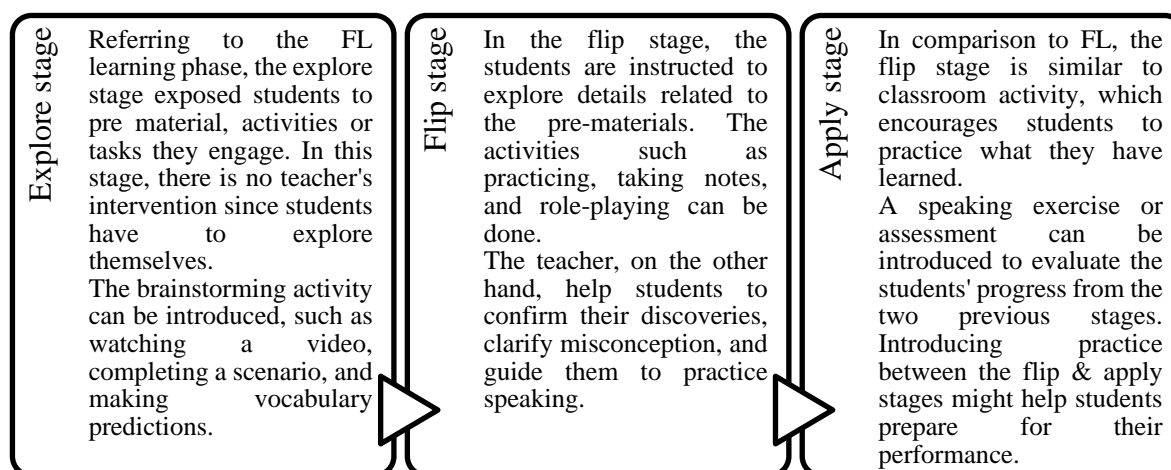
| Explore stage | Referring to the FL learning phase, the explore stage exposed students to pre material, activities or tasks they engage. In this stage, there is no teacher's intervention since students have to explore themselves. The brainstorming activity can be introduced, such as watching a video, completing a scenario, and making vocabulary predictions. | Flip stage | In the flip stage, the students are instructed to explore details related to the pre-materials. The activities such as practicing, taking notes, and role-playing can be done. The teacher, on the other hand, help students to confirm their discoveries, clarify misconception, and guide them to practice speaking. | Apply stage | In comparison to FL, the flip stage is similar to classroom activity, which encourages students to practice what they have learned. A speaking exercise or assessment can be introduced to evaluate the students' progress from the two previous stages. Introducing practice between the flip & apply stages might help students prepare for their performance. |

Figure 1. The adapted FL model was derived from Ramsey Musallam (Sakulprasertsri, 2017)

The implementation of the FL model in Figure has to be relevant to the students' learning style. According to the results of students' learning style preference in Table 4, most students (60.4%) enjoyed having group work rather than individual (32.1%) or pair work (30.2%). Even though FL activities have proven to develop students' engagement in collaboration (Alkhoudary & AlKhoudary, 2019; Hwang et al., 2019; Sönmez, 2020) we believe that students need to have self-exploration as well. Therefore, the teacher could divide the portion into each learning stage between students working individually, in pairs, and in groups. For instance, in the exploration stage, students are given individual tasks, then followed by pair practices in the flip stage; finally they could direct to have a role play in the apply stage. The suggested learning activity is relevant to what students' preference role, that is, becoming the active communicator (46.2%) and partner and main doer (44.2%).

In flipped classes, learning material typically contains direct instructions as a tool to help students learn at their own learning pace (Sakulprasertsri, 2017). Regarding the results of students' preference in Table 4, they need materials related to vocabulary enrichment (75.5%), followed by material related to grammar (39.6%). Other than that, the materials should be integrated with various communicative contexts (52.8%). Scholars discovered that authentic materials work well in FL classrooms; authentic materials such as newspapers, magazines, news articles, advertisements, movies, and TV broadcasts could be appropriately used (Bergmann & Sams, 2012; Driscoll, 2012; Pacansky, 2013).

Flipped learning has strong technology for completing tasks, and some students might be underprivileged to access technological advances (Afrilyasanti et al., 2017). The unprivileged of technology should become the teacher's consideration in choosing the learning medium. However, we believe that university students have enough exposure to technology, which was proven that most students (79.2%) preferred to use laptops and mobile phones as the media in speaking class. Integrating technological media and material in flipped classrooms saves the teacher's and students' time (Nafisah & Dayu, 2020); ; that avoids lecturing and materials repetition during the class activity.

Scholars found that learning materials and media, access frequency, and flipped classes' learning atmosphere correlate to students' learning achievement (Angelina, 2020; Masadeh, 2021; Sengkey & Paturusi, 2021). Angelina (2020) confirmed that the authentic materials and autonomous learning provided in the flipped classroom had a correlation with the betterment of students' achievement. On the other hand, Sengkey, Paturusi, and Sambul (2021) mentioned that media appropriateness positively correlated with the students' achievement. It was found that various learning media, which consist of audio, text, and images, influenced the better achievement of students compared to only one kind of media used in the flipped class.

Therefore, in the future implementation of FL mode, this factor should be a major intention to be applied in speaking classes. Despite the influence of materials and media on the effectiveness of FL classrooms, we believe certain criteria must be accomplished for further practicality. The factors relate to the students' readiness, teachers' well preparation, well-defined learning objectives, the appropriate level of difficulty, regular practices, price measurements, informative feedback, and precise evaluation (Erlinda, 2018).

Conclusion

Flipped learning (FL) model is convinced to be a practical and effective learning method in teaching speaking and encourages practitioners or teachers to re-think the excellent way of its implementation. Particular learning methods suit different conditions of students as well as learning-teaching; therefore, this study discovers the goal and wants of students to reinvent whether or not the FL model is suitable for the students. Possible speaking activities in a flipped classroom have been suggested for teachers who intend to implement the FL model within similar students' goals, proficiency, and wants. Because learning speaking is a dynamic process, and by all means that students' challenges in speaking are various. Thus, it should be notable that FL might or might not solve the existing speaking problems that occur in a particular classroom, even though scholars have proven it stimulates better achievement of speaking in terms of oral competence, engagement, self-learning, and self-efficacy. The results shaped FL into a flexible learning model; in nuance that the success of its implementation depends on various factors; students' necessities, teacher's practice, and supporting tools in regard to technology.

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