

DEVELOPING FLIPPED CLASSROOM WITH AUTHENTIC LANGUAGE FOR SPEAKING FLUENCY AND CRITICAL LITERACY

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ABSTRACT

Rural EFL students often experience limited exposure to authentic language input and meaningful speaking practices, which may hinder the development of these competencies. Although the Flipped Classroom model has been widely applied to enhance language learning, limited studies have explored its integration with authentic materials to promote both speaking fluency and critical literacy among rural EFL learners. Addressing this gap, the current study aims to develop and examine the effectiveness of a Flipped Classroom model integrated with authentic materials in improving rural students' speaking fluency and critical literacy skills. Using the R&D approach and the adapted model of Borg and Gall, the study used 35 eighth-graders from Indonesia. The data was collected through expert validation sheets, speaking tests, and semi-structured interviews, which were then analyzed descriptively and thematically. The result of the research consists of video materials in digital format used by students during independent pre-class study and subsequent in-class analysis. According to the experts' validation, the product received a score of 4.13 on a five-point scale, which indicates high potential for implementation. In addition, the field study showed that the use of authentic materials contributed to significant improvements in students' speaking skills and their ability to analyze the global issues in relation to the local socio-cultural reality.

Keywords: Authentic Language, Critical Literacy, Flipped Classroom, Research and Development, Speaking Fluency

A. INTRODUCTION

The difficulty of acquiring the proficiency of English speaking and critical literacy in rural schools often becomes a serious obstacle to students because of their limited access to an authentic linguistic environment. Such limitation often results in the high level of language anxiety among students and their inability to remember new words, which makes it difficult for them to develop speaking skills and perform deeper work. The necessity of such an approach to instruction becomes particularly apparent in semi-rural educational contexts,

such as in Cikalongwetan, where traditional teacher-centered techniques prevail without providing enough opportunities for high-frequency usage of language. Moreover, the above-mentioned problem is intensified by textbooks that are not dynamic, based on traditional approaches and irrelevant to students' everyday lives. As it was stated by Tomlinson (2012), standard textbooks lack effective involvement and relevance to help language acquisition, which reduces students' motivation. In accordance with Krashen's (1982) Affective Filter Hypothesis, such an environment causes additional psychological barriers for the students, making the learning impossible. Thus, there is a need for a more dynamic approach to overcome this gap.

It appears that the Flipped Classroom (FC) model can provide a strategically viable solution to this dilemma, through transferring low-level cognitive tasks, such as the initial acquisition of vocabulary and concepts, to self-regulated pre-class studies. Such structural change does not only lead to the improvement of learners' autonomy in accordance with Self-Determination Theory, promoting their psychological involvement (Zainuddin & Perera, 2017), but also allows for the maximum use of class time for the interaction among peers and the practice of speaking. Changing the classroom environment into the one where interaction and communication rather than instruction take place allows using the Flipped Classroom model as the powerful tool for enhancing oral fluency (Eltahir & Alsalhi, 2025; Wang, Lu, & Yu, 2025). Nevertheless, in order to fully benefit from this model, authentic input should be used, thus creating an "Authentic Identity" in the classroom (Wang, 2021).

Unlike mere supplementary sources, authentic materials provide access to authentic language forms and cultural subtleties which are integral to learning a new language. Although authenticity encompasses an intricate network of interactions between different components such as texts, tasks, and situations (Beatty, 2015), the main benefit of using authentic materials is the preparation of the learners for communication in the authentic setting. In contrast to the controlled language used in textbooks, authentic audio-visual materials, like videos, interviews, and speeches, include authentic elements such as overlaps, hesitations, and meaning negotiation in real communication. This means that in the speaking classes, there is a wide range of linguistic examples which make communication natural and facilitate speaking skills. Moreover, as noted by Jabbari and Razmi (2022), the diversity of authentic materials allows students to go beyond the boundaries of the textbook and find out more about natural or even biased communication. This means that when incorporated into the flipped classroom model, authentic materials not only provide the content for homework but act as a catalyst which motivates students to analyze and draw connections between global and local issues.

Although a considerable number of studies have already explored the efficiency of the Flipped Classroom model on the improvement of speaking fluency in urban schools, there are few attempts made at integrating authentic material in order to foster the development of critical literacy in rural settings. The existing studies typically consider speaking fluency and critical literacy as distinct topics of instruction, hence neglecting the gap in the instructional design of curricula in areas with resource limitations. This research attempts to fill this gap in the instructional designs in the semi-rural educational setting of Cikalongwetan by capitalizing on contemporary developments in improving digital literacy and learning facilities in the region (Plahonjić, 2024). Specifically, the research is conducted based on the concept of resource optimization with the goal to exploit local digital resources for reducing the cognitive load of students before they enter the classroom (Heij et al., 2020; Zhou et al.,

2022). Therefore, the main objective of this study is to develop and test a model of the FC model that would use authentic, localized content in order to improve both speaking fluency and critical literacy.

B. METHOD

This study employed a Research and Development (R&D) design to develop and validate a localized Flipped Classroom model integrated with authentic materials for rural EFL learners. The R&D approach was selected because it focuses on the systematic development, evaluation, and refinement of educational products through empirical testing (Borg & Gall, 1984). This approach is appropriate for instructional development studies because it allows researchers to identify learners' needs, design an instructional product, validate its feasibility, and examine its effectiveness in an actual learning context. The development process followed a modified Borg and Gall framework consisting of four phases: needs analysis, product development, expert validation, and field testing.

The study was conducted in a rural junior high school located in Cikalongwetan, West Java, Indonesia. The participants consisted of 35 eighth-grade students who participated in the field-testing phase of the developed Flipped Classroom model. The participants were selected based on their relevance to the research objectives, particularly their needs for improving speaking fluency and critical literacy through contextualized English learning. The rural EFL setting was considered an important context because instructional innovation should consider learners' contextual needs, available resources, and learning conditions (Tomlinson, 2012). Data were collected using several instruments across the different phases of the R&D process. During the needs analysis phase, classroom observations and diagnostic interviews were conducted to identify students' linguistic difficulties, learning preferences, and classroom conditions. Observation and interview techniques were used because they provide contextual information regarding learners' experiences and instructional challenges (Creswell & Creswell, 2017).

During the validation phase, expert validation sheets were administered to language and media experts to evaluate the developed model based on pedagogical, strategic, and technical criteria. Expert validation is commonly used in educational product development research to examine the appropriateness and feasibility of instructional materials before implementation. During the field-testing phase, students' speaking performance was assessed using an analytical speaking rubric measuring fluency, accuracy, and pronunciation. An inter-rater reliability procedure was applied to ensure consistency and objectivity in speaking assessment. In addition, a Critical Literacy Task (CLT) was used to examine students' ability to identify authorial purposes, recognize biases in authentic videos, and relate global issues to their local socio-cultural contexts.

The collected data were analyzed using quantitative and qualitative approaches. Quantitative data from expert validation scores and speaking assessments were analyzed using descriptive statistics to determine the feasibility and effectiveness of the developed model. Descriptive analysis was selected because it provides a systematic summary of evaluation results in educational development research (Creswell & Creswell, 2017). Qualitative data obtained from classroom observations and interviews were analyzed thematically to identify students' learning needs and responses toward the implementation of the Flipped Classroom model. The integration of quantitative and qualitative analysis provided a more comprehensive

evaluation of the developed product by examining both measurable outcomes and contextual learning experiences.

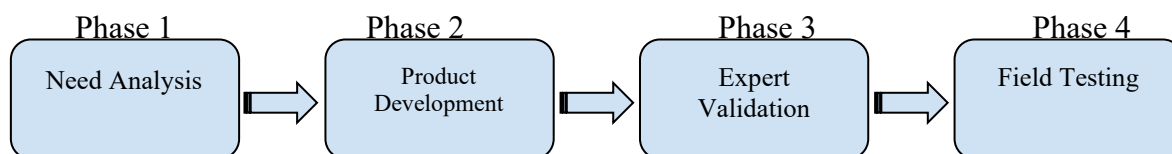


Figure 1. The Four-Phase R&D Framework for Developing a Localized Flipped Classroom Model Integrated with Authentic Materials

C. FINDINGS AND DISCUSSION

The empirical findings gained from the development and implementation of the localized Flipped Classroom approach are reviewed in this section. They reveal that the use of authentic digital resources as part of a flipped approach can be regarded as an effective instructional technique for rural EFL students. In order to offer a holistic view on the research data, it is structured according to three main topics which include: (1) feasibility and pedagogical design of the localized flipped classroom model, (2) improvement in students' speaking fluency in English, and (3) development of learners' critical literacy and analytical skills.

1. Feasibility and Pedagogical Design of the Localized Flipped Classroom Model.

Development of the Flipped Classroom approach that makes use of authentic language involves the systematic process of Research and Development (R&D). As seen from the framework of development (see Figure 2), the first prototype design involved relocating lower order thinking activities into autonomous pre-class sessions, hence reducing classroom anxiety and preparing students for classroom communication. Within the framework of the multifaceted authenticity model by Beatty (2015), students would independently search for authentic video materials in English through YouTube at home. Such design helped move the classroom from being the place for passive instruction into the one where more complex communicative activities were performed. In order to prove the pedagogical and technological validity of the developed model prior to its actual application, the prototype went through expert evaluation. The language and media experts evaluated the prototype on six different operational levels. The results of the expert evaluation are presented in Table 1.

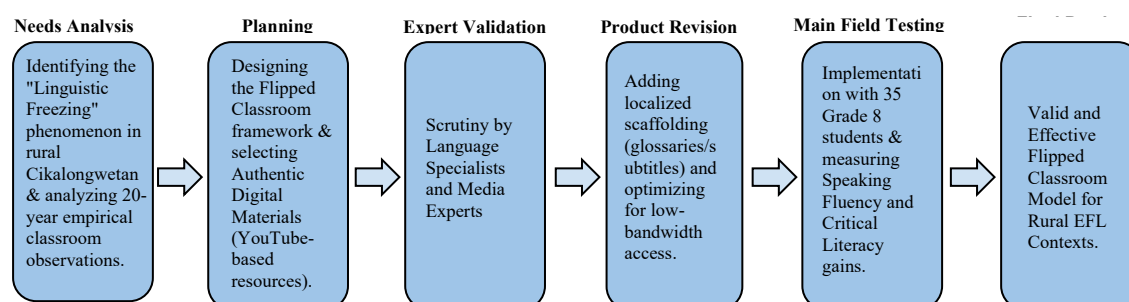


Figure 2. The Research and Development (R&D) Cycle: From Empirical Gap Identification to the Final Instructional Product.

Table 1. Results of Expert Validation

Variables	Exp 1	Exp 2	Exp 3	Average	Category
Content Validation (Material Relevance & Authentic Basis)	4.00	3.67	5.00	4.22	Valid
Learning Process (Flipped Classroom Syntax)	4.00	3.67	4.67	4.11	Valid
Target Competence (Fluency & Literacy Support)	4.00	4.00	4.00	4.00	Valid
Learning Strategy (Effectiveness & Compatibility)	4.00	4.33	5.00	4.44	Valid
Language and Technical Quality	4.00	3.00	5.00	4.00	Valid
Feasibility and Accuracy of the Model	4.00	4.00	5.00	4.33	Valid
Total Average Score	3.95	3.71	4.71	4.13	Valid/ Feasible

From Table 1 above, the overall average score achieved was 4.13, placing the proposed model under the categories of "Valid" and "Highly Feasible." The factors of Learning Strategy and Model Feasibility scored the highest among all dimensions, having average scores of 4.33 and 4.44 respectively. This high score suggests that it is reasonable from both conceptual and educational points of view to shift the cognitive load to the pre-class level through the use of authentic language input materials. Notably, Expert 3 argued that such a combination of flipped syntax and authentic media created a necessary background for shy rural learners of English.

Nevertheless, the assessment has pointed out certain areas of technology where improvement was needed. Expert 2 has scored the Language and Technical Quality section 3.00, explaining that raw authentic videos, not having any instruction cues and localized features, might lead to the cognitive overload rather than language learning by rural students. As per the feedback received, the researcher started the "Product Revision" phase, where systematic scaffolding had to be incorporated into the prototype. Main changes incorporated in the prototype are as follows: (1) adding "Bilingual Key-Term Glossaries" at the beginning of each pre-class module; (2) incorporating English subtitles and visuals in the digital videos for improved auditory perception, and (3) modifying the in-class guidelines to offer more deconstructive analysis approaches. Evolution of structure from the initial prototype of the raw video to the improved version with scaffolding is illustrated in Figure 2. Such an iterative process of research and development was critical for localization of globally available digital content.

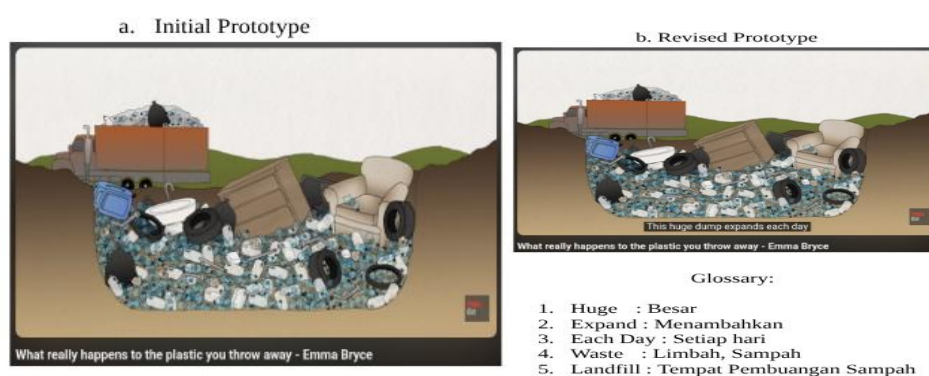


Figure 3. Screenshot Comparison of the Initial Prototype vs. the Revised Product (Showing the added scaffolding)

2. Enhancement of Students' English Speaking Fluency

After the product redesign, the final version of the Flipped Classroom concept was tested in a field experiment on 35 eighth-grade students. The key quantitative results of the experiment concerning speaking skills improvements are presented in Table 2 and depicted in Figure 3.

Table 2. Statistical Results of Student Performance

Variable	Pre-test Mean	Post-test Mean	Gain	Improvement
Speaking Fluency	72.94	73.80	0.86	Stable
Critical Literacy	73.80	75.31	1.51	Significant

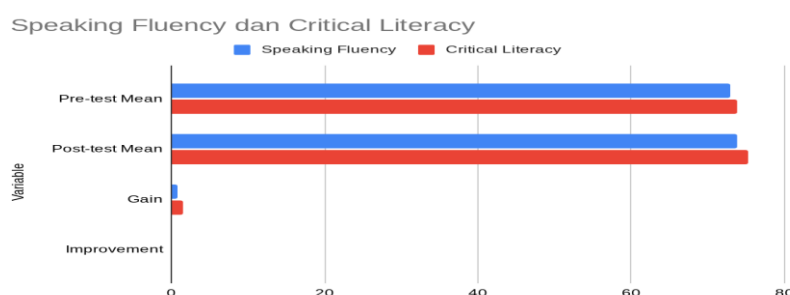


Figure 4. Comparison of Student Mean Scores in Speaking Fluency and Critical Literacy Before and After the Flipped Classroom Intervention

According to the results of the quantitative analysis, the mean score for Speaking Fluency had been positively changing from 72.94 to 73.80 during the intervention period. Although the growth in numbers is rather modest, qualitative data collected through classroom observation and post-test showed great changes in the students' communication. In particular, it was noticed that there was a decrease in the number of filled pauses such as "uhm" and "er" used in spontaneous communication in class. Students were better able to use the vocabulary learned autonomously before classes and imitate intonation patterns shown in authentic video materials from YouTube. To present detailed information about the changes in performance observed in practice, Table 3 is provided below.

Table 3. Qualitative Observation of Student Performance Improvements

Indicator	Observed Improvement	Evidence from Classroom Interaction
Fluency	Significant reduction in "Linguistic Freezing" and filler usage.	Students were able to maintain 2-3 minutes of spontaneous dialogue without long pauses, moving beyond "yes/no" answers.
Accuracy	Correct application of context-specific vocabulary.	Students correctly utilized terms such as <i>"digital footprint"</i> and <i>"author's intent"</i> which were acquired from the pre-class YouTube materials.
Critical Literacy	Shift from literal decoding to deconstructive analysis.	Instead of just summarizing the video, students questioned: <i>"Why did the creator use this music?"</i> or <i>"Is this video fair to everyone?"</i>

The improvements in communication mentioned above can be seen as gradual alleviation of language anxieties that used to prevent students from producing spoken utterances in class. Since fluent speaking skills take a lot of time to materialize into any numerical improvements, the significant reduction of speech pauses and emergence of spontaneous initiative can be considered very important milestones in this process. This conclusion is consistent with Bakhtiyarovich (2025) who states that the systematic exposure to digital audio-visual stimuli is crucial for the formation of fluency in speaking among EFL students. Also, due to the preparation before the class, the students had what is referred to by Alminde et al. (2025) as 'engagement potential.'

3. Development of Critical Literacy and Analytical Agency

In the area of Critical Literacy, the results of the field-testing showed a noteworthy statistically significant improvement in the mean score from 73.80 to 75.31. The result is an empirical reflection of the shift from passive consumption of information to critical deconstruction of texts. Based on the CLT indicators, about 70% of the students were able to deconstruct the "author's purpose" in the digital videos. It is more crucial that students gain the ability to relate global concepts shown in the media to their socio-cultural context. For instance, when working on authentic video materials related to the global problem of environmental degradation, the students of Cikalongwetan Village managed to engage in English language discussions about similar ecological and waste management problems occurring in their village. Such a level of analytical competence helps to overcome the limitations that were identified in the needs analysis stage.

Prior to the intervention, diagnostic interviews with the eighth graders underscored how static instructional materials induced communicative alienation and passive learning behaviors. As one student noted during the baseline assessment:

"Abi mah sok aya rasa sieun gening pa mun harus ngomong bahasa inggris teh sieun salah... Pas ngeliat tulisanna mah lumayan ngerti lah pa maksudna naon, tapi pas diminta bicara hilang we kata kata teh nge blank. Kata kata nu dina buku mah siga bukan kata kata aku." (I feel afraid to speak English because I fear making mistakes... I can understand the words when I see them, but when required to speak, my mind goes blank. The language used in the textbook does not feel like it belongs to me.)

Another student highlighted the lack of critical engagement and the monotony of repetitive, non-authentic practices:

"Nu di inget ku abimah eta we gening mun kubapa dicontoan terus pas maca tina buku. Kadang mikir ieu teh jang naon. Abimah nyangka na ieu teh jang ujian we, bukan ungkapan abi. Sok pengen kitu pa ngomong siga batur dinu youtube atau film, Tapi di kelas jarang diprakteken pa." (We only memorize lines modeled by the teacher or read them from the book. I do not know why I need to do this; I assumed it was strictly for the examination rather than expressing my own thoughts. I want to speak like the people on YouTube or in movies, but we never practice that in class.)

From the findings after intervention, it is evident that the incorporation of authentic media was an effective response to the demand by the students to be exposed to digital media in real-life contexts. The autonomy facilitated by the flipped classroom approach was sufficient cognitive room for the students to assimilate language outside the classroom, turning them from passive receivers of artificial dialogue texts into critical analysts of global media. The post-intervention outcomes have confirmed the theory of self-determination, showing that when autonomy is given to learners regarding the pace of learning, communicative competence and relatedness are enhanced. Through the linkage between global media inputs and local context, the model enabled the learners in rural settings to overcome comprehension and develop critical literacy skills.

D. CONCLUSION

Intended not only to repeat findings. The conclusion contains substantialization of meaning. It can present a statement of what is expected as proposed in the "Introduction" and what has happened as reported in the "Findings and Discussion" so that compatibility exists. An addition can be made concerning the prospects of enriching the research findings and developing the potential for future research. In this study, an Flipped Classroom model incorporating digital authentic materials has been successfully constructed and verified to overcome the challenges of oral communication difficulties and insufficient critical reading of texts among rural English Foreign Language (EFL) learners. Using a systematic R&D approach, this teaching methodology has been designed to counteract the pedagogical shortcomings that usually exist in disadvantaged education settings. The study results indicate that the proposed model is highly feasible and instructionally effective. On a quantitative level, the result of the expert evaluation was rather high - an average score of 4.13 indicated that the model is conceptually and practically valid. Additionally, the field testing with 35 eighth-graders showed positive trends in the development of speaking fluency and a statistically significant increase in the critical literacy scores. On a qualitative level, delegating lower-level cognitive operations to independent pre-class activities successfully helped to decrease the communication anxiety and speech hesitations when performing classroom activities. Most importantly, the use of authentic content allowed for developing students' analytical skills and for critically linking global topics to the local socio-cultural context.

These findings of theoretical and practical significance of this study suggest a sustainable model of "localizing global resources" in teaching English as a foreign language. As proved by this research, if the rural students are provided with opportunities for digital autonomy and contextually appropriate input, they will be able to reach higher levels of communicative and critical skills. From the practical standpoint, such a model offers a way to strategically make use of the technological resources and close the gap between rural classes and communicative standards. From the above findings, it is possible to formulate several recommendations for future research. First, it would be interesting to find out whether such an approach is sustainable and how it could be implemented among wider rural student populations. Second, MALL tools should be examined as an additional source of pre-class autonomous activities. Third, investigating the possibilities of structured peer-scaffolding in the process of in-class deconstruction of texts could bring some interesting results.

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