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EFL LEARNERS' INTERESTS AND ATTITUDES TOWARD FLIPPED CLASSROOM METHOD IN SPEAKING CLASSES

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a b s t r a c t

EFL learners' interests and attitudes now are the primary concern of the flipped-classroom method in English language teaching in tertiary education. This research aims to identify the students' level of interest and attitudes toward flipped classrooms in speaking. The mix-method called QUAN-Qual explanatory sequential design was used to understand and answer research questions simultaneously. The participants were the third-semester students who have experienced the flipped-classroom method during six months of study to improve their speaking skills. The interests and attitudes questionnaires were used and the scoring was based on the Likert Scale. The quantitative data were analyzed through descriptive statistics to determine the frequency, percentage, means, and standard deviation using the SPSS version 26, and the qualitative data were transcribed and categorized based on the students' interests and attitudes towards the flipped-classroom method. By using descriptive analysis, it is found that the mean score value of the participant responses ranges between 3.66 and 4.22 with a standard deviation of 613 and 881 in the first questionnaire. It indicates that the majority of participants have a high interest in the speaking flipped classroom. Meanwhile, the mean score value of the participant responses ranges between 1.56 and 4.27, with a standard deviation of 593 and 892, which indicated that most participants have a positive attitude in the flipped-classroom. Furthermore, after the data were transcribed and categorized by using open coding technique, it is found that EFL learners' self-confidence, a challenging learning atmosphere, and an efficient learning method were the three main factors that triggered EFL learners' interest and attitude towards flipped classroom method in the teaching of speaking.

INTRODUCTION

The flipped classroom is potentially to be the most effective method utilized in English language teaching from the first time of its emergence. That is because flipped classrooms combine both teaching techniques and technology to help students overcome their learning problems. As part of blended learning, flipped classrooms provide a new learning atmosphere and provide valuable language input for students. The flipped classroom does not only emphasize student activity for practice, discussion, and sharpening their High Order Thinking Skills (HOTS), but it also initiates group teaching instruction to individuals to form dynamic and interactive learning experiences between teachers and students (Bergman, J. and Sams, 2012). Thus, the role of the transfer of knowledge from the teacher shifted into a facilitator of learning.

The effectiveness of flipped-classroom has been examined by English as a foreign language researchers and practitioners worldwide. According to Zarrinabadi & Ebrahimi (2019)

students' collaborative dialogue in the English language teaching has improved by using flipped-classroom strategy. The intermediate students' writing skills are developed by flipping their class (Zou & Xie, 2019). The English as foreign language learner's listening comprehension improved by implementing the flipped-classroom method (Namaziandost et al., 2019). As the teaching and learning approach, the flipped classroom method's implementation greatly influences students' speaking ability (Alkhoudary & AlKhoudary, 2019; Anwar et al., 2017; Eka Malynda, 2020; Fauzi, 2020; Kurnia & Lidyawaty, 2018; T.T.T. & N.V., 2018).

Other research reported the flipped classroom method and English language learners' academic achievements. Students of EFL business writing difficulties can be overcome through flipped learning model (Fauzan & Ngabut, 2018; Lin & Hwang, 2018). As one of the pedagogy approaches, flipped-classroom increased students' English achievements for specific purposes (Soliman, 2016). The flipped method increases students' reading comprehension (Herlindayana et al., 2017; Ramadhanty & Puspitaloka, 2020; Saada Khadragy, 2016). Furthermore, the flipped-classroom method motivates students to learn English grammar at the university level of education (Liu et al., 2019).

Some studies focused on flipped classrooms on students' mental activity in the learning of English. (Ayçiçek & Yelken, 2018) as the students get more opportunities to interact with their teacher and peers, flipped classroom strategy significantly increased students' engagement. The majority of the Thai and Malaysian students have positive feedback towards the flipped method in English teaching and learning (Haghighi et al., 2019; Santikarn & Wichadee, 2018; Zainuddin & Attaran, 2016). Based on the questionnaire, Israel students positively perceive English language learning by using flipped-classroom models (Farrah & Qawasmeh, 2018). Another research also suggests that Indonesian student had a new learning experience presented by using flipped-classroom (Lestari, 2021). Bhutanese higher education students had high satisfaction in learning grammar using the flipped-classroom strategy (Singay, 2020).

As researchers and practitioners mentioned, there were many benefits of using the flipped-classroom method in English language teaching. It is not only used to escalate students' achievement but also to motivate students to learn English. Furthermore, the flipped classroom can stimulate students to engage in the English language teaching process (Lily, 2019). Meanwhile, The researchers mention that students' interests and attitudes are the primary concern of the flipped-classroom method in the EFL teaching context (Lo & Hew, 2017). Students' interests and attitudes have a significant effect on their English skills (Agrawal & Thakur, 2014; Ahn, 2020; J. Savithri & V. Indira Mudiraj, 2018). Deep understanding is needed to know about students' interests and attitudes in teaching and learning through flipped classroom methods. This study focuses on psychological aspect of learners in speaking by using flipped classroom in the Indonesian higher education context. Therefore, this study answers, How are EFL learners' interests and attitudes towards the flipped classroom method in improving speaking skills? The result of this study is expected to be theoretical knowledge regarding EFL teaching by using flipped classroom.

Flipped learning and language teaching

Flipped learning is a learning model that involves the use of technology in classroom activities. Flipped-classroom is a method designed to deliver online learning instructions outside the classroom, then moving homework into the classroom so that students can prepare themselves before learning activities takes place(Jehma, 2016).
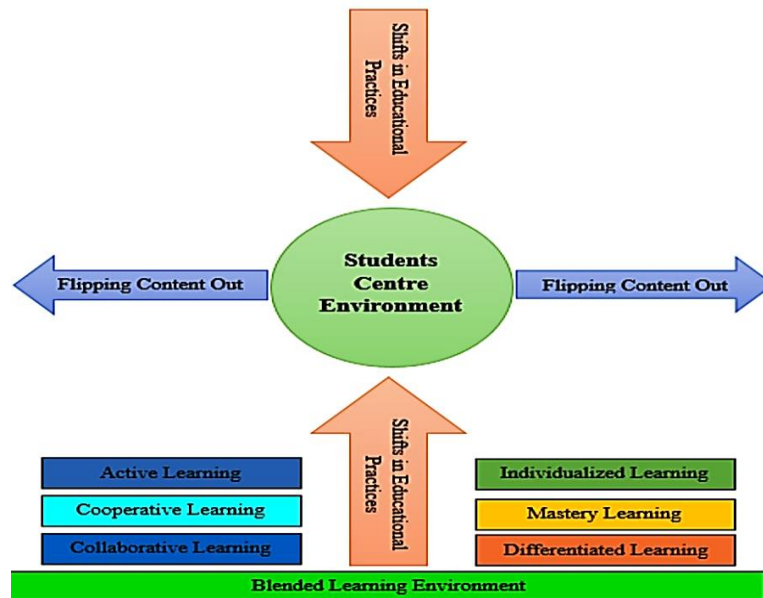
Figure 1. Pedagogical framework of the flipped learning.

The basic principle of the flipped classroom learning strategy's is beneficial for language classes of tertiary institutions (Melnikova et al., 2017). Its benefits are based on constructivist learning theory that focuses on class activities to use the target language. The flipped classroom learning strategy directs students to understand concepts and participate more actively in classroom learning activities after receiving instruction before the class occurs (Turan & Akdag-Cimen, 2020).

The flipped classroom in language teaching directed learners to play a role in specific scenarios for using the target language in real life within the classroom environment. In this way, the teacher has more time to interact and help students learn (Ema Prabawanti et al., 2018; Marriott Toledo & Sànchez Pèrez, 2017). Nowadays, through flipped classrooms, students get input material from their lecturers such as literature, journals, recordings, audiobooks, podcasts, and learning videos before class; thus, students are ready to participate in higher-level thinking, analysis, problem-solving, discussion, and debate activities. Therefore, flipped-classroom methods allow teachers to help students individually or collectively, encourage them to control their language learning, and spur students to find the appropriate learning styles.

Flipped learning in the teaching of speaking

In teaching speaking skills, flipped-classroom is a pedagogical approach that transfers from group study spaces to individual learning spaces to form dynamic and interactive learning conditions where the teacher helps students apply concepts creatively. The main feature of flipped classrooms is the availability of a dynamic and flexible learning environment for learning speaking skills(Singh et al., 2018). Flipped-classroom integrates four language skills

and focuses on using language rather than just knowing it theoretically; thus, it allows language learners to have more time to communicate using the target language(Köroğlu & Çakır, 2017).

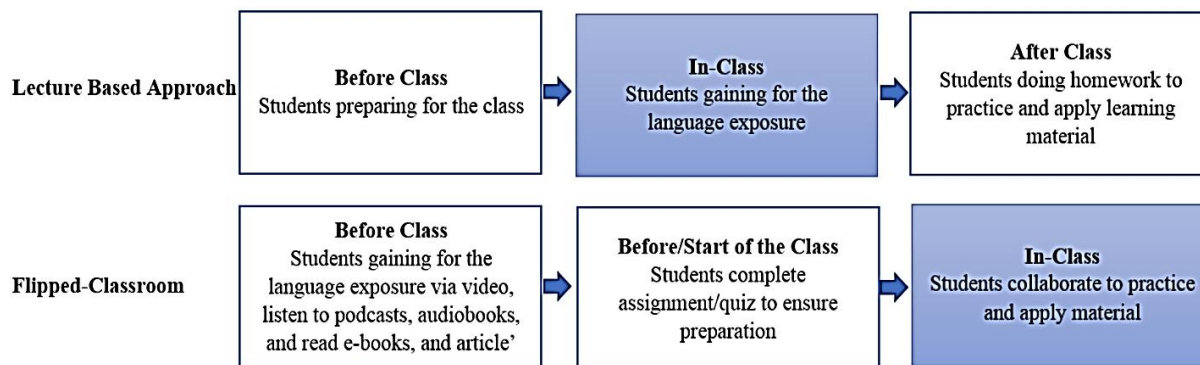| Lecture Based Approach	**Before Class** Students preparing for the class	**In-Class** Students gaining for the language exposure	**After Class** Students doing homework to practice and apply learning material
Flipped-Classroom	**Before Class** Students gaining for the language exposure via video, listen to podcasts, audiobooks, and read e-books, and article'	**Before/Start of the Class** Students complete assignment/quiz to ensure preparation	**In-Class** Students collaborate to practice and apply material

Figure 2. Flipped classroom in teaching English speaking skills.

In traditional speaking class, students usually explain the concept through lectures, for that the teacher requires students to study the material before the meeting begins. Moreover, students are given homework to complete to understand the material that has been taught. Conversely, with advances in information and communication technology in the flipped classroom, teachers can now instruct their students to access video lectures, listen to podcasts, audiobooks, read e-books or articles outside of class before class begins(Riza & Setyarini, 2020). Then, class meetings are used to maximize students' involvement in practising, analyzing, and applying the target language concepts with classmates and under the teachers' guide(Eka Malynda, 2020).

The concept of students' interests

The concept of interest has a vital role in learning a language. Interest is needed to meet the emotional needs of language learners (Shanty, 2019). Interest is an enthusiastic attitude involving objects, and goals manifested behaviour as continuous attention. Interest involves cognition and positive influence accompanied by pleasure(Krapp, 2002; Luo et al., 2019; Ralston et al., 2004). Interests are characterized by preferences regarding objects, topics, or learning tasks(Dawis, 2001; Linnenbrink-Garcia et al., 2010). Someone's interest arises because of the positive influence, and it can use to measure learning success. Interests can move beyond affective and cognition, and then it can be assessed by liking or dislike(Silvia, 2001). Thus, interest is a psychological manner consisting of motivation, which refers to liking particular objects, such as ideas, topics, and activities, and it can be a determinant factor for language learners' achievements because it is a playful attitude that arises from the positive influence of cognitive aspects and a liking for objects that are manifested through likes and dislikes.

The concept of students' attitudes

Attitudes can make judgments about events, and it is an essential component in human life because attitude plays a role in interacting with the social environment. Attitude is a determinant factor in the achievement of language skills because it plays a vital role in influencing learners' success or failure (Oroujlou & Vahedi, 2011; Tódor & Dégi, 2017). Attitude refers to the accumulation of emotions, beliefs, and behaviours towards objects, people, situations, and events. Attitude is the result of learning or experience, which is very influential in shaping someone's behaviour. Attitude is a mental construct that describes liking or disliking. An attitude is a form of positive and negative views of responses coming from outside. Attitude is an assessment formed from influence, behaviour, and cognition that causes affective responses that express the level of individual preference (Finch, 2012). Therefore, it

is concluded that attitude is the result of experience or learning, which directly affects language learners' success.

METHOD

This study was a mix-method called QUAN-Qual explanatory sequential design administered at a university in Maluku, Indonesia. The mix-method research design collaborates quantitative and qualitative data to simultaneously understand and answer research questions (Gay et al., 2012). As many as forty-one students, eight male and thirty-three female, taken from all third-semester of the English Education and English Literature Department who have experienced the flipped-classroom method during one semester of study to improve their speaking skills in 2020-2021 Academic Year. For this study's best result, six items of questionnaire to identify leaners' interest and nine items of questionnaire used to identify learners' attitude. The questionnaires were adapted and modified based on the expert suggestions and opinions regarding the students' interests and attitudes. Each item of the questionnaire was declared valid and reliable as the instrument used to collect the quantitative data of this study after going through validation and reliability by using the Pearson Correlation test. The significance value of the interest questionnaire was 5% at (0.308), with Cronbach's alpha (782). Furthermore, the significance value of the attitude questionnaire was 5% at (0.308), with Cronbach's alpha (671). The questionnaire distributed online by using a google form survey page. The answers were scoring based on the Likert scale, which consisted of five points for Strongly Agree (SA), four points for Agree (A), three points for Neutral (N), two points for Disagree (D), and one point for Strongly Disagree (SD). The quantitative data were analyzed through descriptive statistics to determine the frequency, percentage, means, and standard deviation by using the SPSS version 26. On the other hand, the qualitative data was taken using semi-structured interviews with some randomly selected students. The data were transcribed and categorized based on the student interests and attitudes towards the flipped classroom method.

FINDINGS AND DISCUSSION

Results of the questionnaires.

Six items in the following questionnaires were utilized to identify learners' interests towards flipped classrooms in speaking.

Table 1. Frequencies, percentages, mean scores and standard deviation of students interests

No	Items		SA	A	N	D	SD	N	Mean	SD
1.	The use of the flipped-classroom method attracts me in English speaking classes.	F	13	24	4	-	-	41	4.22	613
		%	31.7	58.5	9.8	-	-	100		
2.	I feel enthusiastic about learning English speaking skills through the flipped classroom.	F	11	25	2	3	-	41	4.07	787
		%	26.8	61.0	4.9	7.3	-	100		
3.	Learning English speaking skills through the flipped classroom is different from other ways that I have used before.	F	9	23	9	-	-	41	4.00	671
		%	22.0	56.1	22.0	-	-	100		
4.		F	2	28	6	5	-	41	3.66	762

			SA	A	N	D	SD	Total	Mean	SD
	The flipped classroom method made me easy to learn English speaking skills.	%	4.9	68.3	14.6	12.2	-	100		
5.	Learning English speaking skills through the flipped classroom increases my speaking ability.	F	8	20	9	4	-	41	3.78	881
		%	19.5	48.8	22.0	9.8	-	100		
6.	I have a good impression of the use of the flipped classroom in English speaking class.	F	6	24	9	2	-	41	3.83	738
		%	14.6	58.5	22.0	4.9	-	100		
General Mean									**3.92**	

SA: Strongly Agree, A: Agree, N: Neutral, D: Disagree, SD: Strongly Disagree

Table 3 shows that the mean score value of the participant responses ranges between 3.66 and 4.22 with a standard deviation of 613 and 881. The highest mean score discovered in the first statement of the questionnaire "the use of the flipped classroom method attracts me in English speaking class, with a mean score of 4.22 and standard deviation of 613. The second highest mean score was in questionnaire number two, "I feel enthusiastic about learning English speaking skills through the flipped classroom" with a mean score of 4.07 followed by a standard deviation of 787. Furthermore, the mean score of 4.00 with a standard deviation of 671 found in number three of the questionnaire " Learning English speaking skills through the flipped classroom is different from other ways that I have used before. On the other hand, the lowest mean score was found in a fourth of the questionnaire, "the flipped classroom method made me easy to learn English speaking skills", with a mean score of 3.66 and a standard deviation of 762. Furthermore, the general mean of all items of the questionnaire relatively high, namely 3.92. It indicates that the majority of participants have a high interest in flipped classroom teaching of speaking.
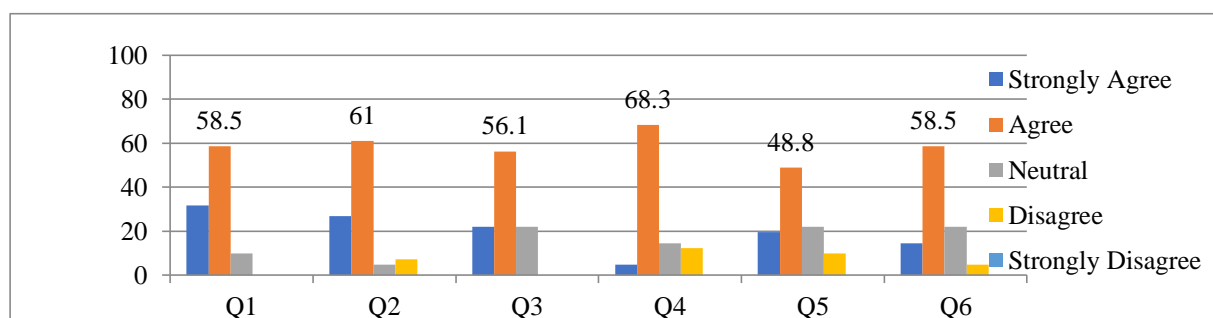

Figure 3. Percentages of learners' interests

In Figure 3, almost all students feel interested in the flipped classroom. It can see that 58.5% of students agreed, 31.7% stated strongly agree, and 9.8% were neutral or did not choose as in the first questionnaire results. The second questionnaire shows that almost all students feel enthusiastic about learning speaking with the flipped classroom. As many as 61% of students choosing to agree, 26.8% strongly agree, 4.9% neutral, and 7.3% disagree. The students felt that teaching speaking through the flipped classroom was different from the way they learned before. Some 56.1% of students choosing to agree, 22% strongly agree, and 22% decided not to vote. A total of 58.5% chose to agree, 14.6% strongly agreed, 22% chose neutral, and 4.9% said they disagreed. It indicates that the majority of students have a good impression of the flipped classroom in learning speaking. However, in the fifth questionnaire, 48.8% of students

chose to agree, 19.8% strongly agree, 22% chose to be neutral, and 9.8% chose to disagree about the flipped classroom improving their speaking skills. The students felt that learning speaking skills were more effortless with the flipped classroom. It can be seen from 68.3% of students choosing to agree, 4.9% strongly agree, 14.6% choose not to vote, and 12.2% disagree.

Nine items in the following questionnaires were utilized to identify learners' attitude towards flipped classrooms in speaking.

Table 2. Frequencies, percentages, mean scores and standard deviation of student attitude

No	Items		SA	A	N	D	SD	N	Mean	SD
1.	I like watching the lesson on the videos, listening to podcasts and audiobooks, reading e-book and articles before speaking class begins.	F	13	18	10	-	-	41	4.07	755
		%	31.7	43.9	24.4	-	-	100		
2.	I feel that using technology is helping me in this speaking class.	F	14	24	3	-	-	41	4.27	593
		%	34.1	58.5	7.3	-	-	100		
3.	I feel the flipped classroom method has helped me to improve my speaking ability.	F	10	22	5	4	-	41	3.93	877
		%	24.4	53.7	12.2	9.8	-	100		
4.	The flipped-classroom model made me easy to improve my spoken English.	F	7	27	4	3	-	41	3.93	755
		%	17.1	65.9	9.8	7.3	-	100		
5.	My speaking abilities are better as I have more time to practice in the class.	F	12	21	7	1	-	41	4.07	755
		%	29.3	51.2	17.1	2.4	-	100		
6.	I feel more confident about my spoken English due to the flipped classroom model.	F	6	21	10	4	-	41	3.71	844
		%	14.6	51.2	24.4	9.8	-	100		
7.	I recommend the flipped-classroom method to some of my friends.	F	8	22	8	2	1	41	3.83	892
		%	19.5	53.7	19.5	4.9	2.4	100		
8.	I understand more when the lecture explains in the speaking class.	F	7	23	11	-	-	41	3.9	664
		%	17.1	56.1	26.8	-	-	100		
9.	The flipped classroom gives me less class time to practice speaking English.	F	-	2	3	11	25	41	1.56	838
		%	-	4.9	7.3	26.8	61.0	100		
General Mean									**3.69**	

SA: Strongly Agree, A: Agree, N: Neutral, D: Disagree, SD: Strongly Disagree

The results indicate that most participants have a positive attitude in flipped-classroom teaching of speaking, as shown in Table 2. The mean score value of the participant responses ranges between 1.56 and 4.27, with a standard deviation of 593 and 892. The highest mean score found in the second statement of the questionnaire "I feel that using technology is helping me in this speaking class, followed by a mean score of 4.27 and a standard deviation of 593. The item I like watching the lesson on the videos, listening to podcasts and audiobooks, reading e-book and articles before speaking class begins has a mean score of 4.07 and standard deviation of 755, followed by my speaking abilities are better as I have more time to practice in the class (M 4.07 SD. 755). On the contrary, the least mean score existed in the ninth item of the questionnaire". The flipped classroom gives me less class time to practice speaking English", with a mean score of 1.56 and a standard deviation of 838. Moreover, the seventh item of the questionnaire, "I feel more confident about my spoken English due to the flipped-classroom model.", with a mean score of 3.71 and a standard deviation of 844, also has less mean score than others.
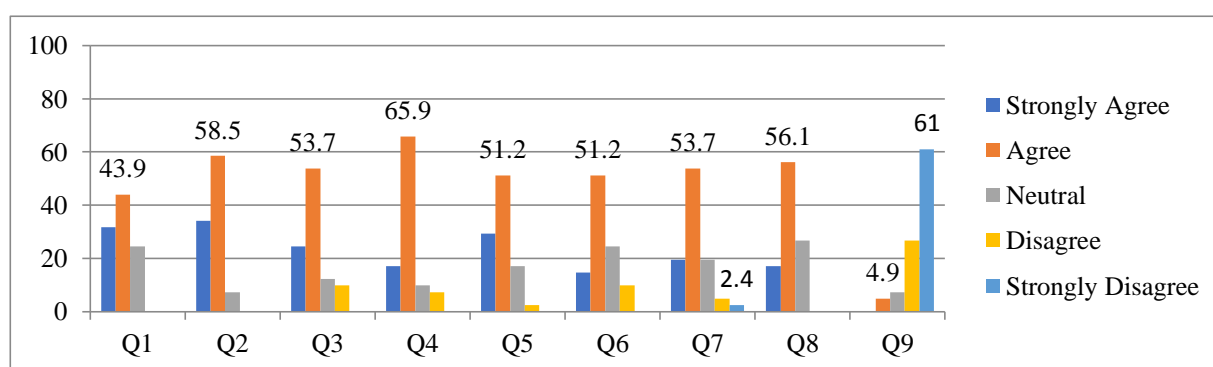

Figure 4. Percentages of learners' attitude

In Figure 4, the second item of the questionnaire, 58.5% of students agree, 34.1% strongly agree, and 7.3% choose neutral if technology helps them learn speaking. This fact is in line with the first questionnaire results, 43.9% agree, 31.7% strongly agree, and 24.4% are neutral, which indicates that students have a positive attitude towards video, podcast, audiobook, e-book and video materials, articles given before learning takes place. In the fifth questionnaire, 51.2% agree, 29.3% strongly agree, 17.1% neutral, and 2.4 disagree regarding improving their speaking skills by using the flipped classroom. The third questionnaire showed that 53.7% of students agreed, 24.4% strongly agreed, 12.2% chose neutral, and 9.8% disagreed. It proves that most students have a positive attitude because the flipped classroom helps them improve their speaking skills. As many as 65.9% of students agreed in the fourth questionnaire, 17.1% stated strongly agree, 9.8% neutral, and 7.3% disagree. It indicates that students have a positive attitude towards the flipped classroom because the flipped classroom makes it easier for them to learn.

The results of the eighth questionnaire showed that almost all students stated that 56.1% of them agreed, 17.1% strongly agreed, and 26.8% chose to be neutral. It indicates that the students understand the lecturer explanation when the speaking class is in progress. The students recommended using a flipped classroom to their colleagues as stated in the seventh item in the questionnaire, where 53.7% of students agreed, 19.5% strongly agreed, 19.5% chose neutral, 4.9% disagreed, and 2.4% strongly disagree. The sixth item on the questionnaire indicates that students have high confidence in their speaking skills because they study with the flipped classroom model. The evidence is that 51.2% of students agree, 14.6% strongly agree, 24, 4% choose neutral, and 9.8% choose to disagree. In the ninth item of the questionnaire, it was found that 61% of students strongly disagreed, 11-5 disagreed, 7.3% chose to be neutral

and 4.9% agreed. The positive attitude possessed by the students is due to the flipped learning model giving them more time to practice speaking.

Results of the semi-structured interview.

The qualitative data were collected by using semi-structured interviews. The data were transcribed and categorized based on the student interests and attitudes towards the flipped classroom method.

Based on the interview, the students perceive the flipped classroom in a positive way as it allows them to practice speaking through online materials before the in-person meeting takes place. This requires the students to work on their speaking skills independently, which contributes to their improvement.

> " ..The flipped classroom method is very different from the methods I've had before. Using the flipped-classroom method in speaking classes is very helpful for us in practising through the materials provided online because it allows for more practice opportunities before class learning begins. By using the flipped classroom method, I felt my speaking ability is better than before…." *(Interviewee 1, June 2021)*

The Flipped classroom also give access to abundant audio and video materials. These learning resources assist students in practicing spoken English and understanding the materials better.

> "...I am very impressed with this method because it stimulates to have more time to practice speaking related to the material that has been given. The audio and video provided through internet access helped me practice speaking, so I felt that my speaking skills had improved, and I felt more confident to use spoken English than before…." *(Interviewee 2, June 2021)*
> "……This method is fascinating because it provides many opportunities for discussion in class and at home before class. With this method, the lecturer gives a series of material before the course, then I practised it at home and then discussed it in class. As a result, my speaking skills have improved, and I feel more confident than before……" *(Interviewee 3, June 2021)*

The students mention that they gain confidence in speaking English after engaging with the flipped classroom. The flipped classroom provides additional practice and preparation time which then contribute to the increased confidence. The flipped classroom also provides more discussion opportunities both during the online session and also the in-person sessions.

> "…This method is perfect because it provides a different speaking learning experience. My friends and I found it easy to learn because we had plenty of time to prepare ourselves in understanding and practising before the meeting took place. In addition, technology helps my friends and me discuss the material provided to get an overview of the material and understand more of the material before the meeting starts so that my speaking skills are improved, and I feel confident than before…..." *(Interviewee 4, June 2021)*
> ".. I find it very interesting because technology plays a significant role in this method. The flipped approach provides maximum learning and practice opportunities. My

speaking skills have improved, and I feel more confident than before." *(Interviewee 5, June 2021)*

"…It was challenging because the flipped classroom method allowed me to prepare myself through intensive exercises before learning. In the speaking class that I received in the previous, we were only given material with a lecturer-centred teaching method. In addition, this method stimulates the brain to think more and hone language skills because the learning system is more systematic and structured. As a result, my speaking skills have improved, and I feel more confident than before." *(Interviewee 6, June 2021)*

"……It was very challenging for me because this method stimulates me to practice speaking more and more, and I feel that my speaking ability and self-confidence will increase…..." *(Interviewee 7, June 2021)*

"……I like this method because it can increase my confidence, hone my speaking skills, and increase my vocabulary. Not only that, this method gives me more time to practice and continue to practice before the learning process started…..." *(Interviewee 8, June 2021)*

"……I like this method because this method makes it easy to learn to speak, and I feel that my speaking ability, my self-confidence has increased. I have plenty of time to prepare myself for understanding and practice before the meeting. Besides that, the help of the technology used in this method has helped me improve my speaking skills." *(Interviewee 9, June 2021)*

"…It is very different from the previous learning method. However, I like this method because it provides an opportunity and motivates me to prepare myself through exercises that I can do at home. As a result, I feel that my speaking skills and self-confidence are better than before……" *(Interviewee 10, June 2021)*

Overall, the interviews with students suggest that the technology used in flipped classroom help students by providing more preparation and practice opportunities, access to audio and video learning materials, and challenging learning atmosphere that eventually lead to increased confidence in using spoken English.

Discussion

This research is about the learners' interests and attitudes towards the flipped classroom in improving speaking skills. The result of both questionnaires and semi-structured interviews strongly demonstrated that most participants have a high interest and positive attitude. Moreover, there are similarities between the results of the questionnaire and semi-structured interviews. Three main factors had triggered EFL learners' interest and attitude has discovered in this study.

Firstly, the flipped classroom has increased students' self-confidence because most students have readiness before speaking class taking place. The flipped method is suitable for honing students' speaking skills because the stages of learning are very systematic in constructing knowledge, understanding, and introducing complicated concepts through online materials before teaching begins. The finding is in line with (Ceylaner & Karakuş, 2018), which stated that flipped classroom method facilitates students to learn in the style, pace, and place they want to learn. Moreover, (Fielden et al., 2020), in their review of empirical study, mention that flipped classroom potentially interesting for communicative language classroom as happening in the class of speaking.

Furthermore, in the learning process students were given content discussion through peer or group discussion. Class meetings are fully used to stimulate students' engagement to understand the material in-depth and practice to gain considerable speaking skills. Listening to audiobooks, podcasts and watching videos familiarizes students with topics and vocabulary. As a result, it creates an interactive classroom environment because students already illustrate speaking material discussed in class.

Secondly, the flipped classroom has presented a challenging learning atmosphere. Access to information and communication technology makes students become independent learners. The students also have much time to discuss and practice with their friends so that their speaking skills improve consistently. Combining technology and teaching methods gives students more time to practice speaking skills independently in preparing for their communicative competence involvement in classroom interactions. The integration of technology in the flipped classroom method increases students' interest and motivation in learning foreign languages(Andujar et al., 2020; Evseeva & Solozhenko, 2015; Pu, 2017; Turan & Akdag-Cimen, 2020).

Thirdly, the flipped classroom experienced an efficient learning method. This method has provided a new experience for students in the speaking class. The flipped classroom method is proven to involve students in learning and strongly supports maximum learning achievement that is not obtained from traditional teaching classes(Nouri, 2016; T.T.T. & N.V., 2018). Before students getting a new way of learning, they depend on the traditional way of teaching speaking. They were usually receiving speaking instruction from their lecture without applying it or seriously making practice and discussion. Nevertheless, the students have more time to practice related to the speaking task using flipped classroom method.

CONCLUSION

The combination of the quantitative and qualitative analysis revealed that EFL learners had a high interest and positive attitude in the flipped classroom method in speaking. That is because flipped classroom method has combined technology and teaching method. Therefore, it created a sense of interest and positive attitude in students in speaking class. Some dominant factors directly influenced EFL learners' interest and attitude in their speaking classes, called self-confidence, a challenging learning atmosphere, and an efficient learning method. Some suggestion and recommendation related to this study were the number of EFL learners who act as the participants still needs to be added to get more valuable information about the interest and attitude in other skills of English by using the flipped classroom method. For the subsequent study, EFL learners' perception, readiness and achievement related to other productive skills of English still needed to be explored to get a complete picture of the flipped classroom method in teaching English as a Foreign Language.

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