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THE FLIPPED CLASSROOM: THE PRACTICE OF LEARNING ENGLISH FROM NURSING STUDENTS

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Abstract

This research aimed to examine the impact of the flipped classroom model on the activities and learning achievement of nursing students in Aceh, with a focus on speaking skills. The study employed classroom action research and was conducted over three months during the odd semester of 2024/2025, involving one first-grade class consisting of 32 students. The research was carried out in two cycles, utilizing pre-test and post-test evaluations to measure student learning outcomes. Additionally, two observers monitored classroom activities and provided reflections for improvement. The results showed a significant improvement in students' speaking skills. The average pre-test score was 55, which increased to 64 after Cycle I and further to 80 after Cycle II. Observations indicated that students became more active and engaged during the learning process, reflecting the effective implementation of the flipped classroom model. These findings suggest that the flipped classroom design successfully enhanced students' speaking abilities, as evidenced by the consistent improvement in their scores across cycles.

Keywords: *flipped classroom; language learning; speaking English*

1. Introduction

The Globalization in healthcare underscores the necessity for nursing students to acquire both professional skills and international communication abilities, with English being a critical component. Proficiency in English is vital for nursing professionals as it enhances their ability to interact with diverse patients and collaborate with international healthcare teams. Despite English being a mandatory subject in Indonesian educational institutions, students often struggle with active application, especially in medical settings.

The Ministry of Health's Nursing Curriculum, which emphasizes competency-based education, recognizes the role of English for Specific Purposes (ESP) in preparing nursing students for clinical and global healthcare environments. However, challenges persist in achieving proficiency, particularly due to traditional teaching methods that emphasize rote learning rather than communicative competence. While the adoption of innovative pedagogies has been encouraged, their integration remains uneven across nursing education institutions.

The flipped classroom model has emerged as a transformative approach in education worldwide, offering a student-centered framework that combines technology and active learning strategies. In this model, students engage with instructional materials such as

videos and readings before class, allowing in-class time to be dedicated to collaborative activities and practical applications. Studies have consistently demonstrated its effectiveness in improving students' communication skills, self-efficacy, and engagement (Keskin, 2023; Elfatah & Ahmed, 2016). Specifically, in nursing education, the flipped classroom holds promise for enhancing English language proficiency and professional communication skills.

While existing studies have explored the flipped classroom in general education and English language learning, there is insufficient research on its specific application in nursing education within Indonesia. This study seeks to fill this gap by providing empirical evidence on the model's effectiveness in addressing the linguistic and professional needs of nursing students, thereby contributing to the development of tailored teaching strategies.

However, there is limited evidence on the application of flipped classrooms in nursing-specific English learning contexts, particularly in Indonesia. While global research highlights its benefits in improving language fluency and confidence (Hwang et al., 2015; Chen et al., 2014), little is known about its adaptability to the unique challenges faced by Indonesian nursing students. These include balancing academic and clinical responsibilities and overcoming technological barriers in resource-constrained settings.

This study investigates the implementation of the flipped classroom model in the Ministry of Health's nursing curriculum to enhance the English-speaking skills of nursing students. The research aims to address the identified gaps by examining the impact of this pedagogical approach on students' communication abilities and preparedness for clinical environments.

2. Literature Review

2.1 Flipped Classroom in Nursing Education

The flipped classroom model has garnered significant attention as an innovative pedagogical approach, particularly in nursing education. This method enables students to engage with theoretical material before class, freeing in class time for interactive and application-oriented learning activities. For nursing students, this approach is particularly relevant as it mirrors the demands of their future professional roles, emphasizing practical communication skills and clinical problem-solving. According to Keskin, 2023), flipped classrooms foster self-directed learning and promote active participation essential attributes for healthcare professionals navigating complex clinical environments.

Flipped classrooms have demonstrated substantial success in English for Specific Purposes (ESP) education, particularly for medical and nursing contexts. Park et al., (2018) reported improvements in nursing students' ability to use medical English vocabulary effectively and communicate in clinical scenarios. By blending medical language instruction with active class activities, such as role playing and discussions, students are better prepared to handle real world communication demands. Similarly, recent studies (İbili et al., 2024; Wang et al., 2020) highlight the role of flipped learning in enhancing the confidence and linguistic competence of nursing students.

2.2 The Benefits of Flipped Classroom for Nursing Students

There are so many benefits from a flipped classroom that can be obtained, especially by students. One of the main pillars of flipped is its flexibility (Fructuoso et al., 2023). Nursing students gain practical experience in medical communication by engaging with pre-class materials and participating in in-class simulated scenarios. This prepares them for real-life patient interactions and interdisciplinary teamwork. This approach is especially effective for

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preparing students for patient interactions and interdisciplinary collaborations (Ahmed, 2016). Ahmed's findings align with the growing emphasis on communication as a core skill in nursing. This research underscores how flipped classrooms foster critical interactional skills. Ahmed (2016) essential for high-stakes environments like healthcare. A flexible learning environment provides an opportunity for students to decide when, where, and how they will study the material provided.

Nursing students, who frequently balance clinical responsibilities and academic obligations, benefit from the flipped classroom's self-paced structure. Pre-class materials enable them to study at their convenience, reducing time constraints and improving academic performance. Nichat et al., (2023) highlights this flexibility as a means to lower stress and enhance student engagement. By enabling efficient time management, the flipped model aligns with the needs of working students. Keskin's study reflects the importance of adaptability in modern nursing curricula, especially as students face the dual pressures of clinical and academic workloads. By enabling efficient time management, the flipped model aligns with the needs of working students.

The flipped classroom transforms traditional lectures into interactive sessions featuring role-playing, case studies, and collaborative problem-solving. This active learning environment fosters critical thinking and deepens conceptual understanding of nursing practices. Broadbent and Lodge (2021) note that such methods significantly improve engagement and retention among nursing students. Broadbent & Lodge's meta-analysis provides strong empirical support for the efficacy of active learning in flipped classrooms. Their findings reinforce how collaborative activities enhance both cognitive and practical skills essential for nursing.

In addition to technical language skills, flipped classrooms help nursing students develop soft skills, such as empathy, cultural competence, and patient-centered care. Research by (Lin & Hwang, 2018) and (Nichat et al., 2023) indicates that practicing medical scenarios in flipped classrooms improves students' readiness for professional environments. These studies contribute to a broader understanding of how nursing education should encompass both linguistic proficiency and interpersonal skills. The flipped classroom's holistic approach ensures students are better prepared for the multifaceted challenges of modern healthcare.

The flipped classroom model offers nursing students a dynamic and adaptive learning framework, supporting not only technical skill acquisition but also essential professional attributes. Its success in enhancing communication, flexibility, engagement, and preparedness underscores its relevance in nursing education. By addressing both academic and clinical demands, this model ensures that future nurses are better equipped to excel in their roles.

2.3 Challenge the Implementation of Flipped Classroom in Nursing Education

Flipped Nursing necessary imply in nursing education, while the flipped classroom offers significant benefits and also its practical application in nursing education faces distinct challenges. These barriers must be addressed to optimize its potential for enhancing learning outcomes. In getting the benefit of learning mode, the educators should know about the challenge face on using it.

As the first in accessing technology, it remains a key hurdle for nursing students, particularly those from resource-constrained backgrounds. Limited availability of digital devices or reliable internet can impede engagement with pre-class content, which is a

cornerstone of the flipped classroom model. Yang & Chen (2020) emphasize that institutions must provide necessary technological infrastructure, including loaner devices or offline-compatible learning materials, to bridge this gap. The challenges of implementing the flipped classroom in nursing education technological limitations, student adaptation, and instructor preparedness require a multifaceted approach. Institutions must prioritize equitable access to technology, offer orientation programs for students, and provide professional development opportunities for faculty. Addressing these barriers ensures that the flipped classroom model can be successfully integrated, maximizing its benefits for nursing education.

The second in the success the flipped classroom hinges on students' ability to engage with pre-class materials independently. For some nursing students, especially those accustomed to traditional lecture-based methods, this shift can be daunting. Lin & Hwang (2018) suggest that structured orientation programs and continuous mentoring are crucial to helping students adapt. Clear instructions and strategies for time management further alleviate resistance to self-directed learning. This emphasis on preparatory support programs is particularly relevant for fostering a smoother transition for nursing students.

For the last, in Implementing the flipped classroom requires instructors not only design engaging pre-class materials but also facilitate active and collaborative in-class learning. Aidoo et al. (2022) claim that faculty may lack the pedagogical expertise or technological proficiency needed for this dual role. Training programs focused on flipped classroom pedagogy and the integration of technology can empower instructors to deliver effective flipped learning experiences.

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2.4. Flipped Classroom in ESP

During the rise of flipped classrooms in this technological age, not many researchers have studied in depth in the realm of high education. This is of course caused by various factors such as the use of technology that cannot be maximized, even though the actual use of flipped classrooms is not limited to technology (Aidoo et al., 2022). In disciplines other than English, of course, researches related to flipped classrooms can be found, such as (Ruzafa-Martínez et al., 2023). However, in learning English, only a few are concerned. Ke et al. (2023) are one of the few researchers who are interested in flipped where they devote their time and energy to promoting flipped classrooms in China. This is done in line with the long-term education plan they have. The results found in this study indicate that not only is the difference in students 'final scores since it is quantitative research but also it shows that both students and teacher agreed that flipped can save more time in classroom activities to practice or correcting the students' pronunciation.

In ESP classrooms, particularly those catering to nursing students, the flipped model proves invaluable. Recent studies emphasize its role in developing specific linguistic competencies, such as mastering medical terminology and conducting patient interviews. (Joseph et al., 2021) found that flipped classrooms significantly improved nursing students' English-speaking confidence and accuracy. By focusing on relevant scenarios such as patient

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consultations and clinical briefings this approach equips students with the language skills essential for their professional practice.

3. Research Method

This study employed Classroom Action Research, a methodology that empowers individual educators to adapt and implement practices within their specific teaching contexts (Meesuk et al., 2020). Kemmis et al., 2014) describe classroom action research as a dynamic, iterative process comprising four stages: planning, action, observation, and reflection. The research was conducted over six meetings, organized into two cycles, each consisting of three sessions. The first session in each cycle involved a pre-assessment to establish a baseline, while subsequent sessions included the application of the instructional model and post-cycle evaluations.

The study took place in the Nurse Department of a public Healthy Polytechnic in Aceh during the 2024/2025 academic year, with 32 students selected as participants using purposive sampling. Data collection was centered on pre- and post-speaking tests administered during each cycle, focusing on content delivery and skill development. Instruments for observation included structured checklists and rubrics to assess student engagement and performance, ensuring systematic evaluation throughout the research.

The flipped classroom model was integral to the instructional approach. Students were exposed to target language input prior to class through curated materials, including films and additional reading resources. These materials, supplemented by videos containing sample dialogues, vocabulary, and expressions tailored to the topics, were shared via a dedicated WhatsApp group. This platform facilitated communication, provided access to materials, and allowed lecturers to offer timely feedback on student queries. The combination of multimedia resources and feedback mechanisms supported students in preparing for and practicing speaking skills effectively.

4. Discussion

The research findings demonstrate the positive impact of the flipped classroom model on improving the English-speaking skills of second-semester students, particularly on topics such as "Disease" and "Family Planning." However, a more critical examination of the results reveals areas of strength, unexpected trends, and notable limitations, all of which are analyzed below.

4.1 Pre-Cycle Learning Outcomes (Initial Conditions).

The pre-cycle results paint a concerning picture of students' performance, with only 40.7% meeting the minimum competency score of 60. The average class score was 55, while the lowest score was 40. These results reflect systemic issues, such as students' passivity and lack of engagement during monotonous traditional lessons. Observational data indicated that students struggled with long-term retention and found the breadth of competencies overwhelming. Critically, the findings raise questions about the curriculum's alignment with students' abilities and the pedagogical strategies employed. Could the traditional methods have been modified to include more interactive elements, even before the introduction of the flipped classroom? Addressing this issue may help educators better bridge the gap between traditional and innovative teaching models

4.2. Cycle I Learning Results

The implementation of the flipped classroom model in Cycle I led to notable improvements: 65.6% of students achieved learning completeness, and the average class score increased to 64. However, the highest score was 80, and the lowest was 50, reflecting a disparity in student performance. Despite improvements, observations revealed several challenges. The assumption among some students that pair activities would yield the same scores for both participants reduced individual accountability. Moreover, certain students were observed to be shy or lacking confidence during speaking exercises. While the flipped model fostered engagement, it also introduced an unintended "playful" atmosphere that occasionally detracted from serious learning.

Unexpectedly, some students struggled with adapting to the self-directed nature of the flipped classroom. This highlights a key limitation of the model: its reliance on students' intrinsic motivation and discipline. Future implementations should consider providing more scaffolding or structured guidance for students unaccustomed to independent learning.

4.3. Cycle II Learning Results

Cycle II demonstrated substantial improvements, with 93.7% of students achieving the minimum competency score and an average class score of 80. The highest score reached 90, while the lowest improved to 58. These results reflect the flipped classroom model's ability to facilitate active learning and foster both individual and group accountability through competitive activities.

Importantly, the observations from Cycle II indicate a shift in classroom dynamics. Students exhibited increased confidence, active participation, and fluency in speaking, with many engaging in argumentation and opinion expression. This suggests that the flipped classroom not only improves cognitive outcomes but also positively impacts affective factors, such as confidence and motivation. However, the persistence of a few students scoring below the minimum competency highlights the need for differentiated instruction to address diverse learning needs.

No	Completeness	Number of Students					
		Pre-Cycle		Cycle-I		Cycle-II	
		Number	Percentage	Number	Percentage	Number	Percentage
1	achieved learning completeness	13	40,7	21	65,6	30	93,3
2	have not achieved learning completeness	19	63,3	11	34.4	2	6,7
Total		30	100	32	100	32	100

Table 1. Comparison of Pre-Cycle Learning Completeness with Cycle I and Cycle II

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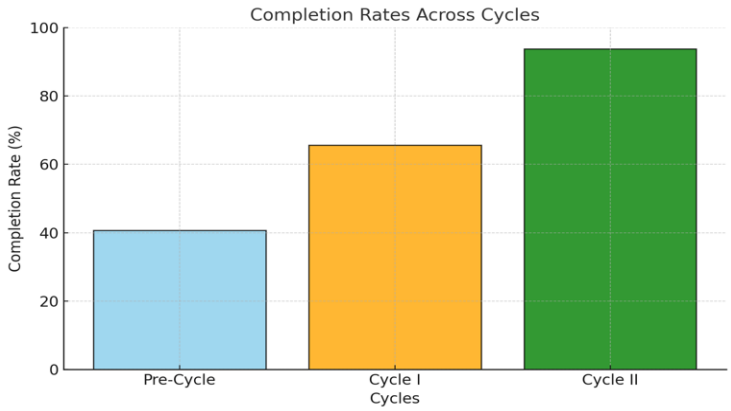
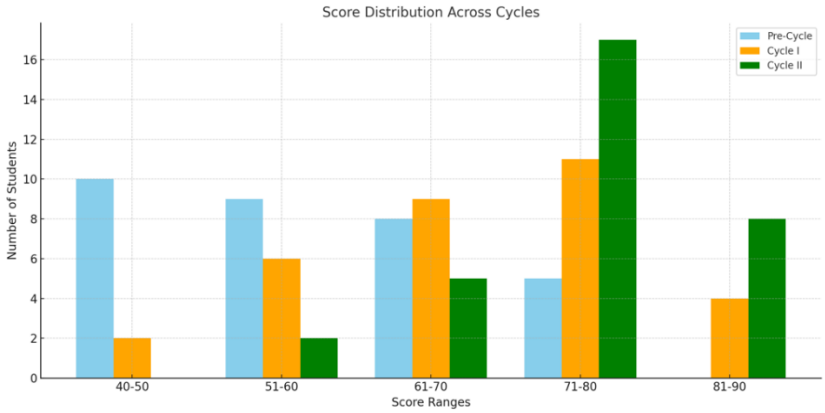


Graphic 1. Completion Rates Across Cycles

This bar chart shows the increasing percentage of students achieving scores ≥ 60:

Pre-Cycle : 40.7% of students reached the threshold.
Cycle I : Improvement to 65.6%.
Cycle II : A significant rise to 93.7%.



Graphic 2. Score Distribution Across Cycles

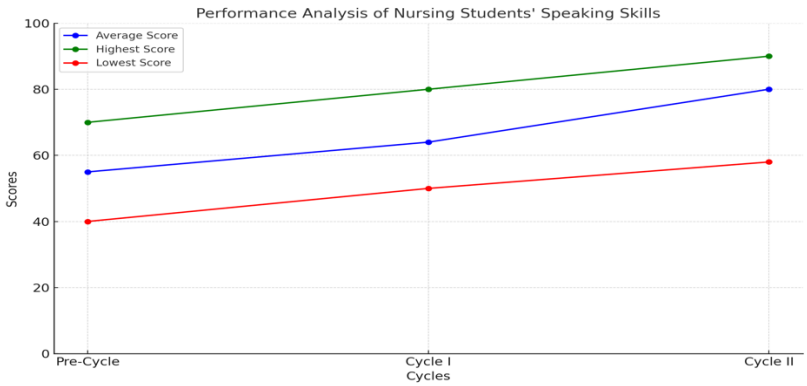
This grouped bar chart displays the distribution of students' scores within specific ranges:

Pre-Cycle : Most students scored in the 40–50 and 51–60 ranges.
Cycle I : Scores shifted upward, with many in the 71–80 range.
Cycle II : Majority scored in the 81–90 range, showing substantial improvement.

A comparison of the results of the average values obtained from the test in the initial conditions (Pre Cycle) with Cycle I and Cycle II can be shown as in the following table:

Catagory	Pre-Cycle	Cycle-I	Cycle-II
Highest Score	70	80	90
Lowest Score	40	50	58
Total Score	1775	2045	2546
Mean	55	64	80
Median	50	60	80
N	32	32	32

Table 2. Comparison of Pre-Cycle, Cycle I and Cycle II Average Value



Graphic 3. Performace of nursing students 'speaking skill

Here is the graphical analysis of nursing students' performance across the Pre-Cycle, Cycle I, and Cycle II. It illustrates:

Average Score (blue line) : Progression from 55 to 80.
Highest Score (green line) : Improvement from 70 to 90.
Lowest Score (red line) : Gradual increase from 40 to 58.

This trend highlights the positive impact of the flipped classroom model on students' speaking skills.

The learning process in cycle II has shown that all students are actively involved in learning activities. This is because even though the activities are group, there are individual tasks that must be accounted for, because there are group competitions and individual competitions. There is interaction between students individually and in groups. Each student has increased practice in asking and answering questions and can respond to questions and can speak fluently, so that apart from being trained in speaking skills, students are trained in arguing and expressing opinions. There is positive motivation among students to get good grades and demonstrate abilities among fellow students.

Furthermore, it can be explained, the class became very lively. All students seem to be free from the burden of learning. Even though not all students achieved completeness in terms of academic grades, in terms of affective assessment it was very clear that all students showed excellent creativity and cooperation.

Observations were performed on all learning activities by two colleagues acting as observers. The results of the observations showed data that cycle II learning was getting better. Students are serious and do not seem shy in the learning process, although there are still one or two students who are less serious but can be categorized as better than the first cycle. The emotional relationship between students and lecturers has become more intimate. Class is a very enjoyable place.

5. Conclusion

This study draws several important conclusions based on the presented data. First, the flipped classroom model has been demonstrated to significantly improve the speaking skills of nursing students in health polytechnics. Preliminary data revealed that only 13 students (40.7%) met the minimum competency score, with an average score of 55. After implementing the flipped classroom model in Cycle I, the number of students achieving completion increased to 21 (65.6%), with an average score of 64. By the end of Cycle II, 30 students (93.7%) met the minimum competency threshold, with an average score of 80.

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Although not all students reached the desired level of completion, the intervention clearly enhanced students' English-speaking abilities.

Another significant advantage of the flipped classroom model is its ability to transition from a traditional teacher-centered approach to a student-centered learning environment. This shift empowered students to take greater responsibility for their learning, fostering independence and active participation. The flipped classroom model proved effective in stimulating all domains of student assessment cognitive, affective, and psychomotor. By allowing students the freedom to prepare at their own pace, the class atmosphere became more engaging and enjoyable, encouraging creativity, collaboration, and confidence in speaking. This demonstrates the potential of the model to develop well-rounded language skills beyond mere rote memorization.

While this study focused on nursing students in health polytechnics, the findings suggest broader implications for applying the flipped classroom model in other professional education settings. The model's emphasis on active, student-centered learning and its ability to balance theoretical knowledge with practical application make it suitable for disciplines requiring strong communication and interpersonal skills, such as education, law, business, or engineering. Future studies could explore how the flipped classroom approach can be adapted to these fields, addressing the unique challenges and opportunities they present.

Finally, the success of the flipped classroom model in improving English-speaking skills positions it as a viable alternative for optimizing language learning in professional education. Its flexibility and ability to foster engagement make it a valuable reference for educators seeking innovative methods to enhance communication skills among students.

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