JIIC: JURNAL INTELEK INSAN CENDIKIA
https://jicnusantara.com/index.php/jiic
Vol : 2 No: 12, Desember 2025
E-ISSN : 3047-7824

Teacher Techniques in Encouraging Students to Speak English Through Flipgrid: A Systematic Literature Review

Teknik Guru dalam Mendorong Siswa untuk Berbicara Bahasa Inggris Melalui Flipgrid: Sebuah Tinjauan Sistematis

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Article Info

Article history :
Received : 04-12-2025
Revised : 06-12-2025
Accepted : 08-12-2025
Pulished : 10-12-2025

Abstrak

penelitian ini menganalisis bagaimana taktik pengajaran seperti Flipgrid dapat secara efektif memotivasi siswa untuk berbicara dalam bahasa Inggris di kelas bahasa Inggris sebagai bahasa asing (EFL), suatu keterampilan yang masih menantang akibat rasa gugup, waktu latihan yang terbatas, dan metode pengajaran tradisional yang berpusat pada guru. Tujuan penelitian ini adalah untuk mengintegrasikan studi empiris sebelumnya guna memahami bagaimana Flipgrid digunakan, bagaimana platform ini meningkatkan kinerja berbicara, serta strategi pedagogis yang diterapkan guru saat mengintegrasikan platform tersebut. Studi ini menggunakan metode Systematic Literature Review (SLR) sesuai dengan kriteria PRISMA, meninjau publikasi dari tahun 2020 hingga 2025 di basis data seperti PubMed, ScienceDirect, ERIC, Mendeley, dan ResearchGate. Sebanyak 224 artikel diidentifikasi, dan setelah penyaringan dan verifikasi kelayakan, sembilan studi dipilih untuk analisis mendalam. Hasil penelitian menunjukkan bahwa Flipgrid membantu siswa mengembangkan keterampilan berbicara mereka dengan memberikan kesempatan untuk berlatih berulang kali, mengurangi kecemasan berbicara, meningkatkan kelancaran, pengucapan, dan mendorong interaksi antar teman sekelas. Untuk memaksimalkan keterlibatan siswa, guru sering menggunakan strategi seperti tugas berbasis berbicara, petunjuk video terstruktur, ulasan teman sekelas, dan praktik reflektif. Penelitian ini menemukan bahwa Flipgrid merupakan alat pedagogis yang kuat untuk mengembangkan keterampilan berbicara dalam bahasa Inggris sebagai bahasa asing (EFL), dengan implikasi untuk merancang lingkungan pembelajaran bahasa yang lebih dinamis dan terintegrasi dengan teknologi.

Kata Kunci : Flipgrid; Pembelajaran berbasis video; Keterampilan berbicara

Abstract

This study analyzes how teaching tactics such as Flipgrid can effectively motivate students to speak English in EFL classrooms, a skill that remains challenging due to nervousness, limited practice time, and traditional, instructor-centered instruction. The objective of this research is to integrate previous empirical studies to understand how Flipgrid is used, how it enhances speaking performance, and the pedagogical strategies teachers employ when incorporating the platform. This study used a Systematic Literature Review (SLR) method following PRISMA criteria, reviewing publications from 2020 to 2025 across databases such as PubMed, ScienceDirect, ERIC, Mendeley, and ResearchGate. A total of 224 papers were

identified, and after screening and eligibility verification, nine studies were selected for in-depth analysis. The results demonstrate that Flipgrid helps students build their speaking skills by offering opportunities for repeated practice, lowering speaking anxiety, enhancing fluency, pronunciation, and encouraging peer interaction. To maximize student involvement, teachers frequently use strategies including task-based speaking, structured video prompts, peer review, and reflective practice. The study finds that Flipgrid is a powerful pedagogical tool for developing EFL speaking skills, with implications for designing more dynamic, technology-integrated language learning environments.

Keywords: Flipgrid; Video- Based Learning; Speaking skill

INTRODUCTION

The rapid advancement of technology, along with the growing importance of future-ready skills such as communication, collaboration, and critical thinking, must be carefully considered when designing pedagogical frameworks in the era of digital transformation and Industry 4.0. In today's context, the integration of English language learning with technology has become inseparable, reshaping how teaching and learning take place. Since students belong to Generation Z (Andrea et al., 2016), teachers are expected to be technologically proficient and able to engage learners through digital literacy (Motteram, 2013). Digital literacy itself is a key 21st-century competency, encompassing creativity, critical thinking, communication, and collaboration (Nilsson & Gro, 2015).

One promising tool in this area is **Flipgrid**, a free, video-based discussion platform accessible via smartphones and other devices (Petersen et al., 2020). Flipgrid encourages student interaction and provides a dynamic space for communication (Edwards & Lane, 2021). Studies have shown that it enhances learners' confidence (Lim et al., 2021) and increases participation in speaking activities. Supported by Microsoft, Flipgrid allows teachers to see and hear every student, fostering a supportive and enjoyable learning environment. Lecturers can post prompts, and students respond with short videos, simulating face-to-face interaction in a virtual classroom. This setup enables learners to share their speaking performances openly and confidently.

Despite its importance, **speaking** has often been overlooked in schools and universities, where grammar is prioritized and teacher-to-student ratios are less favorable. Speaking is also rarely assessed due to difficulties in objective evaluation and the time required for testing. In essence, speaking is the act of constructing and conveying meaning through verbal and nonverbal symbols across different contexts. It is an interactive process that involves producing, receiving, and interpreting messages. Bygate (1997) describes speaking as the generation of auditory signals that invite verbal responses from listeners, emphasizing its two-way nature as genuine communication of ideas, information, and emotions. Spoken language, therefore, is a collaborative act that unfolds in real time and shared contexts.

This research seeks to contribute to the development of innovative pedagogical practices, strengthen digital literacy among teachers and students, and provide alternative learning media aligned with 21st-century needs. It was motivated by the need to examine how Flipgrid truly impacts the speaking skills of EFL learners. Speaking is not only a fundamental skill but also a

cornerstone of overall English proficiency, influencing listening, writing, and reading abilities (Bozorgian, 2012). Choosing the right medium is therefore essential to make learning more effective and accessible. This study aims to provide solid empirical evidence and offer valuable insights for teachers, researchers, and curriculum developers regarding Flipgrid's potential in enhancing speaking skills. The findings are expected to guide classroom implementation and inspire further innovation in language education.

Based on this background, the systematic literature review focuses on synthesizing existing studies on Flipgrid's role in improving students' speaking abilities. The research is guided by two key questions:

1. How has Flipgrid been used in speaking instruction according to previous studies?
2. To what extent can Flipgrid improve students' speaking skills?

LITERATURE REVIEW

Relevant Scholarship

Prior research has emphasized Flipgrid's effectiveness as a tool for enhancing speaking skills and supporting language learning. (Edwards & Lane, 2021) found that Flipgrid can boost students' confidence because its replay feature and non-intimidating environment allow students to perform at their best without the pressure of speaking directly in class. This finding is reinforced by Lim et al. (2021), who showed that using Flipgrid significantly reduced speaking anxiety, especially among students who tend to be nervous when asked to speak spontaneously. In addition, Stoszkowski (2018) reported that Flipgrid encourages greater student participation because the video-reply format creates a more relaxed, interactive learning environment compared to traditional presentations. However, other studies, such as Petersen et al. (2020), focus more on increasing engagement in general and have not provided an in-depth analysis of how Flipgrid affects key components of speaking, such as fluency, accuracy, and interactional skills. In the Indonesian context, a number of studies show that the use of Flipgrid remains limited and is primarily used to collect video assignments rather than as part of a systematic pedagogical design to improve speaking skills. Based on this scholarship, there is a clear research gap: although various studies have proven the effectiveness of Flipgrid in boosting confidence, reducing speaking anxiety, and increasing participation.

Speaking Skill

Speaking is widely recognized as one of the most challenging yet essential skills for ESL/EFL learners, as it demands fluency, accuracy, clear pronunciation, a strong vocabulary base, and confidence (Vigneshwari et al., 2022). This skill requires considerable focus in both first- and second-language acquisition. Among the four language skills, speaking is often viewed as the most vital, since proficiency in a foreign or second language is typically measured by one's ability to communicate effectively in conversation (Nunan, 1995). It is considered the core skill because individuals who master a language are usually identified as its speakers. The main function of speaking is to convey information from the speaker to the listener. Building on Brown and Yule's

framework, Richards categorized speaking into three functions: interaction, transaction, and performance (Gusviyani et al., 2022). Brown also suggested several classroom activities to develop speaking ability, including oral production, imitation, intensive practice, and responsive exercises.

The central aim of English language teaching is to equip learners with the ability to communicate both accurately and effectively (Davies & Pearse, 2000). However, many students continue to face challenges in achieving fluency and precision in their speech, often due to limited knowledge and practice. As noted by Gusviyani et al., scholars have offered a variety of definitions of "speaking" within the field of language learning. For instance, Webster's *New World Dictionary* defines speaking as the act of expressing words orally, engaging in conversation, making requests, and delivering speeches (Nunan, 1995).

Flipgrid

Flipgrid, introduced in 2014 by Charles Miller at the University of Minnesota, has been used across diverse educational contexts, including business, the arts, and engineering, prior to the COVID-19 pandemic. Although research on its role in foreign language learning remains limited, studies have indicated that the platform supports language practice at home, enhances speaking ability, and reduces learners' anxiety when using English (Hammett, 2021).

Flipgrid, as a video discussion tool, fulfills several of these components. This platform enables asynchronous speaking practice, which supports deeper cognitive processing, gives students time to plan their speech, and facilitates repetition (Petersen et al., 2020). Previous research also shows that Flipgrid enhances social presence, builds learning communities, and provides a safe space for students who tend to be passive in face-to-face interactions (Edwards & Lane, 2021).

Video-Based learning and Technology Integration

Rahayu et al. (2024) highlight that technological advancements have significantly transformed the teaching of English as a Foreign Language (EFL). Online videos, particularly those on platforms such as YouTube, serve as engaging, accessible, and effective tools for enhancing learners' language skills through both visual and auditory input. Despite these advantages, video-based instruction also presents challenges, including maintaining student engagement and ensuring the chosen content aligns with educational objectives.

Numerous studies highlight that video use significantly enhances core skills in English language learning, including speaking, listening, vocabulary acquisition, and overall comprehension. Video-based instruction caters to diverse learning styles and promotes deeper engagement through a multimodal approach that combines text, visuals, and audio. Platforms such as YouTube expose learners to authentic language use, which can boost motivation, pronunciation, and fluency. Interactive tools like subtitles and annotations further strengthen learner involvement and retention. Nevertheless, video-based learning also faces challenges, such as limited internet access, learner discomfort, and the need for careful content selection to ensure relevance and pedagogical value. To maximize learning outcomes, educators should integrate videos thoughtfully

into lesson plans, ensuring that materials are suitable, interactive, and engaging, while also addressing both instructional and technical obstacles (Putri & Winanda, 2025).

When viewed from a TPACK perspective, Flipgrid is not just a technological tool but a pedagogical medium that allows teachers to design task-based learning, reflective discussions, peer feedback, and communicative practices that align with the characteristics of Generation Z, who are digital natives. This integration demonstrates the logical continuity of previous research and explains why the use of Flipgrid in speaking learning warrants further study. Thus, this study positions Flipgrid within a TPACK-based pedagogical innovation designed to improve EFL students' speaking performance.

METHOD

This study adopted a Systematic Literature Review (SLR) approach to synthesize and critically evaluate previous research on teacher strategies for encouraging students to practice English speaking through the Flipgrid video platform. The review followed standard SLR procedures, which involved formulating research questions, identifying relevant studies, screening and selecting articles, extracting key data, and synthesizing the findings. To capture the scope of the topic, several keyword combinations were employed, including: *"Flipgrid" AND "speaking skill"*, *"Flipgrid" AND "EFL speaking"*, *"Flipgrid" AND "language learning"*, and *"video-based learning" AND "speaking performance"*. Boolean operators (AND/OR) were used strategically to expand or narrow search results in line with the objectives of the review. The literature search was conducted across multiple academic databases—namely PubMed, ScienceDirect, Mendeley, and ResearchGate—to ensure comprehensive coverage. The review was limited to studies published between January 1, 2020, and November 30, 2025, with only those meeting the inclusion criteria considered for analysis.

Procedure

The author started by searching for articles using a list of keywords they had prepared. All the articles identified were carefully reviewed using a step-by-step process based on the PRISMA model. First, they identified all articles that came up in the initial keyword search, yielding 14 articles on using Flipgrid in Education. Next, they went through the screening stage, removing duplicate articles and those that didn't clearly discuss Flipgrid. Then, they checked the eligibility of the remaining articles by reading their abstracts and full texts in more detail to ensure they fit the research topic, which was using Flipgrid in English language learning, especially for speaking skills. Finally, in the inclusion stage, they selected only 9 of those articles that were directly related to listening learning as the final data for analysis.

Study selection criteria

The study included journal articles published between 2020 and 2025 that discussed using Flipgrid in education, especially for learning English-speaking skills, and that had full-text versions. Articles that didn't mention Flipgrid, weren't about English-speaking, only talked about motivation or perception without looking at speaking skills, or didn't have a full text, were left out.

Once the appropriate articles were selected, the data were analyzed using a thematic analysis. Each article was read thoroughly, and the main ideas were grouped into themes like how Flipgrid is used in teaching speaking, how it helps improve speaking skills, and the teaching methods that affect how well Flipgrid works. This analysis helped clarify how Flipgrid is used and how effective it is in teaching speaking, leading to a comprehensive summary of its effectiveness in English-speaking learning.

Study selection

The combined findings of the reviewed studies consistently show the impact of Flipgrid on students' English-speaking skills improvement across different contexts. Most studies suggest that Flipgrid promotes the development of this skill via asynchronous practice. This feature gives students time to prepare, think, and make changes to their speech before delivering it. This is helpful for English learners who struggle with instant speech and performance anxiety.

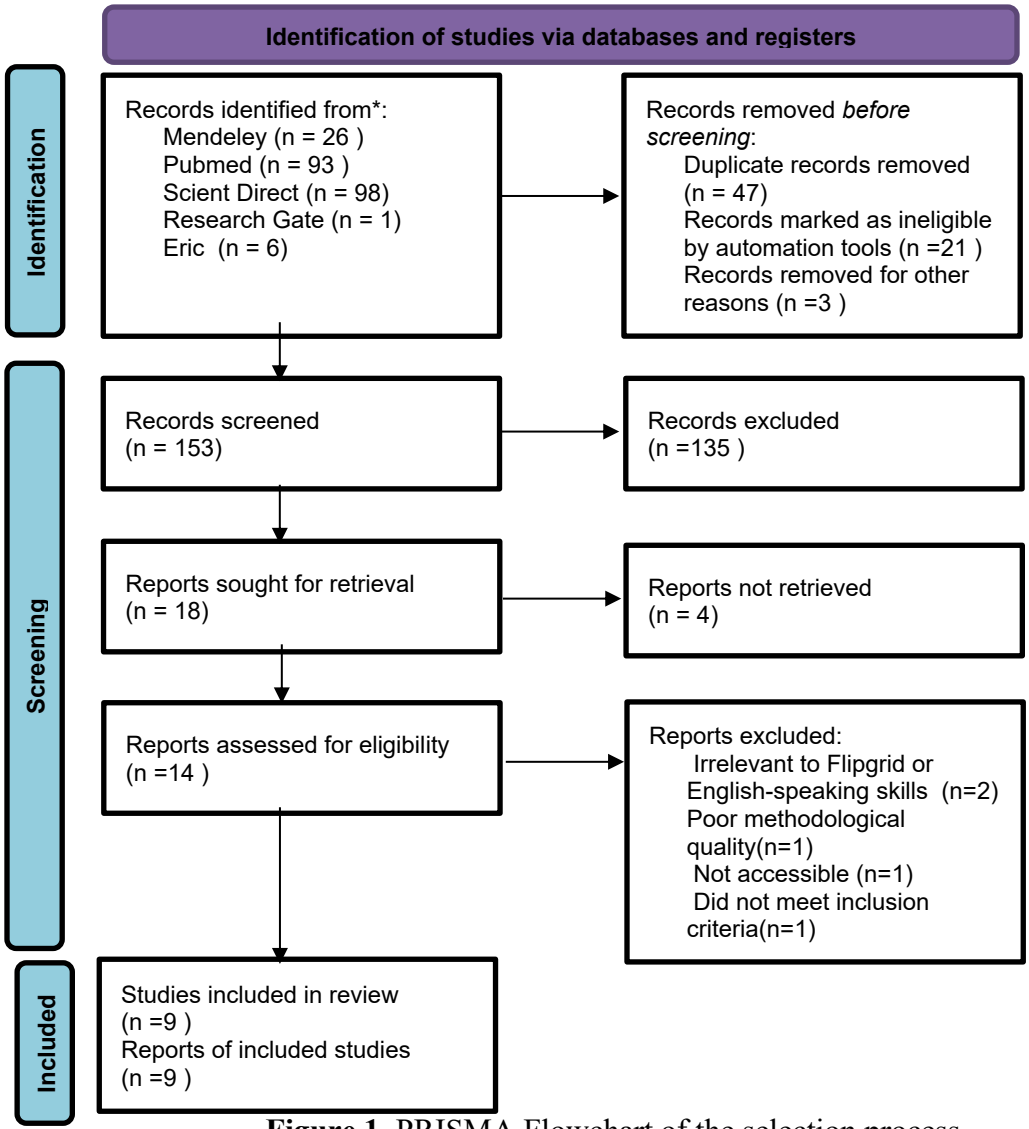

Figure 1. PRISMA Flowchart of the selection process

RESULT/FINDING AND DISCUSSION

Findings

This section presents the synthesis results of nine studies that have met the inclusion and exclusion criteria at the data selection stage. Each study was analyzed based on design characteristics, learning context, instruments, and main findings related to the use of Flipgrid as a Speaking learning medium. The results are presented systematically to describe general patterns and variations that emerge between these studies.

Table 1. Summary and characteristics of the final studies selected

No.	Author/Year/Country	Main Characteristic	Variable	Study design/ Measure	Findings
1.	Muslimin, A. I., Wulandari, I., & Widiati, U. / (2022) /Indonesia	Fourth-semester EFL students taking the course Speaking for Academic Presentation; speaking practice conducted through Flipgrid (Flip) videos	The use of Flipgrid to improve speaking in academic presentations	Classroom Action Research (CAR) Observation checklist + speaking presentation assessment (performance-based evaluation) + peer & lecturer feedback	Improvements in speaking performance across the CAR cycles were evident, especially in fluency, confidence, and idea delivery during presentations; Flipgrid supported independent and repeated speaking practice (asynchronous practice);Feedback interaction from peers and the lecturer accelerated improvements in speaking performance.
2.	Nia Ria Putri, Ni Nyoman Padmadewi,	This study focuses on evaluating the effect of Flipgrid in	Flipgrid (video-	Pre-experimental (one group	Flipgrid significantly improves

	Luh Gd Rahayu Budiarta / (2022) / Indonesia	improving English ability of junior high school students	based application)	pre-test & post-test) Descriptive statistics, Inferential statistics (normality test, homogeneity test, paired t-test, effect size)	students' English skills with a moderate effect size (0.51); post-test scores increased compared to pre-test. Flipgrid enhances engagement, motivation, and speaking performance.
3.	Rica Umrina Lubis / (2021) / Indonesia	This study focuses on students' responses to using Flipgrid as a creative and interesting tool for speaking in blended classrooms	Use of Flipgrid in speaking class. Students' responses/ perceptions (positive & negative)	Qualitative : Questionnaires & Interviews	Students gave more positive (16) than negative (8) responses. Positive: accessibility, easy to use, interactive features, psychological fulfillment, creativity. Negative: competitiveness, discomfort being on camera, limited devices & internet, difficulty uploading videos. Flipgrid is considered effective and interesting for speaking activities.
4.	Subiana, I. P., Sukyadi, D., & Purnawarman,	This study focuses on improving students' speaking	Independent variable: Use of	Classroom Action Research	Flipgrid improved students' speaking skills

	P./ (2022) / Indonesia	skills using Flipgrid media	Flipgrid media Dependent variable: Students' speaking skills	(CAR) with two cycles Observation, speaking tests, and questionnaires	significantly. Students became more confident, motivated, and active in speaking. Test scores increased across cycles, showing that Flipgrid effectively enhances fluency, pronunciation, and vocabulary.
5.	Della Nuridah Kartika Sari Amirulloh, Ika Lestari Damayanti & Ellen Citraningrum/ (2021) / Indonesia	Study explores use of Flipgrid features to enhance university students' speaking performance	Independent : Flipgrid + its features (feedback, captions, peer review) Dependent: speaking performance (fluency, pronunciation, gestures, etc.)	Qualitative case study Speaking video analysis (rubric-based), interviews	Flipgrid improves speaking aspects: fluency, pronunciation, vocabulary, facial expression, and gestures. Students practice more due to repeated recording. Feedback and closed captions help self-correction. Flipgrid is easy and enjoyable to use for speaking practice.
6.	Jacob B. Petersen, Simon D.C. Townsend & Natsumi Onaka / (2020)/ Japan	Small-scale ESL study using Flipgrid via smartphones	Small-scale ESL study using Flipgrid via smartphones	Qualitative pilot study Teacher observations, video data, Likert-scale	Students successfully used smartphones to record/share videos; high engagement (8,489 views, 102.6 hours).

				questionnaire	Students found Flipgrid usable and motivating; supports discussion, peer feedback, and speaking practice.
7.	I. K. Budiarta & M. H. Santosa/ (2020) / Indonesia	Study focuses on implementing the TPS-Flipgrid model to transform EFL speaking classes for 21st-century learners	Independent variable: TPS-Flipgrid learning model Dependent variable: Students' speaking performance & perceptions	Qualitative case study Observation, online open-ended questionnaire, semi-structured interviews	Students perceived TPS-Flipgrid as innovative, flexible, and motivating. It increased engagement, collaboration, confidence, fluency, and comprehension. TPS-Flipgrid also developed 21st-century skills such as creativity, critical thinking, and communication.
8.	Thi Thanh Thuy Nguyen / (2024)/ Japan	40 non-native university EFL learners in an asynchronous video-based English speaking & presentation class using Flipgrid	Use of Flipgrid (Flip) for speaking and presenting practice	Mixed-methods: pre-test/post-test + survey + interviews Likert questionnaires, semi-structured interviews, self-assessment, peer feedback, and teacher	Learners reported Flipgrid as user-friendly, enabling repeatable speaking practice, increasing confidence and fluency, and supporting idea organization through peer and teacher feedback loops. Positive mean score

				feedback on video presentations	example: "Flipgrid helps students practice speaking outside the classroom" (M = 4.10). Observable improvements were noted in pronunciation accuracy, fluency, presentation structure, and overall speaking comfort
9.	Dr. M.J. Philomina & Dr. M. Deivam/ (2023) /India	This article discusses improving speaking skills through Flipgrid technology in the context of English language learning	Independent Variable: Use of Flipgrid Technology Dependent Variables: Speaking skills, engagement, confidence	Descriptive study based on literature review and synthesis of previous research findings Literature review and analysis of past studies	Flipgrid improves student engagement, speaking proficiency, reduces speaking anxiety, supports collaboration and feedback; however, limitations include technical issues, privacy concerns, and less non-verbal interaction compared to face-to-face communication.

Discussion

The results of this systematic literature review demonstrate that Flipgrid consistently improves students' English-speaking abilities across a variety of educational settings. Numerous important themes surfaced from the nine chosen studies. First, Flipgrid offers asynchronous practice opportunities that let students review, reflect on, and record their answers again. Because they can prepare their speech more thoroughly before submitting it, this feature helps students

increase their fluency and lessen performance anxiety. Second, peer and teacher feedback integrated into Flipgrid activities significantly enhances pronunciation, vocabulary use, and confidence. Studies such as Muslimin et al. (2022) and Subiana et al. (2022) demonstrated that repeated cycles of practice combined with feedback led to measurable improvements in fluency, pronunciation, and idea organization. Third, Flipgrid fosters learner engagement and motivation by offering interactive features, such as captions, emojis, and video replies, which create a supportive and enjoyable environment. Qualitative evidence also shows that students appreciate Flipgrid's accessibility and flexibility, although challenges such as limited devices, unstable internet, and discomfort with being recorded remain.

Improvement in these skills was amplified by feedback from peers and teachers, turning Flipgrid from a collaborative tool into a rich, collaborative learning space. Also, the pre-experimental study by Putri et al. demonstrated improvements in students' speaking ability. On the post-tests, this affirms that there was improvement due to Flipgrid, and participants' perception of it was not only positive. Qualitative studies also show students' appreciation for Flipgrid's accessibility, the opportunity to review, and the reduction of anxiety, which help students participate more readily, especially those who would otherwise stay silent during a normal face-to-face lesson. The opportunity to record multiple times gives students a significant advantage, enabling a more polished delivery of their speech than would be the case in real-time presentations. Several studies acknowledged that the positive outcomes were overshadowed by limitations, the most significant being the lack of devices, the availability of reliable internet, and the anxiety of being video-recorded. While there may be challenges with integration, these do not diminish Flipgrid's educational value; they simply indicate the need for more refined digital integration and classroom support structures.

In conclusion, the synthesized evidence shows that Flipgrid is more than just a technological tool; it is a pedagogically useful medium that clearly improves fluency, confidence, engagement, and communication skills. It is especially good for Generation Z students because it aligns well with the needs of 21st-century learners, and they naturally excel in digital and interactive learning environments.

CONCLUSION

This systematic literature review confirms that Flipgrid is not only an innovative technological tool but also a pedagogically powerful medium for enhancing English speaking skills in EFL contexts. Across a wide range of qualitative and quantitative studies, Flipgrid has consistently demonstrated its ability to address critical aspects of speaking performance, including fluency, pronunciation, confidence, vocabulary mastery, and the overall organization of ideas. By providing asynchronous, video-based practice, Flipgrid allows learners to rehearse extensively, reflect on their performance, and re-record responses until they are satisfied. This unique format reduces performance anxiety, supports deeper cognitive processing, and enables students to deliver more polished speech compared to real-time classroom presentations.

Furthermore, Flipgrid fosters active learning and participation by creating a safe and interactive environment where students can share their ideas openly. The integration of peer and teacher feedback within the platform enhances collaborative learning, helping students refine their speaking skills while building confidence. Studies also highlight that Flipgrid's interactive features—such as captions, emojis, and threaded video replies—contribute to learner motivation and engagement, making speaking practice more enjoyable and less intimidating. Importantly, Flipgrid aligns well with the characteristics of Generation Z learners, who are digital natives and thrive in technology-rich, collaborative learning environments.

Despite these advantages, several challenges remain. Technical limitations such as unstable internet connections, limited access to devices, and discomfort with being recorded can hinder the effectiveness of Flipgrid. Additionally, the lack of immediate feedback compared to face-to-face interactions may reduce spontaneity in communication. However, these challenges do not diminish the platform's pedagogical value; rather, they highlight the need for thoughtful integration, adequate infrastructure, and teacher support to maximize its potential.

Overall, the evidence strongly supports Flipgrid as a premier educational technology for EFL speaking instruction. Its ability to combine asynchronous practice, reflective learning, and collaborative feedback makes it an invaluable resource for teachers seeking to design dynamic, engaging, and effective language learning environments. As digital learning continues to evolve, Flipgrid should be considered a primary tool in the repertoire of educators aiming to cultivate 21st-century communication skills among their students.

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