

Enhancing Students' Comprehension Skills: Development of Flipped Classroom Teaching Materials for English Correspondence Learning

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Abstract:

This study aims to develop flipped classroom-based teaching materials to enhance students' comprehension skills in English Correspondence, a critical course for fostering professional written communication in international business contexts. The research used a Research and Development (R&D) approach, specifically the 4D model (Define, Design, Develop, Disseminate). Expert validation of the materials yielded a high validity score of 86%. A small-group trial yielded an 84% practicality score, indicating the usability of the materials. Effectiveness was measured through a pretest and posttest, revealing a moderate improvement in student comprehension with an N-gain score of 0.54. These findings suggest that the flipped classroom model enhances students' engagement, supports independent learning, and strengthens both theoretical and practical understanding of English business correspondence. The developed materials demonstrate the potential of flipped classrooms in improving comprehension skills and learning outcomes in English Correspondence courses. This research highlights the practical implications of innovative teaching strategies in higher education.

Key Words: *Flipped Classroom, Teaching Materials, Comprehension Skills, Independent Learning*

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INTRODUCTION

In the modern globalized world, proficiency in English, particularly in written business communication, is critical for students entering the workforce (Roshid et al., 2025). English Correspondence—encompassing skills like writing formal emails, business letters, and reports—has become an essential aspect of professional interaction (Ruttanasirivilailert et al. 2025; Fauziya, 2025). As globalization accelerates, companies increasingly require employees who are skilled in English correspondence to communicate effectively with clients, colleagues, and stakeholders worldwide.

However, students, especially in non-English-speaking countries, often face challenges in mastering these skills. This is due to the insufficient emphasis on practical learning methods that align with the real-world demands of business communication. To address this issue, the development of effective, innovative learning strategies like the flipped classroom model can offer a solution by enhancing student engagement and providing practical, hands-on experience. The significance of this research lies in its potential to bridge the gap between traditional teaching methods and the need for more dynamic, technology-enhanced learning environments that prepare students for the demands of the professional world.

Despite the recognized importance of English business correspondence in the workforce, many students struggle to grasp the necessary skills, largely due to conventional teaching methods. These methods often prioritize theoretical knowledge, leaving little room for students to practice and apply what they have learned in real-life contexts. This lack of practical application hinders students' ability to understand the nuances of writing professional documents like business letters, emails, and reports. Furthermore, the rapid technological advancements in education, particularly in digital learning tools, have not been fully leveraged in the traditional English language curricula. Consequently, students remain ill-prepared for the challenges they will face in the workplace, where writing skills are crucial for success. This research aims to address these issues by developing flipped classroom-based teaching materials for English Correspondence courses, offering students the opportunity to learn independently and apply their knowledge through interactive exercises and discussions in class.

In practice, many students still encounter difficulties in mastering English business correspondence, especially within conventional classroom settings. These settings are often dominated by lectures, which do not provide enough opportunities for students to practice writing and engaging with the content in a meaningful way. In addition, despite the growing availability of digital learning resources, such as online modules, videos, and interactive platforms, many educational institutions have been slow to incorporate these technologies into the learning process (Mundiri et al., 2025; Utamimah & Nur Aisyah, 2025). Teachers often continue to rely on outdated methods that do not take full advantage of the digital tools available (Naningsih et al., 2024; Rozi & Badriyah, 2025). Meanwhile, students, particularly those from business administration or related fields, face the challenge of needing to develop both written and verbal communication skills in English. This gap in both teaching methodology and student preparedness creates a clear need for a more interactive, technology-enhanced approach to learning English business correspondence.

Previous research highlights the growing importance of integrating technology into language learning, with the flipped classroom model emerging as a promising approach. Studies have shown that flipped classrooms can

significantly improve students' engagement, comprehension, and overall learning outcomes, particularly in language learning (Heredia-Arboleda & Figueroa, 2024; Mas'ud & Surjono, 2018). The flipped classroom model allows students to access learning materials, such as videos and modules, before class, enabling face-to-face time to focus on discussions, exercises, and problem-solving activities. This shift in learning structure promotes independent learning, encourages active student participation, and optimizes classroom time. However, while these studies demonstrate the efficacy of flipped classrooms in language learning, few have specifically focused on English business correspondence. Most research has concentrated on listening and speaking skills, leaving a gap in the literature regarding the application of the flipped classroom model in teaching written business communication.

In the context of English business correspondence, there is limited research exploring how the flipped classroom model can be applied to improve students' writing skills. While many studies have highlighted the effectiveness of flipped classrooms in enhancing listening comprehension (Heredia-Arboleda et al., 2024; Pambayu et al., 2024) and speaking skills (Khodabandeh (2025), the integration of this approach to improve writing and other practical business communication skills is not well explored. Additionally, most existing studies focus on general English language learning or communication, rather than business-specific communication such as business letters, formal emails, and reports. This research aims to fill this gap by developing flipped classroom-based teaching materials specifically designed for English Correspondence, which will allow students to practice writing in realistic business scenarios. The novelty of this research lies in its focus on improving practical writing skills for professional contexts, filling a crucial void in the existing literature.

This study offers a novel contribution by developing flipped classroom-based teaching materials that specifically target English business correspondence. Unlike previous studies, which have largely focused on speaking and listening skills in the context of flipped classrooms, this research aims to enhance students' writing skills for professional communication. By incorporating interactive technologies and providing realistic, case-based writing exercises, this study aims to foster deeper learning and practical application of business correspondence skills. The research will evaluate not only the academic achievements of students but also their practical skills in writing formal business documents. Given the increasing demand for employees with strong written communication skills, this study's focus on business correspondence is both timely and necessary. The findings from this research are expected to provide valuable insights into how the flipped classroom model can be tailored to address specific learning needs in business English education.

The primary research questions in this study are: (1) How can flipped classroom-based teaching materials improve students' writing skills in English business correspondence? (2) What are the key benefits and challenges of

implementing this model in the teaching of English business correspondence? This study will provide an answer by evaluating the effectiveness of flipped classroom materials in enhancing students' understanding of business communication, as well as their ability to apply this knowledge in real-world contexts. The research will argue that the flipped classroom model, with its emphasis on independent learning and interactive, hands-on application, is an effective way to address the challenges students face in mastering English business correspondence. By offering a comprehensive evaluation of the impact of these teaching materials, this study seeks to contribute to the development of more engaging, effective, and practical teaching approaches in business English education.

RESEARCH METHOD

This research was conducted in the Office Administration Education Study Program at FEB UNJ to produce teaching materials. By applying the flipped learning, learning strategy, the teaching materials in this study are used in the pre-lecture stage. The teaching materials can be accessed online via smartphone or computer. The subjects of this study include a content and construct validation test conducted by two experts (media and content/material) and a practicality test involving one lecturer and 30 students from the English Correspondence course, as well as an effectiveness test.

Primary data includes data on (1) analysis of the needs for the development of teaching materials for the Constitutional Court of English Correspondence; (2) product validation questionnaires by experts, obtained through technical observation & interviews; (3) Product trial questionnaire and student responses to limited trials. The secondary data collected are obtained from various available sources, such as initial survey reports, books, journals, and written documents in the PAP PS, including curriculum, textbooks, modules, and other relevant materials. The data collection technique in this development research employs a combination of qualitative and quantitative methods, used together in a research activity, to ensure that the data obtained is more complete, valid, reliable, and objective. The data collection techniques in this study include interviews, observations, documentation, and questionnaires. The data collection method used was a questionnaire, which contained statements about the benefits felt after using the flipped classroom model teaching materials. The statement refers to the theory presented by Andiansyah (2020). The questionnaire grid is presented in Table 1.

Table 1. Questionnaire Grid of Student Understanding
Level of Understanding: Application of Flipped Classroom Teaching Materials

No.	Indicator	Evidence of Assessment
1.	Understanding concepts	1. Able to redefine lecture material 2. The application of teaching materials is able to improve learning ability

		3. Reasoning and thinking ability flower
		4. Able to explain and provide examples of the teaching materials presented
2.	Information acquisition	1. Become more independent 2. Get information through discussions 3. Flipped teaching materials make it easier to learn
3.	Playing an active role	1. Feel happy with the teaching materials provided 2. Can play an active role in the learning process

Furthermore, the matrix of student response questionnaires refers to the theory presented by Smith and Brown (2023), which can be seen in Table 2:

Table 2. Questionnaire Grid: Student Responses to Flipped Classroom Teaching Materials

No	Indicator	Evidence of Assessment
1.	Learning Activities	1. Learning activities are more interesting with the flipped classroom model teaching materials 2. Helping students carry out various learning activities through teaching materials 3. Flipped classroom model teaching materials help students repeat learning independently 4. Teaching materials that make learning activities more enjoyable both individually and in groups
2.	Ease of Learning	1. Learning materials are easier to understand with the flipped classroom model. 2. Teaching materials are easy to use both offline and online 3. Flipped classroom model teaching materials provide ease of learning
3.	Benefits for Students	1. Help improve students' comprehension skills 2. Help train students' critical thinking skills 3. Help improve students' skills in learning 4. Help increase student confidence in the learning process

This Research and Development (R&D) study follows the 4D model (Define, Design, Develop, Disseminate) developed by Mulyatiningsih (2011), which consists of systematic stages for producing quality learning products. The Define stage identifies the need for teaching material development, through activities like preliminary analysis, student analysis, task analysis, concept analysis, and setting learning objectives. The Design stage focuses on creating prototypes of teaching materials, including designing learning videos, digital modules, and interactive exercises, and developing a learning scenario with pre-class, in-class, and post-class components. The Develop stage involves developing the teaching materials, conducting expert validation, running a limited trial, and revising products based on feedback.

Finally, the Disseminate stage tests the teaching materials in real conditions through field trials, evaluates learning outcomes by comparing pretest and posttest results, and disseminates the research findings through academic publications and socialization efforts. This process ensures the developed

materials are tested, refined, and effectively distributed to improve student learning in English correspondence.

RESULT AND DISCUSSION

Result

This research aims to develop flipped classroom-based teaching materials in English Correspondence courses to improve student understanding. The development stage follows a 4D model (Define, Design, Develop, Disseminate). The results of the study indicate that the developed teaching materials possess high validity, good practicality, and significant effectiveness in enhancing student understanding.

Product Validation

The results of validation by material, media, and design experts indicate that the product achieved an average score of 86% and falls into the "very valid" category. The validation by material experts confirms that the teaching materials align with the learning outcomes and the course structure. Media experts assessed that aesthetics, readability, and ease of access were excellent (96%), while design experts provided input on strengthening supporting materials and learning integration (78%).

The validation process also involved a thorough review of the alignment between the teaching materials and the objectives of the English Correspondence course. Material experts ensured that the content accurately reflected the necessary skills and knowledge required for students to effectively engage with business communication in English. Furthermore, the media experts' evaluation emphasized the visual appeal and usability of the materials, which play a crucial role in enhancing student engagement and ensuring accessibility. The design experts' feedback, which focused on integrating additional supporting materials, offers valuable insights into refining the resources to foster a more cohesive and interactive learning experience. This multi-expert validation process underscores the importance of a comprehensive approach to instructional material development, ensuring that the materials are not only educationally sound but also engaging and user-friendly.

Practicality

The results of a limited trial (small group) on eight students showed that this teaching material was efficient, with an average practicality score of 84%. Students stated that the teaching materials were easy to understand, the instructions were clear, and they looked attractive; they could also be accessed independently before the class session.

In addition to the high practicality score, the students' feedback revealed that the flipped classroom teaching materials fostered a sense of autonomy in their learning process. The ability to access and interact with the materials before

class allowed students to engage with the content at their own pace, which helped them feel more prepared and confident during in-class activities. This independence is a key feature of the flipped classroom model, as it not only promotes self-directed learning but also enables students to take ownership of their education. Furthermore, the clear instructions and attractive design of the materials contributed to a more engaging learning experience, which ultimately led to higher levels of student satisfaction and increased motivation to participate actively in class.

Effectiveness

Effectiveness measurements, as indicated by pretest and posttest results on 37 students, showed a significant improvement. The average pretest score was 58.51, increasing to 80.54 on the posttest. The N-gain value of 0.54 falls within the "moderate" category, yet pedagogically, it demonstrates positive effectiveness. In fact, 95% of students experienced an increase in scores, and no students were in the "not good" category after using the teaching materials.

Flipped classrooms contribute directly to building student genre awareness, specifically the ability to understand the structure, language style, and social context of a text form, in this case, business letters in English. To see a comparison of the results of the pretest and posttest activities obtained by students in the field test activities:

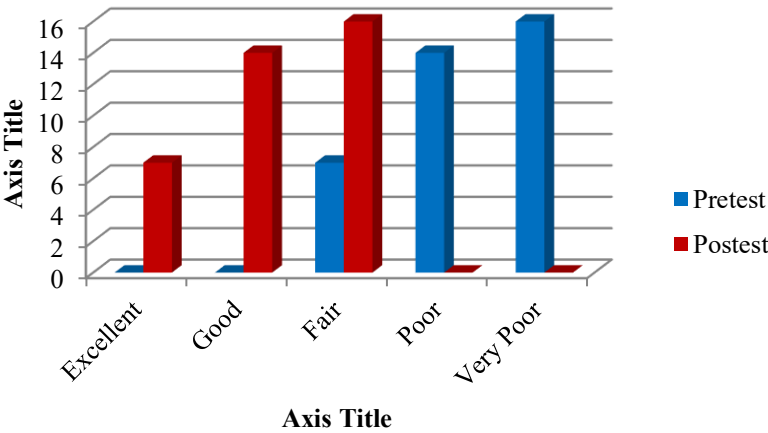


Figure 1. Comparison Diagram of Pretest and Posttest Results

Based on the diagram in the image above, there is a significant difference in student learning outcomes before and after using flipped classroom-based teaching materials in the English Correspondence course. For the assessment of student learning outcomes, effectiveness is measured based on the N-gain obtained from the average pretest and posttest scores. The results of the data are presented in Table 3.

Table 3. Average Recapitulation of Pretest, Posttest, N-gain Results

Average Pretest	Average Posttest	<i>N-gain</i>
58.51	80.54	0.54
Category		Medium

Based on the Table 3, the N-Gain obtained from the average pretest and posttest scores is 0.54, categorized as medium. The results obtained demonstrate that the use of teaching materials designed independently and digitally before face-to-face sessions can enhance learning effectiveness. The application of the flipped classroom model has been proven to support students' more profound understanding and improve their skills in drafting business letters in English, particularly within a professional context.

Integration of Theories and Research Findings

The results of this study support the theoretical framework that flipped classrooms can facilitate learning based on genre analysis and contextual practice, two key elements in English Correspondence. Genre-based learning, while valuable, requires practical practice based on real-world contexts to be fully effective. The teaching materials developed in this study include case-based tasks, such as ordering letters, inquiry letters, and complaint letters, which strengthen students' practical understanding.

Furthermore, the design of teaching materials that incorporate interactive formative exercises and self-reflection has been shown to support scaffolded learning, where students are encouraged to build their understanding progressively with the support of structured media and activities. This approach fosters a deeper level of engagement and promotes the development of essential skills in written business communication.

Discussion

The results of this study show significant alignment with existing literature on the effectiveness of flipped classroom models in enhancing student understanding. Product validation results indicate that the developed teaching materials are highly valid, with an average score of 86%, falling into the "very valid" category. This is consistent with the findings of Hasumi & Chiu (2024), who emphasized that flipped classrooms must be supported by thoroughly validated teaching materials that address the specific needs of students. The expert evaluations in this study, including feedback from material, media, and design experts, highlight the importance of ensuring that the content aligns with course objectives, a core principle of instructional design (Thiagarajan et al., 1974). Additionally, the media experts' validation, which scored 96% for aesthetic appeal, supports research by Morales (2024), who found that digital media

enhances student engagement by offering visually appealing and accessible learning materials. These results affirm the importance of careful design and validation when developing flipped classroom materials.

In terms of practicality, the results of the limited trial (small group) indicate that the teaching materials were highly practical, with an 84% score. Students found the materials easy to understand, with clear instructions and attractive, accessible content. This finding supports the research of Temiz (2024), who highlighted that flipped classroom models promote independent learning and student engagement through digital media. The positive feedback regarding the accessibility of the materials also aligns with Morales' (2024) conclusion that flipped classrooms, through pre-class materials such as videos and exercises, allow students to learn at their own pace, thereby fostering deeper engagement. By giving students the opportunity to interact with materials before class, the flipped classroom model empowers them to take ownership of their learning, thus making the learning process more engaging and effective. This is particularly important in English Correspondence, where students need to master both theoretical concepts and practical skills.

Effectiveness measurements from pretest and posttest results indicate that the flipped classroom model led to significant improvement in student comprehension, with a moderate N-gain score of 0.54. The pretest average was 58.51, increasing to 80.54 in the posttest. This improvement is consistent with the findings of Abeysekera & Dawson (2015), who argued that flipped classrooms allow students to engage with content at their own pace, resulting in more effective learning outcomes. In this study, 95% of students showed improved scores, and no students remained in the "not good" category, suggesting that flipped classrooms can enhance student comprehension and learning outcomes in a meaningful way. This finding is particularly relevant in the context of English Correspondence, where the ability to draft professional business letters is critical. The positive impact on student understanding and skills is in line with the studies of Seed (2024), who demonstrated that flipped classrooms improve conceptual understanding, particularly when students engage with content in flexible and dynamic ways.

The integration of theoretical frameworks into the development of teaching materials is evident in this study. The design of the teaching materials supports both genre-based learning and constructivist theory, which emphasizes active learning through practical application. Lee & Wallace (2018) argue that genre-based learning in English correspondence requires both declarative knowledge and practical application in real-world contexts. The materials in this study included case-based tasks such as inquiry and complaint letters, reinforcing students' practical understanding. The incorporation of formative exercises and self-reflection also aligns with Vygotsky's (1978) constructivist

theory, which posits that learning is best achieved through scaffolded activities that allow students to progressively build their understanding. This is further reflected in the interactive nature of the materials, which encourage students to engage with the content and reflect on their learning journey. These approaches not only improve students' comprehension but also foster skills in writing and understanding professional business correspondence.

In conclusion, the findings of this study have both theoretical and practical implications. Theoretically, this research contributes to the literature by demonstrating how the flipped classroom model, supported by digital and interactive media, enhances student engagement, comprehension, and practical skills in English Correspondence. Practically, this study provides educators with a proven framework for developing and implementing flipped classroom teaching materials that can significantly improve learning outcomes. The integration of genre-based tasks and constructivist principles into the design of teaching materials ensures that students gain a deeper understanding of the structure, language style, and social context of business communication in English. For practitioners, this research offers valuable insights into how to apply modern pedagogical strategies, such as flipped classrooms, to real-world educational settings, enhancing both student engagement and learning effectiveness.

CONCLUSION

The key finding of this study is that flipped classroom-based teaching materials in English Correspondence courses are valid, practical, and effective in improving student understanding. The high validity (86%), practicality (84%), and moderate effectiveness (N-gain of 0.54) highlight the potential of this approach in fostering independent learning, increasing genre awareness, and enhancing applicative skills in written business communication. These results affirm the benefits of integrating digital tools and active learning strategies into English courses, enabling students to engage more deeply with the content.

While this study contributes to the growing body of research on flipped classrooms, it also has certain limitations. The study was conducted with a small group of students, and the generalizability of the findings to larger populations may be limited. Future research could explore the long-term impact of flipped classroom materials on student learning outcomes across diverse student groups and in various educational settings. Additionally, investigating how specific digital tools and interactive elements can be optimized for different learning contexts could further enhance the effectiveness of flipped classroom approaches.

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