Developing Students' Speaking Skills through Flipped Classroom Model on High School Students

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Abstract

The aim of this study was to examine the impact of implementing flipped classroom model on students' speaking skills. This research used quantitative method, the number of the sample were 34 of senior high school students which was taken purposively by using quasi-experimental research with before and after design. The whole online flipped classroom model was carried out, since the limitation to hold the actual face-to-face meeting at school, which still allow the students to interact face-to-face with each other and the teacher virtually through a group chat and video conferencing to discuss the material given and practicing to use spoken English during the class sessions. Pre-class activity was held using a group chat by giving instruction to the students to study the material before the actual class session and during the class session the whole class were meet face-to-face through video conferencing. A speaking test was carried before and after the implementation of flipped classroom model to assess the students' speaking performance. Among the experimental group, the result showed the fully online flipped classroom model not only engage them with the English material but also significantly improved their speaking performance. Furthermore, the students were become more confident to speak in English during the class session.

Keywords: English; Flipped Classroom; Speaking Skills

Introduction

Speaking skills has become an important skills to get improved as a language output. As stated by Erdem (2016) In language learning, speaking is one of the primary skill. As a primary skill in language, speaking is the basic skill for transmitting information, feelings and emotions, ideas, and beliefs (Muklas, 2017; Namaziandost et al., 2019). In addition, speaking is required as the effective way to communicate in any language (Boonkit, 2010). People need a capability to

express what is on their mind through verbal communication in their daily activities since they have to socialize and interact with other people. Furthermore, since English is used as a lingua franca, speaking skill is also considered as the most important tool to get information and knowledge (Hasan, 2014).

Most of the students faced some problems such as lack of ability to communicate in English because they have a limited vocabulary and grammar knowledge, lack of exposure which makes them do not have a chance to practice using the language outside the classroom, lack of confidence and motivation in improving their speaking skills (Al-sobhi & Preece, 2018; Kurniati et al., 2015; Kurniawan et al., 2017; Kusmaryati, 2009). Speaking skills have several important elements which can be measured and considered as a successful speaking such as pronunciation, grammar, vocabulary, and fluency. Hence, it is important for the students to be able to speak accurately and fluently (Safdari & Fathi, 2020).

However, speaking English is still quite challenging for EFL learners because a good oral communication also needs the speakers' ability to use the language properly (Marzban & Hashemi, 2013). As a foreign language which is not applied in daily conversation, the students are often feel anxious when the teacher asked them to speak in front of the class (Amini et al., 2019). As quoted by Yen, Hou, & Chang (2015), the students' ability in speaking English is based on people around them because speaking English in public around some Asians will be more stressful because the speaker will be nervous when people around them are staring at them. Integrating all of the components in fraction of second is the thing which makes a skill difficult (Dakowska, 2005).

In school environment, speaking is essential because the students have to communicate and get socialized with the teachers and pupils. However, in English class the students are rarely use the language communicatively and when expressing in English they tend to learnt "silent English" (He, 2013; Liu & Jackson, 2008; cited in Zhai & Gao, 2018). Thus, rather than no interaction in the classroom the teacher tends not to use the method which using a communicative approaches and end up using the native language and the target language passively applied. Furthermore, Hwang et al. (2016) stated that the EFL class environment in most of country around Asia-Pacific are mostly have a big class and the teaching method are still lack of English speaking environment and instruction.

Most of the English teacher has a limited class time   which makes them unable to finish the material (Gandaria et al., 2005). Moreover, with a large number of students, practicing English speaking seems impossible to be finished in one meeting. Hence, according to the limitation of time, the students do not have a lot of time to practice the language in one meeting. Considering the importance of speaking skills, many English teachers in Indonesia have tried their best to improve the students' speaking skill but faced some problems. The problems are related to the language teaching approach, which has used CLT (Communicative Language Teaching), in foreign language teaching context. The problems can be identified such as big class, the classroom environment does not support them to speak in English, and a limited time to practice.

As the importance of developing students' speaking skills, many alternative ways has been conducted in EFL classroom to solve the problems in teaching speaking by many researcher. One of the interesting alternative is flipped classroom. A blended learning environment is offered in flipped classroom model through online instructional elements and face-to-face classes (Doi, 2016). Hence, the flipped classroom model allowed the students to preview and acquire understanding of the material basic information before the actual class. According to (Sams & Bregmann, 2012) the flipped classroom was born for those who miss the class and get difficulties in understanding the material which was given by the teacher in the classroom. Thus, for those who miss the class, they are still able to access the lectures in anytime.

In flipped classroom model, the students can learn on their own pace by access the lectures through a video or other learning materials and complete the assignment in the classroom and get assisted by the teacher (Xu et al., 2019). Flipped classroom model helps those who get difficulties to understand the lectures by re-play, re-wind, or re-read the material, anywhere and anytime on their leisure time, which was shared by the teacher through a media. Previously, some researches shown the effectiveness of flipped classroom in language learning to improve the students' English-speaking (Alkhoudary & AlKhoudary, 2019; Singh et al., 2018; Wu et al., 2017), written English (Ahmed, 2016), listening comprehension (Roth & Suppasetseree, 2016), and reading comprehension (Abaeian & Samadi, 2016) and Arabic-speaking (Aburezeq, 2019).

Moreover, the technology and social network is the thing which make the model unique. Since social network infiltrated in various education aspects,

especially in teaching foreign language, it is a good opportunity for a language teacher to use these tool in teaching environment (Ma'azi & Janfeshan, 2018). Furthermore, the use of social media and technology is effective to improve the students' speaking skill (Sun et al., 2017).

However, there are some findings which shown the shortcomings of the flipped classroom implementation. The first research was conducted by Suranakkharin (2017) examine the effectiveness of the flipped classroom model on Thai's collocation knowledge of English and the students' perception of the model. Most of the students showed a good attitudes of the model and the effectiveness result showed there is an improvement of the students' collocation learning after the flipped classroom model applied but surprisingly it is also showed that there is no significant difference effect between flipped classroom model and traditional approaches. The second research was conducted by Wilson (2013) examine the impact of flipped classroom to an under graduate statistics course. The result showed a positive improvement on the students' attitude and performance. However, the responses of the students are not universally positive toward the flipped classroom.

Furthermore, based on the previous researches findings, there was a positive and a negative output of the flipped classroom implementation. Although there are some studies which have been carried out to investigate the effectiveness of the flipped classroom in improving and developing several skills in different fields including English language skills, the result of the previous research above showed the ambiguity of the effectiveness of the flipped classroom model. Hence, this research was carried out to examine the effect of flipped classroom model on developing the high school students' speaking skills.

Research Methodology

In this research, the writers focused on finding the cause-effect between two variables. A quasi-experimental research with before and after design was used in this research. In before and after design, the writer gave the sample a pre-test and post-test in purpose to see the difference between their scores before and after the treatment. In this research, 35 of a high school students were taken as a sample of the research because the most of the students had the same proficiency level, which was suitable for the research. Before giving a pretest, the writer was observed

the students' speaking performance to know whether they are suitable to be a sample of the research or not. Therefore, after found out their speaking proficiency, the writer decided to take them as a sample of the research and gave them a pretest.

The students were given a test before the treatment and a posttest after the treatment. The test was held collect the data, pre-test and post-test, to find out the students' speaking-English proficiency in experimental group. Tests are series of questions or exercises which is used to measure individuals or a group of people's skills, intelligence, or abilities (Arikunto, 2014). The test which was given to measure the students' speaking skills was an interview test. The speaking tests were implemented before and after the treatment given to find out whether there was any significance different between the two tests after the treatment or not.

The speaking test was held through video conferencing where the students and the teacher had to meet and talk to each other virtually. Knapp (2018) stated, through online video conferencing the writer and the students could hear, interact and see each other through the screen just like the actual face-to-face class meeting. The students were invited to join the video conferencing using a link and they got in to the call one by one. The duration of the test depends on the students, the one who are still need more time to think to make a good sentence would take more time than the one who are able to express their thoughts easily. A few questions were asked to the students to make them talk, so the writer could hear and measure the students' speaking performance.

After speaking test, the writer was analyzing the result of the students' speaking performance to get the score for each students. The students' speaking performance was measured using the four main aspects of speaking such as pronunciation, vocabulary, grammar, and fluency. Those aspect were taken because those are the basic skills of speaking. Pronunciation is the way the speakers say the words correctly, vocabulary are the words that the speakers need to spill out when they want to transmitted their thought or ideas, grammar is the way the speakers construct the sentence based on the situation, and fluency is how the speaker talk in a good way. Therefore, those aspects were measured into degree of mastery level in a range of:

10-13 = Poor

14-17 = Satisfactory

18-21 = Good

22-25 = Excellent

Findings and Discussion

Findings

Based on interview test which was given to the eleventh grade students of SMAN 9 Tangerang, the writer analyzed the scores of the students' speaking skill using SPSS 25, the difference between the result of pre-test and post-test was -368. The data was taken from interview tests and the result shows the mean of the experimental class was 51.56, 40 as the minimum score and 72 as the maximum score, the standard deviation was 11.737. Furthermore, the mean of post-test in experimental class was 62.47, 41 as the minimum score and 79 as the maximum score, and the standard deviation was 9.897. The data could be seen below:

Descriptive Statistics						
	N	Minimum	Maximum	Sum	Mean	Std. Deviation
pretest	34	40	72	1756	51,65	11,737
posttest	34	41	79	2124	62,47	9,897
Valid N (listwise)	34					

Table 1: Descriptive Statistic

The writer got the data from the students' scores. The writer held interview test. The result of post-test in experimental class was presented below:

**Table 1:** Data Distribution of Experimental Class

Posttest				
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	41	2	5.9	5.9	5.9
	48	1	2.9	2.9	8.8
	51	1	2.9	2.9	11.8

52	2	5.9	5.9	17.6
54	1	2.9	2.9	20.6
55	3	8.8	8.8	29.4
56	1	2.9	2.9	32.4
59	1	2.9	2.9	35.3
62	2	5.9	5.9	41.2
63	3	8.8	8.8	50.0
64	3	8.8	8.8	58.8
66	3	8.8	8.8	67.6
67	2	5.9	5.9	73.5
69	1	2.9	2.9	76.5
70	2	5.9	5.9	82.4
72	1	2.9	2.9	85.3
76	2	5.9	5.9	91.2
77	1	2.9	2.9	94.1
79	2	5.9	5.9	100.0
Total	34	100.0		

Source: Statistical Result SPSS 25

The table shown that the highest frequency was on 55, 63, 64, and 66 where the students who got scores from 55, 63 to 66 were three students. It can be concluded that the students speaking skills were improved after the implementation of flipped classroom model. Based on the students' post-test scores, there were 14 students who got the highest score and there were 20 students who were failed to reach the minimum mastery criteria. The percentages could be seen as follows:
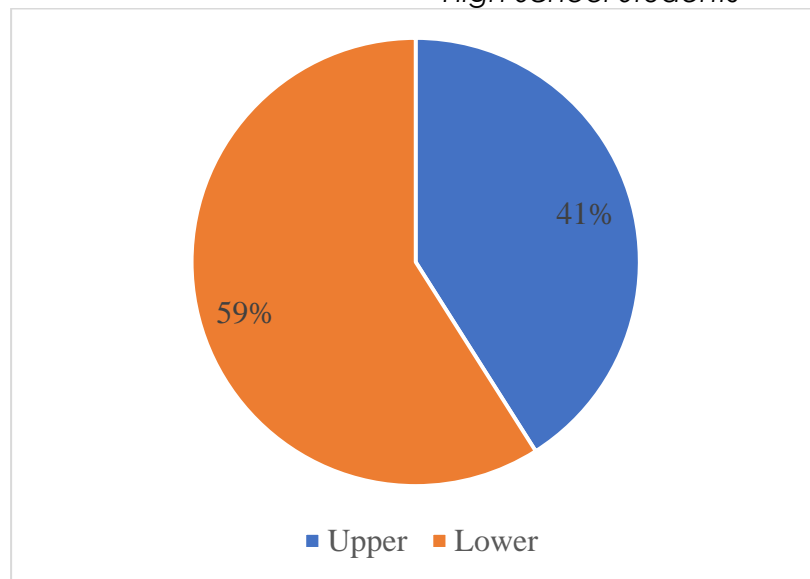
Figure 1: Students' Post-test Percentages

Comparing the pre-test and post-test data, it can be concluded if most of the students have improved their speaking skills. Moreover, based on the figure above, 41% of the students were able to reach the minimum mastery criteria *(KKM)* and 59% of the students were unable to reach the minimum mastery criteria *(KKM)*. Furthermore, to make it easier to compare the result of pre-test and post-test could be seen on the table below:

Table 4: The Average Score of Pre-Post-Test

	Pre-test	Post-test	Difference
XI MIPA 1	51.65	62.47	10.82
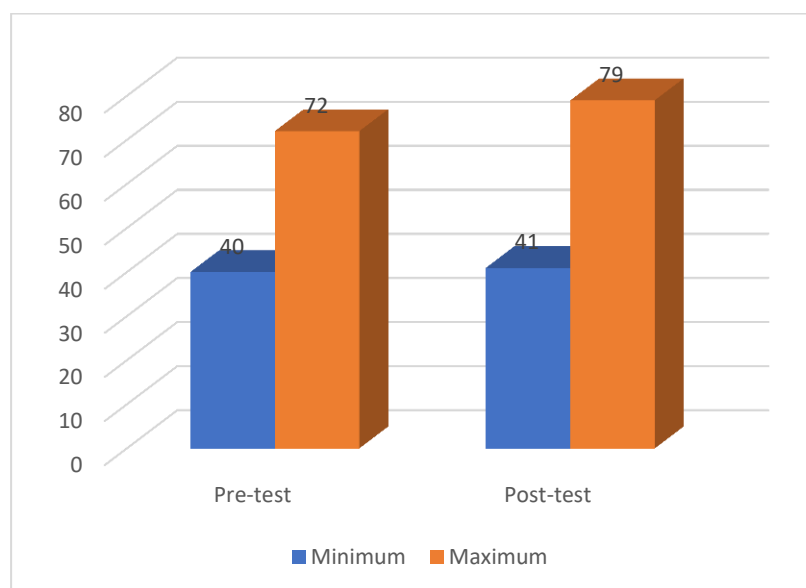
Figure 1. The Average Score of Pre-test and Post-test

From the figure above, it was clear that the result of the lowest score in pre-test and post-test were almost the same. However, the result of the highest score in pre-test and post-test were different. In post-test, most of the students were basically got improved and there were more students whose score got increased.

Discussion

From the students' analysis of speaking skills taught by using flipped classroom model, the writer has found the result of students' speaking skills. First of all, the writer gave the students a pre-test, treatment, and post-test in order to know whether the students' speaking skills. The treatment was given to the sample of the research, in teaching activity the writer applied flipped classroom model. Before giving the treatment, the writer started by giving pre-test and on the last meeting the writer gave the students a post-test. The test was given in order to know whether the students' speaking skills has shown improvement or not after the treatment was applied, the result of the test was calculated by using SPSS version 25. Furthermore, based on the result mentioned above has shown that the implementation of flipped classroom model, in order to improve the students' speaking skills, was effective for the eleventh grader's students at SMAN 9 Tangerang. The writer concluded that the flipped classroom model could improve the students' speaking skills because the students got an opportunity to preview the material before the class time so they got more time to practice using the target language.

The result of teaching speaking using flipped classroom model was good, because the students' score were increased between pre-test and post-test. Hence, it can be concluded if their speaking had improved. The score of post-test was higher than pre-test. Based on the data, 41% of the students were able to reach the minimum mastery criteria and 59% of the students were fail to reach the minimum mastery criteria. However, even though 59% of the students were fail to reach the minimum mastery criteria, most of the students' speaking skills had improved well compared to their pre-test score.

Based on the result of the research entitled "Developing Students' Speaking Skills through Flipped Classroom Model at the Eleventh Grade of SMAN 9 Tangerang in Academic Year 2020/2021," the research hypothesis indicated that Ha is accepted and Ho is rejected. It means, there was a significant difference between the pre-test and post-test. Thus, flipped classroom model which was implemented in

teaching speaking had a positive impact. It can be proved by students' post-test scores. The result of this research was related with the previous research such as from Aburezeq (2019), about developing students' speaking skills through flipped classroom model which shown a good impact of the implementation of flipped classroom in teaching speaking skills. Moreover, a research which was done by Wu, Hsieh, & Yang (2017) declared that after applied flipped classroom model via LINE app, the students' oral proficiency have significantly improved.

In this research, there was no big difference between the students' score on pre-test and post-test because not all of the students were fast learners so most of them still find it difficult to use the target language orally. Furthermore, spoken-English assumed by the students as the most difficult skill to be learnt, because they were not only asked to use language properly but they also asked to produce the language orally in a good manner, even though the teaching technique had been used appropriately by the teacher or the writer. As stated by Wu et al. (2017), the EFL learners still find it difficult to master English-speaking and they are hesitant to use the language communicatively even they have been learning English for years. Moreover, many aspect can be assessed when the teacher wanted to measure the students' speaking skills. These aspect are pronunciation, grammar, vocabulary, and fluency (Rukmini & Saputri, 2017). Hence, the students' score on speaking skills was taken based on these proficiency aspects.

The implementation of flipped classroom model has shown a positive impact on the development of students' speaking skills. It can be proved by students' score in pre-test and post-test difference where most of the students' score were increased. In applying flipped classroom model, the students will have more chance to become more interactive in the classroom rather than listen to the lectures passively (Kim et al., 2014). Furthermore, during the class-time activity the students are confidently used the target language in front of their friends and the writer.

Conclusion and Suggestion

The conclusion from the description above is teaching spoken English using flipped classroom model is effective. It can be seen from the gained score that is obtained in experimental class. The result shows the gained score of the students from pre-test and post-test has a positive difference where the students' score on post-test was higher than pre-test. Based on hypothesis test, there was a significant

difference in developing the students' speaking skills through flipped classroom model at eleventh grade students of SMAN 9 Tangerang, was accepted.

This result has answered the research question that the implementation of flipped classroom model in teaching speaking is quite effective. The implementation of flipped classroom could be alternative choice by the teacher in teaching speaking. Using flipped classroom model in order to improve students' speaking skills can be beneficial because during the class-time activity, the time is used for discussion activity and practicing to use the target language which makes the students become more active to use the target language in the classroom.

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