

THE EFFECT OF THE FLIPPED CLASSROOM MODEL ON IMPROVING STUDENT SPEAKING

Pengaruh Model Pembelajaran *Flipped Classroom* Pada Peningkatan Keterampilan Berbicara Mahasiswa

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Abstrak

Penelitian ini bertujuan untuk mengetahui apakah penerapan metode *flipped classroom* dapat meningkatkan kemampuan berbicara menggunakan Bahasa Inggris mahasiswa kelas A prodi Sastra Inggris Universitas Pakuan Bogor. Penelitian ini menggunakan penelitian tindakan. Penelitian tindakan termasuk dalam ruang lingkup penelitian terapan (*applied research*) yang menggabungkan pengetahuan, penelitian, dan tindakan. Penelitian ini menggunakan penelitian tindakan kelas dengan subyek penelitian adalah siswa kelas A mata kuliah Speaking III pada semester ganjil 2022/2023 sebanyak 30 mahasiswa. Pengambilan data dilakukan dengan menggunakan tes speaking dan lembar observasi. Data tersebut dianalisis dan diperoleh skor rata-rata pada pratindakan sebesar 83% mahasiswa yang menunjukkan mengalami masalah dalam speaking karena tidak mencapai nilai standar kelulusan yang ditetapkan di kontrak perkuliahan dan hanya 17% mahasiswa yang dapat mencapai standar nilai kelulusan, kemudian siklus I mengalami peningkatan dengan tingkat pencapaian kelulusan mahasiswa sebanyak 46%, selanjutnya pada siklus II diperoleh hasil sebanyak 100% mahasiswa mencapai standar nilai kelulusan. Dari hasil penelitian ini dapat disimpulkan bahwa metode *flipped classroom* dapat meningkatkan kemampuan berbicara menggunakan Bahasa Inggris mahasiswa.

Kata-kata kunci: Kemampuan Berbicara, *Flipped Classroom*, Model Pembelajaran

Abstract

This study aims to investigate the application of the flipped classroom learning model to influence class-A students' English speaking skills in the English Literature Study Program at Pakuan University, Bogor. This research uses action research. Action research is included in the scope of applied research (applied research) that combines knowledge, research, and action. This type of research employs classroom action research with 30 students in class A during the odd semester of 2022/23 enrolled in Speaking III. The collection of data was conducted with the use of speaking tests and observation sheets. Analyzing the data, an average score of 83% of students who had problems with speaking because they did not reach the passing standard value established in the lecture contract, and only 17% of students who were able to achieve the passing grade standard were obtained in the pre-action phase. The cycle I graduation rate increased to 46%; in cycle II, 100% of students achieved the standard passing score. The results

of this study indicate that the flipped classroom learning model can influence students' English speaking skills.

Keywords: *Speaking Skill, Flipped Classroom, Learning Model*

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INTRODUCTION

The use of technology is also increasingly widespread, which was previously only in everyday life, and now extends into the world of education. Technology-based learning both enhanced, blended learning, and fully online can already be found at the elementary, middle school, and university levels. Technological developments greatly affect the development of the learning process, especially in the learning system through the use of various new media (Haryono, 2017). The transition of education from conventional to technology-based learning depends heavily on technology. Technology-based learning methods, such as doing homework on a laptop, the internet, or a tablet, have supplanted conventional learning methods like using a blackboard and chalk to illustrate a subject (J, Evans & A, 2005).

Various factors influence the quality of education, including the quality of students, lecturers, learning and teaching materials, curriculum, facilities, and classroom management. A learning process will work efficiently and effectively if students are pleased, at ease, and appreciate what they are studying (Rusdi et al., 2018). The Internet is one of the technological innovations that may be used to help the learning process in schools nowadays. The Internet is a communication channel that enhances the learning experience for students who are actively engaged in learning activities. In addition to the internet, other information technology applications include computers and smartphones. The learning model is one of the most influential elements of learning outcomes. Thus, the selection of the appropriate learning model is one of the most essential skills a lecturer must possess. Students are required to actively develop their knowledge under the currently recommended learning model (student-centered) (Subagia, 2017). Applying the Flipped Classroom learning approach is one of the approaches in which a lecturer might work to improve students' competence.

Flipped Classroom is a learning model where students before studying in class learn the material first at home according to the tasks given by the teacher (Milman, 2012). This method is also used by teachers when there are students who are absent from class for some reason. Teachers can make videos of what they teach and give them to those who don't go to the class. Teachers before discussing the subject matter to be taught give assignments first to students to learn the material in the learning media. This learning model makes students more independent because they learn the material first before there is a meeting in class. This model also makes learners more active because their curiosity drive is also higher (Yulietri et al., 2015).

According to Tucker, flipped learning involves using all integrated ways to make teaching and learning more comfortable, in addition to instructional films for students' learning activities (Tucker, 2012). In a "flipped classroom," teachers connect with students both within and outside of the classroom. This is in addition to how to use video courses (Bergmann, Overmyer, & Wilie, 2013). The flipped classroom, also known as the reverse classroom, is the standard classroom turned on its head. With the use of videos, students study lectures outside of class, and during class, they participate in

interactive discussions. (Bishop & Verleger, 2013) Outside of the classroom, students are permitted to view online video lectures. Students can watch the film whenever it is convenient for them. The lecturer needs to be aware of the standard requirements for online video lectures in flipped learning. (Hamdan, McKnight, McKnight, & Arfstrom, 2013)

When students come to class, the teacher reviews the subject matter, students are asked to present what has been learned. Thus, students can communicate what is learned to their classmates. To deepen the material learned, teachers can also invite students to discuss in small groups. The teacher acts as a facilitator and goes around the classroom to motivate and monitor the activity of students in discussions (Syam, 2015; Solihah A, 2021)

In a Flipped Classroom, students work independently through the basic knowledge stage, control their learning process, construct their knowledge system, and complete the assigned learning tasks, which are considered to foster autonomous student learning (Ridha et al., 2016). In addition, because each student works at his or her speed, their anxiety level decreases, and their excitement for learning and self-assurance rise. Due to the self-learning environment, students study in a pleasant setting where they feel protected, resulting in more self-assurance and a higher desire to learn (Verieger, 2013).

The researchers are interested in investigating the influence of the flipped classroom learning model on English Literature students' English speaking skills in the Speaking III Course at Pakuan University based on the description provided above. Most students who are studying English, particularly English speaking skills, find it difficult and are hesitant to make pronunciation errors. The majority of pupils lacked confidence when completing practice English tests, preventing them from speaking effectively enough to meet the requirements for getting grades in speaking class III. Using interview techniques and questionnaires, observations of speaking III course students revealed that the learning tools or teaching materials utilized for teaching and learning activities included module books, LMS, and PowerPoint presentations.

THEORETICAL BASIS

Halili & Zainuddin (2015) By utilizing the internet network, this flipped classroom is the opposite of traditional classroom learning, in which learning material is conducted in class and assignments related to learning material are completed at home, whereas in flipped classroom learning, students study learning material at home in the form of text or video that the lecturer has published via an online media tool. Then, in class, the lecturer and students address content that students have not grasped as a consequence of their home study (Carl.Reidsema, 2017). There are numerous applications for teaching-learning activities in the flipped classroom (Schmidt & Ralph, 2014). The lecturer should be imaginative when planning the teaching-learning process, use all available media to facilitate outside-of-class contact, and distribute videos that are pertinent to students' academic progress. One method for increasing student engagement and interaction both within and outside of the classroom is the flipped classroom. When educators use "flipped learning," they mean "active learning."

The purpose of online learning is to give students with materials, explanations, and tasks that will be completed in class or face-to-face. In face-to-face learning, conversations about assignments, case studies, or problem-solving are conducted, which fundamentally stimulates students and gives a wide learning experience or SCL (Student Centered Learning). This learning model will be more successful since students will be able to access the subject matter through internet network facilities at any time and from any location (Herreid & Schiller, 2013)

By inverting the usual learning setting and presenting learning information outside of the classroom, flipped classroom is a learning model that employs a type of blended learning approach or blended learning. During face-to-face sessions in class, conversations occur, or the lecturer can ask the class to discuss test-related questions. As class activities, lecturers also watch streaming video lectures and participate in online discussions under the careful supervision of the facilitator (Zainuddin et al., 2019).

The flipped classroom is a method of teaching and learning in which students view video courses through distance learning outside of the classroom and engage in activities directly in class (Chandra & Nugroho, 2016). Students are advised that the flipped classroom is a component of blended learning, which mixes face-to-face learning in the classroom through group discussions with distant learning outside the classroom through the viewing of video tutorials.

The flipped classroom has several advantages. Because they can watch the lecture on video at home, students will spend less time in the classroom listening to lectures. Problem-solving and discussion will be accomplished through classroom activities. The video lecture students watch at home in a flipped classroom takes the place of live instruction in the classroom, and while in the classroom, they engage in more involved and dynamic activities like teamwork (S, Cohen & K, 2013).

According to Bergmann, Overmyer, and Willie, there are three main benefits of flipping the classroom for students: learning will take place outside of the classroom, content will be tailored to their needs, and interaction between students and lecturers will increase. Students will get ready to work hard outside of class the class, where they will participate in discussion (Overmyer, 2012).

Therefore, as mentioned by (Natalie B Milman, 2012), the flipped classroom will free up both the teacher's and the student's time, allowing for more discussion and less lecture time. Because students have already prepared their learning materials before class, they are responsible for their learning, and the teacher will act more as a facilitator to guide more learning rather than teaching, the flipped classroom will result in more effective instruction and activity during class time. According to Nichols, in a flipped classroom, students have time to review the information, those who are unable to attend class will still receive the learning materials, homework is not required, and students actively participate in group discussions and problem-solving sessions. He said that for the professors, the speaker serves as a facilitator who helps the more experienced students, lecturers who participate in their learning activities or treat them equally, and lecturers who maintain relationships with their students both within and outside of the classroom (Nichols, 2012).

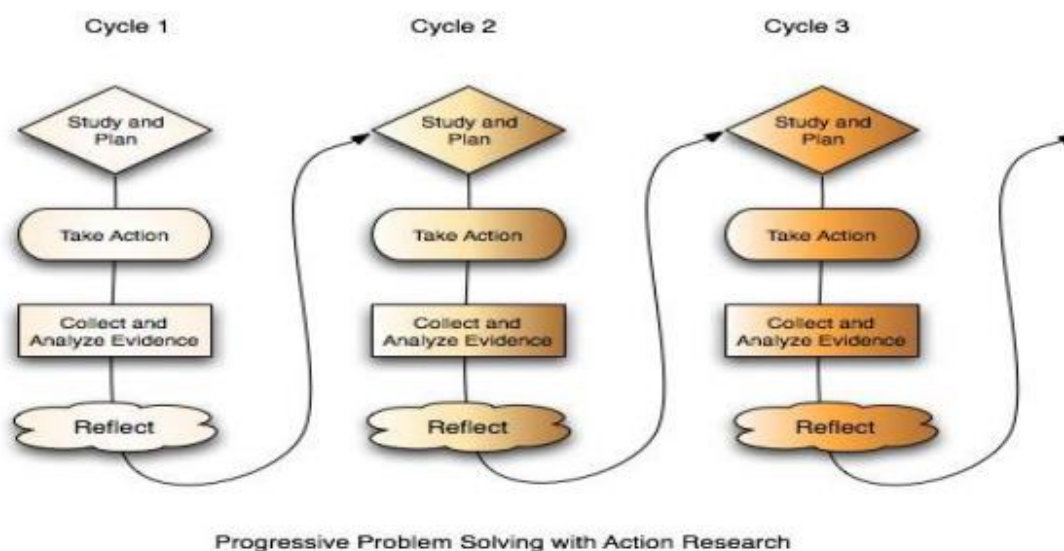
RESEARCH METHOD

This research uses action research. Action research is included in the scope of applied research (applied research) that combines knowledge, research, and action. Action research has similarities with research: participatory research, collaborative inquiry, emancipatory research, action learning, and contextual action research. Strictly simply put, action research is "learning by doing" that is applied in the context of someone's work. When a person works, he always comes up with new ideas that manifested in actions to improve the process and the results of his work (Mulyatiningsih, 2012).

According to O'Brien, action research is conducted when a group of people (students) The problem is identified, then the researcher (teacher) determines an action

to fix it. During the action, the researcher observes changes in student behavior and factors that led to the action being successful or failing. If the researcher feels that the actions taken are not satisfactory then it will be retried the second action and so on. In PTK, there are rarely successes that can be achieved in one action, therefore PTK often carries out several cycles of action. The effect of action research is then studied and reported in-depth and systematically (O'Brien, 1998).

Riel divides the process of action research into stages: (1) study and planning; (2) taking action; (3) collection and analysis of events; (3) reflection. Riel suggests that to overcome the problem, studies, and planning. Problems are found based on empirical experience found daily. Once the problem is identified, then the appropriate course of action is planned to overcome problems and can be implemented by researchers. Devices that support actions (media, lesson plan) are prepared at the planning stage. After the plan is completed compiled and prepared, the next stage is the execution of actions. After the action, researchers then collect all data/information/events encountered and analyzed it. The results of the analysis are then studied, evaluated, and responded to with a follow-up plan to resolve the remaining issues that exist. This round of action continues until the problem can be resolved (Riel, 2007).



Source: Riel, M (2007)

From September through November 2022, this research was done through the English Literature Study Program at Pakuan University. 30 class-A students in speaking class III during the 2022-2023 academic year were the subjects of the study. The collection of data included both test and non-test methods. Test procedures included pre-action, cycle I, and cycle II tests, whereas non-test techniques included observation of student activities, observations of learning from subject lecturers, and questionnaires on student responses to classroom learning. As a benchmark for this research, it was determined if the class's average skill level exceeds the standard value. The indicators of success (benchmarks) for this classroom action study were as follows: a) if at least 85% of students accomplished a minimum score of 70 with a score range of 0 to 100; b) increased student activity in the learning process, if the student activity score accomplished a minimum of 85%. The procedure of this research includes four stages

repeated in cycles. Hence, there are four primary actions in each cycle: 1) planning, 2) action, 3) observation, and 4) reflection. Observation is followed by reflection.

The stages in this research can be described as follows. This initial observation was conducted to evaluate the students' initial speaking skills, based on a speaking test by providing opinion material while paying attention to text structure, grammar, and appropriate linguistic features. The results of this initial observation serve as the foundation for the next two steps of this research procedure, namely: 1) Cycle 1 Planning based on the early observations' conclusions: Syllabus, Semester Learning Plan, Learning Videos, YouTube, Student Worksheets, Learning Management System (LMS), Assessment Systems, and Assessment Instruments are required for planning. 2) Implementation of Action: Early on, the students were provided with a concise explanation of the work to be done. In this exercise employing the Flipped Classroom model, the students were instructed to do the reverse of what is often done in class, i.e., the lecturer uploads learning videos to their own YouTube channel and content summaries to the LMS. The students then were ordered to work according to the lecturer's directions. This activity was carried out during the course of three meetings. 3) Observation: Using the flipped classroom model: an evaluation/observation was conducted to establish the degree of students' speaking skills, lecturers, and teaching assistants supporting the researchers at this stage. 4) Reflection: the researchers examined the implementation of learning actions and discusses the obstacles to learning outcomes in the first stage of the learning process and served as a reference for the implementation of the second stage.

DISCUSSION

This research was conducted at the English Literature Study Program at Pakuan University from September 2022 to November 2022. The research subjects were 30 class A students in the Speaking III course for the 2022/2023 academic year. Data collection was carried out using test and non-test techniques. Test techniques include tests on pre-action, end of cycle I, and cycle II, while the non-test includes observation of student activity, observation of lecturer learning, and questionnaires on student responses to learning Speaking III course. As a benchmark for this study, if the average score of student's skills in the class reaches above the assessment standard. Indicators of success (benchmarks) of this classroom action research are: a). If at least 85% of students get a minimum score of 70 with a score range of 0 to 100. b). Increased student activity in the learning process, that is, if the minimum student activity score reaches 85%.

The research procedure consists of four activities carried out in repeated cycles. There are four main activities in each cycle, namely 1) planning, 2) action, 3) observation, 4) reflection, Cycle I, Cycle II, Planning II, Action II, Observation & Evaluation II, Reflection II, and Reporting. The stages in this study can be described as follows: 2. This initial observation was made to determine students' initial speaking abilities. The test used in this initial observation was a speaking test with instructions showing how to ask directions and give directions by paying attention to social functions, text structure, and appropriate and creative linguistic elements. The results of these initial observations served as the basis for Cycle 1.

The Action Process for Cycle I included: 1) Planning for Cycle 1 based on the findings of the initial observations. The planning that needs to be prepared includes Syllabus, Lesson Plans, Learning Videos, Learning Blogs, Student Worksheets,

Assessment Systems, and Assessment Instruments. 2) Action Implementation. At the initial stage, students are given a brief explanation of the task to be completed. This activity uses the flipped classroom method where students are directed to do the reverse class, namely the lecturer uploads learning videos through the lecturer's channel, uploads material summaries, and student worksheets via Unpak's LMS. Then students are directed to work according to the direction of the lecturer. The implementation of this action was carried out in three meetings. 3) Observation Evaluation/Observation was carried out to determine the level of students' speaking ability by applying the flipped classroom method, where at this stage the researcher was assisted by a teaching assistant. Reflection. After the evaluation/observation is carried out, the next stage is reflection, where at this stage the author examines the implementation of learning actions and discusses the obstacles to learning outcomes in the learning process in cycle I and becomes a reference for the implementation of cycle II. b. Cycle II Action Process 1) Planning Based on Cycle 1 reflections, prepare syllabus, learning plans, learning videos, learning blogs, student worksheets, assessment systems, and assessment instruments. 2) Action Implementation. At the initial stage, students are given a brief explanation of the task to be completed.

In this activity using the Flipped Classroom method where students are directed to do the reverse class, namely the lecturer uploads learning videos through the lecturer's channel, and uploads material summaries and Student Worksheets through Unpak's LMS. Then students are directed to work according to the direction of the lecturer. Learning is emphasized on the problems that arise in the first cycle of reflection and is carried out in three meetings. 3) Observation Evaluation/ Observation in cycle II is the same as cycle I, where this stage is carried out to determine the level of students' speaking ability by applying the Flipped Classroom method, and the researcher is assisted by a teaching assistant. 4) Reflection After the evaluation/observation is carried out, the next stage is reflection, where at this stage the writer examines the implementation of learning actions and discusses the obstacles to learning outcomes in the learning process cycle II.

Pre-cycle Action

Pre-cycle Findings and Pre-cycle action start with making initial observations. The purpose is to identify the class condition to get the action. The condition in consideration is the condition of students and the ensuing learning process. In the initial reflection based on observation, several advantages and disadvantages are identified in learning activities, including the smooth operation of the learning process, the lecturer's comprehensive use of the lecture method to convey the concept of the material, and the class's propensity to be passive in learning activities. Under the initial conditions, the student's speaking skill is quite low, and the students lack the motivation and enthusiasm to enroll in Speaking III. The students are less active. Hence, it is utilized as a benchmark to increase the student's motivation and enthusiasm to achieve better learning processes and outcomes, particularly in influencing English speaking skills. This condition is a result of the typical method adopted by the lecturers, in which the students are not allowed to prepare themselves for learning, locate a great deal of relevant information or develop their English speaking skills, and have fun autonomously. The students tend to follow the lecturer's instructions when they are not well prepared. There are no references to prior knowledge or experience. As a result,

the students struggle to apply the materials, and this culminates in poor speaking skills and class averages below the standard score (70).

Percentage By Category				
No.	Category	Value Range	Frequency	Percentage
1.	Very good	90-100	0	0 %
2.	Good	80-89	0	0 %
3.	Enough	70-79	5	17 %
4.	Less	0-69	25	83 %
	Total		30	100 %

Cycle I Actions

Cycle I actions were carried out in three meetings, the first and second meetings were carried out by applying the flipped classroom method, while at the third meeting, students were given a speaking test to find out whether the average score of students had increased after the flipped classroom method was applied. All data findings on the speaking test cycle I am presented in the following table.

Percentage By Category				
No.	Category	Value Range	Frequency	Percentage
1.	Very good	90-100	0	0 %
2.	Good	80-89	4	13 %
3.	Enough	70-79	10	33 %
4.	Less	0-69	16	54 %
	Total		30	100 %

Based on the data above, there has been a change in student scores from pre-action to cycle I, although the changes were not too significant from enough category to the good one. Hence, it can be continued into cycle II to further strengthen students' speaking skills.

Cycle II Actions

Cycle II actions furtherance the results of Cycle I, which utilized the flipped classroom model. During cycle II, it was enhanced further, particularly in areas that were still considered to be weak during the previous cycle's implementation. The purpose of cycle II implementation was to further improve students' speaking abilities. Similar to cycle I, cycle II consisted of three meetings where the learning occurred. In the first and second meetings, similar to cycle I, students were given assignments utilizing the flipped classroom model approach, while in the third meeting, they were given a speaking test. The following is a table of the final cycle II test results.

Percentage By Category				
No.	Category	Value Range	Frequency	Percentage
1.	Very good	90-100	2	3 %
2.	Good	80-89	13	13 %
3.	Enough	70-79	16	84 %
4.	Less	0-69	0	0 %
	Total		30	100 %

From the data in the table above, the students' speaking skills in cycle II experienced a significant increase with no students getting grades from 0-69. The enough category with a score range of 70-79 was 16 students or 84 %. The good category with a range of scores of 80- 89 was 13 students or 13%. The very good category with a score range of 90-100 was 2 students or 3%. Based on the above data, it is known that the average score obtained by students in cycle II is 79.4%.

Student Score Recapitulation

In determining the ability level of research subjects individually, it is based on the categories Very Good, Good, Fair, and Less: the student scores after being averaged reach 90 to 100 are categorized as *Very Good*, the student scores after being averaged reach 80 to 89 are categorized as *Good*, the student scores after being averaged reach 70 to 79 are categorized as *Enough*, and the student scores after being averaged reach 70 or 0-69 are categorized as *Less*.

Based on the initial data obtained, it appears that the ability of class-A students in the Speaking III course is still very low, namely, 25 students are below the passing grade standard (70). The speaking ability has 5 assessment aspects, namely Pronunciation, Grammar, Vocabulary, Fluency, and Comprehension. From the results of the pre-action test, it is known that around 83% of students score below 70 with details based on the following five aspects: problems related to Pronunciation around 80% of students, Grammar 75% of students, Vocabulary 85%, Fluency and Comprehension 78% of the students, and only 5 students in enough category who can exceed the class passing grade standards.

The Effect of Flipped Classroom Learning Methods

Based on the results of research and discussion from cycles I and II in class A speaking course III English Literature Study Program, Pakuan University with the application of the flipped classroom method, the researcher can conclude that the flipped classroom method is very effective in influencing the students' speaking skill since the students independently prepare themselves mentally, in terms of knowledge and skills, so that during the teaching and learning process in class, they can actively participate. The application of this method is ideally suited to the current student-centered learning setting which is a significant aspect of the learning process the teacher is not a source of learning but rather a facilitator so that students are trained to independently discover and develop themselves by their abilities.

CLOSING

Based on the results from both the descriptive analysis and the t-test analysis, it is feasible to conclude that the flipped classroom learning model in Speaking III has a bigger influence than the traditional learning model. Mentally, students have separately prepared their knowledge and skills therefore during the teaching and learning process in class they can actively engage in the learning process and elaboratively strengthen their English speaking skills. The application of this method is ideally suited to the current learning setting, in which student-centeredness is essential to the learning process, where the lecturer is not a source of learning but rather a facilitator of learning, and where students are trained to discover and develop themselves independently by their speaking skill.

The use of technology among students now is more than it was in years past. The hope is that as technology advanced, so did education and that technology may now be used to help the teaching-learning process. The flipped classroom is a novel paradigm used in modern education that serves as an alternate model to improve the caliber of teaching and learning.

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