

Applying Flipped Classroom Model to Enhance Students' Speaking Skill

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ABSTRACT

This research is aimed to facilitate and give many opportunities for students to speak and interact to each other in English, motivate teachers to use Flipped Classroom Model and also offer the next researcher an innovative ways of teaching speaking to solve the speaking problems. This research was aimed to get the empirical evidence whether Flipped Classroom Model enhance students' speaking skill or not. This research used a descriptive qualitative research. This research was conducted in SMA Swasta Imelda. The using of qualitative design in this research was more focused on the process as well as product and how the situation occurs. The researcher conducted this this design to apply flipped classroom model in teaching and learning speaking at the eleventh grade (XI MIA 1, XI MIA 2, XI IPS). Flipped Classroom is an issue that gains increased attention in Blended Learning models. Generally, in the traditional classroom, the teacher uses the time in the classroom to explain the theoretical and conceptual body content and leaves the practices and exercises as extracurricular activities. In the Flipped Classroom, students' study at home the theoretical component of the course and the classroom time is designed for practical activities and exercises monitored by the teacher.

Keywords: Flipped classroom model, speaking

INTRODUCTION

English has emerged as the dominating communication in many aspects in the twenty-first century. According to the British Council, English is the primary language of around 1.75 billion people. The dominance of English can be seen in a variety of industries, including communication, commerce, information, diplomacy, research, technology, and education, which encourages people in many nations to study and improve their English skills. As a result, people recognize the significance of English in accessing, communicating, and implementing projects that include foreign teams in those aspects.

Because of the global significance of English, numerous nations have declared it as a priority language, even while it has no formal standing (as a medium of communication in several professions), it is more likely to be taught to pupils as a foreign language. When students begin to learn it in school. Another country where English is used as the predominant foreign language in educational settings is Indonesia. Furthermore, English subjects have been designated in Indonesia's National Education System, based on Law Number 20 of 2003, in order to develop English skills and accomplish educational results. This is also one of the topics covered in the National Examination (UN).

Teachers are required to be able to design and manage successful instructional classes in order to achieve educational outcomes when teaching and studying English. Erben identifies five requirements for creating an effective language learning environment: providing opportunities to use English, paying attention to patterns, allowing time to use English, detecting difficulties and correcting English, and developing interactions in English. As a result, English teachers must devise more effective and efficient techniques for instructing pupils in the four English abilities of reading, listening, speaking, and writing.

Due to the fact that both skills are examined in the National Examination, many English teachers in Indonesia devote more teaching time to strengthening the two skills (reading and listening). Teachers, in other words, rarely assist pupils in improving their skills in other productive English (speaking and writing). Meanwhile, teachers must work with their students to develop their productive English abilities, particularly their speaking ability. Because the objective of learning a language is to eventually be able to communicate with one another. Even though speaking is not examined in the National Examination, it will serve as a bridge for students to communicate with one another, exchange messages, share ideas, obtain information, discuss, and apply some knowledge in English. Students are prepared to work in teams on a national as well as an international scale.

Given the importance of speaking for pupils, many teachers in Indonesia have attempted to educate their students to talk but have run into obstacles. This problem is related to the twenty-first century, which has embraced a Communicative Language Instruction (CLT) approach to foreign language instruction. Several issues can be found, such as a large number of students, an unsupportive environment for speaking English, limited practice time, student differences, and so on.

Concerning the issues with teaching speaking, based on researcher observations at SMA Swasta Imelda, it also occurred and was related to some of the issues stated above. First, the un-interactive learning approach is still used in the teaching and learning of speaking. This relates to who compares traditional and interactive classes, such as how student-to-student conversation is discouraged, student understanding while class is not monitored, and so on. Students work in groups for some material as homework, they prepare homework presentations for the next meeting, they (each group) present the material or homework in front of the class, and they have questions and answers at the end of the session, similar to how the teacher manages the learning class at Imelda Private High School, where the teacher teaches or provides new material in class. As a result, students have fewer opportunities to express themselves, practice speaking as a medium of communication, and engage with one another in English throughout sessions. Students in this participatory paradigm frequently receive little input and have little practice. While speaking requires a significant amount of time and space to practice in the classroom, kids cannot simply practice (there is little chance) outside.

Second, when teachers ask students to discuss a topic in a peer or group environment, many of them lack prior or background information. This is related to a learning style in which students pay attention to and observe media such as power points, video, audio, photographs, and text during class and debate in real time. Students have no idea what to say about these concerns, have done little preparation, and have limited vocabulary. Marcellino also disclosed this issue, stating that one of three elements causing this problem is the students' lack of vocabulary, English expression, and grammar. It may be concluded that students require preparation in order to join class with background information about the subject and to openly argue the topic in English.

Third, there is a limited amount of time and students available to practice speaking. At the eleventh-grade level, English time is divided into two parts: compulsory English (4x45 minutes per week) and elective English (2x45 minutes per week). It translates to 270 minutes, or approximately 4.5 hours, of English instruction per week for the kids. However, the instructor is responsible for managing the time allotted to cover the indicators on the Lesson Plan as well as achieving the syllabus. In comparison, the number of students in very large classes is often 35-40. As a result, teachers find it difficult to train these children and prefer to focus on reading, listening, grammar, writing, and so on. The teacher's tactics for covering speaking activity include group presentations, role plays, and open-ended questions and answers. However, it is less useful to facilitate and provide many opportunities for students to speak English in class.

The next issue is that students' attitudes, motivation, and learning styles differ when it comes to studying English. These attitudes refer to either positive or negative views and opinions about learning English. According to interviews with many students, they have negative perceptions about English, such as making less progress and putting in more work to build their willingness to study and maintain their English. Then they have little motivation, come to class only to attend, are more passive in the learning process, are hesitant and afraid to speak English, and believe that English is the most difficult language. Furthermore, they have distinct learning styles, which can sometimes create an unproductive environment in the classroom.

Then, as the importance of speaking has grown and responses to these obstacles have evolved, various research have been performed to provide alternate solutions to problems in teaching speaking. Bergmann takes an unusual approach by repurposing his courses as a gateway to deep learning approaches. He dubbed this model the Reverse Class Model. Khan, the founder of Khan Academy, also recommends teachers to use videos to flip the typical classroom on its head. He supports the Reverse Class Model because he believes that everyone should be able to learn from anyplace. To date, his first video upload also explains the concept of reverse class. Furthermore, this strategy is the most successful way to reverse teaching methodologies, provide lectures at home via internet videos, and shift homework to be performed in class. Reverse classrooms also transform regular classes with little activity into classes with active participation, such as group discussions. Students spend more time interacting with one another and exploring their ideas and talents.

Furthermore, the flipped classroom approach is defined by the incorporation of technology and social media. One example of how integrated technology and social media might be used as alternative teaching resources is the YouTube platform. Many videos for changing student needs are freely available on YouTube for anybody to watch. Furthermore, according to 2016 figures, approximately 1.33 billion individuals utilize YouTube. This shows that the site has evolved into a popular video-sharing library for individuals all around the world. As a result, incorporating technology and social media sites such as YouTube into the flipped classroom paradigm is a profitable phenomenon for teachers. Previous study backs this up. Wilson's past research has led to the usage of YouTube as an important learning resource in relation to the flipped classroom paradigm.

Several academics have previously tried the flipped classroom concept and decided that it was helpful and should be used. Johnson studied students' perceptions of inverted classrooms, Li and Suwanthep studied the effect of integrating a flipped classroom model on speaking, Tazijan et al studied the use of reverse learning as a method to teach communication skills, and Afrilasanti et al studied the use of a flipped classroom model on students' writing abilities in Indonesian. According to the conclusions of this study, the reverse classroom approach aids in language learning.

Due to various issues in the process of teaching and learning to speak, as well as the large number of studies on this model, the researcher intends to conduct research under the title "Application of the Flipped Classroom Model to Improve Students' Speaking Skills" to determine students' opinions on its application, as well as whether students' speaking skills can be improved or not. Not via the flipped classroom model.

METHOD

This study employed a qualitative descriptive method, with the goal of improving students' speaking skills through the usage of a flipped classroom paradigm. This study was carried out at Imelda Senior High School. This study included 76 students from Imelda Senior High School's eleventh grade. The data was collected using a questioner, and the first question received a positive response from 33 students, a negative response from one

student, and no response from four students. Students stated it was a good, intriguing, and enjoyable model. Despite the fact that the majority of people said it was a boring model with no use in sharing their thoughts. The second question, the students gave positive opinion was 34 students, negative opinion was 0 students, and no opinion was 4 students. The students said that all of them took many advantages from this model, such as pronunciation, vocabulary, grammar, fluency, and comprehension. In addition, the students felt more confident, unafraid to speak in English, and know the background knowledge. The third question, the students did not have an obstacle was 3 students, had an obstacle was 31 students, and no opinion was 4 students. The students said that they could not watch the video if their mobile data off, the time for sending the video was tight.

RESULT AND DISCUSSION

In this project, the flipped classroom paradigm will be employed to improve students' speaking skills. In 2007, Bergmann and Sams experimented with classroom models to solve teaching and learning issues, and the Flipped Classroom methodology flips teaching and learning methodologies. This research will cover a variety of issues.

Speaking

The Nature of Speaking

Human beings may communicate ideas, sentiments, messages, and information through language, whether spoken or nonverbal. Speaking, according to Harmer, is one of four skills that humans can use to communicate themselves verbally or orally. Furthermore, speaking is referred to as meaning-focused output, which employs language productively. As a result, people can share their ideas and messages with others, converse about familiar and unfamiliar topics, exchange knowledge, and have numerous opportunities to construct words in sentences verbally.

Furthermore, speaking allows people to express and comprehend meaning through the active use of language. People not only understand how to use language, but also how to negotiate and evaluate meaning, and then organize and execute the actual use of interlocutor to achieve the goal of language. Furthermore, nonverbal communication can be used to achieve communicative goals. When speaking, it is beneficial to employ the entire nonverbal language to deliver the message and negotiate the meaning. Body language is an example of nonverbal communication since it is the expression or feedback of the interlocutor in real time or face-to-face conversation.

As previously stated, Richard and Rodgers define it as part of a system of meaning expression, employing functional and communicative structures, emphasizing meaning over grammatical structural elements, and emphasizing interaction and communication as the center of language functions. As a result, speaking is a communicative language since it has qualities that tend to convey information, transmit ideas, and interact with one another to express meaning. This is also consistent with Hoge's assertion that speaking is not a passive activity, but rather one that may be performed actively and interactively. People must also share their thoughts and feelings, connect messages and information, interact with one another, and provide feedback.

As a result, speaking is a useful ability for actively communicating and sharing thoughts, sentiments, messages, and information. Nonverbal communication is also required to make sense of the meaning expressions. Furthermore, speaking necessitates communicative engagement as well as interaction in real time or face to face situations.

Speaking Skill

The ability to communicate is related to the reasons and objectives for which people must speak. In genuine communication, two speakers must converse in order to achieve the

same goals of the nature of speaking. Furthermore, people communicate for a variety of reasons, including the desire to express something, the closure of information gaps, the complaint of something going wrong, and the receipt of effects or reactions after delivering messages. Without interaction with the interlocutor, communicative goals are not met, and the speaker becomes monotonous or inert. Meanwhile, Bygate contends that talking is a form of reciprocal communication in which two individuals converse concurrently and respond to the other person on the phone. This includes comprehending messages, correctly pronouncing words, and communicating smoothly (replying) to others. Speakers don't have much time to revise their words or messages, whereas written participation allows for drafts.

Furthermore, speaking skill is not only depends on language competence, but also communicative competence that involves appropriacy and structuring discourse. The choice of words (vocabulary and grammar) to be used appropriately is conditioned by the purposes in the right circumstances. It can be affected by some cases such as setting which involves where and when the speaker use language, participants to exchange language, purpose of the communication, channel which takes face to face or through media, and the topic that will be delivered in particular aspect.

In addition, the strategic competence is also needed in structuring discourse. It is about how to use language in discourse such as how to evaluate the input and how to reply back or exchange information to interlocutor. It can be concluded that speaking skill is not only involves language competence but also involves communicative competence such as appropriacy and structuring discourse in real communication of two speakers.

The Role of Speaking in Language Learning

The essential of the nature and speaking ability refers to Communicative Approach in language learning. It comes from the theory of language as a communication. It emphasizes speaking as an interaction and opportunities to produce language. The teacher may facilitate the effective language learning in particular speaking in order to give as much as possible the opportunities to interact each other. It adheres to the five principles of efficient language learning. Erben et al. synthesized it as follows:

Principle 1: Allow English students to read, write, listen to, and discuss spoken and written English material expressed in a variety of ways. In speaking context, the students are provided more time to talk about the material or topics that will be discussed in peer or group. In addition, speaking cannot be practiced without other ability such as reading, listening, and writing. At the same time, speaking requires listening or reading as the input before producing language orally or using writing as a note taking to help students point out the key words related to the topic.

Principle 2: Draw attention to English language structure patterns. In speaking context, it requires students to get actively involved in practicing speaking. When pupils learn a new theory or notice its content and try to say it but fail, grammatical structure can be improved. This means that when students participate in speaking activities, the teacher can use this advantage to provide feedback or train pupils to address difficulties at the conclusion of class.

Principle 3: Allow English language learners time in the classroom to use their English productively. Students negotiate meaning in a spoken situation through engagement. Students engage in conversation in order to have opportunities to use and learn the language. As a result, the students can gain linguistic contribution from their surroundings, rectify their flaws in the structure of the language they listen to, improve their speaking fluency, and discuss current information with one another.

Principle 4: Provide opportunity for English language learners to identify and fix their errors. When speaking, the teacher encourages pupils to identify their mistakes,

reflect, and consider how to use English.

Corrective feedback strategies include verbal correction, requesting explanation, reordering, metalinguistic information, elicitation, and repetition.

Principle 5: Plan activities that allow English language learners to engage with others in English as often as possible.¹⁷ The gist of language learning development in the speaking situation is four stages. Pre-production, early production, skill emergence, and intermediate fluency are the four stages. During the pre-production stage, students can use nonverbal responses and short sentences such as "yes", "no", and "thank you". Children can now construct short talks during the early production stage. To encourage pupils to talk at this stage, the instructor should create a low-anxiety environment in the classroom.

When the pupils reach the speech emergence stage, they are able to interact freely. In addition, the teacher allows pupils to work together in small groups to share their productive language. The final stage is intermediate fluency, which shows near-native or native-like fluency. As a result, the teacher should aggressively promote their academic proficiency in English by offering relevant content.

Flipped Classroom

Millennial students are students born in the twenty-first century. According to Strauss and Howe's generational hypothesis, the Millennial generation was born between 1982 and 2005. The millennial generation is considered distinct and intelligent in terms of technology use and use, such as computers, laptops, cellphones, and the internet. They do not regard technology as a tool, but rather as an essential part of their daily lives. This demonstrates that the usage of technology is critical in today's learning styles.

Bergmann and Sams explored a classroom method in 2007 to tackle the obstacles of teaching millennial pupils in classrooms. Initially, they used lecture tactics to teach students (primarily millennials) in remote places (math and science topics). She creates educational movies that her children can view at home to learn. Following that, student's complete homework and practice in class with the assistance of the teacher. The Reversed Class Model, according to Bergmann and Sams, refers to the model's basic concept, which is that homework is usually accomplished at home is reversed and completed in class.

Furthermore, Overmyer believes that the flipped classroom concept involves leveraging technology to invert the entire class or assignment paradigm, allowing for greater engagement in the classroom. It restructures how time is spent within and outside of the classroom in order to alter what is learned. Furthermore, flipped classrooms turned the teaching approach on its head by providing online classes outside of the classroom and bringing homework inside the classroom. Students are requested to watch a brief e-learning DVD at home or on their own time to prepare for the next group meeting in this type of blended learning.

It may be stated that the Flipped Classroom Paradigm is a methodology of teaching and learning that has been reversed. This methodology replaces the traditional way of doing homework in class and exercises or activities completed in class at home in order to maximize student-teacher contact and interaction.

1. Characteristic of Flipped Classroom

- a. The shift from a teacher-centered to a student-centered approach. Convert lectures into activity-based sessions. As a result, students' discussions are more dynamic and interactive.
- b. Before class, give a presentation to the pupils. Reading textbooks, attending micro-lectures, or downloading videos from YouTube, Coursera, and other sites are all options.
- c. A classroom in which the teacher serves as a "side guide" rather than a "sage on stage." The teacher is no longer the primary source of information, which is

- frequently given through a lecture technique.
2. The Advantages of the Flipped Classroom
 - a. More Interactive in Discussion
Students in reverse classes watch movies at home and discuss them with their classmates in class. This encourages students to play an active role in peer or group conversations.
 - b. Increased engagement in the material
Students are given background knowledge about the issue. This can assist and motivate students to prepare content outside of class. As a result, students are more confident in class because they already know and prepare for the topic.

CONCLUSION

Based on the description provided above, the researcher conducted a qualitative study to determine whether or not the Flipped Classroom Model improved students' speaking skills. The preceding chapter provides empirical evidence of the flipped classroom concept being used to improve students' speaking skills. This method increases students' enthusiasm, happiness, confidence, and willingness to engage in spontaneous discussions with one another. This method also helps children enhance their vocabulary, pronunciation, fluency, and overall subject understanding.

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