

ENHANCING SPEAKING SKILLS THROUGH FLIPPED CLASSROOM APPROACH FOR SECOND SEMESTER UNDERGRADUATE STUDENTS AT SIDOARJO.

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ABSTRACT

This research is aimed to describe the implementation of using Flipped Classroom in teaching speaking, to find the students' speaking skills achievement, and to describe the student's perceptions. The research used Mixed Method research which is conducted at STKIP PGRI Sidoarjo. The subject was the lecturer and the object were English students' 2nd semester. The findings reveal that in implementation this approach, the lecturer delivered the video material before the class. It concludes that flipped classroom model offers learning opportunities and engagement to the students. Remarkably, this model also promotes active learning for the students. From the observation, it is concluded that Flipped Classroom showed significant differences in which the flipped classroom model effectively enhances students' learning outcomes in speaking skills. The implementation of this approach led to a significant 76% improvement in students' speaking proficiency. The subsequent phase involved administering a questionnaire, yielding noteworthy findings. Impressively, 83% of the students reported that the flipped classroom approach substantially enhanced their spoken English engagement. This underscores the positive impact of this pedagogical strategy in fostering speaking skills and aligns with broader language acquisition goals through innovative methods. Consequently, this study contributes not only to effective language instruction comprehension but also accentuates the advantages of integrating technology-enhanced learning experiences, such as the flipped

classroom approach, for more engaging and impactful language learning outcomes.

Key Words : *Enhancing Speaking Skills, flipped classroom Approach.*

INTRODUCTION:

In today's interconnected and globalized world, effective communication in spoken language holds immense significance. As English continues to be a universal language of communication, fostering strong speaking skills among second-semester undergraduate students at Sidoarjo has become a crucial goal. To achieve this, an innovative pedagogical approach known as the flipped classroom method will be employed. This transformative teaching strategy diverges from traditional classroom norms by integrating pre-recorded lectures and materials outside of class time. This approach paves the way for interactive and engaging in-class activities, centering on practical application and skill development.

This chapter sets the stage for the study by delving into the background, problem statement, research purpose, study significance, scope, limitation, and operational definitions. Each subsection is elucidated as follows:

1.1 Background of the Study:

The skill of speaking in English involves expressing opinions, participating in discussions, and conveying ideas effectively. Cunningham (1999) emphasizes that speaking proficiency requires mastery over communicative competence, pronunciation, intonation, grammar, and vocabulary. In today's context, proficiency in spoken English is indispensable, offering numerous advantages in various aspects of life. Harmer (2001) underscores the importance of fluent, spontaneous expression based on one's knowledge and information. Psychological factors, including motivation and learning opportunities, also influence speaking competence (Littlewood, 1984). Factors like intelligence and language aptitude further shape a person's ability to communicate effectively. Learning English speaking not only facilitates social interaction but also enhances careers and broadens access to knowledge beyond national boundaries.

English language education aims to equip students with the ability to communicate and continue their studies effectively. However, traditional approaches often fall short in enabling authentic language use. The four language skills—listening, speaking, reading, and writing—are integral components of language learning, but speaking often proves the most challenging (Harmer, 2012). Aguilera (2012) defines speaking as a productive skill involving speech to convey meaning and maintain two-way interactions. The ability to maintain engagement through eye contact, facial expressions, and clarification further contributes to effective communication.

1.2 Statements of the Problem:

Building on the background, the research identifies specific problems as follows: 1.2.1 How is the implementation of Teaching Speaking skills using the Flipped Classroom Approach to second-semester English undergraduate Students at Sidoarjo? 1.2.2 What is the students' speaking skills achievement using the Flipped Classroom Approach in the second semester for English undergraduate Students at Sidoarjo? 1.2.3 What are the students' perceptions regarding the implementation of Teaching Speaking skills using the Flipped Classroom Approach among second-semester English undergraduate Students at Sidoarjo?

1.3 The Purpose of the Study:

The research aims to achieve the following objectives: 1.3.1 To describe the implementation of Teaching Speaking skills using the Flipped Classroom Approach for second-semester English undergraduate Students at Sidoarjo. 1.3.2 To elucidate the students' achievements in speaking skills through the Flipped Classroom Approach for second-semester English undergraduate Students at Sidoarjo. 1.3.3 To understand the students' perceptions of Teaching Speaking skills using the Flipped Classroom Approach among second-semester English undergraduate Students at Sidoarjo.

1.4 Significance:

This research carries several significant implications: 1.4.1 For Students: Improved speaking skills, increased initiative, and enhanced enthusiasm for learning English. 1.4.2 For Teachers/Lecturers: Insight into effective English teaching methods and strategies, aiding in better pedagogical approaches. 1.4.3 For Other Researchers: Valuable references for further studies in the field of language teaching and innovative educational methodologies.

1.5 Scope and Limitation of the Study:

The study is focused on second-semester students of Batch 2022 A, Academic Year 2022/2023, at STKIP PGRI Sidoarjo. The scope involves describing the implementation of Teaching Speaking using the Flipped Classroom Approach and exploring students' perceptions in this context. The limitation encompasses the specific timeframe and institution under investigation.

1.6 Operational Definition:

To enhance clarity, key terms are defined operationally: Teaching Speaking: Guiding learners in producing accurate English speech sounds, employing appropriate vocabulary and sentence structures, and selecting suitable expressions in context (Nunan, as cited in Kayi, 2006).

In summary, this introduction establishes the context for the study, underlining the importance of effective speaking skills, the rationale for employing the flipped classroom approach, and the specific facets that will be explored in subsequent sections.

REVIEW OF RELATED LITERATURE

This section delves into the theoretical foundations of teaching speaking skills and the flipped classroom approach. It draws from various sources to establish a comprehensive understanding of the subject matter.

Definition of Teaching Speaking:

Teaching speaking involves guiding students in several key aspects: generating accurate English speech sounds and patterns, using vocabulary and sentence structures while emphasizing intonation patterns and the cadence characteristic of the second language, and selecting suitable words and sentences that align with specific contexts and relevant factors (Nunan as cited in Kayi, 2006:1). This process of imparting information is dynamic and interactive, involving ethical dimensions and facilitating skill acquisition (Ball and Forzani, 2009; Cohen, 2009).

Thornbury (2005) characterizes speaking as a collaborative endeavor that necessitates skillful management of conversational turns. He emphasizes that speaking goes beyond mere word pronunciation and grammar instruction, representing an autonomous skill that requires individual cultivation and practice. Kayi (2006) furthers this perspective, designating speaking as a productive skill within the realm of oral communication, acknowledging its complexity and extending its significance beyond superficial aspects.

Strategies for Teaching Speaking:

Several strategies are employed to teach speaking skills, such as simulations, communication games, drilling, and discussions. Simulations involve role-playing different social contexts, promoting experiential learning (Harmer, 2001; Thornbury, 2005). Discussions facilitate fluency and focus on creating content, transcending mere language usage (Solcova, 2011). Drilling refines pronunciation through repetitive practice (Thornbury, 2005). These strategies engage students, enhancing their proficiency and fostering articulatory control.

Speaking Skills and Its Importance:

Speaking is an energy-intensive language skill that requires considerable effort. It involves conveying meaning through words, grammar, and organization. Speaking proficiency encompasses pronunciation, fluency, and accurate

articulation, requiring repeated listening and practice (Cameron, 2001). The ability to speak fluently and clearly is essential for effective communication, interaction, and language comprehension (Brown, 2004).

Flipped Classroom:

The flipped classroom approach redefines traditional teaching methods by incorporating technology and online resources (Lutz Christian & Jenny, 2017). It involves students engaging with learning materials before class, enabling active participation in dynamic in-class activities (Abeysekera & Dawson, 2015). Khan Academy founder Salman Khan supports this approach for its potential to democratize education and encourage interactive learning (Salman Khan, 2018).

Implementation and Activities of Flipped Classroom: Flipped classroom implementation entails meticulous planning, content creation, and distribution (Lutz Christian & Jenny, 2017). Teachers select appropriate content, prepare scripts, and produce videos to deliver material online. In-class activities include discussions, problem-solving, and simulations, fostering student engagement and collaboration (McLean et al., 2016).

Challenges and Advantages of Flipped Classroom: Flipped classroom implementation presents challenges, including students' self-regulated learning at home, additional time investment, managing assignments, and associated costs (Akçayır & Akçayır, 2018). However, it offers advantages such as flexible learning, improved learning experiences, and enhanced student outcomes (Lutz Christian & Jenny, 2017; Nguyen et al., 2016). Students can access materials flexibly, replay videos, and actively participate in classroom activities.

Previous Studies:

Several previous studies have explored the flipped classroom approach's applications and effects. Studies by Dwi Yulia Yulianti (2019), Ali Mahrus Efendi (2020), N.P Sara Sintia Dewi (2020), Munjaroh Dwi Supiani (2019), and Mella Sarasyifa (2018) examine the use and effectiveness of the flipped classroom in various contexts. While these studies share a common topic, they differ in terms of research methods and specific areas of focus.

Conclusion:

The review of related literature provides a comprehensive overview of teaching speaking skills and the flipped classroom approach. It establishes the foundational concepts, strategies, challenges, advantages, and previous studies related to these areas. The synthesis of these sources informs the subsequent investigation into the implementation of the flipped classroom approach for enhancing speaking skills among second-semester English undergraduate students at Sidoarjo.

RESEARCH METHOD

This chapter delves into the methodology employed for the research study, encompassing the research design, subject of the study, data sources and collection methods, instruments, and subsequent data analysis.

Research Design:

For this study, a qualitative research method was chosen. Qualitative methods facilitate the acquisition of descriptive data in the form of spoken words from observable behaviors. Descriptive research, a subset of qualitative methods, characterizes data related to the subject or object under study. This method provides current and problem-solving information based on ongoing facts, making it suitable for various scientific developments and applications.

The selection of this qualitative method was guided by several factors. Firstly, its adaptability in addressing dual realities makes it well-suited for this study. Secondly, this approach directly reveals the researcher-respondent relationship, facilitating the collection of more profound data, especially with researcher involvement.

Subject of the Study:

The study focused on the Lecturers and Students of the Academic Year 2022A at STKIP PGRI Sidoarjo, situated in Jl. Raya Kemiri, Kemiri, Kec. Sidoarjo, Kabupaten Sidoarjo.

Source of Data and Data:

Data for the study were sourced from the Lecturers and Students of the Academic Year 2022A at STKIP PGRI Sidoarjo.

Instrument:

The research instrument used for data collection comprised Field Notes observations and a questionnaire checklist. According to Nopiani (2014), research instruments are tools used to observe and record various aspects of students' speaking ability.

Field Note Observation and tests:

The researcher passively observed the speaking class, documenting detailed, meticulous, extensive, and in-depth field notes based on the observation results. This method was employed to determine the implementation of flipped classrooms in speaking classes. Pictures or videos were taken for documentation purposes.

Questionnaire Checklist:

A questionnaire checklist containing questions was distributed to gather students' perceptions regarding the flipped classroom approach.

Data Collection Technique:

Two techniques were used to collect data. Firstly, the observation technique involved the researcher directly observing the teaching and learning process in the classroom. Secondly, questionnaires were distributed to students at the conclusion of the teaching and learning process to gauge their perceptions of the flipped classroom approach.

Data Analysis:

The data were analyzed using a descriptive qualitative approach, involving rich descriptions and explanations of phenomena based on regularities and sequences.

Identification of Data: The researcher identified the activities and processes occurring during the speaking class, particularly in the context of the flipped classroom approach.

Classification of Data: Data were classified based on the observation and questionnaire checklists, allowing the researcher to describe and categorize the data.

Data Reduction: In this phase, the researcher selected and analysed relevant data for the study while excluding data that did not contribute to the research objectives.

Data Display: The data were organized and displayed, including the presentation of conclusions and next steps, with thorough descriptions.

Conclusion: The final step involved drawing conclusions from the data analysis, seeking to understand regularities, patterns, causation, and propositions that emerged from the study.

4.1 FINDINGS:

In this section, the researcher presents the research findings related to the implementation of the flipped classroom approach, students' speaking skills improvement, and their perceptions.

Implementation of Flipped Classroom Approach in Teaching Speaking:

The flipped classroom approach was implemented in two stages: learning activities at home and learning activities in class.

At home, students were assigned clear tasks related to the topic LLAMAS, involving listening to audio, reading text, translating, and preparing comments. These tasks were shared on the institution's LMS.

In the classroom, students presented their comments, engaged in discussions, and received feedback. This approach aimed to enhance students' interaction, engagement, and learning outcomes. The rubric speaking assessment was also used as Table no. 4.1.

Table no. 4.1. RUBRIC SPEAKING ASSESSMENT.

	Fluency	Pronunciation and accent	Vocabulary	Grammar	Details
5	Smooth and fluid speech; few to no hesitations; no attempts to search for words; volume	Pronunciation is excellent; good effort at	Excellent control of language features; a wide range of well-	Accuracy & variety of grammatical structures	Excellent level of description; additional details beyond the
4	Smooth and fluid speech; few hesitations; a slight search for words; inaudible word or two.	Pronunciation is good; good effort at accent	Good language control; good range of relatively well-chosen vocabulary	Some errors in grammatical structures possibly caused by attempt to include a variety.	Good level of description; all required information included
3	Speech is relatively smooth; some hesitation and unevenness caused by rephrasing and searching for words; volume wavers.	Pronunciation is good; Some effort at accent, but is definitely non-native	Adequate language control; vocabulary range is lacking	requent grammatical errors that do not obscure meaning; little variety in structures	Adequate description; some additional details should be provided
2	Speech is frequently hesitant with some sentences left uncompleted; volume very soft.	Pronunciation is okay; No effort towards a native accent	Weak language control; basic vocabulary choice with some words clearly lacking	Frequent grammatical errors even in simple structures that at times obscure meaning.	Description lacks some critical details that make it difficult for the listener to understand
1	Speech is slow, hesitant & strained except for short memorized phrases; difficult to perceive continuity in speech; inaudible.	Pronunciation is lacking and hard to understand; No effort towards a native accent	Weak language control; vocabulary that is used does not match the task	Frequent grammatical errors even in simple structures; meaning is obscured.	Description is so lacking that the listener cannot understand

The test-1 results were as a table no. 4.1.

Table 4.1.
Students' Test – 1 Value results

Name of students	Fluency	Pronunciation and accent	Vocabulary	Grammar	Performance	VALUE
1	10	15	15	15	15	70
2	15	15	15	17	18	80
3	10	16	17	16	18	77
4	11	16	17	16	18	78
5	12	16	16	16	17	77
6	13	16	16	16	16	75
7	12	17	18	17	18	82
8	10	15	15	15	15	70
9	10	15	15	15	15	0
10	10	15	15	15	15	69
11	11	16	16	16	16	75
12	0	0	0	0	0	0
13	12	16	16	16	16	76
14	10	15	15	15	15	77
15	12	16	17	16	17	78
16	10	14	15	15	15	69

17	12	14	17	18	18	79
					TOTAL	1132
					AVERAGE	75

The average Standard of minimum completeness of mastery learning (KKM) is ≥ 80 , as much as students 80%

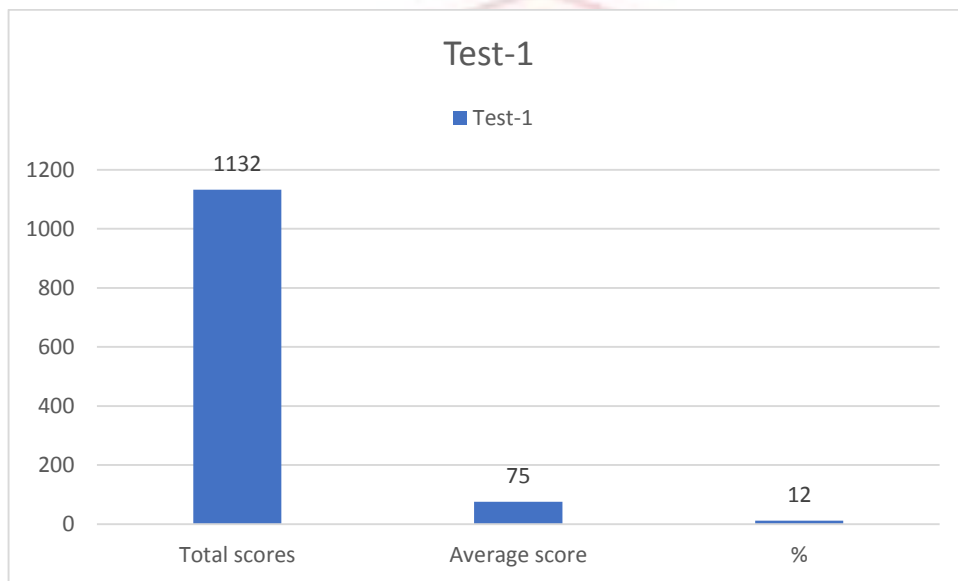


Chart No. 1 Test-1 results of students' competencies

The Tes-1 results were under minimum completeness of mastery learning (KKM) ≥ 80 , so the lecturer give Flipped classroom approach to increase students' speaking skills. The implementation of teaching speaking using flipped classroom approach as sub. 4.1.1.

The lecturer wanted to know about the improvement of students' speaking competencies.

To know the improvement in students speaking skills, the lecturer gave speaking tests-2. It was implemented to students using the topic given the Llamas. The Rubric of speaking assessment was used to make students' values can be controlled.

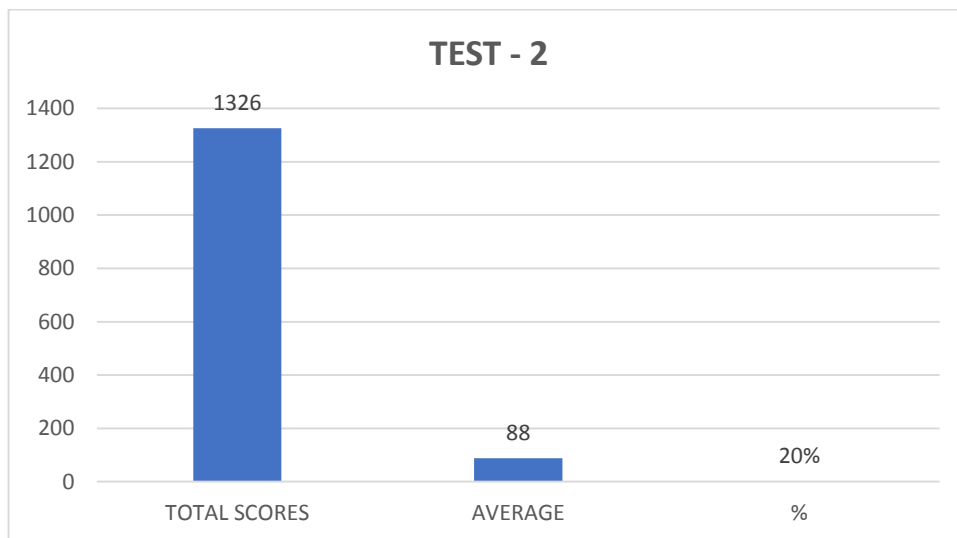
In test-1, students have not yet reached the minimum score, with an average score of only 75.46. It should be 80; hence, the lecturer has created Test-2

to assess the improvement of student learning outcomes through the flipped classroom approach. After the students did the test-2, the value results as shown in the Table

Table no. 4.2.

The results scores of students speaking Test-2 in delivering comments.

NO.	NIM	STUDENTS' NAME	SCORES
1	22xxxxxxxx	I.U	86
2	22xxxxxxxx	N.L	90
3	22xxxxxxxx	M.Y	87
4	22xxxxxxxx	M.A	88
5	22xxxxxxxx	A.F	87
6	22xxxxxxxx	M.S	86
7	22xxxxxxxx	M.R	93
8	22xxxxxxxx	A.N	90
9	22xxxxxxxx	B.L	0
10	22xxxxxxxx	F.L	89
11	22xxxxxxxx	H.R	85
12	22xxxxxxxx	I.A	0
13	22xxxxxxxx	L.F	90
14	22xxxxxxxx	M.D	91
15	22xxxxxxxx	N.P	88
16	22xxxxxxxx	N.F	87
17	22xxxxxxxx	P.A	89
TOTAL SCORES			1326
AVERAGE			88



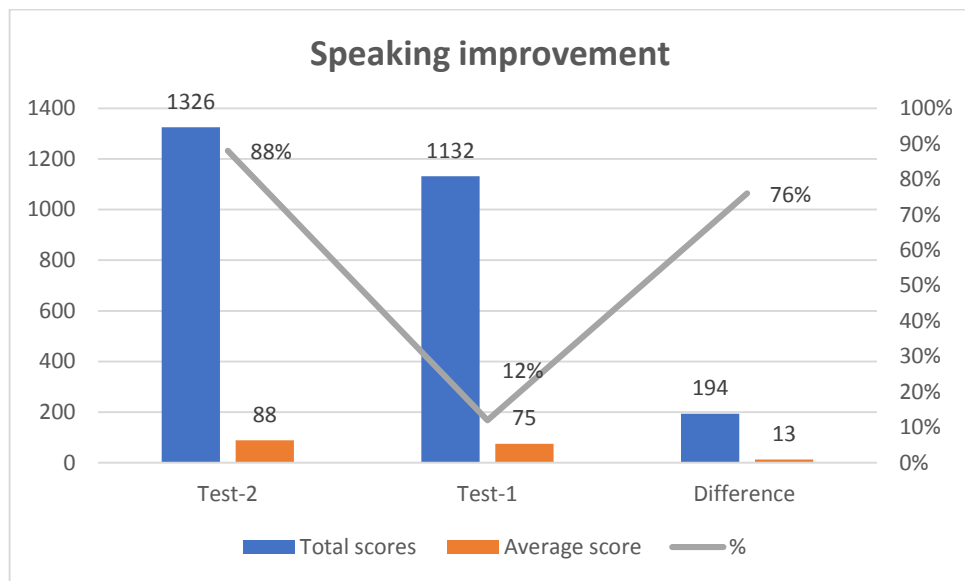
Description of the above table 4.2.,

As the average Standard of minimum completeness of mastery learning (KKM) is ≥ 80 . Based on the table above, students who got scores above 80 are 15 students meaning 80%, while those who got scores below 80, a number two students or 20%.

Based on the test-1 scores and test-2 scores, can be seen an increase or improvement in students' speaking ability scores by comparing the results of test-2 scores and test-1 scores.

Table No.4.3. Comparison Total scores and average score of Test-2 and Test-1

No.	Total scores	Average score	%
Test-2	1326	88	88%
Test-1	1132	75	12%
Difference	194	13	76%



The results of comparing the total scores and average scores of test-2 and test-1 show a total score comparison of 194 and an Average score comparison of 13. This comparison indicates an improvement is 76% in students' speaking skills. This is the answer of statement of the problem no. 2.

4.1.2 Students' Speaking Skills Improvement:

Initially, students' speaking skills were assessed through speaking test-1, with an average score of 75.46, below the minimum completeness of mastery learning (KKM) of 80. After implementing the flipped classroom approach, speaking test-2 was conducted. The results of test-2 showed an improvement, with an average score of 88, demonstrating a 76% enhancement in students' speaking skills. This improvement indicated the effectiveness of the flipped classroom approach in enhancing students' speaking competencies.

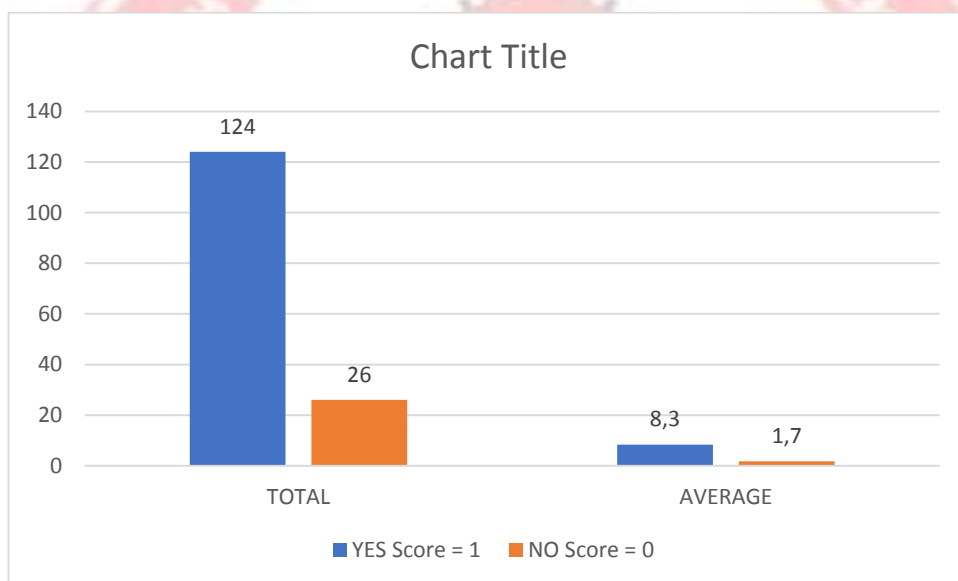
4.1.3 Students' Perceptions of the Flipped Classroom Approach:

To measure students' perceptions, questionnaires were distributed. A Guttman Scale measurement using YES and NO responses was employed. The results showed that 83% of students responded positively (YES), indicating that the flipped classroom approach motivated them to practice speaking, increased their confidence, enhanced understanding, and fostered independence and creativity. Only 17% of students had negative perceptions (NO). This suggested a significant acceptance of the flipped classroom approach and its positive impact on students' learning experiences.

Table no. 4.4.

Students' Perceptions

Students' Perceptions	YES Score = 1	NO Score = 0
<i>TOTAL</i>	124	26
<i>AVERAGE</i>	8,3	1,7
<i>%</i>	83%	17%



In conclusion, the findings indicated that the flipped classroom approach had a notable impact on improving students' speaking skills and enhancing their perceptions of the learning process.

4.2 DISCUSSIONS:

The results obtained from the findings are discussed below:

4.2.1 Implementation of Flipped Classroom Approach: The implementation of the flipped classroom approach provided a structured framework that combined

at-home preparation with in-class engagement. This approach facilitated interactive learning experiences and allowed students to practice speaking skills in a controlled environment. The division of tasks between home and class encouraged self-directed learning and improved engagement during face-to-face interactions.

4.2.2 Students' Speaking Skills Improvement: The significant improvement in students' speaking skills, as demonstrated by the higher scores in speaking test-2 compared to test-1, validated the efficacy of the flipped classroom approach. The approach's focus on active participation, discussions, and peer engagement contributed to the students' enhanced oral proficiency.

4.2.3 Students' Perceptions of the Flipped Classroom Approach: The positive perceptions expressed by the majority of students highlighted the advantages of the flipped classroom approach. The approach's emphasis on student motivation, confidence-building, understanding of the material, and autonomy resonated with the students, leading to a favorable learning experience. The relatively small percentage of students with negative perceptions might indicate individual learning preferences or challenges in adapting to the new approach.

In summary, the findings and discussions underscore the effectiveness of the flipped classroom approach in teaching speaking skills. The approach not only enhanced students' speaking abilities but also positively influenced their perceptions and attitudes toward the learning process.

CONCLUSION:

In conclusion, this chapter encompasses two main aspects: conclusions and suggestions. The primary objective of this research was to assess the effectiveness of employing the flipped classroom approach for teaching speaking to the 2022 A students at STKIP PGRI Sidoarjo, while also capturing the students' perceptions of this innovative teaching method. The process involved introducing students to the flipped classroom approach, sharing supplementary materials through a WhatsApp group, conducting a speaking test, and analyzing the results. The implementation of this approach led to a significant 76% improvement in students' speaking proficiency.

The subsequent phase involved administering a questionnaire, yielding noteworthy findings. Impressively, 83% of the students reported that the flipped classroom approach substantially enhanced their spoken English engagement. This underscores the positive impact of this pedagogical strategy in fostering speaking skills and aligns with broader language acquisition goals through

innovative methods. Consequently, this study contributes not only to effective language instruction comprehension but also accentuates the advantages of integrating technology-enhanced learning experiences, such as the flipped classroom approach, for more engaging and impactful language learning outcomes.

SUGGESTIONS:

For Writers and Readers: a) Concentrate on enhancing speaking skills to bolster overall communication competence. b) Undertake extensive research to explore diverse effective approaches to developing speaking skills.

For Teachers/Lecturers: a) Emphasize and motivate students to actively work on refining their speaking capabilities. b) Explore and adopt the most potent teaching methodologies to facilitate students' grasp and enhancement of speaking skills. c) Implement the identified best practices for teaching speaking skills within the classroom setting.

For Students: a) Allocate dedicated time and effort to studying and practicing speaking to attain fluency and mastery. b) Pursue additional resources and opportunities to further enrich speaking prowess.

By integrating these suggestions, writers and readers can gain a deeper comprehension of the significance of honing speaking skills and pursue effective strategies to accomplish this objective. Educators can prioritize guiding students in developing speaking competencies and applying optimal teaching techniques to support their learning. As for students, active involvement in studying and practicing speaking, combined with seeking supplementary resources, can enhance their speaking proficiency. These recommendations aim to establish an environment conducive to enhancing speaking skills, benefiting all stakeholders participating in the language learning and communication process.

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