

CHAPTER I

INTRODUCTION

The ability to communicate effectively in spoken language is crucial in today's globalized world. To enhance the speaking skills of second-semester undergraduate students at Sidoarjo, a flipped classroom approach will be employed. This innovative teaching method shifts the traditional classroom approach by introducing pre-recorded lectures and materials outside the classroom, allowing for interactive and engaging in-class activities to focus on practical application and skill development.

This chapter contains the background of the study, the statement of the problem, the purpose of the study, the significance of the study, scope and limitation of the study and the operational definition. Each sub-topic is discussed as follows.

1.1. Background of the Study

Speaking

Speaking is one of the skills or abilities in English to express opinions, comment and refuse the opinions of others, as well as ability to ask and answer the question. According to Cunningham (1999) speaking is the ability which requires the process of communicative competence, pronunciation, intonation, grammar, and vocabulary improvement. Having skills in speaking is much needed in current era. English ability provides many benefits for life. According to Harmer (2001) capability to speak fluently by using their knowledge, information

and say it by on the spot. There are some psychological factors which influence students in learning speaking. Littlewood (1984) stated that persons' motivation to learn and the qualities of the opportunities to learn are two of these factors. This refers to the intelligence and a set of more specific language learning abilities called 'language aptitude'. Therefore, there are sets of factors which influence how successful a person is to get a good competence in speaking, such as: motivation, interest, environment, or intelligence. Therefore, Learning English speaking can make it easier to establish social interaction, improve career, and make it easier in seeking knowledge or adding reading material outside the national scope. So that, it can get insight into science and technology and much more other benefits.

English teaching and learning have the goal of focusing students that they were able to use English for communication and as a tool for furthering their studies. In the process of teaching and learning, the four language skills (listening, speaking, reading, and writing) were simultaneously performed. Normally, learners in an EFL context did not used the language in authentic situations. They possess inability in communicating appropriately and correctly. In foreign language teaching and learning, ability to speak is the most essential skill since it was the basic for communication and it was the most difficult skill. Speaking English was the most difficult for learners by (Harner;2012;533)

Accuracy in speaking was the used of correct forms of grammar, vocabulary and pronunciation. When we speak, we used different aspects of

speaking depending on the type of speaking we were involved in. Speaking have used words, knowing and being able to used language: expressing oneself in word, making speech, while is the ability to do something well to get a clear idea about what is speaking proficiency, (Aguilera 2012) defined it as understood communicative competence as a synthesis of an underlying system of knowledge and skill needed for communication. Furthermore, to become a proficient English as a foreign language speaker, studying the knowledge of grammar, vocabulary, pronunciation, intonation, etc. that not adequate but the ability to use this knowledge in order to communicate successfully is indispensable. According Aguilera (2012: 163) defined speaking as a productive skill, like writing. It involved using speech to express other meanings to other people. Interaction was two-way communication that involved using language and body language to keep our listener involved in what were said and to checked that they understood our meaning. Examples of these interactive strategies were: made eye contact, used facial expressions, asked check expressions, clarified your meaning, confirmed understanding, Speak with fluency and accuracy. Fluency meant speaking at a normal speed, without hesitation, repetition or self-correction, and with smooth used of connected speech.

In speaking process, the English students batch of 2022A academic year 2022/2023 at STKIP PGRI Sidoarjo often found some difficult, such as they cannot think what to say, they do not know how to say it in English and they might say something wrong, because of that can make students are

reasonably well acquainted with the word. Therefore, in learning process the teacher decides to use Flipped Technic or Flipped classroom to give the students more responsibility in their own learning.

Flipped classroom

The creator of Khan Academy, Khan, advises educators to replace traditional lectures with numerous of videos. Salman Khan (2018) He supports the Flipped Classroom model because he favors universal access to education. The flipped classroom model has been around since the first video was released. This strategy is also an excellent way to reverse the way that instruction is given, shifting homework assignments to be completed in class and communicating instructions for watching internet videos at home. The usual low-activity class is likewise turned around in the flipped classroom and replaced with engaging activities like group discussions. Students spend more time interacting with one another and exploring their thoughts and expertise.

The flipped classroom model Graham (2013) is distinctive in that it emphasizes both the use of technology and social media. One example of how social media and integrated technologies are used to supplement traditional educational sources is the YouTube platform. For the various needs of students, there are a ton of freely accessible videos on YouTube. Additionally, according to figures from 2016, approximately 1.33 billion individuals utilize YouTube. Andrea,W. (2015) This indicates that the platform has evolved into a widely used library for video sharing for everyone in the world. In order to execute the flipped

classroom approach, it is profitable for teachers to reintegrate technology and social media, such as YouTube.

It is hope that the students become more active and can set the most comfortable time or place to study. Also, students can repeat, if the material is still not understood. Flipped Classroom requires to gather information before class. Teacher instead present information to students provide guidance to them and use class time to make learning meaningful. Delivery time for presentation of the content and the concept and practice of skills reversed. Technological advancements make it easy for teacher to provide material to students before class time, if possible, dedicate class time to more interesting activities. The emphasis in a flipped classroom is student centered learning. The independence of students in learning is very high, so that, they can have more responsibility. In flipped classroom, students work independently through the initial knowledge system and complete learning assignment given, which are believed to be able to develop participant's independent learning educate.

Verlger (2013) describes that the flipped classroom as an educational technique whereby interactive group learning activities take place inside classroom while the direct computer based individual instruction is accessed outside the classroom. For that reason, the researcher interest to do the research to know the uses of the flipped classroom in teaching speaking to English student Batch of 2022A at STKIP PGRI Sidoarjo and give the title "ENHANCING SPEAKING SKILLS THROUGH FLIPPED CLASSROOM APPROACH FOR SECOND SEMESTER UNDERGRADUATE STUDENTS AT SIDOARJO

1.2. Statements of the Problem

Based on the facts elaborated in background of the study, research has statement of the problem as follows:

- 1.2.1. How are the implementation of Teaching Speaking skillsl using Flipped Classroom Approach to second semester of English undergraduate Students at Sidoarjo?
- 1.2.2. How are the students' speaking skills achievement in using Flipped Classroom Approach to second semester of English undergraduate Students at Sidoarjo?
- 1.2.3. How are the students' perception in the implementation Teaching Speaking skills using Flipped Classroom Approach to second semester of English undergraduate Students at Sidoarjo?

1.3. The Purpose of the Study

From the statement the problem, this research has several purposes, they are.

- 1.3.1. To describe the implementation of Teaching Speaking skills using Flipped Classroom Approach to second semester of English undergraduate Students at Sidoarjo
- 1.3.2. To describe the students' achievement of speaking skills in using Flipped Classroom Approach to second semester of English undergraduate Students at Sidoarjo.

1.3.3. To describe the students' perceptions of speaking skills in using Flipped Classroom Approach to second semester of English undergraduate Students at Sidoarjo.

1.4. Significance

The research contributes several significances, they are:

1.4.1. for Students

This research can make students improved, have more initiative and have more passion in learning speaking English.

1.4.2. for Teacher/Lecturer

This research is expected that the result of this research will give references in teaching English.

1.4.3. for other researchers

For other researchers, the results of this study will assist them in finding references or sources for further research.

1.5. Scope and Limitation of the Problem

The scope of this study is focused on the lecturer and students of Batch 2022 A, academic year 2022/2023 at STKIP PGRI Sidoarjo. While the limitation is focused on describing the implementation of Teaching Speaking using Flipped Classroom Model to English Students Batch 2022A, Academic Year 2022/2023 at STKIP PGRI Sidoarjo and the students perception in the implementation of

Teaching Speaking using Flipped Classroom Model to English Students Batch of 2022A, Academic Year 2022/2023 at STKIP PGRI Sidoarjo.

1.6. Operational definition

In order to clarify the key term use in this study, some definitions are put forward.

1.6.1. Speaking

As per Nunan's explanation in Kayi's work (2006:1), teaching speaking entails the instructor guiding the listener in the following aspects: (1) generating accurate English speech sounds and patterns, (2) employing vocabulary and sentence structures while emphasizing intonation patterns and the cadence characteristic of the second language, and (3) adeptly choosing suitable words and sentences in accordance with the specific context and contextually relevant factors.

Speaking is an interactive process where information is shared, and if necessary, acted upon by the listener. So, it's important to develop both speaking and listening skills in order to communicate effectively.

1.6.2. The Flipped Classroom

The flipped classroom is a learning strategy in blended learning that reverses the class learning structure and learning method. Usually the process of providing material is carried out at class and deepening material can be done in out of the class through assignment, discussions, etc.

1.6.3 Perception

Perception refers to the way sensory information is organized, interpreted, and consciously experienced. The researcher hopes that the flipped classroom approach can create a good perception from the students.



