

## CHAPTER IV

### FINDINGS & DISCUSSIONS

In this chapter, the researcher presents the research findings and discussions. It is the answer of the statements of the problem of this study. They are 1). How is the implementation of Teaching Speaking using Flipped Classroom? 2). How are the students' speaking skills improvement in using Flipped classroom approach? And 3) How are the students' perceptions in the implementation of Teaching Speaking using Flipped Classroom? The researcher needs to describe the data from the finding of the observation that contained the explanation of the flipped classroom approach in speaking class.

#### 4.1 FINDINGS

In this finding research, the researcher used two kinds of instruments. They were Field Notes, tests, and Observation Checklists and Questionnaire Checklists that were used to complete the data.

Before implement of flipped classroom approach, the lecturer wanted to know the students' speaking skills by giving speaking test-1 to students. In evaluate the students' score using rubric as table-4.1.

Table no. 4.1. RUBRIC SPEAKING ASSESSMENT.

	<b>Fluency</b>	<b>Pronunciation and accent</b>	<b>Vocabulary</b>	<b>Grammar</b>	<b>Details</b>
<b>5</b>	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

<b>4</b>	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
<b>3</b>	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
<b>2</b>	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
<b>1</b>	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 table no. 4.1.

Table 4.2. Students' Test – 1 Value results

<b>Name of students</b>	<i>Fluency</i>	<i>Pronunciation and accent</i>	<i>Vocabulary</i>	<i>Grammar</i>	<i>Performance</i>	<b>VALUE</b>
<b>1</b>	10	15	15	15	15	<b>70</b>
<b>2</b>	15	15	15	17	18	<b>80</b>
<b>3</b>	10	16	17	16	18	<b>77</b>
<b>4</b>	11	16	17	16	18	<b>78</b>
<b>5</b>	12	16	16	16	17	<b>77</b>
<b>6</b>	13	16	16	16	16	<b>75</b>
<b>7</b>	12	17	18	17	18	<b>82</b>

<b>8</b>	10	15	15	15	15	<b>70</b>
<b>9</b>	10	15	15	15	15	<b>0</b>
<b>10</b>	10	15	15	15	15	<b>69</b>
<b>11</b>	11	16	16	16	16	<b>75</b>
<b>12</b>	0	0	0	0	0	<b>0</b>
<b>13</b>	12	16	16	16	16	<b>76</b>
<b>14</b>	10	15	15	15	15	<b>77</b>
<b>15</b>	12	16	17	16	17	<b>78</b>
<b>16</b>	10	14	15	15	15	<b>69</b>
<b>17</b>	12	14	17	18	18	<b>79</b>
					<b>TOTAL</b>	<b>1132</b>
					<b>AVERAGE</b>	<b>75</b>

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

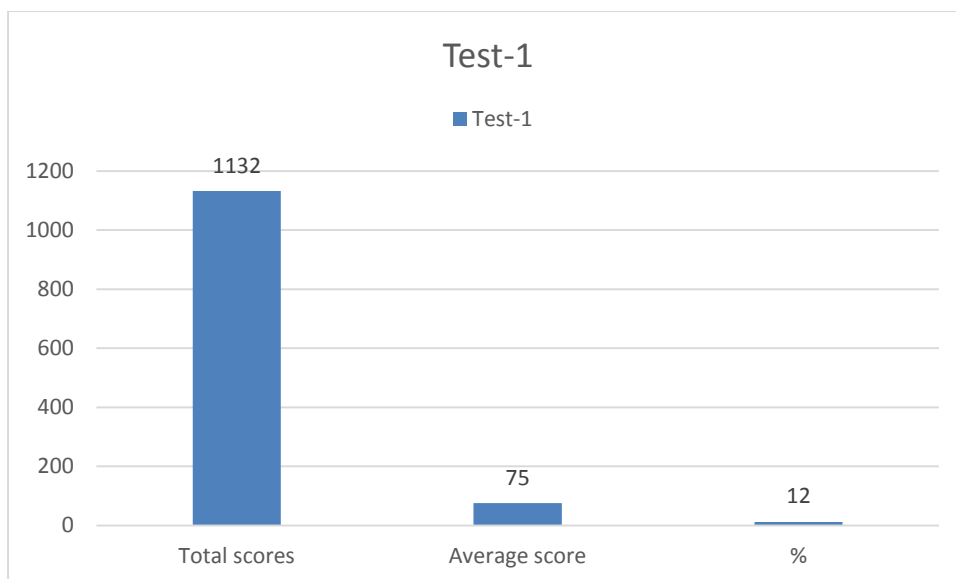


Chart No. 1 Test-1 results of students competencies

The Tes-1 results were under minimum completeness of mastery learning (KKM)  $\geq 80$ , 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.

#### 4.1.1 The Implementation of Flipped Classroom approach in Teaching Speaking

Flipped Classroom used the basic pattern of flipped classroom learning activities is divided into two parts, namely; 1. Learning activities at home before entering class, and 2) Learning activities in class.

##### Step 1. Learning activities at home before entering class

Activities at home Before entering class, the lecturer needs to give clear assignments related to what students must do at home. Therefore, the first thing the lecturer does is assign assignments. In the Flipped Classroom approach, assignments with simple topics and not too complicated, so they are easy for students to do. The topic is LLAMAS downloaded from the internet with a <https://learnenglishteens.britishcouncil.org/skills/listening/b1-listening/llamas> link. Through the learning video shown, listening to the audio, reading text, or interactive

multimedia, then translating the text from English into Indonesian, students were assigned to make comments from the reading. Then, they were asked to practice speaking their comments in front of the class.



### LLAMAS

<https://learnenglishteens.britishcouncil.org/skills/listening/b1-listening/llamas>

Furthermore, as evidence of having carried out the tasks, students were asked to write comments, on important points of what they have learned on a piece of paper, and their translation results from English to Indonesian about the material. All the works should be shared with the LMS application belongs to STKP PGRI Sidoarjo.

### **Step 2. Learning activities in class**

Using face-to-face meetings in class, students make presentations on speaking practice by delivering their comments. Student seating is arranged in a "U" shape formation. Lecturers can allow students to share comments about what they have learned at home in turn. Students are given the freedom to give their comments and conclusions. The lecturer gave scores to students. As per their competencies. The students' work is uploaded to the institution's LMS.

### **Step 3. Follow-up activities**

At this stage, the lecturer can provide appreciation, suggestions, motivation, etc. for students to keep learning enthusiastically. Lecturers can also relate the learning learned today

to students' real lives both now and in the future. So that students understand the importance of the learning experience they have gone through. Face-to-face opportunities can also be used to assign assignments in the next round of flipped classrooms.

#### **4.1.2. 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.

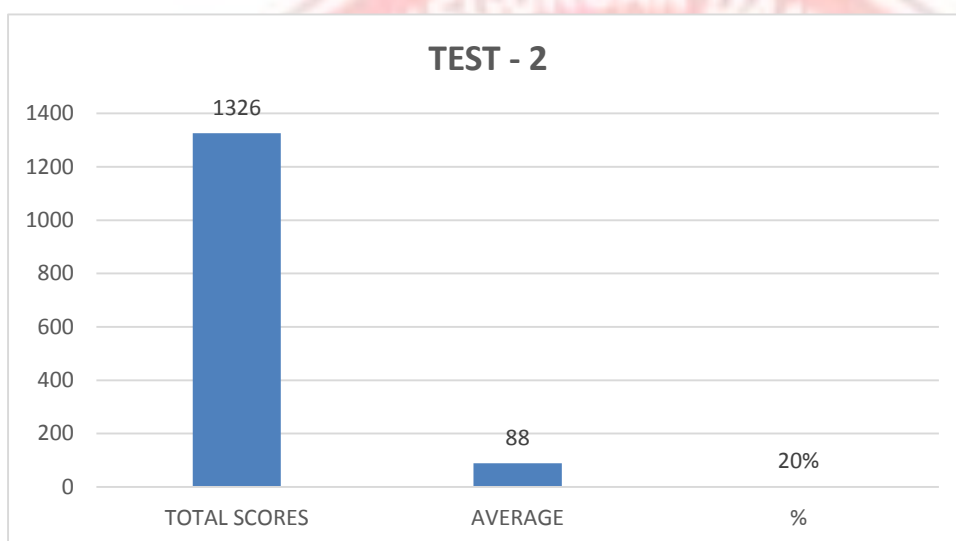
In test-1, students have not yet reached the minimum score, with an average score of only 75.46. It should be 80; hence, the lecturer has created Test-2 to assess the improvement of student learning outcomes through the flipped classroom approach. After the students did the test-2, the value results as shown in the Table 4.3.

**Table no. 4.3.**

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

<b>NO.</b>	<b>NIM</b>	<b>STUDENTS' NAME</b>	<b>SCORES</b>
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
<b>TOTAL SCORES</b>			<b>1326</b>
<b>AVERAGE</b>			<b>88</b>
<b>%</b>			<b>20%</b>



Description of the above table 4.3.,

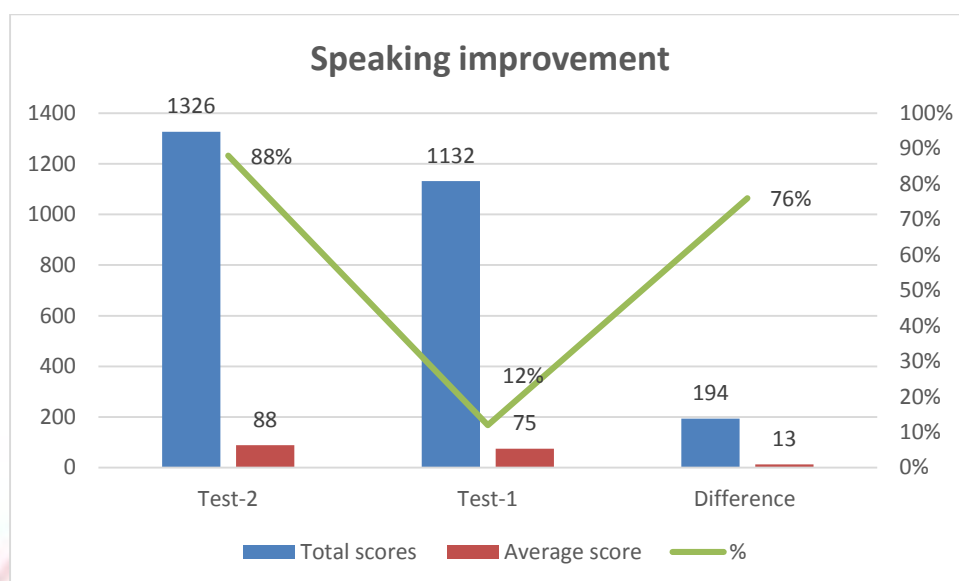
As the average Standard of minimum completeness of mastery learning (KKM) is  $\geq$  80. Based on the table above, students who got scores above 80 are 15 students mean 80%, while those who got scores below 80, a number two students or 20%.

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.4.4. Comparison Total scores and average score of Test-2 and Test-1**

No.	Total scores	Average score	%
Test-2	1326	<b>88</b>	88%

Test-1	1132	75	12%
Difference	194	<b>13</b>	<b>76%</b>



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.

#### **4.2. The students' perceptions in the implementation of Teaching Speaking using Flipped Classroom to English Students Batch of 2022A, Academic Year 2022/2023 at STKIP PGRI Sidoarjo.**

In this section, after speaking practice, the researcher distributes questionnaires to students to fill in students' perceptions of speaking learning using a flipped classroom. After the previous content, the number of points of the website is calculated using the theory of the Guttman Scale, which is a measurement scale using YES – NO. The YES scale value is 1. The NO scale value is 0.



Table no. 4.3

**Questionnaires for students to measure their perception towards teaching speaking using flipped classrooms.**

**TOTAL SCORES OF THE QUESTIONNAIRES FOR STUDENTS' PERCEPTIONS**

Please choose and fill in the blank form with YES or NO, based on your perceptions.

NO	Questions	YES Score = 1	NO Score = 0
1	<i>Were you motivated to practice speaking when using the flipped classroom approach?</i>	14	1
2	<i>Was practicing speaking in the flipped classroom approach quite pleasant?</i>	15	0
3	<i>Did you feel confident when speaking English using the flipped classroom approach?</i>	9	6
4	<i>Were you more comfortable speaking English through the flipped classroom approach?</i>	12	3
5	<i>Did the flipped classroom approach help you understand the material?</i>	9	6
6	<i>Could you speak smoothly in front of the class when using the flipped classroom approach?</i>	11	4
7	<i>Did you feel independent when learning with the flipped classroom approach?</i>	15	0
8	<i>Did you feel fine using the flipped classroom approach more challenging when practicing speaking?</i>	13	2
9	<i>Did you feel fine using the flipped classroom approach more interesting when practicing speaking?</i>	12	3
10	<i>Did you feel fine that using the flipped classroom approach made you more creative?</i>	14	1
	<b>TOTAL</b>	124	26
	<b>AVERAGE</b>	8,3	1,7

Description of Table No. 4.3:

Table No. 4.3 presents a detailed breakdown of responses to various questions related to the flipped classroom approach and its impact on speaking skills.

Total score no. 1 pertains to the question, "Were you motivated to practice speaking when using the flipped classroom approach?" The results indicate that 14 students responded with "YES," while 1 student responded with "NO."

Total score no. 2 addresses the query, "Was practicing speaking in the flipped classroom approach quite pleasant?" The data reveals that 15 students responded with "YES," while none responded with "NO."

Total score no. 3 focuses on the question, "Did you feel confident when speaking English using the flipped classroom approach?" A total of 9 students responded with "YES," and 6 students responded with "NO."

Total score no. 4 involves the query, "Were you more comfortable speaking English through the flipped classroom approach?" The results show that 12 students responded with "YES," and 3 students responded with "NO."

Total score no. 5 examines the question, "Did the flipped classroom approach help you understand the material?" The responses indicate that 9 students answered "YES," and 6 students answered "NO."

Total score no. 6 assesses whether students could speak smoothly in front of the class when using the flipped classroom approach. The data reveals that 11 students responded positively ("YES"), while 4 students responded negatively ("NO").

Total score no. 7 inquires, "Did you find using the flipped classroom approach more challenging when practicing speaking?" The results show that 15 students found it challenging ("YES"), and none found it easy ("NO").

Total score no. 8 addresses the question, "Did you find using the flipped classroom approach more effective for practicing speaking?" The data indicates that 13 students responded positively ("YES"), while 2 students responded negatively ("NO").

Total score no. 9 explores whether students found using the flipped classroom approach more interesting when practicing speaking. The responses reveal that 12 students found it interesting ("YES"), and 3 students did not ("NO").

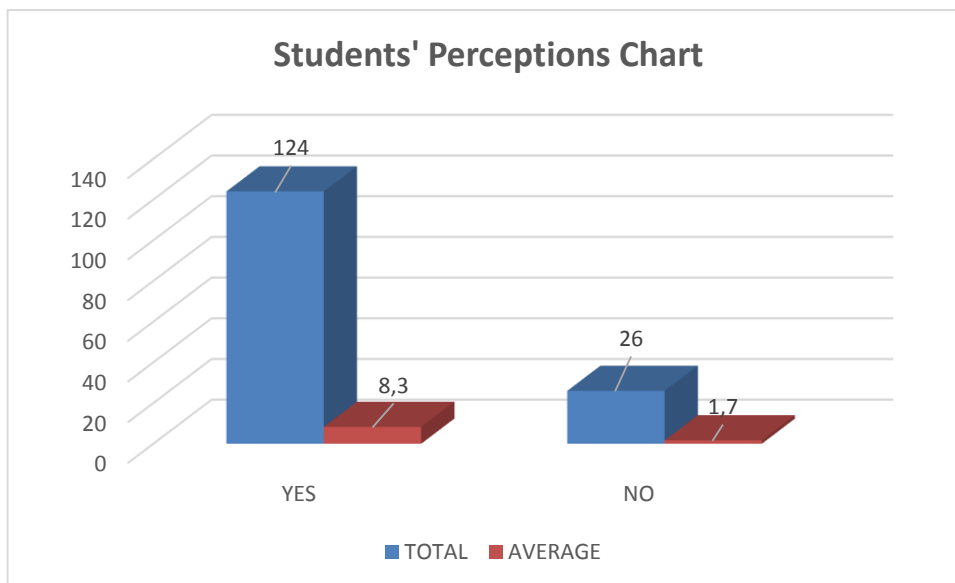
Total score no. 10 investigates whether students believed that using the flipped classroom approach made them more creative. The data shows that 14 students agreed ("YES"), and 1 student disagreed ("NO").

In conclusion, the table provides insights into students' perceptions of the flipped classroom approach for teaching speaking. Out of a total of 150 students, 124 students expressed a liking for the approach, while 26 students held a contrary view. Based on the questionnaire responses, a significant 83% of students answered "YES," indicating a positive impact, while 17% answered "NO."

**Table no. 4.4.**

**Students' Perceptions**

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



### 4.3 DISCUSSION

The result of collecting data from the observation of learning process, the implementation of teaching speaking using flipped classroom and the student's perceptions were described by the researcher in the analysis discussion below.

#### 4.3.1 The Discussion of Implementation Teaching Speaking Using Flipped Classroom Approach

##### **Flipped Classroom's implementation:**

##### ***Preparing Pre-recorded Lectures and Materials:***

Develop comprehensive video lectures and materials addressing key speaking concepts, techniques, and strategies.

Incorporate real-life examples and scenarios relevant to the students' interests and experiences.

Make these resources accessible through an online platform, ensuring easy access for students prior to the class.

***Pre-class Engagement:***

Assign students to watch the pre-recorded lectures and review materials before attending the class.

Encourage note-taking and comprehension to ensure students come to class prepared with a basic understanding of the content.

***In-class Activities:***

Utilize in-class time for interactive discussions, practice, and application of speaking skills.

Divide students into smaller groups for collaborative activities, debates, role-plays, and discussions.

Provide guidance and constructive feedback during these activities to encourage improvement.

***One-on-One or Small Group Sessions:***

Schedule individual or small group sessions to address specific concerns, offer personalized feedback, and provide additional support.

***Assessments:***

Design various assessment methods, including individual presentations, group discussions, and impromptu speaking tasks.

Emphasize both content and delivery aspects of speaking, allowing students to showcase their improved skills.

***Benefits of the Flipped Classroom Approach:***

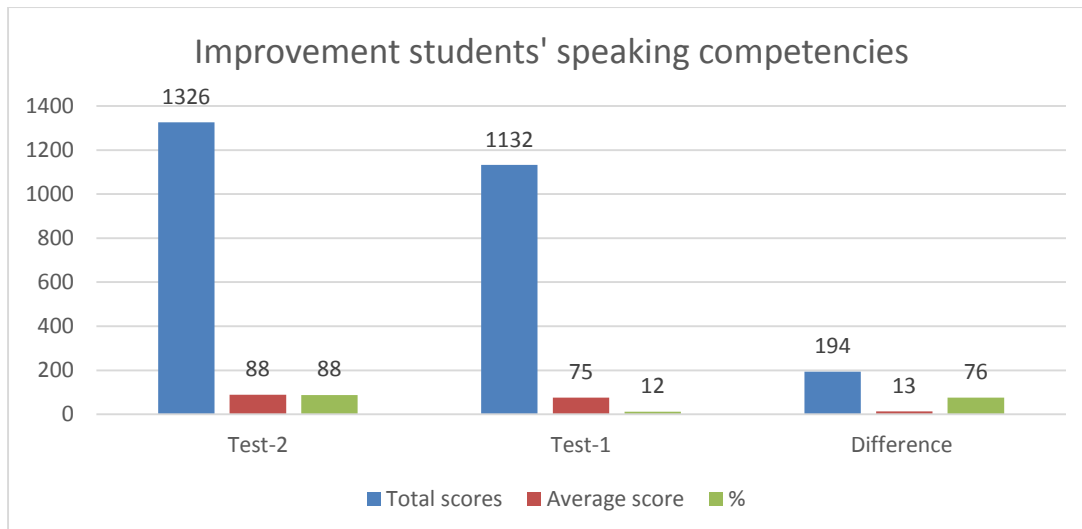
**Active Learning:** Students are actively engaged in the learning process both inside and outside the classroom.

The researcher found that the implementation of teaching speaking using flipped classrooms made the students confident to speak English. Flip learning really help students to be more confident, Abdullah, et al. (2019); Jakob, J. C., & Asrifan, A. (2022). The Role of Flipped Classroom in Developing Speaking Ability of Civil Engineering Students. Available at SSRN 4260721. The students were excited when the lecturer called the students to speak test one by one in front of the class. The students were enjoying because they study from links or material that is given by the lecturer, therefore they can prepare from home before tomorrow do the speaking test. From those explanations above, the researcher views that flipped classroom approach made the students more confident it is because they prepared by themselves to study the material given from the lecture before test the it can make the students also independent.

**Table 4.5.**

**Comparison of Results Test 2 and Test-1**

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



#### **4.3.2 The Discussion of *Student's Perceptions* of the Teaching Speaking Using Flipped Classroom Approach**

After the learning process using flipped classroom approach was implemented, the students were given a piece of paper that contained the questionnaire of the learning process.

Based on the questionnaire there was 83% that the students answered YES, and 17% they answered NO. It means that the flipped classroom approach works in this class. It proved that the students really enjoyed and had confidence in the learning process.