

Using Flipped Classroom to Teach Speaking

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ABSTRACT

Speaking is one of easiest skill than other. But sometimes most of people stuck in learning speaking because of lazy and bored of the traditional teaching method. It is assumed that Flipped Classroom can be the solution to get their interact in learning speaking and decrease the students' bored. This research is aimed to describe the implementation of using Flipped Classroom in teaching speaking. The research used qualitative research which is conducted at Vocational Highschool 2 PGRI Kediri. The subject that the researcher chose were the teacher and the students from the 11th Grade of Marketing Class. The findings reveal since the teacher delivered the video material before the class. It concludes that flipped classroom model offers learning opportunities and engagement to the students. Particularly, 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

keywords: flipped classroom, teaching speaking

ABSTRAK

Berbicara adalah salah satu keterampilan yang paling mudah dari pada yang lain. Namun terkadang sebagian besar orang terjebak dalam pembelajaran speaking karena malas dan bosan dengan metode pengajaran tradisional. Flipped Classroom diasumsikan dapat menjadi solusi untuk interaksi mereka dalam pembelajaran speaking dan mengurangi kebosanan siswa. Penelitian ini tepat untuk mendeskripsikan implementasi penggunaan Flipped Classroom dalam pengajaran speaking. Penelitian ini menggunakan penelitian kualitatif yang dilaksanakan di SMKN 2 PGRI Kediri. Subyek yang peneliti pilih adalah guru dan siswa kelas XI Kelas Pemasaran. Temuan tersebut terungkap sejak guru menyampaikan materi video di depan kelas. Ini menyimpulkan bahwa model kelas terbalik menawarkan kesempatan belajar dan keterlibatan kepada siswa. Khususnya, model ini juga mendorong pembelajaran aktif bagi siswa. Dari pengamatan, disimpulkan bahwa Flipped Classroom menunjukkan perbedaan yang signifikan dimana model flipped classroom efektif meningkatkan hasil belajar keterampilan berbicara siswa

keywords: flipped classroom, teaching speaking

INTRODUCTION

Live in 21st century everything that we do will be easy. And most of people are focusing on using technology for many things such as communication. People can communicate with the people around or outside using internet media. Most of people using English for communication. Talking about communication absolutely we will talk and use the language . One of languages that most the people use is English. Although Speaking is one of easiest skill than other But sometimes most of people stuck in their speaking

because of less practice and lazy. The things that make them lazy is when they do not find the way of practice that's packaged with funny ways and happy ways. It makes most of young Generation give up in learning speaking. It is dangerous if the generation have no solution of their problems. They can not compete with other people. Speaking is one skill that needs practice. In Speaking students can express their idea in oral communication but it needs some aspects to complete their speaking well. Such as memorizing Vocabularies , pronunciation ,body language and use grammar as well. Young Generations exactly the students needs preparation for competing with other people around the world in order that they have to have speaking skill to communicate with other. As the statement of Bahadofar & Omvidar that speaking is one of the skills has to be mastered by students In learning English (Bahadofar & Omvidar, 2014). Therefore teaching English has been implemented early on in Indonesia because English is also an international language. According to Kencanawati (2010) that as an International language, English is very important in our live. Without English we can not communicate with many people from many other countries

Moreover Speaking is one of skill has to be mastered but the students must have the way to improve their speaking skill easily. Learning English will be easy if the students have media to help them in improving their speaking ability. In this era Media is one of important aspects that makes us easy to learn English. We often get traditional way which is explained by the teachers to students. This is the reason why one of subject in English exactly Speaking gets no attention. We have to follow what the students like to make a good learning process between the teacher and the student. There many applications for the students that can improve their speaking skill. According to Kuning (2020), there are several applications that can be used for the learners in learn about English. Those application can be used for certain skills of English, especially for speaking. Media has the function as the tools of communication or data. Media refers to all components of mass media, like printing media, media of news, theatre, broadcasting of radio or television, advertising, and photograph. commonly media has some advantages to attract the students motivation in learning process . media can be the key of successfulness of learning. If we are as the teacher. We never know when our student's emotion gets up and gets down. So if we use media as one of way to decrease the student's boring and increase their spirit so we can get interact and it makes them easy to learn the subject that we teach.

In addition, based on the forum group discussion during conducting the research at Vocational Highschool 2 PGRI Kediri. The researcher found some problems of the students there by giving some questions to them when began the research.(followed by theory of...) The questions are : (1) Do you like English? ; (2) Why do you hate English? ; And (3) How the ways do you like to learn English?. The researcher got the answers from the students. The

answers are : (1) Some students like and some students do not like with a reason. ; (2) the several students who hate English answer the questions, because they are bored with the traditional method that the teacher gives in teaching process. ; (3) most of the students like learning English by watching video and use the source from internet. From the interview that researcher did to the students. It assumed learning process must be balance. In the learning process must involve between the students and the teacher. When the teachers comfort and also the students must enjoy with the method that the teacher uses. In order that the learning process runs smoothly and the students can understand the explanation that is explained by the teachers.

Flipped classroom is designed when the students learn the material before the class begins. Learning the material that the teacher shares then in the end of learning is discussion between teacher and students. Flipped classroom is suitable also for all students. If they are lazy and little bit difficult to understand the lesson. they can open the material many times. Flipped classroom is focus on the power of media. Such as interesting video, funny videos that's put in PPT. the source of learning must be interesting, the source can be from internet or youtube and anywhere. So the student must not be lazy when they join the lesson. But before teaching uses flipped classroom model the teacher should prepare as good as well to make the students enjoy in learning process or the learning process will be bored if the teacher doesn't know how to make them enjoy in learning process. Teng (2018), stated :

"flip teaching also means an increased workload for teachers. For example, teachers may regard that creating videos and other online materials in advance requires more time and heavy front ending of lessons. In addition, technical problems can occur. Teachers need to be trained to use the new technology proficiently and have backup plans in mind when technology fails".

Gaughan (2014) stated The Flipped Classroom was a success. The students engage with primary source material more regularly than before the flipped classroom. Coming to class is always a pleasant experience for me because the majority of my students contribute to discussion with enthusiasm and knowledge. Flipped Classroom is effective to help all students. They can prepare as well before coming at class. Understanding the material while having an interesting from the source that the teacher gave before. So when the class begins. The students are ready to deliver their understanding and it makes pleasant learning process between the teacher and the students

Flipped Classroom

Flipped classroom is a model that helps the students in learning process. it helps all students in any condition even though they are busy they can read the explanation from the teacher from their mobile.

The Definition of Flipped classroom

Flipped classroom is a model that helps the students in learning process. it helps all students in any condition even though they are busy they can read the explanation from the teacher in their mobile. If usually the common model always gives the explanation about the material for the students at class then giving them the tasks that they have to do at home, but in Flipped classroom the teacher let students read some of explanations for understanding by themselves before coming at class by sending the document such as lesson plan, explanation video, PPT and source of web for helping them in understanding the material. This model only gives the task when the students come to the class like practicing or presenting what they have understood from the material that teacher gave to them before coming to the class. the common tasks are making role play, make a dialogue based on the material topic and etc. Flipped classroom is focus on the process of learning. (Subramaniam & Muniandy : 2016) stated that ,”In the Flipped Classroom model, work that is normally done in class and works that is normally done as homework is flipped or switched. Before coming to class, students read materials and view videos on the topic assigned and then engage in class in active learning using games, simulations, discussions or experiments with the assistance of the educator”.

The Function Of Flipped Classroom

The function of Flipped Classroom is giving the space to the students to use their own understanding In learning process. Flipped classroom is designed for giving a chance to the students to understand before the class begins. If in traditional method the teacher gives the material at class and the students learn and understand what the teacher explains in the same time, but in flipped classroom model the teacher will let the students to understand 5 days before coming at class. It makes the students have a lot of time to prepare and understand the material before the class begins. There fore When the class begins is the time for the students to show up what they have read and understood. The teacher here is a facilitator and a guide to give the evaluation and explain when the understanding of the students are missed. The unique thing in flipped classroom is When the teacher implements this model. Be equal to All of students is the first purpose of this model. Let the students who is easy to understand the material or the student who needs more time in understanding and read the material many times. In Flipped Classroom model the students can access the material wherever and wherever they from their mobile with the time that the teacher sets. Decrease their bored because the teacher has prepared and make the material such as interesting PPT, interesting explanation video and source from the internet that is packaged innovatively. Supported by the research that sudarmaji et al did (2018) the result showed the fully online flipped classroom model not only engage them with the English material but also significantly improved their speaking performance. Furthermore, the students were become more confident to speak in English during the class session.

The Characteristic Of Flipped Classroom

One of the characteristic of this model is using technology as innovative as possible. If the teacher can not use the technology, media as

innovative as possible and use the ordinary way. It can not be called Flipped Classroom, although the teacher has changed the way of teaching like usually the students get the explanation in the same time and also get material at class which has been changed by giving the students the material before coming to the class. Because one of aspect that the teacher should apply is using interesting media such as interesting PPT, interesting explanation video, source of video that the teacher should find from internet to support and make them understand easily. Using media is not only making the students easy to understand material but also they can feel happy and enjoy when they have a learning process. There for here the teacher should learn how to use technology and media as innovative as possible. (Mok : 2014) stated that ,”this trial has shown that students in an undergraduate IS course exposed to the flipped classroom had enjoyed the experience with a significant number believing that it was an effective pedagogy. The repeatability of the videos at any time and place allowed students to prepare thoroughly for class, and the displacement of classroom lectures meant additional contact time for more useful and engaging learning activities”.

Steps Of Implementing Flipped Classroom

Here is the steps of implementing flipped classroom model that the teachers should prepare Berikut adalah cara cara serta Langkah Langkah dalam mengaplikasikan model pembelajaran flipped classroom. Such as :

1. The teacher should make Lesson plan of teaching based on syllabus.
2. The teacher should package the material be more interesting In Power point.
3. The teacher should record and make explanation video from the power point that the teacher has made.
4. The teacher should find the source of video which is interesting from internet to be linked into google drive or google classroom as the media of submission task and delivering the material.
5. The teacher should download or using google classroom, google drive as the media for putting the material that the students can access
6. After doing all preparation the teacher shares the material and gives the instruction what the students should do in joining the class.
7. When the class begins. The teacher only becomes a facilitator and also the guide. Let the students show up what they have read and understood. Let the students do the main task by practicing what was the instruction that the teacher gave in 5 days before the class begins.
8. The last activity is giving feedback and additional explanation to the students.

According to Bergmann & Sams (2012 : 41) stated ,” In Stages in making video when we makeour videos, there are four stages : planning the lesson, recording video, editing the video, and then publishing.

From the previous research about Developing Students’ Speaking Skills through Flipped Classroom Model on High School Students. Using flipped classroom can interest student & improve their speaking skill. The

implementation of flipped classroom could be alternative choice by the teacher in teaching speaking. Using flipped classroom model in order to improve students' speaking skills can be beneficial because during the class-time activity, the time is used for discussion activity and practicing to use the target language which makes the students become more active to use the target language in the classroom Sudarmaji et al, (2010). Different with the previous research which used quantitative. The Researcher is interested to do research based on the student's problems using qualitative research about using flipped classroom in teaching speaking at the 11th grade marketing of Vocational Highschool 2 PGRI Kediri

Research question : How is the implementation in using Flipped Classroom to teach speaking at 11th grade Marketing of Vocational Highschool PGRI 2 Kediri?

METHODS

Approach of Research

This Research used qualitative research which will describe the implementation in using Flipped Classroom to teach Speaking at Vocational Highschool 2 PGRI Kediri.

Subject

In this research, the subject is from the students of 11th Grade Marketing at Vocational Highschool PGRI 2 Kediri. the quantity of the students are 25 students.

Instruments

The instrument of this research is the product video that the students make and the behaviour that can be analyzed after the flipped classroom has been implemented to the students. From The video that the students had submitted in the end of the class in google drive. The researcher get the differences before and after flipped classroom had been implemented.

Procedure

The procedure of this research is the researcher did observation about what things that the teacher should prepare in implementing Flipped Classroom in teaching speaking such as started make lesson plan, PPT, Video Explanation and Source link for the students to submit the main task, until the activities when the class began.

Data Analysis

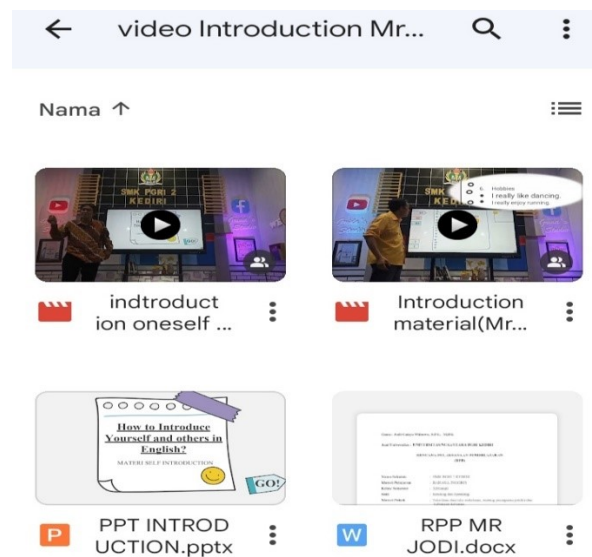
The data analysis that the researcher used are observation, documentation, interview. The researcher did observation from the treatment that the teacher gave to the students about how the students response when the teacher implemented Flipped Classroom In teaching speaking. Take some pictures in learning process such as submission video and the room class

activity. Ask some questions from the teacher and students about how the flipped classroom model in teaching speaking.

RESULT AND DISCUSSION

Preparation and Flipped Classroom Activites

From the research. The researcher got the things that the teacher should prepare in implementing Flipped classroom in Teaching Speaking. In preparation the teacher should make Material, Lesson Plan, Innovative PPT, interesting video explanation contains the purpose material in PPT and make submission link that students can acces to read the material before the class began and make source link for submitting the main task. After the student made video product it will be tested orally and evaluated by the teachers when the class began. The students got the opportunities to present their video product.



Picture 1. Lesson plan, PPT, Explanation Video

Those pictures showed that the teacher made some preparation before start teaching using flipped classroom model in teaching speaking.



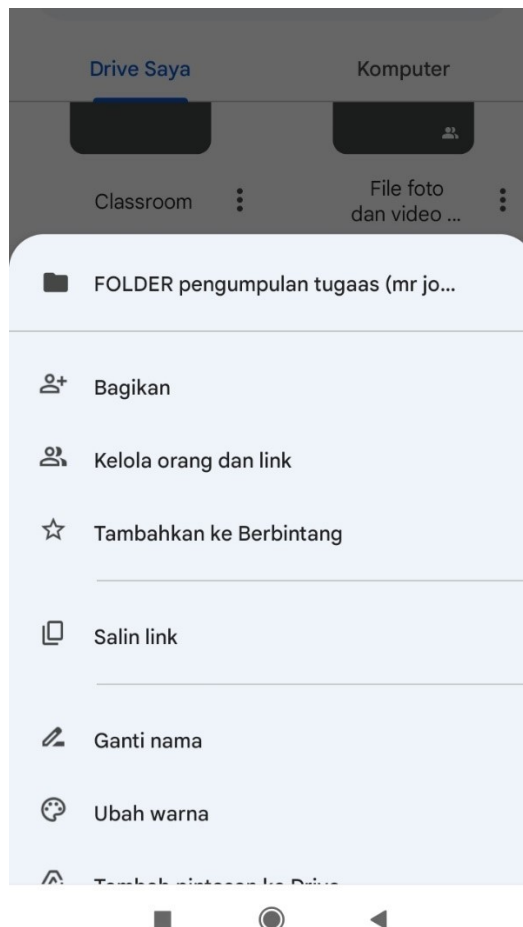
Picture 2. Explanation video

That picture showed, After the teacher make Lesson Plan and PPT material. The teacher made explanation video contained the material that he made in PPT to help the students in understanding the material.



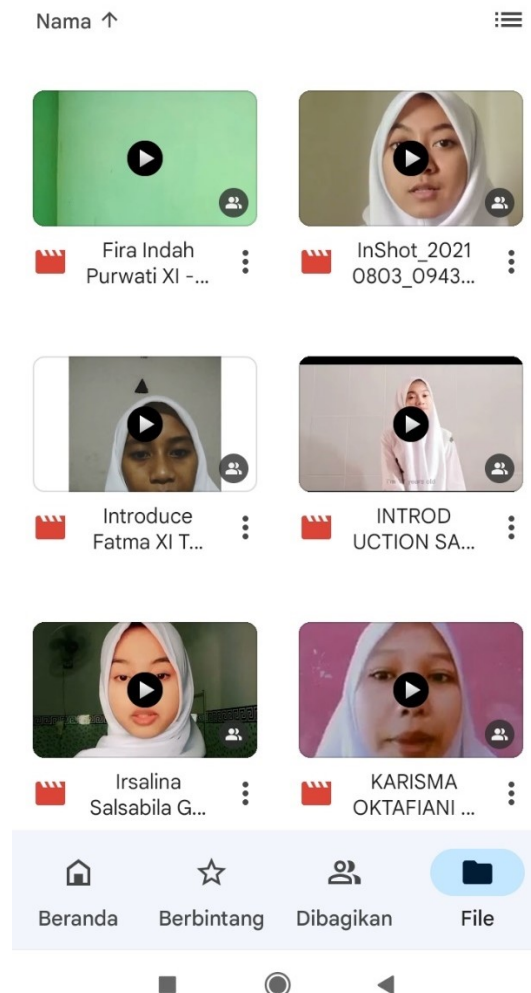
Picture 3. dialogue innovative video

Here the teacher involved senior students in making innovative video as the sample what the teachers want to explain to the students in Flipped Classroom class.



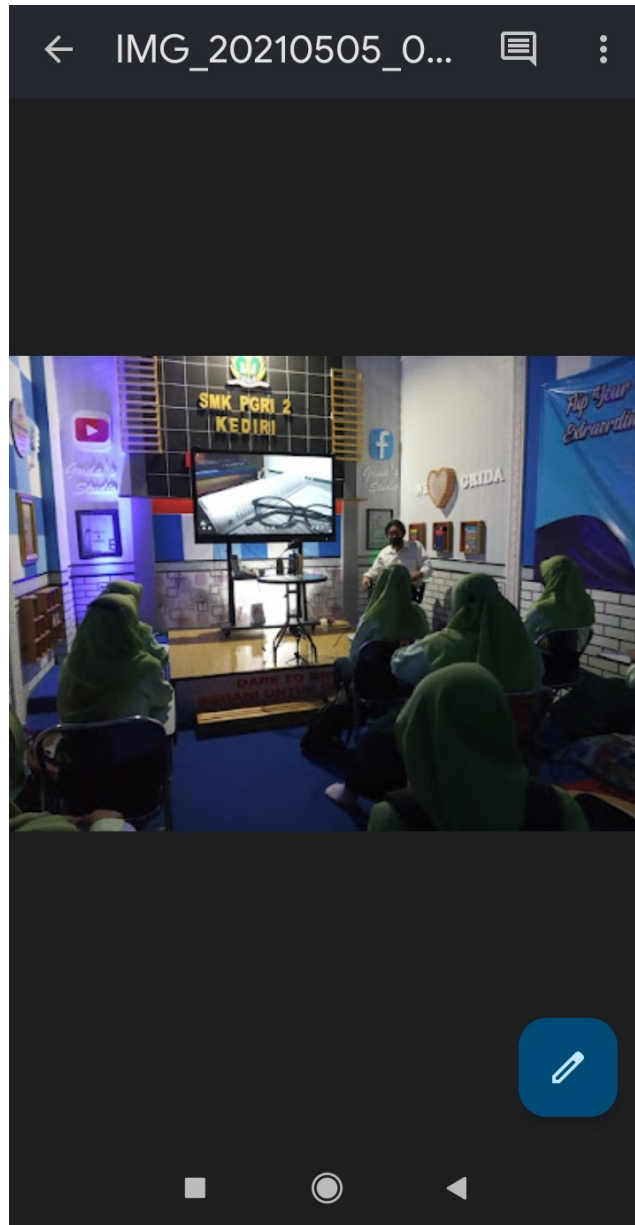
Picture 4. Source Link For submitting the task

After the teacher made Lesson Pla, PPT, explanation video and innovative Video. The teacher has delivered the lesson plan, PPT material, Explanation video and also innovative video. After the students read and learn the material the teacher made source of link to the students to submit their tasks to show up their understanding.



Gambar 5. student's product

After Understanding material, the teacher asked the students to make video product to let them practice their speaking and give them the opportunities to show up their understanding about the material that teacher shared.



Gambar 6. activity when the class began

The teacher evaluated the students from the product video that the students made. Then, the teacher let them to show up in front of the class by asking some questions about the product that students has made. The students practice introduction oneseff in front of their friends when the class began



Gambar 7. The last activities in the end of class

In the end of the class the teacher let the students asked about the purpose of the material that has been packaged into flipped classroom model and also gave suggestion to the students in improving their speaking with funny ways like the students got in implementing flipped classroom in learning speaking.

The data from interview & observation relates the previous research

Tabel 1. The data interview from an English teacher who has implemented the FCM.

| Subject interview | Preparation and tools,application | Steps of implementing Flipped Classroom Model |
|--|---|--|
| English teacher at Vocational Highschool PGRI 2 Kediri | Lesson plan, ppt, explanation video, innovative video, link source, google drive, youtube | <ol style="list-style-type: none"> 1. Make lesson, ppt, explanation Video 2. Share all of the material into one link to the students. Let the students watched the video before the class begin 3. Asked the students to make product video as the sample of their understanding 4. When the class began. Let the students explain and show what they have made in front the class. 5. Evaluate and giving suggestion to all students. If they can learn English with the funny ways like what they got in flipped classroom model. |

Tabel 2. Mark Feng Teng Flip Your Classroom to Improve EFL Students' Speaking Skills (2018)

| The previous research | preparation | The steps |
|--|--|---|
| Mark Feng Teng Flip Your Classroom to Improve EFL Students' Speaking Skills (2018) | Lesson plan, technology, movie, webquest | Before Class • Students watched five movie trailers. • Students were encouraged to choose other favorable videos and materials for learning. • All the materials (organized in the QuestGarden format) were delivered to the students for them to learn. First Class Period • Introduction to movie genres (10 min) • Tutorial on WebQuest strategy training (15 min) • Tutorial on TED-Ed strategy training (15 min) Second Class Period • Classroom conversation activity (15 min) • Group discussion based on five movie trailers (15 min) • Interactive feedback session, in which the students worked in pairs and the teacher assisted them in designing presentation (a digital story-telling task) over the following week (10 min) Third Class Period • Presentation (40 min) Fourth Class Period • Completing multiple-choice questions for video comprehension and learning materials (10 min) • Assessing learners' oral presentation on an assigned topic (30 min) |

From the interview that the researcher got from the students. They gave the good response. The students are more interested in learning Speaking because they feel happy and enjoy from the new way of learning exactly in implementing using flipped classroom to teach speaking. It is true through the result and the student's response. In learning should involve both of the students and the teachers. Supported by Vygotsky in constructivism theory (1978). Learning is an active process, A good relationship between the instructor and learner collaboration learner.

CONCLUSION AND SUGGESTION

The main aim of this research is focus on describing the implementation of using Flipped Classroom to teach speaking At Vocational Highschool PGRI 2 Kediri. By giving new model to the students, the researcher hoped many teachers could implement or using flipped classroom to decrease the students' bored. Get their interact in subject of the teachers teach is important. From the implementation Using Flipped Classroom to teach speaking that has been conducted at Vocational Highschool PGRI 2 Kediri. the subject of the research are the students and the teacher who implemented this model. From 25 students on 11th grade Marketing. They feel enjoy and happy with the new model that they have just got. Based on the problems of learning English. Decreasing the students bored in learning English exactly in Speaking Subject is really important. To help the students to prepare their future. Therefore teaching English has been implemented early on in Indonesia because English is also an international language. According to Kencanawati (2010) that as an International language, English is very important in our live. Without English we can not communicate with many people from many other countries.

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