



THE EFFECT OF USING FLIPPED CLASSROOM STRATEGY ON STUDENTS' SPEAKING ABILITY

Nanda Inayah Agustiar¹, Rizki Amelia²

^{1,2}English Education Department, Universitas Islam Negeri Sultan Syarif Kasim Riau,
Indonesia

Correspondence E-mail: ¹nandainayah20@gmail.com, ²rizki.amelia@uin-suska.ac.id

ABSTRACT

This research aims to find out the effect of using the Flipped Classroom Strategy on the speaking ability of the eighth-grade students at MTs Al-Ma'arif. The research is quantitative research with an experimental research design. Technique in collecting data is quasi-experimental. The research population were eighth-grade students of MTs Al-Ma'arif, in the academic year of 2023/2024 with a total of 37 students. There were 37 students as a sample of this research. The purposive sampling technique was used in this research. The instrument used to collect data in this research was an oral test consisting of a pre-test and a post-test. The analysis of quantitative data showed that the application of the Flipped Classroom

Strategy was an effective strategy in the speaking classroom. The technique of analyzing data was an independent sample T-test through SPSS 25 and Cohen's d formula. The results of the independent sample t-test indicated that the sig (2-tailed) value was $0.00 < 0.05$ which means there was a significant difference on students' speaking ability, and the effect size was 1.81 with a percentage of 96%. In conclusion, there is a significant effect on the speaking ability of the eighth-grade students taught by using and without using the Flipped Classroom Strategy at MTs Al-Ma'arif.

Keywords:

Flipped Classroom, Speaking Ability, Kurikulum 2013

INTRODUCTION

In the educational world, speaking plays a vital role in language. The speaking skill is also the most challenging and complex of all the four skills, as it requires expertise in and exposure to the target language (Asaad & Sharma, 2022). The problems faced by students in English speaking can be attributed to limited knowledge of speaking skills components (vocabulary, pronunciation, grammar, fluency) and personal factors like shyness, anxiety, lack of confidence, and fear of making mistakes (Candraloka et.al, 2019).

However, the major problem for most English teachers is that there are fewer contact hours, and there is not enough time to deliver all the content and facilitate students' classroom activities (Hamden et al., 2013). A newly adopted teaching strategy called "flipped learning" has the ability to address the limitations of EFL classroom environments (Lee &

Wallace, 2018). It allows more time for students to learn inside and outside the classroom because of the inverted learning process with the utilization of technology (Bergmann & Sams, 2012).

Furthermore, there are some previous studies which relate to this research. Rahman & Hajar (2021) stated that the flipped classroom strategy is successful for teaching speaking, and the students felt that using the flipped classroom strategy was not difficult for them. It not only resulted in the enhancement of students' speaking ability but also fostered greater engagement among students during the teaching of speaking. Santhanasamy & Yunus (2022) also conducted a study about flipped classroom strategy on students' speaking skill. The result showed that implementing the flipped classroom strategy can significantly improve students' speaking skills, motivation, engagement, productivity, and problem-solving abilities. Additionally, flipped classroom strategy also has a good impact on another language skills such as research conducted by Hashemifardnia, et.al (2018) who conducted study about flipped classroom strategy on students' reading comprehension.

Therefore, the researcher is interested to apply flipped classroom strategy in teaching speaking. The development of speaking ability in language learning requires a combination of practical exercises and reflective practices. Based on the explanation provided, this research aims to examine the effect of flipped classroom strategy towards students' speaking ability.

METHOD

This study aims to investigate the effect of flipped classroom strategy on the speaking ability of eighth grade students at Mts Al-Ma'arif. By defining the concept of a flipped classroom and emphasizing its significance in education, the study posits that this strategy could be particularly effective in Indonesia. It suggests that the flipped classroom model might address the discrepancies between traditional teaching strategy and individual learning needs, fostering greater autonomy and enhancing speaking ability. To support this claim, quantitative research was presented with a quasi-experimental research design. 37 students of eighth grade were sampled and divided into control and experimental groups. To collect the data this research used test such as pre-test and post-test. The test was an oral test where the students were asked to tell the activities of people in the pictures. And the scores of students were scored based on Kurikulum 2013 indicator by two raters. In

analyzing the data, the researcher used independent sample t-test, and then to know the effect size, cohen's d formula was used.

RESULTS

Speaking Ability before being Taught Using the Flipped Classroom Strategy

The students' speaking ability before being taught by using Flipped Classroom Strategy were gotten from pre-test and post-test scores of control class. It was stated below:

Table 1. The Statistic of Pre-Test and Post-Test Score in Control Class

Test	N Statistic	Minimum Statistic	Maximum Statistic	Mean		Std. Deviation Statistic
				Statistic	Std. Error	
Pre-Test Control	18	53	70	60.67	1.155	4.899
Post-Test Control	18	58	78	66.06	1.274	5.407
Valid N (listwise)	18					

From the table above, the mean of pre-test in control class was 60.67, standard error mean was 1.155, standard deviation was 4.899, minimum score was 53, maximum score was 70. While, the mean of post -test in control was 66.06, standard error mean was 1.274, standard deviation was 5.407, minimum score 58, and maximum score was 78.

Next, students' speaking ability before being taught by using Flipped Classroom Strategy were gained from students' post-test scores in control class. It can be seen in the following table:

Table 2. Frequency Distribution of Post-Test Scores on Students' Speaking Abilities in the Control Class

No.	Level Score	Category	Frequency	Percentage
1.	86-100	Very Good	-	-
2.	71-85	Good	1	5%
3.	56-70	Enough	17	95%
4.	0-55	Poor	-	-
Total			18	100%

As presented on the table above, there was no student was at very good category, with the percentage 0%. 1 student got 71-85 score and categorized “good” with the percentage was 5%, 17 students got 56-70 score and categorized “enough” with the percentage 95%. It was concluded that the average score of students’ speaking before being taught by using Flipped Classroom Strategy was at “**Enough**” category.

Speaking Ability of Students after Being Taught Using the Flipped Classroom Strategy

To answer this question, the research showed the statistic of pre-test and post-test scores of Experimental classes. It was presented as follows.

Table 3. The Statistic of Pre-Test and Post-Test Scores in Experimental Class

Test	N Statistic	Minimum Statistic	Maximum Statistic	Mean		Std. Deviation Statistic
				Statistic	Std. Error	
Pre-Test Experiment	19	57	70	65.37	1.004	4.374
Post-Test Experiment	19	65	88	76.47	1.382	6.022
Valid N (listwise)	19					

Based on the table, the mean of pre-test was 65.37, standard error mean was 1.004, standard deviation was 4.374, minimum score was 57, maximum score 70. While, the mean of post-test was 76.47, standard error mean was 1.382, standard deviation was 6.022, minimum score was 65, and maximum score was 88.

And then, the result of students’ speaking ability after being taught by using Flipped Classroom were gained from students’ post-test scores in experimental class. It was shown on the table below:

Table 4. Frequency Distribution of Post-Test Scores on Students’ Speaking Abilities in the Experimental Class

No	Level Score	Category	Frequency	Percentage
1	86-100	Very Good	1	5%
2	71-85	Good	14	75%
3	56-70	Enough	4	20%
4	0-55	Poor	-	-
Total			19	100%

Following to the table above, it indicated that there was 1 student got score 86-100 and categorized “Very Good”, with the percentage 5%. Then, there were 14 students got score 71-85 and categorized “Good”, with the percentage 75% and there were 4 students got score 56-70 and categorized “Enough”, with the percentage 20%. In conclusion, the majority of the experimental class students’ post test scores were classified into “**Good**”.

The Significant Effect of Students’ Speaking Ability before and after being Taught by Using Flipped Classroom Strategy

To find out the effect of students’ speaking ability before and after being taught by using Flipped Classroom Strategy at MTs Al-Ma’arif, the data were obtained from the students’ post-test score in experimental class and post-test in control class, the analysis was continued by using independent t-test, as follow:

Table 5. The Result of Independent Sample T-test

		Levene's Test for Equality of Variances		t-test for Equality of Means					
		F	Sig.	t	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference Lower Upper
Score	Equal variances assumed	.162	.690	5.526	35	.000	10.418	1.885	6.591 14.245
	Equal variances not assumed			5.543	34.906	.000	10.418	1.880	6.602 14.234

Therefore, the results of the data analysis gave answer for the third research questions, from the output above, it was shown that sig (2-tailed) value is 0.00. It stated that $0.00 < 0.05$ which meant there was a significant difference of students’ speaking ability before and after being taught by using Flipped Classroom Strategy at MTs Al-Ma’arif.

Table 6. Frequency Distribution of Students’ Speaking Ability before and after Being Taught by Using Flipped Classroom Strategy

Category	Control		Experimental	
	Frequency	Percentage	Frequency	Percentage
Very Good	-	-	1	5%
Good	1	5%	14	75%
Enough	17	95%	4	20%
Poor	-	-	-	-
Total	18	100%	19	100%

From the table IV.6 above, it can be seen that in Control class there was no students in “Very Good” category, with the percentage 0%, 1 student in “Good” category with the percentage 5%, and 17 students in “Enough” category with 95%. Meanwhile score in Experimental class there was 1 student in “Very Good” category with the percentage 5%, 14 students in “Good” category with the percentage 75%, and no one in “Poor” category with the percentage 0%. Based on the explanation above, the researcher concluded that there was any significant difference of students’ speaking ability before and after being taught by using Flipped Classroom Strategy at MTs Al-Ma’arif.

To determine the effect size of eighth grade students’ speaking ability taught using Flipped Classroom Strategy at MTs Al-Ma’arif, an effect size test was conducted. The effect size test is a follow-up statistical test aimed at determining the magnitude of the treatment’s effect. The data was calculated using Cohen’s d formula.

Table 7. Group Statistics

	Class	N	Mean	Std. Deviation	Std. Error Mean
Score	Post-Test Experiment	19	76.47	6.022	1.382
	Post-Test Control	18	66.06	5.407	1.274

$$\text{Cohen's } d = (M_1 - M_2) / SD_{\text{pooled}}$$

$$SD_{\text{pooled}} = \sqrt{((SD_1^2 + SD_2^2) / 2)}$$

$$\text{Cohen's } d = (76.47 - 66.06) / 5.723 = 1.819$$

According to the calculation obtain from an effect size of 1.819, referring to the effect size interpretation table, the result indicated that the treatment administered by the researcher significantly effected learning outcome by 96%, which is classified “**Large**”.

DISCUSSIONS

This finding is consistent with the result of Abdullah, et.al. (2019) that the application of Flipped Classroom was an effective approach in the speaking classroom where Flipped Classroom played a highly positive role in enhancing students' speaking performance over the in-class and out-of-class activities. In addition, this finding is similar to the result of AlKhoudary (2019) that the result of pre and posttests demonstrated noticeable progression in the participants' performance since it had enough exposure to teaching materials.

By implementing Flipped Classroom Strategy in learning process, students had more time to devote to engaging with a specific course subject. It meant that Flipped Classroom Strategy gave a good contribution to the attainment of teaching learning English especially speaking part. This result supported research by Imam Sudarmaji (2021) flipped classroom model which was implemented in teaching speaking had a positive impact and during the class-time activity the students are confidently used the target language in front of their friends and the teacher. And also, Fahmi, R (2020) mentioned that in-classroom activities provided them benefits from the review activity as well as the peer-learning activities. Besides, it helped them became more active learners and overcome their difficulties.

Students' speaking ability increased significantly after being taught by using Flipped Classroom Strategy and it allowed students to have dedicated practice time for speaking, leading to reduced speaking anxiety and increased confidence, this finding also supported the result of Rahman & Hajar (2021), FCM is successful for teaching speaking, and the students felt that using the flipped classroom method was not difficult for them. It not only resulted in the enhancement of students' speaking ability but also fostered greater engagement among students during the teaching of speaking. In addition, Asaad & Sharma (2022), mentioned that Implementing Flipped Classroom Strategy in speaking course made students enjoyed and found it appropriate in helping them become more fluent, confident in their classes.

Flipped Classroom Strategy helped the teacher because lecture time is reduced since students have prepared for class therefore, they can engage more in the class. Zainuddin (2019) stated similar result that the flipped learning environment allocates more times for the students to interact with peers and instructor both in and out of class hours.

Additionally, prior research conducted by Ayçiçek & Yanpar (2018), had similar findings regarding student engagement when utilizing the Flipped Classroom strategy. They

found that flipped classes fostered increased engagement among students throughout the learning process. By placing students at the center of the educational process, the flipped classroom strategy creates an active learning environment, encouraging greater participation from students. The incorporation of active learning activities within this class may positively impact students' levels of engagement in the classroom. This could be attributed to the students' active participation in class activities under the guidance of the teacher, as well as the teacher's immediate feedback.

CONCLUSIONS

Referring to the data analysis and data presentation in the previous chapter, this research highlights the positive impact of the Flipped Classroom Strategy on students' speaking ability and engagement. The strategy provides multiple opportunities to practice and interact, reducing anxiety and increasing confidence. This strategy fosters active learning, collaboration, and personalized feedback, benefiting both students and teachers in language acquisition. Across various studies, it is evident that the Flipped Classroom Strategy positively influences students' speaking ability by providing them more time for dedicated practice and interaction with course material.

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