



Effectiveness of Flipped Learning Method in Improving Students' Speaking Skill

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Abstract

This research aims to find out the effectiveness of using the flipped learning method in improving students' speaking skill. This research employed quasi-experimental method. The subject of this research were two groups, the experimental and the control group of the third semester students of Tadris Bahasa Inggris STAIN Majene. The data of this research were collected through pretest and post-test. The data of this research were analyzed by using SPSS. The result of the research reveal that the students' post-test in experimental experiment class, the minimum results were 20 and the maximum score was 60 with an average score of 32,00. While in the control class, after the researcher gave an pre-test, the score was 20 and the maximum value was 44 with an average value of 33,71. And then, the researcher gave a post-test without doing treatment, the result of the minimum score was 20 and the maximum score was 60, so the average score was 37,33. The increasing of the value after the experiment class being given a treatment from the average value 24,57 to 32,00. The mean result for the experimental class is -7.429, with a standard deviation of 6.727 so that H_1 is accepted because the value of $\text{sig} < \text{Alpha}$ or $0.000 < 0.005$. Based on these data, it can be concluded that there is a difference in the average learning outcomes of students in the experimental class using the flipped learning method to improve their speaking skills.

Keywords: Flipped learning, speaking skill

Introduction

The COVID-19 pandemic has changed many things in society, from public sector to private sector. In the education sector, the COVID-19 pandemic has provoked the closure of schools, colleges and universities. Dozens of countries have closed schools due this pandemic. According to the data from the United Nations Educational, Scientific and Cultural Organization (UNESCO), there are no less than 290.5 million students around the globe whose learning activities are disrupted due to schools being closed (Purwanto, et al., 2020). The closure of the schools, colleges, and university are to stops virus transmitted.

The COVID-19 Pandemic has changed the traditional learning method to online method. In traditional classes the lecturer or the teacher will explain one by one the course material. Online learning is a breakthrough in education that utilizes information technology facilities. There are some models of online learning have been developed, for example blended learning, distance learning and flipped learning (Mcknight, Hamdan, & Mcknight, 2003). Blended learning and distance learning methods have been implemented since the COVID-19 pandemic. This is due to the Joint Decree (SKB) of the Minister of Education and Culture, Minister of Religion, Minister of Health, and Minister of Home Affairs of the Republic of Indonesia government regulations for implementing learning in the 2020/2021 academic year during the pandemic of coronavirus disease 2019 (COVID-19). One of the solutions of online learning process is using the flipped learning method.

Flipped Learning is an innovative method where in this method learning that is usually carried out in the classroom can now be completed at home, and learning activities that are usually done at home can now be completed in class (Bergmann & Sams, , 2012). Flipped learning method is a kind of blended learning, which refers to an instructional combination of face-to-face and online learning to produce positive learning outcomes. This method is one of the develop approaches in the field of educational technology and language teaching (Cheng, Hwang, & Lai, 2020).

Nowadays, flipped learning has started to gain a reputation in education contexts as it has been seen as an alternative to conventional teaching methods. Traditionally, students acquire knowledge by listening to the lecture in class and

practice it at home by having assigned homework (Garrison & Vaughan, 2008). In flipped learning method, students acquire knowledge at home prior to attending their classes. Although students may arguably learn through a number of media such as PDFs, web pages, textbooks, audio, and others, flipped learning usually implements videos with typically short durations. Offering videos as the medium for students to acquire knowledge at home, flipped learning has been considered to be able to engage and motivate students.

According to Bergmann & Sams (2015) here are some of the advantages of using the flipped classroom model. The first advantage is the flipped learning method as the solution of today's students' challenges. By implementing this method, the student will understand the topic easier because they are allowed to use various digital tools in the classroom. Secondly, flipping helps students who have many activities outside of school. By using the flipping learning model that is applied in learning, these students will have no difficulty understanding the learning material. Even students can learn the material first through the given learning videos or web learning. When they come to school, they only need to ask what they don't understand or discuss with friends while completing class assignments.

Third, flipping helps students who want to make an effort to understand learning material. Through the flipping model, educators will get to know all students in the class. When students work on assignments in class or conduct experiments, educators can go around each group and help students who are experiencing difficulties without neglecting students who have been able to complete the task first. Fourth, flipping increases the interaction between students and educators. Teachers or lecturers can combine online (online) learning with face-to-face, so they can interact optimally with learners. This does not mean that classrooms and educators can be replaced by online learning.

Fifth, flipping changes class management. When educators apply flipped learning (reversed learning activities) in class, the educator can better organize the class. There are no more students who disturb their friends when studying, because

they are busy working on assignments or in group discussions. By changing the learning system of students in the classroom, students interact and communicate with each other in completing tasks and achieving expected learning goals. Educators only need to supervise the activities of students and provide guidance to groups or students. The last advantage is flipping is a good technique to use when the teacher is unable to attend class. By implementing flipped learning, the teacher or lecturer only need to prepare a video, pdf, ppt files that contains instructions or study instructions.

Several researchers have conducted studies on the flipped learning method. Ayçiçek & Yelken in 2018 were conducted the research about the impact of flipped classroom model implementation on students' enthusiasm in studying English. They used the traditional flipped learning method. The object of the research is the students of secondary school in Hatay. The researcher using quasi-experimental design by dividing the students to control and experimental group. The result of the test concluded that there is a significant distinction of the result between the pre-test and post-test scores of the students.

The second related study was conducted by Hidayati in 2019. The researcher focused on the development of students listening comprehension by using flipped learning method. The object of this study was the students of secondary level in high school. The result of the studies indicated that there is significant improvement of students listening skill through flipped learning method. The last related study was conducted by Arifin & Ahmad, 2021. Their research aim is to examine the students' achievement and perception towards online flipped grammar course. The object of this research was the students of the Edinmelb English Course. The researchers used the fully online flipped learning method where they measured the grammar learning outcomes of students participating in the Edinmelb online course. The results of this study showed that the students' post-test grammar scores increased from their pre-test scores.

In this study, the researcher implemented blended flipped learning method to improving students speaking skills. The object of this research is the students of Speaking for Professional Context course, third semester of Tadris Bahasa Inggris study program. There are several distinctions of current study with the previous study. First, this study conducted blended learning through online and face to face

method. Secondly, this study focused on the speaking skill, which the previous studies focus on English skill, listening skill and grammar skill. The last distinction is this study will conduct during COVID-19 pandemic, which two of the previous studies was conducted before the pandemic.

Method

This research employed a quasi-experimental design. The aim of this design is to enact cause-and-effect relationship between a dependent and independent variable. Chua, (2016) stated that quasi-experimental purpose to change the design of real experiments when a irregular distribution for the respondents' selection process cannot be finished by the researchers. This design often conducted to figure out the effectiveness of a treatment for instance in educational intervention.

The study involved two intact classes of a Speaking in Professional Context course of Tadris Bahasa Inggris STAIN Majene. This course objective is to increase students' communications competence and to help students become more confident and proficient speakers of English. One of the classes of Speaking in Professional Context served as a control group, and other class served as an experimental group. All of the students in both groups were required to take a speaking pre-test and post-test to measure their speaking performance before and after they are treated with the flipped learning method. Then, the data of this research will be analyzed through SPSS application to find out the difference in control and experimental group.

Results

1. Students' Score Classification of Pre-test in Control and Experimental Class

This part covers the students' pretest score in experimental and control class. The students score were analyzed using the formula to measure the student classification before they were given treatment.

Table 1. Students' Pre Test Score Classification

No	Classification	Range	Pre test control class		Pre test experimental class	
			Frequency	Percentage	Frequency	Percentage
1	Excellent	96-100	-	-	-	-
2	Very good	86-95	-	-	-	-
3	Good	76-85	-	-	-	-
4	Fairly good	66-75	-	-	-	-
5	Fair	56-65	-	-	-	-
6	Poor	36-55	11	52%	3	14%
7	Very poor	0-35	10	48%	18	86%
			21	100%	21	100%

Table above shows the rated frequency and percentage of pre-test scores of the control class and experimental class. The data shows that the students' pre-test score was almost the same in the experimental class and control class; there was no student who got an excellent, very good and good score, in control class's pre-test score there were 11 students got poor score whereas in the experimental class's there were 3 got a poor score, in the very poor score the control class has 10 students and in the experimental class there were 18 students got the very poor score.

2. Students' Score Classification of Post-test in control and experimental class

This part covers the students' pretest score in experimental and control class. The students score were analyzed using the formula to measure the student classification before they were given treatment.

Table C.2 Students' Score Classification of Posttest

No	Classification	Range	Post test control class		Post test experimental class	
			Frequency	Percentage	Frequency	Percentage
1	Excellent	81-90	-	-	-	-
2	Very good	71-80	-	-	-	-
3	Good	61-70	-	-	-	-
4	Fairly good	51-60	2	10%	2	10%
5	Fair	41-50	4	19%	1	5%
6	Poor	31-40	10	48%	6	29%
7	Very poor	20-30	5	24%	12	57%
			21	100%	21	100%

Table above shows the rated frequency and percentage of post-test scores of the control class and experimental class. The data shows that there was no student who got an excellent, very good and good score, there were 2 students who got fairly good score in control class and experimental, in control class's post-test score there were 4 students got fair score whereas in the experimental class's there were 1 got the fair score, in the poor score the control class has 10 students and in the experimental class there were 6 students got a poor score, there were 5 students

got a very poor score in control class whereas 12 students got very poor in the experimental class.

3. Mean Score, Standard Deviation and Gain Score of Pre-test and Post-test

Table C.3 Table of Descriptive Statistic

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
pre test exp	21	20	44	24,57	7,620
post test exp	21	20	60	32,00	12,133
pre test kon	21	20	44	33,71	8,057
post test kon	21	20	60	37,33	9,987
Valid N (listwise)	21				

Note :
 N = Number of samples
 Minimum = Minimum value obtained
 Maximum = the maximum value obtained
 Mean = mean value

Based on the table above, it can be concluded that from the total sample of 21 students in the experimental class and 21 students in the control class after the researcher gave pre-test to the experimental class, the minimum score was 20 and the maximum score was 44 with an average value of 24,57.

Then, the researcher gave a post-test after being given treatment in the form of a flipped learning method to the experiment class, the minimum results were 20 and the maximum score was 60 with an average score of 32,00. While in the control class, after the researcher gave an pre-test, the score was 20 and the maximum value was 44 with an average value of 33,71. And then, the researcher gave a post-test without doing treatment, the result of the minimum score was 20 and the maximum score was 60, so the average score was 37,33. The increasing of the value after the experiment class being given a treatment from the average value 24,57 to 32,00. The data shows that there is an improvement of speaking ability of

the students in experimental class after being given a treatment.

4. Paired Sample T-Test

Table C.4 Paired Sample Test

Paired Samples Test

	Paired Differences					t	df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
Pair 1 pre test exp - post test exp	-7,429	6,727	1,468	-10,49	4,366	-5,1	20	0,000
Pair 2 pre test kon - post test kon	-3,619	4,364	0,952	-5,606	1,632	-3,8	20	0,001

The table shows the mean result for the experimental class is -7.429, with a standard deviation of 6.727 so that H_1 is accepted because the value of sig < Alpha or $0.000 < 0.005$. Based on these data, it can be concluded that there is a difference in the average learning outcomes of students in the experimental class using the flipped learning method to improve their speaking skills.

The paired sample test output table above also contains information about the mean paired differences, which is 7.429. This value indicates the average difference between pretest and posttest learning outcomes or $24.57 - 32.00 = -7.43$ and the difference between the differences is between -10.49 to -4.366 (95% Confidence Interval of the Difference Lower and Upper).

5. Independent Sample T-Test

The independent sample t-test was used to determine whether there was a significant difference between the learning outcomes of students using the flipped learning method and students not using the flipped learning method.

Table C.5 Independent Sample T-Test (Pre test)

Independent Samples Test (PreTest)										
		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
Hasil	Equal variances assumed	.105	.747	3.778	40	.001	-9.143	2.420	14.034	-4.252
	Equal variances not assumed			3.778	39.876	.001	-9.143	2.420	14.034	-4.252

Based on the output above, it is known the value of Sig. Levene's test for

Equality of Variances is $0.747 > 0.005$, it means that the data variances between group A and group B are homogeneous. So that the interpretation of the Independent Sample Test output table above is guided by the values contained in the "Equal variances assumed" table.

Furthermore, from the output table above, it is known that the "Mean Difference" value is 2.286. this value indicates the difference between the average results of the pretest TBI and TBI 2 or $24.57-33.71=-9.143$.

Table C.6 Independent Sample T-Test (Post test)

Independent Samples Test (Post 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
Hasil Equal variances assumed	,661	,421	-1,555	40	,128	-5,333	3,429	-	1,597
Equal variances not			-1,555	38,575	,128	-5,333	3,429	-	1,605

assumed									
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Based on the Independent Sample Test output table in the "Equal variances assumed" section, it is known that the value of Sig (2-tailed) is $0.001 < 0.005$, so as a basis for decision making in the independent sample ui it can be concluded that H_0 is rejected and H_1 is accepted. Thus, it can be concluded that there are differences in learning outcomes in the experimental class during the pre-test and post-test.

Discussion

1. The effectiveness of the use of Flipped learning method in improving students' speaking class.

The flipped learning method is an innovative method of learning where in this method students learn the material that will be taught by the lecturer before the class starts. The process of studying the material is carried out at home while the teacher and students will maximize discussion in class. Mastery of technology plays an important role in the flipped learning method. In the Speaking for Professional Context class which is studied by third semester students of the Tadris Bahasa Inggris Study Program, STAIN Majene, the lecturer provides material before the class starts.

The material provided is sent to students through Google Classroom. The material given to students is in the form of PowerPoint that are equipped with audio explanations of the material by the lecturers of the subject. In addition, lecturers also send links to articles, books, video links that are easily accessible by students.

In this research, the objects of the research are divided into two, they are the control class and experimental class. The flipped learning method was given to the student in experimental class, in this case the student of TBI 2. No treatment was given to the students in the control class. The pre-test results of students in the TBI 2 class (experimental class) were lower than the TBI 1 class (control class), this is what causes the TBI 2 class to be the experimental class in this study.

The flipped learning method is quite effective in improving the speaking

ability of students in the experimental class. It is proven by the increase in the post-test scores of students when compared to the pre-test scores. In the pretest, the experimental class's there were 3 got a poor score and there were 18 students got the very poor score. The posttest result of the experimental class shows that there were 2 students who got fairly good score, 1 student got the fair score, 6 students got a poor score, and 12 students got very poor. That is because the students in experimental class have the opportunity to often study the material that has been given via google classroom. They also had opportunity to relearn the topic continuously.

2. Some Difficulties in Conducting Flipped Learning Method

Flipped learning method will be very effective if the students have some facilities to support the learning process such as the tools in this case is smartphone or laptop and good quality of internet to access the material. However, after the treatment of flipped learning method, the students' score in experimental class did not exceed the scores of students in the control class. This is caused by several factors. The first is the short duration of the meeting. The treatments only conducted eight times include the pre and posttest. To get improvement of speaking skill, better if the meeting or the treatment conducted more than eight times. The longer treatment will make the students get used to the method, in result the score will be more higher.

The second reason is the students' lack of learning motivation in the experimental class. The students of experimental class has lower learning motivation compared with the students in control class. Most of the students in experimental class very rarely open their google classroom. The flipped learning method will be more effective if the students often accessed the learning material. This caused the students score of experimental did not exceeded the control class students' score.

Conclusion

This research was implemented in the third semester of students in Tadris Bahasa Inggris Study program of STAIN Majene. The researcher applied flipped learning method in the experimental class while the control class applied the traditional teaching method. After eight meetings implementing flipped learning method in the experimental class, the researcher found out that this method could be improving the students speaking skill, especially in enriching their vocabularies. This method also gave the students a new perspective in studying because it is their first time using the flipped learning method. By using flipped learning method in the learning process, the students have much time in discussing the subject or the material with their friends while in the traditional learning method, the students have limited time to discuss.

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