

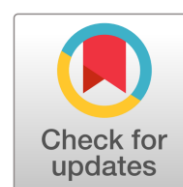


The Implementation of Flipped Classroom Model to Improve the EFL Undergraduate Students' Speaking Skills

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Abstract

Purpose - The research aims to determine whether there is a significant difference between undergraduate students in EFL speaking classes who implement the flipped classroom model and those who do not.

Design/methodology/approach - The research was quantitative and classified as a quasi-experimental design. The data was taken from the scores of undergraduate students' English speaking pre-test post-test and observation field notes. The test focused on the undergraduate students' speaking performance and assessed using a speaking rubric. The data of both groups were analysed using an independent sample t-test.

Findings/result - The experimental group's post-test mean score (70.451) was higher than the control group (66.625). It could be assumed that there is a significant difference between the EFL undergraduate students' speaking skills in the experimental and control groups.

Originality/value - The flipped classroom model implementation offers an effective classroom model for EFL undergraduate students in improving their speaking skills.

Paper type - Research paper

Keywords: The flipped classroom model, Speaking skills, EFL

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Introduction

English is a foreign language for Indonesian students. Learning EFL is never easy for some EFL students because they never practice or communicate orally and in writing using English in their daily lives (Rachmawati and Cahyani 2020). In Indonesian's schools, English becomes a subject that must be taken by kindergarten to undergraduate students. In fact, the students practice speaking English mostly at school for one to three hours per week. This phenomenon makes EFL students in Indonesia realize that their study progress does not improve fast because they study English as a foreign language only at school. In early 2020, the Indonesian government required online teaching and learning process for all formal and informal schools because of the covid-19 pandemic. The online teaching and learning process is a new learning system for several EFL classes in Indonesia because that new system is not easy for both teacher and student to be applied and causes pros and cons. For higher education levels, we can say that an EFL lecturer is a crucial factor in determining the success of English language learning (Iswadi, Herpratiwi, and Sudirman 2013). EFL lecturers should think hard about selecting the suitable strategies, media, and learning models for online EFL classes.

Students have recently become part of internet users. However, this condition may differ between kids and adult learners. Undergraduate students are considered adult learners who absorb knowledge wisely through online classes. This condition may happen because they are used to using the internet daily. On the contrary, kids' learners still need parental guidance in online EFL classes. In implementing an online class system, undergraduate students feel much more prepared because they can operate the laptop/computer/online application by themselves and do not need parental guidance. Before the pandemic, most EFL learning at the undergraduate level was more teacher-centered than student-centered. In traditional teaching-learning systems, most students are passive in the classroom. Undergraduate students in this digital era must be more active than usual (Ayçiçek and Yelken 2018). In addition, Abdullah, Hussin, and Ismail (2019) stated that EFL lecturers have more flexible teaching approaches using technology and the internet because of the progressive change from conventional to blended learning models. Blended learning presents offline learning combined with online

technical assistance and is proven to change the classroom learning model to become modern.

The blended learning models, over time, will eventually replace the conventional systems because humans live along with the times as well as the education system is developing rapidly. The implementation of technology in the future will further develop as well. According to Kurnia and Lidyawaty (2018), the blended learning that is suitable in EFL classes is the flipped classroom model. Over the past seven years, the trend of using flipped classroom models has begun to be widely researched for their effectiveness by researchers with educational and technological backgrounds. In Indonesia, not many educators understand flipped classroom models and how they are implemented (Hidayat et al., 2022). Through several existing research, the flipped classroom model is proven to utilize technology in providing learning support for undergraduate students because learning materials can be accessed by EFL students online anytime and anywhere. The flipped classroom model requires students to study the material individually before classes begin.

At the beginning of 2021, universities in Indonesia began implementing a policy for 50% of students to attend school alternately with limited face-to-face time as written on www.kemdikbud.go.id. In EFL classes, this has become the latest challenge for EFL lecturers. Lecturers in EFL classes must ensure all students get the same complete understanding. Blended learning implementation, such as flipped classroom model, is considered to become the most convenient alternative teaching and learning activities for current conditions because students are required to do self-learning through the online materials and then check their understanding offline by having face-to-face discussions. Implementing the flipped classroom model may run well for English reading and writing classes because it does not require much direct interaction between lecturers and students. However, new evidence is needed in English speaking and listening classes about the learning model and learning outcomes that EFL students can achieve. Kartikasari and Rerung (2018) agree that English listening and speaking skills are one of the most defying skills faced by EFL students, and not many can pass them like native speakers, so more interaction is needed in speaking and listening classes.

Learning to speak using English means understanding how to convey information to the interlocutor (Nadhiroh and Rachmawati 2017) and understanding how to obtain the information using the right word selection and suitable grammar arrangements, and also polite gestures and expressions. Some undergraduate students in the English department find it easy to practice English speaking. Still, the opposite can be experienced by undergraduate students of non-English departments who are required to take EFL classes in their studies. Many EFL students find it difficult in speaking classes. These EFL students are afraid of making mistakes when speaking, lack confidence, and do not have much English vocabulary. They need more time to practice speaking English. In fact, in the era of the Covid-19 pandemic, as it is today, their study time in EFL classes has become limited. Unless they are still required to achieve good EFL scores, both EFL lecturers and students need to find a learning model that can be used in offline and online classes to have enough time to improve their English skills.

There are not many EFL lecturers in Indonesia who apply flipped classroom models. Likewise, there are still not many studies that mention whether flipped classroom models have better results than previous conventional models in improving the speaking skill of EFL undergraduate students. Therefore, the objective of this research is to discover whether there is a significant difference between English speaking skill of the undergraduate students in the experimental group who is lectured with the flipped classroom model and those in the control group whose are carried out based on the conventional model.

State of The Arts

Speaking Skills for EFL Students

The most superficial understanding of the term speaking is a human activity that produces sounds in communicating and interacting with others verbally (Setiawan 2020). Speaking is not only about sharing information in front of the interlocutor but also about how to build the courage to speak, help the interlocutor understand the message conveyed, and arrange the good words or sentences then convey them. Of course, for

EFL students who are not used to using English in their regular communication, speaking activities in EFL classes will encounter some obstacles.

Teaching English for EFL classes requires several strategies, media, and learning models that have been adjusted to the conditions and the surrounding environment. In order to help students, get satisfactory learning outcomes in speaking classes, an EFL lecturer must help the students by providing a suitable learning model (Larasati 2018). Many learning models can be used, one of which is by utilizing the sophistication of the latest technology. Kartikasari and Rerung (2018), in their research, gave a good view in teaching speaking that in contrast to writing and reading skills, the speaking skill requires proper intonation, stress, and pronunciation to be understood by the interlocutor.

Proficiency in speaking English cannot be learned in a short time. It takes more time to get used to speaking in English (Khan, Khan, and Elixir 2013). One of the most effective ways to improve the speaking level is by practice to speak more often. Practicing speaking English not only in EFL classes is one of the efforts that can help the students get used to English. Some problems often arise in EFL classes, such as building students' confidence in speaking English, lack of English vocabulary owned by students, topics of conversation that are not pleasant, and others. Considering that the time to learn English in the classroom is limited, the student's awareness of learning to speak must be raised not only in EFL classes but also can learn it outside the classroom (Nadhiroh and Rachmawati 2017). In fact, students in Indonesia do not have much awareness of the importance of learning outside the classroom. Therefore, as a lecturer aware of some problems in the EFL class, the EFL lecturer is encouraged to invite students to implement a blended learning model so that students can learn and practice speaking English anywhere and anytime.

The Flipped Classroom Model in EFL Classes

Blended learning allows students and lecturers to be more flexible in determining learning time. Friesen (2012) explained that blended learning is a learning model applied to formal education where students learn to get online learning materials and instruction so that they can learn anywhere and anytime but still have to be responsible for what they have learned in face-to-face (offline) classes. In addition, Chew, Jones, and Turner

(2008) believe that blended learning is a blend of education and technology. In other words, learning can take place using face-to-face instruction and instruction mediated by a computer device. The blended learning model implementation is intended to make it easier for students to conceive the materials and instructions served by lecturers through self-learning online. In implementing blended learning, there are some obstacles that may be faced by both EFL lecturers and students. One of those obstacles is the limited internet networks because not all students have adequate internet network at home. However, those obstacles can be solved easily in the pandemic era. During the Covid-19 pandemic, the face of education changed from face-to-face every day to online (Nasrullah et al. 2021), and blended learning is one of the best learning methods that can be implemented in the era of the Covid-19 pandemic.

The flipped classroom model as a part of blended learning is unlike a conventional classroom where students used to do learning activities in class and then do the assignment at school. Before conducting the teaching learning process face-to-face, an EFL lecturer must provide media or materials to the students online (Oktiyani et al. 2018). Some people assume that flipped classroom models have similarities with active learning. Otherwise, it is just that the flipped classroom model requires more preparation and understanding of the material that will be found in a face-to-face class. Flipped classroom requires students to be active outside the classroom by studying materials given online by the lecturer before the face-to-face class takes place. With time constraints, this learning model can help students understand the learning material completely. Unlike conventional classes, the flipped classroom facilitates the assignments through technology (Hidayat et al. 2022). If students have difficulty understanding the material shared online, students are still able to have discussions or Q&A when learning is offline. So, the efficiency of time is expected to run well. Bergmann and Sams (2012) explained that the flipped classroom model implementation aims to help busy students so they do not have much time to learn. Other purposes are to help students when learning difficulties and encourage students to more independently understand a material. Therefore, flipped classroom model is considered to have more benefits, some of which are: more flexible study time, students can be responsible for what they learn, not much

time spent by lecturers in helping students understand the material, and also increased interaction between lecturers - students and students – students (Namhee 2015).

In the EFL class, the learning model implementation continues to innovate. Students in EFL classes are no longer teacher-centred but student-centred with the help of the latest technology (Li and Suwanthep 2017). The use of technology and internet networks in EFL classes is not new anymore because this learning model is initially better known as e-learning. Then since the Covid-19 pandemic, this model has increasingly developed into blended learning, which means mixed learning between online and offline classes. Flipped classroom models that are part of blended learning began to be felt at ease in implementing this learning model. In EFL classes, flipped classroom models help students develop their creativity and ideas. In some cases, in speaking and writing classes, students are usually free to decide on a topic they like (Abdullah, Hussin, and Ismail 2019).

A lot of learning time is required in learning English as a foreign language. It cannot be learned instantly. This statement is in line with the flipped classroom model, in which the primary purpose is study time efficiency. This learning model helps the efficiency of learning time so that learning time is not only in the classroom but can also be done at home (Yeşilçınar 2019). Much time is needed to reach an advanced level in learning English as a foreign language. In EFL classes, students are required to memorize many English vocabularies, practice English speaking intensely, practice grammar to compose words well, and many others. Therefore, it can be said that the use of flipped classroom models is very suitable for EFL classes.

Some similar research about the use of flipped classroom model was done. One of that research was conducted by Ayçiçek and Yelken in 2018 before the Covid-19 pandemic hit the world. The title of this research is “The Effect of Flipped Classroom Model on Students’ Classroom Engagement in Teaching English”. Ayçiçek and Yelken were already predicting the mix of offline and online learning with the help of technology. Their research showed that post-test of seventh-grade students in Turkey experienced a significant increase after using flipped classroom models compared to post-test results in students who still use conventional models in English learning.

Abdullah, Hussin, and Ismail (2020) also conducted similar research on the use of flipped classroom models under the title “Does Flipped Classroom Model Affect EFL Learners’ Anxiety in English Speaking Performance?”. The subject of the research was EFL learners in Oman. The research found significant differences in the results of one-way ANOVA, which proved that the use of flipped classroom models was effective against EFL learners' anxiety in English speaking performance. The differences between those researches and this research are the subject's location. Indonesia and Turkey or Oman have different characteristics of student's backgrounds. They also have a different culture. It affects the learning styles of each student. The technique of the speaking test performed was also different. This research used reporting activity. In other words, the students have preparation before getting into the class.

Method

The research was quantitative and classified as a quasi-experimental design. It is used to replace the design of an actual experiment when it cannot be done by the researcher (Handayani 2017). The subject of the research was 63 undergraduate students enrolled in two different classes of General English 1 at STIE Pemuda. Both classes consist of 31 in the experimental group and 32 undergraduate students in the control group. They were chosen by randomized sampling technique using the lottery to determine the experimental and control groups. The subjects were non-English department undergraduate students whose English proficiency level was from beginner to intermediate based on the placement test conducted after they were registered as undergraduate students on this campus.

The implementation of flipped classroom model was given to the experimental group only. In comparison, the control group did not get the treatment. The control group implemented the conventional model (full face-to-face/offline meeting) just like usual. For the experimental group, the lecturer distributed the material online (google classroom) a week before the face-to-face class. This is done by the lecturer so that undergraduate students can read and understand the material before entering the offline class (a week after). This online session gave undergraduate students more time to have language

input and prepared them to be ready for practicing English speaking performances in the next offline meeting. The same topic and material were carried out for both the experimental and control group three times.

The research data was taken from the English-speaking pre-test and post-test scores and observation field notes. The test focused on the undergraduate student's speaking performance. The test's assessment used was a speaking rubric. It involved pronunciation, grammar, vocabulary, fluency, and content. It was adapted from the scoring scale model of Weir (1990). Then, both scores of the experimental and control groups were analysed using Independent Sample T-Test.

Result & Discussion

The source of data in this research is the pre-test and post-test scores of undergraduate students who have performed speaking in the form of reporting in front of the class. The scores of the experimental and control groups were separated to be processed using statistics, as seen in table 1 below.

Table 1
The scores of experimental and control groups

Statistics	Experimental group		Control group	
	Pre-test	Post-test	Pre-test	Post-test
The lowest score	48	52	48	50
The highest score	80	88	80	80
Mean	63.9	70	64.6	67
Median	64	72	64	68

The table above shows that experimental and control groups have the same lowest score in the pre-test. It is 48 for both groups for pre-test. Meanwhile, for the lowest score post-test, the experimental group was 52 and the control group was 50. It means that the experimental group got a post-test score higher than the control group. The mean scores of both the experimental and control group are also different. It can be seen from the table that on the pre-test. The mean score of the experimental group was 63.9, but the control group was higher at 0.7. The control group's mean pre-test score is better than the experimental group. This score appears before it is treated using the flipped

classroom model. Then after being given treatments using flipped classroom model, it can be seen that the mean post-test of the experimental is higher than the control group. Before the researcher analyzed the data using a t-test, a prerequisite test was conducted by her. It determined whether the data to be analyzed was homogeneous and normal. The normality test that has been carried out shows that the data is already normal. Lobserved in the experimental group evidence was 0.150, while in the control group was 0.120. The homogeneity test results show that Fobserved is 1,027 while Fcritical is 1.83. It can be concluded that the two groups, experimental and control, are homogeneous. This conclusion was drawn based on liliefors guideline, which stated that the data are homogeneous when Fobserved < Fcritical.

The next step is after the data on normality and homogeneity have been obtained, the researcher analyzed the hypothetical test using an independent t-test. The independent t-test's result is shown as follows:

Table 2
The hypothetical test

Experimental group	Description	Control group
70.451	Mean	66.625
70.85591398	Variance	89.91935484
80.54389212	Pooled Variance	
0	Hypothesized Mean Difference	
61	Df	
2.576234676	T Stat	T-observed
0.006212599	P(T<=t) one-tail	
1.670219484	T Critical one-tail	
0.012425198	P(T<=t) two-tail	
1.999623585	T Critical two-tail	T-critical

The table above shows that the value of sig, generated (P-value) or sig (2-tailed) assumed 0.0062 and 0.0124, while $\alpha = 0.05$. The conclusion that can be taken that sig (P-value) < $\alpha = 0.05$ and T-observed (2.576) > T-critical (1.999). It means that Ha (there is a significance different between undergraduate students in EFL speaking classes who implement the flipped classroom model and those who do not) is accepted. Meanwhile, Ho (there is no significance different between undergraduate students in EFL speaking

classes who implement the flipped classroom model and those who do not) is rejected. In other words, there was a significant difference between the English speaking skill of the undergraduate students in the experimental group who were lectured with the flipped classroom model and those in the control group whose are carried out based on the conventional model. It also proves that the flipped classroom model implementation can improve the speaking skill of EFL undergraduate students.

The findings above are supported by a researcher (also an EFL lecturer) in Thailand and her postgraduate student, who states that the flipped classroom model (combined with constructive role plays) is an effective model for teaching speaking skills in the EFL context (Li and Suwanthep 2017). As a growing trend in the educational system, the flipped classroom model may lead both students and teachers in EFL classes to integrate the use of recent technologies. This model is also proven to improve the quality of the teaching-learning process. Another statement that reinforces the results of this research was expressed by three researchers from Malaysia that said the flipped classroom model improves students' speaking skills both inside and outside the classroom. This condition happens because students feel they have more opportunities to practice their speaking performance (Abdullah, Hussin, and Ismail 2019).

The discussion above gives an enlightenment that successful implementation of the flipped classroom model in EFL classes, especially for speaking skills, directly provides many future advantages for the education system. Several advantages can be utilized by EFL lecturers and undergraduate students in EFL speaking classes. One is the increasing number of learning models that students and teachers can apply according to classroom conditions. Presenting a more varied learning model will make the classroom atmosphere no longer boring.

Conclusion

This research shows a significant difference between the English speaking skill of the undergraduate students in the experimental group who were lectured with the flipped classroom model and the control group who were lectured using the conventional model. It is proven that the implementation of flipped classroom model can

be one of the best classroom models for EFL speaking classes. From the results of this research, it turns out that the flipped classroom model can improve EFL students' speaking skills. It is expected to encourage many Indonesian education practitioners to continue to innovate in learning, especially in EFL classes.

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