PROJECT
(Professional Journal of English Education)
Volume 6, No. 4, July 2023
p–ISSN 2614-6320
e–ISSN 2614-6258

THE EFFECT OF IMPLEMENTATION OF FLIPPED CLASSROOM TO ENHANCE STUDENT SPEAKING ABILITY IN APOLLONIA HOTEL SCHOOL

Ni Made Kristianti[1], Luh Putu Artini[2], I.G.A Lokita Purnamika Utami[3]

Ganesha University of Education, Denpasar, Bali, Indonesia
[1] nimadekristianti89@gmail.com, [2] putu.artini@undiksha.ac.id, [3] lokitapurnamika@undiksha.ac.id

Abstract

This study aims to determine the effect of implementing flipped classrooms in teaching speaking skills at the Apollonia Hotel School in Denpasar. The research used quantitative research that implemented a quasi-experimental design with a pre-test and post-test. The population of this study consisted of 61 students from a hospitality school. They were into two classes: 30 students as an experimental group (taught speaking with a flipped classroom model) and 31 as a control group (taught speaking with conventional teaching). The teacher conducted the same subject material for both classes. Purposive sampling was used as the technique of this study. The instruments used in this study were a speaking test and a questionnaire. The analysis of speaking achievements with quantitative data using an independent sample t-test. The result showed significant differences in implementing the flipped classroom in student speaking achievement: the experimental group scored higher than the control group.

Keywords: Speaking; Flipped Classroom; Perception

INTRODUCTION

English has become an important language in international communication based on science, technology, and education development. English is now considered a foreign language in Indonesia, taught in elementary and university schools. When students are learning English, they must master four fundamental skills, such as speaking, listening, reading, and writing. All language skills are crucial to study, but speaking is one of the most important skills to master for effective communication. Speaking ability is essential for effective communication, particularly in international settings. In the educational background, students should be taught to speak English as children because speaking needs exercise and practice to communicate effectively (Sufrisa et al., 2019). Most students have difficulty speaking English, such as expressing an idea, producing pronunciation, and lacking vocabulary. Speaking in the language classroom is important for effective communication and facilitating target language acquisition and academic content learning (Ilham et al., 2019). These issues arise from the students' limited exposure to the speaking activity. In activities, the teacher has evolved into a cutting-edge teaching and learning tool, such as online learning. Online learning has occurred during the coronavirus disease (Covid-19) pandemic. Furthermore, online learning is conducted under challenging circumstances, where teachers use their technical knowledge and the availability of materials for students (Purwanti et al., 2022). One innovative approach to online learning is the flipped classroom model (FCM), which is effective in teaching. The teacher could create their videos or download them from YouTube, blogs, articles, and other websites with related materials. Then, the material could be delivered to students through a learning management system (LMS) (Hafeez et al., 2022). Likewise, it changes the standard teaching in the class

format by using instructional time for student-centered classroom activities such as discussion and problem-solving on related subjects (Busebaia & John, 2020). In addition, FCM enables students to concentrate on activities that improve higher-order thinking abilities. It is predicated on students' degrees of individuality in learning activities vary. (Purba, 2021). When FCM is integrated with technology, learning activities become autonomous, interactive, and innovative. FCM enables students to study individually and flexibly at home, similar to in-class study. FCM can be selected as an option for time-limited learning by requiring students to utilize educational media from home (Amiryousefi, 2019; Busebaia & John, 2020; Usman et al., 2021).

Therefore, FCM is significantly applicable to achieving a literacy environment with the underpinnings of better results in the classroom (Singay, 2020). However, in contrast with traditional learning, students ask a question and are directly answered by the teacher in a classroom setting. Referring to Yulian (2021), formal learning is best for children entering education rather than FCM due to student needs for self-directed learning and high critical thinking. Furthermore, the main shortcomings of using the FCM approach are the substantial workload of teachers in creating flipped learning materials and students' disengagement in out-of-class learning. In addition, with the integration of FCM as a model for online learning, an alternative can be used in innovative education, such as using social media. Social media will make teaching and learning more effective, fun, and significant (Kuning, 2020).

Suppose teachers know how to integrate technology into the classroom and encourage students to process information outside the school. In that case, the interaction between students and the learning experience at the school can be more meaningful by creating an ideal constructivist learning environment (Erdemir & Yangın Ekşi, 2019). Students who work with friends feel more at ease and can share their difficulties and thoughts. Students are more engaged in the classroom when the teaching-learning process is in FCM (Malynda, 2020). Numerous studies have examined the implementation of online FCM in higher education during the COVID-19 pandemic, with resulted students could discover creative thinking in using innovative learning, an active learning environment, and more engagement in all English language skills (Divjak et al., 2022; Lee et al., 2022; Ozturk & Çakıroğlu, 2021). Despite numerous benefits, FCM has several challenges that students and teachers face in learning and teaching. Some researchers, such as Vuong et al. (2018), stated that students have low self-directed learning, intense workload learning, immediate help, and insufficient ICT resources. If the students need questions, they will keep them and wait until the teacher at school asks them. In addition, students need extra time learning process, but it's used for students to become active in the classroom (Malynda, 2020). Another researcher looked at some complex literature studies on using FCM in education. For example, Akçayır & Akçayır (2018) said that students don't prepare enough for class, need instructions at home, and can't get help outside class. Also, need for competency technology for students and teachers, the cost of using the internet, and adoption problems in anxiety about the new method from traditional teaching to FCM.

In the observation of this study, the researcher discovered that students have difficulty acquiring English abilities, such as feeling afraid and hesitating to interact with friends and teachers orally in the actual classroom. During the subject material interview, discussion, and presentation, students are not confident in their opinion, ideas, and answer orally. It can see that the student still lacks vocabulary, has errors in pronunciation, and is afraid of making mistakes. These factors may play a role in shaping students' perceptions of classroom behavior. The process of stimulus between individuals is different according to each individual's internal and external factors. Individuals' perceptions of one another differ due to different understandings, whether their perception is positive or negative. Therefore, this research is important to find the significant difference between non-flipped and flipped classroom students' speaking abilities.

It will also determine how the students at Apollonia Hotel School perceive implementing a flipped classroom.

METHOD

This study adopted a quasi-experimental research design to see if a specific treatment affected one group while not affecting another and then compare how both groups performed on the results (Creswell & Creswell, 2018). It used the research to determine the effect of flipped classroom implementation as a result of treatment in the experimental variable. This research design provides an opportunity to investigate two groups given different treatments, in which experimental and control groups test the impact of the treatment used on learning taught by the same teacher. This study's population comprised 61 students from two Apollonia Hotel Schools in Denpasar classes during the academic year 2022/2023. This study was conducted by 30 students from the housekeeping and 31 from the culinary class. The instruments used in this study were a speaking test and a questionnaire about students' perceptions toward implementing the flipped classroom to enhance speaking ability.

Collecting data, firstly, the research identifies the lecture conducted with the conventional way of teaching students to speak English with topics describing daily activities, giving directions, and offering help. These subjects were shown in six meetings, and the lecturers gave a pre-test on speaking English for both classes. The speaking skill test is an oral test, and it is given to each student individually. The speaking scoring rubric recorded the student speaking in front of the class (Brown, 2004). The scoring rubric covers pronunciation, grammar, vocabulary, and fluency. Second, the experimental group employed the flipped classroom model for the housekeeping class. Still, the control group used a conventional classroom without using the flipped classroom model for the culinary class. Third, the experimental and control groups were given a post-test on their ability to speak English. The researcher also gave students a questionnaire to determine their perception of how the flipped classroom was used and how well they could speak. The total questionnaire contains 14 items. Each item of the student questionnaire used four Likert scales: strongly disagree (1), disagree (2), agree (3), and strongly agree (4) to measure student perception toward the flipped classroom. The questionnaire was adapted from a similar study (Andujar et al., 2020). The test results were then analyzed using descriptive analysis with independent sample t-test statistics using SPSS version 26 to investigate the effect of a significant difference between speaking achievement in a non-flipped and flipped classroom. The content validity of the test instrument was examined. The content validity check showed that the tests were valid, and the reliability of the tests was measured using SPSS. A normality test is measured with the Kolmogorov-Smirnov test with the criteria of Sig. > 0.05, then the data is declared normal. Then, a homogeneity test using the one-way ANOVA test, measured with an independent sample t-test with the criteria test if $p < 0.05$, there is a difference in student speaking ability through the flipped classroom.

RESULTS AND DISCUSSION

Results

This research covers the result by presenting the descriptive statistical analysis of pre and post-test students' speaking of the control and experimental groups. Table 1 shows the descriptive statistics for the total mean score of the pre-test and post-test.

Table 1. Table descriptive statistical analysis pre-test and post-test both two groups

	N	Minimum	Maximum	Mean	Std. Deviation
Pre-Test Experiment	30	46	76	66.10	8.214
Post-Test Experiment	30	73	91	82.47	5.237
Pre-Test Control	31	57	76	67.03	4.813
Post-Test Control	31	60	84	74.39	5.829
Valid N (listwise)	30				

The score from Table 1 showed that the average score of pre-test students in the experimental class is lower (66.10) than the average score of students in the control class (67.03). After conducting treatment of flipped classroom in the experimental class, it can be shown the minimum score was 73, and the maximum score was 91 with an average (M) of 82.47 and SD of 5.237. However, different from the control class, after giving a post-test without given treatment, the minimum score was 60, and the maximum score was 84, with an average (M) of 74.39 and SD of 2.829. The increase in the score after the experiment class was given treatment from the value 66.10 t 82.47. The post-test score of the experimental class was higher than the control class, as shown in the table above. It indicates that students in the experimental class spoke better after receiving treatment. This treatment implies that flipped classroom positively affected students' speaking ability and was more effective than the conventional method in bringing English speaking achievement.

The normality test was used to identify the pre-test and post-test probability values (Sig). The significance level was greater than a = 0.05, indicating that data were normally distributed. The data normality test was performed to determine whether the data for enhancing academic performance were normally distributed.

Table 2. Normality Test

	Class	Kolmogorov-Smirnov[a]		
		Statistic	df	Sig.
Score Speaking	Pre-Test Experimental (FC)	.171	30	.025
	Post-Test Experimental (FC)	.150	30	.083
	Pre-Test Control (Conventional)	.130	31	.196
	Post-test Control (Conventional)	.157	31	.049

Based on Table 2, the normality test of students' speaking scores obtained in the Kolmogorov-Smirnov test colors shows significant values; the pre-test is 0.196, and the post-test is 0.49 in the control class where > 0.05 can conclude in a normal distribution. Similarly, the score in the experimental class showed a significant value; the pre-test is 0.25, and the post-test is 0.83, where> 0.05 can be concluded the data is normally distributed. Additionally, testing is conducted on a hypothesis. The used an independent sample t-test, it is possible to identify any differential in effect between the experimental and control classes. The data obtained from both classes are analyzed. After experimental and control post-test data were determined to be normally distributed and homogeneous, the data were analyzed using an independent sample t-test. If the two-tailed sig value is known to be less than 0.05, then Ha is accepted, and H0 is rejected.

		Levene's Test for Equality of Variances		t-test for Equality of Means						
									95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
Speaking Performance	Equal variances assumed	.146	.703	5.688	59	.000	8.07957	1.42041	5.23733	10.92181
	Equal variances not assumed			5.698	58.683	.000	8.07957	1.41789	5.24206	10.91708

Table 3. Independent Samples t-Test for post-test of experiment group and control group on speaking ability

Based on Table 3, an analyzed t-test for independent samples was used to compare the experimental and control groups' scores. The result of the independent sample t-test on the post-test score shows significant differences found, $t(59) = 5.688$, $p = 0.000$. If Sig. (2-tailed) or p-value < 0.05, it can be indicated that the pre-test and post-test experiment mean scores in the flipped and non-flipped classes were not equal. In other words, the average post-test scores of students who learned using the flipped classroom method differ significantly from those whose speaking skills were developed in non-flipped classes. The findings revealed that the flipped classroom approaches improved students' speaking achievement. In addition, using a flipped classroom model significantly enhances the students' speaking skills in the Apollonia Hotel School.

Table 4. Student Perception of Flipped Classroom Model.

Items Questionnaire	Mean Score	Response
Motivation (1-5)	87.6%	Positive
Effectiveness (6-9)	87%	Positive
Engagement (10-13)	88%	Positive
Satisfaction (13-14)	87%	Positive

This second study researched questions to determine students' perceptions of implementing the flipped classroom in speaking ability. The questionnaire includes learning about students' motivation, effectiveness, engagement, and satisfaction. Based on the questionnaire response analysis, students showed a positive perception of the flipped classroom implementation; they put a high interest in concentration in the flipped classroom with a mean score of 88%, followed by motivation, effectiveness, and satisfaction. The responses from the students that they enjoy flipped learning made them more effective, active learners and guided them with a better understanding of the content. Despite this, the students spent more time and effort than in conventional learning. It suggests that students who experienced a flipped classroom environment had higher expectations for their ability to monitor their learning, gain a deeper grasp of course materials, and benefit from instructor and peer feedback. The students also felt favorably toward the preparation and class time tasks.

Discussion

This study's flipped classroom model improved student performance in English as a foreign language (EFL). This study looks into the significant effect of flipped classrooms on enhancing students' speaking abilities. One of the pre-and post-class activities may explain these compelling results. According to the findings of this study, the flipped classroom has a positive effect on students' speaking achievement, which showed in the statistical data score of the experimental class's achievement after implementing the flipped classroom model compared to a non-flipped class. It demonstrated that students could take control of their education by creating a video recording and uploading it to a social media platform such as Instagram or TikTok Apps. Then, other students and teachers could check or evaluate the recording and provide feedback on a measure of students' understanding of grammar, vocabulary, pronunciation, fluency, and comprehension needed. In addition, students can learn outside the classroom with the help of LMS Google Classroom, in which students can watch videos, read some information, and submit tasks. Teachers can prepare the material using task-based learning, such as pre-task, task cycle, and language focus cycle (Parmawan et al., 2022). It helped students improve their speaking skills. In addition, students increase their motivation, active learning, and satisfaction when they apply innovative technology.

In implementing flipped classrooms, students could learn at home with much time before the class meeting, during which students could prepare the material through discussion and practice. Flipped classroom makes students more flexible in learning time and various ways to search for information (Divjak et al., 2022). Many studies have demonstrated the effectiveness of the "flipped classroom" model of instruction as an active learning strategy (Julia et al., 2020; Tri et al., 2022; Usman et al., 2021). Several factors made this experiment successful. The increasing role of technology in the educational process resulted in a significant shift in language teaching and learning. As a result of the flipped classroom strategy, there has been a rise in the use of cutting-edge technological tools to foster a stimulating and engaging classroom climate where students can develop their skills and address a range of issues related to the instruction and assessment of oral communication. The exciting thing for the students is the presentation group and presenting the daily activity to create a video and upload it to social media. The implemented a flipped classroom improves students' critical thinking, creativity, confidence, responsibility, and teamwork.

CONCLUSION

Implementing the flipped classroom enhances students' speaking skills more effectively than conventional methods. The flipped classroom attempts to learn to the requirements of students

in the twenty-first century. The flipped classroom method significantly improves students' speaking performance in both in-class and out-of-class activities. With the flipped classroom method's characteristics as a foundation, well-designed in-class, and out-of-class tasks are centered around giving students continuous speaking practice. This situation allows students to participate in various activities with confidence and comfort. Furthermore, students' active participation and desire to engage in everyday English tasks, dedication, and steady progress in English proficiency, have proven to have substantial benefits and efficacy.

ACKNOWLEDGMENTS

We thank the Apollonia Hotel School in Denpasar Bali, where the project was conducted, and the professors and the lecturer involved in its development. We would also like to thank the reviewers for their insightful comments, which helped improve this research's quality.

REFERENCES

Akçayır, G., & Akçayır, M. (2018). The Flipped Classroom: A Review of its Advantages and Challenges. *Computers & Education*, *126*, 334–345. https://doi.org/10.1016/j.compedu.2018.07.021

Amiryousefi, M. (2019). The Incorporation of Flipped Learning into Conventional Classes to Enhance EFL Learners' L2 speaking, L2 listening, and engagement. *Innovation in Language Learning and Teaching*, *13*(2), 147–161. https://doi.org/10.1080/17501229.2017.1394307

Andujar, A., Salaberri-Ramiro, M. S., & Martínez, M. S. C. (2020). Integrating Flipped Foreign Language Learning through Mobile Devices: Technology Acceptance and Flipped Learning Experience. *Sustainability*, *12*(3), 1110. https://doi.org/10.3390/su12031110

Brown, H. D. (2004). *Language Assessment—Principles and Classroom Practice*. Logman.

Busebaia, T. J. A., & John, B. (2020). Can Flipped Classroom Enhance Class Engagement and Academic Performance among Undergraduate Pediatric Nursing Students? A Mixed-Methods Study. *Research and Practice in Technology Enhanced Learning*, *15*(4). https://doi.org/10.1186/s41039-020-0124-1

Creswell, J. W., & Creswell, J. D. (2018). *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches* (Fifth Edition). SAGE Publications.

Divjak, B., Rienties, B., Iniesto, F., & Vondra, P. (2022). Flipped Classrooms in Higher Education during the COVID-19 pandemic: Findings and Future Research Recommendations. *International Journal of Educational Technology in Higher Education*, *19*(9), 1–24. https://doi.org/10.1186/s41239-021-00316-4

Erdemir, N., & Yangın Ekşi, G. (2019). The Perceptions of Student Teachers About Using an Online Learning Environment 'Edmodo' in a 'Flipped Classroom.' *SDU International Journal of Educational Studies*, *6*(2), 174–186. https://doi.org/10.33710/sduijes.638795

Hafeez, M., Kazmi, Q. A., & Tahira, F. (2022). Challenges Faced by the Teachers and Students in Online Learning during Covid-19. *Cakrawala Pendidikan*, *41*(1), 55–70. https://doi.org/10.21831/cp.v41i1.35411

Ilham, Bafadal, Moh. F., & Muslimin. (2019). The An Analysis of Students' Speaking Ability on Specific Purpose of Learning. *Linguistics and English Language Teaching Journal*, *7*(1).

Julia, J., Afrianti, N., Ahmed, K., Supriyadi, T., Dolifah, D., Isrokatun, I., Erhamwilda, E., & Ningrum, D. (2020). Flipped Classroom Educational Model (2010-2019): A Bibliometric Study. *European Journal of Educational Research*, *9*(4), 1377–1392. https://doi.org/10.12973/eu-jer.9.4.1377

Kuning, S. D. (2020). Applications of Social Media to Learn Speaking. *English Language Studies and Applied Linguistics Journal (ELSA)*, *18*(1).

Lee, Y.-J., Davis*, R., & Li, Y. (2022). Implementing Synchronous Online Flipped Learning for Pre-service Teachers During COVID-19. *European Journal of Educational Research*, *11*(2), 653–661. https://doi.org/10.12973/eu-jer.11.2.653

Malynda, N. eka. (2020). Flipped Classroom in Teaching Speaking. *RETAIN*, *8*(4), 38–45.

Ozturk, M., & Çakıroğlu, U. (2021). Flipped Learning Design in EFL Classrooms: Implementing Self-Regulated Learning Strategies to Develop Language Skills. *Smart Learning Environments*, *8*(2), 1–22. https://doi.org/10.1186/s40561-021-00146-x

Parmawan, K. A., Padmadewi, N. N., & Utami, I. G. A. L. P. (2022). Task-Based Learning Implementation through Google Classroom in Senior High School. *Jurnal Ilmiah Pendidikan Profesi Guru*, *5*(2), 312–321. https://doi.org/10.23887/jippg.v5i2.49803

Purba, R. A. (2021). The Effectiveness Combination of Blended Learning and Flipped Classroom with Edmodo as a Digital Media Innovation for Learning From Home. *Journal of Education Technology*, *5*(3). https://doi.org/10.23887/jet.v5i3.36210

Purwanti, I. T., Suryawati, E., & Eliwarti. (2022). Video Lectures in Online EFL Flipped-Classroom: Effectiveness, Students' Evaluation and Experiences. *European Journal of Educational Research*, *11*(22), 885–898. https://doi.org/10.12973/eu-jer.11.2.885

Singay. (2020). Flipped Learning in English as a Second Language Classroom: Bhutanese Students' Perceptions and Attitudes of Flipped Learning Approach in Learning Grammar. *Indonesian Journal of Applied Linguistics*, *9*(3), 666–674. https://doi.org/10.17509/ ijal.v9i3.23217

Sufrisa, Syamaun, A., & Sari, D. F. (2019). The Use of Video in Teaching Speaking. *Research in English and Education (READ)*, *4*(1), 9–15.

Tri, I., Suryawati, E., & Eliwarti, E. (2022). Video Lectures in Online EFL Flipped-Classroom: Effectiveness, Students' Evaluation and Experiences. *European Journal of Educational Research*, *11*(2), 885–898. https://doi.org/10.12973/eu-jer.11.2.885

Usman, S., Ajmal, F., & Hafeez, M. (2021). Critical Review on Flipped Classroom Model Versus Traditional Lecture Method. *International Journal of Education and Practice*, *9*(1), 128–140. https://doi.org/10.18488/journal.61.2021.91.128.140

Vuong, N. H. A., Tan, C. K., & Lee, K. W. (2018). Students' Perceived Challenges of Attending a Flipped EFL Classroom in Viet Nam. *Theory and Practice in Language Studies*, *8*(11), 1504. https://doi.org/10.17507/tpls.0811.16

Yulian, R. (2021). The Flipped Classroom: Improving Critical Thinking for Critical Reading of EFL Learners in Higher Education. *Studies in English Language and Education*, *8*(2), 508–522.