

**ARTIKEL**

**TEACHING SPEAKING USING FLIPPED CLASSROOM TO THE  
SECOND GRADE STUDENTS OF ENGLISH DEPARTMENT AT  
NUSANTARA PGRI KEDIRI UNIVERSITY IN ACADEMIC YEAR  
2017/2018**



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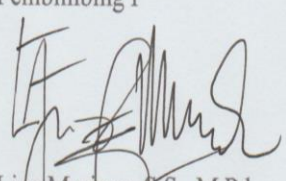
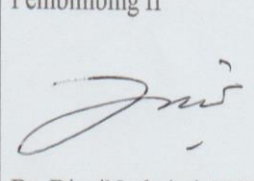
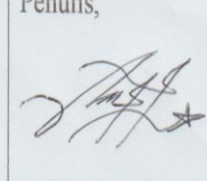
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# TEACHING SPEAKING USING FLIPPED CLASSROOM TO THE SECOND GRADE STUDENTS OF ENGLISH DEPARTMENT AT NUSANTARA PGRI KEDIRI UNIVERSITY IN ACADEMIC YEAR 2017/2018

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## ABSTRACT

Speaking is one of productive skills that must be learned by students. It is regarded as the most important skill of communication in a foreign language teaching. However, it is not easy for the students to master the skill. The researcher found some problems in teaching speaking, such as; the using of un-interactive teaching model, students' lack of background knowledge because of still lacking some aspects of speaking including pronunciation, grammar, vocabulary, fluency, and comprehension, students' less motivation and limited time for practice. Therefore, English teacher should find a way to help the students solve the problems. One of the ways is using Flipped Classroom model. In this model, the technology sources become the replacement of the teacher's explanation in the class, because the students will listen, watch or read the material from the teacher in form of video outside the classroom. While in the class, the time can be maximized to do discussion and practice their speaking.

This research tries to answer the following questions: How are the results of each aspect of speaking after being taught using flipped classroom to second grade students of English department at Nusantara PGRI Kediri University academic year 2017/2018?. How effective is using flipped classroom to teach speaking to second grade students of English department at Nusantara PGRI Kediri University academic year 2017/2018?

The research was conducted at Nusantara PGRI Kediri University. It uses quantitative method especially uses pre-experimental design, the design of pre-experimental is one-shot case study. The sample is 2A class which consists of 22 students.

The result of the research shows that there was 74 score found the means of the score was 67.27 for comprehension, the second, frequent score was 70 found the means of the score was 63.6 for pronunciation, the third, 66 score found the means of the score was 60 for vocabulary, the fourth, there were two same frequent score that was 64 that found the means of the score was 58.18 for grammar and 56.36 for fluency. The means of total score is 50.55.

In conclusion, the result of each aspects of speaking is comprehension got higher score than other aspects that is 67.27. Based on the classification of the score after accumulating the means of total score shows that 60.55 is effective enough. It can be concluded that teaching speaking after being taught using Flipped Classroom is effective enough, students' speaking skill is improve especially for comprehension, students can speak English confidently and become active in discussion.

**KEY WORD:** Speaking, Teaching Speaking, Flipped Classroom

## I. INTRODUCTION

Among of four language skills, speaking is regarded as the most important

aspect in learning to communicate in a foreign language (Ur, 1996: 120). Speaking becomes important because the goal of

learning foreign language itself is to be able to speak on the target language. Grauberg (1997: 201) states that for many pupils the prime goal of learning a foreign language is to be able to speak it. Further, speaking is used for communication. As stated by Richards (2002: 204), speaking is the verbal use of language and a medium through which human beings communicate with each other. Thus, it is important to master speaking skill especially for the students in order to be able to communicate with others and also reach the goal of learning English.

In fact, it is not easy to master this skill. Many students feel anxious in a speaking class and some are likely to keep silent, because they lack of self confidence, prior knowledge about the topic and also because of poor teacher learner relationship. (Ur, 1996: 121). It means that the problems that students faced in developing their speaking performance relate not only to their linguistic and personality factors, but also the types of classroom activity used by the teachers.

However, in Indonesia, learning system in almost all schools or colleges still provides one way in delivering the materials which is called Teaching Centered Learning (TCL). As a result, the students become passive, because they get the material only from the teacher. Besides, in this model, the teachers usually use

almost a half of the time to explain the material. As a result, the time to practice speaking in the class is limited. Whereas speaking needs much time and space to be practiced in the class because they do not use it outside the class.

Students in this 21st century is categorized as Millennial students generation. The millennial generation is considered unique and sophisticated in using technology such as computers, laptop, internet connection, mobile phone and others. They do not only use technology as a tool, but also as integral parts of their lives (Merrit, 2008). Consequently, nowadays, lecturing classroom teaching is no longer effective for these generations (Phillips and Trainor 2014 in Sarasyifa 2018).

Regarding with the speaking problems, the teacher should use appropriate model, so that the students can be better in their speaking. There are many models that can be used by the teacher, one of the appropriate and the newest model is flipped classroom.

A flipped classroom is opposite of traditional classroom. If the traditional classrooms are mostly teacher centered which most of the class time used for lecturing while the flipped classrooms are student centered. Hamdan, McKnight, McKnight & Arfstrom (2013: 4) states that

flipped classroom is the reverse action of the traditional classroom. In the flipped classroom model, the technology sources become the replacement of the teacher in the class, because the students will listen, watch, or read the material from the teacher in form of video at outside the classroom, this model can be done whether individually or in groups. Its main goal is to free up the class time and student centered learning.

So it is clear that the general activities of this model are students watch the video of the material outside the class before joining the speaking class, and in the classroom the activity is continued by discussing and doing speaking performances.

Based on the previous explanation above, there were three questions which should be investigated in this research, namely:

1. How are the results of each aspect of speaking after being taught using flipped classroom to the second grade students of English department at Nusantara PGRI Kediri University in academic year 2017/2018?
2. How effective is using flipped classroom to teach speaking to the second grade students of English department at Nusantara PGRI Kediri

University in academic year 2017/2018?

## II. RESEARCH METHODS

The method used in this research is quantitative research. Ary (2006: 22) proposes, "Quantitative research is a research that uses objective measurement to gather numeric data that are used to answer questions or test predetermined hypotheses". This research implemented pre-experimental design. According to Sugiyono (2013: 110), there are three types of pre-experimental design, they are one-shot case study, one-group pretest-posttest design, and intact group comparison. Specifically, the researcher uses one-shot case study. One-shot case study is a type of pre-experimental design where a single group of test units is exposed to an experimental treatment and a single measurement is taken afterwards. It only measures the post-test results and does not use a control group. In this design, the researcher used the post-test to know the result of Students' speaking skill after giving the treatment that is teaching speaking using Flipped Classroom.

This research took place at Nusantara PGRI Kediri University. It conducted in eight months start from November 2017 until August 2018. The population is 150 students of English Department students of



Nusantara PGRI Kediri University and the sample is 2A class which consists of 22 students; 8 males and 14 females.

The instrument is post-test in form of oral test. The oral test was conducted in group by doing role playing. The students had to do role playing for TV interview in front of the class depend on the topic chosen. Each student in every group had their own role that is become interviewer or interviewee. Then, the researcher gave score after the students did role play and she gave score based on the difficulties in every aspects of speaking. She gave score 1 to 5 for each aspects of speaking that the observed including, pronunciation, grammar, vocabulary, fluency and comprehension. Although the test is done in group but the score is taken from individual.

### **III. FINDINGS**

The aim of this research is to find out the effectiveness of Flipped Classroom in teaching speaking. After analyzing the data, the researcher found that students' speaking skill after being taught using Flipped Classroom was effective enough. It could be seen from the findings showed that 9 students got score 64 – 69, 5 students got score 52 – 57, 4 students got 58 – 63 and 3 students got score 70 – 76 and the means of total score was 60,55 score.

From the score of each aspect after being taught using Flipped Classroom showed that there was 74 score found the means of the score was 67.27 score for comprehension, the second frequent score was 70 found the means of the score was 63.64 for pronunciation, the third frequent score was 66 found the means of the score was 60 for vocabulary, and the last, there were two same scores that was 64 that found the means of the score was 58.18 for grammar and 56.36 for fluency.

Based on the data above, it could be concluded that teaching speaking using Flipped Classroom is effective. It could be seen from the mean of total score after being taught using Flipped Classroom was 60.55 score. Based on the classification of the score, the students score was classified into effective enough or it was fair level. There was effectiveness of using Flipped Classroom to the students speaking skill, the students could speak English confidently and most of the students could comprehend the material and it could be seen from the students' comprehension that got the higher score than other aspects. The students' comprehension was increased after the researcher gave the video material outside the classroom or before meeting in the class.

Based on the finding of the data supported by preliminary study, Sarasyifa

(2017) found that teaching speaking using Flipped Classroom model in SMA Negeri 9 Kota Tangerang, the result showed that the students' speaking ability increased and the students became more enthusiasts, more enjoyable, more confident, and unafraid to discuss spontaneously to each other. This model also contributed well towards their vocabulary, pronunciation, fluency, and the background knowledge about the topic. It means that the result of the data of the previous study and this research have the similarity of the result of the data, in this research, the researcher also found that after being taught using Flipped Classroom in teaching speaking to second grade students of University of Nusantara PGRI Kediri in academic year 2017/2018 has affect the aspects of speaking including pronunciation, grammar, vocabulary, fluency, and comprehension. Comprehension here was got the higher score than other aspects. Comprehension could also be interpreted as students' understanding about the topic. Good comprehension means good understanding, they could be easy to comprehend the topic because of they have already got the background knowledge from the video given outside the class. In contrast, there was also contradiction between both of them that is the place of the research. The previous research was conducted at SMA

Negeri 9 Kota Tangerang while this research was conducted at University of Nusantara PGRI Kediri. Besides, the previous research used a Mixed Method Research Design while this research used Quantitative design.

From the explained above the researcher found that after being taught using Flipped Classroom in teaching speaking, students speaking skill could be better especially in comprehension aspect and they could speak English confidently in front of the class.

#### **IV. CONCLUSION**

After conducting this research, the researcher makes some conclusions. The means of the students score in speaking skill is 60, and the score of each aspect of speaking are as follows: the means of comprehension was 67.27, the means of pronunciation was 63.64, the means of vocabulary was 60, the means of grammar was 58.18 and the means of fluency was 50. Based on the explanation above, the writer concluded that Flipped Classroom is appropriate model to teach speaking skill and comprehension aspect got the higher score the other aspects after being taught using Flipped Classroom. The researcher found that the mean of total score was 60.55 Based on the classification score, it is categorized as effective enough.

From this research and findings, the researcher gives some suggestions to the English teachers, the students and other researcher. She suggests the English teachers to apply flipped classroom in teaching speaking since it gives the teacher a chance to free up the class time so she/he can maximize the class activities into group work, problem solving and give more time for the students to do speaking performances. Besides, they can use another online platform as the tools to upload and share the material except WhatsApp such as Edmodo, Facebook, Wattpadd and others depend on the teacher creativity and students' need. For the students, she suggests to be more responsible in every instruction in flipped classroom that given by the teacher. By applying this model, they are also expected to get much input through online video material that given outside the class and be able to produce the language through discuss with their group inside the classroom. And for the other researcher, she suggests to other researcher to use different materials besides TV interview, may be in the other topic of speaking that relate with the real situation, like formal meeting, speech, debate and many others. Besides, she also suggests to them to apply Flipped Classroom at the different levels of education, such as in junior or senior high

school and also try it in other language skills such as writing, reading and listening.

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