

Research article

Students' Perceptions of the Flipped Classroom Approach for Learning Speaking Skills

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Abstract.

The aim of this study was to describe students' perceptions of the implementation of the flipped classroom approach for learning speaking skills. A descriptive qualitative research design was used. 23 tenth grade students of Madrasah Aliyah Nahdlatul 'Ulama (MA NU) Mranggen in academic year 2020/2021 participated. The researchers collected the data through observations, questionnaires, and documentation analysis. According to the findings, the students felt that the flipped classroom approach was interesting and they could understand the method. The flipped classroom approach also increased interaction between the students and teacher, and improved students' speaking skills.

Keywords: flipped classroom, speaking skills

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Published: 28 September 2022

Publishing services provided by
Knowledge E Isti Rohmawati, Choiril

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Selection and Peer-review under the responsibility of the ICESRE 2021 Conference Committee.

1. Introduction

Language is used as a tool of communication among the nations in all over the world, it means language is very important things in communication. In this 21st century, as an international language, English is important and has become as the dominant conversation in many aspects. The data is showed by [1] that reported about a quarter of world population or 1.75 billion people using English as a dominant conversation language. The dominant role of English can be seen from several aspects such as in communication, information, business, diplomacy, science, technology and also education. Indonesia is one of countries that make English as a primary foreign language in educational domains. To achieve an educational outcome, in teaching and learning English process, teachers are expected to have an ability to create and manage an effective instructional classroom.

According to [2], there are five principles for creating the effective language learning environment such as giving opportunities to use English, drawing the attention of its patterns, giving time to use English, noticing their errors and correcting English, and constructing to interact each other in English. In consequently, the English teachers are

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required to create more suitable and efficient use of the classroom to cover four English skills such as reading, listening, speaking, and writing to be taught to the students. Although, speaking is not tested in National Examination (UN), but, it is importance skill for the students, many teachers in Indonesia have tried to train the students in speaking but they faced some problems which related to the 21st century in English as a Foreign Language (EFL) context which used Communicative Language Teaching (CLT) approach. The problems can be identified such as the time to practice is limited, inactive students in classroom, the students' differences in motivation and learning style in learning English, a large number of students, etc

Based on the researcher observation at State Senior High School, it also happened and related to some of those problems above. First, in teaching and learning speaking, the teacher still uses uninteractive learning method which the teacher manages an instructional classroom such as, the teacher teaches or gives the new material in class. Therefore, the students have fewer opportunities to share their ideas, practice speaking as a communication, and interact to each other using English during the lesson.

Second, the large number of students and the time to practice speaking is limited. Allocated time on English subject at ten grade level is 4x45 minutes per week and the large number of students in the class commonly consists of 36 students. However, the teacher is difficult to train those students and tends to be more focus on those four skills especially in speaking skill. In conclusion, it is less effective to facilitate and give many opportunities for students to speak English in the class.

Third, many students are lack of prior or background knowledge when the teacher asks them to discuss spontaneously the topic in peer or group. It can be concluded that the students less of preparation, they do not know what they are going to say. Thus, what they need is preparation, so they have background knowledge about the topic before coming in the class and can discuss the topic freely using English.

Fourth, many students' complaints about having too much homework. This is one of the main challenges that almost every teacher has to deal with on a daily basis. Students want to learn in comfortable way and less of homework, because they actually not really understand what their teachers taught in the classroom, therefore, they have to study again to finish the homework.

The last problem, based on the interview with many students, the students' have low motivation such as, tend to be more passive in the learning process, tend to be shy and afraid to speak English, and they have an assumption that English is difficult. The result is they get low grades in exam.

Based on those problem above, there is an interesting way to solve the problems in teaching speaking. The interesting way comes from [4] who flipped their class as a transition to the deep learning model. They named this model as Flipped Classroom Model. They recorded the video of explanation and students could watch the video at home. The next day, in the classroom, students did homework and exercises assisted by the teacher. The result, their students not only get better score on tests and personalize their own learning but also they get truly understand the chemistry at deeper level and allowed the teacher interact more often with their students. Furthermore, there is [3] who founder of Khan Academy, he uploaded his first video start the concept of flipped classroom up to now amount 7.5000 videos, he suggested to the teachers, to flip the traditional classroom with many videos, because the data of statistic in Top 20 most popular android apps 2016 (2019), showed around 1.33 billion people use YouTube and it increase in each month. It means videos has become popular to sharing everything in this world. Khan supported the Flipped Classroom Model because he wanted everyone can be comfortable and flexible to access learning and this model is very suitable to make the students focus on important skill such as speaking in learning English. Flipped classroom means invert teaching methods, where teachers deliver instruction to watch video outside of the class and move homework to be done in the classroom. The flipped classroom also inverts traditional classroom which is low of activity in the class to be active in interaction such as dialogue practice, group discussions, etc. Hence, the students can spend more time to explore their ideas and knowledge and interact more often each other.

Moreover, there are many researchers who investigate about students' perception of flipped classroom and they get positive feedback from their students, those researchers are [4][5]. They conducted that this model learning become the most favorable and effective in learning language and can improve student's speaking skill.

From researcher's explanation and various problems of the teaching and learning speaking, the writer intends to conduct research to find out students' perceptions about flipped classroom and also whether or not the students' speaking skill can be enhanced through the flipped classroom method, by the title "Students' Perceptions toward the Implementation of Flipped Classroom in Learning Speaking Skill."

2. Method

This study used descriptive qualitative research method design because this study to find out about students' perception which is about students' feelings and opinions

towards the implementation of flipped classroom in speaking learning. According to[6], descriptive method is designed to obtain information about the nature of situation as it exists at the time of the study. Therefore, the researchers described the experience from the students during implementation of flipped classroom. It means the researchers collected the same data obtained from classroom observations during the learning situation.

2.1. Questionnaire

According to[7] Questionnaire is an instrument for collecting survey information, providing structured, often numerical data, being able to be administered without the attendance of the researcher, and often being comparatively frankly to analyze. The researcher collected the data by using questionnaire where the contents of the questionnaire adopted from another researcher. The type of questionnaire used in this research is open-ended questionnaire. The open-ended questionnaire here was used because it made the participants have more freedom to express their opinion, to explain and qualify their responses and avoid the limitations of pre-set categories of response. The questionnaire wrote in the Indonesian language in order to make the participants easy to answer the question. The questionnaire distributed to the participants to get the data about the students' perceptions toward the implementation of flipped classroom in speaking learning at MA NU Mranggen. The questionnaire consisted of eight questions. The questions were adopted from[8]

2.2. Observation

According to[9] observation is the collection of data that allow researcher to observe the behavior and material of the environment by watching, evaluating, drawing conclusions, and making comments about interactions and relationships in certain research fields. In this case, researcher comes directly to the location and make observations. The object to be observed in this study is respondents who have been given a flipped classroom. Then, the researcher observed them with the five senses (vision and hearing) then analyze it.

2.3. Documentation

Documentation method is a method of collecting data obtained through facts from letters, diaries, photo archives, meeting results, souvenirs journals activities and so on [10]. It is also a way of collecting data through archival-relics archive and also includes books on opinions, theories, propositions or law and others relate to research problems. The researchers took some pictures of the subject during the process of the research, number of students, etc.

2.4. Procedures

The researcher gave the questionnaire questions list to the expert to be validated. The researcher did survey at MA NU Mranggen, Demak. Next, researcher took a sample in the tenth grade students of MA NU Mranggen. The researcher trained and explained how to use flipped classroom in teaching speaking to English teacher. Then, the teacher taught tenth grade students by using video made by teacher guided by the reseracher. It focused on speaking skill. The researcher did observation to the implementation of flipped classroom to the tenth grade students. The reseracher gave the questionnaires to the students to get their perception toward the implementation of flipped classroom in learning speaking skill. The last, after all of the data were complete, they were analyzed and concluded to that answer the research question.

2.5. Data Analysis

Data analysis is the process by which researchers examine data that has been obtained from various sources, namely from interviews, personal documents, official documents, photographic images, and so on. Then it will be concluded by making a summary of the core, process, and statements that need to be maintained and arrange it. In this study, the researcher used data analysis in qualitative research by [11]. They divided the process of analysis into three phases, consisting of data reduction, data displays and conclusion drawing or verification.

1. Data Reduction

The first step is data reduction. It means the process of sorting, focusing, simplifying, abstracting, and transforming of the raw data. Therefore, based on the figure above, data reduction occurs continously during the process of conducting qualitative research. In this step, the reseracher separated the accurate data from the inaccurate ones, focus

on the data that was analyzed. Hence, it was easy for the researcher to continue the collecting data.

2. Data Display

The second step is data display. A display generally is an organized, compressed assembly of information that permits conclusion drawing and action. In this second step, the researcher did display the data which contains the deixis, not only as generally but specifically and clearly.

3. Conclusion Drawing or Verification

The last step of analysis activity is conclusion drawing. The conclusion drawing was made after the researcher evaluate the data of this research

3. Results and Discussion

3.1. Observation result

The procedure of the observation there are four phases, the first introduction phase. In this phase, the teacher explained to the students the use of flipped classroom method, they were pay attention to the teacher explanation. The second, learning material phase. The teacher shared offline video to the students to facilitate students' readiness. The third, process phase, this phase consist of 2 part. First part of process phase is prior to class. In Prior to class students studied the material outside of the class by watching video and wrote the point of the video material.

The second part of the process phase is in class. Here, students divided into group discussions consist of 4 or 5 students. They discussed about the material and the teacher walked around to conduct, make sure all students active in discussion and checked the students note to clarifies their misunderstanding. After that, each group made some question about the material on paper to be shared other group. Then, the teacher collected the question and asked each group to come forward to answer the question from other group. Here, the teacher corrected the students' pronunciation and vocabulary. Next, the teacher divided students into group consist of 2 students. The teacher shared an example of dialogue from another material which students have learned. After that, each group was asked to make a dialogue about the material and presented in front of the class. The last procedure is evaluation phase, here, the teacher evaluated students' work.

The researchers observed the classroom by using this observation checklist for the students. Based on the observation checklist, almost all of the students enthusiastic to

ask and discuss with their group and others group. When students gave question, the response the other student was good. It was shown by enthusiasm for the students to answer. When they presented their task, they had fluent presentation. It means they were really prepared themselves before go to the classroom.

3.2. Questionnaire result

In this research, the researcher collected the students perceptions toward the implementation of flipped classroom method by using open-ended questionnaire. There were eight questions in the questionnaire, 23 students gave responses to this questionnaire. The questions were as follows:

TABLE 1: Questionnaire.

No	Question items
1	What is your opinion about the Flipped Classroom method?
2	How do you feel when studying in class with the flipped classroom method?
3	Does flipped classroom method increase your confidence when speaking English? Can you tell me why?
4	Is there any advantages from this method? If so, what are they?
5	Is there any obstacles? If so, what are they?
6	Does Flipped Classroom method enhance your speaking skill? Can you tell me more in what aspect?
7	Do you recommend this method to be applied in English lesson? Why?
8	How is your impression toward this method?

Students were allowed to give responses both in English language or Bahasa Indonesia, so in this presentation of data, the researcher also translated students' responses into English.

The first question was intended to know the students' opinion about flipped classroom. The first question was written as: "What is your opinion about the Flipped Classroom method?".

St1 answered:

Flipped Classroom adalah metode yang membuat saya lebih paham materi Pelajaran Bahasa Inggris karena saya mengulang video sampai saya paham. (Flipped Classroom is a method that makes me better aware of the material English lessons because I repeat the video until I understand).

St4 added:

Metode yang bagus, di kelas jadi lebih menyenangkan. (Good method, in class so more fun).

St5 stated:

Pendapat saya, metode ini tidak membosankan. (In my opinion, this method is not boring).

St12 mentioned:

Metodenya membuat saya jadi semangat belajar bahasa Inggris, meynenangkan. (This method makes me so passionate about learning English, fun).

St16 explained:

Metode flipped classroom yang bisa membuat saya percaya diri berbicara bahasa Inggris di kelas. (Flipped classroom method that can make me confident speaking English in class.)

From students' perception above. It can be concluded that flipped classroom is understandable, fun, and not boring method. It was also created enthusiastic and self-confidence.

The second question was to know students' feeling when studying in class with the flipped classroom. The second question was written as: "How do you feel when studying in class with the flipped classroom method?".

St18 answered:

I am very happy.

St13 added:

Saya merasa semangat belajar bahasa Inggris. (I feel the spirit of learning English).

From the students' explanation above all students had the same answers, they felt happy when studying with flipped classroom model. So, the researcher concluded that flipped classroom method made students feel happy and enthusiastic.

The third question was to know the reasons for their increased self-confidence when speaking English using flipped classroom method. The second question was written as: "Does flipped classroom method increase your confidence when speaking English? Can you tell me why?".

St3 declared:

Yes. belajar materi di rumah membuat saya percaya diri ketika berdiskusi. (...learning materials at home makes me confident when discuss).

St18 added:

Iya, alasannya adalah saya sering praktek berbicara ketika di kelas. (Yes, the reason is that I often practice speaking when in class).

St7 answered:

Iya, saya jadi percaya diri karena berdiskusi dengan teman-teman. (Yes, I became confident because of discussions with friends).

From the question above, all of students answered “yes” that flipped classroom increase their speaking skill. Thus, the researcher concluded that flipped classroom could increase students’ confidence in speaking English because they have already learned the material at home and have plenty of time to discuss with their friends.

The fourth question asked the students about the advantages of flipped classroom method, the question was written as “Is there any advantages from this method? If so, what are they?”.

St2 answered:

Iya, ada. Kelebihan dari metode flipped classroom tidak ada pekerjaan rumah dan bisa belajar dimanapun saya mau. (Yes, the advantages of flipped classroom method are no homework and can study wherever I want).

St19 added:

Iya, kelebihan dari metode ini adalah lebih mudah dipahami. (Yes, the advantages of this method are easier to understand).

St8 mentioned:

Ada, kelebihannya membuat nyaman karena saya lebih suka belajar di rumah. (Yes, the advantages make it comfortable because I prefer to study at home).

St18 explained:

Kelebihan dari metode ini adalah saya dan teman-teman punya banyak waktu untuk berdiskusi di kelas. (The advantage of this method is that me and my friends have plenty of time to discuss in class).

The explanation above showed that all students agreed that flipped classroom method has many advantages. Most of students answered that there was no homework, easier to understand, flexible, comfortable and also making the atmosphere in classroom more fun and active.

The fifth question was about the obstacles faced when learning with flipped classroom method. The question is written as “Is there any obstacles? If so, what are they?”.

St7:

Tidak ada hambatan (no obstacles).

St14:

No.

St21:

Tidak ada hambatan. (no obstacles).

St5:

Ada, penyimpanan penuh. (There is, full storage).

Based on the result above, most of students respond there were no obstacles. But there were three of all students answered they faced the same the obstacle. They had no storage space to save the lecture video.

The sixth question was related to knowing whether the flipped classroom can improve speaking skill, the question was written as “Does Flipped Classroom method enhance your speaking skill? Can you tell me more in what aspect?”

St1 answered:

Iya, yaitu dalam aspek pengucapan Bahasa Inggris dengan baik dan benar. (Yes, that is in the aspect of English pronunciation well and correctly).

St2 added:

Iya, saya jadi tau kosakata baru. (Yes, I know new vocabulary).

St9 stated:

Yes, saya jadi lebih percaya diri berbicara Bahasa Inggris dikelas. (., I became more confident speaking English in class).

The explanation above showed that flipped classroom method enhance students speaking skill. All students answered yes and about the aspects, most of them explained it improve their vocabulary and pronunciation.

The next question was written as “Do you recommend this method to be applied in English lesson? Why?”

St1 explained:

Yes, saya merekomendasikan. Karena flipped classroom sangat membantu saya memahami Bahasa Inggris dengan baik. (., I recommend. Because flipped classroom really helped me understand English well).

St3 answered:

Iya, karena flipped classroom menyenangkan, mudah dipahami. (Yes, because flipped classroom is fun, easy to understand).

St8 mentioned:

Iya, agar tidak bosan di kelas. (Yes, so as not to get bored in class).

St20 added:

Iya, metode ini bagus jika dipakai, sangat menyenangkan. (Yes, this method is good if used, very fun).

Based on the result above, all of the students were recommend flipped classroom method applied in their English lesson because this method was help students understand easier and well, not boring, and also fun.

The last question was written as “How is your impression toward this method?”.

St1 answered:

Kesan saya sangat senang belajar dengan metode flipped classroom. (My impression is very happy to learn with flipped classroom methods).

St16 added:

Saya suka sekali metode ini membantu saya karena mudah dipahami. (I love that this method helps me because it is easy to understand).

St16 mentioned:

Senang bisa belajar dengan nyaman. (It's good to be able to study comfortably).

St20 added:

Kesan saya baik, metodenya tidak membosankan. (My impression is good, the method is not boring).

From students' perceptions above, researcher concluded that most of students gave good impression to flipped classroom method. They answered this method is fun, comfortable and not boring method.

3.3. Discussion

This research aim of this study was to investigate the students' perceptions toward the implementation of flipped classroom in speaking learning. The researchers came up with one research question. The research question is “How do the tenth grades students of MA NU Mranggen perceive the implementation of flipped classroom in speaking learning?”. To answer the research question, the writer provided several questions in the questionnaire (open-ended) sheet in order to obtain relevant answers from the students and the researcher also did observation to know the process of implementation flipped classroom method.

Based on observation result, when the observer was observing, the observer used observation checklist sheet. The observer, observed in the classroom during the process of learning, students saw active in group work and when they were fluent when explaining to their friends. It created fun and active classroom.

Based on the answer on questionnaire results, students' perception of the first question was positive perception about their opinion of flipped classroom method,

they stated that flipped classroom method is fun and understandable method. They argued that the flipped classroom method made the class was not boring because they had a fun discussion with their friends. Besides, the second question was also positive perception. Students explained that learning English by using flipped classroom method made them happy. The third question, all students agreed that flipped classroom method made them feel confidence. The result of fourth question was flipped classroom has many advantages such as they like having discussion in the classroom because they have already prepared themselves well, no homework, and also they could understand the material easier.

Those advantages related to [12] there are four benefits in flipped classroom for the students, the first is get less frustration with student's homework. The second is students can ask questions and get immediate targeted answer. The third is exploring subjects in a deeper manner. And the last is students can catch up with the flipped classroom model than with standard one.

The fifth question, most of students answered there was no obstacle when studying with flipped classroom method, but there were three students answered the method made their storage memory full. The sixth question, most of students stated that flipped classroom make them enhance their speaking skill and enhance students' vocabulary and self-confidence. The seventh question, all students agreed that flipped classroom applied in their English subject. Most of them mentioned that flipped classroom helpful method. The last question was about students' impression on the flipped classroom method. Most of the students had a great impression to the flipped classroom method, they were really like this method.

4. Conclusion

Based on the results of the above research and discussion, it could be concluded that all students' perception indicate that flipped classroom is interesting method which make the students easier to understand the material, comfortable, and also make them more active to speak up in the classroom. The students also stated that flipped classroom make them enhance their speaking skill and enhance students' vocabulary. It means that this method was effective way for the teacher to get the success of students speaking skill. Most of the students also did not have difficulties or obstacle in learning with flipped classroom method. The students also stated that flipped classroom made them feel happy and not bored in learning because flipped classroom had many advantages such as they like having discussion in the classroom because they have already prepared

themselves well, no homework, and also they could understand the material easier. And lastly, all students gave a very good impression on the flipped classroom method and also they recommended this method applied in their School.

acknowledgments

All praise is given to Allah SWT, the Lord of the universe for His Mercies and Blessing, the researchers finally could finish this study on time. The deepest gratitude goes to English Education Department of Universitas Islam Sultan Agung which really supported us to finish this paper.

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