

ABSTRACT

Zami, Hella Novita (2024). **The Effect of The Blended Learning Strategy: Flipped Classroom Model in English Speaking Aspects.** A Thesis. English Department. Faculty of Teacher Training and Education. Universitas Jambi in Academic year 2024/2025. First Supervisor: Eddy Haryanto, S.Pd., M.Sc.Ed., MPP., Ph.D., and second Supervisor : Dr. Dra. Yelia

This research aims to find out whether there is a statistically significant difference between classes that are treated using flipped classroom learning and classes that are not treated with flipped classroom treatment on students' speaking aspects. This research also examines in more detail how statistical scores differ in each aspect of speaking, namely pronunciation, fluency, vocabulary, accuracy, and comprehension. This research was conducted on class XI students of SMA N 5 Jambi City. There were 34 students in Class XI B1, the experimental class, and 34 students in XI B2, the control class. This research was conducted using a quantitative approach using a quasi-experimental design. The speaking test was used as an instrument for this research. Data was taken from the pretest and posttest in the experimental and control classes in the form of speaking test scores which were recorded and analyzed using the Paired Sample T-test. The results show that the average pretest score in the experimental class of students is 64.44 and the average pretest score in the control class is 82.88. The post test score in the experimental class was 65.25 and the post test score in the control class was 79.50. Apart from that, the increase in the average student score from pretest to posttest in the experimental class was 18.44 and pretest to posttest in the control class was 7.72. Then the p-value for the significant level in the experimental and control classes is the same as 0.000. However, the STD deviation in the experimental class has a greater correlation than the control class. This proves that H1 is accepted, there is a statistically significant difference in students' speaking aspects after implementing the Flipped Classroom Model. Apart from that, it can also be seen that students' abilities in aspects of pronunciation, fluency, vocabulary and accuracy and comprehension also have a significant increase in scores. Based on the results, it can be concluded that the use of FCM can improve students' speaking aspect abilities.

Keywords: *Flipped Classroom, Speaking aspect, Blended learning.*