CHAPTER I

Introduction

1.1. Background Knowledge

In the realm of English language teaching and learning, speaking is considered one of the most important skills in determining students' ability to use language efficiently. Speaking is often deemed the most challenging among the four language skills (speaking, listening, reading, and writing) because proficiency in speaking is seen as synonymous with mastery of the language. It holds significant importance in educational settings, as it directly influences students' capacity to engage in conversations in a foreign language. Improved speaking abilities enable students to articulate their thoughts and emotions effectively, adapting to various contexts and situations with intelligence and coherence.

In mastering each component of speaking, students must pay attention to pronunciation, fluency, vocabulary, accuracy and understanding to facilitate the achievement of these skills orally. In fact, many students have difficulty expressing themselves verbally. In addition, they have some problems in speaking and still find it difficult to speak English. According to Rachmawati and Cahyani (2020), Some students learning English as a foreign language (EFL) struggle due to limited opportunities to practice oral and written communication in English in their daily lives. Moreover, they typically only engage in English speaking practice for one to three hours per week during school hours. This tendency causes EFL students in Indonesia to understand that their academic progress is slow because they only learn English as a foreign language at school. To

overcome this problem, it turns out that many teachers are implementing blended learning strategies to help achieve learning goals, especially speaking English.

Due to the advancement of the times, including the development of technology, communication, and informatics, people must be familiar with the term blended learning. In the midst of the times, learning with e-learning methods is now being continuously developed in the world of education throughout the world, including in Indonesia. One of the e-learning methods is blended learning. This is done because the sophistication of technology will eventually affect learning methods. The advent of information and communication technology offers an avenue to enhance the quality of education by granting students access to a vast array of learning resources. This phenomenon has led to the emergence of a new educational approach known as student-centered learning. One prominent implementation of student-centered learning is blended learning, which integrates both face-to-face and online learning modalities. Blended learning proves to be particularly beneficial in unconventional circumstances, as it enables learning materials to be accessed from anywhere and at any time, including through mobile devices (Arrosagaray et al., 2019; Mulyanto et al., 2020; Purba, 2021). Additionally, a pedagogical model that aligns with student-centered blended learning is the flipped classroom approach.

According to Jensen et al, 2015; Erdemir & Ekşi-Yangın, 2019 the main purpose of the flipped classroom model is to deliver course content through pre-recorded videos or other online tools and use class time more effectively to implement the constructivist and hands-on activities like problem solving, critical thinking, pair work, group work, etc. and increase in-class interaction between learners and teachers. Meanwhile, in the flipped classroom model, class time is dedicated to discussions, active participation in class activities, and receiving feedback, all conducted outside of traditional class hours. Students take ownership of their learning process by engaging with

instructional videos and supplementary materials to shape their understanding (Yavuz et al., 2019). Moreover, Collado-Valero et al. (2021) observed a substantial rise in the utilization of online digital resources in flipped classrooms, particularly in video and audio formats. This trend offers students increased opportunities to exchange knowledge and learn collaboratively.

Utilizing the flipped classroom approach allows teachers to optimize class time effectively by incorporating various learning applications. These applications aid students in developing higher-order thinking skills, resulting in notable progress both inside and outside the classroom (Supiandi et al., 2019). Smith & Boscak (2021) and Campillo Ferrer & Miralles-Martinez (2021) investigated the conventional flipped classroom pedagogy, where students access self-study materials such as pre-class videos or case studies, followed by interactive online discussions led by the teacher. They observed that students expressed satisfaction with the flexibility and engagement offered by these materials, and they exhibited confidence in the skills acquired throughout the course. Similarly, Monzonis et al. (2020) and Campillo-Ferrer & Miralles-Martinez (2021) explored the experiences of pedagogy students who engaged in flipped learning during the COVID-19 pandemic. They found that most students reported enhanced digital skills and increased motivation attributed to this approach. Drawing from these findings, it can be inferred that the implementation of the flipped classroom model yields positive outcomes on students' learning capacities, particularly in enhancing their speaking skills.

The description of the theory above makes the author interested in conducting experimental research in one of the high schools in Jambi City. The researcher explores the impact of the blended learning method, specifically the flipped classroom model, on English speaking skills in a high school setting in Jambi city.

1.2 Formulate the Research Question

Based on the background of the research above, the researcher formulates the research questions. "Is there any significant effect of flipped classroom model toward students' speaking aspect?".

To answer the research question above, the researchers also measured the significant value in the speaking aspect by formulating several sub-research questions.

1. Is there a significant effect of the Flipped Classroom Model on the pronunciation of speaking?

2. Is there a significant effect of the Flipped Classroom Model on the fluency of speaking?

3. Is there a significant effect of the Flipped Classroom Model on the vocabulary of speaking?

4. Is there a significant effect of the Flipped Classroom Model on the accuracy of speaking?

5. Is there a significant effect of the Flipped Classroom Model on the comprehension of speaking?

1.3 Objective of the research

The objective of the research is to measure how the significant effect of flipped classroom model in students' speaking skill

1.4 Limitation of the Research

Much research has been conducted on the effect of the flipped classroom model, but specifically the flipped classroom learning method for English speaking needs to be researched further in the current digital era, especially in the city of Jambi. This research researched more detail in all of speaking aspects (pronunciation, fluency, vocabulary, accuracy and comprehension). Therefore, this research is limited to finding out how significant the effect is on English speaking learning outcomes in each aspect using the flipped classroom learning method. The focus method

of this research uses quantitative methods. This research uses a control class and an experimental class. Meanwhile, the analysis technique uses the IBM SPSS 26 application.

This research is confined to a single school to facilitate the sampling process, yet it's acknowledged that similar research conducted in other schools may yield different outcomes. Apart from that, the population is 340 students. The researcher selected two classes, each comprising 34 students, both taught by the same teacher who had previously implemented the flipped classroom learning method. While the findings of this research offer insights into the extent of the impact of the flipped classroom method on English speaking learning outcomes, it's essential to recognize that these results are specific to this particular context. Nonetheless, they can serve as a foundation for further investigation into the efficacy of different teaching methods. Additionally, the findings suggest that the flipped classroom approach holds potential for contributing to the evolution of future educational research and the development of innovative learning methodologies.

1.5 Statistical Hypothesis

This research will be conducted in order to apply FCM to find out whether FCM can improve students' speaking skills or not. Based on the calculations and results of hypothesis testing, it can be concluded that the mechanism, if

1. Alternative hypothesis (H_a): There is significant in applying flipped classroom model in teaching speaking.

2. Null hypothesis (H_o): There is no significant in applying flipped classroom model in teaching speaking.

1.6 Significance of the Research

This research is expected to make a valuable contribution by offering references for English teachers interested in utilizing flipped classrooms as instructional tools. In terms of empirical contribution, the findings of this study are intended to serve as a recommendation for future research endeavors focused on exploring the effectiveness of the flipped classroom approach.

1.7 Definition of Key Term

1. Flipped Classroom: This model is known as a student-oriented approach, which involves integrated learning during class sessions and gives students the opportunity to watch videos at a time of their choosing outside of class hours, and then create an explanation or summary that will be discussed in class sessions.

2. Speaking aspect: It is the ability to convey ideas, opinions, or suggestions by students using five aspects from speaking there are pronunciation, fluency, vocabulary, accuracy, and comprehension.

3. Blended learning: is an enhanced form of e-learning strategy that integrates the advantages of face-to-face and virtual learning.