

## **CHAPTER II**

### **Literature Review**

#### **2.1. Speaking**

According to Bailey (2023) says that speaking is productive oral skill. Speaking is defined as a dynamic process involving structured communication, encompassing the reception, production, and exchange of information (Burns and Joyce, 1997) According to definition above, Speaking is a type of oral communication in which the speaker utilizes words and sentences to express meaning. Speaking is a way to issue or express opinions that we want to express by voicing words or sentences. Speaking is a fundamental tool utilized by individuals for communication within social settings. Additionally, it entails the construction and exchange of meaning through the utilization of both verbal and non-verbal symbols across diverse contexts (Chaney, 1998, p. 13). Interpreting speaking as meaningful oral practice, individuals must comprehend each word uttered when using a foreign language. Proficiency in speaking supports individuals in expressing their compelling ideas verbally. For a more detailed definition of speaking in this research context, the following is the definition of speaking.

##### **2.1.1 Definition of English Speaking Skill**

Learning to speak begins in childhood and typically involves acquiring one's native language, often referred to as the mother tongue. Learning a new language at an older age can be more challenging than learning one's mother tongue. The primary goal of language is communication, emphasizing the importance of speaking as a crucial skill in language acquisition. Speaking, in this research context, refers to English speaking proficiency among high school

students, who generally have more opportunities to learn English compared to younger students. Several definitions of speaking are relevant to this research.

According to Bailey (2003), Speaking is a form of productive oral communication, which involves interaction between students and teachers, and includes productive speaking and receptive understanding. Engaging in speaking activities within the classroom offers distinct advantages, as it involves conveying messages or ideas through oral interactions. Moreover, speaking involves constructing sentences in conversations, especially focusing on pronunciation, vocabulary, and grammar, which are essential for students' improvement (Baron, 2020). Speaking skills can serve as indicators of a learner's language acquisition success, as suggested by Pawlak (2018), who indicates that students who are fluent in English may find it easier to express themselves in subject classes. These theories suggest that regular practice in listening and speaking is essential for learners to achieve ease and fluency in verbal communication. Baron (2020) also defines English speaking proficiency as the ability to communicate orally in English, covering aspects such as pronunciation, fluency, vocabulary, grammar, and effective expression of ideas across various contexts. Based on these theories, speaking involves conveying ideas, and mastery of various aspects of speaking is necessary for effective idea communication. Learning speaking is considered successful when students can master the five aspects of speaking (pronunciation, fluency, adequate vocabulary, accuracy in speaking, and comprehension of the language used).

### **2.1.2 Aspect of English Speaking**

There are any four characteristics of speaking:

- 1) Fluency

Fluency in a foreign language is achieved when one can speak with minimal pauses resembling a native speaker, albeit not with the same level of accuracy (Sendi Winaryo and Rosalin Ismayoeng Gusdian, 2021). Additionally, Hedge (2000) suggests that fluency involves coherent responses, linking words and phrases, employing appropriate stress and intonation, and pronouncing sounds accurately. Segalowitz (2010, p. 48) further explains that utterance fluency encompasses measurable elements like speed, pauses, and hesitations, while perceived fluency reflects listeners' judgments on speakers' cognitive fluency based on their perception of the speech. Thus, based on these perspectives, fluency is defined as the ability to communicate clearly to effectively convey the conversation's intent. Therefore, students are encouraged to enhance their speaking skills in classroom settings, which entails confidently expressing oneself, minimizing hesitations, and possessing an adequate vocabulary for effective communication.

According to Winaryo and Gusdian (2021), the challenge with students achieving fluency in speaking lies in their limited vocabulary. Putri et al., (2020) stated that students' lack of vocabulary is the main cause of students' academic failure in foreign language speaking proficiency. Nunan (1999) suggests that public speaking is a widespread fear that leads individuals to experience embarrassment, mental blocks, and forgetfulness, ultimately causing many of them to struggle with fluency in performance. Moreover, self-assurance is linked to students' insufficient confidence, often arising when they perceive a lack of understanding between themselves and their conversation partners. Any student lacking confidence in themselves and their English proficiency will encounter difficulties in fluent communication. Many students often experience confusion while attempting to express themselves verbally. Therefore, researchers will measure whether the flipped classroom learning method will help reduce fluency problems in students. So the lack of

vocabulary is the lack of fluency. Not only vocabulary, but the self confidence also the factor of speaking fluency.

In this research, the criteria for assessing fluency encompassed three primary aspects: speaking rate, pause rate, and disfluent syllables. These standards are derived from the perspectives of various experts. For instance, Kormo and Dénes (2004) highlighted fluency assessment by considering metrics such as articulation rate, speaking rate, pauses per minute, speed, average pause length, and frequency of disfluency. Ano (2005) argued that evaluating fluency levels involves calculating parameters such as words per minute, instances of silent thought, and repetitions of words, phrases, and sounds. According to Skehan (2003), the researcher in this domain have indicated that fluency can be consistently measured using indices related to three key aspects (speed, breakdown, and repair). This includes how quickly speakers talk, the number of pauses that disrupt the flow of conversation, and the extent of repair used to rectify, rephrase, and restore second language speech. Moreover, Tavakoli et al. (2020) noted that various measures of speed and breakdown are frequently examined in fluency research. Huensch & Tracy-Ventura (2017) typically calculate the extent to which L2 speakers correct their speech by tallying the number of reformulations, false starts, self-corrections, repetitions, replacements, or hesitations per 60 seconds. Based on these theories, researchers opted to assess speaking ability primarily in terms of the speed of speech, the frequency of pauses disrupting conversation flow, and the extent of repair utilized to rectify, rephrase, and restore L2 speech.

## 2) Vocabulary

Vocabulary is a critical component in developing English. This aspect enables communication, learning, and speaking. As a result, vocabulary study is critical to assisting some learners in mastering English, because students' ability to communicate and comprehend the

subject is largely controlled by their vocabulary proficiency. To speak English, one must have a sufficient vocabulary to explain one's ideas. English speakers recognize the importance of vocabulary and grammar (Dwhy Dinda Sari, 2021). The wider the vocabulary, the higher the likelihood that we will be able to use the language.

Proficiency in vocabulary empowers students to articulate their thinking and engage in effective communication. Assessing vocabulary proficiency is critical to preventing misunderstandings. One common challenge is that students may have difficulty understanding the speaker's intended meaning due to limited vocabulary (Sari, 2021). When starting to learn a new language, it is important for students to prioritize vocabulary specific to that language. In the result of Dwhy dinda Sari (2021) to improve vocabulary mastery, several techniques are recommended, including: a) maintaining strong determination; b) foster curiosity; c) read and listen attentively; d) be observant in choosing words; e) create a personal dictionary; f) consulting dictionaries and thesauruses; g) word play; h) practice getting used to new words. In this study, researchers will also measure how much and how significant the effect of using the flipped classroom method is by how many words students pronounce when practicing speaking English.

### 3) Accuracy

According to Andi Atika Putri, Nurdevi and Sujariati (2021) discovered that the primary source of grammar errors in students' speaking proficiency is predominantly attributed to intralingual transfer errors. This indicates that deficiencies in speaking skills stem from an incomplete understanding of grammar among English as a Foreign Language (EFL) learners. Learners should pay enough attention to the accuracy and completeness of the language from the moment of speaking such as focusing on grammar structure, vocabulary, and pronunciation

(Mazouzi : 2017). Based on the theory above, accuracy is a speaking character that requires the speaker to be appropriate and precise in using language with speaking regulations.

The consequences of ignoring accuracy, which is related to the appropriate use of linguistic elements, especially grammatical elements, in teaching spoken English is highlighted by Julian Chandra (2017). Accuracy in speaking refers to the ability to produce expressions that are grammatically correct, following the rules of the language system to which they are addressed. Brown (1994: 254, as quoted in Julian Chandra, 2017) defines accuracy as clear articulation, grammatical and phonological precision, while fluency implies a natural flow of expression. In conclusion, accuracy plays an important role in assessing the success of second language (L2) learners' language acquisition in oral proficiency.

In this study, researchers chose to measure accuracy in speaking by paying attention to grammar when students practice speaking.

#### 4) Pronunciation

Speaking is an essential skill with pronunciation being one of the features of language that cannot be separated from the speaking process. It is important to pronounce clearly so that the message conveyed can be well understood by the listener. Pronunciation must be taught in order for students to accurately pronounce English (melisa et al., 2019). Pronunciation is a fundamental and crucial skill required for individuals who want to use English effectively in communication. Based on the theory presented above, pronunciation becomes a crucial aspect in the language learning process as it is an indispensable part of speaking ability which is essential for achieving successful communication. If we cannot pronounce the words or expressions properly it will be less effective when we are communicating.

Teaching pronunciation involves two interconnected skills: recognition, which requires understanding the rhythm of speech, and production, which focuses on the fluency of verbal communication (Broughton, 1993). Furthermore, Laroy (1996:35) suggests that most pronunciation teaching and improvement should be done indirectly to reduce self-consciousness. According to Andri Purwanto (2019) In pronunciation teaching, teachers can use various multimedia resources such as videos, audio recordings, or pictures relevant to the words being taught to facilitate the teaching and learning process. Ear training, a technique in pronunciation teaching, is used to help students distinguish individual sounds and introduce them to different English accents and linguistic variations (Purwanto, 2019). From the theory above, the flipped classroom learning method by providing online videos before learning will help students become more accustomed to seeing and hearing how words are pronounced correctly. Researchers assessed students' pronunciation by paying attention word by word pronunciation when speaking.

#### 5) Comprehension

According to Abbas & Narjes (2016), Comprehension in speaking is the result of an instructional approach that is often associated with terms such as speech understanding, spoken language comprehension, speech recognition, and speech perception. From the theories above, comprehension is how the speaker understanding about the meaning of what they are speak. In speaking, speaker should know, the purpose, the meaning, transformation to information when they are speaking.

According to I.T. Rustsmov and Z.X. Mamaziyayev (2022) To measure students' speaking comprehension skills, teachers can pay attention to whether the content of what is being discussed is appropriate to the topic being discussed. Then what is assessed next is intonation when speaking. and finally, how students convey their ideas spontaneously. In this case, researchers used question

and answer methods with students to find out what the content, intonation and understanding of the topics discussed in class were.

### **2.1.3 Type of Speaking**

In some journals, there are several types of speaking.

#### **1) Imitative Speaking**

Imitation is the initial form of speaking that requires students to replicate specific words uttered by the teacher (Brown, 2007). Imitative involves students replicating a word, phrase, or sentence. Within imitative assessment, students focus solely on what is conventionally referred to as pronunciation. Two components of imitative assessment are word repetition tasks and phonepass tests (Krisdiana, 2021). Imitative speaking refers to a type of speaking performance in which the speaker imitates or mimics a particular length or segment of language (Ampa, Andi Tenri 2015). Same of Elvinna Jenni (2018) The students practiced imitating words or sentences. In addition, in accordance with Lengkoan (2022) The effectiveness of Educational Learning Videos as a strategy to improve students' listening and speaking skills in English lies in their ability to stimulate native speaker imitation. Speaking and listening skills are honed through the use of videos, with a particular focus on improving speaking proficiency through the imitation of native speakers' pronunciation (Yan, 2020). Based on theory above, imitative is good to training the students' pronunciation. As a result, students learning English for speaking skills should be provided with more examples of word and sentence pronunciation, either in dialogue or monologue, to emulate, so that they can pronounce English sounds correctly. In this research, the researcher used instructional videos from native speakers so that students could also practice imitative speaking. However, the researcher did not use this type of speaking in the speaking test and data collection.



## 2) Intensive Speaking

There are several speaking performances that is aimed to practice any phonological or grammatical feature of language is included in the intensive performance (Elvinna Jeni 2018). Intensive speaking focuses on utilizing grammar and phonological features with emphasis (Suryani, Suarnajaya and Pratiwi, 2020). This statement is supported by the statement of Ampa, Andi Tenri (2015) states intensive speaking ability refers to the ability to produce stretches of spoken language in order to exhibit grammatical, phrasal, lexical, or phonological connection competence. The same with Intensive assessment involves students generating brief spoken segments aimed at showcasing proficiency in specific grammatical, phrasal, lexical, or phonological aspects (Krisdiana, 2021). In line with Korompot's interpretation (2019) of the definition provided above, Intensive Speaking (IS) can be understood as a teaching method that prioritizes involving students in oral exercises intensively, with guidance and support from the teacher or the direct instruction or assistance. The primary objective is to enhance students' accuracy and proficiency in speaking of the target language.

## 3) Responsive Speaking

Responsive speaking is the subsequent type of speaking that requires students to provide suitable responses to the questions posed by the teacher (Suryani, Suarnajaya and Pratiwi, 2020). Responsive speaking is the form of questions and answers activities deal with one or more questions asked and answered by someone. Here students have the opportunity to respond based on inquiries and their need for information (Ampa, Andi Tenri 2015). According to Elvinna Jeni (2018) Standard greetings, short requests, and comments, are examples of speaking performance that does not extend into dialogues. Usually, if the response is brief, it is done verbally, but if the response requires more detailed information, requiring many references, usually the response can

be in writing, so that students have more time to search and adjust the response (Amran, 2021). The method employed in this research involves short conversations to assess the extent of students' understanding of the discussed topics, as well as identifying the language tools they utilize, among other factors. These informative questions can indicate the extent of the vocabulary acquired. Additionally, it examines how students convey ideas using a foreign language with accuracy and fluency.

When students respond to questions or problems, instructors generally focus on their abilities. According to Amran (2021), teachers observe how students convey ideas or information they have acquired. Furthermore, educators prioritize students' ability to articulate their thoughts or the information they have chosen to convey, which includes verbal expression through words, phrases, sentences and even paragraphs. It is almost impossible for instructors to focus on spelling, word structures, phrases, and sentences, let alone paragraph structures. The researcher chooses this type in research, because the researcher uses group discussion method so this type is suit to this research. This type forces the students to critical thinking.

#### 4) Interactive Speaking

One of the types of oral production that can be utilized to improve speaking ability is interactive speaking. Interview, role play, debate, and game are some of the activities used to practice interactive speaking (Ampa, Andi Tenri 2015). In this type interactive have two or more person in speaking. The researcher also chooses this type of speaking English because this type can practice students speaking spontaneous. According to Ockey, Laughlin, Davis, and Gu (2019), this involves various activities:

- (a) Providing brief responses to questions about opinions and experiences presented by the moderator, similar to responsive speaking.
- (b) Listening to a short video and summarizing its content. This approach was used in this study, where students were instructed to take notes on key points while watching the video material, then communicate them back to other group members.
- (c) Engaging in discussions about the video content with other participants, and
- (d) Delivering a concise presentation followed by a questions and answers session with other participants. This approach was also used in this study, where students presented their ideas in front of the class, followed by a Q&A session from other students.

The aim of these tasks is to evaluate various aspects of interactional competence, including the ability to understand content and respond appropriately, as well as fluency, pronunciation, vocabulary and grammar. According to Liubashenko, O., & Kornieva, Z. (2019) Group tasks are included to simulate real-life language use situations and provide opportunities for exam participants to demonstrate their interactional skills. Additionally, presentations, common in business contexts, allow exam participants to showcase their oral abilities in formal settings, including interactive listening skills. Overall, these task types were selected to assess various oral abilities, including interactional competence, pronunciation, grammar/vocabulary, and fluency.

## 5) Extensive

Rahim, S. A., Korompot, C. A., & Halim, A. (2022). Extensive speaking is a method of language learning that emphasizes giving students abundant chances to participate in prolonged spoken exchanges. In contrast to intensive speaking exercises, which might concentrate on structured drills or brief conversational tasks, extensive speaking aims to involve learners in

lengthier and diverse speaking tasks to enhance their communication skills. Reports, summaries, and speeches are examples of extensive oral production. It can be planned or spontaneous (Elvinna Jenni, 2019). If in interactive have two participants, in extensive speaking have more or multiple participants not only two participants. The extensive speaking approach doesn't just focus on the final outcome of a project presentation; it also emphasizes the importance of the process involved. Completing a project involves communication among students, with the lecturer, and with external parties. Saipullah, H. M., Syahri, I., & Susanti, R. (2021), this constant communication can lead to improvements in vocabulary and pronunciation for students as they interact and collaborate with others.

In this study, the researcher employed responsive and interactive speaking modalities. This involved furnishing students with a learning framework in the form of discussion groups within the classroom setting. Subsequently, the researcher conducted a speaking assessment focusing on responsive speaking, wherein students were tasked with posing questions and providing answers to peers, instructors, or researchers, thereby demonstrating their interactive speaking abilities as well.

#### **2.1.4 Speaking Test**

Speaking is a crucial skill that empowers individuals to communicate confidently and competently. It affords students the opportunity to comprehend, critique, and analyze information effectively, facilitating clear communication (Singay, 2018). As the foremost skill among the four language competencies, it is imperative for students to be exposed to meaningful learning encounters that enhance their speaking abilities (Emperador-Garnace, 2021). In effort to improve students' speaking skills, material and practice alone are not enough. Tests are also needed to

measure significant improvements in students' speaking skills. The following is an explanation according to experts regarding the types of speaking tests.

Oral presentations are considered effective tools for evaluating speaking proficiency in multilingual English Language Teaching (ELT), notably through various formats such as individual oral presentations, group oral presentations, and presentations followed by question-and-answer sessions. In Fan's (2019) study, various methods were explored to enhance speaking skills among language learners. These approaches encompass speaking with native English speakers, engaging in conversations with English-speaking individuals online, conducting interviews with individuals from foreign backgrounds, participating in conferences, immersing oneself in English-speaking environments, learning English alongside native speakers, attending intensive language programs, joining English adventure classes, and taking part in service learning initiatives or buddy systems where students act as peer educators to one another. The findings revealed that language learners exhibited very positive attitudes toward the communicative approach. It was observed that students' speaking skills could successfully improve by engaging in several of the aforementioned speaking tests. Additionally, a majority of participants expressed a preference for integrating grammar instruction within communicative practices.

Additionally, as stated by Sirisrimangkorn, L. (2021), Presentation assignments play a pivotal role in augmenting students' speaking abilities and promoting meaningful utilization of the English language. Through presentation tasks conducted in authentic contexts, students have the opportunity to practice their speaking skills, leading to noticeable improvements. Based on this theory, the researcher opted for a speaking test format involving group presentations conducted by students. The use of presentations encourages students to engage in integrative skills practice, as working on a project necessitates the integration of all four language skills there are listening,

speaking, reading, and writing. To complete their assignments, students must seek out relevant information, read various texts, and compose the contents of their presentations. Moreover, presentation practice is vital as it requires students to rehearse using a speaking script and prepare themselves to respond to questions from a live audience. Consequently, students are compelled to integrate all four language skills effectively to deliver successful presentations. This integrative approach facilitates the development of students' speaking abilities within the broader context of English language acquisition.

In multilingual English Language Teaching (ELT), traditional evaluations and tests remain integral components of speaking assessment methods. Emperador-Garnace (2021) outlines several of these methods, including self-assessment (where learners monitor and evaluate their own English speaking skills through reflection or rubrics), peer assessment (where students act as evaluators, assessing speakers based on content, delivery, and mechanisms), and feedback reports. Nejad and Mahfoodh's research (2019) underscores the significance of language learners' participation in both self-assessment and peer assessment, as these practices can significantly enhance their motivation to learn. In the context of this study, researchers and English teachers openly grade students during in-class speaking activities, aiming to motivate students to continuously improve their speaking skills.

According to Emperador-Garnace (2021), In numerous countries, the standard criteria utilized for evaluating students' proficiency in English speaking encompass accuracy, fluency, pronunciation, intonation, vocabulary, grammar, cohesion, coherence, organization, discourse length, and communicative strategies. This aligns with the research conducted by Fan (2020), wherein the criteria for assessing students' speaking skills are centered around fluency, accuracy,

grammar, and pronunciation. Researchers also adopt a similar approach, evaluating students based on these five aspects of speaking proficiency.

## **2.2. Blended Learning Strategy**

According to Khairul Saleh, Ity Rukiyah, and Muhammad Arbain (2021). Blended learning instigates numerous changes and advancements in the educational system. Its presence allows for the seamless integration of offline and online learning, creating a synergistic combination of both modalities. Blended learning has become a significant and relevant topic in current times. Its presence has the potential to elevate the competencies of educators while offering students unique learning experiences through the amalgamation of various learning platforms, including face-to-face learning and online classes.

Blended learning proves beneficial in streamlining and expediting communication between lecturers and students, as noted by Sandi (2018). The approach of combining traditional classes with e-learning is particularly noteworthy, as it effectively integrates theoretical and practical aspects, fostering a balanced combination of teacher-student interactions and student-centered learning (Resien, Harun and Julaga, 2020). This e-learning and traditional learning is called the flipped classroom. Where the material has been given by the teacher to students online before class learning begins. Then continue the discussion in class regarding the material that has been distributed. This method really helps students to be motivated to learn English in class.

## **2.3. Flipped Classroom Model**

The flipped classroom model, integrated within blended learning, deviates from the conventional classroom approach where students typically participate in learning tasks during class time and complete assignments at school. In the flipped model, prior to face-to-face instruction,

an English as a Foreign Language (EFL) instructor is tasked with supplying online media or materials to students, as emphasized by Oktiyani et al. (2018). According to Jonathan Bergmann and Aaron Sams (2020), a flipped classroom entails utilizing video lectures recorded by the teacher or other sources as the primary lesson content to be viewed at home, followed by in-class discussions the following day. This means that before educating the class's students about speaking, the teacher must provide a video about speaking on the subject. In a flipped classroom setting, students are initially introduced to new content or concepts via online materials, including videos, articles, or interactive simulations, prior to attending class. The in-person class time is then dedicated to activities that reinforce and apply the knowledge gained from the pre-class online materials. This can include discussions, group work, problem-solving sessions, or hands-on activities (Rina rachmawati 2022).

In the flipped classroom approach, instructors distribute teaching resources, typically in the form of videos, several days ahead of scheduled class sessions (Bergmann & Sams, 2012; Ekmekci, 2017; Enfield, 2013; Teng, 2017). Additionally, teachers may provide supplementary teaching materials alongside videos. According to Mull in Enfield (2013), educators instruct students to listen to podcasts, watch videos, answer questions outside of class, and read articles related to English speaking topics. Unlike traditional classes, the flipped classroom model utilizes technology for assignments, as highlighted by Hidayat et al. (2022). If the students encounter challenges in comprehending online materials, they can engage in discussions or Q&A sessions during offline learning. In line with Bergmann and Sams (2012). This approach aims to optimize time efficiency, as busy students, who may have limited time for learning, can benefit from implementation of the flipped classroom model. Therefore, when the teacher sends material about speaking at home before learning, students must make good use of this learning opportunity, then



at school the students only focus on speaking practice and are helped by corrections by the teacher. This is done considering that to improve your speaking skills you must have lots of practical opportunities.

According to Drake (2016), if the flipped classroom model heavily depends on technology, students must possess access to a PC, laptop, or smartphone and have internet connectivity to watch videos at home. Consequently, to utilize technology for viewing speaking-related videos during the teaching and learning process, both the instructor and the school are required to provide the necessary resources. The video must be engaging, brief, clear, and well-made. In a nutshell, video and technology are used in this classroom format. Establishing strong social interaction among students within the flipped classroom can be achieved by incorporating various online communicative media in addition to face-to-face interactions. As recommended by Zelhendri Zen and Reflianto (2019), integrating online interactive tools, such as audiovisual media for exploring new content within study groups, utilizing Google Classroom as a collaborative online learning platform beyond the traditional classroom setting, and incorporating WhatsApp or similar online platforms for group learning outside of class, can augment students' social engagement, fostering their active and interactive involvement in the learning process. Enhancing social interaction among students within the flipped classroom model can be accomplished by integrating various online interactive media alongside face-to-face interactions.

### **1.3.1 The Concept of Teaching Speaking in Using Flipped Classroom Model**

The flipped classroom concept entails reversing traditional classroom activities: what was typically conducted in the classroom is now completed at home, and vice versa. This approach is synonymous with student-centered learning, where students take on a more active

role than the teacher during classroom sessions. Here, the teacher functions as a facilitator, instructor, offering motivation, guidance, and feedback on student progress.

According Bergman and Aaron (2020) When employing the flipped classroom model for speaking training, several steps are typically involved. Firstly, the teacher uploads video recordings or selects relevant online videos related to the topic, along with accompanying questions, typically in the evening. Secondly, during the morning class session, the teacher facilitates a discussion session among students to clarify any potential misunderstandings arising from the previous night's video, typically lasting around 10 minutes. Thirdly, the teacher instructs students to complete the assigned questions from the previous night's video during the class session. Fourthly, students engage in practical speaking assignments, with the teacher available to provide assistance and address any questions raised by students. Based on this approach, it is evident that instructional material is provided outside the classroom, while class time is primarily dedicated to discussion and practicing speaking skills, including question-and-answer sessions and other speaking practice activities.

To qualify as a Flipped Classroom, lessons must incorporate four essential components as outlined by the Flipped Learning Network (FLN, 2014) in Emine Cabi's work (2018). Firstly, educators should flexibly reorganize the learning environment and schedule to accommodate the expectations and needs of both individual students and groups. Secondly, instructors are required to present comprehensive content using a learner-centered approach, providing diverse learning opportunities and activities that are tailored to the unique learning culture of the student cohorts. Third, educators should consistently assess the difficulty level of the content, monitor students' notes and progress, and employ active learning strategies to enhance conceptual understanding. Finally, the instructor should fulfill the role of a professional educator by

continuously monitoring students throughout their learning processes, offering immediate feedback, and assessing students' outputs.

According to Emine Cabi (2018), the components of a flipped classroom include restructuring the learning environment and schedule in a flexible manner, with careful consideration given to the individual and group expectations and needs. Instructors are tasked with teaching the content comprehensively, employing a learner-centered approach, and offering diverse learning opportunities and activities that reflect the specific learning culture of the student groups. Additionally, educators are responsible for regularly monitoring the difficulty level of the content, reviewing students' notes, tracking their progress, and implementing active learning strategies to enhance students' conceptual understanding. Lastly, instructors are expected to serve as professional educators who consistently monitor students throughout their learning processes, provide prompt feedback, and evaluate students' output.

According to Triana Dewi (2020), the flipped classroom method for teaching speaking involves initially allocating 30 minutes of class time for students to familiarize themselves with the flipped classroom technique. Second, the teacher assigns a film for students to watch at home and provides two questions concerning expressiveness with suggestions and recommendations. Then, the class takes notes in preparation for tomorrow morning's talks. Third, to prevent misunderstandings, the teacher spends around 10 minutes with the class in the morning doing a question-and-answer session about the previous night's movie. Last, the teacher invites the students to answer the questions that previously posed. The students talk about it.

In the Flipped Learning strategy, educators transform traditional large group learning activities, typically conducted in the classroom, into individualized learning experiences using

various technologies such as video platforms and course management websites. Teachers create instructional materials by recording and narrating lessons through screencasts or videos, either by themselves or by utilizing resources from platforms like TED-Ed and Khan Academy (Hamdan et al., 2013). This approach allows educators to leverage existing educational content. These videos or screencasts are then made accessible to students, who can view them at their convenience and as frequently as needed—whether at home, during study periods, on transportation, or even in medical settings—enabling them to arrive at class more prepared (Mussalam, 2010).

In preparing students, educators have the chance to allocate extra time for students to integrate and apply their knowledge, while also incorporating various student-centered, active learning methods such as collaborative research or group projects. According to Dominguez (2021), instructors can utilize class time to evaluate each student's understanding and, if necessary, assist them in improving their proficiency. They can provide personalized feedback and assistance with students' assignments through customized activities aimed at helping them master the subject matter.

Based on the theories about the flipped classroom concept outlined above, the researcher summarizes the concept of the Flipped Classroom Model (FCM) in this study as follows:

1. Remembering: Students aim to recognize and recall received information while grasping the fundamental concepts and principles of the content that learned.
2. Understanding: Students endeavor to showcase their comprehension by interpreting information and summarizing their learning.
3. Applying: Students put their learning into practice by applying acquired knowledge to real-life scenarios.

4. Analyzing: Students utilize critical thinking skills to solve problems, engage in debates, compare answers with peers, and generate new ideas, fostering both critical and creative thinking.
5. Evaluating: Students establish and assess knowledge through assessment or peer review, evaluating their overall learning progress and success.
6. Creating: Students demonstrate their ability to innovate and produce something novel based on their learning experiences.

### **2.3.2 Implementation of Blended Learning Flipped Classroom**

There are any four phases in implementation of blended learning strategies flipped classroom from Abdullah, M., Hussin, S., & Ismail, K. (2021) First phase is introduction phase, second is learning materials, process and evaluations phase.

#### **1. Introduction phase of FCM**

In this phase, students are introduced to the use of a flipped classroom to enhance their speaking skills. Ishop and Verleger (2013) contend that a flipped classroom is an educational approach distinguished by two key elements: (1) the use of computer technologies, such as video lectures, and (2) the integration of interactive learning activities. According to Adam Al Hakim (2023), during pre-class activities, students typically watch videos and prepare for upcoming class interactions. These learning activities are divided into three stages: pre-class, in-class, and post-class, collectively forming the action stage.

#### **2. Learning material phase of FCM in Speaking English**

This phase explains that learning materials for students such as online videos are given before class meetings. This is to facilitate student readiness. In line with Nusroh Latif (2023)

flipped classroom learning begins with before class activities in the form of independent activities asynchronously with learning videos, articles, magazines, or other materials provided by the teacher.

### 3. Process phase of FCM in Speaking English in the classroom

This phase describes the process of student activities. This phase is divided into two processes, namely the process of student activities before class, and during class. In the prior class, the students watch video online less than seven minutes. After students watch the video material previously provided online, the teacher gives two questions as a guide for understanding, then students must record important things (only key points) that will be discussed and checked later. The activity continued with during class activities, learning activities in the classroom synchronously. The teacher provides confirmation about concepts that students have mastered, and students ask about things that have not been mastered (Nusroh Latif, 2023). There are only a few further explanations given by the teacher, then they are filled with student activities until the end of the lesson.

In its implementation, students independently study the material and do exercises at home, then present it when they are in class. Activities in class can also be carried out to draw conclusions and strengthen the concepts of the material provided (Bergmann & Sam, 2012). The second is the process of student activities in class. When class started, students were divided into several discussion groups and started discussing the online video material that had been given at the stage before class. Then, students take part in collaborative activities to present the answers to the two questions that have been given and answered by each student to group members. After that, the teacher walks around to conduct an interactive feedback session where students engage in group discussions. Then the teacher checks students' notes and clarifies their misunderstandings about

pronunciation, vocabulary, ensures all students are active to speak up, and also checks their understanding of the main ideas of the video. Finally, the teacher conducts learning as usual but the video has also been watched before the class phase.

#### 4. Evaluation phase

In this phase, the teacher evaluates the student works and evaluates the improvement of students' speaking skills through a post test at the last meeting. During the action stage, researchers carefully analyses and review reports related to these distinct learning activity categories to gained a comprehensive understanding of the effectiveness and outcomes of the Flipped Classroom Model (FCM) (Adam Al Hakim, 2023).

### **2.3.3 Advantages of Flipped Classroom Model**

Recent studies have delved into the effects of the Flipped Classroom (FC) Model on various aspects of student education, including performance, engagement, learning outcomes, and motivation. The findings indicate that the FC approach has a positive impact on students' learning performance (Baepler, Walker, and Driessen 2014; Davies et al., 2013; and Janotha, 2016). Abdullah and Husin (2018) the allotted amount of time for student collaboration. Students have plenty of time to discuss the content in class because it is distributed before class, and more speaking experience will make them more hesitant to speak in front of others. More time for teacher interaction. Students are free to attend lectures whenever and whenever they like. Students have already read about the subject outside of class, giving them plenty of time to talk with the teacher. Each student now has the chance to speak with the instructor alone.

At the same time, this is also accompanied by a series of rewards according to Armier (2021). Such as when students are ready to enter class, teachers do not need to answer questions

related to content. Instead, they can support students in understanding concepts better through practical application. Second, after the class discussion is finished, it can be used again as many times as the teacher wants until students really understand and are used to the topic. Third, the flipped classroom gives teachers more freedom to decide how much time to spend with each student. Struggling students, high achievers, introverted kids, and extroverted kids can get the attention they each need. Lastly, it offers greater transparency for parents, who will know exactly what their child is preparing for. -their children are at school. This can also improve communication between parents and teachers.

Yahya Ashour Alkhoudary and Jehad Ashour Alkhoudary (2019) states that Students can review the content as frequently as they choose. The video can be watched again and again by the students. especially for pupils with poor speaking skills and sluggish comprehension of the content. It is helped the students to practice the comprehension of the material especially for speaking to be more comprehend. For a number of reasons, students won't forget the material. Since lessons are delivered online, students who encounter difficulties getting to class won't lose out on the material. Adding by (Linur and Mubarak, 2022) Additional information sources. Students can learn more from a variety of sources, including the internet, e-books, books, periodicals, etc.

Zainuddin Z (2017) states parents can more easily keep an eye on their kids' educational progress. Parents may easily watch their children's learning through video streamed from the teacher to the class, and they can also assist their children in understanding the video. Greater insight into the subject. Students can watch videos as many times as necessary until they are satisfied that they have understood the content (Deepak Naupane in Triana Dewi 2020).



### **2.3.4 Disadvantages of Flipped Classroom Model**

Although Flipped Classroom has advantages, Flipped Classroom also has disadvantages. The following are the disadvantages of the Flipped Classroom learning model (Triana Dewi, 2020). First, time spent watching screens. Students are taught to use technology to enable extended periods of time in front of a monitor, which is risky for their eye health. Second is distracting websites. They access other social media platforms like YouTube, Whatsapp, Instagram, and others by using the internet to download videos, which gives them access to them for less significant purposes. Third is the level of student motivation. Flipping a classroom could not be successful if the students don't watch the video. Fourth, Lessening of the human factor. To allow pupils to watch videos at home, the teacher uploads them online. Long-term effects include decreasing teacher performance in the classroom. Fifth A lack of internet and technology. Flipping a classroom may be ineffective for some kids since they may not have enough online time.

According to Afrilyasanti (2017; 477), the Flipped Learning (FL) approach encourages learners to engage in self-directed learning by watching video lectures. However, it can potentially lead to demotivation and discouragement among learners when they struggle to understand the content without the immediate presence of a teacher. Additionally, Ruslina Tri Astuti (2022) discovered that teachers spend a considerable amount of valuable time creating videos and other learning resources on the computer. A distinctive feature of Flipped Learning (FL) is its recognition that individuals learn at varying paces. However, this approach relies heavily on students' self-motivation, and Krueger (2018) suggests that some students, lacking motivation, may struggle to achieve as much as their more motivated peers. Another challenge arises in economically disadvantaged areas where students may lack access to the computers and internet

required for FL, hindering their ability to review the learning materials provided by teachers (Abdelshaheed, 2017; Afrilyasanti et al., 2016).

## **2.4 Previous Study**

Previously, in order to avoid unnecessary repetition, the authors reviewed several studies that have correlation with this study.

Masha Smallhorn (2017), “The flipped classroom: A learning model to increase student engagement not academic achievement.” The result of this research is, Flipped Classroom model suggest an increase in student engagement and a positive attitude towards the learning method. However, there were no measurable increases in student learning outcomes. So, to improve student learning outcomes, it turns out FL has no influence. The similarity in this research is that they are both researching the flipped classroom, only the research that the researcher will carry out will examine speaking and its elements. This research contributes as valuable information needed by researchers because its results show that the flipped classroom approach does not significantly enhance students' academic performance. Therefore, researchers require information about the flipped classroom from a perspective that is not significant for students.

Damar Isti Pratiwi, U. Ubaedillah, Armyta Puspita Sari and teguh Arifianto (2022), “Flipped Classroom in Online Speaking Class at Indonesian University Context”. The result of this article is because the teacher gave the video material before the class, the flipped classroom format promotes learning and engagement. For some students specifically, this paradigm also encourages active learning. Additionally, the statistical analysis revealed differences that were significant, demonstrating how the flipped classroom model successfully improved students' learning outcomes in speaking abilities. This article has the similarities with my research, because

they are doing the same research on flipped classroom in speaking class. However, this research has an update, if the previous researcher researched for online classes, while this research examines where it is no longer online class. This research contributes information and perspectives on implementing the flipped classroom, especially regarding the use of video materials.

Imam Sudarmaji, Ariskha Amanda, Amaliyah Anwar, and Agus Mulyana (2021), “Developing Students' Speaking Skills through Flipped Classroom Model on High School Students.” The outcome demonstrated that the totally online, flipped classroom format not only kept students interested in the English curriculum, but also dramatically enhanced their speaking abilities. Furthermore, during class, the kids gained more self-assurance to speak English.

The difference from this article is that Imam Sudarmaji wants to build students' speaking skills using the flipped classroom model, while my research is how the view and effect after the implementation in the learning model. So, you can say that my research is an advanced form of developing students' speaking skills through flipped classrooms. This research contributes to how to develop students' speaking skills using the flipped classroom. The researcher selected this research article because they both discuss speaking skills.

This study examines how the process of implementing the Flipped Classroom learning model is then how effective the learning model is. While this research that I will do is how students evaluate the flipped classroom learning model in the speaking class. The aim is to help future researchers and make it easier to develop learning technology in the future.