

**THE EFFECT OF THE BLENDED LEARNING STRATEGY: FLIPPED
CLASSROOM MODEL IN ENGLISH SPEAKING ASPECTS**

THESIS



BY

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MAGISTER OF ENGLISH EDUCATION STUDY PROGRAM

FACULTY OF TEACHER TRAINING AND EDUCATION

UNIVERSITAS JAMBI

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A THESIS

**Submitted a Partial Fulfillment of the Requirements to Obtain the Master's
Degree in English Education Study Program**



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Approval

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The title of this thesis is "**The Effect of the Blended Learning Strategy Flipped Classroom Model in Speaking English Aspects**" Written by Hella Novita Zami (P2A422020) has been corrected and approved to be tested in front of the board of examiners."

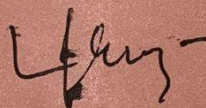
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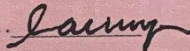
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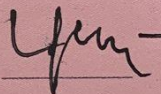
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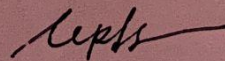
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DECLARATION OF ORIGINALITY

DECLARATION OF ORIGINALITY

I, Hella Novita Zami (P2A422020) declares that this thesis entitled The Effect of the Blended learning Strategy Flipped Classroom Model in Speaking English Aspects is my own work that has not been submitted before for any degree of examination in other university and all the sources I have used or quoted have been indicated and acknowledges as complete references.

Jambi, th16 April 2024

Researcher,



Hella Novita Zami

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MOTTO

“...Allah does not burden a person but according to his ability..”

(QS. Al-Baqarah 286)

“Involve Allah in everything.”

I dedicate this thesis to my beloved parents and supervisors who have supported and encouraged me to give my best and never give up. In addition, it is also dedicated to the readers in the hope that it can be useful for others in real life.

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Praise God Almighty for the presence of plenty of mercy and His grace so that the writer can complete the thesis with the title: The Effect of the Blended learning Strategy Flipped Classroom Model in Speaking English Aspects. Much helps and strengths are being given by Allah SWT in finishing this research. Peace and salutation may always be upon the Prophet Muhammad SAW, the best role model of all time. Sincere appreciation, gratitude, and love to my beloved mother, Mrs Mira, my best-woman friend sent by Allah and my father, Mr H. Zaherman, for the support and any kinds of love given, and all family including my lovely little sister. The best prayers and supports are so meant to the writer.

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Finally, the writer realizes that in writing this thesis, it is still far from perfection. Therefore, the writer asks for suggestion and constructive criticism for the model and may be helpful for all of us.

Jambi, 5th April 2024

Researcher,

Hella Novita Zami

P2A422020

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.*

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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.

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 Dwiy 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. Emperor-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.

2.3.1 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.

CHAPTER III

Research Method

3.1 Research Design

This research employed a quantitative method. As defined by Arikunto (2006: 12), quantitative research is an approach that relies heavily on numerical data in various aspects, including the collection, interpretation, and presentation of data to derive results. In conducting the research, the researcher conducts the quantitative based on quasi experimental method. Quantitative research is based on the measurement of quantity or amount. It is applicable to phenomena that can be expressed in terms of quantity. This research adopted quasi experimental method. Experimental research is a form of comparative analysis that involves testing or attempting to prove a hypothesis by way of experimentation. This method has a control group, but cannot fully function to control external variables that affect the implementation of the experiment. The purpose of quantitative research is to obtain an explanation of a theory and laws of reality. It is developed by using mathematical models, theories or hypotheses. Thus, it means a method that emphasizes more on the aspects of objective measurement of social phenomena and further exploration in finding facts and testing theories that exist.

To collect the data, this research used a pre-test post-test design. This research conducted using two classes, one for the control class and the other for the experimental class. In the control class, students asked to do a pretest, the pretest is in the form of students learn as usual, namely the traditional class, then they did a

speaking test. In the experimental class, students treated using a flipped classroom model where material in the form of videos gave before the next class meeting. At the first meeting, students were asked to do a pretest, a pretest in the form of a responsive speaking test in English regarding the topic Report text. Students are divided into several groups and then discuss the topic. At the next meeting, students begin to be treated by being given material and group assignments before class learning begins. Students study the material that has been given together with group members. Then, students held discussions during class meetings. The treatment was carried out twice. Then, students are given a post-test at the end of the treatment by practicing speaking about the report text topic to find out whether the student's pronunciation can improve or not with examples of reading report text as in the video shared previously as a teaching medium.

3. 2 Variable of the Research

Variables are attributes as well as the objects of the research. The component is critical in generating research conclusions. It signifies that the variables are our research's limitation. It serves as a guide for researchers to focus on the objective of the research. In summary, it is anything that the researcher wishes to investigate. Variable, according to Dewberry (2017), separates into two. They are the independent and dependent variables. Independent variables are ones that the researcher manipulates or contrasts independently. The dependent variable is the variable on which the outcome of this modification or contrast is measured in the research design. It signifies that there is one variable that both influences and is impacted.

1. Independent variable (X): Flipped classroom is a class model to help students improve speaking skills.
2. Dependent variable (Y): Students' speaking skill.

3.3 Population and Sample

Population is a set with characteristics determined by the researcher in such a way that each individual/variable/data can be stated exactly whether the individual is a member or not. While the sample is representative of the population study (Rahmayani, A 2020). The population in this research are class XI students at SMA N 5 Kota Jambi. There are any 12 class and 34 in each class. The samples taken in this study were 68 students which is XI B1 is 34 students and XI B 2 is 34 students.

The researcher conducted purposive sampling technique. According to Cohen (2007) purposive sampling technique is used for a specific purpose in the research. It was in line with this research, class of XI B1 and XI B2 had the same ability in English and had the similar characteristics of scores in English.

3.4 Instrument of the Research

This is the research's input, and the outcome, the relevance and accuracy of the results, is wholly dependent on it. This research used speaking test. The speaking test is given in the pre-test and post-test in experimental class and control class. The pre-test is administered before giving the treatment to know the initial speaking of the students. Then, for the post test is managed to check what the effect of FCM in students' speaking skill.

Speaking Test

The speaking test is administered twice, namely the pre-test and the post-test. The pre-test is given before the treatment, while the post-test is conducted after the treatment has been administered. The pretest was conducted before implementing the treatment to assess the initial speaking proficiency of the students. Subsequently, the post-test was administered to determine whether the flipped classroom model had a positive impact on students' speaking abilities.

Speaking Pre-test

Instruction:

1. Make a group consist of 4-5 students
2. Join with your member group
3. Make a hortatory text
4. Compile and discuss with your group at home
5. The next meeting, your group will present the hortatory text in front of the class but speaking individually.

Task:

Free hortatory text topics.

Speaking Post-test

Instruction

1. Make a group consist of 5-6 students
2. Join with your member group
3. Discuss with your group
4. Explain and share about the hortatory text spontaneously
5. Speaking individually

Task:

Free topics related to the school and the education.

The scoring rubric to assessment the students' speaking skill that adapted from David P. Harris (1977), p.84 which are the scores from pronunciation, fluency, vocabulary, accuracy and comprehension. Below are the table of test distribution and rubric the scoring.

| No | Criteria | Rating Score | Description |
|----|---------------|--------------|---|
| 1 | Pronunciation | 5 (95-100) | Has few traces of foreign language |
| | | 4 (85-94) | Always intelligible, though one is conscious of a definite accent. |
| | | 3 (75-84) | Pronunciation problem necessities concentrated listening and occasionally lead to misunderstanding. |
| | | 2 (65-74) | Very hard to understand because of pronunciation problem, most frequently be asked to repeat. |
| | | 1 (<65) | Pronunciation problem to serve as to make speech virtually unintelligible. |
| 2 | Grammar | 5 (95-100) | Make few (if any) noticeable errors of grammar and word order. |
| | | 4 (85-94) | Occasionally makes grammatical and or word orders errors that do not, however obscure meaning. |
| | | 3 (75-84) | Make frequent errors of grammar and word order, which occasionally obscure meaning. |
| | | 2 (65-74) | Grammar and word order errors make comprehension difficult, must often rephrase sentence. |
| | | 1 (<65) | Errors in grammar and word order, so severe as to make speech virtually unintelligible. |
| 3 | Vocabulary | 5 (95-100) | Use of vocabulary and idioms is virtually that of native speaker. |
| | | 4 (85-94) | Sometimes uses inappropriate terms and must rephrase ideas because of lexical and equities. |

| | | | |
|---|---------------|------------|---|
| | | 3 (75-84) | Frequently uses the wrong words conversation somewhat limited because of inadequate vocabulary. |
| | | 2 (65-74) | Misuse of words and very limited vocabulary makes comprehension quite difficult. |
| | | 1 (<65) | Vocabulary limitation so extreme as to make conversation virtually impossible. |
| 4 | Fluency | 5 (95-100) | Speech as fluent and efforts less as the of native speaker. |
| | | 4 (85-94) | Speed of speech seems to be slightly affected by language problem. |
| | | 3 (75-84) | Speed and fluency are rather strongly affected by language problem |
| | | 2 (65-74) | Usually hesitant, often force into silence by language limitation. |
| | | 1 (<65) | Speech is halting and fragmentary as to make conversation virtually imposible. |
| 5 | Comprehension | 5 (95-100) | Appears to understand everything without difficulty |
| | | 4 (85-94) | Understand nearly everything at normal speed although occasionally repetition may be necessary. |
| | | 3 (75-84) | Understand most of what is said at slower than normal speed without repetiti on. |
| | | 2 (65-74) | Has great difficulty comprehend social conversation spoken slowly and with frequent repetition. |
| | | 1 (<65) | Cannot be said to understand even simple conversation. |

The standard minimum proficiency level (KKM) for English mastery at SMA N 5 Kota Jambi was set at 70 for both classes. Consequently, the researcher categorized pre-test and post-test scores into three groups: low, middle, and high.

Low scores were below 70 (falling short of the minimum standard), middle scores ranged from 70 to 80, and high scores were above 80.

3.5 Data Collection Technique

Researchers obtained data by giving speaking tests to experimental classes and control classes with the aim of finding improvements in data before and after being treated with the flipped classroom method. The speaking test consists of responsive and interactive speaking between students who are observed by researchers and teachers regarding simple present tense, report and hortatory text material. When students speak, teachers and researchers give grades, and to obtain data researchers also record students' speaking using a voice recorder. In analyzing spoken English, the researcher listened carefully by playing the audio forward and backward, then completed the assessment, paying more attention to the five speaking aspects and assessed using a speaking rubric.

Therefore, this research will collect data using the following this procedure:

1. Formulate the problem

Researcher found that current technological developments are in line with existing educational methods. The advantages of the flipped classroom method make teachers also apply it to support learning objectives. As we know, language learning, especially speaking, must be learned by increasing practice. Therefore, can this Flipped classroom mixed learning method also improve students' skills or does it not even have any effect on students' English

speaking? Researchers want to conduct this research to measure the extent of the flipped classroom effect on students' speaking skills.

2. Select the population and sample

The population of this study were class XI high school students at SMA N 5 Jambi City (370 students from 10 classes). Researchers use purposive sampling at eleventh grade. The researcher used two classes consisting of 34 experimental class and 34 control class students.

3. Determination of materials

Researchers compiled material based on the class XI syllabus at SMA N 5 Jambi City. Researchers choose several learning videos related to the topic and students are required to study these videos before learning begins. Researchers used seven learning videos from YouTube that were appropriate to the syllabus and students' needs. Researchers took videos from the channel Travel Guide, TED Talk, TED Education, Khan Academy, Asap SCIENCE, English Today Jakarta, Tech Insider, and Bright Side.

4. Giving a pre-test

Before carrying out teaching and learning activities in this research, the researcher gave a speaking test using the responsive and interactive speaking type, namely questions and answers between students and teachers, students and students in groups. First, students are asked to form groups consisting of 5 students per group. Then, students are tasked with discussing a hortatory text together with their group members at home. Afterwards, students are assigned the task of creating a

hortatory text at home. Following this, the in-class activity involves students practicing speaking and presenting the text they have created at home with their group members in the classroom. This is done to determine their basic ability to speak English and to obtain their score data before receiving treatment. Researcher recorded the results of students' speaking tests in both the control and experimental classes. In addition to recording, both the teacher and the researcher also provide scores for students' speaking abilities using the provided rubric scoring guidelines. To ensure the accuracy of the scores given, the researcher reviews the recorded results of students' speaking in the classroom.

5. Provide treatment

At this stage, students are taught how to speak like native speakers using learning video media on YouTube. For experimental classes, students are sent learning videos long before the class day, then students are given instructions to discuss with their group friends and do the homework that has been given. For the control class, students were also given the same learning videos as the experimental classes, but the videos were given during class. then continued with group discussion. The treatment in this study was carried out three times.

6. Give a post-test

After receiving treatment, a post-test was carried out. In the last meeting, the researcher asks the students to speaking test, to get the score of post-test. The post test here still about the hortatory text and the students speak one by one, than the researcher and the teacher start to scoring. The post-test in this study aims to

evaluate students' speaking after receiving treatment. Researchers also recorded students' speaking results.

7. Assessment of students' English speaking tests

Student scores show that there are differences in students' speaking English abilities in the experimental class and the control class, before and after treatment. In assessing students' speaking skills, the researcher employs an inter-rater approach. Rater one is conducted by the researcher, while rater two is carried out by the English teacher. During the speaking test, both the teacher and the researcher approach the students and observe various aspects of their speaking. As the speaking test commences, the teacher and the researcher hold a class attendance sheet containing the names of the students and begin assigning scores as each student speaks, based on predetermined speaking aspects. If a student's pronunciation sounds clear and accurate, they receive a higher score, and the same applies to other speaking aspects. Once all students have had the opportunity to speak, the assessments by rater one and rater two are transcribed into Microsoft Excel for further data processing using SPSS, specifically employing the Paired Sample T-Test.

8. Analyze data

Researchers analyzed data from the pre-test and post-test in the experimental class and control class using the IBM SPSS Statistics 26 application to find answers to research questions. The researcher uses Paired Sample T-Test.

That is the data collection procedure for this research.

3.6 Validity

According to Timothy Teo (2013), validity is an integrated evaluative assessment of the amount to which empirical evidence and theoretical reasoning support the sufficiency and appropriateness of test results or other assessment methods. A test is said to be legitimate if it can measure exactly what should be measure in a research. The comparison of student scores demonstrates this.

1. Content Validity

Content validity is determined by the determination or representativeness of sampling from the content to be studied (Kerlinger, 1973). Content validity is related to all the items of the instrument. In fulfilling the validity of this type, the researcher must consider at all indicators in the form of items and analyze it whether the measuring instrument as a whole can represent the material to be measured. If a measuring instrument has represented all the ideas or domains related to the material to be measured, the measuring instrument has fulfilled the aspects of content validity. In this research, the researcher used the syllabus as guidance in making the assessment of test items that are appropriate for the purpose of the test. Researchers organized the learning materials and activities based on the syllabus made by the English teacher and adjusted to the learning objectives, so that the tests given to students are based on the syllabus.

2. Convergent Validity

According to Carlson (2010), convergent validity reflects the extent to which two measurements capture the same construct. Alternative measurements that provide less-than-perfect convergent validity introduce ambiguities that interfere with the development of meaningful interpretations of findings within and across studies. Convergent validity is one of the types of validity in psychological measurement that measures the extent to which a measurement tool can measure the same or similar constructs as another measurement tool that has been deemed valid (Carlson, 2010). In this context, convergent validity assesses how much the results of two different measurement tools that measure the same or similar constructs correlate or converge. Evaluate the value of Cronbach's alpha for each instrument or scale. A high Cronbach's alpha value (usually above 0.70) indicates good internal reliability and suggests that the items within the instrument or scale are well correlated. This is an indication that the instrument or scale effectively measures the same or similar constructs.

**Table Validity
Pre Test**

| Correlations | | | | | | | |
|---------------------|---------------------|---------|--------|---------|--------|--------|--------|
| | | PrePro | PreFlu | PreVoc | PreAcc | PreCom | Jumlah |
| PrePro | Pearson Correlation | 1 | .708** | 1.000** | .695** | .646** | .914** |
| | Sig. (2-tailed) | | .000 | .000 | .000 | .008 | .000 |
| | N | 34 | 34 | 34 | 34 | 34 | 34 |
| PreFlu | Pearson Correlation | .708** | 1 | .708** | .622** | .624 | .813** |
| | Sig. (2-tailed) | .000 | | .000 | .000 | .042 | .000 |
| | N | 34 | 34 | 34 | 34 | 34 | 34 |
| PreVoc | Pearson Correlation | 1.000** | .708** | 1 | .695** | .646** | .914** |
| | Sig. (2-tailed) | .000 | .000 | | .000 | .008 | .000 |
| | N | 34 | 34 | 34 | 34 | 34 | 34 |
| PreAcc | Pearson Correlation | .695** | .622** | .695** | 1 | .661** | .798** |
| | Sig. (2-tailed) | .000 | .000 | .000 | | .006 | .000 |
| | N | 34 | 34 | 34 | 34 | 34 | 34 |
| PreCom | Pearson Correlation | .646** | .624** | .646** | .661** | 1 | .761** |

| | | | | | | | |
|--------|---------------------|--------|--------|--------|--------|--------|------|
| | Sig. (2-tailed) | .008 | .042 | .008 | .006 | | .000 |
| | N | 34 | 34 | 34 | 34 | 34 | 34 |
| Jumlah | Pearson Correlation | .914** | .813** | .914** | .798** | .661** | 1 |
| | Sig. (2-tailed) | .000 | .000 | .000 | .000 | .000 | |
| | N | 34 | 34 | 34 | 34 | 34 | 34 |

** . Correlation is significant at the 0.01 level (2-tailed).

From the table of the convergent validity test above, the value of each aspect speaks more than 0.60. This proves that the data on the pre-test of the experimental class is valid.

Validity Post Test

| Correlations | | | | | | | |
|--------------|---------------------|---------|---------|---------|---------|---------|--------|
| | | PostPro | PostFlu | PostVoc | PostAcc | PostCom | Jumlah |
| PostPro | Pearson Correlation | 1 | .606** | .693** | .706** | .605** | .807** |
| | Sig. (2-tailed) | | .017 | .000 | .000 | .000 | .000 |
| | N | 34 | 34 | 34 | 34 | 34 | 34 |
| PostFlu | Pearson Correlation | .606** | 1 | .678** | .646** | .651** | .698** |
| | Sig. (2-tailed) | .017 | | .004 | .001 | .001 | .000 |
| | N | 34 | 34 | 34 | 34 | 34 | 34 |
| PostVoc | Pearson Correlation | .693** | .478** | 1 | .772** | .718** | .881** |
| | Sig. (2-tailed) | .000 | .004 | | .000 | .000 | .000 |
| | N | 34 | 34 | 34 | 34 | 34 | 34 |
| PostAcc | Pearson Correlation | .706** | .646** | .772** | 1 | .717** | .896** |
| | Sig. (2-tailed) | .000 | .001 | .000 | | .000 | .000 |
| | N | 34 | 34 | 34 | 34 | 34 | 34 |
| PostCom | Pearson Correlation | .605** | .651** | .718** | .717** | 1 | .883** |
| | Sig. (2-tailed) | .000 | .001 | .000 | .000 | | .000 |
| | N | 34 | 34 | 34 | 34 | 34 | 34 |
| Jumlah | Pearson Correlation | .807** | .698** | .881** | .896** | .883** | 1 |
| | Sig. (2-tailed) | .000 | .000 | .000 | .000 | .000 | |
| | N | 34 | 34 | 34 | 34 | 34 | 34 |

*. Correlation is significant at the 0.05 level (2-tailed).
 **. Correlation is significant at the 0.01 level (2-tailed).

From the table of convergent validity test on the experimental post-test above, the value of each aspect speaks more than 0.60. This proves that the data on the post-test of the experimental class is valid.

Table Validity Pre Test Control Class

| Correlations |
|--------------|
|--------------|

| | | PrePro | PreFlu | PreVoc | PreAcc | PreCom | Jumlah |
|--|---------------------|--------|--------|--------|--------|--------|--------|
| PrePro | Pearson Correlation | 1 | .246 | .041 | .046 | .415* | .576** |
| | Sig. (2-tailed) | | .161 | .820 | .794 | .015 | .000 |
| | N | 34 | 34 | 34 | 34 | 34 | 34 |
| PreFlu | Pearson Correlation | .246 | 1 | .641** | .258 | .186 | .712** |
| | Sig. (2-tailed) | .161 | | .000 | .141 | .291 | .000 |
| | N | 34 | 34 | 34 | 34 | 34 | 34 |
| PreVoc | Pearson Correlation | .041 | .641** | 1 | .449** | .075 | .649** |
| | Sig. (2-tailed) | .820 | .000 | | .008 | .671 | .000 |
| | N | 34 | 34 | 34 | 34 | 34 | 34 |
| PreAcc | Pearson Correlation | .046 | .258 | .449** | 1 | .241 | .601** |
| | Sig. (2-tailed) | .794 | .141 | .008 | | .171 | .000 |
| | N | 34 | 34 | 34 | 34 | 34 | 34 |
| PreCom | Pearson Correlation | .415* | .186 | .075 | .241 | 1 | .647** |
| | Sig. (2-tailed) | .015 | .291 | .671 | .171 | | .000 |
| | N | 34 | 34 | 34 | 34 | 34 | 34 |
| Jumlah | Pearson Correlation | .576** | .712** | .649** | .601** | .647** | 1 |
| | Sig. (2-tailed) | .000 | .000 | .000 | .000 | .000 | |
| | N | 34 | 34 | 34 | 34 | 34 | 34 |
| *. Correlation is significant at the 0.05 level (2-tailed). | | | | | | | |
| **. Correlation is significant at the 0.01 level (2-tailed). | | | | | | | |

From the table of convergent validity test on the pre-test control class above, each aspect's value speaks more than 0.60. This proves that the data on the pre-test control class is valid.

Table validity Post-Test Control Class

| Correlations | | | | | | | |
|--------------|---------------------|---------|---------|---------|---------|---------|--------|
| | | PostPro | PostFlu | PostVoc | PostAcc | PostCom | Jumlah |
| PostPro | Pearson Correlation | 1 | .042 | .016 | .003 | .307 | .535** |
| | Sig. (2-tailed) | | .813 | .931 | .987 | .078 | .001 |
| | N | 34 | 34 | 34 | 34 | 34 | 34 |
| PostFlu | Pearson Correlation | .042 | 1 | .064 | -.054 | -.122 | .265 |
| | Sig. (2-tailed) | .813 | | .721 | .760 | .493 | .129 |
| | N | 34 | 34 | 34 | 34 | 34 | 34 |
| PostVoc | Pearson Correlation | .016 | .064 | 1 | .004 | .178 | .464** |
| | Sig. (2-tailed) | .931 | .721 | | .982 | .313 | .006 |
| | N | 34 | 34 | 34 | 34 | 34 | 34 |
| PostAcc | Pearson Correlation | .003 | -.054 | .004 | 1 | .563** | .581** |
| | Sig. (2-tailed) | .987 | .760 | .982 | | .001 | .000 |
| | N | 34 | 34 | 34 | 34 | 34 | 34 |

| | | | | | | | |
|--|---------------------|--------|-------|--------|--------|--------|--------|
| PostCom | Pearson Correlation | .307 | -.122 | .178 | .563** | 1 | .786** |
| | Sig. (2-tailed) | .078 | .493 | .313 | .001 | | .000 |
| | N | 34 | 34 | 34 | 34 | 34 | 34 |
| Jumlah | Pearson Correlation | .535** | .265 | .464** | .581** | .786** | 1 |
| | Sig. (2-tailed) | .001 | .129 | .006 | .000 | .000 | |
| | N | 34 | 34 | 34 | 34 | 34 | 34 |
| **. Correlation is significant at the 0.01 level (2-tailed). | | | | | | | |

3.8 Reliability

The instrument of this research is speaking English test. Researchers use inter-rater reliability to see test consistency. The level of agreement between several raters or judges is measured using inter-rater reliability. There will be two assessors who will assess the test, namely the researcher and the English teacher at SMA 5 Jambi City. The assessor will examine the student's speaking test based on the five aspects of speaking. Moreover, the reliability of the test in this research was measured by using SPSS version 26 Cronbach's Alpha. The data will be reliable if the Alpha value is 0.70. It is shown in the following table.

Reliability of Experimental Class

Reliability pre test

| Reliability Statistics | |
|------------------------|------------|
| Cronbach's Alpha | N of Items |
| .877 | 5 |

Reliability post test

| Reliability Statistics | |
|------------------------|------------|
| Cronbach's Alpha | N of Items |
| .888 | 5 |

Reliability of Control Class

Reliability pre-test

| Reliability Statistics | |
|------------------------|------------|
| Cronbach's Alpha | N of Items |
| .884 | 5 |

Reliability Post test

| Reliability Statistics | |
|------------------------|------------|
| Cronbach's Alpha | N of Items |
| .845 | 5 |

3.9 Data Analysis Technique

Data analysis is a process of collecting data to obtain clear and understandable information. After the research data was collected, the data was then analyzed. The following are the specifications for each step in analyzing data:

1. Look at the results of the notes from researchers and English teachers in class, then play them back while sharing the students' recordings.

2. Transcribe students' speaking test scores from rater one and rater two by using in the Microsoft Excell, so that researcher can easily process data, they can search for averages and also totals in the data obtained.
3. Assessment of student pre-test and post-test using inter-rater. In both Pre-test and Post-test assessments, both Rater One and Rater Two carefully observe the students. Each rater holds the class attendance to provide speaking scores for the students when they speak. If the raters are unsure about giving a score, the teacher and the raters can also replay the student's audio recording to ensure the scores given to the students. The scoring system is based on David P Harris's rating scale for each aspect of speaking.
4. Calculate all data on the pretest and posttest in the control and experimental classes to find out whether there is an improvement in each aspect of speaking. Find the overall total score in each control and experimental class, average, difference and percentage difference. In calculating the students' scores in this research, the researcher uses Microsoft Excel to find the total, average, lowest score, and also the highest score. However, to test the significance, the researcher uses the Paired Sample T-Test in the SPSS application.
5. Investigate the calculation of student speaking statistics. Researchers used the Paired Sampled T-test in SPSS to obtain statistical data calculations.
6. Obtain data to find out whether there is an improvement in students' speaking after they were taught using the flipped classroom method and to

find out whether there is a significant difference in students' speaking abilities in flipped classroom learning.

7. Arrange discussions based on the results. This is obtained by comparing student scores on the pre-test post-test experimental class and pre-test post-test control class.
8. Get answers to research questions by concluding results based on analysis.

The steps above are the process of analyzing this research data.

3.9.1 Normality Test

Paired sample t-test can be used if the data come from a normal distribution. Normality test is conducted in order to know whether the data is normally distributed or not. The followings are the hypotheses of the normality test:

H0: The distribution of the data is normal.

H1: The distribution of the data is not normal

The null hypothesis (H0) is accepted if the significant level of the normality test is higher than 0.05, whereas the alternative hypothesis is accepted if the significant level of the normality test is lower than 0.05. The normality test is shown in the table below:

| Tests of Normality | | | | | | | |
|--------------------|------------------------------|---------------------------------|----|-------|--------------|----|------|
| | Class | Kolmogorov-Smirnov ^a | | | Shapiro-Wilk | | |
| | | Statistic | df | Sig. | Statistic | df | Sig. |
| Students Score | Pre Test Experimental Class | .114 | 34 | .200* | .962 | 34 | .269 |
| | Post Test Experimental Class | .116 | 34 | .200* | .975 | 34 | .625 |

| | | | | | | | |
|--|-------------------------|------|----|-------|------|----|------|
| | Pre Test Control Class | .107 | 34 | .200* | .990 | 34 | .988 |
| | Post Test Control Class | .123 | 34 | .200* | .975 | 34 | .596 |
| *. This is a lower bound of the true significance. | | | | | | | |
| a. Lilliefors Significance Correction | | | | | | | |

Saphiro-Wilk formula is used as the significant values in this test because the element (df) is 34. From the table above, it indicates that the significant level of pretest and posttest in experimental class are higher than 0.05 ($0.269 > 0.05$; $0.625 > 0.05$). In control class also higher than 0,5 ($0.988 > 0.05$; $0.596 > 0.05$). Therefore, the null hypothesis (H_0) is accepted, it means that all of the data are normally distributed.

3.9.2 Homogeneity Test

Homogeneity test is used to know whether the data come from the homogeneous variance or not. To calculate the data, the researcher uses IBM SPSS version 26.

| Test of Homogeneity of Variances | | | | | |
|----------------------------------|--------------------------------------|------------------|-----|--------|------|
| | | Levene Statistic | df1 | df2 | Sig. |
| Output students | Based on Mean | .382 | 1 | 66 | .539 |
| | Based on Median | .405 | 1 | 66 | .527 |
| | Based on Median and with adjusted df | .405 | 1 | 65.288 | .527 |
| | Based on trimmed mean | .408 | 1 | 66 | .525 |

Based on the output above, the sig value is known. Based on the mean for the speaking learning outcome variable, it is 0.539, where this figure is above 0.05. so, it can be concluded that the variance in the data on students' speaking learning outcomes in the experimental class and control class is homogeneous.

3.10 Hypothesis Testing

Hypotheses were analyzed by using Paired Sample T-test of Statistical Package for Social Science (SPSS) version 26. SPSS used to know how the effect of flipped classroom model in English speaking skill. Paired sample t-test is a test of the mean difference for two paired samples. This test was used to analyze the pre-post research model in experimental and control class. Paired sample t-test was used to evaluate certain treatments on the same sample. According to Widiyanto (2013:35), paired sample t-test is one of the testing methods used to assess the effectiveness of the treatment, marked by differences in the average before and after treatment in experimental class and control class. The basis for taking the decision to accept or reject H_0 in this test is as follows.

1. If $T\text{-value} > T\text{-table}$ and probability (Asymp.Sig) < 0.05 , then H_0 is rejected and H_1 is accepted.
2. If $T\text{-value} < T\text{-table}$ and probability (Asymp.Sig) > 0.05 , then H_0 is accepted and H_1 is rejected. The following is the formula for testing this research hypothesis:

$$H_1 = \text{Sig.} < 0.05$$

H_0 : There is no statistically significant difference between the pre test and post test in the control class.

H_1 : There is a statistically significant difference in the pre-test and post-test in the experimental class.

CHAPTER IV

Result and Discussions

1.1 The Effect of Flipped Classroom Model in English Speaking Skill.

The research on the effect of Flipped Classroom in English speaking was conducted in one of the high schools in Jambi City. The research sample amounted to 68 students. Class XI A as the experimental class and class XI B as the control class using conventional learning who used conventional learning. In this subchapter will be described general description of the data that has been obtained, row data described is data from pretest and posttest results, experimental class and control class as.

Table 4.1

| Descriptive Statistics | | | | | |
|-------------------------------|----|---------|---------|---------|----------------|
| | N | Minimum | Maximum | Mean | Std. Deviation |
| Pre Test Experimental Class | 34 | 60.00 | 71.50 | 64.4412 | 3.21871 |
| Post Test Experimental Class | 34 | 77.00 | 88.50 | 82.8824 | 3.05023 |
| Pre Test Control Class | 34 | 60.00 | 71.50 | 65.2500 | 2.76134 |
| Post Test Control Class | 34 | 67.50 | 79.50 | 72.9706 | 2.52845 |
| Valid N (listwise) | 34 | | | | |

Based on the table above, explain that the number of samples in each class is 34. The minimum value on the experimental pre-test is 60.00 and the minimum value on the post test is 77.00. The minimum value on the control class pre test is 60.00 and the minimum value on the post test is 67.50. For the maximum value on

the experimental pre test is 71.50 and the post test is 88.50. While the maximum value on the pre test of control class is 71.50 and the post test is become 79.50. The mean value of experimental pre test is 64.44 and the post test is 82.88. Meanwhile the mean score of control pre test is 65.25 and the post test only 72.97.

4.1.1 Students' Score of Pre Test

After doing the research, the researcher started to analyze the results of the pre-test from Experimental class and control class. The score classification could be seen on the table below.

Table 4.1.1
The score of pre-test

| Aspect | Experimental | Control |
|----------------------|---------------------|----------------|
| Pronunciation | 64.93 | 64.12 |
| Fluency | 64.1 | 63.97 |
| Vocabulary | 64.93 | 66.18 |
| Accuracy | 62.87 | 65.51 |
| Comprehension | 65.37 | 66.47 |

Based on the table 4.1, it showed that the mean score from the experimental class in pronunciation aspect is 64.93, fluency is 64.1, Vocabulary is 64.93, accuracy is 62.87 and comprehension is 65.37. The mean score for all of the aspect is 64.49. Meanwhile in control class for pronunciation aspect is 64.12, Fluency is 63.97, vocabulary is 66.18, accuracy is 65.51, and comprehension is 66.47.

4.1.2 Students' Score of Post test

Table 4.1.2
The score of post test

| Aspect | Experimental | Control |
|---------------|--------------|---------|
| Pronunciation | 80.29 | 74.04 |
| Fluency | 81.18 | 69.04 |
| Vocabulary | 85.22 | 80.15 |
| Accuracy | 82.21 | 69.49 |
| Comprehension | 85.51 | 72.13 |

Based on the table 4.2, it showed that the of mean score from the experimental class in pronunciation aspect is 80.29, fluency is 81.18, vocabulary is 85.22, accuracy is 82.21, and comprehension is 85.51. The mean score for all of the aspect is 83.07. Meanwhile, in control class, the mean score of pronunciation in control class is 74.04, fluency is 69.04, vocabulary 80.15, accuracy 69.49 and comprehension is 72.13.

4.2 Comparison of Experimental and Control Class scores on Five Aspects of English Speaking

Table 4.2
Comparison score English speaking

| Paired Samples Test | | | | | | | | | |
|---------------------|--|--------------------|----------------|-----------------|---|-----------|---------|----|-----------------|
| | | Paired Differences | | | | | t | Df | Sig. (2-tailed) |
| | | Mean | Std. Deviation | Std. Error Mean | 95% Confidence Interval of the Difference | | | | |
| | | | | | Lower | Upper | | | |
| Pair 1 | Pre Test Experimental Class - Post Test Experimental Class | -18.38235 | 3.67023 | .62944 | -19.66296 | -17.10175 | -29.204 | 33 | .000 |

| | | | | | | | | | |
|--------|--|-----------|---------|--------|----------|----------|----------|----|------|
| Pair 2 | Pre Test Control Class - Post Test Control Class | - 7.72059 | 3.43377 | .58889 | -8.91869 | -6.52249 | - 13.110 | 33 | .000 |
|--------|--|-----------|---------|--------|----------|----------|----------|----|------|

Table 4.2 proved that the mean difference of students' pretest and posttest score in experimental class is -18.38. Meanwhile the pre test and post test score in control class is -7.72. Furthermore, the table shows the significant level of the difference in experimental class is 0.000 which is lower than 0.05. The significant level of the difference in control class is 0.000. Although both have significant values, we can see that the scores in the experimental class are more significant compared to the control class. It shows that students' speaking skill improved after being taught by using flipped classroom model.

4.2.1 Comparison Score Pronunciation of Pre test and Post test in Experimental Class and Control Class

Table 4.2.1
Comparison pronunciation score

| Paired Samples Test | | | | | | | | | |
|---------------------|--|--------------------|----------------|-----------------|---|------------|----------|----|-----------------|
| | | Paired Differences | | | | | t | df | Sig. (2-tailed) |
| | | Mean | Std. Deviation | Std. Error Mean | 95% Confidence Interval of the Difference | | | | |
| | | | | | Lower | Upper | | | |
| Pair 1 | Pre Test Pronunciation Experimental Class - Post Test Pronunciation Experimental Class | - 15.36765 | 4.40094 | .75476 | - 16.90321 | - 13.83208 | - 20.361 | 33 | .000 |
| Pair 2 | Pre Test Pronunciation Control Class - Post Test Pronunciation Control Class | - 9.92647 | 6.38076 | 1.09429 | - 12.15282 | -7.70012 | -9.071 | 33 | .000 |

Table 4.2.1 proved that the mean difference of students' pronunciation pretest and posttest score in experimental class is 15.36. Meanwhile Pronunciation pre test and post test score in control class is only 9.92. Furthermore, the table shows the significant level of the difference in experimental class is 0.000 which is lower than 0.05. The significant level of the difference in control class is also 0.000. Although both have significant values, we can see that the scores in the experimental class are more significant compared to the control class. The significant value in control class is lower. It shows that students' speaking skill improved after being taught by using flipped classroom model.

4.2.2 Comparison of Pre-test and Post-test Fluency Scores in Experimental Class and Control Class

Table 4.2.2
Comparison fluency score

| Paired Samples Test | | | | | | | | | |
|---------------------|--|--------------------|----------------|-----------------|---|-----------|---------|----|-----------------|
| | | Paired Differences | | | | | t | Df | Sig. (2-tailed) |
| | | Mean | Std. Deviation | Std. Error Mean | 95% Confidence Interval of the Difference | | | | |
| | | | | | Lower | Upper | | | |
| Pair 1 | Pre Test Fluency Experimental Class - Post Test Fluency Experimental Class | -17.05882 | 4.41548 | .75725 | -18.59946 | -15.51819 | -22.527 | 33 | .000 |
| Pair 2 | Pre Test FluencyControl Class - Post Test Fluency Control Class | -5.07353 | 5.65703 | .97017 | -7.04736 | -3.09970 | -5.230 | 33 | .000 |

Table 4.2.2 proved that the mean difference of students' fluency pretest and posttest score in experimental class is 17.05. Meanwhile pre-test and post-test fluency scores in control class is only 5.07. Furthermore, the table shows the significant level of the difference in experimental class is 0.000 which is lower than 0.05. The significant level of the difference in control class is also 0.000. Although both have significant values, we can see that the scores in the experimental class are more significant compared to the control class. The significant value in control class is lower. It shows that students' speaking skill improved after being taught by using flipped classroom model.

4.2.3 Comparison of Pre-test and Post-test Vocabulary Scores in Experimental and Control Classes

Table 4.2.3

Comparison vocabulary score

| Paired Samples Test | | | | | | | | | |
|---------------------|--|--------------------|----------------|-----------------|---|------------|----------|----|-----------------|
| | | Paired Differences | | | | | t | df | Sig. (2-tailed) |
| | | Mean | Std. Deviation | Std. Error Mean | 95% Confidence Interval of the Difference | | | | |
| | | | | | Lower | Upper | | | |
| Pair 1 | Pre Test vocabulary Experimental Class - Post Test vocabulary Experimental Class | - 20.29412 | 4.25355 | .72948 | - 21.77825 | - 18.80998 | - 27.820 | 33 | .000 |
| Pair 2 | Pre Test vocabulary Control Class - Post Test vocabulary Control Class | - 13.97059 | 6.24978 | 1.07183 | - 16.15124 | - 11.78994 | - 13.034 | 33 | .000 |

Table 4.2.3 proved that the mean difference of students' vocabulary pretest and posttest score in experimental class is 20.29. Meanwhile vocabulary pre test and post test score in control class is only 13.97. Furthermore, the table shows the significant level of the difference in experimental class is 0.000 which is lower than 0.05 and the significant level of the difference in control class is also 0.000. Although both have significant values, we can see that the scores in the experimental class are more significant rather than to the control class. The significant value in control class is lower. It shows that students' speaking aspect in vocabulary improved after being taught by using flipped classroom model.

4.2.4 Comparison of Pre-test and Post-test Accuracy Scores in Experimental and Control Classes

Table 4.2.4
Comparison of accuracy scores

| Paired Samples Test | | | | | | | | | |
|---------------------|--|--------------------|----------------|-----------------|---|-----------|---------|----|-----------------|
| | | Paired Differences | | | | | t | Df | Sig. (2-tailed) |
| | | Mean | Std. Deviation | Std. Error Mean | 95% Confidence Interval of the Difference | | | | |
| | | | | | Lower | Upper | | | |
| Pair 1 | Pre Test accuracy Experimental Class - Post Test accuracy Experimental Class | -19.33824 | 4.49363 | .77065 | -20.90614 | -17.77033 | -25.093 | 33 | .000 |
| Pair 2 | Pre Test accuracy Control Class - Post Test accuracy Control Class | -3.97059 | 5.22659 | .89635 | -5.79423 | -2.14694 | -4.430 | 33 | .000 |

Table 4.2.4 proved that the mean difference of students' accuracy pretest and posttest score in experimental class is 19.33. Meanwhile accuracy pre test and post test score in control class is only 3.97. It shows that students' pronunciation improved significantly after being taught by using flipped classroom model. Furthermore, the table shows the significant level of the difference in experimental class is 0.000 which is lower than 0.05 and the significant level of the difference in control class is also 0.000. Although both have significant values, we can see that the scores in the experimental class are more significant rather than to the control class. The significant value in control class is lower. It shows that students' speaking aspect in accuracy improved after being taught by using flipped classroom model.

4.2.5 Comparison of Pre-test and Post-test Comprehension Scores in Experimental and Control Classes

Table 4.2.5
Comparison score of comprehension

| Paired Samples Test | | | | | | | | | |
|---------------------|--|--------------------|----------------|-----------------|---|-----------|---------|----|-----------------|
| | | Paired Differences | | | | | t | Df | Sig. (2-tailed) |
| | | Mean | Std. Deviation | Std. Error Mean | 95% Confidence Interval of the Difference | | | | |
| | | | | | Lower | Upper | | | |
| Pair 1 | Pre Test comprehension Experimental Class - Post Test comprehension Experimental Class | -20.14706 | 6.51168 | 1.11674 | -22.41909 | -17.87503 | -18.041 | 33 | .000 |
| Pair 2 | Pre Test comprehension Control Class - Post Test comprehension Control Class | -5.66176 | 7.36774 | 1.26356 | -8.23249 | -3.09104 | -4.481 | 33 | .000 |

Table 4.2.5 proved that the mean difference of students' comprehension pretest and posttest scores in experimental class is 20.14. Meanwhile, the pre test and post-test fluency scores in control class only 5.66. Furthermore, the table shows the significant level of the difference in experimental class is 0.000 which is lower than 0.05 and the significant level of the difference in control class is also 0.000. Although both have significant values, we can see that the scores in the experimental class are more significant rather than to the control class. The significant value in control class is lower.

4.3 Hypotheses Testing

H0: There is no statistically significant difference in the speaking abilities of students in the Control class between before and after implementing flipped classroom learning.

H1: There is a statistically significant difference in students' speaking ability in the experimental class between before and after implementing the flipped classroom learning method.

Based on the research question formulated by the researcher, "Is there a statistically significant effect on students' speaking English abilities? Therefore, after researchers conducted research and analyzed the data, it was found that H1 was accepted.

4.4 Discussion

4.4.1 The Significant Effect of the Flipped Classroom model on students' English Speaking.

The research results showed that there was a statistically significant difference in students' speaking English abilities between the tests before and after implementing the flipped classroom learning method which answered the research questions. This can be seen from the comparison table between students' pretest scores and posttest in the experimental class. It also can be seen that the difference in the average score of students' speaking ability in the experimental pretest and posttest of the students and the average score of students' speaking ability in the pretest and posttest of the control class in the descriptive table. Both on the experimental class and control class having a rising score, however, the increase in scores observed in the control group is smaller compared to the scores obtained by the experimental group. This proves that the Flipped Classroom model successfully influences students' English speaking abilities, especially in those five speaking aspects. In line with Phoeun, M and Sengsri, S (2021) The students experienced a notable enhancement in their English speaking abilities as they were exposed to genuine and interactive activities both within the classroom and on the online platform.

Apart from that, to measure whether there is a significant difference in students' speaking English abilities after implementing the flipped classroom, researchers have tested its significance, pretest and posttest levels in each speaking aspects. It can be seen in the table 4.2. until 4.2.5 which shows that the significant level of improvement of speaking score in the experimental and control, both were

initially low; however, the mean score obtained in the experimental class was higher compared to the control class. Therefore, H1 is accepted that there is a statistically significant difference in the pre-test and post-test after implementing the flipped classroom method. This proves that the flipped classroom learning method helps students improve their speaking skills significantly.

The improvement in students' speaking is shown by the way they respond to each topic discussed in class. Like how students do questions and answers smoothly with their friends and give speaking performances in front of the class. In line with Armier (2021) which find the benefit of flipped classroom that the students more active and interactive. The students made improvements to their speaking which became more precise, clear and close to native speakers. From the pretest recording, most of the students spoke a mixture of languages because by speaking spontaneously and not having the material provided, they were still stuttering and anxious. However, students experienced a significant increase in their speaking skills after being taught using the flipped classroom learning method until the posttest. This is evidenced by students' speaking skills becoming more fluent, increasing vocabulary, and increasing understanding of the material. Students can talk, discuss with friends spontaneously and be responsive when discussing.

Related to the flipped classroom theory which was discussed in chapter II, Baepler, Walker, and Driessen (2014); Davies et al., (2013); and Janotha (2016) the flipped classroom can improve students' speaking skills significantly because students can learn and understand the topics that will be studied in class, and students have mastered the material, so that in class, students become more active

when discussing. Then, when in class students have more time to discuss with the teacher so that there are more opportunities to practice. This is different from the control class where students begin to understand the material in class and practice in class at that time, therefore time is also limited.

Using the flipped classroom learning method in learning English, especially to improve students' speaking, is a fun method for teachers and students because of the flexibility in teaching and learning, students and teachers also understand each other more about the topics discussed, then students' opportunities to practice speaking become more equal as in the Yahya Ashour Alkhouday (2019) theory. Previous research shows that students can learn more from a variety of sources, including the internet, it means students can learn flexible, it is also in line with the research result from Linur and Mubarak (2022).

4.4.2. The Significant Effects of the Flipped Classroom Model on Five Aspects of Speaking.

Prior to the treatment, students' speaking scores were below the school standard, but after the treatment was implemented, students' scores increased. In this chapter, the researcher will describe the increase in scores that occurred in each aspect of speaking, namely pronunciation, fluency, vocabulary, accuracy, and comprehension.

In the Experimental class, the pronunciation aspect had the smallest increase in scores compared to the other aspects. Based on the research findings by Zhang, H., Du, X., Yuan, X., & Zhang, L. (2016), the flipped classroom mode of

pronunciation teaching is more effective than the traditional teaching mode. Although there was an increase in scores for pronunciation in this study, it was not as significant as the increases observed in the other four aspects. Upon reviewing Zhang's research, where they conducted a similar study by providing instructional videos, participants in that study focused on the shapes of the mouth and the positions of the tongue in producing sounds before attending class. During the classroom instruction, the teacher first assessed the students' understanding of these shapes and positions, and then evaluated their actual production of sounds, one student after another (Zhang, H., Du, X., Yuan, X., & Zhang, L. (2016). Hence, it is possible that pronunciation would improve further if students were given more treatment specifically focusing on pronunciation during speaking. This limitation arises because the researcher did not solely focus on observing speaking skills in one aspect but rather comprehensively. It might be beneficial for future researchers to investigate this aspect further.

As previously mentioned, both flipped classroom and traditional classroom teaching led to increased vocabulary acquisition. However, according to the results section, flipped classroom instruction seems to be more successful in utilizing long-term vocabulary gains compared to conventional lecture-based teaching methods. Furthermore, the outcomes achieved in the vocabulary domain surpassed those of other areas. In line with the findings of Kirmizi, O., & Komeç, F. (2019), students stated that they enjoyed learning from vocabulary videos, which they found to be quick and easy. In their findings, they appreciated the self-paced learning and preparation provided by the videos. They believed that they participated in activities

better than before because they came to class prepared. Additionally, they thought that classroom activities strengthened their learning and resulted in long-lasting vocabulary acquisition.

Chapter V

Conclusion and Suggestion

In this final chapter, the researcher draws conclusions regarding what was discussed in the previous chapter and provides several suggestions for teachers who want to apply the Flipped classroom model in teaching English, especially to improve students' speaking skills and for other researchers who want to conduct related research.

5.1 Conclusion

The purpose of this study is to determine whether there is a significant difference in students' speaking abilities after being taught using the flipped classroom model method, and the differing effects that occur in each aspect of speaking taught using the flipped classroom model. Based on the results and discussion, it can be concluded as follows. There is a statistically significant difference in students' speaking abilities between the previous tests, with the level of significance increasing between the pre-test and post-test. It can be concluded that the use of the flipped classroom learning method can improve students' speaking skills. Additionally, the scores obtained in each aspect after implementing treatment using the flipped classroom also increased, especially in the vocabulary aspect. This means that the use of the Flipped Classroom learning model is effective in enhancing students' speaking abilities, particularly in expanding vocabulary for communication. However, in the aspects of pronunciation and fluency, the increase in scores was not as high as the increase in scores in vocabulary. This study has

limitations in further investigating the reasons for the low scores in the pronunciation and fluency aspects.

5.2 Suggestion

In connection with research regarding the use of the blended learning method Flipped classroom model in students' speaking skills, the researcher would like to make several suggestions as follows:

1. For English Teachers

a) Teachers are advised to maintain a calm and relaxed learning atmosphere because students need to discuss calmly in class.

b) In this method, teachers should provide video material to students, both online and offline, so that students can learn to hear and see directly how native speakers speak. Teachers can also add games so that students don't feel bored during the teaching and learning process.

c) Teachers are advised to choose a video theme that makes students interested and enthusiastic in teaching and learning activities.

For Future Researchers:

a) It is recommended for future researchers to ensure that during data collection the classroom atmosphere is calm so that students' speaking can be heard clearly in the recording and is easier to analyze.

b) It is better for future researchers to find students' problems or difficulties in pronouncing English such as anxiety, motivation, mother tongue disorders, etc.

Besides that, the future researcher can conduct research on each aspect to provide more detailed insights into the use of the Flipped Classroom Model in influencing each aspect of speaking.

That is the conclusion of the research regarding the use of the Flipped classroom model in students' speaking abilities. Apart from that, the suggestions given can be taken into consideration for further research related to this research.

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Appendix

Lesson Plan

Experimental Class

School : SMAN 5 Kota Jambi

Subject : Bahasa Inggris

Class : X1 Saintek 1

Alokasi Waktu : 6 x 45 menit (3x meetings)

Material : Hortatory Text

A. Indicators of Achievement of Learning Goals

1. Identify context, main ideas, and detailed information in narrative text.
2. Explain the sequence of structuring and developing ideas in conversation and narrative text.
3. Analyze explicit and implied information from narrative text.
4. Respond to ideas and opinions with reasons from the narrative text heard related to the context of oneself and real life.
5. Convey ideas and opinions related to the narrative text you hear.

B. Learning Material

1. Social Function
2. Text Structure
3. Language tools
4. Topic

C. Learning Method

Learning Model : Flipped Classroom

Approach : Scientific learning Approach

Learning Method : Focus Group Discussion

D. Learning Stage

First Meeting

| Activity | Description of activities | Time |
|-----------------|---|------------|
| Introduction | <ol style="list-style-type: none"> 1. The teacher greets the students 2. The teacher checks student attendance 3. The teacher conveys the learning objectives. | 5 minutes |
| Speaking Time | <p>Associate: Students gather in groups consisting of 5-6 students to discuss</p> <p>communicating: Students convey their understanding of the videos they have watched at home to their group members. The teacher provides direction if a mistake occurs.</p> <p>Observe: Students pay attention to the words and sentence structures given by the presenter. The teacher observes Pronunciation, fluency, vocabulary, accuracy and comprehension in student speaking.</p> <p>Ask: Students are given the opportunity to ask the presenter in more detail about the video topic.</p> <p>Trying: Students try to take turns talking about the topic, clarifying and providing responses to other groups.</p> | 80 minutes |
| Main activities | <p>Associate: Students still join groups.</p> <p>Communicate: Students discuss by providing explanations of homework results regarding hortatory texts. Students (delegates) present the results of the discussion.</p> | 40 minutes |

| | | |
|---------|--|------------|
| | <p>Observe: Students pay attention to each other's explanations from the presenter in the group.</p> <p>Try: Students try to summarize the agreement resulting from group discussions regarding hortatory in the assignment book.</p> <p>ask: Students have the opportunity to ask other groups about the presentation of the hortatory text.</p> | |
| Closing | <ol style="list-style-type: none"> 1. The teacher guides students to conclude the activities that have been carried out. 2. The teacher gives students the opportunity to ask questions if they still don't understand the group explanation. 3. The teacher gives homework by watching video material about hortatory texts as material for making an infographic project at the next meeting. | 10 minutes |

Second Meeting

| Activities | Description of activities | Time |
|---------------|---|------------|
| Introduction | <ol style="list-style-type: none"> 1. The teacher greets the students 2. The teacher checks student attendance 3. The teacher conveys the learning objectives. | 5 minutes |
| Speaking time | <p>Associate: Students gather in new groups consisting of 5-6 students to discuss</p> <p>Communicating: Students convey their explanation about their homework about hortatory text with other members.</p> | 80 minutes |

| | | |
|-----------------|---|------------|
| | <p>Students convey, the content from videos that they have watched and discussed in class in front of their friends.</p> <p>Observation:</p> <p>Students pay attention to the words and sentence structures given by the presenter. The teacher also observes 5 aspects of student speaking.</p> <p>Ask:</p> <p>Students ask the presenter for more details about the video topic. The teacher checks and asks about the results of the students' note taking.</p> <p>Try:</p> <p>Students take turns talking about the topic, clarifying, and providing responses.</p> | |
| Core activities | <p>Observe:</p> <p>Students pay attention to each other's explanations from the presenter in the group.</p> <p>Try:</p> <p>Students try to make a summary of what other delegates conveyed regarding hortatory in their respective assignment books.</p> <p>Ask:</p> <p>Students ask other groups about understanding after the presentation of the hortatory text.</p> | 40 minutes |
| Closing | <ol style="list-style-type: none"> 1. The teacher guides students to conclude the activities that have been carried out. 2. The teacher gives students the opportunity to ask questions if they still don't understand the group explanation. 3. The teacher gives homework by watching video material about hortatory texts as material for making | 10 minutes |

| | | |
|--|---|--|
| | an infographic project at the next meeting. | |
|--|---|--|

Third Meetings

| Activities | Description of activities | Time |
|---------------|--|-----------|
| Intro | <ol style="list-style-type: none"> 1. The teacher greets the students 2. The teacher checks student attendance 3. The teacher conveys the learning objectives. | 5 minutes |
| Speaking Time | <p>Associate: Students gather in new groups consisting of 5-6 students to discuss</p> <p>Communicating: Students convey their explanation about their homework about tenses and language tools about hortatory text with other members.</p> <p>Students convey, the content from videos that they have watched and discussed in class in front of their friends.</p> <p>Observation: Students pay attention to the words and sentence structures given by the presenter. The teacher also observes 5 aspects of student speaking.</p> <p>Ask: Students ask the presenter for more details about the video topic. The teacher checks and asks about the results of the students' note taking.</p> <p>Try: Students take turns talking about the topic, clarifying, and providing responses.</p> | 80 |

| | | |
|-----------------|--|------------|
| Core activities | <p>Observe: Students pay attention to each other's explanations from the presenter in the group.</p> <p>Try: Students try to make a summary of what other delegates conveyed regarding hortatory in their respective assignment books.</p> <p>Ask: Students ask other groups about understanding after the presentation of the hortatory text.</p> | 40 |
| Closing | <ol style="list-style-type: none"> 1. The teacher guides students to conclude the activities that have been carried out. 2. The teacher gives students the opportunity to ask questions if they still don't understand the group explanation. 3. The teacher gives homework by watching video material about hortatory texts as material for making an infographic project at the next meeting. | 10 minutes |

D. Media and learning sources

Learning Resources: Internet, Book

Learning media: Video YouTube

Lesson Plan Control Class

| | |
|---|----------------------------|
| School | : SMAN 5 Kota Jambi |
| Subject | : Bahasa Inggris |
| Class | : X1 Saintek 1 |
| Alokasi Waktu : 6 x 45 menit (3x meetings) | |
| Material | : Hortatory Text |

A. Indicators of Achievement of Learning Goals

1. Identify context, main ideas, and detailed information in narrative text.
2. Explain the sequence of structuring and developing ideas in conversation and narrative text.
3. Analyze explicit and implied information from narrative text.
4. Respond to ideas and opinions with reasons from the narrative text heard related to the context of oneself and real life.
5. Convey ideas and opinions related to the narrative text you hear.

B. Learning Material

1. Social Function
2. Text Structure
3. Language tools
4. Topic

C. Learning Method

Learning Model : Conventional Learning Model

Approach : Scientific learning Approach

Learning Method : Focus Group Discussion

D. Learning Stage

First Meeting

| Activity | Description of Activities | Time |
|-----------------|--|-------------|
| Introduction | <ol style="list-style-type: none"> 1. The teacher greets the students 2. The teacher checks student attendance 3. The teacher conveys the learning objectives. | 10 minutes |
| Core Activities | <p>Associate: Students made a group consisting of 5-6 students to discuss</p> <p>Observe: Students watch the video material in the classroom.</p> <p>Communication: Students note important points in the video shown and discuss with group members.</p> <p>Try: Students try to summarize the agreement resulting from group discussions regarding hortatory text in the assignment book. Group representatives convey the results of the discussion and are observed by other groups.</p> <p>Asking: Students have the opportunity to ask questions and answers with other groups regarding the presentation of hortatory texts. The teacher observes and straightens out anything that is not in line.</p> | 110 minutes |
| Closing | <ol style="list-style-type: none"> 1. The teacher guides students to conclude the activities that have been carried out. 2. The teacher gives students the opportunity to ask questions if they still don't understand the group explanation. 3. The teacher gives homework about hortatory text | 15 minutes |

Second Meeting

| Activity | Description of Activities | Time |
|-----------------|--|-------------|
| Introduction | <ol style="list-style-type: none"> 1. The teacher greets the students 2. The teacher checks student attendance 3. The teacher conveys the learning objectives | 10 minutes |
| Activity | <p>Associate: Students advance per group</p> <p>Communicate: Students present the results of their assignments.</p> | 110 minutes |

| | | |
|---------|---|------------|
| | <p>Observe: Students pay attention to their friends in front of the class. The teacher pays attention to students' speaking.</p> <p>Ask: Students ask the presenter about the presentation of hortatory texts.</p> <p>Try: Students respond to questions from their friends.</p> | |
| Closing | <ol style="list-style-type: none"> 1. The teacher guides students to conclude the activities that have been carried out. 2. The teacher gives students the opportunity to ask questions if they still don't understand the group explanation. 3. The teacher gives homework about hortatory texts as material for making an infographic project at the next meeting. | 15 minutes |

Third Meetings

| Activity | Description of Activities | Time |
|--------------|---|-------------|
| Introduction | <ol style="list-style-type: none"> 1. The teacher greets the students 2. The teacher checks student attendance 3. The teacher conveys the learning objectives. | 10 minutes |
| Activity | <p>Associate: Students gather in new groups consisting of 5-6 students to discuss</p> <p>Observe: Students watch the video material in the classroom.</p> <p>Communication: Students note important points in the video shown and discuss with group members.</p> <p>Try: Students try to summarize the agreement resulting from group discussions regarding hortatory text in the assignment book. Group representatives convey the results of the discussion and observed by other groups.</p> <p>Asking:</p> | 115 minutes |

| | | |
|---------|---|------------|
| | Students have the opportunity to ask questions and answers with other groups regarding the presentation of hortatory texts. The teacher observes and straightens out anything that is not in line. | |
| Closing | <ol style="list-style-type: none"> 1. The teacher guides students to conclude the activities that have been carried out. 2. The teacher gives students the opportunity to ask questions if they still don't understand the group explanation. 3. The teacher gives homework. | 15 minutes |

Fourth Meeting

| Activity | Description of Activity | Time |
|--------------|--|-------------|
| Introduction | <ol style="list-style-type: none"> 1. The teacher greets the students 2. The teacher checks student attendance 3. The teacher conveys the learning objectives | 10 minutes |
| Activity | <p>Associate: Students advance per group</p> <p>Communicate: Students present the results of their assignments.</p> <p>Observe: Students pay attention to their friends in front of the class. The teacher pays attention to students' speaking.</p> <p>Ask: Students ask the presenter about the presentation of hortatory texts.</p> <p>Try: Students respond to questions from their friends.</p> | 110 minutes |
| Closing | <ol style="list-style-type: none"> 1. The teacher guides students to conclude the activities that have been carried out. 2. The teacher gives students the opportunity to ask questions if they still don't understand the group explanation. 3. Closing | 15 minutes |

Learning Resources and Media

Learning resources: Internet, book

Learning media: Power point

Lesson Plan Experimental Class

| | |
|---|----------------------------|
| School | : SMAN 5 Kota Jambi |
| Subject | : Bahasa Inggris |
| Class | : X1 Saintek 1 |
| Alokasi Waktu : 6 x 45 menit (3x meetings) | |
| Material | : Report Text |

A. Indicators of Achievement of Learning Goals

1. Identify context, main ideas, and detailed information in narrative text.
2. Explain the sequence of structuring and developing ideas in conversation and narrative text.
3. Analyze explicit and implied information from narrative text.
4. Respond to ideas and opinions with reasons from the narrative text heard related to the context of oneself and real life.
5. Convey ideas and opinions related to the narrative text you hear.

B. Learning Material

1. Social Function
2. Text Structure
3. Language tools
4. Topic

C. Learning Method

Learning Model : Flipped Classroom

Approach : Scientific learning Approach

Learning Method : Focus Group Discussion

D. Learning Stage

First Meeting

| Activity | Description of Activities | Time |
|-----------------|--|-------------|
| Introduction | <ol style="list-style-type: none">1. The teacher greets the students2. The teacher checks student attendance3. The teacher conveys the learning objectives | 5 minutes |

| | | |
|---------------|---|------------|
| Speaking time | <p>Associate: Students make a group consisting 5-6 students to discuss.</p> <p>Communicating: Students convey their understanding of the videos they have watched at home to their members of group. The teacher guides and clarify if any mistakes.</p> <p>Observe: Students pay attention to the words and sentence structures given by the presenter. The teacher observes the pronunciation, fluency, vocabulary, accuracy and comprehension in students speaking skill.</p> <p>Ask: Students are given the opportunity to ask the presenter in more detail about the topic in the video.</p> <p>Trying: Students try to talking about the topic, clarifying and providing responses to other groups.</p> | 80 minutes |
| Main Activity | <p>Associate: Students still in their group</p> <p>Communicate: Students discuss by providing explanations of homework results regarding report text. Students present the results of the discussion about their homework after agreement in their group.</p> <p>Observe: Students pay attention to each other's explanations from the presenter in others group.</p> <p>Try: Students try to summarize the agreement resulting from group discussing regarding report text in the assignment book.</p> <p>Ask: Students have the opportunity to ask other groups about the presentation of the report text.</p> | 40 minutes |

| | | |
|---------|---|--|
| Closing | <ol style="list-style-type: none"> 1. The teacher guides students to conclude the activities that have been carried out. 2. The teacher gives students the opportunity to ask questions if they still not understand from group explanation. 3. The teacher gives homework by watching video material about report text. | |
|---------|---|--|

Learning resources: Internet and book

Learning Media: Power point, YouTube

Second Meeting

| Activity | Description of Activity | Time |
|-----------------|---|-------------|
| Introduction | <ol style="list-style-type: none"> 1. The teacher greets the students 2. The teacher checks student attendance 3. The teacher conveys the learning objectives. | 5 minutes |
| Speaking time | <p>Associate: Students gather in new groups consisting of 5-6 students to discuss.</p> <p>Communicating: Students convey their explanation about their homework about report text with other members. Students convey, the content from videos that they have watched and discussed in class in front of their friends.</p> <p>Observe: Students pay attention to the words and sentence structures given by the presenter. The teacher also observes 5 aspects of students speaking.</p> <p>Ask: Students ask the presenter for more details about the topic video.</p> <p>Try: Students talking about the topic, clarify and providing responses.</p> | 80 minutes |
| Main activities | <p>Observe: Students pay attention to each other's explanation from the presenter in the group.</p> <p>Try:</p> | 40 minutes |

| | | |
|---------|---|------------|
| | <p>Students try to make summary of what other delegates conveyed regarding hortatory in their respective assignment books.</p> <p>Ask: Students ask other groups about understanding after the presentation of the hortatory text.</p> | |
| Closing | <ol style="list-style-type: none"> 1. The teacher guides students to conclude the activities that have been carried out. 2. The teacher gives students the opportunity to ask questions if they still not understand from group explanation. 3. The teacher gives homework by watching video material about report text. | 10 minutes |

Learning resources: Internet, book

Learning Media: Power point, Youtube.

Lesson Plan Control Class

| | |
|---|----------------------------|
| School | : SMAN 5 Kota Jambi |
| Subject | : Bahasa Inggris |
| Class | : X1 Saintek 1 |
| Alokasi Waktu : 6 x 45 menit (3x meetings) | |
| Material | : Report Text |

A. Indicators of Achievement of Learning Goals

1. Identify context, main ideas, and detailed information in narrative text.
2. Explain the sequence of structuring and developing ideas in conversation and narrative text.
3. Analyze explicit and implied information from narrative text.
4. Respond to ideas and opinions with reasons from the narrative text heard related to the context of oneself and real life.
5. Convey ideas and opinions related to the narrative text you hear.

B. Learning Material

1. Social Function
2. Text Structure
3. Language tools
4. Topic

C. Learning Method

Learning Model : Conventional Learning

Approach : Scientific learning Approach

Learning Method : Focus Group Discussion

D. Learning Stage

First Meeting

| Activity | Description of Activity | Time |
|-----------------|--|---------------|
| Introduction | <ol style="list-style-type: none">1. The teacher greets the students2. The teacher checks student attendance3. The teacher conveys the learning objectives | 10 minutes |

| | | |
|-----------------|--|-------------|
| Main Activities | <p>Associate: Students gather in new groups consisting of 5-6 students to discuss</p> <p>Observe: Students watch the video material about report text in the classroom.</p> <p>Communication: Students note important points in the video shown and discuss with group members.</p> <p>Try: Students try to summarize the agreement resulting from group discussions regarding report text in the assignment book. Group representatives convey the results of the discussion and observed by other groups.</p> <p>Asking: Students have the opportunity to ask questions and answers with other groups regarding the presentation of report texts. The teacher observes and straightens out anything that is not in line.</p> | 110 minutes |
| Closing | <ol style="list-style-type: none"> 1. The teacher guides students to conclude the activities that have been carried out. 2. The teacher gives students the opportunity to ask questions if they still don't understand the group explanation. 3. The teacher gives homework about report text | 15 minutes |

Second Meeting

| Activity | Description of Activities | Time |
|---------------|--|-------------|
| Introduction | <ol style="list-style-type: none"> 1. The teacher greets the students 2. The teacher checks student attendance 3. The teacher conveys the learning objectives | 10 Minutes |
| Main Activity | <p>Associate: Students advance per group</p> <p>Communicate: Students present the results of their assignments.</p> <p>Observe:</p> | 110 minutes |

| | | |
|---------|---|------------|
| | <p>Students pay attention to their friends in front of the class.</p> <p>The teacher pays attention to students' speaking.</p> <p>Ask:</p> <p>Students ask the presenter about the presentation of report texts.</p> <p>Try:</p> <p>Students respond to questions from their friends.</p> | |
| Closing | <ol style="list-style-type: none"> 1. The teacher guides students to conclude the activities that have been carried out. 2. The teacher gives students the opportunity to ask questions if they still don't understand the group explanation. 3. Closing | 15 minutes |

Learning Resources: Internet, book

Learning Media: Power point

Appendix

Example of Material

<https://youtu.be/CZnYQJ0ZX9A?si=VDhAMzlGzBLLBtgG>

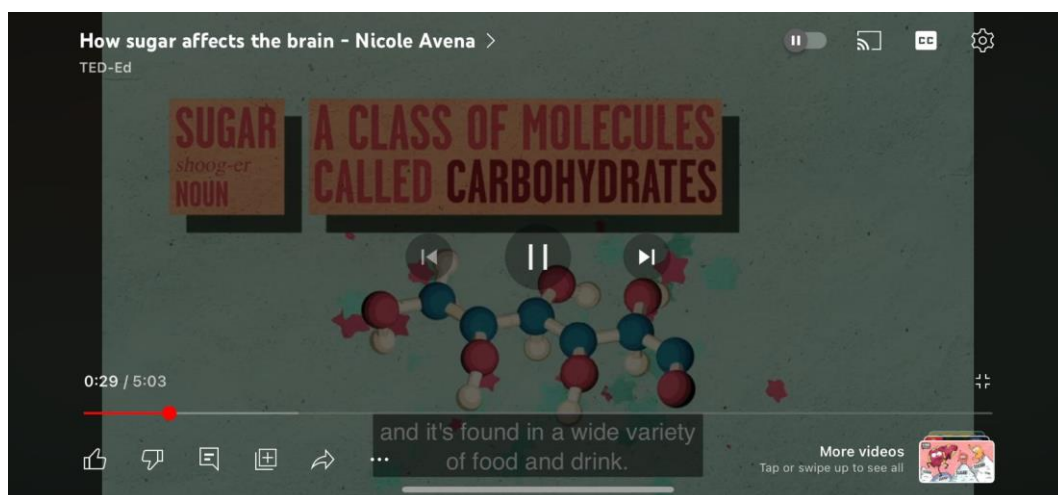
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<https://youtu.be/CjW5x8D7kCk?si=rtPnFPLZocE97a7a>

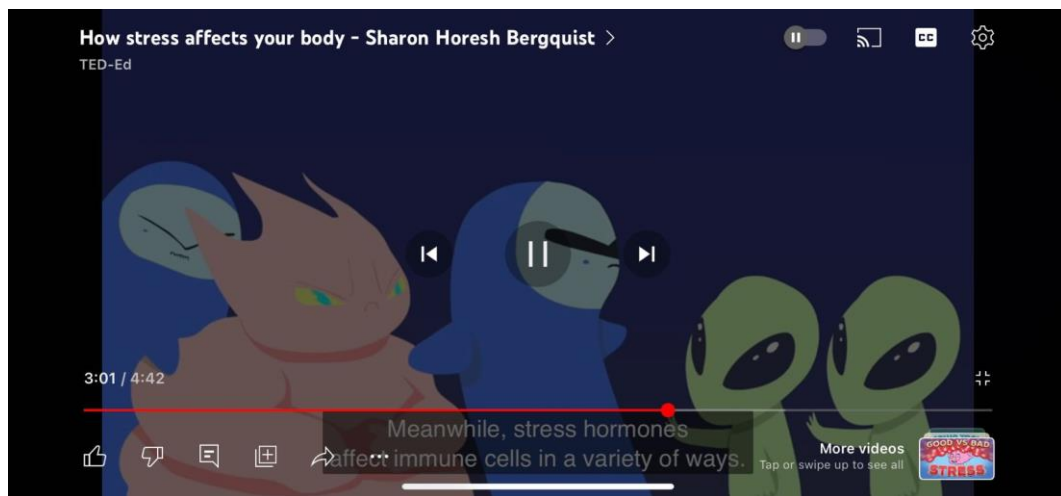
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<https://youtu.be/IEXBxijQREo?si=lMdEjvGBu1Tvz5l2>



<https://youtu.be/v-t1Z5-oPtU?si=C2efpIZ0IElGgW6u>



Speaking Pre-test

Instruction:

6. Make a group consist of 4-5 students
7. Join with your member group
8. Make a hortatory text
9. Compile and discuss with your group at home
10. The next meeting, your group will present the hortatory text in front of the class but speaking individually.

Task:

Free hortatory text topics.

Speaking Post-test

Instruction

6. Make a group consist of 5-6 students
7. Join with your member group
8. Discuss with your group
9. Explain and share about the hortatory text spontaneously
10. Speaking individually

Task:

Free topics related to the school and the education.

Speaking Treatment

Instruction for homework

1. Make a group consist of 4-5 students.
2. The link channel of the online video will be shared via whatsapp
3. Each student should take a note about the video. Please, just key point.
4. Note taking will be checked.
5. You have the responsibility to be honest and keep talking in English when I go around tomorrow.

Instruction for class Session:

1. Join with your member group
2. Discuss your homework (video) about 20 minutes
3. I will go around
4. Encourage your friends to talk and share their opinion.
5. I will check your speaking and note taking
6. Please keep talking, I trust you!

Syllabus

PROGRAM SEMESTER

Satuan Pendidikan : SMA Negeri 5 Kota Jambi

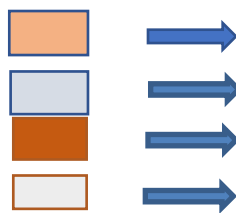
Tahun Pelajaran : 2023/2024

Mata Pelajaran : Bahasa Inggris Tingkat Lanjut

| Tujuan Pembelajaran | Indikator Ketercapaian Tujuan Pembelajaran (IKTP) |
|---|--|
| Peserta didik dapat memahami gagasan utama dari teks hortatori eksposisi dengar yang kompleks | 1. Mengidentifikasi konteks, gagasan utama, dan informasi terperinci dalam teks narasi 2. Menjelaskan rangkaian penyusunan dan pengembangan gagasan dalam percakapan dan teks narasi 3. Menganalisis informasi tersurat dan tersirat dari teks narasi 4. Merespon gagasan dan pendapat disertai alasan dari teks naratif yang didengar terkait dengan konteks diri dan kehidupan nyata. 5. Menyampaikan gagasan dan pendapat terkait teks naratif yang didengar. |
| <u>Peserta didik dapat memahami gagasan utama dari teks tulisan hortatory eksposisi</u> | 1. Mengidentifikasi konteks, gagasan utama, dan informasi terperinci dalam teks 2. Menjelaskan rangkaian penyusunan dan pengembangan gagasan dalam percakapan dan teks narasi 3. Menganalisis informasi implisit dari teks 4. Merespon teks yang terkait dengan konteks diri dan kehidupan nyata |
| <u>Peserta didik dapat memahami pengguna an ragam kosa kata dan unsur kebahasaan yang tepat</u> | 1. Mengidentifikasi kosa kata dan unsur kebahasaan yang mendominasi teks 2. Mengidentifikasi makna kosa kata dan unsur kebahasaan dalam sebuah teks 3. Menggunakan kosa kata dan unsur kebahasaan dengan diksi yang tepat |
| Peserta didik dapat memproduksi teks hortatory eksposisi dengan | 1. Menentukan ide dalam menyusun sebuah teks 2. Mengembangkan ide 3. Merancang ide kedalam sebuah kalimat dan paragraph 4. Menguraikan gagasan secara lisan dan tulisan 5. Merancang pendapat/argumen dengan memperhatikan tujuan penulisan dan minat pembaca |

| | |
|--|---|
| struktur organisasi yang jelas | |
| Peserta didik dapat berkomunikasi dengan lancar dalam jenis teks hortatory exposition | 1. Memberikan opini |
| | 2. Mempresentasikan pendapat |
| | 3. Mendemonstrasikan komunikasi yang efektif dalam penyampaian gagasan |
| | Penilaian Sumatif 1 |
| Peserta didik dapat memahami gagasan utama dari teks diskusi dengan yang kompleks | 1. Mengidentifikasi konteks, gagasan utama, dan informasi terperinci dalam teks eksposisi |
| | 2. Menjelaskan rangkaian penyusunan dan pengembangan gagasan dalam percakapan dan teks narasi |
| | 3. Menganalisis informasi tersurat dan tersirat dari teks narasi |
| | 4. Merespon gagasan dan pendapat disertai alasan dari teks naratif yang didengar terkait dengan konteks diri dan kehidupan nyata. |
| | 5. Menyampaikan gagasan dan pendapat terkait teks naratif yang didengar. |
| <u>Peserta didik dapat memahami gagasan utama dari teks tulisan diskusi</u> | 1. Mengidentifikasi konteks, gagasan utama, dan informasi terperinci dalam teks |
| | 2. Menjelaskan rangkaian penyusunan dan pengembangan gagasan dalam percakapan dan teks |
| | 3. Menganalisis informasi implisit dari teks |
| | 4. Merespon teks yang terkait dengan konteks diri dan kehidupan nyata |
| <u>Peserta didik dapat memahami penggunaan ragam kosa kata dan unsur kebahasaan yang tepat</u> | 1. Mengidentifikasi kosa kata dan unsur kebahasaan yang mendominasi teks |
| | 2. Mengidentifikasi makna kosa kata dan unsur kebahasaan dalam sebuah teks |
| | 3. Menggunakan kosa kata dan unsur kebahasaan dengan diksi yang tepat |
| Peserta didik dapat memproduksi teks diskusi dengan struktur | 1. Menentukan ide dalam menyusun sebuah teks eksposisi |
| | 2. Mengembangkan ide |
| | 3. Merancang ide kedalam sebuah kalimat dan paragraf |
| | 4. Menguraikan gagasan secara lisan dan tulisan |
| | 5. Merancang pendapat/argumen dengan memperhatikan tujuan penulisan dan minat pembaca |

| | |
|---|--|
| organisasi yang jelas | |
| Peserta didik dapat berkomunikasi dengan lancar dalam jenis teks discussion | 1. Memberikan opini |
| | 2. Mempresentasikan pendapat |
| | 3. Mendemonstrasikan komunikasi yang efektif dalam penyampaian gagasan |
| | Penilaian Sumatif 1 |
| | Cadangan |
| | Jumlah Jam Intrakurikuler |
| | Jumlah Jam Penilaian Sumatif |
| | Jumlah Jam Kokurikuler (P5) |
| | Jumlah Jam Cadangan |
| | Jumlah Jam Total Semester Ganjil |



Mengetahui,
Kepala SMA Negeri 5 Kota Jambi

Muhamad Salim, S.Pd, M.Si
NIP. 19700601 199301 1 001

Table Speaking Score of Experimental Class

| Pre Test | | | | | | | |
|-----------------|------|------|------|------|------|-------|-------------|
| Name | Pro | Flu | Voc | Acc | Com | Total | Final Score |
| Student 1 | 60 | 67.5 | 67.5 | 65 | 62.5 | 322.5 | 64.5 |
| Student 2 | 70 | 65 | 60 | 65 | 67.5 | 327.5 | 65.5 |
| Student 3 | 70 | 67.5 | 67.5 | 65 | 67.5 | 337.5 | 67.5 |
| Student 4 | 62.5 | 60 | 57.5 | 60 | 62.5 | 302.5 | 60.5 |
| Student 5 | 60 | 60 | 57.5 | 60 | 62.5 | 300 | 60 |
| Student 6 | 57.5 | 60 | 67.5 | 57.5 | 60 | 302.5 | 60.5 |
| Student 7 | 60 | 60 | 60 | 57.5 | 65 | 302.5 | 60.5 |
| Student 8 | 60 | 57.5 | 65 | 62.5 | 65 | 310 | 62 |
| Student 9 | 60 | 60 | 70 | 62.5 | 67.5 | 320 | 64 |
| Student 10 | 65 | 62.5 | 65 | 60 | 67.5 | 320 | 64 |
| Student 11 | 62.5 | 60 | 62.5 | 60 | 67.5 | 312.5 | 62.5 |
| Student 12 | 65 | 65 | 67.5 | 65 | 60 | 322.5 | 64.5 |
| student 13 | 62.5 | 65 | 67.5 | 60 | 67.5 | 322.5 | 64.5 |
| student 14 | 67.5 | 67.5 | 70 | 65 | 72.5 | 342.5 | 68.5 |
| Student 15 | 67.5 | 70 | 70 | 62.5 | 70 | 340 | 68 |
| Student 16 | 65 | 62.5 | 65 | 62.5 | 72.5 | 327.5 | 65.5 |
| Student 17 | 62.5 | 60 | 57.5 | 57.5 | 65 | 302.5 | 60.5 |
| Student 18 | 65 | 62.5 | 60 | 57.5 | 65 | 310 | 62 |
| Student 19 | 62.5 | 67.5 | 67.5 | 65 | 62.5 | 325 | 65 |
| Student 20 | 65 | 62.5 | 62.5 | 65 | 72.5 | 327.5 | 65.5 |
| Student 21 | 62.5 | 65 | 65 | 62.5 | 62.5 | 317.5 | 63.5 |
| Student 22 | 62.5 | 62.5 | 60 | 57.5 | 57.5 | 300 | 60 |
| Student 23 | 72.5 | 70 | 70 | 70 | 72.5 | 355 | 71 |
| Student 24 | 72.5 | 70 | 72.5 | 70 | 72.5 | 357.5 | 71.5 |
| Student 25 | 62.5 | 60 | 62.5 | 60 | 62.5 | 307.5 | 61.5 |
| Student 26 | 62.5 | 60 | 65 | 65 | 62.5 | 315 | 63 |
| Student 27 | 65 | 62.5 | 62.5 | 60 | 60 | 310 | 62 |
| Student 28 | 67.5 | 65 | 62.5 | 60 | 62.5 | 317.5 | 63.5 |
| Student 29 | 65 | 67.5 | 70 | 70 | 65 | 337.5 | 67.5 |
| Student 30 | 70 | 70 | 70 | 70 | 67.5 | 347.5 | 69.5 |
| Student 31 | 67.5 | 70 | 65 | 60 | 62.5 | 325 | 65 |
| Student 32 | 67.5 | 65 | 65 | 62.5 | 62.5 | 322.5 | 64.5 |
| Student 33 | 72.5 | 65 | 67.5 | 65 | 62.5 | 332.5 | 66.5 |
| Student 34 | 67.5 | 65 | 72.5 | 70 | 67.5 | 342.5 | 68.5 |

Post Test

| Name | Pro | Flu | Voc | Acc | Com | Total | Final Score |
|------------|------|------|------|------|------|-------|-------------|
| Student 1 | 82.5 | 85 | 85 | 80 | 92.5 | 425 | 85 |
| Student 2 | 80 | 80 | 85 | 85 | 85 | 415 | 83 |
| Student 3 | 82.5 | 85 | 87.5 | 85 | 90 | 430 | 86 |
| Student 4 | 80 | 85 | 82.5 | 82.5 | 87.5 | 417.5 | 83.5 |
| Student 5 | 80 | 80 | 85 | 82.5 | 80 | 407.5 | 81.5 |
| Student 6 | 80 | 80 | 82.5 | 80 | 80 | 402.5 | 80.5 |
| Student 7 | 82.5 | 82.5 | 80 | 77.5 | 80 | 402.5 | 80.5 |
| Student 8 | 80 | 82.5 | 85 | 85 | 85 | 417.5 | 83.5 |
| Student 9 | 80 | 80 | 87.5 | 85 | 85 | 417.5 | 83.5 |
| Student 10 | 80 | 85 | 90 | 85 | 90 | 430 | 86 |
| Student 11 | 82.5 | 80 | 85 | 82.5 | 90 | 420 | 84 |
| Student 12 | 80 | 80 | 87.5 | 80 | 82.5 | 410 | 82 |
| student 13 | 80 | 80 | 82.5 | 80 | 80 | 402.5 | 80.5 |
| student 14 | 80 | 77.5 | 80 | 77.5 | 77.5 | 392.5 | 78.5 |
| Student 15 | 85 | 85 | 87.5 | 85 | 87.5 | 430 | 86 |
| Student 16 | 77.5 | 80 | 80 | 80 | 82.5 | 400 | 80 |
| Student 17 | 77.5 | 80 | 85 | 80 | 85 | 407.5 | 81.5 |
| Student 18 | 80 | 77.5 | 80 | 80 | 80 | 397.5 | 79.5 |
| Student 19 | 80 | 85 | 85 | 85 | 87.5 | 422.5 | 84.5 |
| Student 20 | 80 | 80 | 82.5 | 80 | 85 | 407.5 | 81.5 |
| Student 21 | 80 | 80 | 85 | 85 | 90 | 420 | 84 |
| Student 22 | 77.5 | 82.5 | 82.5 | 80 | 80 | 402.5 | 80.5 |
| Student 23 | 80 | 80 | 87.5 | 80 | 82.5 | 410 | 82 |
| Student 24 | 80 | 77.5 | 82.5 | 77.5 | 80 | 397.5 | 79.5 |
| Student 25 | 75 | 75 | 80 | 75 | 80 | 385 | 77 |
| Student 26 | 80 | 75 | 80 | 77.5 | 80 | 392.5 | 78.5 |
| Student 27 | 82.5 | 87.5 | 87.5 | 80 | 87.5 | 425 | 85 |
| Student 28 | 80 | 80 | 85 | 82.5 | 92.5 | 420 | 84 |
| Student 29 | 85 | 80 | 90 | 82.5 | 90 | 427.5 | 85.5 |
| Student 30 | 85 | 85 | 92.5 | 90 | 90 | 442.5 | 88.5 |
| Student 31 | 85 | 80 | 92.5 | 85 | 90 | 432.5 | 86.5 |
| Student 32 | 87.5 | 85 | 90 | 87.5 | 90 | 440 | 88 |
| Student 33 | 82.5 | 82.5 | 87.5 | 85 | 90 | 427.5 | 85.5 |
| Student 34 | 87.5 | 85 | 90 | 90 | 92.5 | 445 | 89 |

Speaking Score of Control Class

| Pre Test | | | | | | | | |
|----------|------------|------|------|------|------|------|-------|-------------|
| No | Name | Pro | Flu | Voc | Acc | Com | Total | Final Score |
| 1 | Student 1 | 62.5 | 67.5 | 67.5 | 62.5 | 70 | 330 | 66 |
| 2 | Student 2 | 72.5 | 62.5 | 62.5 | 62.5 | 72.5 | 332.5 | 66.5 |
| 3 | Student 3 | 65 | 67.5 | 67.5 | 67.5 | 62.5 | 330 | 66 |
| 4 | Student 4 | 62.5 | 62.5 | 62.5 | 62.5 | 60 | 310 | 62 |
| 5 | Student 5 | 62.5 | 60 | 60 | 57.5 | 62.5 | 302.5 | 60.5 |
| 6 | Student 6 | 65 | 60 | 70 | 67.5 | 60 | 322.5 | 64.5 |
| 7 | Student 7 | 70 | 67.5 | 65 | 62.5 | 72.5 | 337.5 | 67.5 |
| 8 | Student 8 | 60 | 62.5 | 62.5 | 67.5 | 62.5 | 315 | 63 |
| 9 | Student 9 | 62.5 | 60 | 62.5 | 62.5 | 60 | 307.5 | 61.5 |
| 10 | Student 10 | 65 | 62.5 | 70 | 57.5 | 67.5 | 322.5 | 64.5 |
| 11 | Student 11 | 60 | 57.5 | 65 | 72.5 | 62.5 | 317.5 | 63.5 |
| 12 | Student 12 | 72.5 | 65 | 70 | 67.5 | 65 | 340 | 68 |
| 13 | student 13 | 65 | 60 | 65 | 67.5 | 75 | 332.5 | 66.5 |
| 14 | student 14 | 60 | 65 | 67.5 | 62.5 | 60 | 315 | 63 |
| 15 | Student 15 | 67.5 | 67.5 | 70 | 72.5 | 72.5 | 350 | 70 |
| 16 | Student 16 | 62.5 | 67.5 | 72.5 | 67.5 | 70 | 340 | 68 |
| 17 | Student 17 | 62.5 | 60 | 70 | 67.5 | 65 | 325 | 65 |
| 18 | Student 18 | 72.5 | 72.5 | 67.5 | 62.5 | 67.5 | 342.5 | 68.5 |
| 19 | Student 19 | 60 | 65 | 67.5 | 67.5 | 70 | 330 | 66 |
| 20 | Student 20 | 60 | 62.5 | 65 | 62.5 | 60 | 310 | 62 |
| 21 | Student 21 | 70 | 72.5 | 72.5 | 72.5 | 70 | 357.5 | 71.5 |
| 22 | Student 22 | 60 | 62.5 | 62.5 | 62.5 | 70 | 317.5 | 63.5 |
| 23 | Student 23 | 67.5 | 60 | 62.5 | 67.5 | 70 | 327.5 | 65.5 |
| 24 | Student 24 | 70 | 67.5 | 62.5 | 67.5 | 67.5 | 335 | 67 |
| 25 | Student 25 | 62.5 | 57.5 | 60 | 57.5 | 55 | 292.5 | 58.5 |
| 26 | Student 26 | 57.5 | 62.5 | 67.5 | 67.5 | 62.5 | 317.5 | 63.5 |
| 27 | Student 27 | 62.5 | 65 | 67.5 | 62.5 | 65 | 322.5 | 64.5 |
| 28 | Student 28 | 62.5 | 72.5 | 72.5 | 72.5 | 62.5 | 342.5 | 68.5 |
| 29 | Student 29 | 62.5 | 67.5 | 67.5 | 67.5 | 70 | 335 | 67 |
| 30 | Student 30 | 60 | 67.5 | 70 | 65 | 70 | 332.5 | 66.5 |
| 31 | Student 31 | 60 | 67.5 | 70 | 67.5 | 65 | 330 | 66 |
| 32 | Student 32 | 72.5 | 57.5 | 62.5 | 67.5 | 75 | 335 | 67 |
| 33 | Student 33 | 65 | 62.5 | 62.5 | 62.5 | 70 | 322.5 | 64.5 |
| 34 | Student 34 | 57.5 | 57.5 | 60 | 67.5 | 70 | 312.5 | 62.5 |

Post Test

| Name | Pro | Flu | Voc | Acc | Com | Total | Final Score |
|------------|------|------|------|------|------|-------|-------------|
| Student 1 | 67.5 | 65 | 62.5 | 67.5 | 72.5 | 335 | 67 |
| Student 2 | 57.5 | 67.5 | 72.5 | 57.5 | 65 | 320 | 64 |
| Student 3 | 67.5 | 57.5 | 65 | 67.5 | 72.5 | 330 | 66 |
| Student 4 | 60 | 67.5 | 57.5 | 67.5 | 57.5 | 310 | 62 |
| Student 5 | 62.5 | 57.5 | 62.5 | 62.5 | 62.5 | 307.5 | 61.5 |
| Student 6 | 57.5 | 65 | 72.5 | 70 | 57.5 | 322.5 | 64.5 |
| Student 7 | 65 | 57.5 | 62.5 | 70 | 72.5 | 327.5 | 65.5 |
| Student 8 | 60 | 67.5 | 65 | 67.5 | 67.5 | 327.5 | 65.5 |
| Student 9 | 62.5 | 57.5 | 67.5 | 57.5 | 57.5 | 302.5 | 60.5 |
| Student 10 | 67.5 | 65 | 57.5 | 70 | 67.5 | 327.5 | 65.5 |
| Student 11 | 65 | 62.5 | 62.5 | 72.5 | 72.5 | 335 | 67 |
| Student 12 | 67.5 | 67.5 | 67.5 | 62.5 | 67.5 | 332.5 | 66.5 |
| student 13 | 72.5 | 70 | 70 | 67.5 | 70 | 350 | 70 |
| student 14 | 62.5 | 67.5 | 62.5 | 60 | 60 | 312.5 | 62.5 |
| Student 15 | 67.5 | 62.5 | 62.5 | 70 | 72.5 | 335 | 67 |
| Student 16 | 60 | 65 | 62.5 | 57.5 | 60 | 305 | 61 |
| Student 17 | 67.5 | 62.5 | 57.5 | 65 | 67.5 | 320 | 64 |
| Student 18 | 60 | 67.5 | 62.5 | 67.5 | 67.5 | 325 | 65 |
| Student 19 | 70 | 62.5 | 62.5 | 62.5 | 72.5 | 330 | 66 |
| Student 20 | 60 | 62.5 | 72.5 | 70 | 72.5 | 337.5 | 67.5 |
| Student 21 | 67.5 | 67.5 | 65 | 62.5 | 67.5 | 330 | 66 |
| Student 22 | 60 | 65 | 72.5 | 70 | 67.5 | 335 | 67 |
| Student 23 | 72.5 | 70 | 72.5 | 60 | 60 | 335 | 67 |
| Student 24 | 57.5 | 62.5 | 72.5 | 70 | 70 | 332.5 | 66.5 |
| Student 25 | 70 | 65 | 62.5 | 60 | 72.5 | 330 | 66 |
| Student 26 | 65 | 67.5 | 60 | 62.5 | 57.5 | 312.5 | 62.5 |
| Student 27 | 67.5 | 65 | 62.5 | 60 | 72.5 | 327.5 | 65.5 |
| Student 28 | 65 | 67.5 | 72.5 | 70 | 67.5 | 342.5 | 68.5 |
| Student 29 | 65 | 65 | 65 | 67.5 | 62.5 | 325 | 65 |
| Student 30 | 62.5 | 57.5 | 72.5 | 60 | 60 | 312.5 | 62.5 |
| Student 31 | 65 | 65 | 75 | 60 | 62.5 | 327.5 | 65.5 |
| Student 32 | 65 | 62.5 | 70 | 62.5 | 60 | 320 | 64 |
| Student 33 | 62.5 | 62.5 | 75 | 60 | 67.5 | 327.5 | 65.5 |
| Student 34 | 60 | 67.5 | 75 | 65 | 65 | 332.5 | 66.5 |