

Teaching Speaking through Flipped Classroom Model

(Undergraduate Thesis)

By

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**DEPARTMENT OF ENGLISH EDUCATION
FACULTY OF EDUCATION AND TEACHER TRAINING
UNIVERSITY OF LAMPUNG**

2023

ABSTRACT

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The flipped classroom model is a learning model that uses technology or learning tool to implement learning. This research aims to improve students' speaking skills using Flipped Classroom Model among the tenth-grade of SMA N 1 Terbanggi Besar Lampung Tengah. The design of this research was one group pre-test and post-test consists of four meetings. The subject of the research was the students of class X-L which consisted of 38 students. The instrument of this research was picture-cued task consisting 5 questions in the pre and post-test. The result of the research showed that there is significant improvement after being taught by using Flipped Classroom Model. This statement could be proven by the result of the post-test was higher than the pre-test. The mean score of pre-test was 80.60 and the post-test was 86.75, the gain score was 6.15. There is also significant improvement of each aspects of speaking skill. The aspects are including grammar, vocabulary, fluency, pronunciation, and comprehension. There is only one aspect that is not significantly improved namely fluency. The pre-class activity in Flipped Classroom Model makes it easier for students to access materials before in-class activity. This makes students have sufficient background knowledge to discuss materials in class.

Keywords: flipped classroom model, speaking skill, improving students speaking skill

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Submitted in a Partial Fulfillment of

The Requirements for S-1 Degree

In

The Language and Art Education Department

Faculty of Teacher Training and Education



**DEPARTMENT OF ENGLISH EDUCATION
FACULTY OF EDUCATION AND TEACHER TRAINING
UNIVERSITY OF LAMPUNG**

2023

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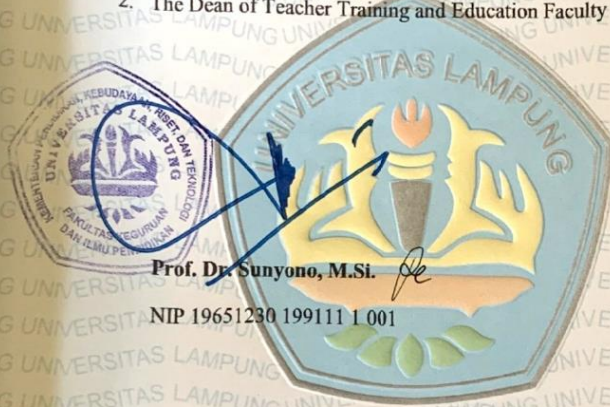
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Menyatakan bahwa skripsi ini adalah karya dari pelaksanaan penelitian saya sendiri. Sepanjang pengetahuan saya, karya ini tidak berisi materi yang ditulis oranglain, kecuali bagian-bagian tertentu yang saya gunakan sebagai acuan. Apabila ternyata terbukti bahwa pernyataan ini tidak benar, sepenuhnya menjadi tanggung jawab saya.

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CURRICULUM VITAE

Galih Pranandita Wijaya Kusuma was born on November 16th 2001 in Central Lampung, as the first child of Udik Pranantyo and Suhendarini. He has 1 younger brother named Inggomeye Bima Pranandho.

Having done his first formal education at SDIT Insan Kamil Bandar Jaya, graduated in 2013, he continued his education at SMPN 1 Terbanggi Besar and graduated in 2016. Then, he enrolled into SMA N 1 Terbanggi Besar and successfully graduated in 2019. In the same year, he was accepted in English Education Study Program of Lampung University.

He completed his Community Service Program (KKN) at Pempen, Gunung Pelindung, Lampung Timur. He carried on Student Teacher Program (PLP) at SMPN 1 Natar, Lampung Selatan from September to October 2022. To accomplish his study at college, he did his research in SMA N 1 Terbanggi Besar, Lampung Tengah.

MOTTO

“Take a gamble that love exists and do a loving act”

-Sister Calderon-

DEDICATION

Dedicate to my parents, my brother, my sister, and my aunty.

ACKNOWLEDGMENT

Alhamdu Lillahi Rabbil 'alamin, Praise is only for Allah SWT, for blessing the author to accomplish this script entitled “**Teaching Speaking through Flipped Classroom Model**” This work is presented to the Language and Arts Education Department of Teaching Training and Education Faculty of Lampung University as a partial fulfillment of the requirements for S-1 degree.

Having done this work, the author realized that there are many individuals who gave unlimited loves and helps for finishing the script; therefore, the author would like to express his sincere gratitude and respect to:

1. Allah SWT for the unlimited blessings in living his life especially for finishing the script.
2. Propet Muhammad Saw., for his guidance have given an enlightenment to his life.
3. His parents, Udik Pranantyo and Suhendarini, for love, support, and financial in finishing study, better person, and achieving success.
4. His aunty, Suherwindrati, for love, support, and financial support for finishing study and also take care of the author since he was born to this world.
5. His brother, Inggomeye Bima Pranandho, for the laugh, and everything, eventhough sometimes it is hard being brothers.
6. His sister, Retno Mardiyanti, for caring and support, eventhough we do not

share the same blood.

7. Dr. Feni Munifatullah, M.Hum. as academic advisor, and head of English Education Study Program.
8. Prof. Ag. Bambang Setiyadi., M.A., Ph.D. as first advisor for providing knowledge, suggestions, and valuable guidance during the process of accomplishing the study.
9. Sir Budi Kadaryanto, S.Pd., M.A., as the second advisor for providing valuable input along with time, his thoughtful understanding, supportive guidance, in-depth knowledge, and great encouragement.
10. Drs. Deddy Supriyadi, M.Pd. as the examiner for his kindness, guidance, and criticism in finishing the undergraduate thesis.
11. His academic advisor, Dra. Endang Komariah, M.Pd. for the support and help.
12. His best friend Mirda Maradona S, the author had gone on a great journey together, happy, sad, any circumstances. The man is more like a brother than just a friend, the love i have can not be described in any fancy words.
13. His great friend, Indra Sanafassa, the man to talk about anything and he can cook so the author can eat and enjoy anything he made.
14. His nice friend, Irvan Saputra, we come from the same region, we share laugh and jokes together, really nice to know this man.
15. His beloved friend, Adinda Rachma F. We share our stories and our burdens sometimes. We have same taste of great movies and musics, we went to cinemas once or twice. Strong and gorgeous girl i met in this life.

16. His dearest friend, Anastasia Lousie Talia Sianipar, for the help during the study in english department and for caring and supporting the author to finish this study, without her the author will not finish on time. Your presence means everything.

17. English education study program, all the men in class 2019 Boy, Al, Ngab Wisnu, my man Adjie, Krisnax, Jo, mas Adi, Dimas, Doy.

18. English Education Department, thank you for the journey, memories, and loves.

Finally, the author believes that his writing is still distant from perfection. There might be flaw in this research. Thus, the author would like to expect any suggestions for the improvement of it. Somehow, the author hopes this research would give a positive contribution to the educational development, to the readers and to those who want to conduct further research.

Bandar Lampung, August 7th 2023

The Author

Galih Pranandita Wijaya Kusuma

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CHAPTER 1

INTRODUCTION

1.1 Background of the Research

In the scope of English language, there are two main points that have to be mastered namely skills and aspects. The skills in English language include reading, listening, writing, and speaking. The English language aspects include structure and vocabulary. In mastering skills in English, speaking is the key for everyone so that they are considered to have been able to efficiently master English. Speaking is accepted by everyone as an essential language – communication skill (Burns & Richards, 2018). Speaking is a productive skill. Speaking involves sounds to express meaning to make interaction occur. This means that speaking is an interactive process of communication that connects ideas between the speaker and the interlocutor with a certain purpose. In the other words, we do not only uttering words through mouth, but conveying the messages through the words of mouth. In the research conducted, a person can be measured his ability in language if he is able to use the language as a means of communication or in other words able to perform communication.

However, in the application of teaching and learning speaking there are still many problems that occurred. Many students in a large class become a problem in teaching English. Ideally, teaching English is done in a class of approximately twelve students. With classes of around thirty to forty students, exposure will be more difficult to give and teaching can take a lot of time. This can also affect the psychology of students who are unable to speak English in public. The previous research has been found there are many challenges that students faced when

learning speaking to EFL students. Those challenges can be in the form of limited linguistic knowledge, lack of self-confidence, anxiety, fear of evaluation, and hesitate to communicate. The teaching model that can be considered to solve the problems stated is Flipped Classroom Model.

FCM (Flipped Classroom Model) is one of the learning models that is considered capable of improving student performance in learning speaking. Flipped classroom is a teaching method that delivers lecture content to students at home through electronic means and uses class time for practical application activities, may be useful for information literacy instruction. In other words, students study the basic concepts through the electronic means and comprehend them in depth at the classroom. The FCM has been reviewed over the decades by many researchers. FCM is a very useful method and effective method. The existence of direct instruction in the classroom makes FCM very appropriate when used as a speaking teaching method.

Teaching in the classroom also changes the teacher-student to student-student interaction. It is more interesting that FCM also brings a cooperative learning model and also brings independence to students in carrying out the learning and teaching process, whereas students can express themselves and learn the target language from their experiences in their real world and their autonomous self-regulation. In such a situation, incorporating flipped classroom instruction to increase speaking practice time in the classroom is essential because this model provides opportunities both inside and outside the classroom for students to be exposed to significant inputs and practices.

The previous research conducted by M. Y. Abdullah et al., (2020) found that there was a significant increase in self-confidence in the implementation of FCM. This increase occurs with the significance of teaching that focuses on collaboration and full interaction between students. This interaction and collaboration also affects students' sense of independence in the learning process. In line with this, students' increasing desire and enthusiasm to participate in all activities and communicate with their classmates might be attributed to the comfortable, safe, encouraging, and interactive classroom environment. (Sudarmaji et al., 2021) in their research using pre-test and post-test in data collection showed that there was an increase in students' speaking performance after using FCM. The implementation of FCM also shows a positive impact on increasing students' speaking skills. It can be proved by students' scores in pre-test and post-test difference where most of the students' scores were increased. In applying flipped classroom model, the students will have more chance to become more interactive in the classroom rather than listen to the lectures passively.

From the discussion above, the writer is interested in carrying out a research dealing with improving students' speaking skill. In this research, researcher hopes that the students will be interested and it can encourage the students in studying speaking through Flipped Classroom Model, because most of the students are afraid to speak without a brief or neat preparation. From the reason above, encourages the writer to conduct a research entitled: **“Teaching Speaking through Flipped Classroom Model”**

1.2 Research problems

1. Is there any significant improvement in students' speaking skill after being taught by using Flipped Classroom Model?
2. How is each aspects of speaking imprved?

1.3 Objectives of the Research

The objective of this study is to find whether there is a significant improvement after the treatment. Apart from that, this research also aims to see which aspects are improved after the treatment.

1.4 Benefits of the Research

The benefit of the research conduct is to serve as a guide for teachers in developing interactive teaching methods. This research can also be useful for other researchers who want to use the same method with different variables.

1.5 Scope of the Research

The subject of the research involves the tenth grade students of SMA N 1 Terbanggi Besar Lampung Tengah. The research is conduct at the tenth grade at SMA N 1 Terbanggi Besar Lampung Tengah. Place of the research was at SMA N 1 Terbanggi Besar in academic year of 2022/2023. The KD use for the research is about recount text **“menyusun teks recount lisan, pendek dan sederhana, terkait peristiwa bersejarah, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks.**

CHAPTER 2

LITERATURE REVIEW

Chapter 2 discusses the literature review. The first sub-chapter discusses speaking by definition. The definition of speaking is explained by experts. After explaining the definition of speaking, the researcher also explains the types of speaking, the aspects of speaking, how to teach speaking and also the role of the teacher in teaching speaking. The second sub-chapter explains the Flipped Classroom Model (FCM), starting from the experts' definition of what FCM is, continuing with how to implement FCM in teaching, as well as some of the advantages and disadvantages of FCM. In the third sub-chapter, the researcher adds sources or previous research related to the topic raised by the researcher. There are three sources that the researcher chose to be a reference material in developing research. The following chapters contain theoretical assumptions about FCM and its implementation. Closing with a hypothesis related to the significance of improving students' speaking skills after being taught using FCM.

2.1 Speaking

2.1.1 Definition of speaking

There are many definitions of speaking according to experts. Harmer (2007:284) states speaking is the ability to speak fluently and presupposes not only knowledge of language features, but also the ability to process information and language, on the spot, so speaking ability can also be said as a process of how fluent someone is but also someone who is fluent, can speak by processing and conveying all information quickly. Meanwhile Quianthy (1990:7) defines

speaking as a process of conveying ideas and information orally in various situations.

Kayi (2006) defines speaking as the use of language quickly and confidently with a few unnatural pauses, which is referred to as fluency. Speaking is the process of constructing and sharing meaning through the use of verbal and nonverbal symbols, in various contexts. It can also be said that speaking is the skill of using language verbally and verbally in various situations with fluency. Speaking is a productive skill in learning language. Speaking is a productive oral skill which consists of producing systematic verbal utterances to convey meaning.

Based on the definitions from the experts above, it can be concluded that speaking is a verbal skill and language use skill at the level of fluency and also a good level of use of language features in various situations and conditions. Some researchers say that speakers can be said to be at the same level as native speakers if they are able to use spoken language in various situations and conditions.

2.1.2 Types of Speaking

Speaking is a verbal skill that is used to speak or convey ideas. In this case speaking is divided into 2 types, namely as follows:

A. Monologue

Brown (2004) in his books states that monologue is the speaking where one speaker uses spoken language for any length of time, such as in speeches, lectures, readings, news broadcasts, and the like, then the listener have to process the

information without interruption and the speech will go on whether or not the listeners comprehends what the speaker means.

B. Dialogue

It is different with monologue, dialogue is the speaking that involves two or more speakers. The interruption may happen in the speech when the interlocutor does not comprehend what the speaker say.

According to Harmer (2007:343) finally, we might make a difference between speaking, that is planned (such as lecture or wedding speech) and speaking that is unplanned, such as a conversation that takes place spontaneously.

2.1.3 Aspects of speaking

There are several opinions regarding aspects of speaking. Some argue, of the many aspects, only 3 aspects of speaking, namely pronunciation, grammar, and vocabulary. There are also those who argue, there are 5 aspects of speaking, namely comprehension, grammar, fluency, pronunciation, and vocabulary. According to Harris (1974) there are five components of speaking skill concerned with comprehension, grammar, vocabulary, pronunciation, fluency.

A. Comprehension

For oral communication, of course, requires the subject to respond, speak and start it. Comprehension means understanding text: spoken, written and/or visual. It includes the act of simultaneously extracting and constructing meaning, enables someone to derive meaning from text when they engage in intentional, problem solving and thinking processes is a lived and institutionally situated social,

cultural and intellectual practice that is much more than a semantic element of making meaning.

B. Grammar

Students need to arrange the correct sentences in the conversation. This is in line with the explanation put forward by Heaton (1978: 5) that students' ability to manipulate structures and distinguish appropriate grammatical forms is appropriate. Grammar skills are very good if students have them so that they are able to gain proficiency in expressing things verbally properly and correctly.

C. Vocabulary

Vocabulary means the appropriate diction used in communication. Without having an adequate vocabulary, a person cannot communicate effectively or express his ideas both in spoken and written form. Vocabulary is also very influential in terms of context. Every vocabulary always refers to the context being discussed. Grammatical constraints are found in the difficulty of issuing the right words when speaking, it becomes an obstacle for students. Without sufficient vocabulary mastery, students will not be able to speak English sentences well.

D. Pronunciation

Pronunciation is a way for students to produce clearer language when they speak. There are two pronunciation features; suprasegmental phonemes and features. In other words, pronunciation is mandatory to be mastered so that students are able

to express sentences or words clearly so that misunderstanding does not occur when they say the word in communication.

E. Fluency

Fluency is the ability to read, speak, or write easily, fluently and expressively. In other words, speakers can read, understand, and respond in language clearly and concisely while relating meaning and context. This can be indicated by the absence of a significant pause every time the speaker speaks in a communication.

Another theory, namely Brown (2004) says the same thing about the speaking aspect, one aspect that distinguishes it is the task. Tasks are activities that reduce teacher corrections in front of other students in the class. The assignment makes students focus on clarity to convey their message and be meaningful.

According to the expert explanations above, the researcher decided to use the three speaking skills as the reference or the theory to create instrument to gather the data from Harris that include 5 speaking aspects.

2.1.4 Teaching Speaking

Teaching speaking means also teaching how one can carry out conversations as the result. In carrying out a conversation, one must also pay attention to how they carry out the conversation by considering phonological, lexical, and syntactic properties. In studying this, of course, it can be done directly or indirectly. The flipped classroom model does both, by providing indirect teaching related to phonological, lexical, and syntactic properties and teaching conversation or speaking directly in class as a practical application.

Brown (2004) in his book gives several types of classes to teach speaking performance. First, there is an imitative class where students are given a limited amount of time and a "human tape recorder" speech is heard. For example learner practices to pinpoint some certain vowel sounds. Students will be given drills in the form of repeating difficult sentences or words, whether phonological or grammatical. The second is intensive speaking, in this type students are given lessons designed to practice language by paying attention to grammatical and phonological aspects. Responsive type, it is to reply what the teacher says or students-initiated questions and discussion, the reply is sufficient and do not extend into dialogue. Transactional type, its purpose is to carry out some specific information, conversation for example can be more of a negotiative nature. Interpersonal type, its purpose is to maintain more social relationship than the transmission of facts and information. It is usually consists of casual style and sarcasm code in this conversation. Extensive type, it can be about oral reports, summaries, or perhaps short speech. It is more formal and deliberative than the other types before.

Richards (in Brown, 2004) noted that the goal and the technique to teach conversation are extremely diverse, it is depending on the teacher, students, and classroom. Therefore, there are several principles that can be used as a reference in designing speaking models. Using a technique that carries out student needs, changes the focus from accuracy to a message-based focus on interaction, meaning, and fluency. We as teachers also have to increase students' motivation. We have to help them to see how the learning they are taking can benefit them. Finally, we must give students the opportunity to speak, part of oral

communication is the ability to initiate, to control the conversation, and also to change the subject.

2.1.5 The Roles of Teacher

The teacher needs to play a number of different roles during students' speaking activity to get students to speak fluently. These are the following roles of teacher as stated by Harmer (2007: 347-348):

A. Prompter

As a prompter, teacher should help the students who has no ideas or cannot think of what they will say or on the other hand they lose the fluency that we expect of them to have. It can be solved by offering discrete suggestions without troubling the discussion or making students out of role. The teacher can give students the thought to speak without the teacher interrupting the students. The teacher only adds what students have to talk about when they convey their ideas.

B. Participant

As a participant, teacher may want to participate in discussion or role-plays themselves. However, in such positions the teacher has to be careful that he does not participate too much. In addition, teacher should be a good animator when asking students to produce language. It can be achieved by setting up an activity clearly and enthusiastically. Thus, interest class could be made easily. The teacher can be a participant such as asking something the student is talking about. Teachers can also add their perceptions or opinions after students express ideas from their thoughts.

C. Feedback Provider

As a feedback provider, a teacher has the ability to consider the effect of possible different approaches carefully. Giving over- correction to students' mistake may inhibit them to speak but kind- correction may get students out of difficult misunderstanding and hesitations. Everything depends on teacher's policy and the appropriateness of teacher's feedback in particular situations. However, giving feedback in the end of the activity is vital. It aims to clarify the content of the activity as well as the language used.

2.2 Flipped Classroom Model

2.2.1 Definition of Flipped Classroom Model

The flipped classroom model is a learning model that uses technology or learning tools to implement learning. There are many definitions related to flipped classroom model. According to Bishop and Verleger (2013) flipped classroom is a student-centred learning method consisting of two parts with interactive learning activities during lesson and individual teaching based on computer out of lesson. Bergmann & Sams (2012) explained traditional flipped classroom model as "what is done at school done at home, homework done at home completed in class". Basic information is provided by the resources and materials shared by teacher before class. Some activities such as problem solving, discussion, brainstorming are performed during class time and teacher has the role of guide in this process.

Flipped classroom integrates an online learning model with a traditional face-to-face learning model, assuming an effective learning model in teaching speaking. This learning model is also a learning model that facilitates meaningful study time

resulting in better test scores. FC pre-class preparation leads to effective time management for more interactions and conversational tasks in class, which was very limited before the advent of this teaching technique. In addition, the FC teaching technique results in better learning outcomes and higher levels of self-efficacy compared to traditional classroom outcomes. In the FC model, lower levels of cognitive work such as remembering new words and understanding grammatical points were completed outside the classroom individually, and higher forms of cognitive work such as analyzing role-play scenarios and creating role-plays were completed in class with support from colleagues and instructors.

Moreover, lessons should include four major components in order to be entitled as the Flipped Classroom (Flipped Learning Network [FLN], 2014). First, educators should restructure the learning environment and time in a flexible way, considering the individual and group expectations and needs. Second, instructors need to teach the contents in detail, adopting a learner-centered approach and provide rich learning opportunities and activities reflecting a particular learning culture for the specific groups of students. Third, educators should regularly keep track of the difficulty level of the contents and the notes taken by the students as well as their progress, and they also apply active learning strategies that will maximize conceptual understanding of the students. Finally, the instructor should be a professional educator who continuously monitors students in their learning processes, immediately provides feedback, and assesses students' outputs.

In line with the theory, Pratiwi et al., (2021) in his research found that flipped classrooms can improve student learning outcomes, and improve independent learning abilities. The results of the study of Schultz et al., (2014) it was found

that the flipped classroom learning model can increase student activity and increase interaction between students and teachers in chemistry lessons. The results of Hanif's research (2016) found that the use of the Edmodo-assisted flipped classroom learning model was more effective than conventional learning in improving the learning outcomes. Another research by Chandra and Nugroho (2017) explains that in this FCM method students are asked or required to study theory first before entering class or before class is held, meaning that students study material at home not during lessons as in traditional lectures. This method is actually not a new method. So far, teachers have always given assignments to students to read and study the material before the lecture is held, but in practice, few students read the material in the form of books or other reading materials. The presence of multimedia technology changes the way students learn. So that students are interested in learning the material before lectures, the material given to students is in the form of media in digital form in all forms, such as in the form of Word, PDF, PowerPoint, Video. In the Flipped Classroom the selected learning media is video media.

The essential principle of FC Model is to ensure better comprehension and consolidation of the content, which is learned by the students outside classroom, under the guidance of the instructors inside classroom (Herreid & Schiller, 2013). After having concentrated on the topics while listening to the lectures or watching the videos outside the classroom, the students internalize them with the help of practical applications and interacting with the instructor in the classroom.

2.2.2 Implementation of Flipped Classroom Model

In learning using the FCM model, integration between technology and offline learning is very much needed. Learning using technology is needed to provide students with some materials related to learning speaking, such as PPT learning videos, documents, or books. It is also known as the inverted classroom, reversed instruction, and blended learning which follow the learner-centered approach and active learning method (Bergmann & Sams, 2012). After that, students will do classroom exercises in the form of meaningful oral conversations. In this case, students can conduct discussions, question and answer, debate, or share ideas. But basically what students do will have an impact on their speaking habits so that they are able to get a very good exposure.

Abdullah and Hussin (2020) noted that the process of delivering the instructional video lectures to the students should be carried out via electronic devices for the students to learn at home or to use for in class practice and interaction. For this process, there are a variety of electronic means (platforms) that can help to perform flipping, such as Moodle, Padlet, Edpuzzle, WizIQ, Google Classroom, and others. In a study conducted by Abdullah and Hussin, they suggested using Goggle Classroom in providing material to be studied by students outside the classroom. The use of Google Classroom is more popular than using some other learning technologies. It is a functional repository to keep all the instructional video lectures and other materials. G-Class also gives students the flexibility to download or watch videos, listen to audio, or read journals repeatedly. In G-Class, students can also interact with the teacher outside the classroom if needed, they

can ask questions or the teacher can create a special forum for questions and discussions so that they can more easily interact with the teacher.

Flipped Classroom Learning Steps The flipped classroom model is divided into several types, some of which are the traditional flipped classroom and flipped peer instruction (Steele, 2013). The traditional flipped learning model is often used by teachers who have never used the flipped classroom model before. In the traditional flipped learning model students are asked to watch learning videos or other media at home in the previous lesson. Students prepare themselves to take part in classroom learning by studying at home first. The next step is for students to come to class to carry out activities and work on assignments related to learning material. In class students apply skills in projects or other simulations. Activities that take place in class can be guided using student activity sheets. Related assignments are also given in the student worksheet. The next activity is to measure student understanding by holding a quiz at the end of the lesson.

The peer instruction flipped learning model is carried out by using students who are better at helping students who are still lacking in learning, so it is like peer tutoring. Whereas in the peer instruction flipped learning model students are asked to watch learning videos at home. While in class, the teacher gives the first test questions individually. Students argue with each other regarding their answers and apply learning to strengthen concepts. If the student has finished with the first question test then proceed with the second question test and so on until the learning time is over. At the end of the lesson the teacher measures student understanding through quizzes.

The flipped classroom model is a teaching approach that involves flipping the traditional roles of classroom time and homework. In this model, students watch lectures, read materials, or complete activities outside of class time, while class time is used for group discussions, problem-solving, and other interactive activities. (Steele, 2013)

Here is a typical teaching procedure in a flipped classroom model:

1. Identify learning objectives: The teacher first identifies the learning objectives for the lesson or unit. This helps them to determine the content to be covered in the pre-class activities.
2. Create pre-class materials: The teacher creates pre-class materials such as videos, podcasts, or reading materials. These materials should be engaging and informative, covering the key concepts and topics that students need to know.
3. Assign pre-class activities: Students are assigned pre-class activities to complete before the next class session. These may include watching a video, reading a chapter, or taking an online quiz.
4. Check for understanding: The teacher checks for understanding of the pre-class activities by assigning a brief quiz or survey before the class session. This helps the teacher to identify areas where students may need more support or clarification.
5. In-class activities: During class time, the teacher facilitates interactive activities such as group discussions, problem-solving, and hands-on activities. The activities should be designed to reinforce the concepts

covered in the pre-class materials.

6. Review and assessment: After the class session, the teacher provides opportunities for students to review the material covered in class and assess their learning. This may include follow-up readings, homework assignments, or assessments.
7. Feedback and reflection: The teacher provides feedback to students on their performance and encourages them to reflect on their learning. This helps students to identify areas for improvement and develop strategies for success.

Overall, the flipped classroom model is a flexible and effective teaching approach that allows teachers to personalize learning and engage students in active, collaborative learning experiences.

2.2.3 Advantages and Disadvantages

The flipped classroom model has many advantages for both individual learning process and in-class learning process. The advantages that Fulton (2012) expressed are; students can access lecture videos whenever and wherever they want and it provides students to learn at their own speed. The students that are educated with this approach are encouraged to think both within and out of class (Kellinger, 2012). The model includes both active learning and the advantages of individual learning (Bishop and Verleger, 2013). In addition to all these advantages, Herreid and Schiller (2013) reported that flipped classroom approach provides students more time to make inventive researches.

Despite the advantages of the flipped classroom model, there are some disadvantages. Bristol (2014) expressed the difficulties that may occur when the students do not watch the videos before coming to the class. According to Kordyban and Kinash (2013), teachers may have difficulty in understanding whether the students do their responsibilities out of class or not. The biggest disadvantage for teachers is not preparing or broadcasting lecture videos but preparing in class activities and integrating them to flipped classroom approach (Lafee, 2013).

2.3 Picture-Cued Task

Picture-cued is a media that is used to elicit oral language performance at both intensive and extensive levels. Pictures-cued tasks are a set of activities that are designed to stimulate oral students' responses by giving students the opportunity to use pictures and their imagination to answer different proposed questions. The pictures may be very simple designed to elicit a word or a phrase. Picture-cued media is fun and useful for students when speaking in front of class. Then, picture-cued gives the gap between speaking in front of the class by memorizing with no extra.

Brown (2004) defines picture-cued task as a popular way to elicit performance at both intensive and extensive level. It requires the test-taker to make a description in an oral form. The picture may be very simple, designed to elicit a word or phrase, it also can be more elaborate. The question sometime requires the test-taker to describe incident or event. Brown also points out that activities based on pictures such as describing pictures are ideal activities to start lessons because they get students' attention and participation. In addition, by applying these tasks

learners keen on learning new content such as vocabulary and grammar. Pictorial cues activities are one of the most useful methodologies that help language teachers to engage and provide students basic information before presenting tasks (Nasri et al., 2019)

Pictured-cued tasks imply asking students to describe, give points of view, and give general and specific information about the picture. These tasks do not require previous explanations on the part of students and can be applied in various language functions, for instance, describing, giving information, and opinions. It is important to mention that to apply these tasks language teachers have to match the picture to student's level, age, needs as well as grammar, and topic (Karmila et al., 2019).

On the other hand, Wright (1989) concludes that the use of pictures inside English 14 language classrooms assist teacher and students due to the fact that pictures foster students' motivation to speak and write. Pictures provide students context and information to use, they guide students to use their imagination and to know what vocabulary, grammar, tenses, and ideas use. Besides, Wright lists 12 types of pictures which are: pictures with single objects, one person, pictures of celebrities, pictures with more than two people, pictures of people doing activities, pictures of place, pictures from history, pictures with information, pictures of the news, pictures of fantasies, pictures of maps and symbols.

2.4 Previous Research

Table 1 Previous Research

NO	Researcher	Tittle	Findings
1	Abdullah and	Exploring the Effect of	The research based on a

	Hussin 2020	Flipped Classroom Model Implementation on EFL Learner's Self-Confidence in English Speaking Performance	<p>“mixed methodology design” comprising both “qualitative and quantitative approaches” to accomplish its main objective. The result was very good, there were improved in the students speaking performance in the term of self-confidence.</p> <p>Due to the data analysis of the reflective journals and interviews' transcripts, it was found that the qualitative results matched with the quantitative ones in regard to the significant impact of FCM on students' self-confidence over the time. Students viewed the implementation of FCM has helped them to be more confident by providing them with authentic opportunities to practice speaking English.</p>
2	Tran and Nguyen 2018	Flipped model for improving students' English speaking performance	<p>Data collection was carried out using several instruments, namely pre-test and post-test, questionnaire, and semi-structured interviews. The independent sample t-test in post-test results indicated a significant difference in participants' speaking performance of the two groups, which means that the speaking performance of the two groups was not the same. In other words. The results revealed statistically significant differences between the mean scores in favor of the students in the experimental group, and this improvement was largely attributable to the flipped instruction method of teaching. The questionnaire result showed that the scale reliability coefficient was considerably high, which means that the</p>

			questionnaire was sufficiently reliable, and so were the data obtained from it. The students asserted its effectiveness in enhancing their vocabularies related to the topics, getting them familiar with native speakers' pronunciation and intonation.
3	Shuangjiang and Jitpanat 2017	Integration of Flipped Classroom Model for EFL Speaking	The study employs a quasi-experimental design. The result showed that the experimental group and the control group had scores that were not much different in their statistical scale before treatment was carried out on the experimental group. While, after the experiment, the experimental group had higher speaking posttest scores than the control group, and their speaking test score increased more than the control group as well. These results suggest that students in the experimental group had more improvement and achieved higher in speaking skills than those of the control group.

From some research that has been read and analyzed by the researcher, the researcher concludes that in some of these studies it leads more to the self-confidence of the subject being studied, so the researcher wants to try to examine how aspects of speaking can be improved by learning through FCM and also what aspects are improve better by learning through FCM. The researcher chooses to do this because FCM is a relatively new and innovative learning model so that the general public can find out how far the use of FCM can affect the speaking aspect.

2.5 Theoretical Assumption

Technology has significantly impacted language teaching and learning in different ways throughout the world. Second language/foreign language courses that incorporate technology with face-to-face instruction have been found to promote L2 learning effectively as they can give students the flexibility to work independently and at their own pace, which promotes language acquisition. In the traditional teaching model, cognitive learning about grammar and vocabulary is taught, while in class time is needed to do more practical application so that students get more exposure and drills are done more often. By using FCM instruction, practical in class will get a lot of time and occur as often as possible so that exposure becomes more gain and become accustomed to the conversation and sharing ideas in class. That does not mean that there is no learning about language theory, but it is narrowed down and the learning takes place outside the classroom with teacher monitoring and all materials are provided by the teacher so that clarity of material can occur, be it videos, documents, books and so on. So it is clear that the sequence of instruction in the FC model is optimized to better assist students' cognitive processes. They can rewind the video lecture as much as they want until they master the content. Therefore, students have more opportunities to get comprehensible input outside the classroom, which is the basis for L2 speaking. In the classroom, as direct instruction shifts to online learning, students have more time to apply their knowledge to teacher-guided speaking activities and peer collaboration.

The model of the flipped classroom incarnated the notion of the blended learning in which students are encouraged to contribute productively to their learning,

develop their knowledge, and improve their communication skills collaboratively and actively with their teacher and peers. The integration between online learning and face-to-face learning gives students more opportunities to carry out information sharing. Using FCM embodies vital potentials to practice speaking without the time limitations and classroom pressure. It allows the teacher to design various speaking activities in an encouraging, engaging, interactive, and safe classroom environment. Positively investing time in class allows for more discussion, sharing of knowledge and ideas, and expression of feelings and thoughts.

2.6 Hypothesis

The hypotheses of this research are proposed in the forms of null and research hypotheses below:

- 1) Ho: There is no significant improvement of students' speaking skill after being taught by using Flipped Classroom Model.
- 2) H1: There is significant improvement of students' speaking skill after being taught by using Flipped Classroom Model.

CHAPTER 3

METHODOLOGY

This chapter consists of type of research, the research design, population and sample, research procedure, data collecting technique, research instrument, validity and reliability, and data analysis

3.1 Type of Research

The research conducted by the researcher uses quantitative methods. In this study, the researcher uses quantitative because there are several techniques of conducting research which guide and enable the researcher to collect and analyze data. The method used in this study was quantitative because this study was related to number and statistical data. Quantitative research identifies a research problem based on trends in the fields or on the need to explain why something occurs. The statement above shows that quantitative research is the systematic empirical investigation of observable phenomena via statistical, mathematical, or computational techniques.

The research design used is pre-experimental the one group pre-test post-test design. One group pre-test post-test design is a research design that involves only one group. In this study, the researcher conducted pre-test to measure the level of students' understanding of the material. After that, students were given treatment for several meetings, then students were given a post-test to see how far students have achieved after treatment. Who has a research design as follows:

T1 X T2

Where:

T1: Pre-test

X: Treatment

T2: Post-test

3.2 Population and Sample

1. Population

The population of this research is the 10th grade students of SMA N 1 Terbanggi Besar.

2. Sample

The sampling technique use in this research is random sampling technique. Simple random sampling is a type of probability sampling in which the researcher randomly selects a subset of participants from a population. The sample is the class L of grade 10th.

3.3 Research Procedure

In collecting the data, the researcher follows these procedures:

1. Determining the population and selecting the sample

As a starting point, the researcher determined the population and sample of this study. The researcher chooses SMA N 1 Terbanggi Besar and the population is all the first-year students. The sample of the study is class 10-L of the 10th grade students.

2. Preparing the materials

The researcher prepared the proper speaking materials. The materials was related to the treatments, and also the pre-test and post-test. The materials was given through online learning media such as Google Classroom and WhatsApp and the materials was the combination of video from YouTube and the researcher, e-book, and audio. The materials are in accordance with the syllabus for 10th grade students.

3. Giving pre-test

After all the materials are well-prepared, the sample was given a pre-test by the researcher. The pre-test given can help the researcher to measure students' speaking proficiency before conducting treatments.

4. Conducting the treatments

The researcher conducted the treatments to the students in speaking class. The students were given the treatments by using the FCM. The treatment was conducted in two meetings. In each meeting, the students got the activities of group discussion and presenting ideas. In each meeting, the teacher was acted as the prompter, feedback provider, and participant.

5. Giving post-test

The next procedure after conducting the treatments is the post-test was given by the researcher. The post-test given showed how far students' improvement after being taught by using the FCM. It is also to see how each aspect of speaking improved.

6. Analyzing the results

The result of the pre-test and post-test was analyzed by using Repeated Measure T-Test. This is meant to see the significance improvement of the pre-test and post-test, and see which of the speaking aspects improved.

3.4 Data Collecting Technique

Instrument is tools that are required to get information. Arikunto (2000: 134) revealed that instrument in collecting data is a tool that is used by researchers to help them in collecting data in order to make it more systematic and easy. Data collecting technique is an important step in research, because the aim of the research is to get the data. Collecting data can be done in any settings, any sources, and any ways. In quantitative research, collecting data can be done by using pre-test, post-test.

a. Pre-test

The purpose of pre-test is to know how far the English speaking proficiency of the students. Its purpose is also to measure how far they understand about the subject. The students was asked to speak in English in the form of monologue and dialogue. Students will be asked to explain about the picture in front of them. It aims to measure how far their understanding of the topic and also their level of english speaking skill.

b. Treatment

Researchers use Google Classroom and YouTube learning media as a place to provide learning materials related to recount text. The researcher will first provide material in stages by providing a YouTube video link and

also material from the e-book. Class meetings are held only to discuss the material that has been given. Class meetings are held 2 x 40 minutes and are held for 4 meetings. During the meeting students will be given several assignments and also different material from many resources. However, the material will no longer be studied in class, but students will have more discussions regarding the material.

c. Post-test

Post-test was given at the end of the research. Its purpose is to determine whether there is an improvement or not after being taught by using FCM. In the post-test, students are asked to explain the picture in front of them. The same test was conducted to see if there is significant improvement.

3.5 Research Instrument

3.5.1 Speaking Test

In this research the instrument used by researchers in measuring students' speaking skills was adjusted to the KD of the school curriculum. Using the 2013 curriculum, the instrument to be used is a speaking recount text test with Basic Competence **“menyusun teks recount lisan, pendek dan sederhana, terkait peristiwa bersejarah, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks.”**

Students will be given a test using a picture-cued task. Picture-cued task is a task that involves one or some pictures that should be described by the test-taker (students). Pictures may be very simple, designed to be elicit words or phrases,

somewhat more elaborate, or compose a series that tells stories or incidents.

(Brown, 1994)

Students was given for example a picture of Indonesia's Independence Day and after that they have to describe the picture using the recount text language feature.

The recount text language feature elicit with pictures.

Below is the scoring procedure:

Table 2 Scoring Procedure and Aspects

Components	1	2	3	4	5
Grammar	Frequent grammatical errors in simple structures, meaning is obscured	Frequent grammatical errors in simple structures, at times obscure meaning	Frequent grammatical errors that do not obscure meaning; little variety of structure	Some errors in grammatical structures caused by attempt to include variety	Accuracy and variety of grammatical structure
Vocabulary	Weak language control; vocabulary used does not match the topic	Weak language control; basic vocabulary choice with some words lacking from the topic	Adequate language control; vocabulary range is lacking from the topic	Good range control; range of well-chosen vocabulary.	Excellent control of language features; wide range of well-chosen vocabulary.
Fluency	Speech is very slow, stumbling, nervous, and uncertain with response. Inaudible.	Speech is slow and often hesitant and irregular. Sentences uncompleted but the student able to continue.	Speech is choppy and slow with frequent pauses, most thoughts are complete. Volume	Effortless and smooth speech with little amount of pause and few hesitations. Slight search for	Speech with complete expressed thoughts with no hesitation and few pauses. Volume is excellent.

		Volume very soft.	wavers.	words.	
Pronunciation	Pronunciation is lacking and hard to understand.	Pronunciation is okay but multiple problems may interfere the communication	Pronunciation is slightly unclear but generally fair.	Pronunciation is good, and did not interfere the communication.	Pronunciation is excellent, very clear, easy to understand and natural.
Comprehension	Student had difficulty understanding the question and the topic	Student fairly understand the question and topic resulting in minimally complete task. Provides little information.	Student was able to understand the topic in general but partially complete the task; lacks important information about the topic.	Student was able to comprehend and respond most of the question. Complete task appropriately and provide information needed about the topic.	Student was able to comprehend and respond all of the question. Complete task by elaborating on the topic with high level of detail and creativity.

Total maximum score $100=25*4$

3.6 Validity and Reliability

Before carrying out tests with predetermined instruments, researchers first pay attention to the validity of the research instrument. Validity is concerned with whether a test measures what it is intended to measure (Weir, 1990). Even though the measuring instrument has demonstrated high reliability by providing consistent test results, the measuring instrument will be said to be invalid if it does not measure what is supposed to be measured.

A. Content validity

Content validity deals with the material used in the curriculum. This category looks at whether the instrument adequately covers all the content that it should with respect to the variable. Since content validity asks if the test content matches the content of the course of study (Bachman, 1990), what teachers can do is to match the course objectives and syllabus design with the test items. This attitude by teachers is crucial in a classroom test because teachers may tend to use test tasks different from the course objectives especially when oral aspects are involved (Nakamura, 1993). The material used in the research is recount text that appropriate for senior high schools. The material used is based on basic curriculum 4.7. menyusun teks recount lisan dan tulis, pendek dan sederhana, terkait peristiwa bersejarah, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks.

The basic competence of this study is in line with the lesson plan and the instrument used in the speaking test. The lesson plan is in line with the basic competence and the lesson plan is cover the materials based on the syllabus.

B. Construct validity

Construct validity relates to the process of the test object which needs to be measured based on the concepts specified in the instrument. This research focus on the speaking skill, so that the instrument used in the research should involve 5 speaking skill. The test was conducted by explaining some pictures. The pictures are involved the language features of recount text. The language features are past tense, time connectives, and adverbs.

Test validation was performed by two teachers from SMA Negeri 1 Terbanggi Besar and then calculated using index validity from Aiken V resulting with a mean of 0.74 that indicates the test score is moderate valid for testing (Aiken, 1980; 1985; Kumaidi, 2014)

C. Reliability

Reliability relates with the suitability of the criteria of instrument that fix before (Arifin, 2011). In this research, the researcher uses inter – rater reliability to measure the speaking test. According to Gwet (2014) the use of inter rater is to justify the constant need to validate various measurement instruments such as questionnaire, tests, and personality assessments. The reliability of this classification can be established by asking two individuals referred to as raters, to independently judge the same data with the same set of objects. The rater will be the researcher and the teacher.

According to Arikunto (2006), the criteria of reliability are derived as follows:

0.8 – 1.0: very high reliability

0.6 – 0.79: high reliability

0.4 – 0.59: medium reliability

0.2 – 0.39: low reliability

0 – 0.19: very low reliability

The computation showed that the reliability coefficient of the test is 0.938. It can be concluded that the test has very high reliability since the range of high criteria of reliability is 0.8- 1.0 (Arikunto (2006)).

3.7 Data Analysis

Repeated measure t-test or paired t-test is used to compare two types of data or means that come from the same sample. Research that applies this method usually uses a pre-post-test design as a research method. This data analysis is used to analyze the significance of a measuring instrument.

$$T_2 = \frac{\bar{X}_d}{\sqrt{\frac{1}{n(n-1)} \sum_{j=1}^n (X_{j\#} - \bar{X}_d)^2}}$$

The steps for conducting a repeated-measures t-test in SPSS

1. The data is entered in a within-subjects fashion.
2. Click **A**nalyze.
3. Drag the cursor over the **C**ompare Means drop-down menu.
4. Click on **P**aired-Samples T Test.
5. Click on the first observation of the continuous outcome.
6. Click on the **a**rrow button to move the first observation of the outcome variable into the **T**est Pairs box under the **V**ariable1 column.
7. Click on the second observation of the continuous outcome.
8. Click on the **a**rrow button to move the second observation of the outcome variable into the **T**est Pairs box under the **V**ariable2 column.
9. Click **O**K.

The steps for interpreting the SPSS output for a repeated-measure t-test

1. In the **P**aired Samples Statistics table, there are several important pieces of information about each observation of the continuous outcome including the size of each observation (**N**) and their respective means (**M**ean) and standard deviations (**S**td. **D**eviation). Disregard the **S**td. **E**rror **M**ean values for practical purposes.
2. In the **P**aired Samples Test table, look at the *p*-value associated with **S**ig. (**2-tailed**) column. This is the *p*-value that is interpreted.
3. If it is **LESS THAN .05**, then researchers have evidence of a **statistically significant difference** in the continuous outcome across time or within-subjects.

4. If the p -value is **MORE THAN .05**, then researchers have evidence that there is **NOT** a statistically significant difference in the continuous outcome across time or within-subjects.

Chapter 5

CONCLUSION AND SUGGESTION

Based on the results of the research and discussion, the pre-experimental design research on English subject class X L SMA Negeri 1 Terbanggi Besar it can be concluded as follows:

5.1 Conclusion

Referring to the discussion of the research findings of the previous chapter and the research question, the researcher comes to the following conclusions. The purpose of this research is to find out whether there is a significant improvement in students' speaking skill after giving them the treatment by using Flipped Classroom Model on the research, it can be concluded that:

1. Flipped Classroom Model can improve speaking skill in SMA N 1 Terbanggi Besar 10-L in the academic year 2022/2023 was effective. The teaching and learning process became more effective and motivated. The learning process give the students many opportunities to speak in class and to practice their speaking throughout the class activity. It provides students advantages to build their confidence in speaking.
2. The use of Flipped Classroom Model in teaching speaking could find out whether the aspect of speaking was improved or not. Based on the analysis of students' work in pre-test and post-test on each aspects of speaking. It could be found that all the aspects of speaking are improved including grammar, vocabulary, fluency, pronunciation, and comprehension. However, the fluency aspect did not increase significantly

due to several factors, namely some students were still hesitant in pronouncing the sentences they wanted to convey. All in all, it can be said that all aspects have improved significantly, this is due to the ease of access to the material provided before the class takes place.

5.2 Suggestion

Considering the strengths and weaknesses of the research, some suggestions were proposed as follow:

1. For Teacher

The researcher suggest that english teacher should encourage students to speak more to utter words fluently. The teachers should have create an effective learning and teaching activities by giving students pre-class activity so that the students can have prior knowledge. Teacher can use pictures in order to engage students attention towards learning and practicing speaking. Teacher should have more speaking practice in group to help students in improving their pronunciation, fluency, and giving them feedback to improve their speaking skill. The teacher have to be able to be the prompter, when the students can not utter the words fluently or there is a skip in their sentences, the teacher can help them to convey the messages and the teacher can help them to find the words or the proper vocabulary to convey the messages.

2. For Future Researcher

Suggestion for the future research, this researcher have to be able to make the students speak so that they can achieve one of the speaking aspects

namely fluency. The researcher need to consider the distribution of the test, the weakness of this research is that the data distribution was not normal. The future research need to consider the normality of the data. The future research can use the result of this study as a reference if the future research want to conduct the same study. The future research need to consider the treatment time, prolonged timeframe can be affected to the significance of the result. It is also essential for future research to carefully address the validity and reliability of the instrument.

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