

## **ABSTRACT**

### **INTEGRATING FLIPPED CLASSROOM INTO ORAL PRESENTATION TO ENHANCE EFL LEARNERS' SPEAKING ACHIEVEMENT**

**By**

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This study examined the effectiveness of integrating the Flipped Classroom strategy into oral presentation activities to enhance EFL learners' speaking achievement. The research was motivated by the importance of oral presentations in global communication and the limited preparation time often experienced by learners, despite preparation being essential for mastering presentation content. This study employed a quasi-experimental design. Third-year students at Lazuardi Haura Junior High School participated in the study. Two classes participated, each consisting of 15 students, resulting in a total of 30 research participants. The Independent Group T-test was used to analyze the data for the first research question, as this study aimed to compare the results of the control group and the experimental group after receiving treatment. On the other hand, the data obtained from the experimental class were used to answer the second research question, which were analyzed using a One-Way Repeated Measures ANOVA. The students' scores from both experimental and control groups were inputted and processed in SPSS. Data were collected through pretests and posttests over six meetings. The findings revealed significant improvement in both groups, yet the experimental group—taught using the flipped classroom strategy—showed a greater gain of sixteen points compared to eight points in the control group. Fluency emerged as the most improved speaking aspect. Overall, the study indicates that integrating Flipped Classroom principles into oral presentation lessons positively impacts students' language production and supports more effective speaking achievement. The improvement was attributed to the opportunities provided to the experimental group to engage in self-directed learning, participate in student-centered active activities, experience personalized learning, and utilize technology throughout the instructional process.

***Keywords:*** *Oral Presentation, Flipped Classroom, Speaking, English Language Teaching*

## ABSTRAK

### EFEKTIVITAS PENGINTEGRASIAN STRATEGI *FLIPPED CLASSROOM* DALAM KEGIATAN PRESENTASI LISAN UNTUK MENINGKATKAN KEMAMPUAN BERBICARA PESERTA DIDIK EFL (*ENGLISH AS A FOREIGN LANGUAGE*)

Oleh

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Penelitian ini bertujuan untuk mengkaji efektivitas pengintegrasian strategi Flipped Classroom dalam kegiatan presentasi lisan untuk meningkatkan kemampuan berbicara peserta didik EFL (English as a Foreign Language). Penelitian ini dilatarbelakangi oleh pentingnya presentasi lisan dalam komunikasi global serta keterbatasan waktu persiapan yang sering dialami peserta didik, padahal persiapan merupakan aspek penting dalam penguasaan materi presentasi. Penelitian ini menggunakan desain kuasi-eksperimental. Peserta penelitian adalah siswa kelas tiga di Lazuardi Haura *Junior High School*. Total partisipan penelitian berjumlah 30 siswa. Data dikumpulkan melalui pretest dan posttest selama enam pertemuan, kemudian dianalisis menggunakan Independent Group T-test dan One-Way Repeated Measures ANOVA dengan bantuan SPSS. Data dikumpulkan melalui pretest dan posttest selama enam kali pertemuan. Hasil penelitian menunjukkan adanya peningkatan yang signifikan pada kedua kelompok, namun kelompok eksperimen yang diajar menggunakan strategi *Flipped Classroom* menunjukkan peningkatan yang lebih besar, yaitu sebesar 16 poin dibandingkan delapan poin pada kelompok kontrol. Kelancaran (*fluency*) menjadi aspek berbicara yang mengalami peningkatan paling tinggi. Secara keseluruhan, penelitian ini menunjukkan bahwa pengintegrasian prinsip *Flipped Classroom* dalam pembelajaran presentasi lisan memberikan dampak positif terhadap produksi bahasa siswa serta mendukung peningkatan kemampuan berbicara yang lebih efektif. Peningkatan tersebut disebabkan oleh adanya kesempatan bagi kelompok eksperimen untuk terlibat dalam pembelajaran mandiri, berpartisipasi dalam aktivitas aktif yang berpusat pada siswa, memperoleh pengalaman belajar yang dipersonalisasi, serta memanfaatkan teknologi selama proses pembelajaran.

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