



## The Use of Flipped Classroom and Video to Teach Speaking Skills for EFL Students

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### Article Info

#### Article history:

Received July 12, 2024

Revised July 20, 2024

Accepted July 31, 2024

#### Keywords:

Teaching Speaking;  
Flipped Classroom;  
Video.

### ABSTRACT

This research focuses on the implementation, strengths and weaknesses of overcoming the weaknesses of using the Flipped Classroom Method in teaching speaking. Researchers use data sources consisting of social situations, participants, and documents. Participants in this research involved English teachers and 35 students at SMKN 1 BENDO. This researcher used a qualitative descriptive method. The data collection techniques are observation, interviews and documentation. The results of this research are: (1) the use of the Flipped Classroom and Video method includes online classes and offline classes (2) The advantage of using the Flipped Classroom and Video Method is that students are interested, motivated and active in the learning process. The weakness of using the Flipped Classroom and Video Method is that some students have difficulty purchasing internet data and cannot access the internet at home. (3) the solution to the weakness of using the Flipped Classroom and Video Method is that the teacher gives students the opportunity to view videos containing material via their friends' cellphones and can use the wifi facilities at school.



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## 1. INTRODUCTION

In EFL Indonesia, English is not the main language used in everyday life. English is taught in every school with the aim of acquiring basic language skills such as reading, listening, writing, speaking and absorbing the curriculum (Altweissi & Maaytah, 2021). According to Sheerah & Yadav (2022), speaking skills are also the most difficult and complex of the four other skills. Therefore, speaking skills have a big role for language learners; without the ability to speak, language is only written text. In Indonesia, many teachers have made efforts to help students improve their speaking skills, but teachers also have obstacles (Sudarmaji, et al., 2021). Teachers' teaching styles tend to be monotonous and less innovative, not utilizing learning media that can inspire students' interest in learning (Gunada, 2017). The learning model that can be used to overcome the above problem is the Flipped Classroom.

The flipped classroom (FCM) model is gaining popularity as an innovative learning method to support higher education. This model is increasingly popular as an innovative way of learning English because it uses technology so it is suitable for blended learning. Blended learning according to Mulyadi, et al., (2019) is a combination of online and face-to-face learning which is famous in the digital era. According to Al-Mugheed & Bayraktar (2021) students state that the use of technology in learning makes it easier for students to access material from anywhere and at any time. Previously, some researchers have conducted flipped classroom models and argued that this model is effective in being implemented.

In this learning model, the media to be used is a video. Quevedo, et. Al., (2017) also points out that learning videos can clearly illustrate concepts, stimulate discussion among students, and rapidly improve learning

outcomes and responses to the learning process. The use of videos in English lessons really helps students learn in a more personalized way and motivates them to actively speak. According to research conducted by (Kamelia, 2019), the use of videos in English lessons can improve children's language skills. It inspires students to imitate what they see in the videos as a way of learning English.

Furthermore, based on previous research findings, this research focuses on the use of the flipped classroom and video learning model, what the strengths and weaknesses are in using the flipped classroom and video model, and finding out how to overcome these weaknesses on students' speaking skills.

## **2. RESEARCH METHOD**

This research uses a qualitative approach, namely a method that focuses on data in the form of words to describe the research object using an inductive approach. The data produced in this research is descriptive, manifested in the form of words documented both written and verbally from respondents or behavior that can be observed. The specified focus, basic methods relied on by qualitative researchers to collect information are, participation in the setting, direct observation and interviews. Data sources have a very significant role in obtaining information. In this study, researchers chose students as research subjects, and data sources consisted of social situations, participants, and documents. This research instrument involves several documents that have specific functions and purposes. These documents include observation checklists, field notes, interview guideline, module, photographs, and student grades.

This research involves collecting qualitative data. Data collection is the method that researchers use to collect information. There are three techniques that will be used in this research, namely observation. This observational approach is used to collect information regarding the teacher's efforts in implementing the flipped classroom learning model. Researchers observed student activities and the entire learning process carried out to realize the implementation of the flipped classroom learning model. In the second interview, the researcher interviewed the English teacher and several students regarding the use of Flipped Classroom in teaching speaking using video. The purpose of this interview is to find out the benefits of using the Flipped Classroom in the learning process. and third is documentation, researchers obtain data from documents, including modules, student name lists, and student grades, to assess student learning outcomes after using Flipped Classroom in speaking lessons.

In the context of this research, data analysis was carried out using Miles dan Huberman the researcher employed data condensation, data display, and conclusion drawing or verification. Data verification in this research was carried out through a triangulation approach, where various sources of information, such as observation, documentation and interviews, were used to strengthen and confirm the validity of the data. In this investigation, the location chosen was SMKN 1 Bendo. The choice of this special school was motivated by the existence of major challenges in the teaching and learning process, this is in line with the focus of the researcher's research.

## **3. RESULTS AND ANALYSIS**

SMKN 1 Bendo is a high school, situated on Jl. Raya Bendo, Magetan East Java. The researcher chose the class as the subject because class X DPIB-1 is the highest class that has interest and is a conducive class. Researchers observed one class, namely X DPIB-1, totaling 35 students.

### **2.1. The Use of Flipped Classroom and Video to Teach Speaking**

#### **2.1.1. Observation**

There are online and offline activities carried out by the teacher during learning activities. Namely online activities carried out at home and offline activities carried out in class. Offline activities consist of pre activities, core activities and post-activities which are explained below: a. Activities at home (Online) Teachers provide material to students via the Whatsapp group. The teacher provides material in the form of a YouTube video link. The teacher asks students to open the material and look at it carefully and write down important things in the video. b. Class Activities 1) Pre-activity During the pre-activity, the teacher greets the students in the class, then the teacher orders the class leader to lead a prayer before the learning activity begins. Then the teacher checks student attendance using the attendance register. The teacher asks students' understanding of the material provided during online classes. 2) Whilst activity in the core activity, the teacher explains a little about descriptive text material. Then the teacher asks students to create discussion groups. Then, students are given several questions to discuss with the group. After completing the discussion, students are asked to present the results of their discussion orally. 52 3) Post-Activity In the

Post-Activity, the teacher and students together draw conclusions regarding the activities carried out that day, and the teacher also gives assignments to students to create descriptive text and the results are presented orally in the form of a video. Finally, the teacher closes the learning activity.

### **2.1.2. Interview**

The interview was conducted to X DPIB-1. The researcher asks some questions to students and teachers. The researcher asked the teacher what the teacher's stages were in using the flipped classroom method using videos in class and online class. Researchers also asked students what the learning process was like using the flipped classroom method and classroom videos.

## **2.2. The Strength and Weaknesses of Using the Flipped Classroom and Video to Teach Speaking Skills**

### **2.2.1. Observation**

Based on observation result, the researcher lists the strength and weakness of using the Flipped Classroom Learning Method to teach speaking skills to tenth grade students at SMKN 1 Bendo. The following is a summary of the explanation below: a. Strength 1) The use of videos as a learning medium combined with the flipped classroom method makes students feel interested, motivated and active in learning. 2) That discussion learning makes students understand the material better than individual learning. 3) Helps increase students' self-confidence in their English-speaking skills with group discussions. 53 b. Weaknesses 1) There are several students who come from disadvantaged families. Therefore, some students cannot buy internet data to study at home. 2) Students need internet data at school.

### **2.2.2. Interview**

In the interview data, the researcher identified the strengths and weaknesses of using the Flipped Classroom and Video Method to teach speaking skills. The strengths of using the flipped classroom and video method are more attractive to students, motivated and active in learning, learning is easy to learn because the video can be played back to understand the material more deeply, help students understand the material with group discussions and increase students' self-confidence in speaking skills. Weaknesses of using the flipped classroom and video method are some students come from poor families so there are students who cannot take online classes and students need internet data to access the material.

## **2.3. The Problem Solving of Using the Flipped Classroom and Video to Teach Speaking Skills**

### **2.3.1. Observation**

Researchers found potential solutions to overcome the findings in using the Flipped Classroom Learning Method to teach speaking skills to tenth grade students at SMKN 1 Bendo. This insight is obtained from interviews, observations, and documentation of activities. In the observation data, ways to overcome the weaknesses of the flipped classroom learning model were found in the whilst activity.

### **2.3.2. Interview**

There are proposed solutions taken from the weaknesses of using the Flipped Classroom and Video learning method to teach speaking skills to tenth grade students at SMKN 1 Bendo. a) Teachers give a chance for students to see the video with their friends. b) Students can use internet data facilities in a school.

## **4. CONCLUSION**

Based on research findings, it can be concluded that the use of learning video media and the flipped classroom method is motivated in improving students' speaking skills. The learning process includes two activities: online activities and offline classes, with three stages in offline classes: pre-activities, main activities, and post-activities. Learning outcomes are evaluated using teacher-made instruments. This research found several strengths and weaknesses of using this method. The strength is that students are more motivated, interested and confident in learning to speak English, and class discussions make it easier for students to understand. However, the weaknesses is that some students have difficulty accessing the internet due to economic limitations. To overcome this weakness, researchers provide solutions to help students use internet in learning. Limitations in this research lie in the data collection process through interviews with participants. Sometimes, participants' answers do not match the question or have a different meaning. Researchers overcome this problem by repeating questions and explaining their purpose to obtain appropriate answers. The Flipped Classroom method cannot be separated from the use of cellphone or laptop technology. Teachers are expected to be able to assist students in facilitating the use of technology used in

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learning. Teachers can add several different video contents to better attract students' attention. Teachers are also expected to involve students in learning activities using various other media to reduce boredom and ensure effective learning. Students are advised to be active in English learning activities, realizing that challenges may exist such as difficulty in accessing online-based materials. They need to understand that teachers are always ready to provide support and guidance. During learning sessions, students must focus on the material presented and maintain a conducive learning environment to help their friends understand the content well.

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