USING FLIPPED CLASSROOM MODELS IN TEACHING SPEAKING AT SMA 12 GOWA

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ABSTRACT

This research describe the use of the flipped classroom method in English learning. The aims of this study was to see how to improve students' speaking skills through the flipped classroom model using recount text as a treatment tool. This study was conducted at SMAN 12 Gowa with the subject of the research being the students of class X MIPA 1 which consist of 27 students. This research design used a pre-experimental one group pre-test post-test design. The results of this research indicate that, there is a comparison of the pre-test and post-test results which show that students' speaking ability before using the flipped classroom method is still lacking, while at the post-test stage students' speaking ability has increased significantly.. It can be proven from the results of the mean values of grammar, fluency, and vocabulary, the mean speaking value can be obtained. The mean speaking value before the test was around 31.20, while the mean value after the test was 78.40, with the test results after the test increasing. Based on these data, it can be concluded that there is an increase in student learning outcomes by implementing flipped classes on speaking skills

Keywords: flipped classroom, teaching models, speaking skills

ABSTRAK

Penelitian ini mendeskripsikan penggunaan metode kelas terbalik dalam pembelajaran bahasa Inggris. Tujuan dari penelitian ini adalah untuk melihat bagaimana meningkatkan keterampilan berbicara siswa melalui model kelas terbalik dengan menggunakan teks recount sebagai alat bantu. Penelitian ini dilakukan di SMAN 12 Gowa dengan subjek penelitian adalah siswa kelas X MIPA 1 yang berjumlah 27 siswa. Desain penelitian ini menggunakan pre-experimental one group pre-test post-test design.

Temuan penelitian ini menunjukkan bahwa ditunjukkan dengan perbandingan hasil pre-test dan post-test, yang menunjukkan bahwa keterampilan berbicara siswa masih kurang sebelum menggunakan metode kelas terbalik, sedangkan pada tahap post-test, keterampilan berbicara siswa telah meningkat secara signifikan. Hal ini dapat dibuktikan dari hasil nilai rata-rata tata bahasa, kelancaran, dan kosa kata, nilai rata-rata berbicara dapat diperoleh. Nilai rata-rata berbicara sebelum tes sekitar 31,20, sedangkan nilai rata-rata setelah tes adalah 78,40, dengan hasil tes setelah tes meningkat. Berdasarkan data tersebut, dapat disimpulkan peningkatan hasil belajar siswa dengan menerapkan kelas terbalik terhadap keterampilan berbicara.

Kata Kunci: Kelas Terbalik: Model Pembelajaran; Kemampuan Berbicara

A. Background

When carrying out the learning process, especially speaking English, of course there are several challenges faced by students. There are similarities with what has been stated by previous researchers that there are several challenges that students usually face, namely the first challenge is the lack of speaking practice as communication or interacting with each other in English during learning, which causes students to sometimes feel less confident and hesitant in communicating.   The second challenge is that many students lack knowledge or background when teachers ask them to discuss topics spontaneously with friends or groups. This is due to the lack of student preparation and limited vocabulary related to the topic it can be concluded that the students need a preparation,

Many studies have been conducted to offer alternative methods to solve the problem of teaching speaking. One interesting approach comes from Bergmann, who flipped his classroom as a transition to an immersive learning model. The Flipped Classroom Model is a teaching model that can be considered to solve the problems mentioned earlier. The flipped classroom-based learning model is one of the student-centered learning models to improve learning effectiveness. Flipped classrooms utilize technology that supports learning materials that can be accessed anytime and anywhere.

The syntax of the flipped classroom learning model based on Bergmann & Sams' theory (2012) is 1) the first day of the flipped classroom learning model, 2) informing the flipped classroom learning model, 3) explaining to students how to access the video, 4) asking students to create questions, 5) directing students to help each other, 6) creating an assessment system.

This model delivers lessons to students at home through electronic media and utilizes class time for practical activities that help students learn information literacy. In other words, this model allows students to learn basic concepts through electronic media. This model is considered very effective and useful. The Flipped Classroom model is very suitable for speaking learning

The used of Flipped Classroom learning was very important in situations like this because this model gave students the opportunity to get a lot of input and practice both inside and outside the classroom. This was because this model allowed students to spend more time practicing speaking in class.

Based on the researcher's experience when teaching English, especially speaking skills, most students find it difficult and are afraid of making mistakes, as a result they do not dare and avoid being asked to speak. Every time they take English practice scores, most students lack confidence which causes them to be unable to speak well.

To overcome this problem, the researcher tried to apply the

Flipped Classroom method, a reverse learning method where students actively learn before face-to-face learning (real time) in class with the help of learning videos, , LKPD, and other learning resources, so that students independently and confidently express themselves because they already understand the material to be studied, with the hope of improving student learning outcomes, especially English speaking skills.

Due to various problems of the teaching and learning speaking and also many research has conducted about the model, the researcher intended to conduct a research to improve students speaking skill through the flipped classroom model, by the title "*Using Flipped Classroom In Teaching Speaking At SMA 12 Gowa*"

B. METHODOLOGY

This study was conducted at SMAN 12 Gowa with the subject of the research being the students of class X MIPA 1 which consist of 27 students. This research design used a pre-experimental one group pre-test post-test design.

The data in this research was obtained from the students' speaking scores in the classroom. The researcher used an oral test as a tool to collect data. In this pre-test, students were asked to speak/tell briefly about their respective "memorable experiences" and in the post-test, students were asked to speak/tell in front of the class for at least 2 minutes per person about the experience of "the last holiday" after using the flipped classroom model.

C. Result and Discussion

Table 1.1 students mean score and improvements of students speaking abilities

Indicator	Pre-test	Post-test	Improvements
Grammar	29.50	78.77	166.32%
Fluency	32.06	78.10	143.6%
Vocabulary	32.06	78.35	144.43%

Table 1.1 demonstrates that students' average pre-test and post-test scores have risen. The pre-test mean speaking score was

approximately 31.20, while the post-test mean was 78.40, with post-test outcomes improving. The data demonstrate 151.45% increase in student outcomes, demonstrating that employing a flipped classroom increases their grasp of speaking skills.sTudents' average pre-test and post-test scores have risen. The pre-test mean speaking score was approximately 31.20, while the post-test mean was 78.40, with post-test outcomes improving. The data demonstrate 151.45% increase in student outcomes, demonstrating that employing a flipped classroom increases their grasp of speaking skills.

After applying the flipped classroom method, students become more engaged in the learning process. This flipped classroom learning method encourages students to collaborate more actively and express

themselves more freely during the learning process. This was in line with Erol, (2022) the flipped classroom concept has gained popularity in recent years due to its ability to improve student learning outcomes furthermore, the flipped classroom model can help to reduce student anxiety and increase their confidence in learning, especially in subjects such as English as a Foreign Language (EFL), where students may feel more at ease practicing speaking and listening skills in a more interactive setting.

In addition flipped classrooms use cooperative activities to practice listening and speaking skills. Due to the fact that students are asked to speak in front of the class during this research process, and other students can listen to what they have to say, flipped classrooms can also help teachers better understand the

challenges that students face during the learning process. This was in line with Bozdağ, (2021) research, which found that flipped classrooms improve language skills through collaborative interactions.

Based on these findings, it can be stated that the flipped classroom method was successful in improving students' speaking skills.

E. CONCLUSION

Based on the results of the research that has been done, it can be concluded that the influence of using the flipped classroom learning method is positive and significant. In other words, the flipped classroom learning method has an effect especially in improving speaking skills by using recount text as a treatment to take students' scores in Grammar, Fluency and Vocabulary as learning speaking materials for class X MIPA 1 students of SMA Negeri 12 Gowa.

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