

CHAPTER I

INTRODUCTION

This chapter presents a background of the research, research questions, research objectives, research significances, rationale, hypothesis, and previous studies of the research.

A. Background

The purpose of this study is to find the effectiveness of the method to improve English speaking ability. In the process of learning and teaching, the four language skills (listening, speaking, reading, and writing) are certainly performed (Oradee, 2012). Speaking is the essential skill since it is the foundation for communication and it is the most difficult skill (Oradee, 2012). However, the speaking skills will be difficult for second language (L2) or an English as a Foreign Language (EFL) learners to develop because English is not primary language used in daily life (Li & Suwanthep, 2017). Teaching speaking can help the students to solve the problem in speaking. The speaking language teaching is an activity where the teachers lead the students to improve their ability to express their emotions, ideas or feelings orally (Kayi, 2006). To accompany it, a teaching method should be done by a teacher in the classroom.

Today's world exists as a symbiosis of tradition and innovation and technologies emerge in a huge variety (Chilingaryana & Zverevab, 2017). The flipped class is the reverse action of the traditional classroom (Hamdan, McKnight, & Artstrom, 2013) or simply method uses technology as to give audiovisual options in learning and made the student as a centered in the classroom (Sams & Bergman,

Flip Your Students' Learning. Educational Leadership, 2013). Technology-based EFL communication environments hold considerable promise for improving the speaking skills of young EFL learners, who have been found to experience lower levels of stress when communicating in these environments (Sun, Lin, You, Shen, & Luo (2017) cited from Mostafavi & Vahdany (2016)). The founder of the Flipped Classroom model is Baker (2000), who presented the term at an international education conference. The flipped classroom helps the students to improve their speaking and also listening skills, communication or conversational strategies as well (Thithanhquyen, 2017). In addition, the flipped learning leads to oral mastery since it provides more opportunities for students to practice speaking in different settings thus eventually leading students to automatically produce the usual patterns of language (Halliday, McIntosh, & Strevens, 1984). Moreover, there some advantages from the flipped class are: the flipped class lets the student learn at their pace, a greater engagement produces for the students, and produces deeper learning (Walsh, 2013).

Although this method is relatively new, there are three researchers that have interested to research this topic. The previous research like by Tazijian, Haslina, Zainol, Noor and Johari (2017) that research discusses of flipped learning as a method to teach communication skills among a group of ESL learners in UiTM Penang. The research generally aims to analyze the effectiveness of the flipped class method to enhance a students' communications skills and abilities by using both qualitative and quantitative approaches. The findings indicate a positive relationship between flipped teaching and active learning, thus improved learners

verbal communication skill in certain ways. Besides, the purpose of a research by Dr. El-Bassuony (2016) that was to investigate the effectiveness of flipped learning to improve English grammatical performance in speaking and writing of underachieving language learners. The results of the study revealed that flipped learning significantly developed English grammatical performance in speaking and writing for both underachieving language learners and their normal peers, and the other like by Li and Suwanthep (2017) that examined the effects of integrating flipped classroom method to teach English speaking in an EFL context. The study concludes that the flipped class method combined with constructive role plays is an effective model for teaching speaking skills in EFL context that was used a quasi-experimental with two groups during the 12-weeks experiment of first-year non-English major students at a university in Thailand.

Finally, the title of this research is “THE EFFECTIVENESS OF FLIPPED CLASS METHOD TO IMPROVE ENGLISH SPEAKING ABILITY”. The previous research almost focuses on the middle and higher education in other city or country. This research is different from the previous research. The research has the interest to apply or to implement this method in Senior High School level in Bandung, whether this method will be effective to improve English speaking ability for the students.

B. Research Questions

The research question problems in this study are formulated:

1. How is the students' ability in English speaking before using the flipped class method?

2. How is the students' ability in English speaking after using the flipped class method?
3. What is the significant improvement among the students using flipped class in English speaking ability?

C. Research Objectives

From the research questions above, this study is intended for acquiring three following objectives:

1. To find out the students' ability in English speaking before using flipped class method.
2. To find out the students' ability in English speaking after using the flipped class method.
3. To find out a significant improvement using flipped class in English speaking ability of students.

D. Research Significances

The study is significant at least in three areas including theory, practice, and professional aspects. Theoretically, the result of this study that the flipped class model can give a significant contribution to improve an ability of English speaking. Practically, this research can provide an alternative model of teaching. Professionally, this study is also expected to the teacher can help the students to improve their English-speaking ability by the flipped class.

E. Rationale

Speaking is regarded as the most important aspect of learning to communicate in a foreign language (Li & Suwanthep, 2017). One of the learning speaking

strategies is using a flipped class. The flipped class is simple model that using technology as to give audiovisual options in learning and made the student as a centered in the classroom (Sams & Bergman, Flip Your Students' Learning. Educational Leadership, 2013). The mechanism of teaching is flipped or switched with that which is normally done by the student (Szparagowski, 2014). By the flipping, the class-time students have more time to apply their knowledge to speaking activities with teachers' guidance and being a collaboration (Li & Suwanthep, 2017).

The use of the flipped class model is regarded as a student-centered strategy that empowers students to become active learners, repositioning the teacher as a facilitator (Lim, 2016). According to Strayer (2008), to give instruction step-by-step is a recommended for implementing the Flipped Class. Besides, one effect of the flipped class is the students will become aware of their own learning processes. Because of this, the students will need more time for reflection upon their activities to relate with the material (Strayer, 2008).

According to Baker (2000) and Mehring (2016), the flipped class model can be effectively implemented in EFL classrooms. This process is opening face to face class time, enabling teachers to interact with students by discussing points of confusion, providing real-life examples relevant to course content, challenging students to think more deeply about complex processes, and monitoring learning activities (Mehring, 2016, p. 2). Thus, the flipped classroom model can help EFL instructors focus on improving their students' communicative competence (Lim, 2016). It is assumed that the flipped class can improve the speaking ability of the

students. Strengthened by Halliday, McIntosh, & Stevens (1984) showed that the flipped learning helps lead to oral mastery since it provides more opportunities for students to practice speaking in different settings thus eventually leading students to automatically produce the usual patterns of language. In addition, it is strengthened by instructors of all kinds cite of flipped class model, including the efficient use of class time (Cole & Kritzer, 2009), more active learning for the students (Gannod, Burge, & Helmick, 2008), increase the interaction each other between students and teacher (Lage, Platt, & Treglia, 2000), and the student's responsibility for learning (Overmyer, 2012).

From the explanation above, this research tries to present a model that is expected to give an effect to improve English speaking ability of the students, which is flipped class. The sample of this research used two kinds of the variable. The first is flipped class as the "X" variable, and the second is speaking ability as the "Y" variable.

F. Hypothesis

The hypothesis is statements in quantitative research in which the investigator makes a prediction or conjecture about the outcome of the relationship among attributes or characteristics (Creswell, 2012). The relationship between variables should be stated in a clear term. Furthermore, the hypothesis can make clear questions that will be researched. This research has two variables; the first is flipped class as the "X" variable, and the second is speaking ability as the "Y" variable. The relation of the research hypothesis is proposed as follow: "The Effectiveness of Flipped Class Method to Improve English Speaking Ability." The hypothesis in

this study is an alternative hypothesis (H_a) and the null hypothesis (H_o). The formulated hypothesis is described as follow:

H_a : There is a significant improvement in students' ability in English speaking after using flipped class.

H_o : There is no significant improvement in students' ability in English speaking ability after using flipped class.

- If t-test (t_0) > t-table (t_t) in significant degree of 0.05, H_o (null hypothesis) is rejected.
- If t-test (t_0) < t-table (t_t) in significant degree of 0.05, H_o (the null hypothesis) is accepted.

G. Previous Studies

This research was supported by other researchers that have found. The researchers are follow as: Farina Nozakiah Tazijian, Che Haslina Abdullah, Noorliza Zainol, Syuhirdy Mat Noor and Noorsa Riza Johari (2017) reported that research discusses of flipped learning as a method to teach communication skills among a group of ESL learners in UiTM Penang. The research generally aims to analyze the effectiveness of the flipped class method to enhance a students' communications skills and abilities by using both qualitative and quantitative approaches. The findings indicate a positive relationship between flipped teaching and active learning, thus improved learners verbal communication skill in certain ways. Meanwhile, the differences of the research are in the method that in this research only use the quantitative method and also the level of participants of the research.

The research purpose conducted by Dr. Jehan Mahmoud El-Bassuony (2016) is to investigate the effectiveness of flipped learning to improve English grammatical performance in speaking and writing of underachieving language learners. The participants of the study consisted of forty-nine first-year secondary stage students at Port Said military secondary school for boys in Port Said Governorate that they were randomly assigned into two groups by mix approaches. The results of the study revealed that flipped learning significantly developed English grammatical performance in speaking and writing for both underachieving language learners and their normal peers. In contrast, the purpose of this research is only to investigate the effectiveness of flipped learning to improve English grammatical in speaking, and this research also didn't choose the participants randomly.

In addition, Shuangjiang Li and Jitpanat Suwanthep (2017) that examined the effects of integrating flipped classroom method to teach English speaking in an EFL context. A quasi-experiment was conducted with two groups of the first-year non-English major students at Suranaree University of Technology (SUT), Thailand. The study concludes that the flipped class method combined with constructive role plays is an effective model for teaching speaking skills in EFL context. Meanwhile, the differences of this research are the level that didn't occur in University, but in the junior high school, a different country, and also without combined with constructive role play.

The other research conducted by Jun Scott Chen Hsieh, Wen-Chi Vivian Wu & Michael W. Marek (2016) that used flipped classroom method for learners and

Wen's Output-driven/input enabled the model to design a holistic oral training course that included extensive online written and verbal communication for learning of a wide range of English idioms to explore the benefits of flipped classroom model for learners of English as a Foreign Language. The research used mix-method analysis (Qualitative and Quantitative), meanwhile, this research will be using quantitative analysis. Besides, the participant of the research is not taken from an academic university in central Taiwan but from senior high school in Indonesia.

In addition, Chawin Maninun, Kanokkarn Kittichartchaowalit, Nattapakal Kittisunthonphisarn (2017) that is research analyzed learner's ability in achieving the aim of English listening and speaking in the class. The study conducted with 68 Matthayomsuksa V students who study in the first semester of 2016 academic year. The quasi-experimental research was used with two group; controlled and experimental group. So, the findings of this research indicated that the test scores in English listening and speaking students' ability after using the flipped classroom with team-based learning were significantly higher. The difference of the research is while it is using team-based learning, this research using flipped classroom with discussion and problem solving.



uin

UNIVERSITAS ISLAM NEGERI
SUNAN GUNUNG DJATI
BANDUNG