

**IMPROVING SENIOR HIGH SCHOOL STUDENTS' SPEAKING SKILLS  
THROUGH FLIPPED CLASSROOM**

**A Research Paper**

Submitted to the English Language Education Study Program in partial fulfillment  
of the requirements for *Sarjana Pendidikan* Degree in English Language  
Education



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UNIVERSITAS PENDIDIKAN INDONESIA**

**2024**

**IMPROVING SENIOR HIGH SCHOOL STUDENTS' SPEAKING SKILLS  
THROUGH FLIPPED CLASSROOM**

Oleh  
Rahmasari

Sebuah skripsi yang diajukan untuk memenuhi salah satu syarat memperoleh gelar  
Sarjana Pendidikan pada Fakultas Pendidikan Bahasa dan Seni

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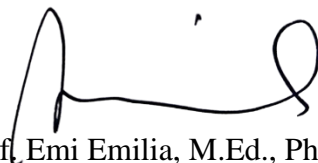
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## STATEMENT OF AUTHORIZATION

I hereby declare that the current study entitled “*Improving Senior High School Students’ Speaking Skills Through Flipped Classroom*” is my original work. I have diligently cited all sources and ideas referenced throughout this paper, ensuring that all citations are accurately credited. Consequently, I accept full responsibility for any potential violations of educational research ethics that may arise from this work.

Bandung, August 2024

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## PREFACE

In the name of Allah Subhanahu wa Ta'ala, the Most Beneficent and the Most Merciful. All praise is due to Allah Subhanahu wa Ta'ala, and may peace and blessings be upon His Messenger, Prophet Muhammad, and upon all his family and companions. Through their guidance, I was able to complete this research paper.

This paper, titled "*Improving Senior High School Students' Speaking Skills Through Flipped Classroom*," is submitted in partial fulfillment of the requirements for the *Sarjana Pendidikan* Degree in the English Language Education Program, Faculty of Languages and Literature Education at Universitas Pendidikan Indonesia. This study investigates the aspects or characteristics of flipped classroom that contribute to improvements in students' speaking skills.

My motivation for conducting this research stems from my personal experience as a student learning English. Limited classroom time often restricted opportunities for meaningful speaking practice, which is critical in mastering the language. In today's globalized world, speaking skills are increasingly essential, yet many students remain unmotivated to practice beyond class hours. This lack of extended learning opportunities within the school setting presents a major challenge to achieving fluency. Thus, this research seeks to contribute to the field of teaching by proposing an instructional model that offers students more opportunities to practice and develop their speaking skills.

I hope this study not only deepens readers' understanding of flipped classroom model but also provides practical insights for educators. Constructive feedback and suggestions are always welcomed, as they pave the way for continuous improvement. Ultimately, I hope this paper serves as a valuable resource for those interested in flipped classroom and its impact on developing students' speaking skills.

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Bandung, August 2024

Rahmasari

# **IMPROVING SENIOR HIGH SCHOOL STUDENTS' SPEAKING SKILLS THROUGH FLIPPED CLASSROOM**

## **ABSTRACT**

This study examines the effectiveness of flipped classroom model in improving speaking skills among senior high school EFL students in Indonesia. Flipped classroom, which shifts lecturing content to homework and emphasizes interactive and collaborative in-class activities, provides a dynamic approach to language learning. Using classroom action research (CAR) methods, data were collected through interviews, classroom observations, and assessments of speaking tasks. The findings revealed that all students made progress in speaking skills, though the extent and areas of improvement varied among individuals. Some students demonstrated notable advancement in grammar and vocabulary, while others improved more in comprehension, fluency, or pronunciation. The dual-phase learning process of flipped classroom—combining out-of-class preparation with in-class active learning—created a self-paced, interactive, and collaborative learning environment. This approach promoted a deeper understanding of language use and increased students' confidence in applying their English skills. However, the study also highlights the need for ongoing monitoring to track individual progress and prevent cognitive overload. The research suggests conducting longer-term studies to explore the sustained effects of flipped classroom model, assessing the role of technological tools, and addressing the needs of diverse student groups to further optimize its effectiveness.

**Keywords:** Flipped Classroom, Speaking Skills

## TABLE OF CONTENTS

<b>STATEMENT OF AUTHORIZATION .....</b>	<b>i</b>
<b>PREFACE .....</b>	<b>ii</b>
<b>ACKNOWLEDGMENT .....</b>	<b>iii</b>
<b>ABSTRACT .....</b>	<b>iv</b>
<b>TABLE OF CONTENTS.....</b>	<b>v</b>
<b>LIST OF TABLES .....</b>	<b>viii</b>
<b>CHAPTER I INTRODUCTION.....</b>	<b>1</b>
1.1 Background of The Study .....	1
1.2 Research Question.....	2
1.3 Research Objective.....	2
1.4 Scope of The Study .....	2
1.5 Significances of The Study .....	3
1.6 Clarification of The Key Terms .....	3
1.7. Organization of The Paper .....	4
<b>CHAPTER II LITERATURE REVIEW.....</b>	<b>6</b>
2.1. Flipped Classroom .....	6
2.2. The Nature of Speaking Skills .....	7
2.2.1. The Definition of Speaking .....	7
2.2.1. The Significance of Speaking .....	9
2.2.3. The Aspects of Speaking.....	10
2.2.4. The Challenges of Speaking.....	12
2.5. Previous Studies .....	13
<b>CHAPTER III RESEARCH METHODOLOGY .....</b>	<b>16</b>
3.1. Research Design.....	16



3.1.1. First Cycle .....	16
3.1.2. Second Cycle.....	17
3.2. Research Participants and Site .....	18
3.3. Data Collection.....	18
3.4. Data Analysis .....	20
<b>CHAPTER IV FINDINGS AND DISCUSSION .....</b>	<b>22</b>
4.1. Students' Pretest and Posttest Results .....	22
4.2. Students' Grammar Improvements .....	24
4.3. Students' Vocabulary Improvements .....	29
4.4. Students' Comprehension Improvements .....	34
4.5. Students' Fluency Improvements.....	40
4.6. Students' Pronunciation Improvements .....	45
<b>CHAPTER V CONCLUSIONS AND RECOMMENDATIONS .....</b>	<b>51</b>
5.1. Conclusions .....	51
5.2. Recommendations .....	52
<b>REFERENCES.....</b>	<b>54</b>
<b>APPENDICES .....</b>	<b>64</b>
Appendix 1: Semi-Structured Interview Transcript.....	64
Participant 1: Student 3 .....	64
Participant 2: Student 4 .....	69
Participant 3: Student 11 .....	72
Participant 4: Student 15 .....	75
Participant 5: Student 16 .....	81
Participant 6: Student 19 .....	85
Appendix 2: Observation Sheet .....	88
Observation Sheet 1 .....	89

Observation Sheet 2 .....	90
Observation Sheet 3 .....	91
Observation Sheet 4 .....	92
Observation Sheet 5 .....	93
Observation Sheet 6 .....	94
Observation Sheet 7 .....	95
Free Observation Sheet .....	97
Appendix 3: Speaking Task Results .....	99
Brown's (2004) Oral Proficiency Scoring Categories .....	100
Brown's (2001) Oral Proficiency Scoring Subcategories .....	101
Speaking Task Results on the First and Seventh Meeting .....	102
Students' Improvements on Grammar, Vocabulary, Comprehension, Fluency, and Pronunciation: Meetings 1 to 7 .....	103
Appendix 4: Rencana Pelaksanaan Pembelajaran (RPP)/Lesson Plan .....	108
RPP 1.....	108
RPP 2.....	112
RPP 3.....	117
RPP 4.....	121
RPP 5.....	124
RPP 6.....	130
RPP 7.....	134
<b>BIODATA PENULIS.....</b>	<b>141</b>

## **LIST OF TABLES**

Table 1. Speaking task results on the first and seventh meeting .....	22
Table 2. Students' grammar improvements: Meetings 1 to 7 .....	24
Table 3. Students' vocabulary improvements: Meetings 1 to 7.....	29
Table 4. Students' comprehension improvements: Meetings 1 to 7.....	34
Table 5. Students' fluency improvements: Meetings 1 to 7 .....	40
Table 6. Students' pronunciation improvements: Meetings 1 to 7.....	45

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