

# CHAPTER I

## INTRODUCTION

This chapter presents an overview of the study. It provides a description of the background of the study, the research question, the research objective, the scope of the study, the significance of the study, clarification of key terms, and the organization of the paper.

### **1.1 Background of The Study**

English serves as a primary mode of communication for both native and non-native speakers, playing a crucial role in global interactions (Rao, 2019). However, non-native English speakers, especially in English as a Foreign Language (EFL) contexts, often face limited opportunities to practice English outside the classroom. This limitation presents significant challenges compared to English as a Second Language (ESL) students, who generally have more exposure and practice opportunities (Hibatullah, 2019; Samaranayake, 2016). Recent studies indicate that many English students struggle to enhance their speaking skills, with difficulties exacerbated by a lack of confidence and fear of peer ridicule (Hibatullah, 2019; Nakhalah, 2016; Tuan & Mai, and Suban, 2021). These students often perceive English as a difficult language to master, which can lead to intimidation and anxiety about speaking in front of others.

The lack of confidence among students has been shown to hinder their verbal expression and understanding of the contextual use of English words, impacting their communication effectiveness. This issue manifests in various aspects of speaking, including fluency, pronunciation, grammar, vocabulary, and comprehension. Students may exhibit slow speech, stuttering, and difficulty in selecting appropriate words. In some cases, they might avoid responding in English altogether when addressed by the teacher, necessitating repeated instructions to fully grasp and respond to questions. Such challenges highlight the critical need for consistent practice to master English as a foreign language (Haryudin & Jamilah, 2018). Given the importance of developing speaking skills for effective global communication, there is an emerging need to create structured and directed more speaking practice.

Flipped classroom addresses this need by offering a dual-phase learning model that facilitates student engagement both inside and outside the classroom. In this model, lecturing sections are moved to homework assignments, allowing in-class time to be used for collaborative and interactive learning activities (Bergmann & Sams, 2012). This classroom structure provides a dynamic and engaging learning experience, actively involving students and fostering their participation in class discussions and activities.

Flipped classroom is particularly effective in improving students' speaking skills because it integrates learning opportunities both outside and inside the classroom. By engaging students in active learning processes, this model encourages them to practice speaking in a supportive environment, thereby improving their confidence and competence in using English. This study builds on the established benefits of flipped classroom by investigating how its integration of out-of-class and in-class activities contributes to the improvement of speaking skills among senior high school students.

## **1.2 Research Question**

Aligned with the research background, this study aims to answer the following question, "How does flipped classroom improve students' speaking skills?".

## **1.3 Research Objective**

The purpose of this study is to investigate how flipped classroom can improve students' speaking skills. This study seeks to provide insights into the effectiveness of flipped classroom in developing better speaking skills among students and to identify the specific elements of this model that contribute most significantly to these improvements.

## **1.4 Scope of The Study**

This study focuses on investigating the impact of implementing flipped classrooms on students' speaking skills, focusing on five key aspects of speaking: grammar, vocabulary, comprehension, fluency, and pronunciation. The research

used a narrative text as the discussion topic, offering contextual relevance and a wide range of themes related to students' daily lives.

### **1.5 Significances of The Study**

This study is expected to make theoretical and practical contributions to the advancement of teaching and learning methods by implementing flipped classroom to improve students' speaking skills. The theoretical contributions could significantly advance the existing literature on flipped classroom, particularly in the context of senior high school education in Indonesia. On a practical level, the findings could be a valuable resource for English teachers in senior high schools, especially at the research site. The insights gained could help in implementing effective teaching practices that inspire students and enhance teachers' skills through a variety of teaching strategies. Additionally, this paper has the potential to be a reference for future research exploring the use of flipped classroom to encourage English language learning among students.

### **1.6 Clarification of The Key Terms**

In this study, various terms are frequently employed, and their definitions are provided to enhance comprehension:

a) **Flipped Classroom**

Flipped classroom is an instructional model that integrates two-phase learning through both out-of-class and in-class activities (Bergmann & Sams, 2012). In this model, students engage in learning activities outside the classroom, such as watching instructional videos or reading materials, and then apply what they have learned through interactive learning, guided activities inside the classroom.

b) **Out-of-Class Activities**

According to Bergmann & Sams (2012), out-of-class activities in flipped classroom involve engaging with instructional content outside the classroom setting. These activities include watching pre-recorded video lectures, reading assigned texts, reviewing online resources, and completing preparatory exercises or quizzes. These tasks aim to introduce and familiarize students with

the material before they participate in more interactive and applied learning activities during in-class sessions.

c) In-class Activities

According to Bergmann & Sams (2012), in-class activities in flipped classroom involve interactive and applied learning experiences guided by the teacher. These activities include discussions, problem-solving tasks, group work, hands-on projects, and practical exercises that build on the material studied during out-of-class activities. The focus is on deepening understanding, applying knowledge, and developing skills through active engagement and collaboration within the classroom setting.

d) Speaking Skills

Speaking is regarded as a productive skill encompassing the ability to construct and convey meaning using both verbal and non-verbal cues across different situations and settings (Chaney & Burk, 1998; Nunan, 1991). In the context of this research, speaking pertains specifically to the oral proficiency of students in effectively communicating with others. This includes their ability to articulate thoughts, express ideas, engage in conversation, and convey information orally.

e) Senior high school students

Senior High school represents a stage of secondary education focused on equipping students for further academic pursuits with a particular focus (Depdiknas, 2004). For the purpose of this study, senior high school students specifically refer to twenty-one eleventh-grade students in specific majors who are in a pivotal phase of their academic and personal growth, as they strive to gain advanced knowledge and skills in readiness for higher education or join the workforce.

## 1.7. Organization of The Paper

This study is organized into five chapters, covering the following topics:

### Chapter I: Introduction

This introduction establishes the groundwork for the study, addressing the background, research question, objectives, scope, significance, clarification of key terms, and organizational structure of the paper.

### **Chapter II: Literature Review**

In this chapter, various theories relevant to the study's theme are examined. It provides a thorough review of literature concerning flipped classroom, the nature of speaking skills, and previous research related to the use of flipped classrooms in enhancing speaking proficiency.

### **Chapter III: Methodology**

The methodology chapter outlines the procedures for conducting and analyzing research on flipped classroom. It includes details on the research design, description of participants and study site, data collection methods, and data analysis approach.

### **Chapter IV: Findings and Discussion**

This chapter presents an in-depth analysis of the study's findings and facilitates discussion. It delves into the results obtained from data collection instruments such as interview transcripts, classroom observation records, and speaking task results.

### **Chapter V: Conclusions and Suggestions**

In this section, the findings and discussions from the preceding chapters are synthesized to address the research question. Additionally, suggestions are proposed for teachers, students, and researchers based on the insights gained.

## CHAPTER II

### LITERATURE REVIEW

This chapter provides an in-depth exploration of theories relevant to the research, encompassing the definition of flipped classroom, the definition of speaking, the significance of speaking, the various aspects of speaking, the challenges associated with speaking, and the previous studies related to how flipped classrooms can enhance students' speaking skills.

#### **2.1. Flipped Classroom**

Flipped classroom, also known as reversed instruction, inverted classroom, and blended learning, leverages technology to enhance learning both inside and outside the classroom (Bergmann & Sams, 2012). Flipped classroom develops a dual-phase learning process through structured in-class and out-of-class activities, that is shifting instructional content delivery to outside the classroom—often through pre-recorded lectures, readings, or online modules—and dedicating in-class time to interactive, student-centered learning activities.

Out-of-class activities are intended to prepare students for interactive learning during class time. These activities typically involve the initial delivery of instructional content, which students engage with independently before attending class. The ability to control the pace of their independent learning fosters greater independence and autonomy, allowing students to spend more time on challenging concepts and move quickly through material they find easier (Abeysekera & Dawson, 2015; Lo & Hew, 2017). As a result, students can develop independent learning that aligns with their learning preferences. Additionally, students can pause, rewind, and review lectures as needed, enabling them to approach the material in a manner that suits them (Anwar & Pratama, 2016). Furthermore, McLaughlin (2016) suggests that completing pre-class assignments can lead to increased engagement during classroom sessions and improved performance in assessments tied to learning objectives.

Engaging in out-of-class activities significantly influences students' academic performance. During in-class sessions, students can apply the knowledge gained from out-of-class sessions by participating in collaborative group work,

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problem-solving, discussions, and projects with the guidance and feedback of instructors (Huang & Hong, 2016; Öztürk & Çakıroğlu, 2021). By assigning lectures as homework, valuable class time becomes available for student-centered learning activities, such as discussions, feedback, and hands-on projects (Akçayır & Akçayır, 2018). The focus is on collaborative activities, projects, and problem-based language learning in class (Bauer-Ramazani et al., 2016). Structured in-class activities that emphasize the application of knowledge through discussions, problem-solving tasks, and collaborative projects help students internalize their understanding and develop critical thinking and speaking skills. These activities foster active engagement, allowing students to apply, analyze, and synthesize the material learned outside of class. Shifting the emphasis from passive listening to active problem-solving and collaboration enhances student involvement in the learning process (O'Flaherty & Phillips, 2015).

The combination of structured out-of-class and in-class learning in flipped classroom allows students to arrive prepared for active engagement with the learning activities. This method promotes deeper and more effective learning experiences, encouraging students to participate actively in class activities and articulate their ideas clearly during classroom interactions

## **2.2. The Nature of Speaking Skills**

To enhance the effectiveness of flipped classroom and improve students' speaking skills, it is crucial to utilize teaching methods that focus on developing oral communication skills. This involves providing a comprehensive understanding of what speaking entails, its significance in effective communication, and the various aspect that contribute to speaking skills, including grammar, vocabulary, comprehension, fluency, and pronunciation.

### **2.2.1. The Definition of Speaking**

Speaking skill refers to the ability to convey oneself verbally in a cohesive and socially acceptable manner. According to Chaney and Burk (1998) and Nunan (1991), it is a productive talent that involves producing and transmitting meaning in a variety of circumstances using both verbal and nonverbal communication.

Verbal communication encompasses the use of language to convey information through speaking or sign language. This form of communication is essential in numerous settings, including presentations, video conferences, phone calls, meetings, and one-on-one conversations (İpek, 2017, as cited in Uzun, 2020). Effective verbal communication demands not only linguistic proficiency but also the ability to organize thoughts logically and present them in a clear and engaging manner. This involves understanding the subtleties of language, such as tone, pitch, and pace, which can significantly influence the listener's perception and comprehension. Mastering these elements enables speakers to convey their messages more effectively and ensure they are well-received by their audience.

Non-verbal communication involves using body language, gestures, facial expressions, eye contact, posture, and other physical signals to convey information. Uzun (2020) notes that non-verbal communication can be both intentional, such as a deliberate gesture, and unintentional, like a spontaneous facial expression. It plays a crucial role in communication by providing additional context and meaning to verbal messages. According to Smith and Delgado (2015), non-verbal cues are essential for understanding others' thoughts and emotions, often revealing feelings that may not be directly expressed through words. Bonvillain (2019) emphasizes the significant role of non-verbal communication in conveying meaning and emotion. Non-verbal elements often complement verbal communication, enhancing the clarity and impact of the message. In many cases, non-verbal cues can even surpass verbal communication in expressing feelings and intentions, providing a richer understanding of the speaker's message.

Therefore, effective communication relies on a combination of verbal and non-verbal elements. These elements work together to enhance clarity and ensure that the intended message is accurately received and comprehended. Integrating both verbal and non-verbal cues creates a more engaging and comprehensive communication experience, fostering better understanding and interaction across different contexts.



### 2.2.1. The Significance of Speaking

Speaking is the foundation of effective communication, acting as the primary medium through which people express their thoughts, emotions, and information. It plays a crucial role in self-expression, relationship building, and participating effectively in society, influencing various aspects of life. As a form of language use, speaking is a powerful tool for self-expression, enabling people to articulate their thoughts, feelings, and identities (Akhter et al., 2020). Additionally, it is essential for forming and strengthening interpersonal bonds, allowing individuals to connect, empathize, and build trust with others. Mastering a language encompasses more than just knowledge of grammar and vocabulary; it involves developing the ability to speak clearly, coherently, and persuasively. Brown and Yule (1983) highlight that proficiency in speaking is crucial for fostering social connections and engaging with the wider world. Effective speaking skills empower individuals to participate in social activities, form friendships, and establish professional networks. Furthermore, these skills are vital for engaging in community and civic activities, allowing individuals to contribute meaningfully to society.

The frequency with which one uses a language significantly influences the development of speaking skills, as noted by Hamsia (2018). Regular use of a language enhances fluency, confidence, and the ability to communicate complex ideas clearly. Hamsia (2018) also highlights the multifaceted role of language across various domains of life. In daily interactions, effective speaking enables smooth and meaningful communication with family, friends, and colleagues. In the business world, articulate communication is essential for negotiations, presentations, and networking, directly impacting professional success and career growth. When traveling, the ability to speak a foreign language can greatly enrich experiences, foster cultural understanding, and facilitate navigation in new environments. Furthermore, in the realm of international diplomacy, proficient speaking skills are crucial for negotiating treaties, resolving conflicts, and strengthening international relations.

### 2.2.3. The Aspects of Speaking

Speaking involves several critical aspects that contribute to effective communication. According to Brown (2004), these elements include grammar, vocabulary, comprehension, fluency, and pronunciation. These components are interconnected and collectively essential for developing strong speaking skills.

#### a) Grammar

The concept of grammar encompasses the structural rules that dictate the arrangement of clauses, phrases, and words. Brown (2001) defines grammar as the set of rules governing the conventional arrangement and relationships of words within a sentence. Derewianka (1998, as cited in Emilia, 2014) further explains that grammar shapes how language creates meaning within a particular culture. Mandasari and Wahyudin (2021) describe grammar as a description of the structure of a language, detailing how linguistic units, such as words and phrases, are combined to form sentences. Thus, grammar is a fundamental pillar in understanding a language. As Brown (2004) emphasizes, a solid grasp of grammar is crucial for constructing meaningful sentences.

#### b) Vocabulary

Vocabulary refers to the words used within a particular language. Hatch and Brown (1995) define vocabulary as a collection of words in a language, including not only individual words but also phrases and word combinations that convey specific meanings. Brown (2001) emphasizes that vocabulary is not merely a list of words to be memorized; rather, lexical forms play a central role in creating contextualized and meaningful language. Contextualizing vocabulary helps students internalize and effectively use words in various contexts. Nation (2001, as cited in Alqahtani, 2015) suggests that vocabulary knowledge and language usage are closely interconnected; familiarity with vocabulary enhances language use, and conversely, engaging with language contributes to vocabulary expansion. Additionally, a rich vocabulary aids individuals in articulating their ideas clearly while speaking and in understanding others during listening (Sutrisna, 2021).

#### c) Comprehension

Comprehension involves both listening and responding effectively. To provide appropriate responses, strong listening skills are essential (Suharja, 2020). In the process of communication, speakers also need to listen, as they rely on their audience to understand and react to their messages. Vandergrift (2007) highlights that listening comprehension is a complex, active process that includes distinguishing sounds, understanding vocabulary and grammar, interpreting stress and intonation, and retaining information for further processing. Consequently, effective comprehension is demonstrated by an individual's ability to understand spoken language and formulate responses based on the information received and their prior knowledge.

d) Fluency

Fluency refers to the ability to speak without hesitation. Zhang (2009) defines oral fluency as the ability to speak quickly, accurately, and without unnecessary pauses. Similarly, Fillmore (1979) describes fluency as the capacity to speak continuously with minimal pauses and to make effective use of speaking time. Fillmore presents several criteria for assessing speaking fluency, including: 1) speaking clearly and effectively with minimal use of fillers; 2) maintaining consistency and accuracy in speech; 3) adapting speech appropriately to different settings and circumstances; and 4) generating speech for the purpose of communication. These elements emphasize the importance of clarity, accuracy, adaptability, and communicative purpose in achieving fluent speech, highlighting how these qualities contribute to effective and smooth verbal interactions.

e) Pronunciation

Pronunciation involves not only saying words correctly but also using stress, pitch, and intonation effectively to convey clear and expressive meanings. Harmer (2007) explains that pronunciation encompasses more than just the individual sounds of a language; it includes the emphasis placed on words and sentences as well as the pitch and intonation used to express feelings and meanings. Strong pronunciation skills enable listeners to easily understand the speaker. Conversely, poor pronunciation can lead to confusion and miscommunication, even if the speaker possesses advanced grammar and

vocabulary skills (Nurullayevna, 2020). The quality of pronunciation significantly impacts English proficiency, as mispronunciations can cause misunderstandings and hinder effective communication. Alzahrani and Alqurashi (2023) emphasize that poor pronunciation can adversely affect both the speaker's ability to convey their message and the listener's ability to understand it.

#### **2.2.4. The Challenges of Speaking**

Speaking, a core component of language proficiency, poses numerous challenges for learners, particularly in an EFL context. These challenges can be broadly categorized into psychological barriers and practical language usage issues.

##### **a) Psychological Barriers**

Psychological barriers significantly hinder students' ability to speak confidently and effectively in English. Hibatullah (2019) notes that international EFL students often experience anxiety and a lack of confidence, especially when learning English in non-English-speaking countries such as Indonesia. This anxiety frequently arises from the fear of making mistakes and being judged by peers, leading to a reluctance to participate in speaking activities. The fear of negative evaluation can create a vicious cycle, where anxiety causes students to avoid speaking opportunities, further limiting their practice and intensifying their anxiety.

In addition to anxiety, Nakhalah (2016) identifies shyness as a common issue among English language learners. Shy students tend to be hesitant to speak in front of others, reducing their practice opportunities and impeding their speaking development. This shyness is often exacerbated by low self-esteem and fear of negative evaluation. Furthermore, Younes and Albalawi (2016) emphasize the lasting psychological impact of past negative experiences. Students who have faced ridicule or harsh criticism in the past may develop a persistent fear of speaking, which can pose a long-term challenge to their language learning progress.

##### **b) Practical Language Usage**

Moving beyond psychological barriers, practical issues related to language usage also present significant challenges for EFL learners. Suban (2021) emphasizes the importance of interactive activities in promoting speaking skills in EFL classrooms. However, many students struggle with fluency and coherence, which are essential for effective communication. These challenges often stem from limited vocabulary and grammatical knowledge, making it difficult for students to express themselves clearly and confidently.

Additionally, Tuan and Mai (2015) point out that a lack of exposure to authentic language use significantly affects students' speaking performance. They argue that students need ample opportunities to engage with native speakers and real-life conversational contexts to develop their speaking skills. Without such exposure, students often rely on textbook language, which can sound stilted and unnatural. This lack of authentic interaction hampers their ability to develop a natural and fluent speaking style.

Furthermore, Sayuri (2016) identifies pronunciation difficulties as a practical barrier to effective speaking. Many EFL learners struggle with the sounds and intonation patterns of English, which can lead to misunderstandings and communication breakdowns. These pronunciation challenges are often compounded by the influence of learners' first languages, creating persistent difficulties in mastering the phonetic nuances of English.

## **2.5. Previous Studies**

Previous studies on flipped classroom for EFL learners have demonstrated its positive effect on language learning, particularly in enhancing students' speaking skills. This section reviews several relevant studies to highlight their findings and establish a comprehensive understanding of flipped classroom's impact.

Lestari and Sundari (2020) discovered that implementing flipped classroom significantly increased student participation in various speaking activities. This method provided students with greater learning flexibility, increased preparedness, and fostered student discussions. These findings align with the research by Fauzi and Aini (2020), who reported that flipped classroom notably improved students' English-speaking skills through diverse activities, such as watching videos,

engaging in vocabulary and sentence games, and practicing speaking drills. These interactive elements are crucial in creating a dynamic learning environment that encourages active student engagement.

Wu et al. (2017) further corroborated these benefits, demonstrating that the interactive nature of flipped classroom led to significant improvements in speaking proficiency among undergraduate students. They highlighted that an online learning community, an integral part of flipped classroom, facilitated meaningful collaboration and substantially enhanced participants' oral proficiency. This setup promoted active engagement in storytelling, dialogue collaboration, class discussions, and group presentations, thus reinforcing the practical application of language skills.

In addition to improving speaking skills, flipped classroom has also been shown to enhance other aspects of language proficiency. Mandasari and Wahyudin (2021) emphasized the positive impact of this approach on students' grammar mastery. Their study indicated that flipped classroom effectively bridged the physical gap between students and lecturers, promoted self-directed learning, and improved grammar knowledge. Students found the approach easy to implement and beneficial, highlighting its role in integrating educational practices with technological advancements.

Further evidence of flipped classroom's efficacy comes from Abdullah et al. (2019), who noted that this instructional approach provided students with more opportunities to practice the target language, thereby boosting their confidence and speaking skills. This sentiment was echoed by Zainuddin and Attaran (2016), who reported that students generally had positive perceptions of flipped classroom. The method was particularly advantageous for shy and reserved students, international students with limited English proficiency, and full-time students, as it offered greater flexibility in learning.

In summary, prior research suggests that flipped classroom is an effective educational method that enhances student engagement, learning flexibility, and language proficiency, particularly in speaking skills. However, there remains a gap in the literature regarding the challenges faced by students with limited study time, especially high school students whose schedules are tightly regulated by school

policies. Moreover, these students often lack supervised learning opportunities outside of school, which are critical for continuous improvement. This study aims to address these gaps by exploring how flipped classroom can enhance speaking skills through the active participation of senior high school students in both out-of-class and in-class activities.