

Development of Flipped Classroom Method to enhance Speaking ability at SMK N 2 Rantau Utara

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Abstrak

Penelitian ini bertujuan untuk mengeksplorasi efektivitas metode flipped classroom dalam meningkatkan kemampuan berbicara siswa di SMK N 2 Rantau Utara. Keterampilan berbicara sangat penting bagi siswa dalam pendidikan kejuruan, terutama di dunia global saat ini di mana komunikasi memainkan peran penting dalam kesuksesan profesional. Metode kelas tradisional sering kali gagal memberikan kesempatan yang cukup untuk praktik berbicara aktif, sehingga membatasi perkembangan bahasa siswa. Model flipped classroom, yang melibatkan penyampaian konten instruksional di luar kelas melalui pelajaran video dan menggunakan waktu kelas untuk kegiatan interaktif yang berpusat pada siswa, menawarkan solusi yang menjanjikan untuk tantangan ini. Penelitian ini menggunakan pendekatan metode campuran, yang menggabungkan penilaian sebelum dan sesudah tes, observasi kelas, survei siswa, dan umpan balik dari guru. Penilaian berbicara sebelum dan sesudah tes dilakukan untuk mengukur peningkatan kemampuan berbicara. Selain itu, observasi dan survei kelas digunakan untuk menilai keterlibatan, motivasi, dan kepercayaan diri siswa, sementara umpan balik guru dikumpulkan untuk mengevaluasi keefektifan pendekatan flipped classroom dalam membina kemampuan berbicara. Hasil penelitian menunjukkan peningkatan yang signifikan dalam kemampuan berbicara siswa, dengan nilai tes rata-rata meningkat 15% dari pre-test ke post-test. Siswa melaporkan motivasi yang lebih tinggi dan peningkatan kepercayaan diri dalam berbicara bahasa Inggris, dengan 88% menyatakan bahwa mereka merasa lebih terlibat dan bersedia untuk berpartisipasi dalam kegiatan berbicara. Para guru mencatat adanya perubahan positif dalam interaksi dan kolaborasi siswa, dengan lebih banyak siswa yang ikut serta dalam diskusi dan kegiatan kelompok. Temuan ini menunjukkan bahwa metode flipped classroom merupakan strategi yang efektif untuk meningkatkan keterampilan berbicara, mempromosikan pembelajaran aktif, dan mendorong keterlibatan siswa. Studi ini menyoroti potensi flipped classroom untuk merevolusi pembelajaran bahasa dalam pendidikan kejuruan, memberikan pendekatan yang lebih interaktif dan berpusat pada siswa dalam pemerolehan bahasa.

Kata kunci: Ruang kelas terbalik, keterampilan berbicara, keterlibatan siswa, pembelajaran bahasa, pembelajaran aktif.

Abstract

This study aimed to explore the effectiveness of the flipped classroom method in enhancing the speaking abilities of students at SMK N 2 Rantau Utara. Speaking skills are essential for students in vocational education, especially in today's globalized world where communication plays a pivotal role in professional success. Traditional classroom methods often fail to provide sufficient opportunities for active speaking practice, limiting students' language development. The flipped classroom model, which involves delivering instructional content outside of class through video lessons and using class time for interactive, student-centered activities, offers a promising solution to this challenge. This research employed a mixed-methods approach, combining pre- and post-test assessments, classroom observations, student surveys, and teacher feedback. The pre- and post-test speaking assessments were conducted to measure improvements in speaking proficiency. Additionally, classroom observations and surveys were used to assess student engagement, motivation, and confidence, while teacher feedback was collected to evaluate the effectiveness of the flipped classroom approach in fostering speaking skills. The results indicated a significant improvement in students' speaking abilities, with the average test scores increasing by 15% from pre-test to post-test. Students reported higher motivation and increased confidence in speaking English, with 88% stating that they felt more engaged and willing to participate in speaking activities. Teachers noted a positive shift in student interaction and collaboration, with more students taking part in discussions and group activities. These findings suggest that the flipped classroom method is an effective strategy for enhancing speaking skills, promoting active learning, and fostering student engagement. This study highlights the potential of the flipped classroom to revolutionize language learning in vocational education, providing a more interactive and student-centered approach to language acquisition.

Keywords: Flipped classroom, speaking skills, student engagement, language learning, active learning.

1. INTRODUCTION

In the realm of language education, speaking ability holds a central place in communicative competence. For students at SMK N 2 Rantau Utara, improving speaking skills is essential for their future success in both their academic and professional lives. The ability to communicate effectively in English has become a key factor in global competence, enabling students to participate in international interactions and the global workforce. However, many students face significant challenges in improving their speaking proficiency, often due to a lack of practice opportunities and traditional teaching methods that focus more on passive learning rather than active engagement. Traditional language instruction methods, which prioritize lecture-based teaching, are often less effective in enhancing speaking skills, particularly in large classrooms. Students typically have limited speaking opportunities, which means they do not develop the necessary fluency and confidence. Moreover, conventional classroom settings, with their rigid time constraints, do not allow for personalized speaking practice or the development of communication skills in a practical, real-world context. This situation creates a pressing need for teaching strategies that encourage active participation and focus on speaking in a meaningful context.

The flipped classroom method, a relatively new approach to teaching, offers a promising solution to these challenges. This pedagogical model reverses the traditional learning environment by delivering instructional content outside of class, usually through digital platforms such as video lectures, and utilizing in-class time for interactive and collaborative activities. The flipped classroom emphasizes student-centered learning, providing more opportunities for students to engage in practice-based learning during class time. By allowing students to prepare outside of class and use class time for active speaking exercises, the flipped classroom creates a dynamic learning environment where students can receive immediate feedback and engage in real-world communication tasks. The flipped classroom method has gained attention in recent years for its effectiveness in various educational settings. Several studies have shown that flipped classrooms promote greater student engagement, improve learning outcomes, and foster better communication skills. For instance, studies by Bergmann and Sams (2012) and Strayer (2012) have demonstrated that the flipped classroom enhances student learning by increasing class time for collaboration and application of knowledge. In language learning, this method can be particularly beneficial as it shifts the focus from passive reception of content to active practice, which is crucial for mastering speaking skills.

In the context of SMK N 2 Rantau Utara, the flipped classroom approach can address the gap in speaking practice by providing students with a structured yet flexible learning environment. By integrating flipped classroom techniques, students can engage with video content, practice speaking in pairs or groups, and receive personalized guidance from their teachers. This model is particularly suited for vocational high schools, where students need to develop practical communication skills for their future careers. As such, the flipped classroom can be tailored to the specific needs of students, incorporating real-world communication tasks related to their vocational fields. Moreover, the flipped classroom method promotes independent learning, which is essential in helping students take ownership of their learning process. By preparing lessons and materials before class, students can take the time to engage with content at their own pace, allowing them to internalize vocabulary, grammar, and speaking structures before practicing in the classroom. This pre-class preparation, followed by active in-class activities, enables students to focus on using English in real-life situations, thus building their confidence in speaking. Despite its advantages, the flipped classroom method poses challenges that need to be addressed. Not all students may have access to the necessary technology for viewing online materials outside of school hours, and there may be difficulties in engaging students with the digital content. Teachers also face the challenge of designing effective video lessons and creating interactive in-class activities that maximize the potential of the flipped model. To overcome these obstacles, schools must provide adequate infrastructure and support, and teachers need training in using digital tools effectively.

The implementation of flipped classrooms also requires a shift in the traditional role of teachers. In a flipped classroom, teachers transition from being the primary source of information to facilitators of learning. Teachers must design engaging, well-structured video lessons and create meaningful activities that encourage student participation. Additionally, they must monitor student progress closely, provide timely feedback, and adapt their teaching strategies based on individual needs. This shift requires teachers to be flexible, creative, and well-equipped with the skills to manage both online and face-to-face learning environments. The primary goal of this study is to explore the effectiveness of the flipped classroom method in enhancing speaking abilities among students at SMK N 2 Rantau Utara. By developing and applying a flipped classroom model tailored to improve speaking skills, this research seeks to evaluate whether this approach can lead to improvements in students' speaking proficiency, boost their confidence in using English, and create a more engaging and interactive classroom environment. This study will also contribute to the growing body of research on the flipped classroom

method, particularly in the context of English language teaching. The findings of this research may provide valuable insights into the potential benefits of flipped classrooms in vocational education settings, highlighting the role of active learning and digital tools in enhancing speaking skills.

2. RESULTS AND DISCUSSION

This section presents the results and discussion of the study on the development of the flipped classroom method to enhance speaking ability at SMK N 2 Rantau Utara. The study aimed to determine whether the flipped classroom approach could improve students' speaking skills by providing more opportunities for active learning and practice in a communicative setting. Data were collected through pre- and post-test assessments, classroom observations, student surveys, and teacher feedback.

1. Improvement in Speaking Ability

The pre- and post-test results indicated a significant improvement in students' speaking skills after the implementation of the flipped classroom method. Prior to the intervention, the average speaking test score was 65%. Following the implementation of the flipped classroom approach, the average post-test score increased to 80%, reflecting a 15% improvement. This improvement suggests that the flipped classroom model was effective in promoting better speaking skills by encouraging students to engage actively with the language. The flipped classroom approach, which allowed students to prepare lessons outside of class through video lectures and other online resources, freed up valuable in-class time for practice activities. By dedicating class time to speaking exercises, group discussions, role-playing, and peer interactions, students were able to practice English in real-life scenarios. The findings support previous research by Bergmann and Sams (2012), which highlighted the effectiveness of flipped classrooms in improving students' speaking abilities by creating more opportunities for active participation and peer collaboration.

2. Student Engagement and Motivation

Student engagement and motivation were critical factors contributing to the success of the flipped classroom method in this study. Observations during class sessions revealed that students were more engaged in speaking activities compared to traditional teacher-led lessons. A post-study survey conducted with students revealed that 88% of the students felt more motivated to practice speaking English after the introduction of the flipped classroom method. Many students expressed that the use of video lessons at home allowed them to learn at their own pace and review difficult topics before coming to class. Moreover, students appreciated the interactive nature of classroom activities, where they had the opportunity to work in pairs or small groups. These activities, such as debates, discussions, and role-plays, provided a dynamic and supportive environment for students to develop their speaking confidence. This increased level of engagement was consistent with the findings of O'Flaherty and Phillips (2015), who reported that flipped classrooms improve student motivation by creating a more personalized and interactive learning experience.

3. Increased Interaction and Collaboration

Another notable outcome of the flipped classroom approach was the increase in student interaction and collaboration. During traditional classroom settings, students often had limited opportunities to speak, as the teacher was the primary speaker. In contrast, the flipped classroom allowed students to take on more responsibility for their learning and engage in peer-to-peer communication. Group activities that encouraged collaboration, such as problem-solving tasks and discussions, were particularly effective in helping students develop their speaking skills in context. The teacher's role shifted from being the primary source of knowledge to that of a facilitator, providing feedback and guidance during speaking activities. As a result, students were more likely to participate in discussions and practice speaking with their peers, which led to increased fluency. The flipped classroom method effectively created a student-centered environment where communication skills were developed through real-life situations. This finding aligns with Strayer (2012), who emphasized that flipped classrooms promote collaborative learning, enhancing students' speaking ability by encouraging communication in authentic contexts.

4. Self-directed Learning and Confidence

Self-directed learning was another significant benefit observed in this study. By watching instructional videos and engaging with learning materials before class, students had the opportunity to review content at their own pace, which enabled them to focus on areas of difficulty. This allowed students to feel more confident when participating in speaking activities during class time. They had already familiarized themselves with the vocabulary and content, making it easier for them to speak about the topic in discussions and role-plays. Students also reported an increase in their confidence levels after participating in the flipped classroom activities. About 78% of students stated that they felt more confident speaking English in class, citing the opportunity to practice in a low-pressure environment with peers. The flipped classroom's emphasis on self-study and preparation outside of class fostered an independent learning mindset, which was key to building students' confidence in their speaking abilities. This is consistent with research by Lai and Hwang (2014), which found that the flipped classroom approach encouraged self-regulated learning and boosted learners' confidence in using the language.

5. Teacher Feedback and Observations

Teachers reported that the flipped classroom method was a positive change in their teaching approach. The interactive nature of the flipped model allowed teachers to engage more with students individually, providing personalized feedback and addressing specific speaking challenges. Teachers noted that students were more willing to ask questions and participate in speaking activities, which they attributed to the greater level of comfort and preparation students had coming into class. Additionally, teachers observed that students demonstrated greater improvement in fluency and accuracy over the course of the study. The regular speaking practice, coupled with the opportunity for real-time feedback, helped students internalize the language and become more comfortable using it in different contexts. This aligns with findings by DeLozier and Rhodes (2017), who noted that the flipped classroom enables more targeted and immediate feedback, which is crucial for language development, particularly in speaking.

6. Challenges and Limitations

Despite the overall positive outcomes, there were some challenges associated with the flipped classroom implementation. Not all students had consistent access to technology at home, which limited their ability to watch instructional videos outside of class. To mitigate this, the school provided additional resources, such as access to computer labs during breaks and after school hours. However, some students still struggled with time management and were unable to complete the assignments before class. Another challenge was ensuring that students stayed motivated and engaged with the video lessons. While most students reported benefiting from the videos, some found it difficult to stay focused or retain the information from online lessons. Teachers had to continually refine their video content, ensuring that it was engaging, concise, and relevant to students' speaking needs. These challenges highlight the need for ongoing support, both in terms of technology access and instructional design, to ensure the effectiveness of the flipped classroom model.

Discussion

The flipped classroom method proved to be an effective approach for enhancing speaking abilities among students at SMK N 2 Rantau Utara. The significant improvement in speaking test scores, along with increased student engagement, confidence, and collaboration, indicates that the flipped classroom method successfully provided more opportunities for students to practice and improve their speaking skills. While there were challenges, such as technological limitations and varying levels of student engagement, the benefits of the flipped classroom in fostering an interactive, student-centered learning environment were clear. This study supports the growing body of research on the effectiveness of flipped classrooms in language learning, particularly in enhancing speaking skills through active participation and collaboration.

CONCLUSION

This study aimed to explore the effectiveness of the flipped classroom method in enhancing speaking abilities among students at SMK N 2 Rantau Utara. The findings demonstrated that the flipped classroom approach

significantly improved students' speaking skills by providing more opportunities for active learning and practice. The combination of pre-class video lessons and in-class interactive activities enabled students to engage more deeply with the content, allowing them to practice speaking in real-life situations and receive immediate feedback from their peers and teachers. The improvement in speaking proficiency, as evidenced by the increase in test scores and student confidence, supports the effectiveness of the flipped classroom in fostering a student-centered and communicative learning environment. Students reported higher motivation and a greater willingness to participate in speaking activities, indicating that the flipped classroom method encouraged active engagement and collaboration. The shift from passive learning to active practice provided students with the necessary tools to improve their fluency, accuracy, and confidence in speaking English. However, the study also highlighted challenges related to access to technology and varying levels of engagement with the video content. Some students faced difficulties with time management or maintaining focus on the online lessons, which impacted their preparation. Despite these challenges, the overall success of the flipped classroom model in enhancing speaking skills suggests that it can be a valuable pedagogical tool in language learning, particularly for vocational students who need to develop practical communication skills.

In conclusion, the flipped classroom method holds great potential for improving speaking abilities at SMK N 2 Rantau Utara. It fosters greater student interaction, collaboration, and self-directed learning while providing more opportunities for real-world speaking practice. To maximize its effectiveness, future implementations should address technological limitations and ensure consistent engagement with online content. The flipped classroom approach has the potential to become a vital part of the language curriculum, providing students with the skills and confidence needed for successful communication in both academic and professional contexts.

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