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4th ICEL 2016

THE FOURTH INTERNATIONAL CONFERENCE ON EDUCATION AND LANGUAGE



PROCEEDINGS

**THE FOURTH INTERNATIONAL CONFERENCE
ON EDUCATION AND LANGUAGE**

4th ICEL 2016

20 -21 MAY 2016



Organized by:

Faculty of Teacher Training and Education (FKIP),

English Education Study Program of Bandar Lampung University

Zainal Abidin Pagar Alam street No.89 Labuhan Ratu, Bandar Lampung, Indonesia

Phone: +62 721 36 666 25, Fax: +62 721 701 467

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PREFACE

The activities of the International Conference are in line and very appropriate with the vision and mission of Bandar Lampung University (UBL) to promote training and education as well as research in these areas.

On behalf of the Fourth International Conference of Education and Language (4th ICEL 2016) organizing committee, we are very pleased with the very good responses especially from the keynote speakers and from the participants. It is noteworthy to point out that about 80 technical papers were received for this conference

The participants of the conference come from many well known universities, among others: International Islamic University Malaysia (IIUM), Malaysia, Hongkong Polytechnic University, Hongkong, Shanghai Jiao Tong University (SJTU), China, Shinawatra Univesity, Thailand, University of Texas, Austin, USA, University Phitsanulok Thailand, STIBA Bumigora Mataram, Universitas Ahmad Dahlan, STKIP-PGRI Lubuklinggau, Indonesia University of Education (UPI), Universitas Sanata Dharma, State Islamic College (STAIN) of Jurai Siwo Metro Lampung, State University of Sultan Ageng Tirtayasa and Universitas Lampung.

I would like to express my deepest gratitude to the International Advisory Board members, sponsors and also to all keynote speakers and all participants. I am also grateful to all organizing committee and all of the reviewers who contribute to the high standard of the conference. Also I would like to express my deepest gratitude to the Rector of Bandar Lampung University (UBL) who gives us endless support to these activities, so that the conference can be administrated on time.

Bandar Lampung, 20 May 2016

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THE IMPLEMENTATION OF FLIPPED CLASSROOM BY USING SCHOOLGY IN SPEAKING II CLASS OF ENGLISH EDUCATION STUDY PROGRAM OF TEACHER TRAINING AND EDUCATION FACULTY OF BANDAR LAMPUNG UNIVERSITY

A) David Ginola¹ and B) Dameria Magdalena S.^{1*}

¹Faculty of Teacher Training and Education, UBL, Indonesia

*Corresponding email: dameria.magdalena@ubl.ac.id

Abstract

This research aimed at implementing flipped classroom method by using Schoology in speaking class. The participants of this research are the second semester of English Education Study Program in UBL who took speaking II class. The instruments are the observation and questionnaire. So the data of the research are gathered by doing the observation and giving questionnaire about opinion about both session (online and offline) which are made based on the observation data to the students. Result of the research showed that the students became more active, and also their achievement is better after experiencing in both sessions.

Keywords: blended learning, flipped classroom, speaking skill, students' achievement, students' activeness

1. INTRODUCTION

In Indonesia, learning system in almost all schools or colleges still provides one way in delivering the materials which is called Teaching Centered Learning (TCL). It only makes the students become passive, because they get the material only from the teacher, so their creativity will not improve. In TCL model, the teachers do teaching learning process in form of lecturing, in which the students get the materials, and comprehend it by taking the note if they need it. King (1993) as cited in Hamdan, McKnight, McKnight & Arfstrom (2013:5) defined that in traditional teacher-centered model; the teacher is the main information sources that the students have, and everything comes from the teacher in the class. This model only gives one-way information, because the goal which wants to be reached is the teacher can teach well. So, it becomes only transferring the knowledge. Indonesia needs to change this learning system into the system which is called Student Centered Learning (SCL). In this learning, the students are demanded to be more active in doing the tasks and in discussing it with the teacher as their facilitator. This will encourage the teachers to develop and adjust the materials with the development of technology and science which has so many ways to get the learning information source, improve the new teaching method to support the effort of expected competence. Another thing is that the students do not only study in formal way, but also they can study from various sources. So, the teacher is not only the learning source materials but he or she becomes "the learning partner" for the students.

Based on the fact above, the researcher concerns in English lesson, the goal of English language teaching in Indonesia is the enhancement of students' ability in both written and spoken aspect, but when the process is on the way, the fact appears that the teaching learning process is not able to accomplish the objective. Like in speaking lesson, we all know that the students' ability in speaking is very important, because it will allow us to deliver our inspiration and aspiration to everybody orally. If we don't address English continuously to your classmates, English teachers, or the teachers who can speak English well, the ability of our speaking will be hard to be explored. The principles of learning speaking according to Ur (1981) as cited in Anh (2015:2) stated "To make sure the teaching takes place in an intended way, it is critical to create a high level of motivation." It means that the teacher should be more concerned in preparing the students to communicate, while motivation existed because of hard attempt and big feeling of wanting to accomplish the mission of the learning, and positive manner in learning process.

Considering the fact that speaking is very important as a tool for communicating internationally. The teaching learning system for speaking must be well-prepared and seriously executed, especially in developing students' communication proficiency. Nonetheless, the reality is the students; even the teachers feel that speaking is a hard lesson. In the class, English teachers generally use old-fashioned method; they teach English as same as what is in textbook. The teachers are not able to understand the method which can excel the students' critical and creative thinking ability. So, the students will depend on the teachers' knowledge, and they are not able to find any

sources from other places which are supposed to enhance their knowledge for this skill. For that reason, one of the methods suggested by the researcher to create enjoyable teaching learning process is flipped classroom method. According to Hamdan, McKnight, McKnight & Arfstrom (2013:4) flipped classroom is the reverse action of the traditional classroom. In the flipped classroom, the technology sources become the replacement of the teacher in the class, because the students will listen, watch, or read the material from the teacher at home, this method can be done individually or in groups. We will see the students' ways to learn the material with their own devices which maybe is more sophisticated than the schools' owned. They can understand the material repeatedly at home which can give benefit for the students who are categorized as the slow learners, and also it will free the time which is usually used for discussing the material. In this way, the teacher is more like the facilitator instead of a preacher. As the result, the students can construct the knowledge from any students centered activity which is believed by the constructivism that people can learn through experiencing. The important things in this method are the model that is used is student-centered, it means every student in the class has an obligation to comprehend the material or the basic understanding of the material, so he or she can fully involve in the class. Next, it can raise the student-teacher interaction in the class, because the teacher is not replaced by the online one. The teacher can build the need to personalize, know the students better, and can arrange the instruction well.

The researcher would like to apply a system which can support the purpose flipped classroom, it is called Schoology. Schoology is a website which connects social network and Learning Management System (LMS) or Virtual Learning Environment (VLE) which means we can interact socially while learning the material. This application is used as the media for online class; the teacher can publish the material here and discuss it with the students. There are so many features that can be used by the teacher to support the class, such as discussion forum, questions, assignments, attendance, grading system, and also teacher can upload the pictures or videos as the additional material for students in online class. It is a simple media to be used by all of the teachers, because this website is friendly-user, no complicated instructions which usually become the obstacles for teachers in transforming their process in the class. Departing from this, the researcher is interested to have a research entitled "The Implementation of Flipped Classroom by using Schoology in Speaking II Class of English Education Study Program of Teacher Training and Education Faculty of Bandar Lampung University".

1.1 Problem Identification

The reasons of doing this research in this topic are formulated in form of questions. The questions are defined as follow:

- 1) How is the students' activeness in learning speaking skill through flipped classroom method by using Schoology?
- 2) How is the students' achievement in learning speaking skill through flipped classroom method by using Schoology?

1.2 Research Objectives

Based on the problems above, the objectives which want to be reached by the researcher are to know the influence of flipped classroom method in learning speaking skill to the students' activeness and achievements.

2. RELATED LITERATURE

2.1 The Concept of Classroom Management

Classroom management is divided into two words; class is in terms of classroom, and management. According to Munawaroh (2012:2-3), the term of class is not only a room of students for teaching learning process that is bordered by the wall, unless the teaching learning process is identical with the meeting in the class only. The word class here explains the contact between teacher and student with many varies of aspect - physical, psychology, family background, and gifts - because the learning process can happen outside classroom, like laboratory, other historical places, etc. While the term management is the process of integrating and coordinating all the available sources, including humans as well as other sources that are prepared for reaching the objectives. So, if we combine these two words, classroom management is the process of integrating and coordinating all the available sources in the classroom in order to reach the objectives that is set by the teacher before and create the good atmosphere in the class that later encourages the students to study more seriously.

A teacher or educator must be able to master many factors that influence motivation, achievements, students' behavior, physical environment in the class, emotion of the students, and the communication quality of the teacher and the students that later can maximize or obstruct the maximum result of teaching learning process. The teacher is responsible to many backgrounds of the students, from the economy, ethnics, religions or languages, even students' handicap. All of that do not cause educational problem directly, nevertheless the students will get negative and meaningless experience if the teacher is not responsive to their needs and their ability, or be able to use the suitable and effective teaching and learning method and be adapted based on the individual there. That is

why classroom management is needed to be mastered by the teacher or educator. It is in a line with the statement from Jones (1996) as cited in Emmer and Stough (2001:104) statement, in which he stressed on the function of classroom management, one of them is the method which instructs the teacher to optimize the learning process by being aware of the students' academic requires in the class.

2.2 The Concept of Constructivism

Jia (2010:198) stated that constructivism actually is a basic theory of how the students learn, it can be said that the students will construct the knowledge by their own through experiencing which is called Active Learner. It means that this theory will change the students from the passive addressee of information become the active participant in getting the knowledge. Knowledge is not only a set of facts, concepts, or principles which are ready to be taken and remembered. It is same as what von Glasersfeld (1989) as cited in Kim, J.S., (2005:7) stated "Knowledge is not attained but constructed." Teacher should facilitate the students by providing the relevant knowledge for the students, and giving the chance for the students to find their own ideas or concepts of that knowledge. Then, the teacher can teach to the students to know and realize that they must use their own strategy in learning process, the teacher provides the ladder for the students to get the higher comprehension, and they must climb it by themselves.

There are three basic differences between constructivist teaching and other teaching as stated in Kim, J.S. (2005:9). First, learning is a process of constructing the knowledge actively rather than acquiring the knowledge. It is line with what we often called student-centered learning. In student-centered learning, teacher will be the learning partner, not the main source of information, with helping them in find the meaning by their own, rather than teaching and authorizing the class. Second, teaching is supposed to help the learner in constructing the understanding rather than just delivering the knowledge to the students. Many teachers are just delivering the knowledge without any efforts to guarantee students' understanding, if we still continue this in the future; the function of the teacher is the same as a flash disk which is only transferring the data to the computer. With constructivist teaching, the teacher will encourage the students to construct their understanding, so that they can fully comprehend the material with their own way. Third, teaching is a concept of learning-teaching, not a concept of teaching-learning. It means the students who are learning the material become the main precedence in teaching process; the students who will comprehend the material become the core of learning itself. The teacher is just a trigger in helping the students to light up their mind in the process.

2.3 The Concept of Flipped Classroom

Based on Halili and Zainuddin (2015:28), the root of flipped classroom has actually created since one century ago. It began with the invention of printing press in thirteen century until the World Wide Web (WWW) in twentieth century. Then in 2001, Massachusetts Institution of Technology (MIT) started the project which is called Open Course Ware or Open Educational Resources (OER) and gave the resources such as text books and videos. This kind of project is the prototype of flipped learning in some years later. 5 years later, the alumnus from MIT, Salman Khan who was born in Louisiana resumed the project of OER, and Khan Academy is founded by him with providing more than 3200 videos from many studies and freely access via online which are already watched for more than a hundred million times.

In 2007, there are two chemists teacher taught at Woodland Park High School in Colorado; they are Jonathan Bergman from Denver and Aaron Sams from Southern California. They had problems in teaching there; the school located in a rural area which is difficult for the students attended the class, because they have other activities. They also must spend a lot of time to go to the school by using the buses. So, Sams had an idea to solve this problem, he and Bergman recorded their own teaching video and posted it online for the students who couldn't attend the class due to many factors. This method was liked by the students, for the absent students, they were able to learn what they can't get when they were absent. For the students who could attend the class, they were able to re-watch the video as the review before the exam. The result is all of the students got the benefits from this kind of activity. Based from this thought, they prerecorded all of the teaching process, and then asked the students to watch the material as their homework, and the class time is used to comprehend the concept of the material in the video. (retrieved from <http://www.ascd.org/publications/books/112060/chapters/Our-Story@-Creating-The-Flipped-Classroom.aspx>). Firstly it is called Pre-Vodcasting model, then Reverse Instruction, and in 2010, the term Flipped Classroom is introduced by Karl Fink in a blog. (retrieved from <http://flippedclass.com/the-history-of-the-flipped-class/>) Milman (2012) as cited in Halili and Zainuddin (2015:30) stated that it is the new method which can be applied in many educational institutions and for many teachers or lectures, but it depends on learners, resources, and the time availability.

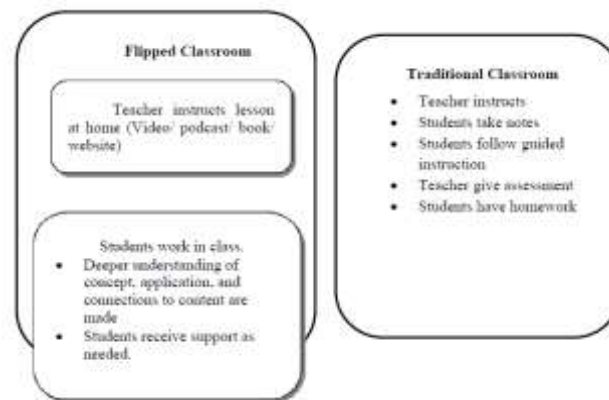


Figure 1. Comparison between Flipped Classroom and Traditional Classroom Nichols (2012) as cited in Halili and Zainuddin (2015:31)

2.4 The Concept of Speaking

Based on Egan (1999) as cited in Kosar and Bedir (2014:13) from all of the four major skills in English, speaking is considered the most important skill in English, especially for the countries which made English as their second or foreign language. Ur (1996) as cited in Khamkhien (2010:184) stated that “speaking included all other skills of knowing that language.” It means that speaking can influence other skills, such as writing, reading, and listening. Without mastering this skill, we cannot communicate with other people in other places which used English as their language; we will be left behind with the people who can speak English well. It is strengthened by Richards and Renandya (2002) as cited in Widiati and Cahyono (2006:269) that many English learners all over the world learned this language in order to improve their English speaking ability in communicating with others. From that explanation, it can be concluded that speaking as part of communication cannot be separated from human life.

In context of language learning, especially in English as Foreign Language (EFL) countries; it is a must for them to master the speaking skill which has complex activities to be concerned in teaching English. As stated by Al-Sibai (2004) as cited in Al Hosni (2014:22) that all of us are in the era of English speaking fluently is an obligatory, especially for them who want to get higher level in many fields. The heart of teaching speaking is the improvement of the students’ verbal production. So, Haozhang (1997) as cited in Al Hosni (2014:22) suggested that the classroom activity especially in language learning should maximize the individual ability in using the language. In the end, the students’ ability in speaking can be in the maximum point, because the statement from Scrivener (2005) as cited in Al Hosni (2014:23) is the useless thing will happen if you have mastered many languages, but you do not know how to perform it to others.

3. METHOD

3.1 Participant

This research is a qualitative research, conducted by applying observation and questionnaire sheet. The research was conducted by involving 26 students – Four are boys, and twenty two are girls. They were second-semester students of English Education Study Program who took Speaking II subject which was compulsory subject to be taken by the students in enhancing their ability of this skill. They had a wide range of English proficiency, from very basic to intermediate, and they have been learning English for about 12 years, from Elementary School until Senior High School, and also from English Courses. However, most of them are still shy to speak in front of the class; they tend to be passive in speaking English, and find some new vocabularies by using dictionary and some translators programs.

3.2 Teaching Procedure

In the English speaking instruction, the LMS social networking site, Schoology operates as a teaching/learning platform outside the conventional classroom. This platform recorded all the processes, from the materials, discussions, questions, and also the assignments. They can also share their answers to others, and they can do classmates-checking to their classmates answer. One student would be checked by other ten students for their answers. This online class was held twice a week (Wednesday and Friday) at 7 – 9 pm. The materials of this class are based on the real life of the students which have the purpose to make them more enjoy in doing the class, and easier to understand the class, such as idol, love, and dream vacation. In the end of meeting 2 of online class, there was an assignment which must be done in the offline class. The activity was about presenting something in front of the class; it is individual and group performance, and the other students would give comment about the presentation which was held once a week (Tuesday) as it has been scheduled by the university from the beginning of the semester. In the end of the offline class, the teacher provided a video which

would appear in the next online class, the purpose is to make the students had a better preparation before the online class.

3.3 Data collection instruments

The observation and questionnaire were to evaluate the students' activeness and achievement toward flipped classroom method in speaking class. The observation data was gathered from both online and offline classes from the beginning until the end of April 2016 which became the baseline in making the questionnaire for the students. The researcher had some indicators in observing both classes, they are:

Table 1. The Indicators

Activeness	Achievement
Students' problem solving in the learning process.	Students' confidence in the learning process.
Students' awareness of asking and realizing the mistakes.	Students' interest in the learning process.
Students' effort to find the source in solving the problems.	Students' improvement in speaking skill.
Students' ability in appreciating the works.	
Students' attitude in the learning process.	

The questionnaire contained 16 five-point Likert format + 1 description question in the with number (5) is Strongly Agree (SA), number (4) is Agree (A), number (3) is Neutral (N), number (2) is Disagree (D), and number (1) is Strongly Disagree. It was distributed to evaluate the both online and offline of speaking class. This instrument was developed by the researcher based on the result of the observation in both classes, and also I adapted from some journals that became my guideline in doing the observation. It was made in English, because this was suitable with the study program and also there is a student who is from abroad which used English as her second language. The students responded the questionnaire once, after all of the materials had already taught by the teacher. All the responses were collected online through the Google Forms website.

4. RESULT AND DISCUSSION

The researcher used a five-point Likert scale to collect participants' answer for each statement with number 1 is Strongly Disagree (SD), number 2 is Disagree (D), number 3 is Neutral (N), number 4 is Agree (A), and number 5 is Strongly Agree (SA).

In this research, the means for Likert scale items were inferred using the scale shown in table 1:

Table 2. The Interpretation of Likert mean scale as cited in Lin, Yu, Wang, Ho (2015:58)

Interpretation of Mean Score Values	
Scale	Description
1.00-1.49	Strongly Disagree
1.50-2.49	Disagree
2.50-3.49	Neutral
3.50-4.49	Agree
4.50-5.00	Strongly Agree

4.1 Research Question 1

The first research question is about how actually the flipped classroom method can influence the students' activeness in speaking class. There are five indicators that the researcher prepared to be seen in both sessions (online and offline), such as problem solving, awareness of asking and realizing the mistakes, effort to find the source in solving the problems, ability in appreciating the works, and attitude in the learning process. The result from the observation is that the method is very effective to help the students developing their activeness in the class. The first is problem solving, because the topics are familiar with them, so when they did the online class, they could express what they know there. They could answer the question from the teacher well, even though there were some grammatical mistakes, but the content is suitable with the question from the teacher. From the questionnaire, the researcher made two questions from this indicator; the mean result from 23 respondents is 4.06 which mean that the students agreed that flipped classroom method could help them in enhancing their problem solving ability.

Table 3. The Answers of Problem Solving Questions

Stu. No.	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23
1st Q	4 (A)	4 (A)	4 (A)	5 (SA)	3 (N)	5 (SA)	4 (A)	4 (A)	4 (A)	4 (A)	4 (A)	4 (A)	4 (A)	5 (SA)	3 (N)	4 (A)	4 (A)	4 (A)	4 (A)	4 (A)	4 (A)	4 (A)	4 (A)
2nd Q	4 (A)	3 (N)	4 (A)	5 (SA)	5 (SA)	4 (A)	4 (A)	4 (A)	1 (SD)	5 (SA)	4 (A)	4 (A)	5 (SA)	5 (SA)	2 (D)	5 (SA)	5 (SA)	5 (SA)	4 (A)	4 (A)	4 (A)	4 (A)	4 (A)

Second is about awareness of asking and realizing the mistakes. Students often asked about the class to others, mostly about instructions from the teacher that sometimes made they did not sure what they should did in the class, and sometimes they also asked the teacher about the assignment. So with kind of this class, the students are aware the importance of asking to others. If they did not ask in that time, how they could do the class, they will be blind of doing anything in the class, then they are aware of their own mistakes in doing the assignment. Even they asked the teacher to delete their assignment in the online class and then they wanted to repeat it, but based on the teacher's rule that they could only once in submitting the assignment, so the students could not do anything. It appeared in the first week of online class, but in the next meeting in next week, they became more careful in doing the assignment that was proved by no more students who asked to delete the assignment because of their own mistakes. From the answers of questionnaire number 3 and 4, the mean result from 23 respondents is 3.71 which mean the students agreed that they became more aware in asking the instruction and realizing the mistakes after experiencing both sessions of speaking class. There was only student number 18 who did not fill question number 4 in questionnaire.

Table 4. The Answers of Awareness Questions

Stu. No.	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23
3rd Q	4 (A)	3 (N)	4 (A)	5 (SA)	4 (A)	4 (A)	4 (A)	4 (A)	1 (SD)	4 (A)	4 (A)	4 (A)	4 (A)	4 (A)	4 (A)	4 (A)	4 (A)	4 (A)	4 (A)	4 (A)	3 (N)	4 (A)	3 (N)
4th Q	4 (A)	4 (A)	2 (D)	5 (SA)	3 (N)	4 (A)	4 (A)	4 (A)	4 (A)	5 (SA)	3 (N)	3 (N)	5 (SA)	5 (SA)	3 (N)	4 (A)	4 (A)	-	4 (A)	4 (A)	4 (A)	4 (A)	2 (D)

Third is effort to find the source in solving the problems, they had their own knowledge in their mind, but they tended to ask themselves that whether their knowledge is right or not. So, they found the information in the internet, and blended the information with their mental knowledge. Beside the assignment in the online class, for the offline class also they found the source that could help them in making the better performance in front of the class, the examples are: they used music player in singing as their idol and the video and pictures for presenting the tourism places. From the questions number 5 and 6 in questionnaire, the mean result from 23 respondents is 4.17 which mean the students agreed that they had a lot of efforts in doing the assignments from online and offline classes.

Table 5. The Answers of Effort Questions

Stu. No.	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23
5th Q	5 (SA)	3 (N)	4 (A)	5 (SA)	5 (SA)	5 (SA)	4 (A)	4 (A)	3 (N)	4 (A)	4 (A)	4 (A)	5 (SA)	5 (SA)	3 (N)	4 (A)	4 (A)	4 (A)	4 (A)	5 (SA)	4 (A)	4 (A)	5 (SA)
6th Q	5 (SA)	3 (N)	4 (A)	5 (SA)	4 (A)	4 (A)	4 (A)	4 (A)	4 (A)	4 (A)	4 (A)	4 (A)	5 (SA)	5 (SA)	3 (N)	4 (A)	4 (A)	5 (SA)	4 (A)	5 (SA)	4 (A)	4 (A)	3 (N)

Fourth is ability in appreciating the works, it could be seen in the online class and they did the checking of their classmates work, and then they gave praises to their classmates. Although there are some critics, but it was only for the improvement of their work in the future (positive critics). Also in the offline class, they praised their classmates' performance by saying 'good performance', 'good voice', etc. The result answers from number 7 and 8, the mean result from 23 respondents is 3.95 which mean they were triggered to give praise and critics to their friends through online and offline classes.

Table 6. The Answers of Appreciation Questions

Stu. No.	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23
7th Q	3 (N)	3 (N)	4 (A)	5 (SA)	4 (A)	3 (N)	4 (A)	4 (A)	4 (A)	4 (A)	4 (A)	4 (A)	5 (SA)	5 (SA)	2 (D)	4 (A)	4 (A)	4 (A)	4 (A)	4 (A)	4 (A)	4 (A)	4 (A)
8th Q	4 (A)	3 (N)	4 (A)	5 (SA)	3 (N)	4 (A)	4 (A)	4 (A)	4 (A)	3 (N)	4 (A)	4 (A)	5 (SA)	5 (SA)	3 (N)	4 (A)	4 (A)	5 (SA)	4 (A)	5 (SA)	4 (A)	4 (A)	3 (N)

The last is about their attitude in learning process, most of them were on time in attending the online class at 7 pm, but some were late mostly because of the poor signal. Below is the number of students who has attended the online classes for 6 times.

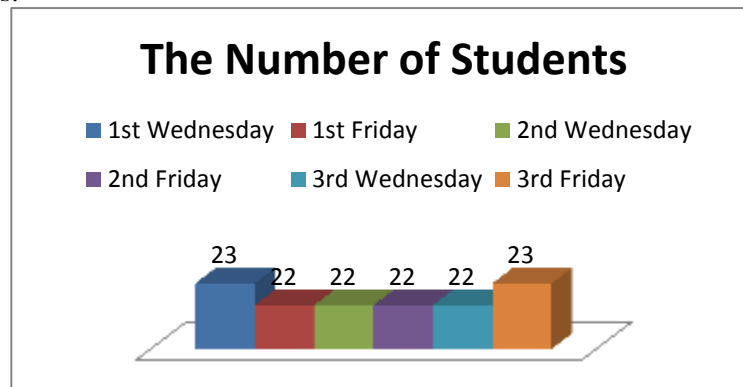


Figure 2. The Number of Students

Also their activeness can be seen in the number of posting in discussion forum when the online class, there are 1000 posting appeared in the online class. The highest number is in the last meeting of online class with the topic is about dream vacation.

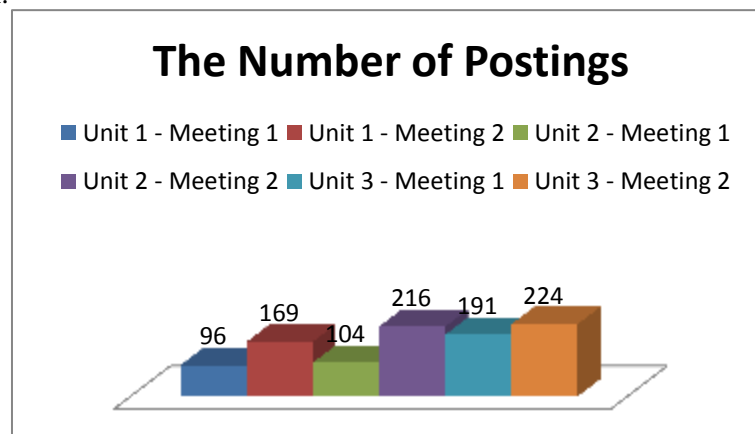


Figure 3. The Number of Postings

Based on the answer from questionnaire number 11 and 12 which are created based on this indicator, the mean result from 23 respondents is 4.95 which mean the students agreed that my attitude in the class is better when they got the new learning experience like online class via Schoology. So, it influenced also in their preparation before the offline class, they became more serious and it would affect their achievement in the end.

Table 7. The Answers of Attitude Questions

Stu. No.	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23
11th Q	4 (A)	5 (SA)	4 (A)	5 (SA)	4 (A)	4 (A)	4 (A)	4 (A)	4 (A)	3 (N)	5 (SA)	5 (SA)	5 (SA)	5 (SA)	3 (N)	4 (A)	4 (A)	4 (A)	4 (A)	3 (N)	4 (A)	4 (A)	4 (A)
12th Q	5 (SA)	3 (N)	4 (A)	5 (SA)	4 (A)	5 (SA)	4 (A)	4 (A)	4 (A)	4 (A)	4 (A)	4 (A)	5 (SA)	5 (SA)	3 (N)	5 (SA)	5 (SA)	4 (A)	4 (A)	4 (A)	4 (A)	4 (A)	5 (SA)

4.2 Research Question 2

The second research question is about how actually flipped classroom method can influence students' achievement in speaking class. There are three indicators that the researcher prepared to be seen in both sessions (online and offline), such as confidence, interest, and improvement. The result from this observation is that this method can help the students to increase their achievement in the class. The first problem is confidence; because they have experienced the new method in getting the learning material, they felt confident in joining the class and hoping to get higher score than before. Also in correcting the material, because of classmates-checking, they were pleasant if their assignment is corrected by their own classmates rather than by their own lecturer. From the questionnaire, the researcher made two questions from this indicator (number 9 and 10); the mean result from 23 respondents is 3.93 which mean the students agreed that through the new method of teaching, it can boost their

confidence in the process. So, in the end their achievement later would improve due to better confidence. There was only student number 10 who did not fill question number 9 in questionnaire.

Table 8. The Answers of Confidence Questions

Stu. No.	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23
9th Q	5 (SA)	4 (A)	4 (A)	5 (SA)	3 (N)	4 (A)	4 (A)	4 (A)	4 (A)	-	4 (A)	4 (A)	5 (SA)	5 (SA)	3 (N)	5 (SA)	4 (A)	5 (SA)	4 (A)	4 (A)	3 (N)	4 (A)	4 (A)
10th Q	3 (N)	3 (N)	3 (N)	5 (SA)	4 (A)	3 (N)	4 (A)	4 (A)	4 (A)	5 (SA)	4 (A)	4 (A)	5 (SA)	5 (SA)	2 (D)	4 (A)	4 (A)	4 (A)	4 (A)	4 (A)	4 (A)	4 (A)	4 (A)

Second, it is about students' interest, the online classes made them interested in joining the class, because they got the new learning environment and experience, so they were challenged in learning process. Next, the topics itself made them interested to fully involve in the online class, like I have stated earlier that the topics closely related with their own life, so they didn't get so many problems in learning process in both online and offline classes. The answers of questionnaire number 13 and 14 showed the mean from 23 respondents is 3.95, it means that with the new learning environment, concept, and instructions; the students are interested to join the class and feel the moment inside.

Table 9. The Answers of Interest Questions

Stu. No.	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23
13th Q	4 (A)	3 (N)	3 (N)	5 (SA)	3 (N)	4 (A)	4 (A)	4 (A)	1 (SD)	4 (A)	3 (N)	3 (N)	5 (SA)	5 (SA)	4 (A)	4 (A)	5 (SA)	5 (SA)	4 (A)	4 (A)	5 (SA)	4 (A)	5 (SA)
14th Q	4 (A)	3 (N)	3 (N)	5 (SA)	4 (A)	3 (N)	4 (A)	4 (A)	1 (SD)	4 (A)	4 (A)	4 (A)	5 (SA)	5 (SA)	4 (A)	4 (A)	5 (SA)	5 (SA)	4 (A)	4 (A)	4 (A)	4 (A)	4 (A)

The last is about their improvement. The researcher didn't see from the score, but tried to see from the whole process of the learning, because we should change the paradigm from the result-oriented to process-oriented, so in the end we can see the real ability of the students. The result doesn't always reflect the whole process, departing from this; the researcher saw it from their performance in offline class. They felt that they spoke more than usual when they did the assignment from the online classes that should be done in offline classes, because they could fully prepare for the performance in the offline classes. Next, it is from their effort to improve their mistakes and skill, from all the assignment in both sessions, the researcher could see the improvements from them, like answering the questions, doing the assignment (grammar, content, spelling, and cohesion also coherence), and then performing in front of the class (fluency, content, performance, and pronunciation). Based on the answers of questionnaire number 15 and 16, the mean from 23 respondents is 4 which mean that with this kind of student-centered method, the students agreed that they felt improvement from themselves in speaking skill, and they are triggered to improve more and more in the future with this kind of teaching method.

Table 10. The Answers of Improvement Questions

Stu. No.	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23
15th Q	4 (A)	3 (N)	4 (A)	5 (SA)	4 (A)	4 (A)	4 (A)	4 (A)	1 (SD)	4 (A)	4 (A)	4 (A)	5 (SA)	5 (SA)	3 (N)	5 (SA)	4 (A)	4 (A)	4 (A)	4 (A)	4 (A)	4 (A)	3 (N)
16th Q	4 (A)	4 (A)	4 (A)	5 (SA)	4 (A)	5 (SA)	4 (A)	4 (A)	1 (SD)	4 (A)	4 (A)	4 (A)	5 (SA)	5 (SA)	3 (N)	5 (SA)	4 (A)	4 (A)	4 (A)	5 (SA)	4 (A)	4 (A)	4 (A)

5. CONCLUSION

This research revealed whether or not flipped classroom method can influence students' activeness and achievement in the class, especially in speaking class. 9 The result showed that from all the observation based from 8 indicators, flipped classroom can help them in developing their activeness and also achievement in the class. Also the result from 17 questions in questionnaire showed that the final mean of the result is 4; it means that the students agreed that the method which becomes the new trend in teaching world is effective in improving their skills and also building their bravery to be more active. It is strengthened by the responses from students in the questionnaire as the 17th question. Almost all of them gave positive responses; if the researcher concluded the answers, the result is that the class is interesting, useful, helpful, and enjoyable.

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Bandar Lampung University
Zainal Abidin Pagar Alam Street No. 26 Labuhan Ratu
Bandar Lampung, Indonesia | www.ubl.ac.id | Phone +62 721 773 847

