



Teaching Speaking by Applying Flipped Learning Model in ELT Class: A Best Practice

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Abstract

The advancement of communication and information technologies had provided a flexible learning environment. In addition, the 21st century teachers were expected to be able to integrate technology into their teaching and learning process. One of the learning models that could facilitate this integration was the flipped learning model. However, it was considered as a new learning model in Indonesian context, where there were not many teachers applied this learning model into their teaching and learning process. Additionally, there was few research conducted on the implementation this learning model in teaching speaking. For this purpose, this paper aimed to provide a best practice of the implementation of the flipped learning in the teaching of speaking. The implementation of the flipped learning was applied to the EFL learners who are in the beginner level. One of the materials taken to be taught with the purpose of improving the learners' speaking to specifically talk by using present perfect tense. Finally, this paper illustrated how those implementations are applied to the teaching and learning process.

Keywords: *Flipped Learning Model, Speaking, ELT*

1. Introduction

The advancement of technology has led the eases in many aspects of life including in education. The teachers and the students could get many advantages from the advancement of the technology where it gives the flexibility for the teachers and the students to meet not only in the classroom but also outside the classroom through online meeting by using application. As it was stated by (Soliman, 2016), with the increase of communication and information technologies, those situations help the teachers to create an active teaching and learning process. One of the models that gain lot of attention from most English teachers around the world now is the flipped learning model. The flipped learning model is a teaching model where the activities that are normally done in the classroom is moved to be done out of the classroom (Nouri, 2016). Therefore, it can be one of recommended teaching models to be applied in EFL classroom since the students would get more chances to be active in classroom rather than listening to the teachers' lecture. This model encourages the teachers to share the materials that are going to be discussed to the students before they enter the classroom, it can be in the form of literature to be read or video through the application such as messaging application or google classroom. By having that procedure, the students are expected to be more active during the teaching and learning process in the classroom.

Some researchers have researched and applied this model in EFL classroom to focus on the effectiveness of this model. Based on the research results, it showed positive effects on applying this model in EFL classroom. It gives positive impression to the students towards the courses (Serif, 2022). Another research conducted by (Nouri, 2016), it revealed that the

flipped learning model has been applied in the higher educational setting and it helps the students to engage more in the classroom, improve their problem-solving skill, and build the collaboration among the teacher-students and students-students. Thus, this flipped learning model can be one of the models than could be applied in teaching English as a foreign language.

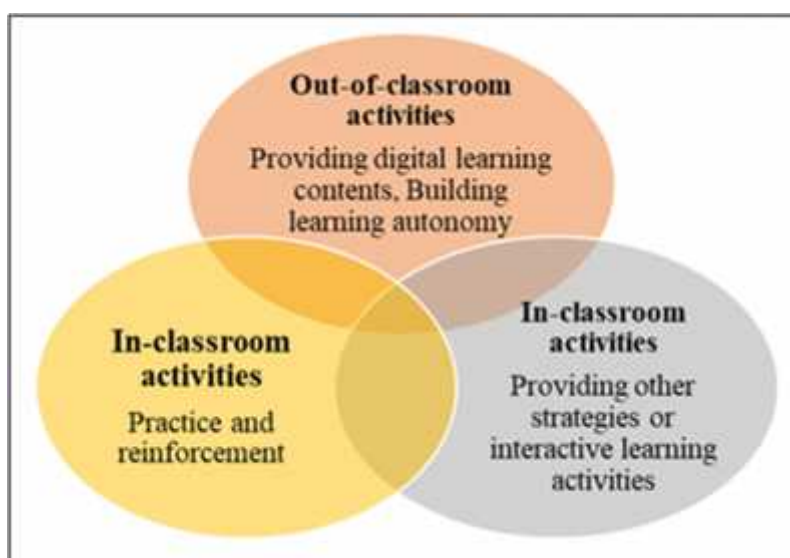
The implementation of flipped learning model in Indonesia could be considered as a new method of teaching English. However, many studies found it good to be implemented in term of providing the students with an active learning. As it stated by (Canaleta et al., 2014), that an active learning is important to support learning process of the students. In addition, involving the students actively into the learning process would make them get deeper understanding about what they are learning. Therefore, the implementation of flipped learning is taken to be a good teaching model to try by the teachers. However, as what it was stated this flipped learning morning could be said as a new model in Indonesian context (Afrilyasanti et al., 2017). Although, this flipped model has gained its popularity since 2012 among EFL teachers around the world, not many Indonesian EFL teachers have implemented this model and integrate the technology to enlarge their teaching and learning environment as what it was experienced and observed that in some senior high schools in Riau Province, Indonesia, the English teachers were not familiar yet with this learning model.

Research on flipped learning conducted by Rida et al. (2016) showed that there was a significant difference on the students' score of pre and post-test. In short, the flipped learning model has a positive impact on the teaching of writing. However, there is not many literatures on the use of flipped learning on teaching speaking. In addition, based on my teaching experience on implementing this model, the students showed positive attitudes toward its implementation that was seen from their active involvement during the speaking in-class activities. Therefore, it is crucial to review about this flipped model to provide more literature on the advantages of flipped learning model in general teaching and specifically in teaching speaking, elements included in the implementation of teaching speaking by using flipped learning, and the recommendation procedures of the implementation of flipped learning model.

2. Elements on The Implementation of Flipped Learning Model

Like other models or approaches, there are some elements that are needed to be known before applying the flipped learning model into the teaching and learning process. In addition, there are five elements of the implementation of flipped learning model according to Becker, (2013) and Davies et al., (2013) which are 1) the learners are active during the learning process; 2) technology facilitates the learning process; 3) the learners learn the material through online before entering the actual class; 4) the happening issue is assigned to the learners to be learned; 5) the classroom activities are focused for the discussion and other communicative interactions among the learners and guided by the instructor. Therefore, as the part of effort in creating interactive learning environment, the implementation of flipped learning model would require the teachers to be up-to-date with the hot issue and have a good technology literacy. By knowing the hot issues that would be interesting for the students is one of the important elements that should be considered by the teachers, on the other hands, owning digital or technology literacy is highly recommended to the teachers in the 21st century like nowadays.

Other points on the implementation of flipped learning model were presented by Bishop and Verleger (2013), which Bishop and Verleger stated the flipped learning model consists of two elements; classroom activities aimed to create an interactive learning and individual online learning instruction out-of-the classroom. For creating the interactive classroom activities, the teachers are suggested to do a task-based learning or project-based learning in the form of discussion or activities that provide the opportunities for the students to use their English as a tool of communication in term of attempting to improve their speaking ability. On the other hands, for the online individual instruction conducted outside the classroom, the teachers could share the reading material or lectures videos to introduce the topic that they are going to learn in the classroom on the next day.



Gambar 1. Flipped Learning Model

Since, the flipped learning model could be considered as a new learning model in Indonesia, it is assumed that not all students are ready with this model that requires them to have a learning independency. As the result not all students would read the reading materials or watch the lectures videos that are shared by the teachers, therefore the teachers should also consider about the reading material and lectures videos they provide to the students. It is suggested that the materials given are not boring. In addition, according to Houston & Lin, (2012), the teachers could know whether the students have read the reading materials or watch the videos at home, they can give quizzes to see their understanding on the material given.

According to Demirel, (2016), there are four main pillars of flipped learning model, which are: 1) Flexible learning environment, which allows some varieties of learning models to enlarge and reduce the pushed time of lecturing in the classroom, so the students and teachers would have more time to have other activities or more real practice in their language use; 2) Learning culture, this means that the teachers-centered learning is shifted to the students-centered learning resulting the students participation is higher in the learning process. It would help them to have deeper understanding; 3) Intentional content, providing them with appropriate learning material based on what they need to maximize the learning time in the classroom to be used for other strategies, or more interaction activity; 4)

Professional educators, there is a mistaken that some people might think that by flipping the class, the role of teacher would be dismissed. In fact, that the teachers are still the main component of teaching where she/he would be the one who decides the materials, creates, or adapts the contents, chooses the strategies, and provides the classroom activities.

3. The Advantages Of Flipped Learning In General

The idea of flipped learning model is coming from the needs of most English teachers around the world to have more interactive classroom activity with the learners. It is a growing trend in education that changes the roles of teachers and students to provide a pre-topic to be learned before the face-to-face class conducted (Bothina, 2017). Moreover, the flipped learning model allows the teachers to relate the teaching and learning process to the constructivist theory which promotes the activeness and collaboration of the learners is focused. In addition, the teachers are required to design some learning materials to be learned by the learners before they enter the actual class.

In terms of English language teaching and learning, the flipped learning model allows the learners to have wider opportunities to improve their confidence and length of practice to use their English to have more interactive classroom (Marshall & DeCapua, 2013). In addition, in the implementation of flipped learning model the teachers share the reading material or the instructional videos as the homework and the class time is benefited to do the discussion, project, experiment or doing personal coaching from the teachers to the learners (Bothina, 2017). On the other words, the flipped learning model has shifted the roles of the teachers from the main source of the knowledge to be the supervisor or guide for the learners.

The flipped learning model is one of the attractive learning models that integrates the technology into teaching and learning process. Furthermore, the acquisition of knowledge is conducted in different way which the teachers can design the learning process wider not only in the classroom but also outside the classroom. In short, the flipped learning model is an approach that requires the students to prepare themselves out of the classroom to involve into more interactive activities in the classroom (Berrett, 2012). That means that the flipped learning model would motivate the students to read or watch learning materials several or one day before the meet their teachers in the classroom. In short, there are some reasons why we should give a floor for implementing this learning model in our ELT classroom.

Other reasons or advantages from implementing this flipped learning model is cited from (Zeki Şensöz & Erdemir, 2022), some benefits of the implementation of the use of flipped learning model can be divided into eight sub-topic: learning independency, fostering language skills, the skills improvement inside the classroom, learners learning motivation, students-students interaction and students-teachers interaction, enlargement of the learning environment into the out-of-classroom, variety of materials given, and students' cognitive skill improvement. Furthermore, it is no doubt that the use of flipped learning model would bring more goods into our teaching and learning process. It is caused the students are assigned to read or watch the materials shared by the teachers before they start the learning in the classroom, so it can be assumed that at least, the students have something in their mind about what they are going to learn on that day.

4. The Advantages Of Teaching Speaking By Applying Flipped Learning Model

Speaking is a mean of communication that allows the speaker and the interlocutor to exchange meaning. Speaking is the delivery of language through the mouth (Maher & Al Nakhalah, 2016). Therefore, in term of speaking an English speaker is required to be able to convey and express her/his feeling in understandable way. In addition, the speaker would produce the language by her/himself to make the meaning transferred to the interlocutor.

In the context of teaching and learning English as a foreign language, providing the learners with a great opportunity to use their English is highly suggested (Burns & Joyce; 1997). However, within the limitation of the time and the total number of the students that are quite many in one class, sometimes those situations affect the way the teachers teach, in which not all the students could get chance to use their English for communication. In addition, some teachers focus on teaching how the students able to answer the written final examination and get a high score on it. Therefore, the flipped learning can be one of model that is worth to be implemented on the speaking class. It is because the teachers would not spend much time on explaining the material and lecturing it to the student, but the teachers would be the guide for the students instead.

By implementing the flipped learning model in enhancing the students' speaking ability, it is found the students could learn on their own pace by pausing, rewinding, or replaying the videos given by the teachers which resulting their understanding would be deeper (Chen & Hwang, 2020). Furthermore, the students would be able to engage with the learning activities provided in the classroom as well as the advanced tasks to be completed. In addition, the students' language skills could improve, because the exposure given is sufficient to support them to produce the language especially in speaking. It causes their speaking anxiety decreased while doing oral presentation or oral activities during the learning time in the classroom.

In addition, by flipping the class, the students tent to be more active during the class time. They are motivated to engage with the classroom activities since they have read or watched the material shared by the teachers. For instance, in a speaking class talking about their experience, the teachers have shared a lecture video or a video showing somebody talk about his/her experience, then the students already have a clue what they are going to talk in the class the next day and they would try to start think which experience they would share to the class. In short, the class time would not be used effectively to do more interactive activities, the chance for the students to use their English is greater.

5. Recommendation Procedures Of Teaching Speaking By Applying Flipped Learning Model

For classroom practices, the activities can be elaborated explicitly in a pedagogical implementation as shown in the following scenario:

Description : The students are going to learn how to use *Present Perfect Tense* to tell the activities that have been started in the past and still continue until now.

Objectives : The students are able to tell their experience by using *Present Perfect Tense*

Topic : Have you ever ... ?

Tabel 1. The Scenario of Learning to Speak by Using *Present Perfect Tense*

Stage	Purpose	Activities	Time
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Pre-Class Activities	Building the students' learning autonomy where they can learn by themselves with their own paces	<ol style="list-style-type: none"> 1. The teachers provide online learning materials to be watched by the students out of the classroom. 2. The students watch the videos given by the teachers and try to understand how to tell experience by using present perfect tense. 3. The students do the exercises given by the teachers in the end of the online material as a complement activity that the students have watched the materials given. 	Anytime out of the classroom.
In-Class Activities	Building an interactive classroom activity to enhance students-student and students-teacher collaboration, reinforcing the student speaking ability.	<ol style="list-style-type: none"> 1. The teachers give some questions to dig students' understanding about the material given. 2. The teachers give some time for the students to ask the material that they do not know about the material given. 3. The teachers ask the students to explain what they get from the online learning video. 4. The teachers divide the students into some groups to play a speaking activity game, namely Have you ever...? BINGO game that is taken from the internet as the authentic material. This activity allows the students to ask their classmates related to the activities that have been done by them. 5. The students tell the class what they have got from asking their classmates. 6. The students tell their own experience by using <i>present perfect tense</i>. 	

Additionally, teaching procedures and recommendation of the implementation flipped learning model could be elaborated as follows:

Pre-Class Activities:

- Sharing the lecture video: the lecture video could be made by the teachers or could be taken from YouTube Edu. However, the teachers need to consider the students' need and the video if it is taken from YouTube Edu or any source. Furthermore, the teachers also need to consider about the length of the video, it is recommended not to be long or short or in this case, the video could be 10-15 minutes length to avoid students' boredom. On the other hands, for the reading material, the teachers can provide a summary of the topic discussed in the form presentation document or power point.
- Providing a task that allows the students to put their opinion or summary on what they have watched or read to make sure that all students do the pre-class activities.

In-Class Activities:

- The class with questioning and answering session about the materials that have shared to the students. In this activity, the students can share their opinion to the class through speaking. In addition, in this stage, if the students have any question or something that makes them confused, it is the time for them to ask to the teacher.
- Show the warming up speaking activities that have been developed and ask the students to answer it
- Divide the students into group and play "have you ever...? BINGO" (example of the topic that is being discussed) game to practice
- Ask the students to retell what their classmates have/has done ask the students to retell their experience by using perfect tense

6. Conclusion

This paper has showed that flipped learning model has a bunch of advantages to be implemented in EFL context. The flipped learning model has also been used widely by English teachers around the world since it creates an interactive learning environment between the teacher-the students and the student-the student, reduces the students' anxiety in speaking, allows the teachers to do more interactive activities during the class time, and motivates the students to enjoy the learning process since the will not listen to the teacher's lecture the whole time. Therefore, there is not a reason for an English teacher to occasionally not to apply this model in their classroom, especially for us as the 21st century teachers, we are expected to be able to integrate the technology into our teaching and learning process. To respond of that challenge, the flipped learning model is the answer.

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