

## The Use of Flipped Classroom Method in Fostering Students' Speaking Ability at the University of Iqra Buru

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### Abstract

*External and internal factors have been affecting the university students to master speaking skills continuously; as a result, most of them face obstacles in communicating and expressing their ideas through spoken English. This research examines whether the flipped classroom method's use improves students' speaking ability and enhances students' engagement at the University of Iqra Buru. A true experimental pretest-posttest control group design was used in this study. A total of 82 students from two different faculties took as the samples based on the purposive sampling technique. Then they were divided into two groups, each consisting of 41 people based on a simple random sampling technique. The research instrument was a rubric of a speaking test and a questionnaire. The questionnaires validation and reliability of each item were determined in 5% of significance level (0.308), with Cronbach's Alpha (795). The data were analyzed using inferential statistics through the paired sample and independent-sample t-test. The questionnaire results were analyzed by using a Likert Scale to determine the frequency of student engagement. The use of flipped classroom method was improving students' speaking ability and enhancing students engagement in the teaching of speaking at the University of Iqra Buru. Proven by some statistical analysis, including the comparison of mean score of the post-test result was highly different ( $78.53 > 59.87$ ). The p-value was .000, with a significance level of 10.865, which means that the p-value was smaller than the t-value  $\alpha$  ( $.000 < 10.865$ ), and the frequencies, percentages, mean score, and standard deviation of the student's responses at the questionnaire.*

**Keywords:** *Flipped-classroom, Speaking ability, Students engagement.*

### INTRODUCTION

English foreign language learners at the tertiary level of education must speak spoken English fluently, accurately, effectively, and acceptably, at various formal and informal situations; however, this thing is still debatable among EFL researchers and practitioners nationally because most university students in Indonesia face obstacles in communicating and expressing their ideas through spoken English. Speaking as productive skills has always become an intricate skill to learn by the EFL learners at the English Education and English Literature Department in the University of Iqra Buru. (Tahir & Hanapi, 2017) mention that the number of students in the English Education Department at the University of Iqra Buru who cannot speak English continues to be increasing each

year. Although students have spent much of their time learning to speak, they still tend to fail in mastering it. As a result, most students could not speak English as the main requirement of higher education standard of competence.

Speculation about the appropriate teaching method has a significant role in determining students' success in mastering speaking skills are continuing to grow at the moment. Some research in the EFL field had made to strengthening those scientific arguments. (Burns, 2019) a new method of speaking is needed to facilitate students to carry out various learning activities. The involvement between teachers and students in focus-meaning dialogue can support students' mastery of EFL speaking ability (Newton & Nation, 2020). A student-centred learning environment such as group work and interactive discussions can be implemented to develop students speaking ability because it enables them to practice communicating their ideas in English consistently (Baleghizadeh & Nasrollahi Shahri, 2014). Digital storytelling in EFL education is proven to enhance students' motivation for a speaking activity (Hava, 2019).

The researchers have done much of the investigation to respond to students' problems on EFL speaking skills. (Maaliah et al., 2017) the audio-lingual method helps students to develop their speaking skills. The spying method is proven to improve students' EFL speaking abilities (Rismayanti et al., n.d.). The show and tell technique has increased students English spoken language (Bangun, 2018). WLA whole-language approach is used to enhanced students' spoken English (Yarmi, 2019). The debate method potentially develops elementary students speaking skills (Azima, 2019). The total physical response technique helps senior high school students master speaking ability (Anisah, 2019).

The advance of information and communication technology believed to become an alternative to overcome students speaking weaknesses. (Rashid et al., 2017) utilization of virtual speaking buddy application developed students' confidence in speak. English movies have many advantages to facilitate students' to practice their speaking (Parmawati, A., & Inayah, 2019). The podcast is an alternative way to enhance EFL learners' productive skills (Yoestara & Putri, 2019). Instagram application is helping students to master speaking skills (Rakhmanina & Yuneva, 2018). Vlogging is a new way to enhance speaking confidence and performance in the EFL teaching context (Maulidiyah, 2020). You-tube has facilitated students to rebuild all of their weak in speaking (Arroyyani, 2018).

External and internal factors have been affecting university students to master speaking skills continuously. Teaching methods/strategies, curriculum, material, and learning atmosphere are the determinants that influence students' performance in their speaking practice (Amalia & Husna, 2020; Riadil, 2020). In the conventional speaking class, the teaching methods and materials used only emphasize written language use, structural accuracy, and grammar to support students in spoken English (Wahyuningsih & Afandi, 2020). Furthermore, the neglected problem is the lack of opportunities to practice English because, through the presentation method, teacher talk has dominated the speaking activity process (Cahyono, 2009; Dalem, 2017; M. Shen & Chiu, 2019). Consequently, lack of ideas, confidence, and fear of wrongdoing made students become passive language learners and were usually accustomed to using their mother tongue in English-speaking activities.

The importance of mastering speaking skills at the university level has triggered scholars to conduct some prestigious research. (Prabawa, 2016) cognitive, metacognitive, and compensation strategies are widely used by tertiary students' in Indonesia. Drama

method generating students' achievement in speaking. By asking friends and families to speak in English as one of the efforts to improve speaking skills (Syahputra et al., 2016). Furthermore, (Nur, 2017) oral grammar drills, elicitation, strip story, simulation, role play, dramatization, group work, manipulative and communicative language activities, and pictures are techniques to teach speaking. Students speaking abilities have improved by using the impromptu speaking method (Lumettu & Runtuwene, 2018).

The dynamic teaching techniques by using online materials and interactive classroom activities are now needed to develop students speaking skills at the higher education level (Pakula, 2019; Rivera, 2017; Jun Wang et al., 2018; Zarrinabadi & Ebrahimi, 2019). Flipped-classroom initiates group teaching instruction directly to the individual to form a dynamic interactive learning atmosphere, so it made the lecturer's function as the transfer of knowledge turns into a facilitator through an assignment that has designed and challenging language learning activities (Ali & Säberg, 2016; Lin & Hwang, 2018; Turan & Akdag-Cimen, 2020). In the flipped classroom, students get input from their lecturer before class. The input can be literature, journals, audio recording, videos, podcasts, and audiobooks online discuss it in the meeting class.

The effectiveness of the flipped-classroom method in English language learning was inviting EFL scholars to conduct research worldwide. (Hamdani, 2019) The flipped-classroom method has been examined to develop EFL students' necessary communication skills in Ahwaz, Iran. The flipped classroom has been confirmed through a mixed-method design to strengthen Chinese students' oral proficiency skills (Jun Wang et al., 2018). Flipped-classroom mediated students to improve their EFL grammar (Liu et al., 2019; Saidah, 2019; Warden, 2016). EFL receptive skills can be developed using the flipped-classroom method (Etemadfar et al., 2020; Namaziandost et al., 2019; Suriaman & Dewi, 2019; Jingbo Wang, 2017). Students got the high motivation to learn by using the flipped-classroom method (ZUO Xin-yue, 2016).

Dozens of research responses towards student problems with speaking skills in various education levels nationally and internationally have been reported by EFL researchers and practitioners. Apart from their studies focused on the teaching method, on the other side, some of the researchers took online application as the medium of speaking; the rest of it aimed at the students' motivation in speaking class. However, there has not been any discussion regarding the flipped classroom method in improving students' speaking ability and enhancing their engagement at the university level. Moreover, scholars have pointed out that engagement is a crucial component in learning spoken English, and improving teaching methods has a great chance of promoting students' to make it happen. Therefore, this study examines whether the flipped classroom method's use improves students' speaking ability and enhances students' engagement at the University of Iqra Buru. This research addresses the two research questions below;

**RQ 1:** Does using the flipped classroom improve students' speaking skills at the University of Iqra Buru?

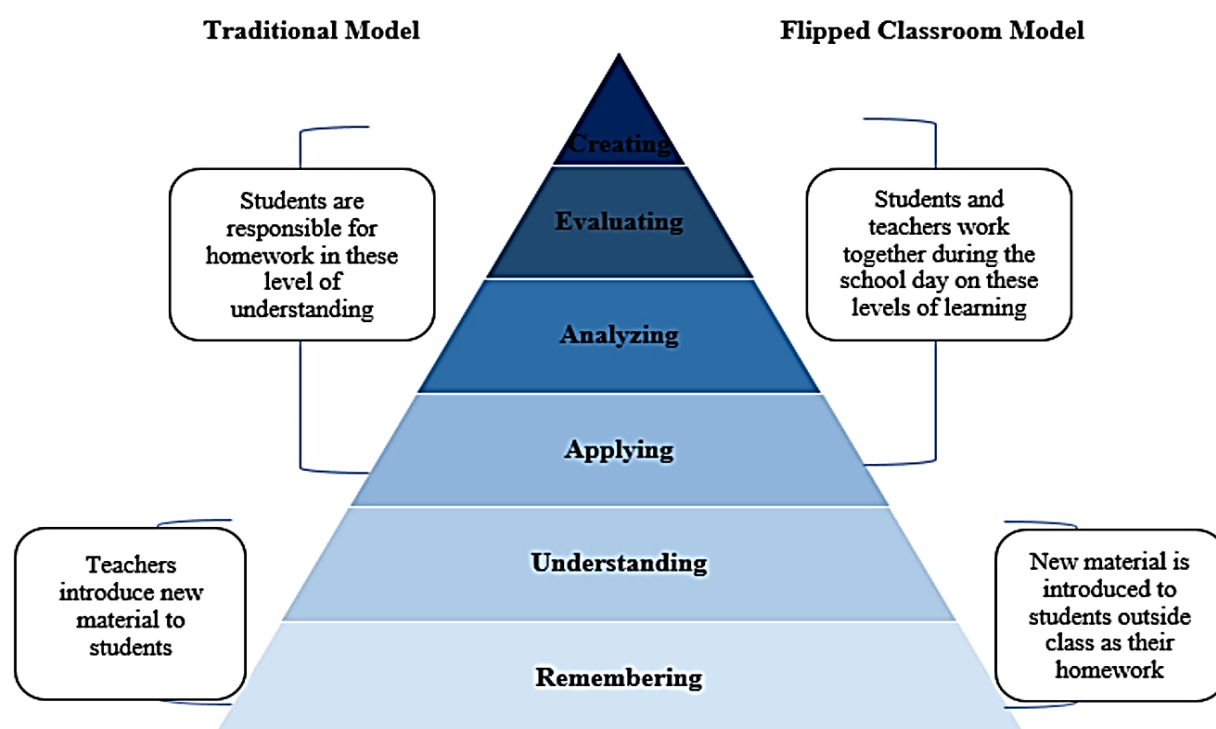
**RQ 2:** What is the impact of flipped classroom method on students engagement in the process of teaching speaking skills?

The hypothesis needs to be answered by this research, Ho: The flipped classroom method does not improve the speaking ability of students at the University of Iqra Buru, Ha: The flipped classroom method improves students' speaking ability at the University of Iqra Buru. This study aims to determine whether the flipped classroom method improves speaking skills and student engagement in flipped-classroom use. This research is expected to contribute to English teaching methods, mostly students' speaking ability at the tertiary level.

### Flipped Classroom Theory

Flipped-classroom is a teaching method based on constructivism theory that emphasizes student-centered learning to build knowledge and understanding socially. The constructivist learning environment involving four elements called situation, cooperation, conversation, and meaning construction(Martin, 2015). Therefore, this theory advocates student-centered learning under teacher guidance. As a unique teaching method, increasing student participation is the crucial concept of flipped-classroom. Flipped-classroom "class reversed" / "reversing the class" allows teaching to be more contextual and form a learner-centered learning environment. (Bergmann J., 2012) the flipped-classroom is a mixed learning strategy that flips the traditional class to encourages student involvement to activate their high-order thinking skills and be responsible for their learning. At the flipped-classroom model, teachers' task is to provide lots of unique teaching activity, and collaborative student-focused learning experiences(Farida et al., 2019; Hantla, 2014).

**Figure 1. Bloom Taxonomy Traditional vs Flipped Learning**



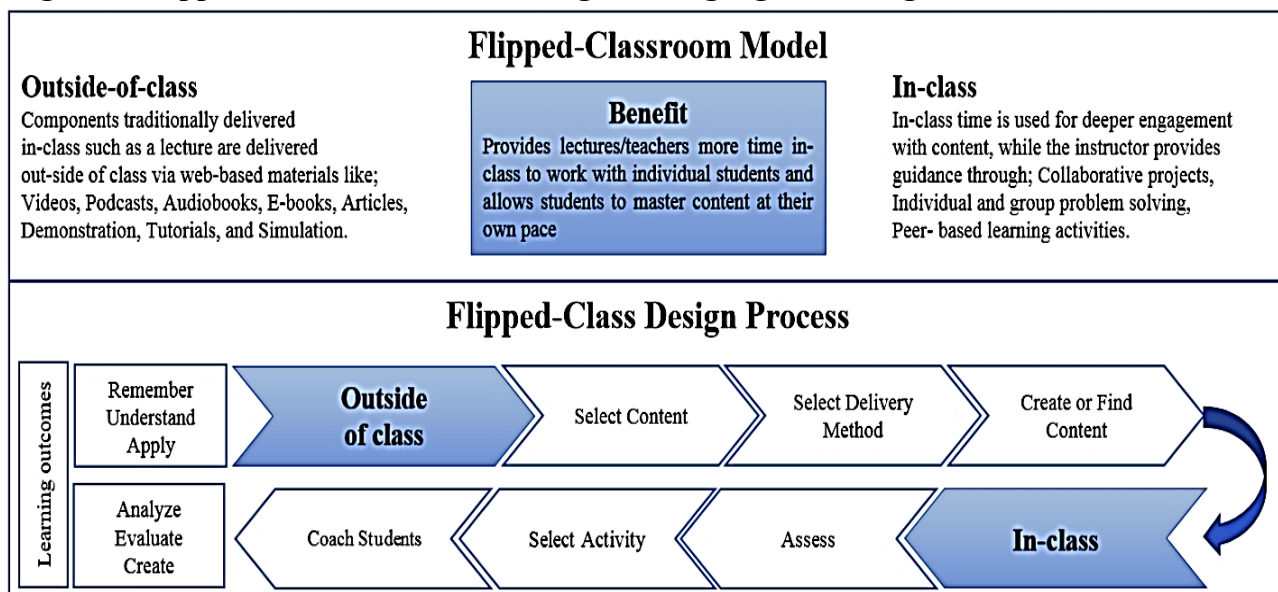
Adapted from  
(Bloom, 1956)

In traditional classrooms, teachers teach through a one-way process guided by specific teaching goals; for that reason, the teacher uses textbooks and his talk according to theories believed to be correct. In other words, everything is lying down on the teacher. On the contrary, in the flipped model, the teachers' role is to construct knowledge, facilitate and collaborate learning activities(Raths, 2014). Moreover, the teacher may have more time to communicate with everyone in the class and pay more attention to the individual(Milman, 2014). For this reason, teachers instruct their students to access video lectures, listening to podcasts, or reading e-books outside of class. By doing this way, students can discuss with other classmates via the internet and view the materials they need at any time. Therefore, flipped-classroom provides space for students to learn freely and increase their participation in every learning activity.

### Flipped Classroom on English Language Teaching

Consisting of two critical components of learning success, namely student-centred learning and autonomy, flipped-classroom is beneficial for English Language Teaching. Furthermore, EFL teachers' role in the flipped-classroom is as a facilitator, mentor, and helper who places students at the centre of the learning process to form a conducive condition characterized by interactions that stimulate enthusiasm for learning to practice the target language(Rakesh Babu & Vivekha, 2019; Zhang, 2018). In studying EFL, students should be involved in various activities to understand the target language(Du, 2018). However, the restricted time to practice became a vital problem. As a result, students may miss any opportunity to improve their language skills. New trends in the EFL teaching context have leading teachers to make students more active in the learning process.

**Figure 2. Flipped Classroom Model in English Language Teaching**





Traditional teaching carried out by most EFL teachers and educators in the classroom is now carried out at home by integrating advances in information and communication technology. The use of technology in flipped-classroom minimizes face-to-face lessons' ineffectiveness to improve student achievement compared to traditional learning. The flipped-classroom model in EFL possibly abolished teacher talk's ineffectiveness, face-to-face, and lecturing as it used to be by integrating technology into it (Y. Shen & Cheng, 2015). Language teaching instructions were presented by making recorded stories, making videos about the material. On the other hand, students can also be given target language input taken from trusted sources on the internet, and those things can be e-books, podcasts, articles, videos, and audiobooks (Yin, 2017). Students must prepare themselves by watching, listening, reading, and writing the material before entering the class meeting (Yang, 2017). As a result, it offers students better learning opportunities and an attractive learning atmosphere.

**Table 1. Flipped Learning Instruction For Speaking Class**

<b>At Home</b>	
	<ul style="list-style-type: none"> <li>▪ Watch the video, listen to podcast, listen to audiobooks, read the e-book and article to get more familiar with the speaking topics and its concepts (Any time).</li> <li>▪ Students prepare questions related to the given materials (Any time).</li> <li>▪ Lectures prepare speaking activities (Any time)</li> </ul>
<b>At Campus</b>	
Pre-Task	<ul style="list-style-type: none"> <li>▪ Introduction</li> <li>▪ Question and answer session</li> </ul>
During-task	<ul style="list-style-type: none"> <li>▪ Classroom activities</li> <li>▪ Short talk</li> <li>▪ Show and tell</li> <li>▪ Bingo</li> <li>▪ Running dictation</li> <li>▪ Survey and interviews</li> <li>▪ Discuss and debate</li> </ul>
Post-Task	<ul style="list-style-type: none"> <li>▪ Evaluation</li> <li>▪ Follow up speaking activities</li> </ul>

### Speaking Types

(Brown, 2003) mentioned that the primary category of speaking ability is divided into five categories: different characteristics and varying levels of difficulty. The first is imitative. Imitative speaking is an attempt to copy a word, phrase, or sentence. Pronunciation and grammar are the main aspects. Imitative speaking is not prioritizing communicative language competence because it is done only to obtain information, then copied orally without explaining. Students should focus on vowel sounds and intonation and practice using them to imitate them properly. The second is intensive. Intensive speaking does not emphasize pronunciation or phonological aspects but rather on

understanding meaning in response to specific tasks. The interlocutor's involvement is minimal in the speaking type intensively, such as reading aloud, completing sentences, and dialogues. In the speaking class, students can do this primary type of speaking in pairs.

The third is responsive. Responsive speaking emphasizes the seriousness and truth of the conversation. In speaking responsively, the speaker is encouraged to respond as soon as possible talks. Responsive speaking is usually done with short conversations, comments, and making simple requests. Students must be active in class. They must participate, giving comments, answer teacher questions in speaking class. The fourth is interactive. Interactive speaking is a more complex conversation because it involves a large number of interlocutors in every conversation. Moreover, the last is extensive. Extensive speaking is a high-level speaking skill that requires mature language skills because the speaker will interact with other speakers, which provides questions such as in discussion activities involving various types of conversation topics.

### **Teaching Speaking in EFL Context**

Being able to communicate their feelings and thoughts with the proper expression confidently aims to speak at the higher level of education. Students must also speak and convey opinions, arguments, questions, answers and understand a conversation coherently and logically(Poedjiastutie et al., 2018). However, as language learners, students have many speaking problems, including maintaining oral interactions based on conversation segments. The misunderstandings in communication, lack of vocabulary, and communication strategies also have colored speaking skills(Hardi & Marleni, 2020). Therefore, the lack of ideas and confidence, even fear of being wrong, make students more likely to become passive language learners.

In teaching speaking, students are getting slow in speaking, and sometimes they are writing during practice; thus, they cannot participate actively in conversations. The students spoken English sounds seem to be unnatural, deficient in grammar and pronunciation(Sholeh & Muhaji, 2015). Lecturer dominance has reduced class interaction, resulting in a lack of student involvement in practicing using the target language(Sofyan & Mahmud, 2014). Consequently, students eventually get used to using the mother tongue in their speaking practice. Students' should be allowed to practice communicating ideas and ideas using English consistently. Therefore, a teaching method is needed to facilitate students to carry out various learning activities such as group work and interactive discussions to develop students' English-speaking skills.

### **The Concept of Student Engagement**

Engagement consists of three dimensions of behaviour, emotion, and cognition. Student engagement in the learning process depends on their psychological input, especially the attention, interest, participation, and effort in the learning process(Shernoff et al., 2003). Involvement has an essential role because passive students can undoubtedly learn a language well(Kahu, 2019). Learning quality is determined by student participation in the learning process(Buck et al., 2008). Thus, teachers must offer learning activities that are more interesting and motivate students to be actively and positively involved in the learning process.

## METHOD

This research was quantitative by using a true experimental pretest-posttest control group research design. A true experimental pretest-posttest control group is the appropriate research design to determine the difference between the two groups by giving different treatments (L. R. Gay, Geoffrey E. Mills, 2012). This study has two types of variables: students' speaking ability as the dependent variable and the flipped classroom method as the independent variable. A total of 82 students from two different faculties took as the samples based on the purposive sampling technique, then they divided into two groups, each consisting of 41 people based on a simple random sampling technique. The research instrument was a rubric of a speaking test and a questionnaire. The rubric contains various speaking topics such as greeting, introducing others, describing place, asking and showing directions, expressing likes and dis-likes, approving-disapproving, asking and giving opinions, reasoning, agreeing, disagreeing, group discussion and comparing things, asking and giving advice, warning, suggesting, clarifying, requesting, encouraging persuading, complaining, and the last is debating.

**Table 2. Speaking Ability Score Criteria Adopted from (Luoma, 2010)**

Score Criteria		
E	Excellent	5 Point
VG	Very Good	4 Point
G	Good	3 Point
S	Satisfactorily	2 Point
P	Poor	1 Point

Adopted from (Luoma, 2010)

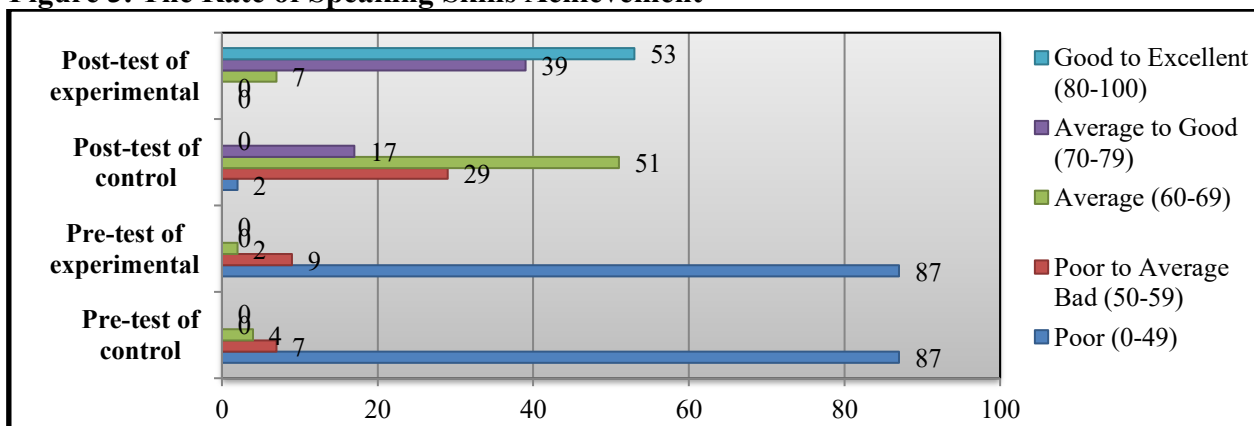
The questionnaire consists of twelve statements to explore students' engagement. The validation and reliability of the questionnaires have been done through the Pearson Correlation test before being utilized. The significance level was 5% at (0.308), with Cronbach's Alpha (795). The pre and post-test results were scored based on the ranking ratio, then analyzed using descriptive statistical tests to determine the difference between the two groups. To answer the research hypothesis and determine the difference in speaking ability between the two groups, the pre-and post-test results were analyzed using inferential statistics through the paired sample and independent-sample t-test. However, before it was done, the pre-test data from the experimental and control groups were tested using Linear Regression and One-Sample Kolmogorov Smirnov's Test to determine whether the data were normally distributed. The questionnaire's result was analyzed using a Likert Scale to determine the frequency of student engagement, and all of the quantitative analysis was conducted by using Statistical Package for Social Science (SPSS) 26 program.



## FINDINGS AND DISCUSSION

### A. Students' speaking skills

**Figure 3. The Rate of Speaking Skills Achievement**



There is no differentiation of students speaking skills achievement between two groups in the pre-test, as seen in figure 3 above. Results of the pre-test in the experimental group have classified that some 87 % of students have poor speaking skills. Some 7 % categorized poor to average bad, and 4 % of students were in the average category. Furthermore, some 87 % of students also categorized poor speaking skills achievement. 9 % of students were poor to average bad, and 2 % came to average classification. On the contrary, there are significant differences in students speaking skills achievement between two groups after receiving treatment series. Some 53 % of students have good to excellent speaking skills achievement in the experimental group, 39 % of them include average to good, and some 7 % were average. Meanwhile, 51 % of students were classified as average speaking skills in the control group, 17 % were categorized as average to good, 29 % having poor to average bad, and 2 % were still poor.

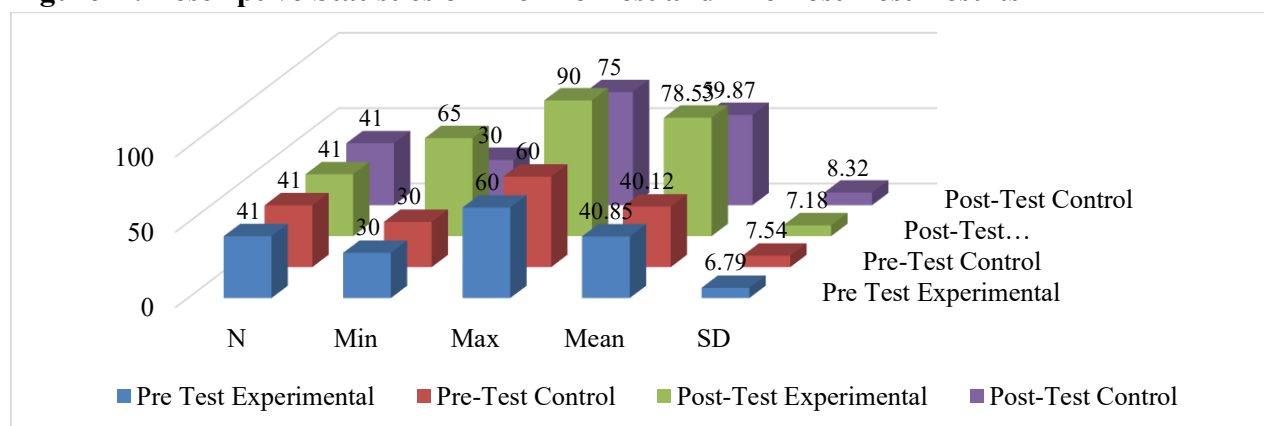
**Table 3. Descriptive Statistics of The Pre-Test and The Post-Test Results**

Session Test	Group	N	Min	Max	Mean	SD
Pre-test	Experimental	41	30.00	60.00	40.8537	6.79176
	Control	41	30.00	60.00	40.1220	7.54054
Post-test	Experimental	41	65.00	90.00	78.5366	7.18017
	Control	41	30.00	75.00	59.8780	8.32825

Table 3 has displayed the number of students, the minimum score, the maximum score, the mean score and the standard deviations between the experimental and control group in the pre-test and post-test, respectively. Forty-one students were following the pre-test in the experimental group. The minimum score was 30, and the maximum score was 60, with a mean score of 40.85 and a standard deviation of 6.79. In the control group, some forty-one students involved in the pre-test. The minimum score was 30, and the maximum score was 60, with a mean score of 40.12 and a standard deviation of 7.54. On the other, in the post-test, forty-one students following the test in the experimental group, the minimum score was 65.00, and the maximum score was 90.00, with the mean score of 78.53 and standard deviations of 7.18. Meanwhile, some forty-one students also took post-

test in the control group. The minimum score was 30.00, and the maximum score of 75.00, with a mean score of 59.87 and a standard deviation of 8.32. The comparison of the data is illustrated in figure 4 below.

**Figure 4 . Descriptive Statistics of The Pre-Test and The Post-Test Results**



**Table 4. Paired Sample *t*-Test**

Session Test	N	Sig.(2-tailed)	P-Value	df	Remarks
Pre and post-test of the experimental group	41	28.561	.000	40	Significantly improved
Pre and post-test of the control group	41	13.339	.000	40	Significantly improved

There are significant differences between pre-test and post-test results in the experimental and the control group, as demonstrated in table 4. The *p*-value of the experimental group is  $\alpha$  (.000<.005). The finding of quantitative analysis has proved that the *t*-value = 28.561 was higher than *t*-table = 2.704 ( $p=.000$ ,  $df=40$ ). Therefore, the null hypothesis ( $H_0$ ) that the flipped classroom method does not improve students' speaking ability at the University of Iqra Buru is rejected. The alternative hypothesis ( $H_a$ ) that the flipped classroom method improves students' speaking ability at the University of Iqra Buru was accepted. However, the pre-test and post-test results in the control group also show significant improvement in students speaking achievement. It is found that the *p*-value of the control group was  $\alpha$  (.000<.005), with the *t*-value = 13.339. The value was higher than *t*-table = 2.704 ( $p=.000$ ,  $df=40$ ), which indicated that the traditional teaching method had improved students' speaking skills at the University of Iqra Buru.

**Table 5. Independent Sample *t*-Test**

Session Test	N	Sig.(2-tailed)	P-Value	df	Remarks
Pre-test of the experimental and the control group	41	.462	.646	80	There are no significant differences

Post-test of the experimental and the control group	41	10.865	.000	80	There are significant differences
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Table 5 has displayed that the  $p$ -value of the pre-test in each group was .646, and the level of significance was .462, which means that the  $p$ -value is greater than the  $t$ -value  $\alpha$  (.646>.462). It is indicated that there are no significant differences in speaking ability among students in the experimental and the control group before treatment. Contrastively, based on the quantitative analysis, the post-test results of the experimental and the control group found significant differences in speaking ability among students in each group after being given different treatment series. It was proved by the  $p$ -value .000, with the level of significance of 10. 865, which means that the  $p$ -value was smaller than  $t$ -value  $\alpha$  (.000<10.865)

## B. Students Engagement

**Table 6. Frequencies, Percentages, Mean Score and Standard Deviation of Students' Engagement in Flipped Classroom in The Teaching of Speaking**

No	Items		SA	A	N	D	SD	N	Mean	SD
1.	The flipped classroom makes me more involved in learning than traditional teaching.	F	13	24	4	-	-	41	4.22	613
		%	31.7	58.5	9.8	-	-	100		
2.	The flipped classroom provides more excellent opportunities to practice speaking with my classmates.	F	11	25	2	3	-	41	4.07	787
		%	26.8	61.0	4.9	7.3	-	100		
3.	The flipped classroom improves my speaking skills.	F	9	23	9	-	-	41	4.00	671
		%	22.0	56.1	22.0	-	-	100		
4.	The flipped classroom motivates me to learn spoken English.	F	13	18	10	-	-	41	4.07	755
		%	31.7	43.9	24.4	-	-	100		
5.	The flipped classroom makes me more confident when speaking in class.	F	14	24	3	-	-	41	4.27	593
		%	34.1	58.5	7.3	-	-	100		
6.	The flipped classroom makes me more enjoyable in learning to speak.	F	10	22	5	4	-	41	3.93	877
		%	24.4	53.7	12.2	9.8	-	100		
7.	The flipped classroom encouraged me more to practice speaking.	F	7	27	4	3	-	41	3.93	755
		%	17.1	65.9	9.8	7.3	-	100		
8.	The flipped classroom makes me more focused on speaking practice.	F	12	21	7	1	-	41	4.07	755
		%	29.3	51.2	17.1	2.4	-	100		
9.		F	9	21	10	4	-	41	3.71	844

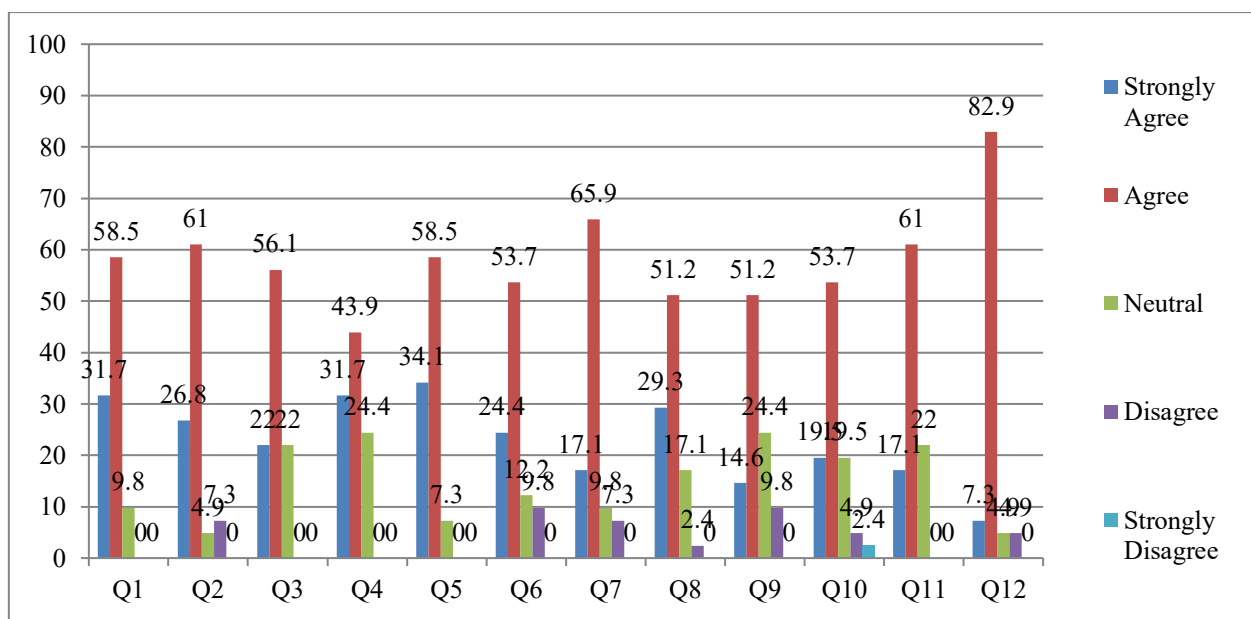
	The flipped classroom makes me interested in learning to speak English.	%	14.6	51.2	24.4	9.8	-	100		
10.	The flipped classroom made me practice more speak.	F	8	22	8	2	1	41	3.83	892
		%	19.5	53.7	19.5	4.9	2.4	100		
11.	The flipped classroom makes me happy to discuss topics with my friends.	F	7	25	9	-	-	41	3.95	631
		%	17.1	61.0	22.0	-	-	100		
12.	The flipped classroom has increased my curiosity about speaking topics.	F	3	34	2	2	-	41	3.93	565
		%	7.3	82.9	4.9	4.9	-	100		
General Mean									<b>3.99</b>	

SA: Strongly Agree, A: Agree, N: Neutral, D: Disagree, SD: Strongly Disagree

The finding has indicated that most participants have a high engagement in speaking by using flipped classroom method, as shown in table 6. The mean scores ranged between 4.27 and 3.71, followed by standard deviation 593 and 844. The highest mean score found in the fifth item of the questionnaire, the flipped classroom, makes me more confident when speaking in class, which has a 4.27 mean score and a standard deviation of 593. The second highest mean score was in the first item of the questionnaire” the flipped-classroom makes me more involved in learning than traditional teaching. This item has 4.22 mean score and 613 standard deviations. Moreover, the flipped classroom improves my speaking skills; the third item of the questionnaire has 4.00 mean score and 671 standard deviations.

There were three items of the questionnaires which have the same mean score value. The first one was item number two, “the flipped-classroom provides more excellent opportunities to practice speaking with my classmates”, proceed by item number four “the flipped-classroom motivates me to learn spoken English, and item number eight. All of the item mention had 4. 07 mean score value, but they were different in each standard deviation. Furthermore, 3.93 mean score value also existed in items number six, seven and twelve of the questionnaires. Item like “the flipped-classroom makes me happy to discuss topics with my friends has 3.95 mean score value and 631 standard deviations. However, item” the flipped-classroom made me practice more to speak” has 3.83 mean score and 892 standard deviations. The lowest mean score value was in the ninth item of the questionnaire “the flipped-classroom makes me interested in learning to speak English. This questionnaire has 3.71 mean score value and with 844 standard deviations.

**Figure 5. Percentages of Students’ Engagement in Flipped Classroom in The Teaching of Speaking**



Based on all distributed questionnaires, it was found that generally, respondents agreed if they have engagement in improving speaking skills via flipped classroom method. It is evidenced by the percentage of the students' choices, as shown in figure 5 above. Some 58.5 % of students agree with the first questionnaire, and 31.7 % of them strongly agree, and 9.8 % of them were neutral. In the second questionnaire, 61 % of students agreed, some 28 % of them strongly agreed, 4.9 %, and 7.3 % disagreed. Some 56.1 % of students agree, 22 % of them strongly agreed and chose to be neutral. In the fourth questionnaire, 43.9 % of students agreed, 31.7 % strongly agree, and 24.4 % were neutral. Furthermore, in the fifth item of the questionnaire, 58.5 % of students agree, 34.1 % strongly agree, and 7.3 % choose to neutral. Some 53.7 % of students agree, 24 % strongly agree, 12.2 % neutral, and 9.8 % disagree.

The seventh item of the questionnaire found 65.9 % of students agree, 17.1 % strongly agree, followed by 12.2 % neutral, and 9.8 % of them choose to disagree. In the eighth section of the questionnaire, 51.2 % of students choose to agree, 29.3 strongly agree, 17.1 % of them neutral, and the rest 2.4 % of them choose to disagree. In the ninth item of the questionnaire, 51.2 % of students agree, 14.6 % strongly agree, 24.4 % referred to neutral, and 9.8 % disagree. Some 53.7 % of students agree in the tenth item of the questionnaire, 19.5 % of them strongly agreed and neutral, 4.9 % disagree and followed by 2.4 % strongly disagree. The eleventh item shows that 61 % of students choose to agree, 17.1 % strongly agree, and 22.1 % referred to neutral. The last item of the questionnaire has demonstrated that 82.9 % of students agree, 7.3 % of them choose to strongly agree, and 4.9 % referred to neutral and disagree.

## CONCLUSION

The descriptive analysis results revealed a significant difference between the mean scores of the groups in the post-test ( $78.53 > 59.87$ ), indicating differences in speaking improvements between the two groups after treatment. Through paired sample *t*-test, the hypothesis testing has proved that the *t*-value = 28.561 was higher than *t*-table = 2.704 ( $p = .000$ ,  $df = 40$ ). Thus, the null hypothesis ( $H_0$ ) that the flipped classroom method does



not improve students speaking ability at the University of Iqra Buru is rejected. The alternative hypothesis ( $H_a$ ) that the flipped classroom method improves students' speaking ability at the University of Iqra Buru was accepted. The independent sample  $t$ -test displayed that the  $p$ -value of the pre-test in each group was .646, and the level of significance was .462, which means that the  $p$ -value is greater than the  $t$ -value  $\alpha$  (.646 > .462). It is indicated that there are no significant differences in speaking ability among students in the experimental and the control group before treatment.

However, the  $p$ -value .000, with a level of significance of 10.865, which means that the  $p$ -value was smaller than  $t$ -value  $\alpha$  (.000 < 10.865), which means significant differences in speaking ability among students in each group after being given different treatment series. Moreover, based on the frequencies, percentages, mean scores, and standard deviation of the student's responses in the questionnaire, students had high engagement in speaking by using flipped classroom method. Therefore, it can be concluded that the use of flipped classroom method was not only improving students' speaking ability but also enhancing students' engagement in the teaching of speaking at the University of Iqra Buru.

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