Implementation of Flipped Learning Based on Video Learning to Improve English Speaking Ability

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Abstract

The video-based learning model is an effective and enjoyable learning concept for students against laziness in learning and understanding material from writing/textbooks. The use of learning videos will make it easier to understand when delivering lecture material. This learning video was designed directly by researchers based on the material in each lecture. Learning using videos with the application of flipped learning will be very suitable and helpful for the conditions of STKIP Harapan Bima students in learning English. The aim of the research is to improve students' English speaking abilities through video-based learning in a flipped learning approach. This research is Research and Development (R & D) research by adopting the ADDIE (Analysis, Design, Development, Implementation, Evaluation) development model. The methodology used is a mix method (a combination of qualitative and quantitative methods). The instrument used in data collection was a questionnaire which was processed through a validity test. This video-based learning supports the success of the flipped classroom for the Non-English PGSD Study Program because it involves several learning characteristics (a) student-centered learning, (b) an ecosystem to generate learning motivation, and (d) contextual learning experiences.

Keywords: Flipped Learning Speaking Learning Video

Abstrak

Model pembelajaran berbasis video adalah salah satu konsep pembelajaran yang efektif dan menyenangkan bagi peserta didik terhadap kemalasan belajar dan memahami materi dari tulisan/buku teks. Penggunaan video pembelajaran akan lebih mudah dipahami dalam penyampaian materi perkuliahan. Video pembelajaran ini dirancang langsung oleh peneliti berdasarkan materi disetiap perkuliahan. Pembelajaran menggunakan video dengan penerapan flipped learning akan sangat cocok dan membantu dengan kondisi mahasiswa STKIP Harapan Bima dalam pembelajaran bahasa Inggris. Tujuan penelitian adalah meningkatkan *English speaking ability* mahasiswa melalui pembelajaran berbasis video pembelajaran dalam pendekatan *flipped learning*. Penelitian ini adalah penelitian Research and Development (R & D) dengan mengadopsi model pengembangan ADDIE (Analysis, Design, Development, Implementation, Evaluation). Metodelogi yang digunakan adalah mix method (kombinasi metode kualitatif dan kuantitatif). Instrumen yang digunakan dalam pengumpulan data adalah kusioner yang diproses melewati uji validitas. Pembelajaran berbasis video ini mendukung keberhasilan *flipped classroom* untuk Program Studi PGSD Non-Bahasa Inggris karena melibatkan beberapa karakteristik pembelajaran (a) pembelajaran yang berpusat pada siswa, (b) ekosistem untuk membangkitkan motivasi belajar, dan (d) pengalaman belajar yang kontekstual.

Kata Kunci: Flipped Learning Video Pembelajaran Speaking

INTRODUCTION

The development of learning strategies follows developments in science and technology. The application of the learning model adapts to the conditions and needs of students in the field. With every development in science, new learning methods always emerge to develop the educational process. [1] "Flipped learning is generally defined as an instructional method in which homework and input material are completed by students before the class in order to devote more in-class time to discussions, projects, and other forms of meaningful interactions".

Reading is no longer something that students enjoy. Learning using print or digital media in the form of writing has become laziness for students. This happens because everything and information will be easier and more interesting to receive through audio-visual. The same thing applies to receiving lessons, students will be more interested and have fun receiving lessons using audio-visuals such as videos compared to learning and understanding material from writing/books. This small case needs to be paid attention to by educators in the world of education in order to adjust the current conditions or needs of students in order to achieve learning indicators, especially at STKIP Harapan Bima.

Learning videos can be an effective measure against laziness in studying and understanding material from writing/books. [2] "In a flipped classroom, all learners have to prepare their lessons, read, or watch lecture videos before they come to class".

The STKIP Harapan Bima curriculum sets English language courses for 2 semesters, namely English I and English II. The duration of lecture hours is 60 minutes per course. Such a short time demands to achieve the indicator: students are able to speak and communicate using English after passing the course. The use of textbooks/electronic books is not always successful in encouraging students to have an initial understanding before starting lectures in class. Students rarely read the material provided. Some of them have difficulty understanding the meaning of the content of the material. In fact, most students do not open the files provided. As a result, students do not have an initial understanding when starting learning in class. Only a short time is spent explaining the material. So that several parts of the student activity session were not conveyed and were missed.

This problem attracted the attention of researchers to combine a learning process that only focused on the classroom with flipped learning. [3][4][5]"As for a flipped speaking course, flipped learning not only helps students improve their oral skills in English but also it enables them to be autonomous learners in order to have a deeper understanding of the course content" . The use of learning videos will make it easier to understand when delivering lecture material. [6] "The prior class preparation and instructional videos provided opportunities for students to master conversational strategies, vocabulary, pronunciation, and other communication skills to better perform in classroom activities." Apart from that, video-based learning can attract students' attention to lecture subjects and also increase student motivation. "Interactive videos have an impact on the emotional side of the learners' behavior (eg, real-life interaction, incorporating the different sounds and musical effects that can fit the emotional contents of the learning subject) and that videos can improve the attention to the

subject of the lecture in addition to the positive impact on the learners' motivation level" [7][8][9]. This learning video was designed directly by researchers based on the material in each lecture. Learning using videos with the application of flipped learning will be very suitable and helpful for the conditions of STKIP Harapan Bima students in English lessons. [10] "Flipped classroom approach is very suitable for language classes because it helps foster learner autonomy through online video lessons and class activities, creates flexible learning atmosphere and adjusts learning facilities." Therefore, the researcher draws the formulation of the problem to be studied "How is the Implementation of Flipped Learning Based on Video Learning to Improve English Speaking Ability?". This research focuses on designing English Language Learning Videos which will be implemented in the Flipped Learning model.

The aim of this research is to improve students' English speaking abilities through the application of video-based learning in a flipped learning approach. Students can easily learn lecture material through learning videos anywhere and anytime. Students can also play learning videos repeatedly to understand the content of the lecture material.

Flipped learning and learning videos have been discussed in several previous studies, including [11] A Learning Analytics Approach to Investigating Factors Affecting EFL Students' Oral Performance in a Flipped Classroom. [12]A Systematic Review on Flipped Learning in Teaching English as a Foreign or Second Language. [13] The Comparison of Mind Mapping-Based Flipped Learning Approach on Introverted and Extroverted EFL Learners' Speaking Skills (Research Paper). [14] The Effect of Flipped Classroom Approach on the Iranian High School EFL Learners' Performance. [15] The Effectiveness of Flipped Classroom Approach on Students' Achievement in English Language in Saudi Arabian Southern Border Schools. [16] Video-Based Learning: A Critical Analysis of the Research Published in 2003-2013 and Future Visions.

[17] The Impact of Flipped Learning 3.0 and Self Regulated Learning toward Eleventh

Grade Students' Speaking Performance. [18] Video-Based Learning that Supports the Success of Flipped Classroom for Non-English Faculty. This research aims to explore Video Based Learning that supports the success of flipped classrooms for Non-English Faculty. The research uses a descriptive qualitative research design with an interpretive-exploratory approach. The research began with a needs analysis from qualitative data against existing course outlines and a comprehensive literature review. After that, this research analyzed quantitative data collected from interviews with 3 samples of lecturers and questionnaires with 30 samples of students.

Based on the state of the art above, the researcher intends to outline the form of research that will be carried out as a differentiator from previous research. This research is the implementation of video-based flipped learning to improve English speaking ability. The aim of implementing video-based learning in the flipped learning approach is to improve students' English speaking skills, make it easier to understand the material presented and minimize learning time in class. This research leads to the development of an English language learning model. The development model used is ADDIE (Analysis, Design, Development, Implementation, Evaluation) with a mix method research method (a combination of qualitative and quantitative methods). The flipped learning learning model and learning videos designed will be tested for validity by several other competent lecturers until the product can be used. The output of the research is an English learning video that can be used every semester.

RESEARCH METHOD

This research is a type of Research and Development (R&D) research by adopting the ADDIE Model (Analysis, Design, Development, Implementation, and Evaluation). [19]"ADDIEmodelis one of the most common models used in the instructional design field, a guide to producing an effective design". The implementation stages of the ADDIE model can be depicted in the following diagram.
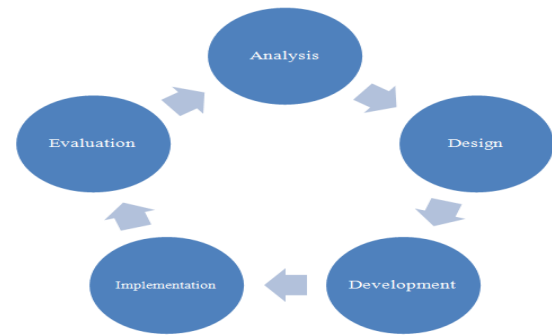

Diagram 1.
The ADDIE Model. Adapted from Allen in Abas and Lutfin

The Analysis, Design, Development, Implementation and Evaluation stages are the four main steps that will be carried out in implementing video-based Flipped Learning to improve students' English speaking abilities.

First stage (Analysis),researchers analyze what students need in learning English. Researchers analyze video-based learning materials that will be applied in flipped learning, so that what students want to achieve can be fulfilled. In the second stage (Design), the researcher designs or creates a learning plan using a flipped learning model based on learning videos, so that the learning objectives can be interesting and easy to understand by students with different material in each lecture. After the video-based flipped learning learning model has been designed, it will later be checked by several other competent lecturers (as validators) until the product can be used. After being examined by experts for a week within the given time frame and the results stated that the video-based flipped learning learning design could be used in learning, then at the development stage researchers could develop the results of the learning design for the video-based learning model of flipped learning according to with what students and lecturers need. Then in the fourth stage (Implementation), the lecturer applies the flipped learning model using learning videos that have been designed to find out how to improve English Speaking Ability after using the learning plan. Next, the evaluation stage aims to see the

achievement of the goal of increasing students' English Speaking Ability and the effectiveness of the video-based flipped learning model learning design.

In addition, Diagram 2 shows the procedure for the flipped learning approach. The numbers inside the circles indicate that there are three main phases, and each phase consists of several steps. The first phase is for the lecturer to explain the course learning units and the flipped learning model as well as activities outside of class. Through the STKIP Harapan Bima LMS platform, students can download learning videos wherever they are, they prepare their own lessons and do several exercises to check difficult points in the lesson before coming to class. The second phase is the learning stage in the classroom. All students are the main participants in the teaching content and interact effectively with their lecturers and classmates. Students share and discuss all the information they have gathered before class. They must have a deep understanding of the subject matter. Lecturers become facilitators in evaluating student performance outside of class and carrying out activities such as discussions based on student feedback regarding learning material that was not understood during flipped learning. The next phase, the lecturer provides feedback and evaluation of student learning. This learning stage will be carried out every week for one semester. The flipped learning approach procedure can be depicted in the following diagram:
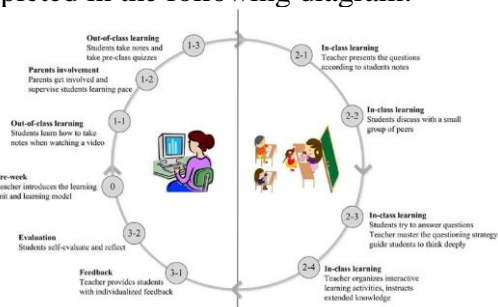

Diagram 2. Circulation of the flipped learning approach[22]

This research will be carried out in the STKIP Harapan Bima Primary School Teacher Education (PGSD) study program.

The respondents in this research were 40 students who took English II semester 3 courses. The instruments for collecting research data were questionnaires plus informal interviews and personal observations. The contents of the instrument are respondents' responses to the application of video-based flipped learning to improve English speaking skills in the PGSD and PBSI STKIP Harapan Bima study programs.

The questionnaire, consisting of 35 Likert items, is divided into 2 main parts. The first part is related to the participant's personal information. The second part included fifteen items from one cluster that investigated students' attitudes towards the application of video-based flipped learning to improve English speaking ability. Participants were asked to give their opinions on statements based on Likert item format, namely five levels starting from Strongly Disagree (1), Disagree (2), Neutral (3), Agree (4), and Strongly Agree (5).

The stages after data acquisition are processing and analysis to determine the research results. Data were analyzed using qualitative and quantitative methods (mix method). Qualitative data was obtained from suggestions, criticism and general opinions of validators. Meanwhile, quantitative data is obtained from data in the form of percentages and average scores resulting from the criteria in media expert and student questionnaires. The collected data was then analyzed using qualitative descriptive analysis techniques.

RESEARCH RESULTS AND DISCUSSION
Increasing Students' English Speaking Ability

Speaking is the use of the target language to communicate ideas effectively orally. One way to improve speaking skills, instructors in the digital era must combine electronic resources and information for students to view course content before class meetings that follow a student-centered approach and motivated learning methods. What happened

in this research was that the implementation of a flipped learning approach based on learning videos recorded directly by the lecturer was very effective for studentsStudy programNon-English. Students enjoy practicing speaking at home and doing exercises before coming to class. The habit of practicing every day helps students to develop their English language skills. Another thing that was noted, using a flipped learning technology approach provides students with the opportunity to get input before entering class, and get themselves ready before discussing in class. [23] "Integrating the flipped classroom approach will help the learners develop their speaking skills". Their research results revealed that students improved their speaking skills when they studied through the flipped classroom model, and they had positive perceptions of the lessons. The flipped learning model creates learning that encourages better learning opportunities, especially for EFL students.

Student Attitudes towards the Implementation of Video-Based Flipped Learning

Video-based learning used in implementing the flipped strategy*learning* in this research is video-based learning which has been tested at stagepreviously. Flipped implementation*learning* Video-based learning is carried out in several meetings, lecturers provide video-based learning to students via the campus LMS or YouTube video links that have been uploaded. Students can download the learning video via the link provided. Students study learning videos outside of class before the face-to-face learning process.

Then at the end of the semester, lecturers and students met via Zoom by giving questionnaires to 40 students. The results show that all students strongly agree that (1). The Video-Based Learning (VBL) they have watched can motivate them to learn independently; (2). Internet links (YouTube or books) instructed in VBL make them understand more about the topic; (3). This Video-Based Learning (VBL) fosters their enthusiasm to explore related material in depthStudy; (4). This Video Based Learning (VBL) makes them curious about learning English; and (5). This VBL can support flipped implementation*learning*. Can be seen in the following table and chart:

Table 3.2

PGSD Students' Attitudes towards the Implementation of Video-Based Flipped Learning

Indicator	Mean	Interpretation	Rank	
I enjoy learning using instructional videos	4.33	Always		7.5 at home.
I often watch learning videos before entering class.	4.33	Always	7.5	
Learning using videos is more fun and easy to understand.	4.44	Always	8.0	
The flipped learning method broadened my insight.		3.55	Often	6.0
I often watch learning videos many times before entering class.	4	Always	7.0	
Understand material outside of class and do assignments, discuss and practice English in class to be fun for me.		4.66	Always	8.5
Whenever I don't understand the material, I often watch the learning video again.		4.88	Always	9.5
I'm trying to get used to it	3.88	Often	6.5	

this learning model.

|			
I followed the steps of the flipped learning method	4.77	Always	9.0
I practiced speaking many times before going to class.	4.88	Always	9.5
Many exercises in class improve *English speaking ability*I.	4.11	Always	7
Watching videos while studying creates learning I'm more fun.	4.88	Always	9.5
This learning method adds to my motivation in learning English.	4.44	Always	8.0
General Weighted Mean	**4.39**	**Always**	
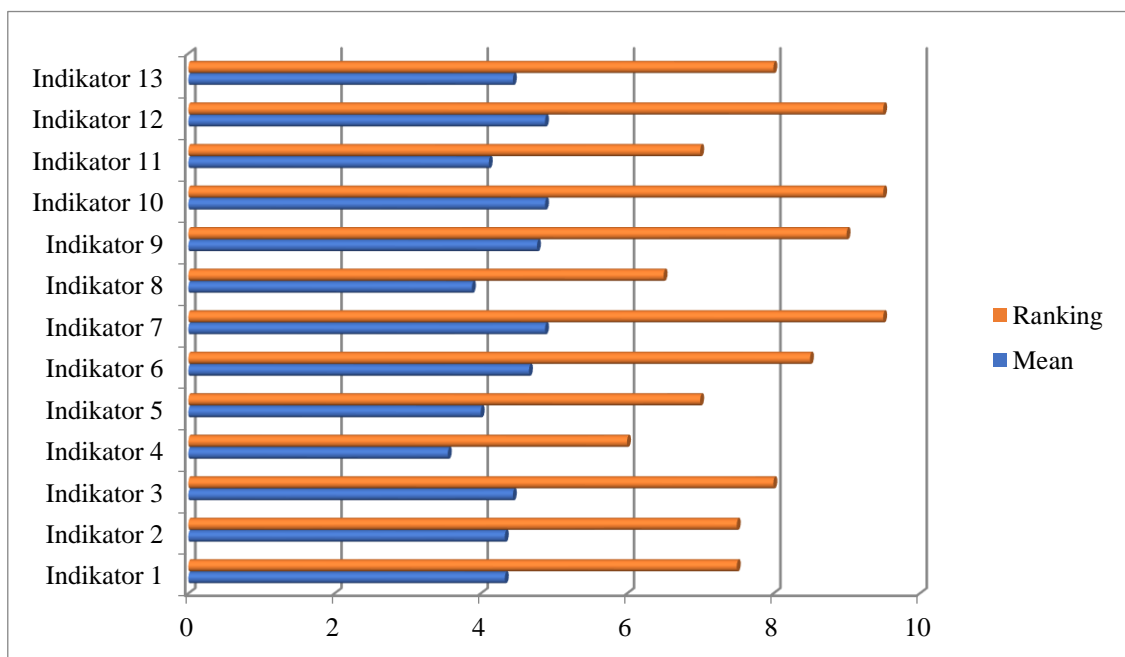
Chart 3.1

PGSD Students' Attitudes towards the Flipped Learning Model Based on Video Learning

Based on the table and chart above, it shows that all of them (100%) strongly agree that video-based learning can support the success of flipped*learning* for Non-English Study Programs it must involve learning characteristics (1) student-centered learning, (2) attractiveness to generate learning motivation, and (3) contextual learning experiences. Therefore, it is concluded that all students have a positive perception about the implementation of video-based flipped learning for the PGSD Study Program.

Insight Analysis of Lecturers

The results of interview data conducted with 2 selected lecturers showed that all of them (100%) strongly agreed that video-based learning that supports the success of the flipped classroom for Non-English Study Programs must involve learning characteristics (1) student-centered learning, (2) internet and library access, (3) an ecosystem that can generate learning motivation, and (4) contextual learning experiences. This research

concludes that English Lecturers for Non-English Study Programs have positive perceptions of video-based learning which supports the success of the flipped classroom for Non-English Study Programs.

Stage ApplicationFlipped Learning

Initial Meeting Stage

The first meeting is a lecture program orientation and introduction to the Flipped method*learning* video-based learningwhich will be implemented for the next 1 semester with the aim of improving English Speaking Ability. This is done by uploading learning videos on the campus LMS as material that will be discussed at each meeting for students to study and understand before class starts. Students are asked to study lecture material at home before meeting face to face in class.

Learning Video Creation Stage

Making learning videos based on topics or material according to what is in the learning book.Making the first video is an introduction to the first topic of Telling about Feeling, especially about the use of Adjectives ending in ed/ing. The learning video is uploaded to the campus LMS. This step is carried out at every meeting and/or new topic. This video can be accessed via this link

Next Meeting Stage

The next meeting began with a discussion of the video and asking about the problems faced by students. Next, students work on practice questions.Students are asked to do all the exercises in class both individually and as a groupgroup. Apart from that, the class is also divided into several small groups.Next, the lecturer asked several students to come to the front of the class and share their feelings while studying English and studying at STKIP Harapan Bima.

Step ApplicationTutorial video.

Analysis and Design Stage

Researchers provide an English video for each discussion topic. The video is related to the topic of discussion based on analysis of the video content. This stage is carried out every time a new topic is discussed.

*Stage*Development

Based on the validity results from other lecturers, the researcher revised and developed the learning video. This stage is carried out on each different topic.

Implementation Stage

Lecturers upload learning videos on the Campus LMS. Then students download and watch it at home or outside of class. This stage is carried out in each different topic. This stage is carried out on each different topic.

Evaluation Stage

The evaluation stage is the stage of evaluating student learning outcomes in flipped learning using learning videos for one semester. This stage was carried out by researchers twice. The first time, researchers conducted a learning evaluation in the middle of the semester. Second, the researcher conducted a learning evaluation at the end of the semester.

CONCLUSION

This research found that (1) the implementation of video-based flipped learning showed success in the speaking ability of non-English PGSD Study Program students; (2) this learning needs to involve several learning characteristics (a) student-centered learning, (b) attractiveness to generate learning motivation, and (c) contextual learning experiences; and (3) English Lecturers and Non-English PGSD Study Program Students have positive perceptions of this learning. Therefore, the implementation of video-based flipped learning has shown success in improving the speaking ability of non-English PGSD Study Program students.

THANK-YOU NOTE

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