

The Effects of Flipped Classroom with Blended Learning to Increase Speaking Skill at Eleventh Grade of Ma Al-Maarif Nu Taklimushibyan Sangkong Bonder

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ABSTRACT

Penelitian ini bertujuan untuk menyelidiki penggunaan model Flipped Classroom yang terintegrasi dengan Blended Learning untuk meningkatkan kemampuan berbicara siswa di MA Al-Ma'arif Taklimushibyan Sangkong Bonder. Penelitian ini didorong oleh pengamatan bahwa siswa sering mengandalkan metode tradisional berbasis ceramah, yang mengakibatkan kurangnya peluang praktik dan performa komunikatif yang rendah. Penelitian ini menggunakan desain pra-eksperimental kuantitatif dengan pendekatan satu kelompok pre-test dan post-test. Sampel penelitian melibatkan 20 siswa kelas XI yang mengikuti enam sesi pembelajaran. Data dikumpulkan menggunakan tes pilihan ganda dan kuesioner untuk mengukur pemahaman berbicara dan persepsi siswa. Hasilnya menunjukkan peningkatan signifikan dalam kemampuan berbicara siswa, dengan nilai rata-rata meningkat dari 44,75 pada pre-test menjadi 73,50 pada post-test. Uji t sampel berpasangan mengkonfirmasi bahwa perbedaan tersebut signifikan secara statistik ($t = -14.750$, $p < 0.001$). Selain itu, analisis kuesioner menunjukkan persepsi positif siswa, menandakan peningkatan motivasi dan partisipasi aktif karena sifat pendekatan yang fleksibel dan interaktif. Penelitian ini menyimpulkan bahwa Flipped Classroom dengan Blended Learning, yang didukung oleh teknologi, merupakan strategi yang efektif dan inovatif untuk meningkatkan performa berbicara siswa di sekolah menengah.

INTRODUCTION

Speaking is considered a crucial component of the English language, serving as the most vital productive skill for communication and interaction. A well-developed speaking skill is essential for students, both for academic purposes—to present and discuss subjects—and for future career prospects. However, many EFL (English as a Foreign Language) students, particularly at the high school level, struggle with speaking. Common problems include limited vocabulary and grammar knowledge, lack of exposure to the language, and low confidence or motivation to practice. In many Indonesian contexts, English teaching has traditionally relied on lecture-based methods which are teacher-centered. These methods often limit the time available for communicative practice, resulting in students acquiring "silent English". Additionally, the challenge of limited class time and large class sizes makes extensive speaking practice nearly impossible in a single meeting. To address these issues, an innovative instructional strategy is required. The Flipped Classroom model offers a solution by reversing the traditional learning process. In this model, students learn new content outside of class—typically through online videos or readings—and dedicate class time to active learning, such as

problem-solving, discussions, and collaborative speaking activities, with the teacher providing direct guidance. This approach naturally integrates with Blended Learning, which combines face-to-face instruction with online, computer-mediated learning activities. This study, therefore, aims to investigate the effectiveness of the Flipped Classroom model with Blended Learning, supported by technology, in significantly increasing the speaking skills of eleventh-grade students.

RESEARCH METHOD

Research Design

This research employed a quantitative pre-experimental design, specifically the One-Group Pre-test and Post-test design. This design was chosen to determine the potential cause-and-effect relationship between the independent variable (Flipped Classroom with Blended Learning) and the dependent variable (Students' Speaking Ability).

Participants

The Research was conducted at MA Al-Ma'arif NU Taklimusshibyan Sangkong Bonder. The population for this research was the Eleventh-Grade students, and a purposive sample of 20 Eleventh-Grade students was selected as the experimental group.

Instruments

Data were collected using two main instruments:

1. Tests:

A pre-test was administered before the treatment, and a post-test was given after the six sessions. The test consisted of multiple-choice questions designed to assess students' comprehension of the video content, which serves as a foundation for their speaking ability.

2. Questionnaire:

A questionnaire using a four-point Likert scale was distributed after the treatment to explore students' responses and perceptions toward the Flipped Learning approach, its effectiveness, and the role of technology.

Data Collection

Data collection was carried out in six learning sessions. During the process, students first studied materials through video media (pre-class work) and then utilized face-to-face class time for speaking practice, such as retelling activities and discussions, under the teacher's supervision.

Data Analysis

The data analysis technique involved a descriptive analysis (to determine mean, minimum, and maximum scores) and an inferential statistical analysis using the Paired Sample T-Test. This test was performed to determine if the difference between the pre-test and post-test scores was statistically significant, with a significance level set at $p < 0.05$.

RESULTS AND DISCUSSION

The quantitative findings of this study show a marked improvement in students' speaking skills after the implementation of the Flipped Classroom with Blended Learning model.

Test	Average Score	Lowest Score	Highest Score
Pre-Test	44.75	25	70
Post-Test	73.50	50	95



The average student score increased significantly by 28.75 points, rising from 44.75 in the pre-test to 73.50 in the post-test.

The statistical analysis using the Paired Sample T-Test confirmed the significance of this improvement:

t-value: -14.750

Significance value (p-value): $p < 0.001$

Since the p-value (0.001) is much less than the significance level of 0.05, the null hypothesis (H_0) is rejected, and the alternative hypothesis (H_a) is accepted. This proves that the Flipped Classroom with Blended Learning model had a significant effect on improving the students' speaking skills. The finding aligns with previous research which suggests that Flipped Learning fosters a more active and collaborative environment, leading to better academic results. The qualitative findings from the questionnaire further supported these results. Students expressed positive perceptions of the flipped learning approach and the use of technology, noting an increase in motivation and active participation. By watching videos beforehand, students felt more prepared and confident to engage in in-class speaking practice, leading to more effective use of class time for communicative activities. The use of technology, particularly video media, was found to facilitate independent and flexible learning.

CONCLUSION

This study successfully demonstrated the effectiveness of integrating the Flipped Classroom model with Blended Learning to improve the speaking skills of Eleventh-Grade students at MA Al-Ma'arif Taklimusshibyan Sangkong Bonder. The significant increase in the students' average scores, from 44.75 to 73.50, and the highly significant t-test result ($p < 0.001$) confirm that this method is a valuable and effective pedagogical strategy. The approach enhances students' fluency, accuracy, and confidence by maximizing interactive practice time in class after students have acquired foundational knowledge independently through technology. It is recommended that teachers adopt the Flipped Classroom with Blended Learning as an innovative strategy to improve English language performance, particularly for speaking skills, in high school settings.

CLOSING STATEMENT

The researcher is grateful for the opportunity to conduct this study. We hope this article can contribute to the development of English language teaching theory and practice, and be useful for teachers, students, and other researchers.

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