CHAPTER I

INTRODUCTION

This chapter comprises six sub-sections: the research background, problem identification, limitation of the research, research questions, research objective, research significance, and definitions of the key term. The sections are discussed as follows.

1.1. Research Background

The 21st Century has a rapid pace of technological change affecting education training. Information and communication technology presents a chance to enhance the quality of education as a component tool linked with teaching and learning environments. The quality of education should not limit learning but instead turn the traditional framework into an existing system with technological opportunities. Integrating technology into the learning process reorganized education and cleared the path for developing effective EFL practices. Mainly in English as a Foreign Language (EFL) education, technology-integrated pedagogical methods are now a requirement for effective teaching and learning (Rahim, 2019). Technological developments have been essential to language education, especially for EFL practice.

Regarding the setting of English as a foreign language (EFL), students should master four fundamental skills: reading, listening, writing, and speaking. EFL in Indonesia has been taught from kindergarten school to university level, in which English bridges communication worldwide. However, many EFL students still doubt

how to speak English (Abdullah et al., 2019). In this case, they cannot use that language for communication. Speaking skills are one of the ultimate aims of English language study. In addition, students must practice it more frequently. This situation requires students to actively practice speaking English to enhance their comprehension and improve the quality of English teaching in Indonesia. The use of inadequate procedures and lack of medium in teaching English also generate weakness for students in mastering the four skills, specifically in speaking (Dinsa et al., 2022). Therefore, many approaches to teaching and learning are transforming to use online learning. In this case, online learning is divided into synchronous and asynchronous groups (Yousufi, 2020). By combining synchronous and asynchronous learning, the students' speaking performance is expected to be improved. It is because this kind of learning implements students' dominant interaction both in online and face-to-face discussion, has a flexible learning system, and could improve students' critical thinking, which is suitable for students-centered in this 21st-century learning (Mariati et al., 2022). In other words, the combination of synchronous and asynchronous learning could help the students practice their speaking more often and improve their English through exciting ways of teaching, such as integrating ICT during learning. Regarding the existence of asynchronous and synchronous learning, one of the educational approaches that combine online material learning is blended learning.

Nowadays, blended learning is a model approach to education that combines a face-to-face classroom with a technologically integrated approach or online

learning. This opportunity, blended learning, is provided for teachers to encourage students to practice the language inside and outside the classroom (Mahalli et al., 2019). Bizami et al. (2022) also state that blended learning is effective for learning English because it improves the process of learning the subject despite class time constraints and differences in students' levels, enthusiasm to study a foreign language, and information and communication technology proficiency. In blended learning, the flipped classroom has become one of the innovative teaching methods that could be implemented to teach speaking skills effectively. In this case, flipped classroom refers to online learning activities of viewing the teacher before meeting class which differs from traditional education (Purwanti et al., 2022). Students can learn from videos and materials at home, and teachers have the opportunity to conduct classroom activities more effectively because discussions are available (Qasmi et al., 2022). In the flipped classroom, the learning materials are commonly delivered to students through a Learning Management System (LMS) (Hafeez et al., 2022). Likewise, it changes the standard teaching in the class format by using instructional time for student-centered classroom activities such as discussion and problem-solving on related topic subjects (Busebaia & John, 2020).

Numerous studies have previously examined the flipped classroom implementation in higher education during the COVID-19 pandemic. Several studies investigated the effect of implementing flipped classrooms on English speaking skills ability (Abdullah et al., 2021; Li & Suwanthep, 2017; Ozturk & Çakıroğlu, 2021; Pratiwi et al., 2022; Singh et al., 2018; Yesilcinar, 2019). These studies showed many

advantages of flipped classroom implementation in EFL teaching. Those studies found that flipped classrooms could improve students' creative thinking and increase their activeness, making them more engaged in the lesson. In addition, Lestari (2021) revealed that the flipped classroom contributed to a positive attitude toward technology support and learning motivation. It was found that flipped classroom could motivate students to speak with appropriate material subjects prepared by the teacher, such as asking-answering questions, interviewing, random presentation, and using video learning from social media (i.e., TikTok) (Afidah & Mutiara, 2021; Dwijayani & Musigrungsi, 2022). Besides, it was found that the flipped classroom made the students more confident to use the language as they were autonomous in their language learning (Afidah & Mutiara, 2021). In this case, the students were exposed to language inside and outside the classroom. Therefore, based on those studies, it could be stated that flipped classroom is significantly applicable to improving students' speaking skills, especially in the EFL context (Singay, 2020).

Despite the advantages of the flipped classroom for students' speaking skills, the main shortcomings of using the flipped classroom are the substantial workload of teachers in creating the learning material and students' disengagement in out-of-class learning. Some students were unfamiliar with this new learning method and skipped the pre-class activities as they happened outside the classroom, and the teacher could not monitor the students directly (Lo, 2017). Considering these shortcomings, with the integration of flipped classrooms as a model for online learning, the alternative that can be used in innovative education is utilizing social media during its process.

In this modern era, social media is a tool to assist students in learning English. Social media like WhatsApp, Instagram, Facebook, TikTok, Telegram, Twitter, and many others can be a convenience for media communication in online learning. Social media will make teaching-learning more effective, fun, and significant (Kuning, 2020). Likewise, social media gives students access to applications everywhere compared to a physical book (Klimova & Polakova, 2020). However, despite social media's positive sides, a teacher should still choose appropriate social media in the classroom (Yudha Bestari, 2020).

Regarding using social media in the flipped classroom, Cruz-Ramos et al. (2022) found that most students have positive perceptions of using video explanations, and their speaking performance has improved as they viewed highly towards the learning. Thus, considering their finding, the teacher should consider using particular social media in their speaking class so that they can exhibit a high perception of the learning process. In this case, when the students have a high perception of the teaching and learning process, it will affect their speaking skills too.

Considering the students' perception that could affect their improvement, many researchers have examined the effect of implementing flipped classrooms and students' perceptions of flipped classrooms (Abdullah et al., 2021; Hung, 2018; Pratiwi et al., 2022; Sheerah & Yadav, 2022). It was found that flipped classroom improved students' speaking performance through contractive role-play during teaching and learning (Li & Suwanthep, 2017). They found that the students were more motivated as they found the activities challenging compared to traditional

teaching. In students' cognitive aspect, the flipped classroom helped students with lower cognitive abilities to learn vocabulary and grammar for their speaking improvement (Sheerah & Yadav, 2022). In this case, the students with lower cognitive abilities could study various vocabularies and grammar from video learning or material provided by the teacher in LMS. They had more chances to learn and practice autonomously at home than direct face-to-face interaction. The flipped classroom also gave them more time to build their speaking expertise through role-play practice. In this case, role-play could encourage students to interactively and creatively by using the language. In addition, Abdullah et al. (2019) found that the effectiveness of implementing the flipped classroom in speaking performance led to the growing integration of technology and the Internet pedagogical processes that are beneficial, encouraging, and engaging students learning.

Despite the advantages of the flipped classroom for students' speaking skill improvement, the term flipped classroom is rare in the hospitality and cruise line school setting. As a result, teachers in this setting still traditionally teach the students, only focusing on the textbook and explanation. This way of teaching could affect students' speaking performance; they still have difficulty speaking English because of a lack of vocabulary and practice. In other words, students are less interactive as the traditional classroom is almost teacher-centered, which could make students passive in their learning. In such a context, the students perceive the teaching and learning process negatively, which could affect their learning outcomes. Therefore, the study aimed to explore how the students in this setting perceive flipped classroom

implementation in their speaking classes as flipped classroom differs from the traditional way of teaching. Moreover, the teacher's perception was also investigated to know how the teacher perceived the flipped classroom to teach speaking in this hospitality and cruise line school. For that reason, Apollonia Hotel School became the setting for the study.

Apollonia Hotel School is a hospitality and cruise line school that has implemented the flipped classroom during the students' speaking classes. Specifically, this school utilized technology during the implementation of the flipped classroom. Based on preliminary observation, the students were provided with some learning videos in LMS, and they were required to watch and learn the video autonomously at home before the class meeting. Then, they had to do several classroom activities to practice what they had learned from the video. The teachers used Google Classroom to create an online classroom. The teachers uploaded all of the learning materials through Google Classroom. The teachers also uploaded videos from YouTube, TikTok, and Instagram related to the teaching materials. Students' assignments, evaluations, and discussions were also provided on Google Classroom. Thus, the teacher only needs to prepare the learning materials for a particular topic. Then the students have to discuss and practice on Google Classroom related to the topic given by the teacher.

Furthermore, Apollonia Hotel School was selected as the setting for this study because of the use of the flipped classroom in this school before the investigation. As the term flipped classroom was not familiar in most hospitality and cruise line school

settings, Apollonia Hotel School became one of the schools implementing flipped classroom in its practices. However, this school has never investigated the students' and the teachers' perceptions toward the use of flipped classroom, especially for speaking classes, since speaking is essential for hospitality students. This school has never investigated if the flipped classroom is effective from the teachers' and the students' sides. In this case, perception is a significant aspect that the school has to investigate since perception could influence the students' learning outcomes (Yulia & Paseleng, 2021). Therefore, the current study aimed to explore students' and teachers' perceptions of the flipped classroom in speaking class. Through good perception, it was expected that the students' speaking ability could be increased as their speaking becomes a significant skill in the hospitality industry.

1.2. Problem Identification

Speaking is one of the crucial skills that students should master to compete and prepare themselves for a global society (Dinsa et al., 2022; Franscy & Ramli, 2022). However, the common factor students face in most public schools in Indonesia is a lack of speaking skills (Fachrunnisa & Nuraeni, 2022; Riadil, 2020). As a consequence, they were not able to use English in a conversation in the context of everyday life. Based on the curriculum applied in Indonesia, it has been formulated that EFL students must be able to express meaning in transactional and interpersonal conversation in everyday life (Franscy & Ramli, 2022). It means that the success of the speaking could be measured by the student's ability to converse with that language.

However, it was found that Indonesian EFL students mostly have speaking problems, such as errors in pronunciation, lack of vocabulary, and comprehension (Fachrunnisa & Nuraeni, 2022; Riadil, 2020). Thus, these problems should be solved so they can use English in everyday conversation.

Regarding this issue, some research found that blended learning, especially the flipped classroom model, could be an alternative to effectively increasing students' speaking skills (Mahalli et al., 2019; Bizami et al., 2022). It was found that the flipped classroom has improved students' speaking performance due to the existence of technology applied that makes them learn in a new situation. Thus, the students also highly perceived the flipped classroom implementation (Klimova & Polakova, 2020; Yudha Bestari, 2020; Cruz-Ramos et al., 2022).

Of many hospitality and cruise line schools, Apollonia Hotel School is a hospitality and cruise line school that has implemented the flipped classroom during the students' speaking classes. However, this school has never investigated the students' and the teachers' perceptions toward the use of flipped classroom, especially for speaking classes, since speaking is important for hospitality students. This school never knows if the flipped classroom is effective from the teachers' and the students' sides. It could be stated that identifying the teachers' and the students' perception is significant as perception belongs to a significant aspect that the school has to investigate since perception could influence the students' learning outcomes (Yulia & Paseleng, 2021). Therefore, to fill the gap, the research aimed to investigate the students' and the teachers' perceptions of the flipped classroom in the speaking class

of a hospitality school setting.

1.3. Limitations of the Research

This study was limited to investigating teachers' and students' perceptions of using the flipped classroom in speaking classes of diploma two in the second semester at Apollonia Hotel School. Specifically, the study aimed to explore the positive and negative features of the flipped classroom in speaking class, viewed from the perspectives of students and the teachers in *Apollonia Hotel School.*

1.4. Research Questions

Regarding the issues, this study is designed to address the following questions:

1. What is the perception of the second-semester students of Apollonia Hotel School in the academic year 2021/2023 on implementing the flipped classroom during speaking class?

2. What is the perception of the English teachers of Apollonia Hotel School in the academic year 2021/2023 on implementing the flipped classroom in teaching speaking?

1.5. Research Objective

Based on the statement of the problem that could be proposed regarding the implementation of flipped classrooms, the aims of this study are as follows.

1.5.1 To describe the students' perceptions of implementing the flipped classroom during speaking class at Apollonia Hotel School.

1.5.2 Describe the teachers' perception of implementing the flipped classroom in a

speaking class at Apollonia Hotel School.

1.6. Research Significances

Theoretically, the result of this study is expected to provide some supporting data to accept the theories and empirical evidence about implementing the flipped classroom in teaching English speaking from the perspective of students and teachers. Moreover, the result can also enrich knowledge and information for education development, especially for integrating appropriate technology in teaching speaking.

This study is practically expected for students, teachers, and other researchers. Students are expected to positively impact using the flipped classroom, especially in speaking class. In this case, students could become active and confident in using English through the flipped classroom using online learning platforms. Meanwhile, for teachers, this study is expected to provide useful information for teachers in implementing a flipped classroom in speaking classes. It also could be an exciting technique in teaching speaking skills that supports teaching-learning in the 21st Century. Finally, the result of the study is also significant for future researchers to conduct similar research. In addition, the researchers would later learn about the effect of flipped classrooms in teaching speaking skills as a reference.

1.7. Definition of Key Terms

Some key terms of the study are described in terms of conceptual and operational in the following explanations.

1.7.1 Conceptual Definition

a. Flipped Classroom

The flipped classroom reverses traditional classroom learning with technology-assisted home study (Bergmann & Sams, 2012).

b. Speaking

Speaking is the oral or productive skill to produce verbal expressions that communicate meaning (Nunan, 2003).

c. Perception

Perception is acquiring and processing information volume of a person's sensory input to arrange information from prior experience, knowledge, and other factors (Demuth, 2013).

1.7.2 Operational Definition

a. Flipped Classroom

In the present study, a flipped classroom was conducted by giving the students time to work with the materials outside of class. The teacher provided a learning management system (LMS), YouTube, and blogs in out-of-class sessions. In this case, the students had to participate in online discussions through their LMS (i.e., Google Classroom) and watch the videos provided on Google Classroom. In this study, Google Classroom was used as a learning platform that could encourage students to use the flipped classroom during their speaking classes. During class time, students freely practised and performed what they had learned out of class

through problem-solving, discussion, and collaborative group work with guidance from the teacher.

b. Speaking

In the current study, speaking refers to students' ability that became the focus of the study. In this case, the speaking class focused on how the teachers supported their students to be able to use the language after graduation. In this case, speaking was not part of integrated skills, and the students were asked to do role play, classroom discussion, and interview to practice their speaking. In this study, students' confidence and willingness to use the language became parts of the speaking that the teachers focused on when implementing the flipped classroom in speaking classes. Grammar, vocabulary, comprehension, fluency, and pronunciation were also considered but did not become the point of the speaking class.

c. Perception

Perception in the present research study is defined as students' and teachers' views and beliefs about the Flipped classroom that is reflected through their response to perception questionnaires *(see Appendix 6 and 7)*. In this context, the teachers and students were required to respond to the questionnaire items to investigate if they perceived the implementation of flipped classrooms in their speaking classes as a positive or negative way of learning.