

The Implementation of Flipped Classroom Model in Public Speaking Class during the Emergency Remote Learning

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Abstract. This research is aimed at describing the implementation of Flipped Classroom Model in Public Speaking class. Recently, the pandemic outbreak pushes the teaching and learning change into emergency remote teaching and learning. Thus, the flipped classroom model is one of the teaching models which offer online teaching process more effective and active. This model is part of the Blended Learning model, which allow the students to learn the materials before the class begin. Therefore, the writers try to implement this teaching model in Public Speaking class. It is expected that by implementing Flipped Classroom Model the teaching and learning process will be more active during pandemic. This research is employed the qualitative research. The participant of this research is the fourth semester students of English Education Department in Universitas Galuh. It assumes that by using flipped classroom model the lecturer will be more prepare in integrating education and technology to support teaching and learning. The writers assume by applying this flipped classroom model the lecturers are easier in giving instruction in asynchronous teaching and learning. This model also offers the students more opportunity in building their critical thinking public speaking class.

Key words: flipped classroom model; public speaking; online learning; critical thinking.

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INTRODUCTION

As the core of the language skills, speaking is different from other language skills activities. In speaking activity, the speaker says his or her views with a larger audience and often experiences apprehension and nervousness before and during the presentation (Gareis, 2006, p. 3) as cited in (Endahati & Purwanto, 2016, p. 20). Gareis (2006, pp. 20-31) in (Endahati & Purwanto, 2016, p. 20) mentions some important things in speaking, those are setting up, appearance and body language, vocal behavior, audio-visual support, and question-and-answer sessions. In this explanation, he mentions the use of audio-visual support. Audio-visual aids will support the speaker to deliver thoughts and feelings in front of the audience.

It is very important to be able to speak English regarding that it is the most commonly accepted language in the world so that it will be very beneficial for those who comprehend it not only to improve their knowledge and skills but also easier for them to get a job (Dewi, Kultsum, & Armadi, 2017, p. 63). The students as foreign language learners are crucial to improving their speaking skills in order to compete in the 21st-

century learning era. Learning to speak is a difficult task because learners often deal with some barriers that make them avoid speaking in English. These include five factors: (1) lack of exposure to language, (2) lack of motivation, (3) Students' anxiety and lack of confidence (4) limited knowledge of English, and (5) inefficient teaching methodology (Al-sobhi & Preece, 2018, pp. 2-3).

According to (Fabian, 2019, p. 189), public speaking centers have the potential to act as places of empowerment for public speaking students as they craft speeches and hone public speaking abilities. Public speaking is the ability to share thoughts, ideas, and opinions with an audience, it can be both a powerful and empowering experience for the speaker. Unfortunately, however, for many students, public speaking is often associated with feelings of dread rather than feelings of purpose, confidence, and success. Based on (Montes, Heinicke, and Geierman (2019, p. 1) assert that public speaking is a highly valued skill in a variety of situations, such as school, work, and job interviews. Moreover, Raja (2017) mentions that "public speaking skills is on the rise as well

because as individuals excel in their career, they are more likely to present and speak in meetings, seminars and conferences, and give their opinion regarding the issues in hand (p. 98).”

A flipped classroom means that students are exposed to new content outside of the class through short videos, and then use the class time to further develop this knowledge through problem-solving, discussion, practice, and interaction with peers and teacher (Brame, 2013) as cited in (Engin, 2014, p. 13). The flipped classroom is known by various names including the inverted classroom, and more simply, the flip (Arnold-Garza, 2014, p. 8). It is originated stories from Jonathan Bergmann and Aaron Sams, high school chemistry teachers from Colorado, who began using recorded lectures in 2006. In a flipped learning system, Akbel (2018) “students are expected to have access to course contents out of the school, perform assigned activities and do the assignments or activities on the subject within the classroom environment. So, students will be able to overcome possible challenges in learning more easily and quickly in the frame of classroom activities and through the instructor’s support” (p.2). In conclusion, flipped classroom model is the inverted model from the traditional model. In this model are expected student has more time to overcome their barriers.

One of the mobile applications that have been very influential at present time is WhatsApp. Based on the reviewed literature in (Mwakapina & Mhandeni, 2016) some scholars like (Ishengoma & Mtaho, 2014; Army, 2014; Bouhnik & Dshen, 2014; Barhoumi, 2015), the use of WhatsApp in teaching and learning in many of the countries is at its infant stages. Moreover, the researchers used Google Classroom for the main learning application platform.

In education 4.0, the critical aspect in discussing effective teaching and learning is observing the efficacy of teachers in increasing students’ competence to think while confirming content mastery at the same time. The purpose to advance and enrich students’ critical thinking skills has been the main learning objective. The concept of critical thinking maybe one of the most significant trends in education relative to the dynamic relationship between how teachers teach and how students learn. Critical thinking shifts classroom design from a model that largely ignores thinking to one that renders it pervasive and necessary. Critical teaching views content as something alive only in minds, as modes of

thinking driven by questions, as existing in textbooks only to be regenerated in the minds of students (Mason, 2010; Cohen, 2010; Tittle, 2010; Vaughn, 2009) as cited in (Lunenburg, 2011, p. 2). Moreover, Mcguinness & O’Hare (2012) mention “The notion of critical thinking raises more general questions about the nature of knowledge and reasoning” (p.124). Specifically, critical thinking is the use of those cognitive skills or strategies that increase the probability of a desirable outcome. It is purposeful, reasoned, and goal-directed. It is the kind of thinking involved in solving problems, formulating inferences, calculating likelihoods, and making decisions ((Halpern, 2012, p. 1).

In critical thinking, the highest level is the students able to create and evaluate their knowledge. In general, measures of critical thinking include all intellectual tasks that call for more than the retrieval of information. Therefore, in broad terms, critical thinking can be considered as the skill required for performing these tasks. Five fundamentals of critical thinking have been identified in the Syllabus. They are problem-solving skills, inquiring skills, reasoning skills, communicating skills, and conceptualizing skills. “Critical thinking is a metacognitive process that, through purposeful, self-regulatory reflective judgment, consists of a number of subskills and dispositions that, when used appropriately, increases the chances of producing a logical solution to a problem or a valid conclusion to an argument” (Dwyer, 2017). “Critical thinking is self-guided, self-disciplined thinking which attempts to reason at the highest level of quality in a fair-minded way. People who think critically consistently attempt to live rationally, reasonably, empathically” (Elder, 2007) as cited by The Foundation of Critical Thinking (2020). Moreover, (National Council for Excellence in Critical Thinking, 1987) defined critical thinking as the intellectually disciplined process of actively and skillfully conceptualizing, applying, analyzing, synthesizing, and/or evaluating information gathered from, or generated by, observation, experience, reflection, reasoning, or communication, as a guide to belief and action. Critical thinking skills are a cognitive ability that the students should acquire to develop their critical, logical, and creative thinking to solve the problem. This study is aimed at investigating thinking skills based on low order thinking, moderate order thinking, and high critical thinking.

Recently, critical thinking is important in the

public speaking class to solve the problem. The students are needed to criticize certain issues. Usually, the level of curiosity of critical thinkers is high. Essentially, today's college graduates must be prepared to function in a world where they will be expected to solve complex problems in innovative ways (Duch & Groh, 2001) as cited in (Sellnow & Ahlfeldt, 2005, p.5). It is assumed that with good critical thinking skills, students can be better prepared to compete and exercise their rights and responsibilities of citizenship in the real world.

The reasons for choosing to study this topic are based on some considerations. First, to survive in the digital era lecturers need a new learning model to be implemented in speaking classes to avoid students' boredom. Second, because the students are not often exposed to the target language, this may affect simple significance which ultimately results in disabilities and low achievement in acquiring the target language. The flipped classroom model allows students to be accustomed to English at home by watching educational videos, PowerPoint presentations are chosen and prepared by lecturers, reviewing materials related to the course being taught. The lecturers in the classroom help the students to discuss the ideas that appeared, enhance thinking, collaborative learning, and provide different student-centered activities. Those activities enhance the students to advance critical thinking in education 4.0.

The use of this model in a semester is expected to solve the problem of enhancing students' speaking skills and increasing lecturers' professional development in the digital era. There were a number of previous studies discussing flipped classroom models in foreign language classrooms. There is research question related to this present study: (1) How is the lecturer using the Flipped classroom model in public speaking class? Therefore, this present study is obtained to analyze the use of Flipped Classroom in public speaking class.

METHOD

This study focuses on the use of flipped classroom models in Public Speaking classes. This model is expected to improve students' public speaking skills. It also investigates the students' advancement of critical thinking. A research design is a plan for how the data will be analyzed, interpreted, and reported. Then, the conclusions are drawn and the degree of trust that can be placed in the validity and reliability of each

element of the research; and the sequence of the research (Cohen, 2018). This study is used qualitative design case study.

The object of study is the fourth semester students of the English Department at one of private university in Ciamis. It was taken as the research site because the students learn Public Speaking in the fourth semester. The study is conducted for 14 meetings involving 36 students and a lecturer. This research was used purposive sampling. By selecting the cases, and the individuals, documents, and artifacts within a case, purposeful sampling allows you to focus in depth on a phenomenon (Schoch, 2020, p.248). The population is the fifth-semester students of the English department at Galuh University. There are 63 students in the fifth semester of the English Department. The sample is 22 students.

In collecting the data, the researchers were used some multiple sources of data. Sources included documentation, archival records, participant observation, and physical artifact. The observation checklists were used three kinds of observations specifically for the implementation of flipped classroom model, namely, flip class observation short form, flip class observation video only, and flip observation long form. Data analysis techniques in this study are involving some steps, coding, describing, interpreting, drawing conclusion, and determining significance.

RESULTS AND DISCUSSION

The observation was conducted from March to June 2021. The researchers were used documentation, archival records, participant observation, and physical artifact to collect the data. In the summary, the results of the observation had been analyzed and correlated with the results of the documentation, archival records, and physical artifact to answering the research question. The steps of teaching by using flipped classroom model before class, students were watched/listened video/instructions clips (not more than 10 minutes) of instruction at home (videos made by the researchers). Chunks of 10-minute videos allowed for content to be absorbed per module. The videos were uploaded into Google Classroom so that students could access all assignments with a single click. Videos included items such as assignment details, explanations of rubrics, language points, and topics studied for this integrated into the public speaking class. Generally, students were required to view one or two videos prior to each class

meeting, which met 28 times over the course of the 14-weeks semester. The videos were recorded with a loom and a screen-castify application. Students prepared questions about the video clip at home.

Some activities for example watching videos, taking notes, synthesizing, and preparing questions were done at home. Students were expected to be more active in virtual class through discussing activities. The lecturer divided some students into groups of students and they read-only parts of an article and then shared with others. Various handouts and comprehension questions were done at home. Some of these activities were accompanied by an online discussion in which students were required to discuss their answers via telegram group, Flipgrid, zoom meeting, and Google classroom.

During virtual class, students spent time practicing, peer review, independent learning activities, group discussions, literature circles, projects, group work, and so on. This type of activity is inquiry-based learning, a fundamental goal of the flipped classroom. Students experimented with technology inside and outside of class, such as blogs, wiki pages, Podcasting, Google Docs, Google Drive, and video-making tools. The use of these various technologies was reiterated throughout the class to allow students to become experts on using them and to develop comfort in using such tools for educational purposes. They practiced to recorded their speech then later they posted in Flipgrid, Google classroom, and YouTube.

Relating to the activities aforementioned, the researchers figured out that the lecturer implemented some steps how to use flipped classroom model in public speaking. First, the lecturer prepared the lesson plan, the materials, and video recording related to the materials. Second, the lecturer logged in into the google classroom and prepare the online class. Third, the lecturer shared link in google classroom through telegram. Forth, lecturer uploaded some materials before the virtual class start. The lecturer uploaded the video recorded three days before the virtual class begin, then submit it to the google classroom. There were three media used in public speaking class, google classroom as a synchronous device, telegram and zoom meeting as synchronous tools. Fifth, after the lecturer submitted the material to google classroom, she also sent instructions to the telegram and also shared link for zoom meeting. Moreover, the lecturer also allowed the students to ask question

if there were something unclear related to the instructions. Sixth, on the schedule the lecturer started the class by zoom and check the students understanding about material. Based on the observation checklist the lecturer did the warm up activities. The lecturer gave question, made statements, and gave some examples. In the core activity, the lecturer provided adequate time for students to explain and to practice more the assignments. During the teaching process the lecturer encouraged and engaged the students in virtual class. The lecturer also used variety teaching techniques to avoid students' boredom in virtual meeting. Seventh, the lecturer gave feedback and reinforcement for the students. Eighth, the lecturer also showed the result of students, so the students know their performance during the virtual class. The, lecturer made a summary about the lesson and made sure the students connect the activity and course concept. The last, the lecturer checked the students' higher level cognitive abilities based on their performance. To sum up, the lecturer prepared the lesson for virtual class very well because the lecturer accomplished all of the observation checklist. Furthermore, as aforementioned the steps showed that the lecturer guided the students to be well prepare for the public speaking class.

Based on the documentation and physical artifact the researchers concluded that the flipped classroom gave more opportunity for the educator to prepare the material in class and used variety of teaching techniques in public speaking class. Flipped classroom model also provided plenty of time for the students to be more prepared in class and more active in class. By flipping the class, the students had more time to repeat the content covered in video lecture.

The idea of flipped classroom is to reverse the process of teaching and learning. According to (Moraros, Islam, Yu, Banow, & Schindelka, 2015) the goal of most applications of flipped classroom is to provide an opportunity for students to read/view course related material at their own pace and on their own time prior to the actual class. Thus, they are ready when they arrived to the class. Based on the finding, when the lecturer planned the flipped classroom by recording video for the lesson, she also experienced the new teaching and learning process. It was proven that flipped classroom model suitable for public speaking class. The steps were obvious when she guided the students to watched the videos and take some notes while watching the video. She also required the students

to make some interesting questions related to the video. In class, lecturer done 9 steps and used three applications technologies related to pedagogy to create time for the students to comprehend the target language and used it more practically in class. Some principles in flipped classroom based on Egbert, Herman, and Lee (2015) as cited in (Alsowat, 2016) are use range of technologies, use different modes to complete instructions, less class time, vary video modes, and well-organized.

In spite of the advantages, there are some challenges in conducting this model. The challenges were in choosing the content, questions, technical difficulties, and resources. Choosing the content of the audios should be relevant to the lesson plan; sometimes, the teacher encountered difficulties in choosing the appropriate content that is suitable with the lesson plan for that day. As Egbert et al. (2015) as stated in (Alsowat, 2016) argue that most of the issues were around content, and students were unsure where to find it and what to do with it. Trying to solve the problem, the teacher really needs to well prepare the recorded video related to the lesson plan. Following the requirements of flipped classroom for a public speaking class, the students need to set questions related to the materials for individual and group presentation. In the present study, the students tended to be shy to set a question at first. They tended to set the same question. During the first month, a number of students felt difficult in setting the questions, sometimes they did not have a question to ask. In the second month, this task was redesigned, by asking them to bring the question to the class and do the brainstorming through small group discussion. This helped them engage the video content more successfully. (Brame & Assistant, 2012) assumes that the key is that students are using class time to deepen their understanding and increase their skills at using their knowledge.

This flipped classroom model relies on synchronous and a synchronous classroom, any kind of distraction could happen and disengage the students. One of the obstacles was individual students' access to the link of the application. Some of them rarely had an internet connection. To solve this problem, the lecturer shared the videos to the students before the class, thus they could watch it before the class. Another problematic technical issue was related to the signals, such as the bad connection and unstable internet. There are no solutions for this problem at the first month, and for the next months the

lecturer decided to choose a better application with low bandwidth to complete this model.

The last challenge is related to resources. Ideally, the lecturer in flipped classroom records her own video recording. In this study, the lecturer used video recording by using screencastify application. The lecturer really carefully considered whether or not the recorded video was the appropriate tool for the educational outcome. The lecturer needed to set a well plan before giving it to the students.

CONCLUSION

In conclusion, flipped classroom models comprises wide range of prospects for the students to explore their learning knowledge, facilitate their independent learning, create effective interaction among the students, and engage them in a synchronous learning. For the teacher, it provides various materials and instant feedback for the students. Yet, it had some obstacles to do it. It relies on the internet connection and technology application management. Overall, flipped classroom model is an effective teaching model for teaching students in public speaking. In line with (Roth, 2016) concluded that the Flipped Classroom is effective in EFL classroom learning activities and the students had positive attitude toward it.

Based on findings, it can be suggested that in applying flipped classroom model in their teaching, lecturers must have a good preparation. They firstly must understand completely about flipped classroom, the application, the problems that can be occur in flipped classroom and the solution to handle them. In addition, as it is applied, lecturer need to constantly reflect and revise the procedures and activities implemented. Meanwhile, the institutions are recommended to be ready with the facilities needed for the implementation of flipped classroom model. The facilities that should be prepared are computers and excellent access of Internet. Finally, the next researchers should investigate more in analyzing the learning materials engaged. Moreover, the same study with different groups of students and contexts are needed in order to contribute different perspective in the use of flipped classroom in EFL context.

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