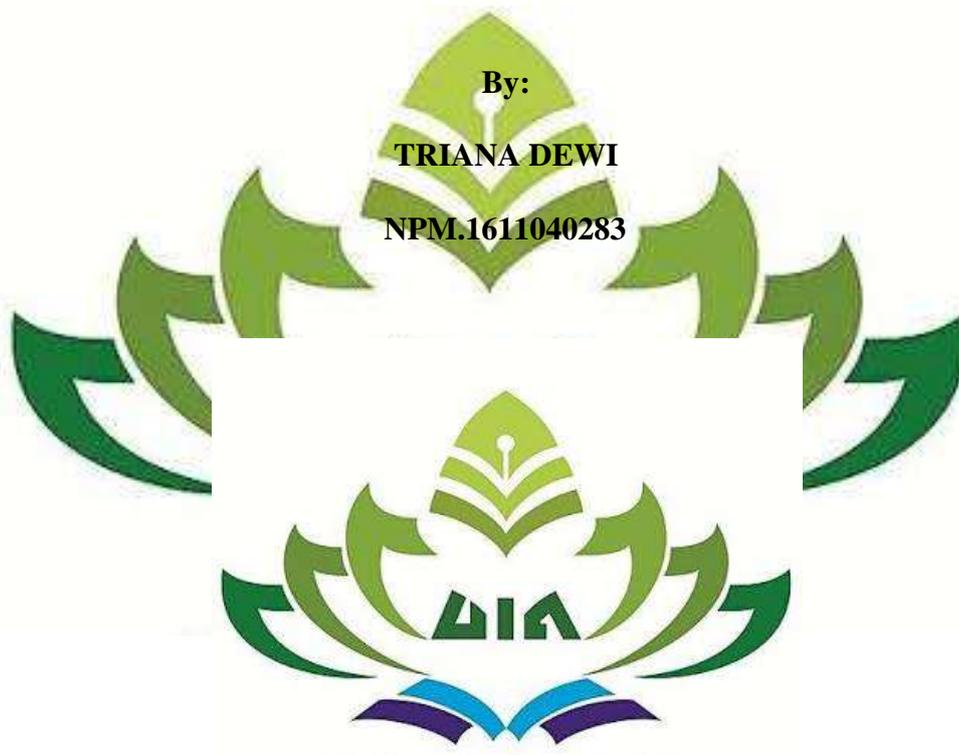


**THE INFLUENCE OF USING FLIPPED CLASSROOM MODEL  
TOWARDS STUDENTS' SPEAKING ABILITY AT THE FIRST  
SEMESTER OF THE ELEVENTH GRADE OF SMAN BHAKTI MULYA  
IN ACADEMIC YEAR 2020/2021**

**A Thesis**

**Submitted as a Partial Fulfillment of The Requirements for S1-Degree**



**TARBIYAH AND TEACHER TRAINING FACULTY  
STATE UNIVERSITY OF ISLAMIC STUDIES  
RADEN INTAN LAMPUNG  
1441H/2020M**

## ABSTRACT

### **THE INFLUENCE OF USING FLIPPED CLASSROOM MODEL TOWARDS STUDENTS' SPEAKING ABILITY AT THE FIRST SEMESTER OF THE ELEVENTH GRADE OF SMAN BHAKTI MULYA IN THE ACADEMIC YEAR 2020/2021**

By :

**TRIANA DEWI**

The aim of the research is to know whether there is an influence of using Flipped Classroom Model towards Students' Speaking Ability at the First Semester of the Eleventh Grade of SMAN Bhakti Mulya in the Academic Year 2020/2021. Based on the preliminary research it showed the students' speaking ability at the eleventh grade of SMAN Bhakti Mulya were still low. It can be seen from the students' speaking score which shows that there were 65.50% of the students who got score under the criteria of minimum mastery. The criteria minimum mastery in SMAN Bhakti Mulya is 70.

In this research, the researcher used quasi experimental pre-test and post-test control group design. The population of this research was the eleventh grade of SMAN Bhakti Mulya. There were three classes of 87 students. The researcher took the sample by using cluster random sampling, the sample were XI IPA 2 as experimental class, consist of 29 students. In collecting the data, the researcher used oral test for pre-test and post-test about expressing of giving advice or suggestion.

After giving post-test, the researcher analyzed the data using independent sample t-test formula. After doing the hypothetical test, it was obtained the result of Sig (2-tailed) were 0.000 and 0.000. It means that Sig (2-tailed) <  $\alpha = 0.05$  and  $H_a$  is accepted. This result means there is an influence of using Flipped Classroom Model towards students' speaking ability at the first semester of the eleventh grade of SMAN Bhakti Mulya in the Academic Year 2020/2021.

**Key words: Flipped Classroom Model, Experimental Research, Students' ability in Expressing Advice or Suggestion**



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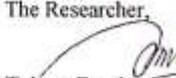
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Certify that this thesis is definitely my own work. I am completely responsible for the contents of this thesis. Other researchers' opinion or research findings included in the thesis are quoted in accordance with the ethical standards.

Bandar Lampung, 5<sup>th</sup> January, 2021

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## MOTTO

طَاعَةٌ وَقَوْلٌ مَّعْرُوفٌ فَإِذَا عَزَمَ الْأَمْرُ فَلَوْ صَدَقُوا اللَّهَ لَكَانَ خَيْرًا لَهُمْ ﴿٢١﴾

(21) Obedience and a civil word. Then, when the matter is determined, if they are loyal to Allah it will be well for them.<sup>1</sup>



<sup>1</sup> Ahadi, "Quran surah Muhammad 21 (QS. Muhammad 47 : 21) in Arabic and English translation" (online), available at: <http://www.alquranenglish.com/surah/Muhammad> (Accessed on: September 20<sup>th</sup> 2020).

## DEDICATION

This thesis is dedicated to:

1. My beloved parents, father Mr. Mestum and mother Mrs. Jumik who have bestowed me with loves and affections and tirelessly pray for my life and success.
2. My beloved brother and sister, Nurul, Aziz and Ria who always give me support and motivation.
3. All my lectures, which always help me in finishing my study at UIN Raden Intan Lampung.
4. My beloved roommate, Dewi, Munda and Ayu who always encourages me.
5. My best friend, Putri, Retno, Mahmudah, Nadia and Fatihka who always beside me in every condition, thanks to always make me laugh and to feel my life is better.
6. English education class E has been being my biggest support since 2016 until now
7. My beloved Almamater UIN Raden Intan Lampung.

## CURRICULUM VITAE

The researcher's name is Triana Dewi. She was born on January 2<sup>nd</sup>, 1998 in Kotabumi, North Lampung. She is the third child of four siblings of Mr. Mestum and Mrs. Jumik. She has a brother and two sisters. Their name are Nur Hadi Azis, Nurul Safariah and Ria Nur Aini.

She accomplished her formal education kindergarten at TK Dharma Wanita and continued to Elementary school SD Negeri 1 Mulyorejo 2 then, graduated in 2010. After that she continued her study at Junior High School of SMPN 1 Bunga Mayang and graduated in 2013. Then, she was continued to Senior High School at SMAN Bhakti Mulya and graduated in 2016. In the same year, she registered to UIN Raden Intan Lampung as S1 degree student of English Education Study Program at Tarbiyah and Teacher Training Faculty. In the seventh semester, the researcher had his Student Study Service (KKN) in East Lampung. After having KKN, she had her Field Teacher Training (PPL) in SMP S Taman Siswa Teluk Betung.

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First of all, all praise is due to Allah, the most merciful, the most beneficent for His blessing and mercy given to the researcher during her study and in completing this graduating paper successfully. Then, peace and salutation always be with our prophet Muhammad SAW who has guided us from the darkness to the lightness.

This thesis entitled “The Influence of Using Flipped Classroom Model towards Students’ Speaking Ability at the First Semester of the Eleventh Grade of SMAN Bhakti Mulya in Academic Year 2020/2021” is presented to English Study Program of UIN Raden Intan Lampung. The primary aim of writing this thesis is to fulfill a part of students’ task in partial fulfillment of the requirement to obtain S1-degree. However, this thesis would not have been completed without the aid, support, guidance, help, advice, and encouragement of countless people. Therefore the researcher would like to express the deepest sense of gratitude to:

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9. Beloved friends of UIN Raden Intan Lampung especially for class E who always support each other.

Finally, nothing is perfect and neither in this thesis. Any correction comments and criticism for the betterment of this thesis are always open heartedly welcome.

Bandar Lampung, 5<sup>th</sup> January 2021  
The Researcher,

Triana Dewi  
Npm.1611040283

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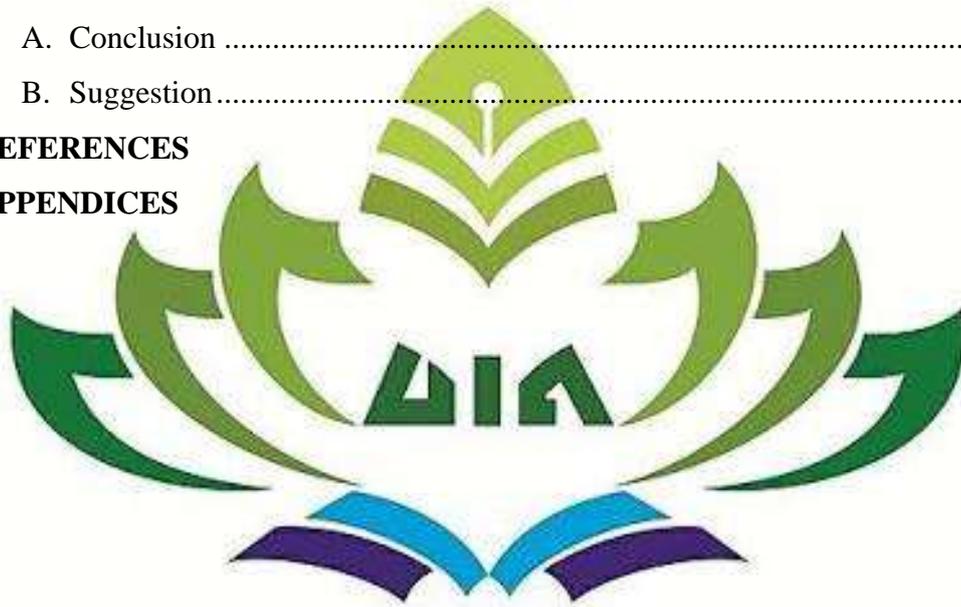
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## CHAPTER I

### INTRODUCTION

#### A. Background of the Problem

Speaking is become one of the important ability in language skill. Speaking has interpreted as an activity which shares some ideas or information to other people orally as said by Thornbury that speaking is activity to transfer the idea from the speaker to the hearer. The utterance is spontaneously and based on condition ongoing.<sup>2</sup> It means, speaking is activity to carry out the verbal utterance with the aim of communicating with others.

In the terms of educational world, speaking has the important role in language. The good achievement in ability a language can be seen during product the sentences well using foreign language. Hence, most of the learners more prioritize the speaking skill.<sup>3</sup> It means, the better of students' speaking, the better their ability to have conversations using the foreign language.

In studying speaking, the learners have to master the speaking material in syllabus which used in the school and appropriate with their grade levels. In this research, the researcher focuses in senior high school at eleventh grade. Commonly, general English competence in high school is the ability to communicate in three types of texts, (1) interpersonal, (2) transactional and (3) functional orally and in writing.<sup>4</sup> In orally, to support the achievement of these

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<sup>2</sup> Thornbury, *How to Teach Speaking* (London: Longman, 2005), p. 20.

<sup>3</sup> Shaimaa Abd El Fattah Torky, "The Effectiveness of a Task- Based Instruction Program in Developing the English Language Speaking Skills of Secondary Stage Students".(A Thesis for Ph.D. Degree in Education Whoman's Collage Ain Shams University, 2006), p.14.

<sup>4</sup> Kemendikbud, *Silabus Mata Pelajaran Sekolah Menengah Atas/Madrasah Aliyah/ Menengah Kejuruan/ Madrasah Aliyah Kejuruan (SMA/MA/SMK/MAK)*, (Jakarta:2016), p. 2.

competencies the students have to master all speaking component; accuracy, fluency and accent so that they will become a good speakers.

In fact, many students could not deliver their ideas orally. Moreover, they had some problem in their speaking and they still felt difficult to spoke English. It could be proven from one of the school that writer chose to conduct the preliminary research.

According to the results of the interview obtained by the writer with English educator, in preliminary research who conducted by the writer in SMAN BHAKTI MULYA on September 28<sup>th</sup> 2019, many students had difficulty in English pronunciation, lack of vocabulary, often confused when found a word that have more than one meaning and less of confidence. Meanwhile, after interview Mrs Herpina Yanti as the English teacher, she said that the problem when teaching speaking is students' lack of vocabulary, she got difficulties to make the students understand with the materials. It could be concluded that the students could not master the speaking components, it means their speaking ability are still low, and from the teacher's problem above, make the instruction in the classroom not interactive.

In the other hand, the teacher still used un-interactive learning model, namely discovery learning model in teaching speaking. The teacher managed the students to work in group then gave some material as homework for presentation next meeting. When they (each groups) presented the material, there were question and answer in the last session. Hence, the students only have a little time practice their speaking using English during the lesson in the class. Commonly, the students in this un-interactive model got minimum knowledge and also rarely

to practice speaking English. Whereas speaking needs a lot of time to practice during the lesson in the classroom. Thornbury argues if in daily life, speaking to be activity that most often done by the people.<sup>5</sup> In the other hand Hanafi and Suhana in Prawerty argue that discovery learning is not appropriate to improve skills. It is more suitable to be used to increase understanding and knowledge. Thus, this model is not suitable to teaching speaking.<sup>6</sup>

Based on interview that conducted by the researcher with Mrs. Herpina Yanti, S.Pd, she said that KKM (the criteria of minimum mastery) in SMAN BHAKTI MULYA are 70. The researcher also got the data of students' speaking score which shows that their score are still low. See table 1.

**Table 1**  
**The Students' Score Of Speaking Of Eleventh Grade At SMAN BHAKTI MULYA Bungamayang, North Lampung 2020/2021**

No	Score	Classes			Total	Percentage
		IPA 1	IPA 2	IPA 3		
1	< 70	19	18	20	57	65,50%
2	≥70	10	11	9	30	34,50%
<b>Total</b>		<b>29</b>	<b>29</b>	<b>29</b>	<b>87</b>	<b>100%</b>

*Source: document of students' score of Eleventh class at SMAN BHAKTI MULYA Bungamayang, North Lampung on September 28<sup>th</sup> 2019.*

From the table above, we can see that from 87 students, only 34, 50% score which more than KKM. Moreover, there are 57 or 65, 50% students whose got minimum scores. As the data over, the examiner deduced if many learners felt difficult in their speaking, also have not yet reached the basic competency of senior high school (SMA) level.

<sup>5</sup> Thornbury, *How to Teach Speaking* (London: Longman, 2005), p. 1.

<sup>6</sup> Ringgi Candraning Prawerty, "The Effectiveness of Using Discovery Learning Method in Teaching Writing Skill Viewed from the Students Creativity", (a thesis to Obtain the Graduate Degree in English Education, 2014), p. 39.

In this time, the writer had an alternative model that suitable to solve the problems above. It comes from Bergmann who converts his classroom. According to Bergman and Sams, Flipped Classroom is record or take from other sources a learning video and give it to the learners outside the class time later as material for their discussion when class time begins.<sup>7</sup> In this model, the teacher recorded the explanation of the material to be a video than students watch it the at home, then in the morning when class is going on the learners complete the exercise and homework assisted by writer.

The advantages of Flipped Classroom Model are; first, more interactive in the classroom because when the students have known about the material at home, they just do the homework and exercise in the class. They will have much time to be interactive in peer or group discussion.<sup>8</sup> Second, allow students to manage their time and workload.<sup>9</sup> For example, the students could repeat the material suitable with their needs until they understand the material provided in the video. Hence, from explanation above it could give students' achievement of better speaking skills. In addition, when the students have known the material before the class, the teacher would easier to help the learners mastering about the learning material in class.

To bolster this research, the writer took some previous research which related to this research. First is by Nguyen and Quyen, their research is about improve the students' English speaking performance using flipped classroom

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<sup>7</sup> Jonathan Bergmann, Aaron Sams, *Flip Your Classroom( Reach Every Student in Every Student in Every Class Every Day)*, (Washington DC :Eugene Oregon, 2012) P. 13

<sup>8</sup> Siti H. Hailili and Zamzami zainuddin, Flipping the Classroom: What We Know and What We Don't, *The Online Journal of Distance Education and Learning*, Vol. 3 (1), 2015,p.17.

<sup>9</sup> Jonathan Bergmann and Aaron Sams, *Flip Your Classroom: Reach Every Student in Every Class Every Day*, p.83.

model. The samples of their research are 60 learners of General English 3 at Can Tho University in academic years 2016 - 2017 divided into two classes. They get the problem of the undergraduate students which have limited time to practice speaking in the class. Thereafter, they use flipped classroom model because this model provides opportunities both inside and outside the classroom for students to be exposed to significant inputs and practices. They use quasi-experimental design and collect the data by previous and post speaking exam, questionnaires and half structured interviews. The tests focus on the performance of contents and skills from the General English course including speaking conversational skills and answering prepared questions, which arranged by English for Specific Purposes (ESP) and the Department of General English (DGE), School of Foreign Languages, Can Tho University, Viet Nam. The result shows if the learners improve their speaking skills and have interest with the model.<sup>10</sup>

The second previous research is by Rida Afrilyasanti, Utari dan Bambang who investigate Students' Writing Ability and Individual Learning style using the Flipped Classroom Model, they found the problems about the time in teaching process is limited, lack of time for learners to learn at home, and individual learning style. The subjects were 62 learners from Indonesian secondary school level which divided into experimental class and control class. The outcomes of their research showed if students' post-test score result and different interaction among experimental and control class were significant.<sup>11</sup>

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<sup>10</sup> Tran Thi Thanh Quyen and Nguyen Van Loi, Can Tho University Journal of Science, *Flipped model for improving students' English speaking performance*, Vol. 54 (2), 2018, p.90.

<sup>11</sup> Rida Afrilyasanti, Bambang Yudi Cahyono and Utari Praba Astuti, International Journal Of English Language And Linguistics Research, *Effect Of Flipped Classroom Model On Indonesian Efl Students' Writing Ability Across and Individual Differences In Learning*, vol.4 (5), 2016, p.65.

The third previous research has conducted by Dr. Jehan Mahmoud El-Bassuony, he investigates students' grammatical performance in speaking and writing using flipped learning in improving. The samples consists 49 students in the primary semester of secondary class at Port Said military secondary school for boys. His applied quasi experimental previous exam and post exam design. The instruments to measured grammatical performance in speaking and grammatical performance in writing the research include the speaking skill exam for childhood arranged by Hammed Zahran. The outcomes of the research reveal that flipped classroom model increase English grammatical performance in speaking and writing significantly.<sup>12</sup>

From the three previous researches above, the researcher found a difference between previous research and this research. There is this research conducted to find out the influence of applying flipped classroom model toward student speaking ability which focuses on speaking expression of giving advice and suggestion in senior high school (SMA).

As of elucidation on top, the writer assumes if flipped classroom model is suitable model to solve the students and teacher problems in speaking education process, and the researcher would focused on one of speaking competency in senior high school at eleventh grade which about expression of giving advice and suggestion. Therefore, the title of this research is: "The Influence of Using Flipped Classroom Model towards Students' Speaking Ability at the First Semester of the Eleventh Grade of SMAN BHAKTI MULYA in Academic Year 2020/2021"

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<sup>12</sup> Jehan Mahmoud El-Bassuony, *International Journal Of English Language Teaching, the Effectiveness Of Flipped Learning In Developing English Grammatical Performance Of Underachieving Language Learners At The Secondary Stage*, Vol.4 (8) 2016, p.76.

## **B. Identification of the Problem**

Based on explanation in the background over, the problems in speaking education process can be classified into:

1. Learners' difficulty in pronunciation
2. Learners lack of vocabulary
3. Students have a little time to practice speaking
4. Students' speaking ability are still low
5. Learning model used by the teacher does not make students interactive in class.

## **C. Limitation of the Problem**

From the classification of the problem on top, the writer limited this study by focusing on “The Influence of Using Flipped Classroom Model against Students' Speaking Ability in expression of giving advice and suggestion at the First Semester of the Eleventh Grade of SMAN BHAKTI MULYA in School Year 2020/2021”.

## **D. Formulation of the Problem**

Base on limitation of the problem above the researcher framed: “is there any significant influence of using flipped classroom model towards students' speaking ability at the first semester of the eleventh grade of SMAN BHAKTI MULYA in school year 2020/2021?”

### E. Objective of the Research

The purpose of this research is to get the empirical evidence whether there is an influence of using flipped classroom model towards students' speaking ability at the first semester of the eleventh grade of SMAN BHAKTI MULYA in school year 2020/2021.

### F. Significance of the Research

The uses of this research as below:

1. In theory to provide new theory to English teachers of Senior High School BHAKTI MULYA Bungamayang Lampung Utara, about the impact of applying flipped classroom model against students' speaking intelligence.

2. Practically

a. For the Educator

The flipped Classroom Model is expected to be either model that is able to use to education process, particularly in speaking capability.

b. For the Learners

The researcher hopes that with this flipped classroom model, students could be easier to understand the lesson and get the significant achievement in their speaking ability.

c. For the Researcher

The researcher hopes that the outcome of this examine will be helpful to increase the understanding for further lesson educators concerning to training by applying flipped classroom model in speaking ability.

## G. Scopes of the Research

The scopes of this research as follows:

### 1. Participants of the research

The participants of this research are the learners of the eleventh class at SMAN BHAKTI MULYA Bungamayang, Lampung Utara.

### 2. Aim of the research

Aim of this research is the influence of flipped classroom model against students' speaking ability.

### 3. Period of the research

Period of this research was implemented at the primary semester in 2020/2021 school year.

### 4. Location of the research

Location of this research was at SMAN BHAKTI MULYA Bungamayang, Lampung Utara.



## CHAPTER II

### LITERATURE REVIEW

#### A. Speaking

##### 1. The Nature of Speaking

Speaking is the activity most often done by many people in daily life. Nunan says that speaking is the creative in oral/verbal capability. It contain of producing speech systematically to carry out the meaning.<sup>13</sup> The point, speaking is an activity to create oral expressions regularly and logically to convey clear meaning to the listener.

In the other word, according to Florez in Bailey Speaking is process of producing meaning and information in interacting.<sup>14</sup> It means, speaking more emphasis on the process of building meaning in giving and receiving information.

In addition, Harris states that speaking as the process of informing ideas, thoughts and feelings to communicate orally.<sup>15</sup> Encoding is the process of converting information from a source (object) into data, which is then sent to the recipient or observer. Therefore, from the theory above can be concluded that speaking is process of people to submitting data to the listener through communicating their ideas, thought and feelings appropriately.

From the definitions above, the writer findings three points. First, speaking is producing language, second speaking emphasis of constructing meaning in

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<sup>13</sup>David Nunan, *Practical English Language Teaching*, (New York: McGraw-Hill, 2003), p. 48.

<sup>14</sup> Kathleen Bailey, *Practical English Language Teaching Speaking*, (Ed: David Nunan) (New York: Monterey Institute of International Studies, 2003), p. 2.

<sup>15</sup>David P Harris, *Testing English as Second Language* (New York: Mc Graw Hill Book Company, 1969), p.81.

verbal utterance and the last speaking is conveying information from a source to the listener and all that is done orally. Therefore, the writer deduced that speaking is the process of producing language with clear meaning and communicating it with others verbally or orally and spontaneously which is triggered by their ideas, thought and feelings.

## 2. Speaking Ability

Speaking is most interactive activity in our daily life. People always express their ideas orally with other wherever and whenever. Hence, speaking is to be single ability in language that important. Of course speaking ability is the ability to use the target language orally. In addition, the speaker must pay attention to the components of speaking such as the use of the right grammar, intonation and selection of the right words so that the listener is able to understand what is conveyed by the speaker, as Lado assume if speaking ability is the ability communicate at normal level by paying attention to speaking components, stress and intonation in using foreign language.<sup>16</sup>

In the other hand, Harmer considers that speech ability is related to the speed of pronouncing words using correct language features and conveys it directly and spontaneously.<sup>17</sup> It means, speaking is not only the ability to speak fluently but also the ability to understand the process information, namely what people must do to be able to speak and convey information well in orally and spontaneously. Therefore, they are called as good speakers.

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<sup>16</sup>R. Lado, *Language Teaching Analysis* (London: Indiana University Press, 1961), p. 239.

<sup>17</sup>J. Harmer, *Practice of English Language Teaching*. 3<sup>th</sup> Ed (Harlow:Longman, 2001), p.269.

Meanwhile Lwin states that speaking ability is the basic aspect of oral intelligence and linguistic intelligence<sup>18</sup>. The point is speaking ability as intelligence of students in saying sentences by choosing the right sentence.

Subsequently, from theories above can be concluded that the definition of the ability to speak are students' intelligence in mastering every aspect of language such as; grammar, intonation, fluency, pronunciation, vocabulary and comprehension, students' ability to convey verbal utterances spontaneously and students' ability to construct clear meaning in speaking. Therefore, students can create a good communication with others.

In senior high school level, speaking ability is restricted to do short conversation of several expressions (expressing giving advice and suggestion, expressing opinions, expressing hopes, etc). Speaking ability is as main part of national curriculum in training the language. Speaking becomes notable evaluation object. Therefore, speaking ability must be accurately assessed according to assessment criteria to find out how good students' speaking skills are.

### 3. Function of Speaking

Speaking has three functions; there are speaking as transaction, as performance, and speaking as interaction.

#### a. Speaking as transaction

It focused in how someone creates good social relationship through speaking. For example someone gives greetings when meeting; introduce ourselves to be a friend, etc.

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<sup>18</sup> Lwin, Adam Khoo, Kenneth Lyen, and Caroline Sim, *How to Multiply Your Child's intelligence*, (2<sup>nd</sup> ED), (Jakarta: Indeks Publisher, 2008), p. 11.

b. speaking as performance

It is referring to communal speaking to transmit information to the public, such as speeches and speaking as performance tends to be in the form of a monologue.

c. Speaking as interaction

It is refers on messages about what the speaker said to make the listener understood clearly and accurately.<sup>19</sup>

From some of the speaking functions above, it can be deduced that the speaking function is not only to carry out information but also to build social relationship. In this research, speaking is limited in the expression of giving advice and suggestion which the expression enters into speaking as transaction.<sup>20</sup> It means, through these expression students are able to care for others by influencing them to take a better action. Thus students are also able to establish good relationships with their teacher and friends.

#### 4. Aspect of speaking

Aspect in speaking have to muster by the learners, due to this can be using to measure the speaking ability. Whether students' speaking ability are good or not? Therefore, Welty and Welty says that speaking have to complete these criteria, there are:

<sup>19</sup> Intan Alfi, "Improving the Students' Speaking Skills Through Communication Games for the Grade VIII Students of MTSN Ngemplak", (A Thesis to Acquire a Sarjana Pendidikan Degree in English Language Education State University of Yogyakarta, 2015), p. 20-21.

<sup>20</sup> Kemendikbud, *Silabus Mata Pelajaran Sekolah Menengah Atas/Madrasah Aliyah/ Menengah Kejuruan/ Madrasah Aliyah Kejuruan (SMA/MA/SMK/MAK)*, (Jakarta:2016), p. 5.

a. Pronunciation

Pronunciation is the ability to create sounds that are spoken, and it can only be done in practical way. If the pronunciation is not correct then the listener will difficult to understand what is being said by the speaker and the possibility of communication that occurs becomes meaningless. Likewise, Nunan argues that pronunciation is the produce sound when conveying meaning in speaking. The sound produced is the emphasis of a word or sentence, intonation or tone of the speech sound.<sup>21</sup> Hence, pronunciation itself is one of important component to give the meaningful communication and avoid the misinterpreting while talking.

b. Grammar

Grammar is the structure of word composition into meaningful or logical phrase or sentences. Like Nunan assume if grammar is usually arrangement of words in sentence layout.<sup>22</sup> Hence, without grammar someone will have difficulty stringing words.

c. Vocabulary

Vocabulary refers to word that have meaning which serve as one of the main aspects of using language.<sup>23</sup> Furthermore, the learners must know the meaning of the words which they choose to say as well as they must choose the word accurately.

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<sup>21</sup> Ronald Carter and David Nunan, *the Cambridge Guide to teaching English to Speakers of Other Languages*, (New York: Cambridge University Press, 2001), p. 56.

<sup>22</sup> David Nunan, *Practical English Language Teaching*, (New York: McGraw-Hill, 2003), p 154.

<sup>23</sup> Rohmatilah, *a Study on Students' Difficulties in Learning Vocabulary pdf*, Available in <https://www.neliti.com/id/publications/178083/a-study-on-students-difficulties-in-learning-vocabulary> (Accessed on January, 20<sup>th</sup> 2020), p. 72.

d. Fluency

Fluency refers to a person's speed in speaking. In order to speak fluently, students must practice oral language as often as possible using their own words. This fluency can also be triggered from the three components above. Likewise Sihem said that the skill to give feedback about the components of pronunciation in a comprehensible way is called fluency.<sup>24</sup> Hence, fluency in speech is influenced by their habits in speaking and the ability to master pronunciation.

e. Comprehension

Comprehension refers to the intent or purpose of what the speaker is talking about. It means the speakers must be able to convey the intent and purpose of what they say to the listeners so that the listeners are able to understand then a meaningful communication is created.<sup>25</sup>

The five components of speaking above serve as a benchmark for students in mastering speaking. The better they master the five aspects of speaking the better their speaking ability.

## 5. Classroom Speaking Activities

Harmer have seven classroom activities of training speaking, there are; drama from a script, message games, discussion, prepare talks, simulation and role play, and the roles of the teacher.

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<sup>24</sup> Saci Sihem, "Using Video Techniques to Develop Students' Speaking Skills", (a Dissertation for the Master Degree in Language Sciences University of Biskra, 2013), p. 22.

<sup>25</sup> Don. A., Welty and Doroty R Welty, *The Teacher Aids in the Instruction Team* (New York: Mc Graw Hill, 1976), p.47

a. Acting from a Script

In this activities the teacher helps students do the acting of a dialogue based on textbook or dialogue text written by themselves. Through the script, the teacher seems to be the director of theater.

b. Communication Games

These games can involve oral activities such as asking for feedback and oral describing.

c. Discussion

Discussion has aim to find the solutions in their discussion, or create a conclusion through share the ideas about a topic. Before that the teacher sets the purpose of the discussion so that students have discussions with relevant goals and do not spend time talking about things that are not relevant.

d. Prepare Talks

Learners do a presentation based on the theme by their own option. Students prepared by way of making text conversation, therefore this activity not talk spontaneously like informal conversation, but it is more 'writing like' than this. However, students should speak from script or notes.

e. Questionnaires

By this activity students can make question and to communicate to others. Learners are able to create questionnaires based on some themes that are suitable with the lesson. The teacher act as the helper them in create questionnaires process.

f. Simulation and Role Play

This speaking activity is activity in group where the members of the group must practice trying to simulate or play the same character role and convey the ideas, feelings and thoughts as is done in the true life. This activity is good for stimulating real and relevant communication with experiences outside the classroom.

g. The Roles of the Teacher

The teacher needs to do role play as prompter, participant and feedback provider during the speaking activities.<sup>26</sup>

From the seven classrooms speaking activities above, it can be deduced that learning speaking is done in practical way. It allows students to get used to using the target language.

Although flip classroom has plenty of time in the classroom for speaking, there is a need for instruction to determine speaking activities to be carried out in class. Therefore, in this research the researcher will use discussion. Discussion is used to deepen students' understanding of the material provided and produce students' language.

## 6. Teaching Speaking

Teaching is guiding students or learners in learning process to get new skills, knowledge and attitudes. Brown said that teaching is only guiding and facilitating the learners, allow the students to study and setting the atmosphere for

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<sup>26</sup> J. Harmer, *Practice of English Language Teaching*. (Edinburgh Gate:Longman, 2001), p.271-275.

learning. It is not be apart from studying.<sup>27</sup> Nunan defined "training speaking" as follows:

- a. Use the language fluency
- b. Use language to expressing values and judgments.
- c. Systematize their thoughts in a meaningful and rational sequence.
- d. Choice suitable vocabulary and sentences appropriate to the proper social location, listeners, condition and lesson.
- e. Use intonation, stress and rhythm of the second language.
- f. Create the English pronunciation.<sup>28</sup>

## **B. Expression of Giving Advice and Suggestion**

### **1. Definition**

Advice or suggestion is speech act that express in daily interaction to bring over the other persons. It is milder then critics but the decision is made by the listener, while in perform they are wise ways of giving instructions or critics. Therefore, they are called as face-threatening acts which require being extenuated or mitigated.<sup>29</sup> It means expressions of giving advice and suggestion have aims to influence someone to do better with speech acts that are a bit threatening but the decision remain in the hands of the listener.

### **2. Example**

- a. Expressions of giving Advice

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<sup>27</sup> Brown, *Teaching by Principles: An Active Approach to Language Pedagogy*. (2<sup>nd</sup> ED), (San Francisco: Addison Wesley Longman, 2001), p. 7.

<sup>28</sup> David Nunan, *Practical English Language Teaching*, (New York: McGraw-Hill, 2003), pp. 54-56.

<sup>29</sup> Abbas Deygan Darweesh & Nesaem Mehdi Al-Aadili, Investigating Iraqi EFL Learners' Performance in Utilizing the Speech Acts of Advice and Suggestion, *International Journal of English Linguistics*, Vol. 7. (4), 2017, p. 176

Thomson & Martinet in Abbas and Nasaem mention that advice can be indicated through the use of different linguistic forms and expressions:<sup>30</sup>

1) Should, must and ought to :

- You must finish your homework.

2) You had better

• You had better take off your wet t-shirt.

3) If I were you I would/should

• If I were you I should save my money to buy a motorcycle.

4) I advice/would advice you

• I advice you to go to the hospital.

5) Why don't you?

• Why don't you give a ring for your mother?

6) It is time you

• It is time you thought new students.

7) You might/ may as well

• You may as well ask her= It would do no harm to ask her.

b. Expressions of giving suggestion

1) let's

• Let's dance together, shall we?

2) why don't we/you

• Why don't we holiday at the beach?

3) Suggest

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<sup>30</sup> *Ibid.*, p. 180

- I suggest buying new bag.

Therefore, Svartvik Abbas, Leech and Nasaem argue that suggestions are also together with the presenter to the listener only. Both can be know from different realization:

### 1) Suggestions connecting the presenter

- We suggest you drink enough water, and make your body keep health.
- Let's go drink orange juice
- What about making a meatball?
- How about playing badminton?

### 2) Suggestions indicated to the listener

- You can borrow this book after I finish read it.
- You could drive the car while they arrive.<sup>31</sup>

## C. Learning Model

### 1. Definition of Learning Model

One problem in school that still use traditional model is that students still have low knowledge. Therefore, writer uses model to teach more efficiently. Pursuant to Socrates, learning models offer instructor with an organized system for constructing a suitable studying atmosphere and arranging lesson plan to create activities in class.<sup>32</sup> It means, learning model is learning environment that is

<sup>31</sup> *Ibid.*, p. 181.

<sup>32</sup> Socrates, *Foundation for Success pdf*, available in [http://www.au.af.mil/awc/awcgate/army/rotc\\_learning\\_modeld.pdf](http://www.au.af.mil/awc/awcgate/army/rotc_learning_modeld.pdf) (accessed on 28-01-2020 at 10:21), p. 37.

systematically organized and in it can be created a learning instruction as students learning activities in class.

In the other side, Soekanto in Mukharomah argues if learning model is systematic concept maps in organizing learning experience to achieve learning goals, and has functions as a role model or basis for learning designs and determining learning activities in class.<sup>33</sup> It means, learning model is a concept of teaching and learning procedures that indirectly the concept will provide a learning experience. The concept is used by the teacher as a reference for education activities to get learning aims.

Based on the theories above, it can be concluded that learning model is systematically regulated learning environment in which there are procedures or syntax as a reference for teaching and learning. Arends in Trianto assume if teaching model is refers to a particular approach to education process that consist of aims, procedures, atmosphere and control system.<sup>34</sup> Therefore, learning model has more large meaning than technique, strategy or method.

## 2. Characteristics of Learning Model

There are four characteristics of learning model, the characteristics as follows:

- a. Developer or creator as constructor of logical theories
- b. What and how the learners learn be the rationale for learning objectives
- c. Create the learning behavior to see the model is work successfully or not

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<sup>33</sup> Laelatul Mukharomah, "The Use Of Discovery Learning Model To Improve Students' Descriptive Text Writing", ( a thesis for Gaining The Degree of Bachelor of English Language Education, 2015), p. 27.

<sup>34</sup> Trianto, *Model-Model Pembelajaran Inovatif Berorientasi Konstruktik*, (Jakarta: Prestasi pustaka, 2007), p. 5.

- d. Learning atmosphere to know learning aim can be achieved<sup>35</sup>

## D. Flipped Classroom Model

### 1. Definition of Flipped Classroom Model

There are several concept in defining Flipped classroom model which expressed by several expert. Jonathan Bergmann and Aaron Sams argue if flipped classroom model is a classroom model which used a video lectures record by instructor or other sources as the lesson at home, then next day in the morning will be discuss in the class.<sup>36</sup> It means, teacher have to provide the video about speaking before teaching the students in the class. Then, if students misunderstand the content of video, they can ask to the teacher during the class time. Therefore, this model can call as homework learning for students.

In addition, flipped classroom is a turning traditional instruction where the learners get the material first before entering class, (video lecture) and then during in class time the learners work harder to understanding and get knowledge from techniques such as discussion, role play, problem-solving etc.<sup>37</sup> It means, in this model students take the video lectures recorded by the teacher and watching it at home. Then, other activities like homework and exercise are done in the class time.

In the other words, Drake said if flipped classroom model is very needy the technology; learners have to access to a PC or laptop or Smartphone then

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<sup>35</sup> *Ibid.*, p. 5-6.

<sup>36</sup> Jonathan Bergmann and Aaron Sams, *Flip Your Classroom: Reach Every Student in Every Class Every Day*, (Washington, DC: International Society for Technology in Education, 2012), p.15.

<sup>37</sup> Taotaolong, John Cummins, Michael Waugh, "Use Of The Flipped Classroom Instructional Model In Higher Education: Instructor's Perspectives". The University Of Tennessee Knoxville USA, Springer Science+Business Media New York, 10 Agustus 2016, p. 3.

connect to the internet thus they are able to play the videos at home.<sup>38</sup> It means, in this model teacher and school must provide the amenities because this model needs technology to watch the video in teaching learning process. Then, another important thing the teacher must create the video material as students need. Video must be clear, short, good and interesting. In short, this classroom model relies on video and technology.

Moreover, from the theories above can be deduced that definition of Flipped Classroom is the model which reversal instructional where homework like exercises or activities to be done in class, and material education by using video are watched at home to increase the time to students do interaction with the teacher and other students.

## 2. Homework : The Video for Flipped Classroom Model

In Flipped Classroom Model the teacher must producing good-quality videos. According to Bergmann, teachers can make their own videos or using other videos.

### a. Making videos

Make your own video according to Bergmann:

Video-Making Equipments there are:

- 1) Screen casting Software
- 2) Pen annotation
- 3) Interactive whiteboard
- 4) Microphone

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<sup>38</sup> Lynne Drake, Micaela Kayser, Robin Jacobowitz, "The Flipped Classroom: an Approach to Teaching and Learning". *Education Journal*, (July 2016), p. 3.

- 5) Webcam
- 6) Recording software
- 7) Video camera

#### Stages in making a video

- 1) Create a lesson plan
  - 2) Recording
  - 3) Editing
  - 4) Publishing.<sup>39</sup>
- b. Using other teachers' video

According to Bergmann, the teachers can use other teachers' videos when they has no time to make videos, does not have screen casting technology and may also not be confident talking in front of camera. Therefore, they can use videos from YouTube and other video sharing sites.<sup>40</sup>

As of elucidation over, can be deduced when the instructor creates his/her own videos it will require a lot of costs because need screen casting technology that are expensive. Therefore, using videos from YouTube is more affordable. There are many educational videos available, so that we can choose videos that are good and suitable with the learning material.

- c. Videos that Students Like

Bergmann suggest how the video used really works and is liked by students, the suggestions are:

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<sup>39</sup> Jonathan Bergmann and Aaron Sams, *Flip Your Classroom: Reach Every Student in Every Class Every Day*, (Washington, DC: International Society for Technology in Education, 2012), p.37-43.

<sup>40</sup> *Ibid.*, p. 35.

- 1) Keep it short, if you are teaching speaking, teach just about speaking, and keep videos under 15 minutes.
- 2) Animate your voice to make them interesting.
- 3) Collaborate with another teacher when create a video; Bergmann says the video will be powerful if there are two people having conversation.
- 4) Add humor, usually do this at the first minute of each videos.
- 5) Don't waste your students' time, keep on the topic.
- 6) Add annotations, use annotation equipment to add pen markups.
- 7) Add callouts, that is small text in the box that will appear for a while in the video.
- 8) Zoom in and out, for emphasize a particular item and assist the learners more focus.
- 9) If possible do not let the video be copyright because it will be published online.<sup>41</sup>

In addition, there are suggestions by Deepak Neupane how to make a video to teaching speaking using flipped classroom model liked by students. The suggestions are:

- a. Videos must to the point on the topic and short. It means, if the video lecture is for expression giving advice or suggestion, the video just discuss about expression giving advice and suggestion. Thus learners are able to understand how to express advice and suggestion. The ideal duration of the video is around 3-5 minutes, because students will be uninterested for watch long videos.

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<sup>41</sup> *Ibid.*, p. 44-45.

- b. Combine own voices in the video. It means, the teacher should add his own voice so that students feel presence and familiar.
- c. Add humor. This way for students can enjoy while spending time watching the video and allows students to concentrate on the video.
- d. Ask students comment the video to know whether the students have pay attention of content inside the videos carefully or not.
- e. Make several points in the videos to allow learners find out some specific things that suitable with they need easily.
- f. Utilize video analytics to obtain:
  1. How much learners played the videos?
  2. The number of time they played the video.
  3. Which parts are most watched in the video?<sup>42</sup>

From several explanations above, the writer used videos from YouTube for more affordable, and edit them with the writer's own voices. The writer chose the videos that have criteria based on suggestion above, such as the researcher kept the videos about 3 minutes to avoid boredom in students.

### 3. Characteristics of Flipped Classroom

Flipped classroom model have some characteristics as follows:

- a. There is a change over from the instructor centered to learners centered.

Reversal from a lecture method to activity based class.<sup>43</sup> Thus, the

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<sup>42</sup> Deepak Neaupane, "Videos Production for Flipped Classroom A Guide for Teachers", (a thesis for Degree Program Media engineering Helsinki Metropolia University), p. 14.

instruction in the classroom will be interactive, and the students are more active to speaking through discussion.

- b. Prepare the material before entering the class.<sup>44</sup> The material is video downloaded from Youtube, Coursera, etc.
- c. Instructor is not as is "sage on the stage", but as "guide on the side".<sup>45</sup> It means, the main source is video lecture not the instructor.

#### 4. The Procedures of Teaching Speaking Using Flipped Classroom Model

There are several steps when using flipped classroom in training speaking.

Based on Bergman and Aaron Sams the steps as follows:

1. Instructor posts video recordings at night and give the question.
2. In the morning, the teacher gives Q&A session with learners about the video from the night before to avoid misunderstanding about 10 minutes.
3. Teacher asks students to complete the questions he gave the night before.
4. Students complete the practical assignments and teacher is around to help answer student's questions.<sup>46</sup>

As of the theory on top, it is known that material is given outside of class, and in class is time for practice speaking skills like question and answer and other speaking practice activity.

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<sup>43</sup> Suwarna R. Subramaniam and Muniandy, Concept and Characteristics of Flipped Classroom, *International Journal of Emerging Trends in Science and Technology*, Vol. 3 (10), 2016, p. 4669.

<sup>44</sup> J. Brame. C, *Flipping the Classroom: Center for Teaching and Learning*, retrieved March 2018, from <https://cft.vanderbilt.edu/guides-subpages/flipping-the-classroom/>

<sup>45</sup> A. King, From Sage on the Stage to Guide on the Side, *College Teaching*, Vol. 41 (1), 1993, p. 30-35.

<sup>46</sup> Jonathan Bergmann and Aaron Sams, *Flip Your Classroom: Reach Every Student in Every Class Every Day*, (Washington, DC: International Society for Technology in Education, 2012), p.16.

In the meantime, Drakes also arranges some procedures of applying flipped classroom model in training speaking as follows:

1. Before flipped the class, students spend 30 minutes to watch the video lecture and take notes.
2. Spend 10 minutes to discussion of the material in the class.
3. Teacher gives a video lectures to the students then taking it at home,
4. Tomorrow in class time students do the discussion and active learning.<sup>47</sup>

Based on the statements by Drake over, the writer deduced if the steps of using flipped classroom model for training speaking are teacher and students are spending 30 minutes for introducing the model. Then, teacher gives video lectures to the students for learn at home. Next day, will discuss about the video and active learning.

Based on theories above, the writer assumes that Bergman's steps are continuo from Drake's steps, where Drake explain the procedure before coming in class while Bergman explains the procedure during class ongoing. Therefore, the writer combines both of theories above and summarizes it into 4 steps too. The procedure of flipped classroom to teach speaking as follows:

1. Teacher spending 30 minutes to introduce the flipped classroom model to the students today.
2. Teacher gives a video to watch at home and give two questions about expression giving advice and suggestion. Then, students take notes for discussions tomorrow morning.

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<sup>47</sup> Lynne Drake, Micaela Kayser, Robin Jacobowitz, "The Flipped Classroom: an Approach to Teaching and Learning". *Education Journal*, (July 2016), P. 7

3. In the morning, the teacher gives questions and answer session with students about the video from the night before to avoid misunderstanding about 10 minutes.
4. Teacher asks students to complete the questions he gave before. Students discuss about that.

The writer's reason combine two theories above are to obtain detail time and detail activity before and during implementing Flipped Classroom Model. Besides that, the writer's reason summarizes it into 4 steps because some steps from Drake are same with Bergman's steps. Drake's steps number 3 and 4 are same with 1 until 4 Bergman's steps. In addition, the writer combines Drake's step number 1 and 2 with Bergman's step number 1 to be one step for more simple and have detail time and detail activity

## 5. Advantages of Flipped Classroom

There are two parts advantages of flipped classroom, for learners and for instructor.

### a. For learners

1. Get ready to study before entering the class.

The students are more ready to learn when in class because they have prepared the material before in class.

2. Maximum time for learners do collaboration.

Because the material is given prior to class, students have plenty of time to discuss in class and longer speaking practice will increase their speaking doubt.

3. More time for interaction with teacher.

Students already go through the topic prior to class, so they have much time for interact with teacher. This gives an opportunity for each student to ask the instructor individually.

4. Learners learning material as often as they want.

Students can repeat the video as many times as they want. Especially for students whose are slow in understanding a material, and have low speaking ability.

5. Learners will not miss the material for several reasons.

Because lessons are given online, they will not miss subject when they have obstacles to enter class.

6. Time is flexible.

Students can take the lectures at the time or place as they can as they want.

7. More sources for information.

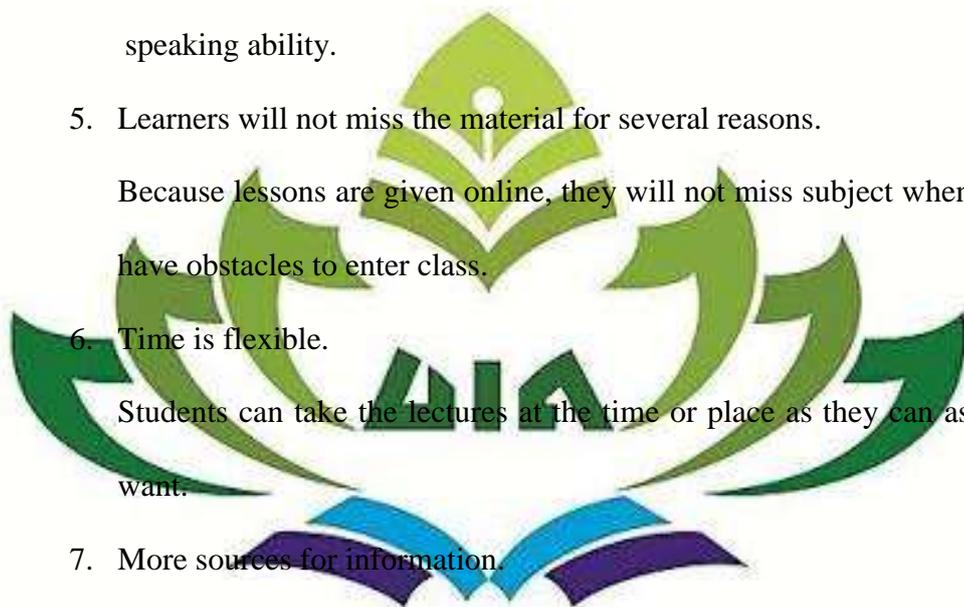
Students can find more information from several sources like internet, e-book, books, journals etc.

8. Cost effective.

Because flipped classroom use technology that can be used repeatedly. Therefore, this model don not need a lot of cost.

9. Parents can be easier monitor their child's in learning process.

Video sent from the teacher to students make it easy for parents to monitor their children in learning they can also help their children understand the video.



10. Deeper insight of the topic.

Students can play video material over and over again as they need until they understand the material in the video.

b. For Teachers.

1. Teachers lecture time is less because students have prepared themselves when going to class.
2. Video material can be used repeatedly so that the teacher does not need to record the video again just once.
3. The teachers can find out the time takes by the learners to understand the material.<sup>48</sup>

## 6. Disadvantages of Flipped Classroom

Although flipped Classroom has many advantages, it also has several shortcomings or disadvantages as below:

a. Time spent in front of screen.

Students learn to use technology to allow them to be in front of the monitor for a long time and this poses a risk to their eye health.

b. Online distractions.

They use the internet to download videos and this allows them to access other social media like YouTube, whatsapp, instagram etc. for less important things.

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<sup>48</sup> Deepak Neaupane, "Videos Production for Flipped Classroom A Guide for Teachers", (a thesis for Degree Program Media engineering Helsinki Metropolia University), p. 7-8.

- c. Student motivation factor.

If the students do not watch the video, flipping a classroom may be doesn't work.

- d. Decrease in human element.

The teacher uploads video online for students to see at home. In a long period of time will result in decreased teacher performance in teaching.

- e. Lack of technology and internet.

Some students may not have internet quota so that flipping a classroom will be ineffective.<sup>49</sup>

## **E. Discovery Learning Model in Control Class**

### **1. Definition of Discovery Learning Model**

Discovery learning is learning with discussion activities between students and students to find a conclusion. Appropriate to O'Brien in Prawerty, Discovery learning is students centered learning model where learning activities are dominated by discussion.<sup>50</sup> This model is from John Dewey and Jerome Bruner, which they are psychologist from Harvard.

In the other hand, the statement of Piaget in Martaida which explain that discovery learning is the process of educational where the instructor let the

<sup>49</sup> *Ibid.*, p. 9-10.

<sup>50</sup> Ringgi Candraning Prawerty, "The Effectiveness of Using Discovery Learning Method in Teaching Writing Skill Viewed from the Students Creativity", (a thesis to Obtain the Graduate Degree in English Education, 2014), p. 22.

learners to get information by themselves that commonly informed.<sup>51</sup> It means, students independently find information in the education process.

In addition, Djamarah and Zain in Prawerty, the conclusions of the learning material are sought by the learners themselves as a result of ongoing learning.<sup>52</sup> It means, accomplishing the problem is done by the students, but still need the guidance from the teacher. The applying of accomplishing this trouble will do in their life.

From the definition over, it is known that discovery learning model is a form with a discussion mode where students find their own information or material as discussion material and then concluded jointly by the students themselves but with the guidance of the teacher, and this conclusion as a result of learning.

## 2. Characteristics of Discovery Learning Model

There are three characteristics of discovery learning by Hosnan. They are:

- a. Students accomplish the trouble to construct knowledge
- b. Learners core
- c. Students merged the understanding with obtainable.<sup>53</sup>

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<sup>51</sup> Tota Martaida, Nurdin Bukit, Eva Marlina Ginting, The Effect of Discovery Learning Model on Student's Critical Thinking and Cognitive Ability in Junior High School, *Journal of Research & Method in Education*, Vol. 7, (6), 2017, p. 3.

<sup>52</sup> *Ibid.*, p. 22.

<sup>53</sup> M. Hosnan, *Pendekatan Saintifik dan Kontekstual dalam Pembelajaran Abad 21*, (Bogor: Ghalia Indonesia, 2014), p. 284.

### 3. Procedures of Using Discovery Learning Model in Teaching Speaking

Appropriate to Mufida, Hafifah and Mayasari in discovery learning model there are six steps which is usually used in the classroom while education process.

These steps are follows:

a. Stimulation

First, teacher stimulates the students to observing the object/ brainstorming about. Thus the learners must think what is object / brainstorming about

b. Problem Statement

Then, learners discover some troubles related to the material and one of the problems that found from the students was formulated to be a hypothesis assisted by the instructor.

c. Data Collection

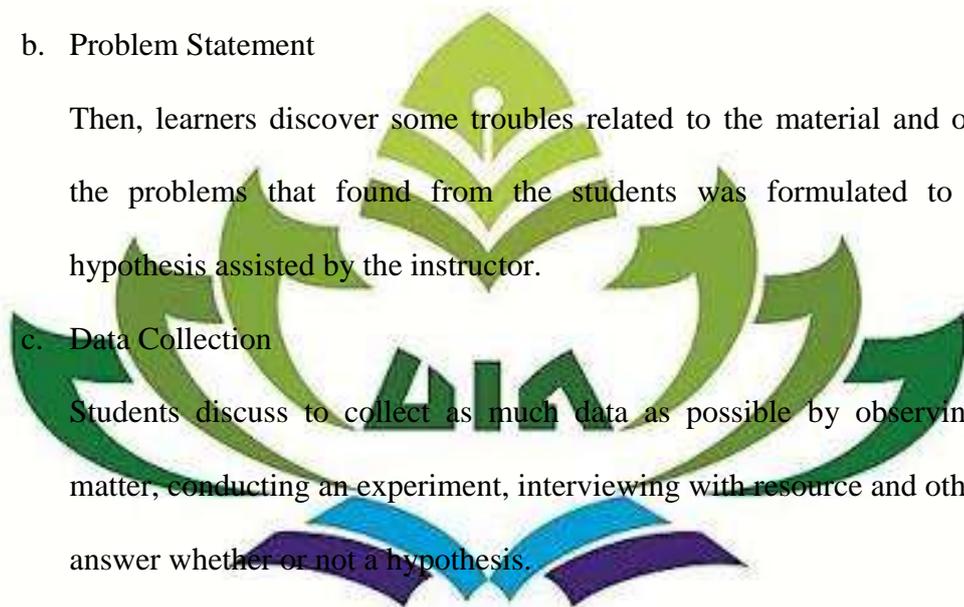
Students discuss to collect as much data as possible by observing the matter, conducting an experiment, interviewing with resource and others to answer whether or not a hypothesis.

d. Data Processing

After collecting the data from some way, the students must it to be interpreted and classified with teacher's direction. Hence, they will get new knowledge about alternative solutions that need to get a logical proof of the hypothesis.

e. Verification

To get right hypothesis, students do review whether it related with the result of processing data. The aim of verification for the students is to find



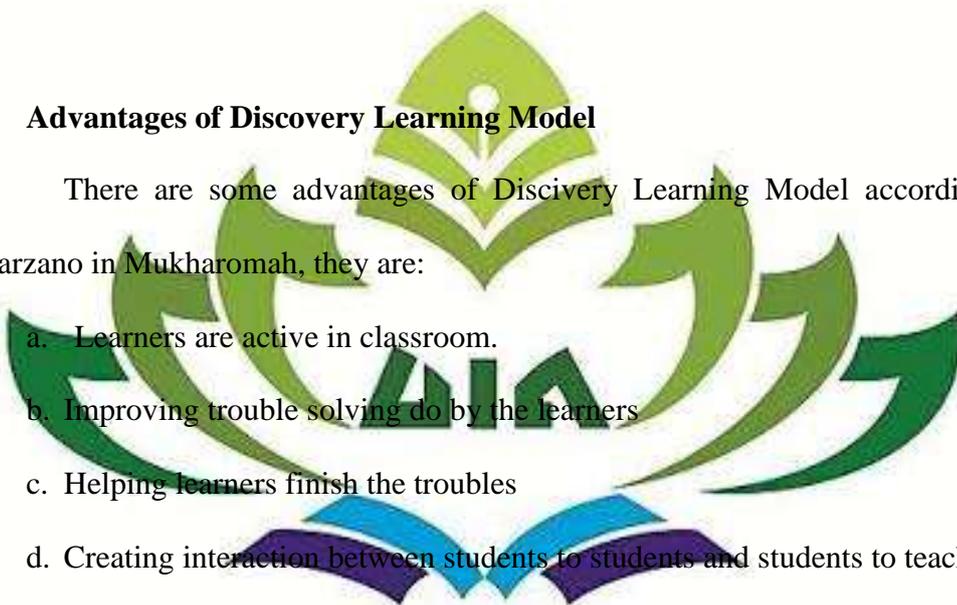
out the definition, understanding and theories from examples in their real life.

f. Generalization

Based on the result of verification, the students make a conclusion in group. This generalization process emphasizes students about how important mastery of learning is about the meaning and rules or broad principles that underlie a person's experience.<sup>54</sup>

#### 4. Advantages of Discovery Learning Model

There are some advantages of Discovery Learning Model according to Marzano in Mukharomah, they are:

- 
- a. Learners are active in classroom.
  - b. Improving trouble solving do by the learners
  - c. Helping learners finish the troubles
  - d. Creating interaction between students to students and students to teacher
  - e. Learners are embroiled directly in solve the troubles, so they will remember the material.
  - f. Students study how to learn
  - g. Appreciate their learning
  - h. Motivate students to learn
  - i. Remember the knowledge
  - j. The outcomes this model has more transmit effect than other outcomes

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<sup>54</sup> Mufida, Hafifah and Mayasari, The Implementation Of Discovery Learning To Teach Speaking At The First Grade Students At Smp Institut Indonesia, *Tell Journal*, Vol 3, (2), April 2015, p. 110.

- k. improve learners' ability by think free
- l. Training students to solve the problem<sup>55</sup>

## 5. Disadvantages of Discovery Learning Model

There are some disadvantages from discovery learning which stated by Murphy, Malloy, and O'Brien in Prawerti. These advantages are follows:

- a. Not easy to implement because students need to process cognitive skills.
- b. Many researchers assume that discovery learning as a universal and international instruction approach for beginning and intermediary students are not effective.
- c. Students confused if no initial framework is available
- d. Measurable students' performances are worse for most learning situations.
- e. Cause of misconceptions so that students get less knowledge after instruction
- f. Students must master the problem solving strategy otherwise they will have difficulty in the learning process.
- g. Critics consider that discovery model is so incompetent and so hard to implemented successfully because in this model make too many demands for students which lack the background of knowledge.<sup>56</sup>

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<sup>55</sup> Laelatul Mukharomah, "The Use Of Discovery Learning Model To Improve Students' Descriptive Text Writing", ( A Thesis For Gaining The Degree Of Bachelor Of English Language Education, 2015), p. 33.

<sup>56</sup> Ringgi Candraning Prawerti, "The Effectiveness of Using Discovery Learning Method in Teaching Writing Skill Viewed from the Students Creativity", (a thesis to Obtain the Graduate Degree in English Education, 2014), p. 37-38.

## F. Thinking Framework

Teaching speaking English in many schools face some problems such as teaching and learning speaking uses un-interactive classroom model, many students are lack of speaking knowledge and moreover time to practice speaking is limited. Therefore, to overcome this problem it is necessary to apply a model for learning speaking which gives students plenty of time to practice speaking.

In this research, the writer would use flipped classroom model to training speaking. By implementing this model, learners are given more time for their speaking performance, in addition they are get input through online video from Youtube via whatsapp in the outside class time which given by the teacher and produce the language through discussion inside the class. Therefore, the learners get a lot of time to practice speaking English and communicating with their friends. It is predictable to build the fluency, secure, active, also decrease learners' nervousness. Furthermore, in this millennial era the flipped classroom model becomes the most excellent way to utilize technology and get good learning goal that suitable for students.

## G. Research Hypothesis

$H_a$ : There is a significant influence by applying flipped classroom model towards students' speaking ability at the first semester of the eleventh grade of SMAN BHAKTI MULYA Lampung Utara.

$H_o$ : There is no significant influence by applying flipped classroom model towards students' speaking ability at the first semester of the eleventh grade of SMAN BHAKTI MULYA Lampung Utara.

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