USING FLIPPED CLASSROOM MODELS IN TEACHING SPEAKING AT SMA 12 GOWA

A THESIS

Submited to Faculty of Teacher Training and Education Universitas Muhammadiyah Makassar in Partical Fulfillment of the Requirement for Degree of Education in English Education Department.

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ENGLISH EDUCATION DEPARTMENT

FACULTY OF TEACHER TRAINING AND EDUCATION

MUHAMMADIYAH UNIVERSITY OF MAKASSAR

2025

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9/4/2025	I – V	Finding and Discussion Canting the Data	
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MOTTO

" Sesungguhnya bersama kesulitan ada kemudahan"

Q. S Al-insyirah:5

" Terlambat bukan berarti gagal, cepat bukan berarti hebat, terlambat bukan menjadi alasan untuk menyerah, setiap orang mempunyai proses yang berbeda. PERCAYA PROSES itu yang paling penting, karena Allah telah mempersiapkan hal baik dibalik kata proses yang kamu anggap rumit"

(Edwar satria)

"Jika kamu mencari siapa yang akan mengubah hidupmu, lihatlah di cermi

DEDICATION

I dedicate my thesis to my parents for their support and encouragement throughout my pursuit for education

ABSTRACT

Andi Zikrillah, 2025 "*Using Flipped Classroom Models In Teaching Speaking At Sma 12 Gowa*". A thesis of English Education Department Faculty of Teacher Training and Education Universitas Muhammadiyah Makassar (Supervised by Ariana and Achmad Basir).

This research describe the use of the flipped classroom method in English learning. The aims of this study was to see how to improve students' speaking skills through the flipped classroom model using recount text as a treatment tool. This study was conducted at SMAN 12 Gowa with the subject of the research being the students of class X MIPA 1 which consist of 27 students. This research design used a pre-experimental one group pre-test post-test design. The results of this research indicate that, there is a comparison of the pre-test and post-test results which show that students' speaking ability before using the flipped classroom method is still lacking, while at the post-test stage students' speaking ability has increased significantly.. It can be proven from the results of the mean values of grammar, fluency, and vocabulary, the mean speaking value can be obtained. The mean speaking value before the test was around 31.20, while the mean value after the test was 78.40, with the test results after the test increasing. Based on these data, it can be concluded that there is an increase in student learning outcomes by implementing flipped classes on speaking skills.

Keyword : Flipped Classroom; Teaching Models; Speaking Skills.

ABSTRAK

Andi Zikrillah, 2025 "*Pemanfaatan Model Flipped Classroom Dalam Pembelajaran Speaking Di SMA 12 Gowa".* Skripsi Jurusan Pendidikan Bahasa Inggris Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Makassar (Dibimbing oleh Ariana dan Achmad Basir).

Penelitian ini mendeskripsikan penggunaan metode kelas terbalik dalam pembelajaran bahasa Inggris. Tujuan dari penelitian ini adalah untuk melihat bagaimana meningkatkan keterampilan berbicara siswa melalui model kelas terbalik dengan menggunakan teks recount sebagai alat bantu. Penelitian ini dilakukan di SMAN 12 Gowa dengan subjek penelitian adalah siswa kelas X MIPA 1 yang berjumlah 27 siswa. Desain penelitian ini menggunakan pre-experimental one group pre-test post-test design. Temuan penelitian ini menunjukkan bahwa ditunjukkan dengan perbandingan hasil pre-test dan post-test, yang menunjukkan bahwa keterampilan berbicara siswa masih kurang sebelum menggunakan metode kelas terbalik, sedangkan pada tahap post-test, keterampilan berbicara siswa telah meningkat secara signifikan. Hal ini dapat dibuktikan dari hasil nilai rata-rata tata bahasa, kelancaran, dan kosa kata, nilai rata-rata berbicara dapat diperoleh. Nilai rata-rata berbicara sebelum tes sekitar 31,20, sedangkan nilai rata-rata setelah tes adalah 78,40, dengan hasil tes setelah tes meningkat. Berdasarkan data tersebut, dapat disimpulkan peningkatan hasil belajar siswa dengan menerapkan kelas terbalik terhadap keterampilan berbicara.

Keyword : Kelas Terbalik: Model Pembelajaran; Kemampuan Berbicara

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Makassar 12 Agustusi 2025

Andi Zikrillah

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CHAPTER I

INTRODUCTON

A. Background of the Research

Speaking is ability to express oneself in a situation, or state with the right words or the ability to speak with the aim of expressing a series of ideas fluently. Learning English is one of the important skills that teachers must teach, and speaking is called oral communication. Teachers face many challenges to help their students master English well, especially speaking in or out of the classroom. Many students in a large class become a problem in teaching English. This can also affect the psychology of students who are unable to speak English in public. The conditions in the classroom usually have many students who have difficulty speaking English because they feel uncomfortable with the idea of being assessed.

When carrying out the learning process, especially speaking English, of course there are several challenges faced by students. There are similarities with what has been stated by previous researchers that there are several challenges that students usually face, namely the first challenge is the lack of speaking practice as communication or interacting with each other in English during learning, which causes students to sometimes feel less confident and hesitant in communicating. The second challenge is that many students lack knowledge or background when teachers ask them to discuss topics spontaneously with friends or groups. This is due to the lack of student preparation and limited vocabulary related to the topic it can be concluded that the students need a preparation,

Many studies have been conducted to offer alternative methods to solve the problem of teaching speaking. One interesting approach comes from Bergmann, who flipped his classroom as a transition to an immersive learning model. The Flipped Classroom Model is a teaching model that can be considered to solve the problems mentioned earlier. The flipped classroom-based learning model is one of the student-centered learning models to improve learning effectiveness. Flipped classrooms utilize technology that supports learning materials that can be accessed anytime and anywhere.

The syntax of the flipped classroom learning model based on Bergmann & Sams' theory (2012) is 1) the first day of the flipped classroom learning model, 2) informing the flipped classroom learning model, 3) explaining to students how to access the video, 4) asking students to create questions, 5) directing students to help each other, 6) creating an assessment system.

This model delivers lessons to students at home through electronic media and utilizes class time for practical activities that help students learn information literacy. In other words, this model allows students to learn basic concepts through electronic media. This model is considered very effective and useful. The Flipped Classroom model is very suitable for speaking learning

The used of Flipped Classroom learning was very important in situations like this because this model gave students the opportunity to get a lot of input and practice both inside and outside the classroom. This was because this model allowed students to spend more time practicing speaking in class.

Based on the researcher's experience when teaching English, especially speaking skills, most students find it difficult and are afraid of making mistakes, as a result they do not dare and avoid being asked to speak. Every time they take English practice scores, most students lack confidence which causes them to be unable to speak well.

To overcome this problem, the researcher tried to apply the Flipped Classroom method, a reverse learning method where students actively learn before face-to-face learning (real time) in class with the help of learning videos, , LKPD, and other learning resources, so that students independently and confidently express themselves because they already understand the material to be studied, with the hope of improving student learning outcomes, especially English speaking skills.

Due to various problems of the teaching and learning speaking and also many research has conducted about the model, the researcher intended to conduct aresearch to improve students speaking skill through the flipped classroom model, by the title "*Using Flipped Classroom In Teaching Speaking At SMA 12 Gowa*"

B. Research Question

Based on the background above, the researcher formulated the research question:

"Can Flipped Classroom Model Improve Students' Speaking Skill?"

C. Research Objectives

The objective of this research was to find out whether the flipped classroom models can improve students' speaking skills.

D. Significant of the Research

The significance of this research are that expected to provide benefits in the student learning process

1. This Research can provide information and guidance on the development of active teaching models that can be implemented in students.

2. This Research can motivate teachers to use the Flipped Classroom Models, provide students with many opportunities to speak and interact with each other in English, and offer future researchers an innovative way to teach speaking to solve speaking problems.

3. This research can be used as a guide for future researchers who want to investigate improving speaking skills and using learning Flipped Classroom Models.

E. Scope of the Research

This research was conducted at SMA Negeri 12 Gowa, precisely in class 12 MIPA 1. This research only focused on knowledge about the use of flipped classes in teaching speaking using recount texts as a treatment tool. This Research used Google Classroom application as a media in teaching speaking. The aspects of speaking that was seen are grammar, vocabulary, and speaking fluency.

CHAPTER II

RELATED OF LITERATURE REVIEW

A. Previous Research Related Findings.

The first research From Li (2017) The purpose of this research was to find out how the integration of the flipped classroom models impacts on the learning of speaking skills in EFL. The results showed that the experimental group obtained better post-test scores than the control group. The students also expressed their opinions in favor of the practice of flipped instruction and constructive role play.

The second research from Suranakkharin (2017). He examined the students' attitudes towards the flipped model. In this research process, the experimental class was given learning using the flipped classroom models where the material was given outside of class hours and class time was used to carry out activities. Then, Traditional learning models are used to teach the control class, where materials are given in class and additional exercises are given outside of class time. the results showed that flipped learning can improve students' collocation knowledge.

The third research from Abdullah (2019). This study is aimed to investigate the effectiveness of implementing Flipped Classroom Models on the English speaking performance of EFL learners. In this quasi experimental study, both quantitative and qualitative data were obtained to achieve the research questions of the current study. The results of the current study are generally similar with those from previous studies with regard to the contribution of flipped classroom to the improvement of students' outcomes. However, the previous research has focused largely on students' perceptions rather than investigating students' speaking performance.

The fourth research from K. Gustian dkk (2022). Based on the results of the research and discussion in this study in class X of SMA Katolik Santo Fransiskus Assisi Samarinda with the application of the Flipped Classroom method, it is said that the flipped classroom method is very relevant in improving students' speaking skills because mentally, knowledge, and skills students have independently prepared themselves so that when the teaching and learning process in class students can be active and enthusiastic in following the learning and elaboratively improve their skills in speaking English. The application of this method is very suitable for the current educational situation where student-centered is an important thing in the learning process, that teachers are not as a source of learning but as facilitators in learning so that students are trained to independently find and develop themselves according to their abilities not because they are forced by others.

Based on several previous studies that have been stated above, that there are similarities and differences in the research with the research that the researcher will conduct. the similarities are, regarding the Flipped Classroom models, it can improve students' ability or courage to speak and the difference is, this research will use recount text as a treatment tool to see speaking skills by asking students to tell about their holiday experiences

B. Some Partinent Ideas

1. Speaking

a. Definition of Speaking

There are several ways to define speaking. Speaking is one of the abilities that must be acquired when learning English. Both writing and speaking are useful

Language abilities. Speaking is a useful ability that individuals utilize to communicate verbally with one another. Since content is created and processed in real-world scenarios, the speakers talk directly to the audience. Speaking is very important in day-to-day situations.

According to Zuhriyah (2017:122), Speaking is a condition where someone expresses something and tells stories to other people verbally. a situation where a person interacts with other people in social society because in human daily activities what is called the ability to speak. Meanwhile Leong (2017:34) state of speaking that does not just say things through the mouth (utterance), but also means communicating a message through words. People can communicate information and ideas, express opinions and feelings, share experiences, and mention social relationships by speaking.

Haryudin and Jamilah (2018: 61) that speaking English is a foreign language that requires a lot of practice to become proficient in. The students should practice both inside and outside of the classroom because with frequent practice, they will develop the habit of using the English language and speak it fluently.

Based on some explanation about speaking above, then the researcher can conclude that one of the most important language skills is speaking. Speaking is the first way to interact orally, interact, or share ideas with others, and produce certain language points. Speaking is also a way of using language. One of the most challenging parts of teaching and learning English is speaking, because speaking includes a number of elements such as grammar, vocabulary, pronunciation, and other linguistic elements. Speaking is a tool to communicate and interact with

others. By speaking, people can get or share information, ideas, knowledge, and other things.

    b. Components of Speaking

Syakur (2007) stated that there are five components of speaking skill, they are; comprehension, vocabulary, grammar, pronunciation, and fluency.

  a. Comprehension

Comprehension refers to how much explanation is needed to understand the student's response and how well the student understands the conversation. In other words, if someone can answer or express an idea well, it shows that they understand well.

  b. Vocabulary

People who lack vocabulary cannot communicate effectively or express their ideas either verbally or in writing. This is because vocabulary is the right tool for communication.

  c. Grammar

Grammar is needed for students to be able to construct correct sentences in conversation. According to Mabaroh (2018), several experts state that grammar is the main part of language which if missed will make it very possible for errors to occur in receiving language messages. Therefore, grammar becomes a reference or standard so that the communication carried out can be better understood by each other.

d. Pronunciation

Pronunciation produces certain sounds. Students must be able to articulate words and produce physical sounds that have the correct meaning during the communication process to avoid misunderstandings. In addition, they must be able to pronounce and produce phonemes clearly and correctl

e. Fluency

Fluency is a fluent thinking skill that is characterized by expressing many opinions, answers, solving problems, providing many ways of doing things, and having assumptions about more than one answer.

c. The Importance of Speaking

The ability to speak in social interactions affects how well relationships develop and continue. Furthermore, effective communication skills are an essential part of success in work or professional life. A leader, for example, needs communication skills to convey information, influence others, and direct them to action. Everyone also needs communication skills to demonstrate our abilities. Oral performance in the target language reflects our personality, self-image, knowledge of the world, and ability to reason and express our thoughts.

Boonkit (2010) stated that speaking is one of four important skills in learning English, especially when the speakers are not from English native. Furthermore, it is essential for EFL students to improve their speaking ability together with other abilites in order to achieve communication goal. As Brown (2001) believed that spoken language is easy to perform, but in some situations it is difficult. This statement is supported by Munjayanah (2004) on her research stated that when

people wanted to speak fluently, sometimes they got difficulties to do it. In short, speaking is a complex skill that has to be possessed by students in learning English, they need to practice a lot in order to carry out an effective speaking performance.

d. Problem of Speaking

There are several problems faced by students in speaking and it will disturb speaking abilities. Ur (2001) noted that there are four problems faced by students in speaking English, especially for EFL students:

a. Inhibition

In speaking activities, the listener must concentrate fully on the speaker and be exposed. This often makes speakers afraid to perform; they may also worry about making mistakes or being criticized in front of others.

b. Lack Confidence

Another problem is that most students do not have material to talk about related to the topic. They may feel bored and do not understand or feel that the discussion is not relevant to the conversation. As a result, even though they know that they have to answer in speaking activities, students will not be motivated to speak. They are not even confident to express what they want to say.

c. Low of Participation

In this case, dominant students in English classes usually make it difficult for other students to speak freely. Students who often interrupt or constantly seek the teacher's attention tend to create a situation where groups of students would rather sit in the corner of the classroom and watch the lesson

2.   Teaching Speaking

According to Dedy Wahyudi (2013, p. 4), one of the things that must be considered by those who work as English teachers is teaching speaking. Many questions arise about how students can take the initiative and improve their self-esteem, use appropriate language, and speak or negotiate. According to Brown and Nation (1997), the goal of teaching speaking skills is communicative efficiency. Teachers must emphasize communicative efficiency when teaching speaking so that students use language effectively rather than just using the language itself.

Nunan (in Yusra, 2021) said that speaking instruction aims to teach ESL students the following:

1) Producing English speech sounds and sound patterns;

2) Using word and sentence stress, intonation patterns, and second language rhythm;

3) Choosing sentences that are appropriate to the social environment, audience, situation, and topic of discussion; and

4) Organizing their thoughts logically and meaningfully.

In relation to the previous explanation, it can be concluded that the main goal of teaching English speaking is communicative efficiency, especially in language production, where language use is emphasized more than the use of the language itself.

2. Flipped Classroom

The Flipped classroom model is a learning process that reverses learning activities at school with learning activities outside of school. Learning activities that are usually done at school are done at home. Conversely, learning activities that are done at home are done at school.

According to Yulietri (2015) flipped classroom is a learning model that minimizes direct teaching from teachers, where in the learning process students study the lesson material first at home, while teaching and learning activities in the classroom only consist of doing assignments, discussing material or problems that have not been understood while studying at home.

According to Wei (2025), the significance of the flipped classroom as an innovative teaching method for English language learning. Flipping the learning paradigm from passive to active participation allows students to take full responsibility for their learning while developing required communication abilities. Educators are encouraged to use the flipped classroom model to develop student-centered, efficient, and engaging language learning settings.

The general design of the flipped classroom learning process according to Sihaloho (2017) is that learning begins with watching independent learning videos at home accompanied by accompanying video LKPD to ensure that students follow independent non-face-to-face learning.

Based on several opinions above, it can be concluded that flipped classroom is a learning model planned by teachers, involving students'

active activities in class as a practice preceded by activities outside the classroom as an independent learning process using technological facilities with the aim of increasing student involvement in learning

a. Characteristics of Flipped Classroom

Flipped classroom learning emphasizes the use of time in and outside the classroom so that learning is of better quality and students' understanding of the material improves. This is done by minimizing the amount of direct instruction that teachers give to their students when teaching the subject.

The flipped classroom learning model is a learning model where students study the lesson material at home by utilizing technology that supports learning while the learning time in class is used to collaborate and create.

Learning models certainly cannot solve all aspects of learning problems. A learning model must have advantages and disadvantages, as does the flipped classroom learning model. The advantages and disadvantages of the flipped classroom learning model can arise from the learning model itself, the learning atmosphere, or from the implementation of the model carried out by the teacher.

1) The Advantages of the Flipped Classroom

According to Adhitiya et al (2015), the flipped classroom learning model has advantages, namely:

(a) Students will find it easier to understand the material being taught because students can re-watch the material given through videos

(b) Students can access the videos from anywhere as long as they have adequate resources.

(c) Learning using the flipped classroom method can also be said to be efficient because students can learn using this material anywhere, both at school and outside of school.

(d) To support the enthusiasm for learning, students must use the learning videos provided to study independently.

b. The Disadvantages of the Flipped Classroom

(a) To watch videos, at least one computer or laptop is required. This will make it difficult for students who do not have a computer/laptop, they have to go to an internet cafe to access the video.

(b) Students may need a lot of support to ensure they understand the material presented in the video and students are not able to ask questions to the instructor or their peers if they only watch the video.

(c) In its implementation in Indonesia, flipped classroom can only be applied in schools where students already have adequate facilities and infrastructure considering that this strategy requires students to watch video tutorials at home.

c. The Procedures of Teaching Speaking Using Flipped Classroom Model

The four-stage process commonly used in the flipped classroom model is introduction, learning materials, process, and evaluation. This procedure is modified from Suranakkharin's research, but adapted to how the Flipped Classroom Model is applied in the Indonesian context.

1) Introduction Phase

The students are introduced to the material that will be given and the methods that will be used

2) Learning Materials Phase

To help students prepare before the meeting, online videos and materials are provided.

3) Process Phase

a) Out Class

1) Before in-class meeting, students are asked to study independently at home regarding the material for the next meeting, by watching learning videos created by the teacher themselves or learning videos uploaded by other people.

2) The teacher informs students to register/join the application system that will used by visiting the page https://classroom.google.com .

b) In Class

1) Discuss the videos that students have watched with discussions and questions and answers.

2) The teacher asks students to tell a short example text about the specified material.

3) Students Present the results of their work.

4) Then the teacher checks the note taking of the students and clarifies their misconceptions about pronunciation, vocabulary, makes sure all the students are active to speak up, and also checks their understanding the main idea of the video. The total of the discussion is about 20 minutes.

5) The teacher provides videos as teaching materials for the next meeting.

4) Evaluation Phase

The teacher evaluates the results of student work and sees the development of improving students' speaking skills through presentations in front of the class at the last meeting.

3. The Concept of Recount Text

a. Definition of Recount Text

According to Husna & Multazim, (2019) A text that recounts past occurrences is known as a recount text. This is one of the texts that can be utilized to help students in transforming their experiences into Writing. Meanwhile according to Situmorang et al. (2019), also have the same opinion that a recount text is one that consecutively recounts one or more prior occurrences.

Corbett and Julia in Merina et al., (2019) also argue that recount texts, which concentrate on narrating what has happened, are also argued to be among the simpler forms of nonfiction. This implies that the author of a recount text must use either the first or third person to recount a sequence of events that occurred.

Recount texts may include factual material, such as news stories, procedural details, such as describing to someone how you made something, or personal information, such as recollections of family holidays or your opinions on a certain subject.

b. Purpose of Recount Text

According to Knap (2005) recount texts aim to retell events or experiences, and are often used in educational contexts to practice narrative writing skills. They state that recount texts have a similar

structure to narrative texts but focus more on facts or events rather than fictional stories.

c.   Generic Structure of Recount Text

The generic structure of a recount text is composed of three main parts. Firstly, Orientation, which provides background details about the parties participating, the locations of the activities, and the dates of them. Setting the scene and giving the reader the background information they need are accomplished in this part. The second is Events, which describes the incidents or sequence of events in a chronological manner. Every event is explained in great depth to ensure that the reader knows exactly what happened. Finally, Re- orientation, the epilogue, provides a sense of completion to the story by frequently incorporating a closing analysis or personal reflection on the events that were described. This opinion is in line with that expressed by Widodo (2021) that the Generic Structure of a text is divided into three which are described below:

1. Orientation: It is about introduction the participants, place and time. Ittells who was involved, what happened, where the events took place, and when it happened.

2.. Events : Describing series of event that happened in the past. Telling what happened and in what sequence.

3. Reorientation : It is optional. It consists of closure of events/ending. It is stating personal comment of the writer to the story.

d.   Language Features of Recount Text

According to Hyland (2004) states that there are three language features of recount text namely:\

1.   Using chronological connection; then, first, after that, etc.

2.   Using linking verb past tense.

3.   Using action verb present tense.

C. Hypothesis

The hypotheses of this research are proposed in the forms of null and research hypotheses below:

1. Ho: There is no significant improvement of students' speaking skill after being taught by using Flipped Classroom Model.

2. H1: There is significant improvement of students' speaking skill after being taught by using Flipped Classroom Model.

D. Conceptual Framework
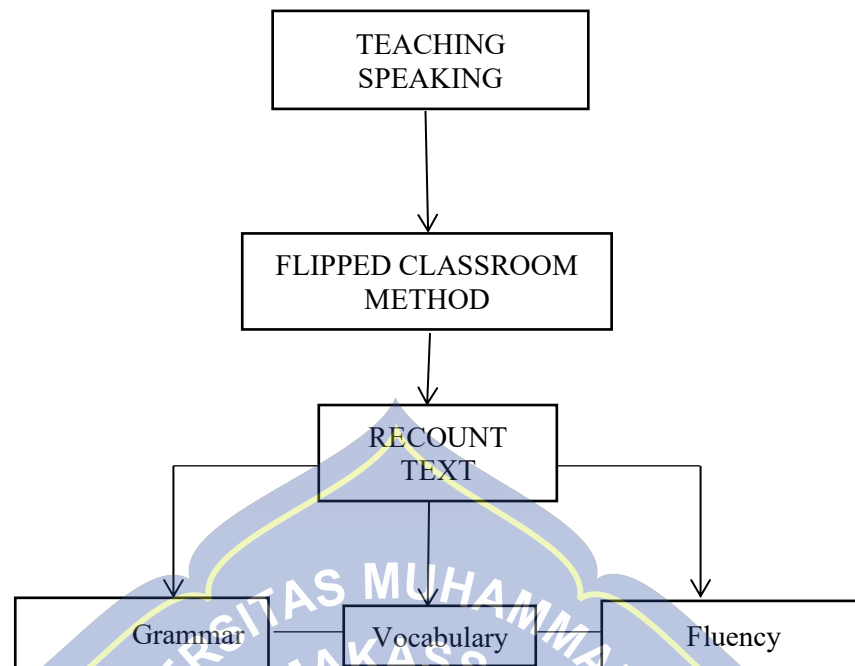
Figure 2. 1. Conceptual Framework

Based on Conceptual Framework above, this research will discuss the use of the flipped classroom model in speaking learning using recount text material as a treatment medium. In the process of implementing this models, researchers focus on aspects of grammar, vocabulary, and fluency as one solution to be able to help increase students' speaking skills.

CHAPTER III

METHODOLOGY

A. Research Design

This research used quantitative methods. Researcher used quantitative methods because there were several techniques for conducting research that guide and enable researchers to collect and analyze data. The method used in this research was quantitative because this research dealt with numbers and statistical data. This research design used a pre-experimental one group pre-test post-test design. One group pre-test post-test design was a research design that only involves one group.

In this research, researcher conducted a pre-test to measure students' level of understanding of the material. After that, students were given treatment for several meetings, then students were given a post-test to see how far the students had achieved after being given treatment. Which had the following research design:

T1 X T2

Where:

T1: Pre-test

X: Treatment

T2: Post-test

B. Population and Sample

1. Population

The population of this research was the 10th grade students of SMA N 20

Gowa which consist of 4 classes. In detail the number of each class can be seen

in the following table.

Table 3. 1. Population

NO	CLASS	Number of Students
1.	X MIPA 1	*27*
2.	X MIPA 2	*25*
3.	X IPS 1	*30*
4.	X IPS 2	*28*
	TOTAL	**110**

2. Sample

The sampling technique use in this research was random sampling

technique. Simple random sampling is a type of probability sampling in

which the researcher randomly selects a subset of participants from a

population. The sample in this research was X IPA 1.

Table 3. 2. Sample

NO	CLASS	Number of Students
1.	X MIPA 1	27
	TOTAL	**27**

C. Instrument of the Research

The data in this research was obtained from the students' speaking scores in the classroom. The researcher used an oral test as a tool to collect data. In this pre-test, students were asked to speak/tell briefly about their respective "memorable experiences" and in the post-test, students were asked to speak/tell in front of the class for at least 2 minutes per person about the experience of "the last holiday" after using the flipped classroom model.

D. Research Procedure

In collecting the data, the researcher follows these procedures:

1. Determining the population and selecting the sample

   As a starting point, the researcher determined the population and sample of this study. The researcher chose SMAN 12 Gowa and the population is all the first-year students. The sample of the study is X MIPA 1.

2. Preparing the materials

   Researcher prepared appropriate speaking materials. The material was related to treatment, as well as pre-test and post-test. The materials are in accordance with the syllabus for 10th grade students.

3. Giving pre-test

   After all the materials were well-prepared, the sample was given a pre-test by the researcher. The pre-test was given could help the researcher to measure students' speaking proficiency before conducting treatments.

4. Conducting the treatments

The researcher conducted the treatments to the students in speaking class. Students were given treatment using the Flipped Classroom Model. This treatment was carried out in four meetings. In each meeting, students carried out speaking practice activities using the flipped classroom model and make presentations in front of the class. In this activity the researcher played a role as a prompter, giving feedback.

5. Giving post-test

The next procedure after carrying out treatment was a post test which was be given by the researcher. The post-test given shows how far students had progressed after being taught using the Flipped Classroom FC Model. It was also to see how each aspect of speaking improves.

6. Analyzing the results of the pre-test and post-test will analyzed by using Repeated Measure T-Test. This was meant to see the significance improvement of the pre-test and posttest, and saw which of the speaking aspects improved.

E. Technique Data Collection

Collecting data can be done in any settings, any sources, and any ways. In quantitative research, collecting data can be done by using pre-test, post-test.

1. Pre-test

The purpose of pre-test was to know how far the English speaking proficiency of the students. Its purpose was also to measure how far they

understand about the subject. Students asked to *explain about the memorial experience* in front of them. It aims to measure how far their understanding of the topic and also their level of english speaking skill.

2. Treatment

The researcher first provided material in stages by providing a YouTube video link and also material from the e-book. Class meetings were held only to discuss the material that has been given. Class meetings were held 2 x 45 minutes and are held for 4 meetings. During the meeting students gave several assignments and also different material from many resources. However, the material was no longer be studied in class, but students had more discussions regarding the material.

3. Post-test

Post-test will gave at the end of the research. Its purpose was to determine whether there was an improvement or not after being taught by using Flipped Classroom Model. In the post-test, students were asked to explain the assignment that had been given previously to create a recount text with the theme *"holiday experience"* and then present it in front of the class. The same tests will carried out to see if there is a significant improvement

F. Technique Data Analysis

In this study, the data analysis approach included the analysis of the accuracy of students' speaking ability in the aspects (vocabulary, grammar and fluency)

before and after the application of this technique. This analysis was conducted to determine the effect of the flipped classroom learning model on the results of students' speaking ability in the aspects (vocabulary, grammar and fluency) of students in writing recount texts during learning. Therefore, it was necessary to test the hypothesis and assessment rubric to see the differences in learning using the flipped classroom model before and after treatment.

1. Asesment Rubric

Table 3. 3. Asesment Rubric

Speaking Rubric Assesment	Criteria	Score
Grammar	No more than two errors during the interview.	6
	Few errors, with no patterns of failure.	5
	Occasional errors showing imperfect control of some patterns but no weakness that causing misunderstanding.	4
	Frequent errors showing some major patterns uncontrolled and causing occasional irritation and misunderstanding.	3
	Constant errors showing control of very few major patterns and frequently preventing communication	2
	Grammar almost entirely inaccurate except in stock phrases.	1

Fluency	Speech is on all professional and general topics as effortless and smooth as a native speaker's.	6
	Speech is effortless and smooth, but perceptibly non-native in speed and evenness.	5
	Speech is occasionally hesitant, with some unevenness caused by rephrasing and grouping for words.	4
	Speech is frequently hesitant and jerky; sentences may be left uncompleted.	3
	Speech is very slowly and uneven except for short or routine sentences.	2
	Speech is so halting and fragmentary that conversation is virtually impossible	1
Vocabulary	Vocabulary apparently as accurate and extensive as that of an educated native speaker	6
	Professional vocabulary broad and precise; general vocabulary adequate to cope with complex practical problems and varied social situation.	5
	Professional vocabulary adequate to discuss special interest; general vocabulary permits discussion of any non-technical subject with some circumlocutions.	4
	Choice of words sometimes inaccurate, limitation of vocabulary prevent discussion of some common professional and social topics	3
	Vocabulary limited to basic personal and survival areas (time, food, transportation, family, etc.)	2
	Vocabulary inadequate for even the simplest conversation.	1

Novika, (2014)

2. Score categorization the students

Table 3. 4. Score categorization the students

Score interval	Categorization
86-100	Very Good
71-85	Good
56-70	Fair9
41-55	Poor
0-40	Very poor

Arikunto S, (2005

2. Following the collection of data, the next phase in the research was to

assess the pre-test and post-test scores. Using the following procedure:

The maximum score is 6 Points

$$\frac{Score\ Obtained}{Score\ Maximum} \times 100$$

(Mulyana, 2018)

3. To know the presentage of the students improvement by appliying the

following formula

Improvement (%) + Post Test Score (T2) – Pre test score (T1)

(Fauziati, 2017)

This data analysis is used to analyze the significance of a measuring instrument. The steps for conducting a repeated-measures t-test in SPSS.

The steps for interpreting the SPSS output for a repeated-measure t-test

1. In the Paired Samples Statistics table, there are several important pieces of information about each observation of the continuous outcome including the size of each observation (N) and their respective means (Mean) and standard deviations (Std. Deviation). Disregard the Std. Error Mean values for practical purposes.

2. In the Paired Samples Test table, look at the p-value associated with Sig. (2-tailed) column. This is the p-value that is interpreted.

3. If it is LESS THAN .05, then researchers have evidence of a statistically significant difference in the continuous outcome across time or within subjects.

4. If the T-value is MORE THAN .05, then researcher have evidence that there is NOT a statistically significant difference in the continuous outcome across time or within-subject

CHAPTER IV

FINDINGS AND DISCUSSIONS

This chapter included the researcher's analysis and discussion of research

findings pertinent to the research issue.

A. Findings

1. Grammar

a. The mean score and improvement of students' speaking abilities in terms of grammar

Table 4. 1. Student's mean in terms of Grammar

Indicator	Pre-Test	Post-Test	Improvement
Grammar	29.58	78.77	49,19%

Table 4.1 shows that students' average pre-test and post-test scores have

increased. The pre-test mean grammar score was roughly 29.58 while the post-test

mean was 78.77 with the post-test results improving. The findings show 49,19%

increase in student outcomes, indicating that using a flipped classroom improves

their understanding of grammar.

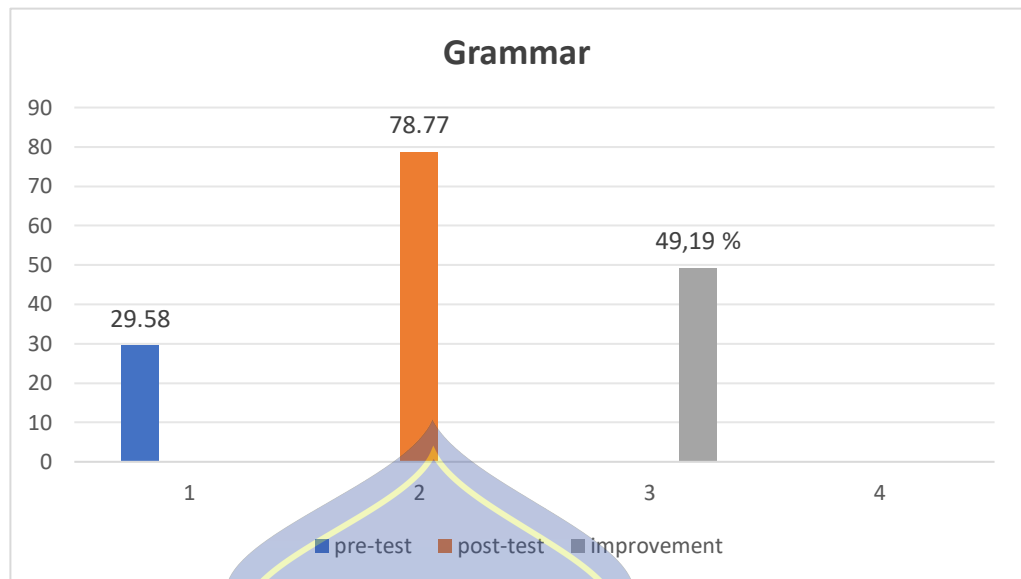*Chart 4. 1. Improvement students grammar in pre-test and post-test.*

Chart 4.1 indicates that the average pre-test grammar score for students was 29.58, while the average score in the post-test had risen to 78.77. This results in a score increase of 49.19% from the pre-test to the post-test. This demonstrated a considerable improvement in students grammar scores following the implementation of the flipped classroom method.

b. Students classification and presentage in pre-test and post-test in grammar.

Table 4. 2. Student's classification and presentage in pre-test and post-test in grammar

No.	Classification	Score	Grammar			
			Pre-test		Post-Test	
			Frequency	Percentage	Frequency	Percentage
1.	Very Good	86-100	-	-	2	7.43%
2.	Good	71-85	-	-	16	59.27%
3.	Fair	56-70	-	-	9	33.3%

4.	Poor	41-55	5	18.52%	-	-
5.	Very poor	0-40	22	81.48%	-	-
	Total		27	100	27	100

Table 4.2 shows that in the pre-test grammar section, 22 students (81.48%) scored very poorly, while 5 students (18.52%) scored poor. This demonstrates that those students with the lowest classifying struggled with grammar, and flipped classroom learning wasn't implemented in this class. In the post-test grammar component, 2 students scored very good (7.43%), 16 students got good (59.27%), and 9 students scored fair (33.3%). This leads to the conclusion that there has been a rise in post-test grammar scores, as well as students employing the flipped classroom method, resulting in an improvement in scores in the grammar score part of it.

Chart 4.2. 1. Students classification in pre -test and post test t in terms of Grammar results
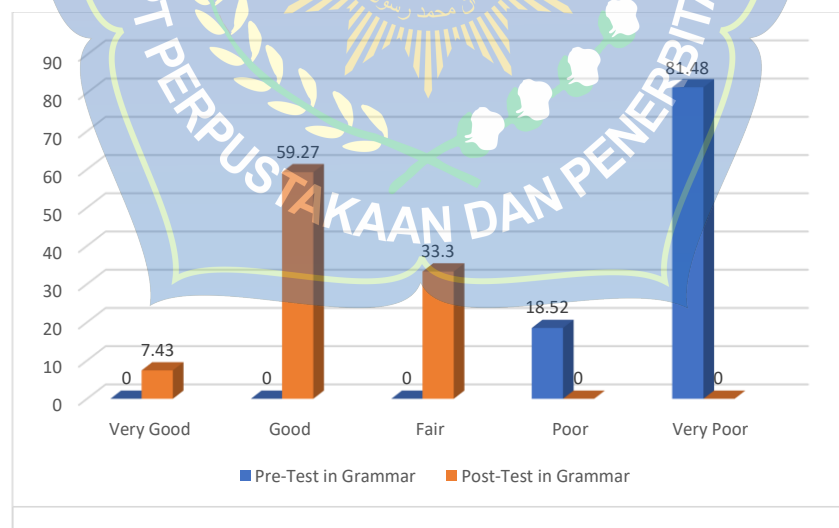
The classification scores displayed in graph 4.2.1 indicate the results of the

pre-test conducted before implementing the flipped classroom method. The diagram reveals that there were no students who achieved a "very good" classification, and similarly, there were no classifications of "good" or "fair." Five students were classified as "poor" (18.52%), while twenty-two students fell into the "very poor" category (81.48%). This highlights that the students in the lowest classification faced difficulties with grammar.

The classification scores displayed in indicate the results of the post-test conducted after implementing the flipped classroom method. The diagram reveals that there were no students who achieved a "very poor" classification, and similarly, there were no classifications of "poor", 2 students scored very good (7.43%), 16 students got good (59.27%), and 9 students scored fair (33.3%). This highlights that the students in the highest classification there has been an increase in post-test grammar scores, as well as students using the flipped classroom method, which has resulted in an improvement in the grammar score component.

2. Fluency

a. The mean score and improvement of students speaking abilities in term of fluency

Table 4. 3. Students mean score and improvement in tems of fluency

Indicator	Pre-test	Post-Test	Improvement
Fluency	32.06	78.10	46,04%

Table 4.3 shows that students' average pre-test and post-test scores have increased. The pre-test mean of fluency score was roughly 32.6, while the post-test mean was 78.10 with the post-test results improving. The findings show 46,04%

increase in student outcomes, indicating that using a flipped classroom improves their understanding of fluency.

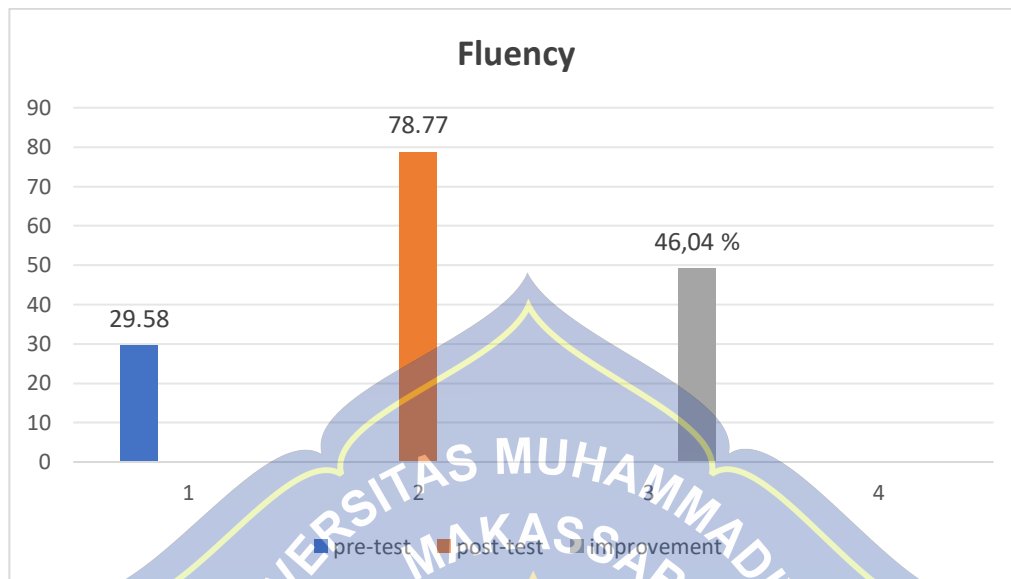*Chart 4. 3. Improvement students' fluency in pre-test and post-test*

Chart 4.3 indicates that the average pre-test fluency score for students was 32.06, while the average score in the post-test had risen to 78.01. This results in a score increase of 46,04% from the pre-test to the post-test. This demonstrated a considerable improvement in students fluency scores following the implementation of the flipped classroom method.

b. Students classification and presentage in pre-test and post-test in fluency.

Table 4. 4. Students classification and presentage in pre-test and post-test in fluency.
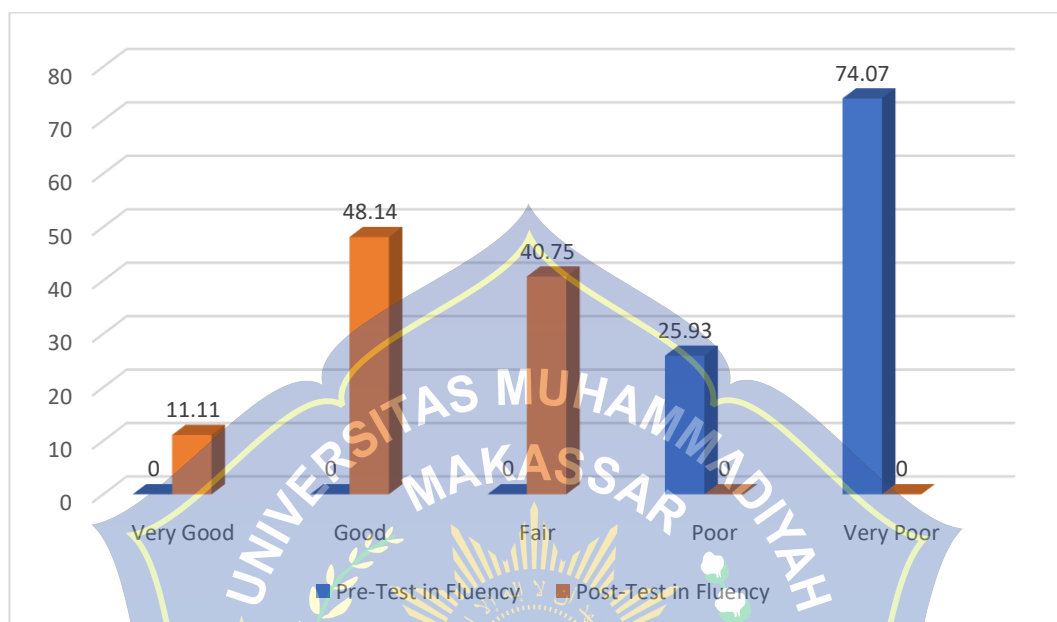
No.	Classification	Score	Fluency			
			Pre-test		Post-Test	
			Frequency	Percentage	Frequency	Percentage
1.	Very Good	86-100	-	-	3	11.11%
2.	Good	71-85	-	-	13	48.14%
3.	Fair	56-70	-	-	11	40.75%
4.	Poor	41-55	7	25.93%	-	-
5.	Very poor	0-40	20	74.07%	-	-
	Total		27	100	27	100

According to Table 4.5, in the pre-test fluency section, 20 students (74.07%) demonstrated very poor performance, while 7 students (25.93%) showed poor performance. This indicates that students with the lowest classifications can't speak fluency, and the flipped classroom approach was not utilized in this particular class. In the post-test fluency section, 3 students achieved very good scores (11.11%), 13 students received good scores (48.14%), and 11 students attained fair scores (40.75%). This suggests that there has been an increase in speaking fluency scores following the post-test, they were also more involved in their learning process when they used a flipped classroom to develop student speaking in terms fluency

The post-test results showed substantial progress in students' speaking proficiency, which indicated that the learning process was enjoyable and interesting

for most students. As a result, students' fluency ability was effected in the post-test. This implied that students' fluency speaking ability was supported after being conducted by using the flipped classroom method.

Chart 4.4. 1. Students classification in pre -test in terms of fluency

The classification scores displayed in graph 4.4.1 indicate the results of the fluency pre-test conducted before implementing the flipped classroom method. The diagram reveals that there were no students who achieved a "very good" classification, and similarly, there were no classifications of "good" or "fair." 20 students (74.07%) demonstrated very poor performance, while 7 students (25.93%) showed poor performance. This highlights that the students in the lowest classification not yet fluent and proficient in English.

The classification scores displayed in the results of the fluency post-test conducted after implementing the flipped classroom method. The diagram reveals that there were no students who achieved a "very poor" classification, and similarly, there were no classifications of "poor", 3 students achieved very good scores

(11.11%), 13 students received good scores (48.14%), and 11 students attained fair scores (40.75%). This suggests that there has been an increase in speaking fluency scores following the post-test, they were also more involved in their learning process when they used a flipped classroom to develop student speaking in terms fluency

3. Vocabulary

a. The Mean score and improvement of Students Speaking abilities in terms Vocabulary

Table 4.5. Students mean score and improvement in tems of vocabulary

Indicator	Pre-Test	Post-Test	Improvement
Vocabulary	32.06	78.35	46,29%

Table 4.5 shows that students' average pre-test and post-test scores have increased. The pre-test mean of fluency score was roughly 32.06, while the post-test mean was (78.35), with the post-test results improving. The findings show 46,29% increase in student outcomes, indicating that using a flipped classroom improves their understanding of vocabulary.

Chart 4. 5. Improvement students' vocabulary in pre-test and post-test
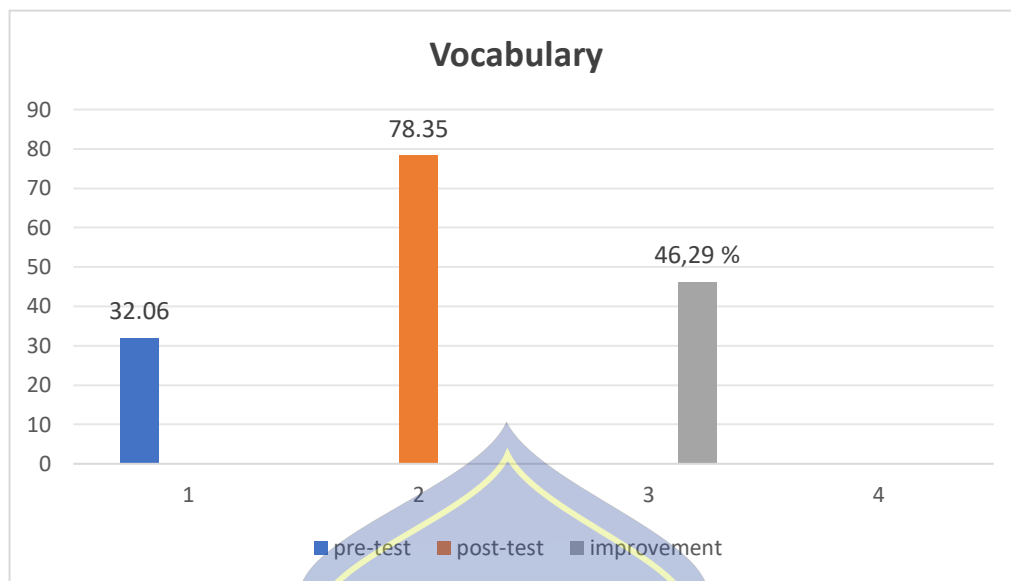
According to Chart 4.5, pupils' average pre-test vocabulary score was 32.06, but their average post-test score has increased to 78.35. This yields a score increase of 46.29% from pre-test to post-test. Implementing the flipped classroom concept significantly improved students' vocabulary scores.

b. Classification and Percentage of Students' Pre-test and Post-test.

Table 4. 5. Students classification and presentage in pre-test and post-test in vocabulary

No.	Classification	Score	Vocabulary			
			Pre-test		Post-Test	
			Frequency	Percentage	Frequency	Percentage
1.	Very Good	86-100	-	-	2	7.40%
2.	Good	71-85	-	-	15	55.5%
3.	Fair	56-70	-	-	10	37.3%
4.	Poor	41-55	6	22.2%	-	-

5.	Very poor	0-40	21	77.8%	-	-
	Total		27	100	27	100

Table 4.6 shows that 21 students (77.8%) obtained extremely bad scores on the pre-test's vocabulary part, while 6 students (22.2%) received poor marks. There were no students who were classified as good or excellent. This suggests that pupils in the lowest categorization struggled to learn a substantial quantity of vocabulary, and the flipped classroom method was not used in this class. In the post-test vocabulary segment, 2 students (7.40%) scored very well, 15 students (55.5%) scored good, and 10 students (37.3) scored fair, with no students scoring poor or very poorly.

Employing the flipped classroom technique has a considerable impact on students' comprehension of English vocabulary, resulting in higher post-test scores. This flipped classroom method also allows students to learn unfamiliar words.

Chart 4.6. 1.Students classification in pre-test in terms of vocabulary
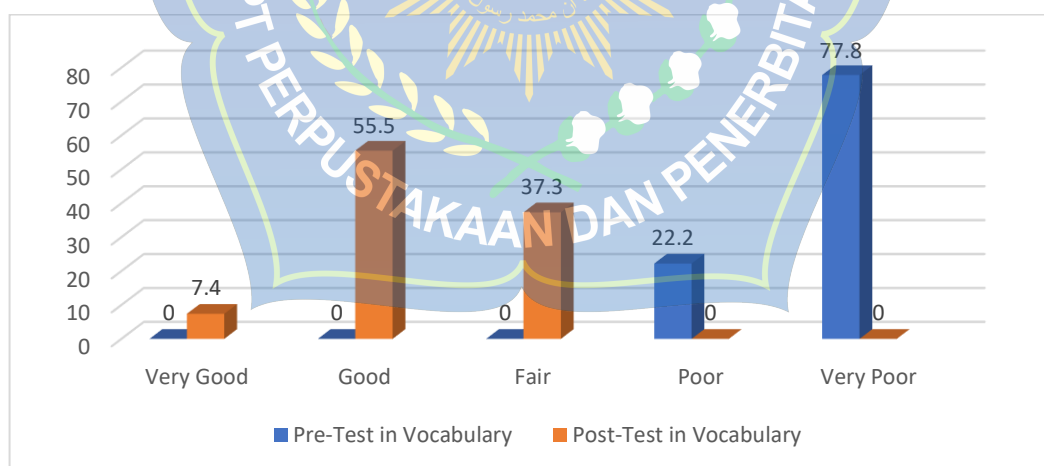

Chart 4.6.1 reveals that 21 students (77.8%) received extremely low scores on the pre-test vocabulary section, while 6 students (22.2%) achieved poor grades. There were no students rated as good or excellent. This implies that students in the

lowest category failed to absorb a large amount of vocabulary, and the flipped classroom method was not implemented in this class.

Chart 4.6.2 shows that post-test vocabulary segment, 2 students (7.40%) scored very well, 15 students (55.5%) scored good, and 10 students (37.3) scored fair, with no students scoring poor or very poorly. Chart 4.6.1 and 4.6.2 show that there was significant differences between pre-test and post-test results, with bar graphs receiving higher marks in the latter. Using the flipped classroom concept enhanced students' vocabulary in speaking skills.

4. Improvement Of Students Speaking Abilities

Table 4. 6. students mean score and improvements of students speaking abilities

Indicator	Pre-test	Post-test	Improvements
Grammar	29.50	78.77	49.19%
Fluency	32.06	78.10	46.04%
Vocabulary	32.06	78.35	46.29%
Speaking	31.20	78.40	47.17%

Table 4.7 demonstrates that students' average pre-test and post-test scores have risen. The pre-test mean speaking score was approximately 31.20, while the post-test mean was 78.40, with post-test outcomes improving. The data demonstrate 151.45% increase in student outcomes, demonstrating that employing a flipped classroom increases their grasp of speaking skills.

5. Inverential students result

The researcher used a test of significance to determine whether or not the null hypothesis has been rejected. The t-test (Ghozali, 2016) included the following criteria:

a. If the t-test's significance value was more than 0.05, Ho was accepted and Ha was rejected. This means that the independent variable had no impact on the dependent variable.

b. If the t-test's significance level is less than 0.05, Ho is rejected and Ha is accepted. This means that the independent variable effects the dependent variable.

The table below displays the results of the paired sample test.

Table 4. 7. Significant results of pre-test and post-test.

Indicator	T-Test	T-Table	Sig (2-Tailed)	Descriptions
Grammar	18.757	2.056	0.000	Significance
Fluency	14.526	2.056	0.000	Significance
Vocabulary	19.176	2.056	0.000	Significance

Table 4.8 shows significant pre-test and post-test results using SPSS 26. The Sig. (2-tailed) was less than 0.005. The table shows that the Sig. (2-tailed) value is 0.000, which implies it is less than 0.005 and than shows that the value of the t-test exceeded the value of the t-test. The t-test values for grammar (18.757>2.056),

fluency (14.526>2.056), and vocabulary (19.176>2.056) all exceeded the t-table. The alternative hypothesis (H1) was accepted, and the null hypothesis (H0) was rejected. Students in class XI MIPA 1 SMA 12 GOWA improved their speaking skills before and after using a flipped classroom model. This suggests that there was a substantial outcome once students' speaking ability was assessed using the flipped classroom method.

B. Discussions

This research only focuses on knowledge about the use of flipped classes in teaching speaking using recount texts as a treatment tool. This research used Google Classroom application as a media in teaching speaking. The researcher focused on speaking in terms grammar, vocabulary, and speaking fluency. The objectives of this research are to find out whether the flipped classroom models can improve students' speaking skills.

Students had difficulty completing the pre-exam because they lacked preparation for answering the test. Some students struggled to recognize the topic to be addressed due to a lack of preparation on the part of the students for the instructions to be given by the researcher, as well as students being less active and confident in participating in learning. This was because researchers have not adopted the concept of flipped classroom learning, which makes it more challenging for students to improve their speaking skills. This was consistent with Wei's (2025) opinion on the importance of flipped classrooms as an innovative teaching method for English language learning. Through switching the learning paradigm from passive to active participation, students can take full responsibility

for their learning while gaining the essential communication skills. Educators are encouraged to apply the flipped classroom paradigm to create student-centered, efficient, and engaging language learning environments.

Students' active participation in learning has a significant impact on the development of their speaking skills because they interact frequently, discuss ideas with other students, and have strong self-esteem. This perspective is in agreement with Zuhriyah's (2017: 122) opinion that speaking is a condition in which someone expresses himself and communicates stories verbally to others. a circumstance in which a person interacts with other people in social society because the ability to talk is used in regular human activities. Meanwhile, Leong (2017: 34) defines speaking as not just saying things with one's mouth (utterance), but also delivering a message with words. Speaking allows people to convey information and ideas, express thoughts and sentiments, share experiences, and acknowledge social relationships.

The post-test findings showed that employing the flipped method had a significant impact on students' spoken skills since they loved the learning experience. During the investigation, the researcher discovered that many students struggled to deliver their pre-test results because of to a lack of confidence and preparedness in interpreting the pre-test, as well as a fear of making mistakes while speaking.

After applying the flipped classroom method, students become more engaged in the learning process. This flipped classroom learning method encourages students to collaborate more actively and express themselves more

freely during the learning process. This was in line with Erol, (2022) the flipped classroom concept has gained popularity in recent years due to its ability to improve student learning outcomes furthermore, the flipped classroom model can help to reduce student anxiety and increase their confidence in learning, especially in subjects such as English as a Foreign Language (EFL), where students may feel more at ease practicing speaking and listening skills in a more interactive setting.

Using flipped classrooms when combined with Google Classroom Media can also help students and teachers manage and complete assignments more efficiently. Related to Bozdağ et al., (2021). The flipped classroom style allows teachers to better support students in applying information and developing critical thinking abilities.

In addition flipped classrooms use cooperative activities to practice listening and speaking skills. Due to the fact that students are asked to speak in front of the class during this research process, and other students can listen to what they have to say, flipped classrooms can also help teachers better understand the challenges that students face during the learning process. This was in line with Bozdağ, (2021) research, which found that flipped classrooms improve language skills through collaborative interactions.

Based on these findings, it can be stated that the flipped classroom method was successful in improving students' speaking skills. This was demonstrated by a comparison of the pre-test and post-test results, which show that students' speaking skills were still lacking before using the flipped classroom method, whereas at the post-test stage, students' speaking skills have improved significantly because they

enjoy the learning process. This is consistent with the findings of Aydin (2022), who discovered that students felt more comfortable and less pressurized in classrooms that used the flipped classroom.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the results of the research that has been done, it can be concluded that the influence of using the flipped classroom learning method is positive and significant. In other words, the flipped classroom learning method has an effect especially in improving speaking skills by using recount text as a treatment to take students' scores in Grammar, Fluency and Vocabulary as learning speaking materials for class X MIPA 1 students of SMA Negeri 12 Gowa.

1. Grammar

At the grammar stages, it can be concluded that students' average pre-test and post-test scores have increased. The pre-test mean grammar score was roughly 29.58 while the post-test mean was 78.77 with the post-test results improving. The findings show 49.19% increase in student outcomes, indicating that using a flipped classroom improves their understanding of grammar.

2. Fluency

At the Fluency stages, it can be concluded that that students' average pre-test and post-test scores have increased. The pre-test mean of fluency score was roughly 32.6, while the post-test mean was 78.10 with the post-test results improving. The findings show 46.04% increase in student outcomes, indicating that using a flipped classroom improves their understanding of fluency.

3. Vocabulary

At the vocabulary stages, it can be concluded that that students' average pre-test and post-test scores have increased. The pre-test mean of fluency score was roughly 32.06, while the post-test mean was (78.35), with the post-test results improving. The findings show 46.29% increase in student outcomes, indicating that using a flipped classroom improves their understanding of vocabulary.

4. Speaking

Based on the results of the mean values of grammar, fluency, and vocabulary, the mean speaking value can be obtained. The mean speaking value before the test was around 31.20, while the mean value after the test was 78.40, with the test results after the test increasing. The data showed a 47.17% increase in student learning outcomes, indicating that the implementation of the flipped classroom improved their understanding of speaking skills.

B. Suggestion

From the result and conclusion above, there are some suggestions from the researcher

1. For Teachers

It is hoped that teachers can try using learning methods such as the "flipped classroom method" when carrying out learning in class, especially in English lessons. This method is a fun and interactive approach because it can help students understand the material and learning concepts earlier so that students can become more confident when the teaching and learning process takes place.

2. For Students

It is hoped that students will be more enthusiastic in following the teaching and learning process through the flipped classroom learning method in terms of improving their skills, especially speaking skills in English lessons.

3. For Further Researchers

It is hoped that further researchers can overcome the obstacle in the form of a lack of student interest in writing as found in the results of this study. This can be done by combining this learning method with other methods that can help.

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APPENDICES

THE INSTRUMENT OF

PRE - TEST

Instructions   :

1. Give time to remember stories about <u>*Memorable Experiences*</u> that students have had for 10 minutes

Task : Please Tell us briefly about a memorable experience you have had!

THE INSTRUMENT OF

POST – TEST

Instructions   :

1. give students homework to prepare recount text with the theme "MY LAST HOLIDAY"

2. Ask students to tell stories at the next meeting

3. Ask students to tell for a minimum of 2 minutes / person

Task : Please Tell us about a story about your last holiday!

RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

Satuan Pendidikan : SMA Negeri 12 Gowa

Mata Pelajaran : Bahasa Inggris

Kelas/Semester : X / Ganjil

Materi Pokok : Recount Teks

Alokasi Waktu : 8 x 45 Menit (4 pertemuan)

A. Kompetensi Inti (KI)

K1.1: Menghargai dan menghayati ajaran agama yang dianutnya

KI.2: Menghargai dan menghayati perilaku jujur, disiplin, tanggung jawab, peduli (toleransi, gotong royong), santun percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya.

KI.3: Memahami pengetahuan (factual, konseptual, dan procedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.

KI.4: Mencoba, mengolah, dan menyaji dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

Kompetensi Dasar	Indikator Pencapaian Kompetensi
3.7. Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks recount lisan dan tulis dengan memberi dan meminta informasi terkait peristiwa bersejarah sesuai dengan konteks penggunaannya.	• 3.7.1. Mengidentifikasi fungsi sosial pada teks recount sederhana.
4.1. Teks recount-peristiwa bersejarah 4.7.1 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks recount lisan dan tulis terkait peristiwa bersejarah.	• 3.7.2. Menunjukkan kata kerja lampau atau past tense. • 4.7.2.1. Membuat teks Recount sederhana tentang pengalaman bersejarah dirinya dengan menggunakan past tense yang tepat.
4.7.2 Menyusun teks recount lisan dan tulis, pendek dan sederhana, terkait peristiwa bersejarah, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks.	• 4.7.2.2 Menyampaikan pengalaman bersejarah tentang dirinya dengan baik.

C. Tujuan Pembelajaran

1. Setelah berdiskusi dan menggali informasi, peserta didik mampu mengidentifikasi fungsi sosial teks recount sederhana tentang peristiwa/pengalaman/kejadian lampau dengan penuh semangat.

2. Setelah berdiskusi dan menggali informasi, peserta didik mampu mengidentifikasi struktur teks dari teks recount sederhana tentang peristiwa / pengalaman / kejadian lampau dengan percaya diri.

3. Setelah berdiskusi dan menggali informasi, peserta didik mampu mengidentifikasi unsur kebahasaan dari teks recount sederhana tentang

56

peristiwa pengalaman / kejadian lampau secara mandiri.

4. Melalui pengamatan tayangan video dari internet mengenai teks Recount siswa mampu merespon makna dan fungsi sosial dari teks yang disediakan dengan percaya diri.

5. Setelah berdiskusi dan menggali informasi, peserta didik mampu membuat teks Recount sederhana tentang pengalaman bersejarah dirinya dengan menggunakan past tense yang tepat.

6. Setelah menggali informasi, peserta didik akan mampu menyampaikan pengalaman bersejarah tentang dirinya dengan penuh percaya

D. Model dan Metode Pembelajaran

Model   : Discovery Learning

Metode   : Flipped Clasroom Method

B. Media , Alat dan Sumber Belajar

Bahan	Alat
Pengalaman Pribadi	Buku siswa Bahasa Inggris Kelas X SMA/MA/SMK, Kemendikbud Edisi Revisi 2016.
Lembar Kerja Peserta Didik	Papan Tulis
Vidio Pembelajaran	Spidol

C. Langkah Langkah Pembelajaran

Fase	Langkah Langkah Pembelajaran	Alokasi Waktu
Pembukaan	- Melakukan pembukaan dengan salam pembuka dan berdoa untuk memulai pembelajaran, memeriksa kehadiran peserta didik sebagai sikap disiplin (Penguatan Pendidikan Karakter) - Mengaitkan materi/tema/kegiatan pembelajaran yang akan dilakukan dengan pengalaman peserta didik dengan materi/tema/kegiatan sebelumnya - Menyampaikan motivasi tentang apa yang dapat diperoleh (tujuan & manfaat) dengan mempelajari materi : - Menjelaskan hal-hal yang akan dipelajari, kompetensi yang akan dicapai, serta metode belajar yang akan ditempuh,	**15 Menit**
Kegiatan Inti	- Guru memberikan informasi mengenai aplikasi system pembelajaran google classroom dan video pembelajaran mengenai materi recount text kepada siswa (beberapa hari sebelum pertemuan dimulai) https://www.youtube.com/watch?v=hgOaxgBQUi0 - Guru memberikan intruksi kepada siswa untuk menonton video pembelajaran dirumah sebelum pertemuan di kelas (beberapa hari sebelum pertemuan dimulai) video tersebut berisi penjelasan tentang recount text, fungsi sosialnya, struktur teks dan unsur kebahasaan.	**60 Menit / Pertemuan**

		- Guru menanyakan kepada siswa tentang pemahaman mereka terhadap pemahaman mereka tentang video pembelajaran yang mereka tonton di rumah.	
		- Guru memberikan kesempatan pada siswa untuk bertanya tentang materi yang belum dipahami.	
		Teaching Speaking	
		- Guru menampilkan contoh recount text sederhana yang berjudul *" A Day at Beach "*	
		- Guru meminta siswa untuk berlatih membaca teks recount sederhana yang berjudul *" A Day at Beach "*	
		- Guru dapat menggunakan metode drill/role play untuk melatih pengucapan siswa	
		- Guru Memberikan video untuk sebabai bahan ajar pertemuanselanjutnya.	
		https://www.youtube.com/watch?v=Q-tzo4lOOMI	
Closing		- Peserta didik membuat rangkuman/simpulan pelajaran.tentang point-point penting yang muncul dalam kegiatan pembelajaran yang baru dilakukan.	**15 Menit**
		- Guru membuat rangkuman/simpulan pelajaran.tentang point-point penting yang muncul dalam kegiatan pembelajaran yang baru dilakukan.	

MEETING 2

Fase	Langkah Langkah Pembelajaran	Alokasi Waktu
Pembukaan	- Melakukan pembukaan dengan salam pembuka dan berdoa untuk memulai pembelajaran, memeriksa kehadiran peserta didik sebagai sikap disiplin (Penguatan Pendidikan Karakter) - Mengaitkan materi/tema/kegiatan pembelajaran yang akan dilakukan dengan pengalaman peserta didik dengan materi/tema/kegiatan sebelumnya - Menyampaikan motivasi tentang apa yang dapat diperoleh (tujuan & manfaat) dengan mempelajari materi : - Menjelaskan hal-hal yang akan dipelajari, kompetensi yang akan dicapai, serta metode belajar yang akan ditempuh,	**15 Menit**
Kegiatan Inti	- Guru menanyakan kepada siswa tentang pemahaman mereka terhadap video pembelajaran yang telah mereka nonton.. - Guru menjelaskan ulang secara singkat mengenai unsur kebahasaan teks recount lisan - Guru menjelaskan ulang tentang cara Menyusun recount text yang baik - Guru memberikan beberapa contoh recoun text yang berjudul *"Unforgettable in Labuan Bajo"* sesuai dengan struktur dan kebahasaan yang benar - Guru meminta siswa untuk bertanya apabila ada yang	**60 Menit / Pertemuan**

	masih kurang dipahamI.	
	Teaching Speaking	
	- Guru meminta siswa untuk berlatih mengucapkan kata kerja lampau(past tense) yang terdapat pada contoh recount	
	- Guru dapat memberikan panduan dan koreksi terhadap pengucapan dan tata Bahasa siswa	
	- Guru dapat memberikan umpan balik dan evaluasi.	
Closing	- Peserta didik membuat rangkuman/simpulan pelajaran.tentang point-point penting yang muncul dalam kegiatan pembelajaran yang baru dilakukan. - Guru membuat rangkuman/simpulan pelajaran.tentang point-point penting yang muncul dalam kegiatan pembelajaran yang baru dilakukan.	**15 Menit**

MEETING 3

Fase	Langkah Langkah Pembelajaran	Alokasi Waktu
Pembukaan	- Melakukan pembukaan dengan salam pembuka dan berdoa untuk memulai pembelajaran, memeriksa kehadiran peserta didik sebagai sikap disiplin (Penguatan Pendidikan Karakter) - Mengaitkan materi/tema/kegiatan pembelajaran yang akan dilakukan dengan pengalaman peserta didik dengan materi/tema/kegiatan sebelumnya - Menyampaikan motivasi tentang apa yang dapat diperoleh (tujuan & manfaat) dengan mempelajari materi :	**15 Menit**

Fase	Langkah Langkah Pembelajaran	Alokasi Waktu
	- Menjelaskan hal-hal yang akan dipelajari, kompetensi yang akan dicapai, serta metode belajar yang akan ditempuh,	
Kegiatan Inti	- Guru memberikan exercise dalam bentuk sebuah recount text yang berjudul *Diving in Bunaken Island dan Mountain Adventure*" untuk menganalisis struktur dan unsur kebahasaan recount text sesuai dengan teks yang diberikan. - Guru meminta siswa untuk Menyusun recount text dengan tema " *My Last Holiday* ". Minimal 3 paragraf berdasarkan pengalaman liburan masing masing sesuai dengan struktur, dan unsur kebahasaan yang benar	60 Menit / Pertemuan
Closing	- Peserta didik membuat rangkuman/simpulan pelajaran.tentang point-point penting yang muncul dalam kegiatan pembelajaran yang baru dilakukan. - Guru membuat rangkuman/simpulan pelajaran.tentang point-point penting yang muncul dalam kegiatan pembelajaran yang baru dilakukan.	15 Menit

MEETING 4

| Fase	Langkah Langkah Pembelajaran	Alokasi Waktu
Pembukaan	- Melakukan pembukaan dengan salam pembuka dan berdoa untuk memulai pembelajaran, memeriksa kehadiran peserta didik sebagai sikap disiplin (Penguatan Pendidikan Karakter) - Mengaitkan materi/tema/kegiatan pembelajaran yang akan dilakukan dengan pengalaman peserta didik	15 Menit

	dengan materi/tema/kegiatan sebelumnya	
	- Menyampaikan motivasi tentang apa yang dapat diperoleh (tujuan & manfaat) dengan mempelajari materi :	
	- Menjelaskan hal-hal yang akan dipelajari, kompetensi yang akan dicapai, serta metode belajar yang akan ditempuh,	
Kegiatan Inti	- Guru meminta siswa untuk mempresentasikan hasil kerjanya minimal 3 menit / orang - Guru dapat memberikan panduan dan koreksi terhadap pengucapan dan tata Bahasa siswa	**60 Menit / Pertemuan**
Closing	- Peserta didik membuat rangkuman/simpulan pelajaran.tentang point-point penting yang muncul dalam kegiatan pembelajaran yang baru dilakukan. - Guru membuat rangkuman/simpulan pelajaran.tentang point-point penting yang muncul dalam kegiatan pembelajaran yang baru dilakukan.	**15 Menit**

MEETING 1 :

1. Memberikan video pembelajaran mengenai materi recount text kepada siswa (beberapa hari sebelum pertemuan dimulai)

https://www.youtube.com/watch?v=hgOaxgBQUi0
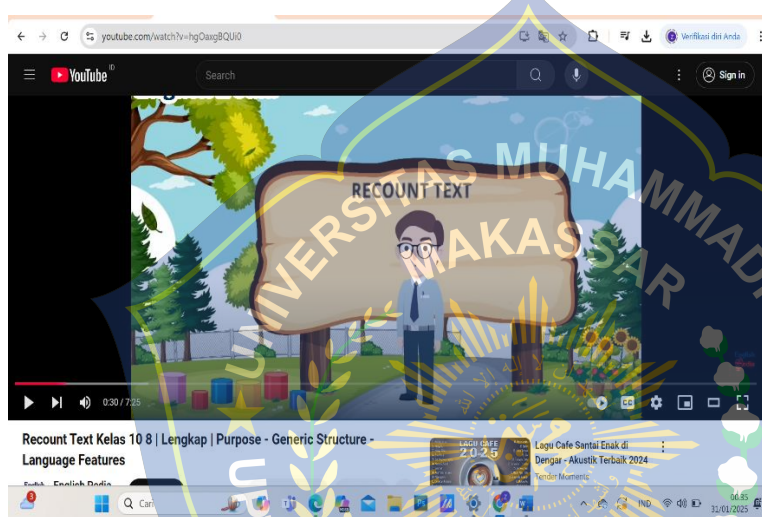
2. Memberikan penjelasan singkat mengenai materi recount.

▪ **Definition of Recount**

Recount text is a text that telling the reader about one story, action or activity. This recount aims to tell past events with the aim of providing information or entertainment. Events are usually arranged in time order.It's usually found or presented in journals, diary, personal letter, biography, travel report, police report, sport report, history, etc.

▪ **Kinds Of Recount**
   a. Personal Recount

   This type of recount text usually consists of information or stories based on the writer's personal experiences. An example is a diary.

b. Factual Recount

A type of recount text that tells an event or events that have actually happened. Examples are scientific reports, news, and so on.

c. Imaginative Recount

Imaginative recount is a text that tells an imaginary story accompanied by details of events.

d. BioChartal

This recount text tells about the history, story, or life history of a person/figure. The writing uses third person point of view, namely: "she", "he", "it"

- **Structure of Recount Text**
  a. Orientation   → provides information about who, where and when the event or events occurred in the past.
  b. Events   → This is a story of events that happened, usually told in chronological order, such as: "In the first day... And in the next day... And in the last day...."
  c. Reorientation   → This is a repetition of the introduction in the orientation, a repetition of the summary of the events or occurrences being told.

3. Contoh text recount sederhana yang akan diminta untuk dibaca oleh siswa untuk melihat kemampuan berbicara (speaking) dalam recount text.
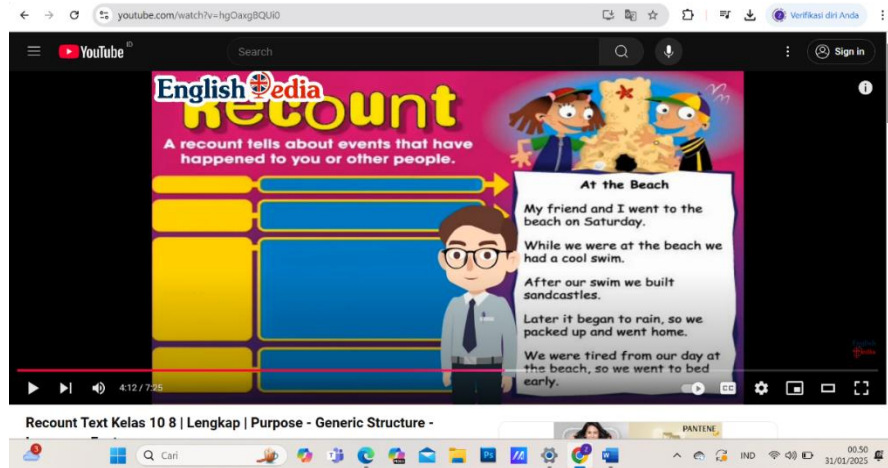
MEETING 2

1. Memberikan menjelaskan ulang secara singkat mengenai unsur kebahasaan teks recount lisan serta memberikan penjelasan mengenai cara Menyusun recount text yang baik

   ▪ **Language Features of Recount Text**
     a. Use sentences in the Past Tense form.

   Example: We went to Bandung last year, I was very happy.
     b. Using Action Verbs.

   Examples: went, bought, wrote, slept, etc.
     c. Use Adverbs and Adverbial Phrase to express time, place and manner.

   Example: yesterday, at school, quickly, etc.
     d. Using Conjunctions and Time Connectives to order events or occurrences.

   Example: but, and, after that, et

2. Setelah memberikan materi , selanjutnya meminta siswa untuk berlatih mengucapkan kata kerja lampau(past tense) yang terdapat pada contoh recount *" Unforgettable Trip In Labuan Bajo"*

MEETING 3

1. Memberikan Exercise / Lembar Kerja Peserta Didik untuk melihat bagaimana kemampuan siswa dalam menentukan Struktur teks dan Generic Structure

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LEMBAR KERJA PESERTA DIDIK

NAME   :

CLASS   :

Please, Analyze The Generic Structure And Language Features Of The Text!

1. MOUNTAIN ADVENTURE

During the school holiday last month, I went on a hiking trip to Mount Bromo with my friends. We had been planning this adventure for weeks.

We started our journey early in the morning, around 3 AM. The trek was challenging, but the excitement kept us going. As we reached the viewpoint, we were amazed by the breathtaking sunrise over the volcano. We took many photos and enjoyed the magnificent view. After descending, we visited the nearby Tengger village and learned about their unique culture.

This hiking trip was an unforgettable experience. It taught us about teamwork and appreciating nature's beauty

2. DIVING IN BUNAKEN ISLAND

Last year, I left New Zealand for Bunaken Island. I went there with a group of New Zealand divers. Getting there was not quite easy.

Soon after our arrival at Bunaken, we got a general briefing. It included a description about how to take pictures under water.

Then, we began our diving, In our diving we saw groups of tiny fish. In order to identify them, we needed a good guide. Without some knowledge of their habitat and behavior, it was difficult to identify.

In summary, the trip was mostly enjoyable. This place is so impressive with its marine life.

MEEETING 4

Task : Please Tell us about a story about your last holiday!

Appendix 5 STUDENTS RESULT ON PRE-TEST AND POST-TEST IN TERMS OF GRAMMAR

No.	Name	Pre-test score	Post-test score
1.	S-1	16.6	66
2.	S-2	33.3	83.3
3.	S-3	33.3	83.3
4.	S-4	16.6	66
5.	S-5	50	66
6.	S-6	33.3	83.3
7.	S-7	16.6	66
8.	S-8	16.6	66
9.	S-9	33.3	83.3
10.	S-10	50	66
11.	S-11	50	83.3
12.	S-12	16.6	83.3
13.	S-13	16.6	83.3
14.	S-14	33.3	100
15.	S-15	16.6	83.3
16.	S-16	50	100
17.	S-17	33.3	83.3
18.	S-18	33.3	66
19.	S-19	50	83.3
20.	S-20	16.6	83.3
21.	S-21	33.3	83.3
22.	S-22	16.6	66
23.	S-23	33.3	83.3
24.	S-24	16.6	83.3
25.	S-25	33.3	83.3
26.	S-26	16.6	66
27.	S-27	33.3	83.3

Appendix 6 STUDENTS RESULT OF PRE-TEST AND POST-TEST IN TERMS OF FLUENCY

No.	Name	Pre-test score	Post-test score
1.	S-1	33.3	66
2.	S-2	33.3	100
3.	S-3	50	66
4.	S-4	33.3	66
5.	S-5	16.6	83.3
6.	S-6	50	66
7.	S-7	16.6	83.3
8.	S-8	33.3	83.3
9.	S-9	50	83.3
10.	S-10	16.6	66
11.	S-11	50	66
12.	S-12	16.6	83.3
13.	S-13	50	100
14.	S-14	16.6	83.3
15.	S-15	33.3	83.3
16.	S-16	50	100
17.	S-17	16.6	83.3
18.	S-18	33.3	66
19.	S-19	33.3	66
20.	S-20	16.6	83.3
21.	S-21	50	83.3
22.	S-22	33.3	83.3
23.	S-23	33.3	83.3
24.	S-24	33.3	66
25.	S-25	33.3	83.3
26.	S-26	16.6	66
27.	S-27	16.6	66

Appendix 7 STUDENTS RESULT OF PRE-TEST AND POST-TEST IN TERMS OF VOCABULARY

No.	Name	Pre-test score	Post-test score
1.	S-1	16.6	66.6
2.	S-2	50	83.3
3.	S-3	33.3	66.6
4.	S-4	33.3	66.6
5.	S-5	16.6	83.3
6.	S-6	16.6	83.3
7.	S-7	16.6	66.6
8.	S-8	33.3	83.3
9.	S-9	50	100
10.	S-10	16.6	66.6
11.	S-11	33.3	83.3
12.	S-12	50	83.3
13.	S-13	50	83.3
14.	S-14	33.3	100
15.	S-15	16.6	66.6
16.	S-16	50	83.3
17.	S-17	33.3	83.3
18.	S-18	33.3	83.3
19.	S-19	33.3	83.3
20.	S-20	33.3	83.3
21.	S-21	50	66.6
22.	S-22	33.3	83.3
23.	S-23	16.6	66.6
24.	S-24	33.3	83.3
25.	S-25	16.6	83.3
26.	S-26	33.3	66.6
27.	S-27	33.3	66.6

SURAT KETERANGAN BEBAS PLAGIASI

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Nama   : Andi Zikrillah

Nim   : 105351116018

Program Studi : Pendidikan Bahasa Inggris

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3	Bab 3	10 %	15 %
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5	Bab 5	5 %	5 %

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Demikian surat keterangan ini diberikan kepada yang bersangkutan untuk dipergunakan seperlunya.

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Nomor : 5566/05/C.4-VIII/XII/1446/2024   27 December 2024 M
Lamp   : 1 (satu) Rangkap Proposal   26 Jumadil akhir 1446
Hal   : Permohonan Izin Penelitian

Kepada Yth,
Bapak Gubernur Prov. Sul-Sel
Cq. Kepala Dinas Penanaman Modal & PTSP Provinsi Sulawesi Selatan
di –
        Makassar

السلام عليكم ورحمة الله وبركاته

Berdasarkan surat Dekan Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Makassar, nomor: 17721/FKIP/05/A.4-II/XII/1446/2024 tanggal 26 Desember 2024, menerangkan bahwa mahasiswa tersebut di bawah ini :

Nama   : ANDI ZIKRILLAH
No. Stambuk   : 10535 1116018
Fakultas   : Fakultas Keguruan dan Ilmu Pendidikan
Jurusan   : Pendidikan Bahasa Inggris
Pekerjaan   : Mahasiswa

Bermaksud melaksanakan penelitian/pengumpulan data dalam rangka penulisan Skripsi dengan judul :

"USING FLIPPED CLASSROOM IN TEACHING SPEAKING AT SMA 12 GOWA"

Yang akan dilaksanakan dari tanggal 3 Januari 2025 s/d 3 Maret 2025.

Sehubungan dengan maksud di atas, kiranya Mahasiswa tersebut diberikan izin untuk melakukan penelitian sesuai ketentuan yang berlaku.

Demikian, atas perhatian dan kerjasamanya diucapkan Jazakumullahu khaeran

السلام عليكم ورحمة الله وبركاته

Ketua LP3M,

Dr. Muh. Arief Muhsin, M.Pd.
NBM 1127761

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KARTU KONTROL PENELITIAN

MAJELIS DIKTILITBANG PP MUHAMMADIYAH
UNIVERSITAS MUHAMMADIYAH MAKASSAR
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
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NIM : **105351116018**
Judul Penelitian : **Using Flipped Classroom Models in Teaching Speaking at SMAN 12 Gowa**
Tanggal Ujian Proposal : **19 Oktober 2024**
Tempat/Lokasi Penelitian : **SMAN 12 Gowa**

No	Hari/tanggal	Kegiatan Penelitian	Nama Guru/terkait	Paraf Guru/terkait
1	Kamis, 6/02/2025	Pre test	IRA RESKI AWALIA, S.Pd	
2	Senin, 10/02/2025	Treatment 1	IRA RESKI AWALIA, S.Pd	
3	Kamis, 13/02/2025	Treatment 2	IRA RESKI AWALIA, S.Pd	
4	Senin, 17/02/2025	Treatment 3	IRA RESKI AWALIA, S.Pd	
5	Kamis, 20/02/2025	Treatment 4	IRA RESKI AWALIA, S.Pd	
6	Senin, 24/02/2025	Post test	IRA RESKI AWALIA, S.Pd	

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بســم اللـه الرحمن الرحيــم

Makassar, 06 Februari 2025

Mengetahui,

Ketua Program Studi,
FKIP Unismuh Makassar

Dr. Ummi Khaerati Syam, S.Pd., M.Pd
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Pimpinan/Kepala sekolah/Instansi

Drs. Muh Yasir, MM
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SURAT KETERANGAN TELAH MELAKUKAN PENELITIAN

PEMERINTAH PROVINSI SULAWESI SELATAN
DINAS PENDIDIKAN
UPT SMA NEGERI 12 GOWA
Alamat : Jalan Pendidikan Sironjong Desa Majannang Kecamatan Parigi
Kabupaten Gowa KP. 92174

SURAT KETERANGAN
Nomor : 421.3/129 -UPT- SMAN.12/GOWA/DISDIK

Yang bertanda tangan di bawah ini :

Nama : ANDI ZIKRILLAH

NIM : 105351116018

Jurusan : Pend. Bahasa Inggris

Program Studi : Pend. Bahasa Inggris

Fakultas : Keguruan dan Ilmu Pendidikan

Universitas : Universitas Muhammadiyah Makassar

Bahwa Mahasiswa diatas benar-benar telah melaksanakan penelitian di SMA Negeri 12 Gowa dalam rangka penyusunan skripsi mulai dari tanggal 03 Januari – 03 Maret 2025 dengan judul " **USING FLIPPED CLASSROOM IN TEACHING SPEAKING AT SMAN 12 GOWA** ". Demikian surat keterangan ini dibuat dengan sesungguhnya untuk dipergunakan sebagaimana mestinya.
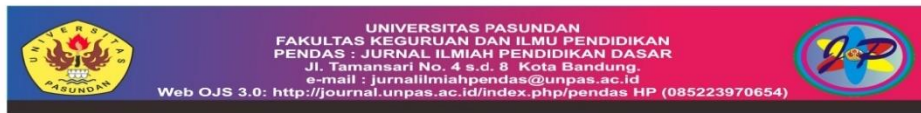
Gowa, 14 Mei 20205
Kepala Sekolah,

HERMAN YUSUF, MM
NIP : 19680423 199412 1 001

LETTER of ACCEPTANCE

SERTIFIKAT AUTHOR

Nomor Sertifikat : 13302 / DR /Pendas / AU / VII / 2025

Sertifikat Ini Diberikan Kepada:

Andi Zikrillah, Ariana, Achmad Basir

Atas Dedikasinya Mengirimkan Artikel dengan Judul:
USING FLIPPED CLASSROOM MODELS IN TEACHING SPEAKING AT SMA 12 GOWA yang terbit di
Pendas: Jurnal Ilmiah Pendidikan Dasar pada **Volume 10 No. 3, September 2025**

Bandung, 15 Juli 2025
Ketua Dewan Redaksi Pendas: Jurnal Ilmiah Pendidikan Dasar

Acep Roni Hamdani, M.Pd.
NIDN. 0418048903

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SURAT KETERANGAN PENERBITAN ARTIKEL (LOA)

Nomor Surat : 13302 / DR / Pendas / VII / 2025

Saya yang bertandatangan di bawah ini sebagai Pemimpin Redaksi Pendas: Jurnal Ilmiah Pendidikan Dasar, menyatakan dengan sesungguhnya bahwa artikel dengan judul : **USING FLIPPED CLASSROOM MODELS IN TEACHING SPEAKING AT SMA 12 GOWA** dan identitas penulis sebagai berikut.

Nama Penulis   : **Andi Zikrillah, Ariana, Achmad Basir**
Asal Institusi   : **Pendidikan Bahasa Inggris, FKIP, Universitas Muhammadiyah Makassar**
Penerbitan   : **Volume 10 No. 3, September 2025**

Artikel yang bersangkutan akan diterbitkan pada jurnal Pendas: Jurnal Ilmiah Pendidikan Dasar paling lambat **Awal September Tahun 2025.**
Demikian agar yang berkepentingan maklum. Terima kasih.

Bandung, 15 Juli 2025

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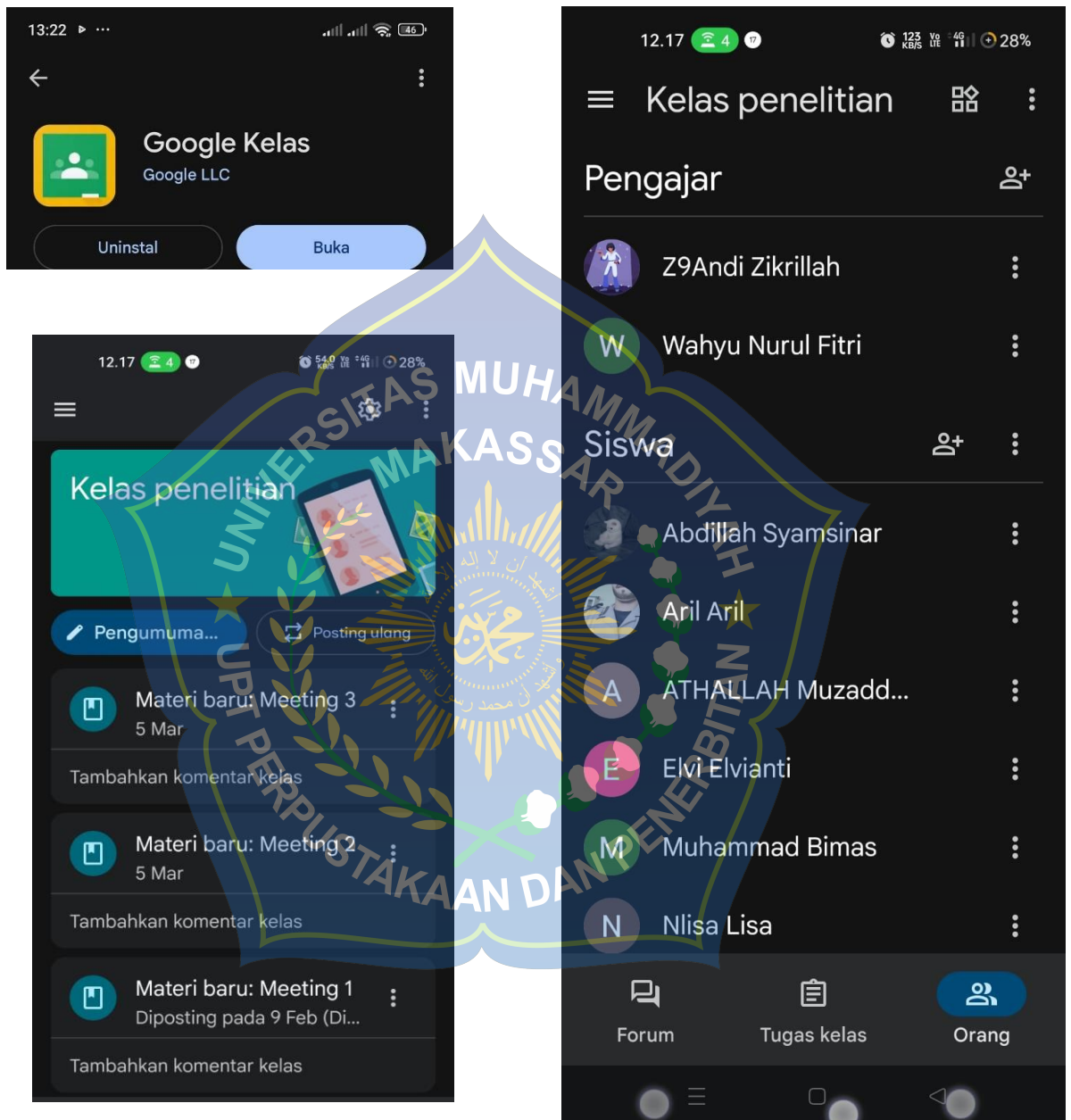**Acep Roni Hamdani, M.Pd.**
NIDN. 0418048903

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DOCUMENTATION

1. Online Media

(**Using the google classroom application as an online media in learning**

process)

2. Learning process in classroom

(Providing additional explanation regarding recount text)

(Speaking Test)

BIOGRAPHY OF AUTHOR

Andi Zikrillah was born on Soppeng, June 24th 2000. He is the first children of Andi Rahman Amanah, S.Pd.,MM. and Hj. Hasnawati, S.Pd.I. He started his education in elementary school at SDN 3 Lemba in 2006 and graduated in 2012. Then the author continued his study in Junior High School at SMPN Negeri 1 Soppemg and graduated in 2015. After that, the author continued her Senior High School at SMK Negeri 4 Soppeng in 2015 and graduated in 2018. Futhermore, he continued his bachelor's degree at Universitas Muhammadiyah Makassar, with the major English Education Department, Faculty of Teacher Training and Education at Universitas Muhammadiyah Makassar, and was able to complete his thesis with the tittle *"Using Flipped Classroom Models in Teaching Speaking At Sma 12 Gowa"*.