The Development of English Speaking skill for Grade 11 Students by Using Flip application in Blended learning classroom

Pitchaporn Khunnont[1] Henry Yuh Anchunda[2]

Abstract

The objectives of this study were 1) To develop and assess the quality of a blended learning using Flip application lesson plans to enhance English speak skills for grade 11 students. 2) To compare English speaking skills of grade 11 students after implementation with blended learning using Flip application lessons with CEFR's B1 level 3) To study the satisfaction of grade 11 students towards blended learning using Flip application lessons. The sample group was 30 grade 11 students in the second semester of the academic year 2022 in Sri-intharathit Pittayakom School. The research instruments were 1) blended learning using Flip application lesson plans, 2) an English speaking test, and 3) a satisfaction questionnaire. The statistics used in data analysis were means and standard deviation. The results found that the quality of the blended learning lesson plans using the Flip application to enhance English speaking skills of grade 11 students were appropriate at the highest level ($\overline{\mathbf{X}}$= 4.83, S.D. = 0.38). Grade 11 students' speaking skill after learning through the blended learning using Flip application had an average score of 55.93 ($\overline{\mathbf{X}}$= 55.93, S.D. = 15.45) at CEFR level B2. Students' satisfaction towards blended learning using Flip application was at the highest level ($\overline{\mathbf{X}}$= 4.51, S.D. = 0.66).

---

[1] Faculty of Education, Naresuan University, Phitsanulok.

Corresponding Author e-mail: pitchapornk64@nu.ac.th

[2] Faculty of Education, Naresuan University, Phitsanulok. e-mail: henryy@nu.ac.th

Introduction

English is one of the most spoken languages in the world. English is an international language that is a medium of communication between people who do not speak English as their first language. Ministry of Education It is specified in the Basic Education Core Curriculum, 2008, revised in 2017 in Thailand, to provide teaching and learning in English as a foreign language throughout the curriculum. It aims to enable learners to use English to communicate in various situations (Ministry of Education, 2008). English communication skills are listening, speaking, reading, and writing. Speaking is the fastest way to communicate. However, English speaking skill is seen as the most demanding skill (Bailey and Savage, 1994). It is not only about pronouncing words correctly, but also the ability to understand grammar, vocabulary, cultural context of language, gestures, and verbal communication skills (Chooma, 2019). Also, grammar in spoken English is different from grammar in written English (Harmer, 2015).

The Basic Education Core Curriculum is followed by Thai students who learn English as a foreign language, but despite years of constant study in class, they lack effective English speaking abilities. Umpapol and Klanrit (2020) said that the typical teaching and learning management made interactions in English seem forced, which is why Thai students found it difficult to converse in English. The students are able to practice only in the classroom with the teacher. Additionally, pupils cannot practice their skills in conversation outside of the classroom due to the environment provided. The students' speaking abilities did not quite reach their full potential.

The current focus of Thai education is on equipping students with 21st-century skills, which is an essential aspect of learning management. As a result, technology has a significant impact on how the educational system and the pursuit of lifelong learning are changed. Traditional teaching methods frequently rely on teachers, but as technology develops rapidly today, the way people teach and learn will also change (Thungkanai, 2021). The teacher's job is to simply foster a learning environment. To attain advanced learning that is both effective and more

efficient in learning, computer technology is integrated with conventional teaching and learning methods. The name of this method is blended learning.

Diverse educational innovations are used in the classroom. One of them is the development evaluation app Flip, formerly known as Flipgrid, which is an educational tool, where professors and students can produce brief online videos, discuss ideas, and interact with one another (Sakon Thirawaranu, 2016). To enhance speaking and listening abilities, this program has been used in teaching and learning in a variety of settings. With the development of learner skills in the twenty-first century, students can learn flexibly to correspond with their own needs and are capable of further study and independent knowledge acquisition (Netima Burapasiriwat, 2021). According to Mudure-Iacob and Albert (2022), the Flipgrid application also aids students in self- and peer evaluation. The students were satisfied with their progress in developing their English-speaking abilities and their knowledge of how to use digital tools to produce online video material.

The researcher needs to employ integrated learning management together with the Flip application to enhance the English-speaking abilities of Mattayom 5 students at Sri-intharathit Pittayakom School. It is a means to support students in improving their speaking abilities, learning independently, and developing learner skills for the 21st-century, which will promote learners' lifelong learning.

Research Objectives

1. To develop and assess the quality of blended learning lesson plans using Flip application to enhance English learning ability for grade 11 students.

2. To compare English speaking skills of grade 11 students after learning with blended learning lesson plan using Flip application with CEFR level B1

3. To study the satisfaction of grade 11 students towards blended learning using Flip application.

Research Methodology

According to the research objectives, this research was conducted using the following three research and development phases:

Phase 1: Developing and assessing the quality of the blended learning lesson plans using Flip application to promote English learning ability for grade 11:

1. Study content, learning standards, and indicators for grade 11 students according to The Basic Education Core Curriculum, 2008.

2. To develop the content and learning activities that were used for developing blended learning using the Flip application lesson plans to improve grade 11 students' English speaking skills, the researchers critically analyzed and synthesized various concepts, including blended learning, communicative language approaches, and speaking skill evaluation.

3. Validity check and quality assessment were done by 3 experts using a 5-level Likert rating scale before implementation to a sample group.

Phase 2: Compare English speaking skills of grade 11 students after learning with blended learning lesson plan using Flip application with CEFR level B1:

1. The lesson plan implementation was done with 30 grade 11 students from Sri-intharathit Pittayakom School. The sample was selected through clustered random sampling. The lesson was implemented for a total of 12 hours for the sample group. An English speaking posttest was used to compare grade 11 students' English speaking skills after the blended learning lesson plan using Flip application implementation.

2. Develop the rubric's criteria used to assess English speaking skills according to The Common European Framework of Reference for Languages (CEFR). As the Ministry of Education has set a goal to develop the language proficiency of learners who graduated from high school to develop English language proficiency at the level of intermediate language users' level which is compared to CEFR's B1 level.

3. Content validity and language accuracy checks were done by 3 experts using the Index of Concordance (IOC).

4. An English-speaking test was applied consisting of four situations: 1) interview 2) picture description, 3) conversations, and 4) role-play, in order to

assess, evaluate and compare students' speaking skills after blended learning using Flip application implementation with CEFR's B1 level. The English speaking test was checked by experts.

Phase 3: Study the satisfaction of grade 11 students towards blended learning using Flip application:

Studying grade 11 students' satisfaction towards blended learning using Flip application lessons was done using a questionnaire. The questionnaire consisting of 3 sections with a total of 12 items was used to assess students' satisfaction towards the blended learning using Flip application lessons. Participants were asked to rate their satisfaction level using a 1-5 level Likert rating scale ranging from strongly disagree to strongly agree. The questionnaire items were checked by experts.

Research participants

The blended learning lesson using Flip application was implemented with 30 students from grade 11 class 1, selected through cluster random sampling from grade 11 students at Sri-intharathit Pittayakom School in the second semester of the 2022 academic year.

Research Instruments

The research instruments included: 1) blended learning using Flip application lesson plans, 2) Rubrics used to assess speaking performance and an English speaking test consisting of four situations (interview, picture description, conversations, role-play), and 3) a satisfaction questionnaire.

Data analysis

The students' English-speaking skills were assessed and evaluated using a scoring rubric for four speaking situations using a rating scale from 1 to 5. Students' post-test results were compared with CEFR's B1 level. Descriptive statistics (mean

and standard deviation) were used to analyze the quality of the blended learning using Flip application lesson plans and students' satisfaction questionnaire.

Research Results

1. The results of developing and assessing the quality of the blended learning using Flip application lesson plans to enhance English speaking skills.

Results of blended learning using Flip application lesson plans development revealed that the blended learning using Flip application lesson plans consisted of 5 components: learning objectives, learning content, learning instruction, materials, and evaluation. The learning instruction consisted of 5 steps: presentation to a subject matter on Flip application, explanation and specification of speaking task, assign and practice speaking task, presentation of speaking task on Flip application, and error correction and feedback online and offline.

The results of blended learning using Flip application lesson plans quality assessment revealed that all lesson plan components were at the highest level of appropriateness ($\bar{\mathcal{X}}$= 4.83, S.D.= 0.38). It showed that all lesson plan components were in line with the criteria of blended learning using Flip application lesson plan development and effective enough to enhance grade 11 students' English-speaking skills.

2. The results of comparing English speaking skills of grade 11 students after learning with blended learning lesson plan using Flip application with CEFR level B1.

Table 1 Compare English speaking skills of grade 11 students after learning with blended learning lesson plan using Flip application with CEFR level B1.

English Speaking test	n	total	$\bar{\mathbf{X}}$	S.D.	%	CEFR level
Interview	30	25	17.17	5.46	68.68	C1
Picture	30	25	11.80	4.67	47.20	B1

description						
Conversation	30	25	13.60	4.55	54.40	B2
Role-play	30	25	13.37	3.02	53.48	B2
Summary		100	55.93	15.45	55.93	B2

From Table 1, it was found that the results of grade 11 students' English speaking test after learning with blended learning using Flip application lesson had an average score of 55.93 ($\bar{X}$= 55.93, S.D. = 15.45), compared to CEFR were at level B2 with statistical significance at the .05 level.

3. The result of the study on the satisfaction of grade 11 students towards blended learning using Flip application.

Table 2 the satisfaction of grade 11 students towards blended learning using Flip application.

Statements	$\bar{X}$	S.D.	Result
1. Teachers import lessons that are consistent with the learning content.	4.43	0.63	high
2. Learning activities encourage students to concentrate on the subject matter they are learning.	4.53	0.63	highest
3. The time provided for learning activities is suitable.	4.30	0.79	high
4. The blended learning using Flip application is engaging and encourages students to study.	4.47	0.57	high
Statements	$\bar{X}$	S.D.	Result
5. Students are given the chance to ask questions.	4.53	0.68	highest
6. Different methods of instruction and materials are employed.	4.60	0.56	highest
7. Students have creative initiatives in video production.	4.40	0.67	high

8. Students increase their practice of speaking English.	4.57	0.63	highest
9. The activities' level of difficulty is suitable for the students' age.	4.60	0.56	highest
10. The student's willingness to speak English is increased by the blended learning using Flip application.	4.53	0.73	highest
11. Learning content is practical and applicable to everyday life.	4.57	0.68	highest
12. Students' English speaking abilities are improved through blended learning using Flip application.	4.63	0.76	highest
Average total	**4.51**	**0.66**	**highest**

From Table 2, it revealed that students' satisfaction towards blended learning using Flip application was at the highest level ($\bar{X}$= 4.51, S.D. = 0.66).

Research Discussion

1. The results of blended learning using Flip application lesson evaluation revealed that all blended learning components (learning objective, learning content, learning instruction, materials, and evaluation) were at the highest level of appropriateness ($\bar{X}$= 4.83, S.D.= 0.38). This is a reflection that all blended learning using Flip application components were consistent with the criteria of blended learning using Flip application development and effective enough to enhance grade 11 students' English-speaking skills. The appropriateness of the blended learning using Flip application was because the researcher studied principle for grade 11 students level according to the Basic Education Core Curriculum, 2008, and selected learning content that was suitable for practicing English speaking skills. The blended learning using Flip application lesson plans were reviewed and corrected by experts. The findings were consistent with Anchunda (2020) who indicated that the developed blended learning enhancement course was generally at the highest level of appropriateness. As it was systematically constructed by first investigating the issues and demands of pre-service teachers, then conducting a critical analysis and synthesis of relevant techniques, followed by the development of learning activities. Following the development, the course received expert review and

correction. The finding was also consistent with Panita Wannapiroon (2008) who stated that to integrate teaching and learning technology with actual work, moreover, a combination of learning through e-learning and other media to learn. As a result, the blended teaching process is suitable for learning management.

2. The results of comparing English speaking skills of grade 11 students after learning with blended learning lesson plan using Flip application with CEFR level B1 showed an average score of 55.93 ($\bar{x}$= 55.93, S.D. = 15.45), compared to CEFR were at level B2 with statistical significance at the .05 level, which overall was higher than B1 level. This result was because of several factors. The lesson plans were well developed with topics that focused on students' real-life situations. The objectives of each lesson plan were clear and promoted students' speaking skills. The content was related to real-life situations which were appropriated with students. Conversations, role-plays, and additional communicative activities were used in the learning session. Moreover, the learning instruction involved technology and tasks which provided an English-speaking environment for students to practice their skills. Students were allowed to freely practice speaking at their own pace. The finding was consistent with Siemens (2005) stated that blended learning allows students to learn both in the classroom and out of the classroom. Students are free to study wherever they decide on. Additionally, until knowledge is retained, students combine what they have learned with their personal prior experiences. The finding was also consistent with U-maporn Kardkarnklai (2015) stated that blended learning is a helpful educational activity that supports independent and self-assured learning while also motivating a desire for knowledge.

3. The result of the study of students' satisfaction towards blended learning using Flip application was at the highest level ($\bar{x}$= 4.51, S.D. = 0.66). It was due to the various teaching strategies employed in each lesson. The learning environment was supportive. Every student took part in self-directed learning. Students developed their speaking abilities through practice. The activities also encouraged student interest, were suitable for their ages, and provided students the chance to practice and learn individually. Additionally, it inspired students to share their work in unique ways by using video clips. The result was consistent with Amirulloh (2021) indicated that students appreciated utilizing Flip to hone their speaking abilities and comfort with usage. Additionally, one of the benefits of using

Flip was that students were more interested in learning a speech on video rather than they were in reading or writing the lessons, which they found to be tiresome and time-consuming. The result was also consistent with Wongdaeng and Thaptimon (2020) who stated that blended learning using Flip application not only enhanced English speaking skills but also gave students a positive attitude towards learning English.

Research Suggestions

1. Recommendations for Application

1. Teachers have to update themselves on the ratios of learning activities and learning management content in order to be prepared. To ensure that learning management can accomplish its goals, guidelines for blended learning lessons should be made obvious for students to comprehend before the learning session, and learning resources and materials should be ready.

2. Blended learning can motivate learners to speak English. Different speaking topics can be added to blended learning.

2. Recommendations for Future Research

1. The Flip program should be used for research on blended learning management to improve other facets of English learning, such as reading, listening, and other skills.

2. It is necessary to conduct research on blended learning utilizing Flip application to help students at various levels improve their English-speaking abilities. It will demonstrate how successfully students' English speaking abilities may be improved through blended learning using Flip application.

References

Amirulloh, R Della & Damayanti, Ika & Citraningrum, Ellen. (2021). *Flipgrid: A Pathway to Enhance Students' Speaking Performance*. 10.2991/assehr.k.210427.014.

Anchunda, H. Y. ., & Kaewurai, W. . (2022). *A development of a blended learning enhancement course based on grammar-translation and communicative language learning approaches to enhance pre-service teachers' English language competencies for university students in preparation for public*

service entrance examination in Thailand. Kasetsart Journal of Social Sciences, 43(4), 957–968.

Bailey, Kathleen M, & Savage, Lance. (1994). *New ways in teaching speaking*. Retrieved April 1, 2023, from https://archive.org/details/newwaysinteachin0000unse_w7b8.

Burapasiriwat, N. (2021). *The Integration of Innovative Learning Application "Flipgrid" to Encourage Korean Speaking Skills of Faculty of International Studies' Students, Prince of Songkla University*. Journal of International Studies, Prince of Songkla University, 11(2), 123–158.

Chooma, Thaweesak, & Bulsathaporn, Apaporn. (2019). *Communication Strategies Used by University Students to Cope with Speaking and Listening Problems*. Humanities and Social Sciences Journal, Ubon Ratchathani Rajabhat University. 7(2): 179-194.

Harmer, Jeremy. (2015). *The Practice of English Language Teaching*. London: Pearson.

Kardkarnklai, U-maporn. (2015). *Hybrid Learning Design and Effective Components of E-Learning in English Writing Course*. Silpakorn University Journal. 35(1): 1-31.

Ministry of Education. (2008). *The Basic Education Curriculum B.E. 2551 (A.D.2008)*. Bangkok: Kurusapa Ladprao Publishing.

Mudure-Iacob, Ioana, & Albert, Carmen-Narcisa. (2022). *EMPOWERING ESP LEARNERS TO ENHANCE SPEAKING SKILLS-SOCIAL LEARNING AND THE FLIPGRID MULTIMODAL DISCOURSE*. INTED2022 Proceedings. 1317-1323.

Siemens, G. (2005). *Connectivism: A learning theory for the digital age*. International Journal of Instructional Technology & Distance Learning, 2, 3-10.

Thirawaranu, Sakon. (2016). Review Flipgrid. Retrieved July 17, 2022, from https://celt.li.kmutt.ac.th/km/index.php/ba2403zqxi/

Thungkanai, Kualtida. (2021). *Blended Learning in a New Normal*. Journal of Educational Studies, Faculty of Education, Bansomdejchaopraya Rajabhat University. 15(1): 29-43.

Umpapol, Deesapong, & Klanrit, Prayong. (2020). *THE DEVELOPMENT OF ENGLISH-SPEAKING ABILITY USING TASK-BASED LEARNING OF PRATHOMSUKSA 5 STUDENTS*. Journal of Graduate School, Sakon Nakhon Rajabhat University. 16(75): 150-156.

Wannapiroon, Panita. (2008). *Development of a Problem-based Blended learning model to Develop Undergraduate students' Critical thinking*. Doctor's thesis. Chulalongkorn University.