THE EFFECTIVENESS OF IVAS-BASED BLENDED LEARNING ON THE ENGLISH SPEAKING SKILLS OF MEDITERRANEAN BALI STUDENTS

Ni Luh Nilasari[1], Ketut Artawa[2], Putu Ayu Asty Senja Pratiwi[3]

niluhnilasarii@gmail.com
Udayana University, Denpasar 80114, Indonesia.

Abstract

This study aims to describe the English speaking skill before and after the implementation of IVAS-based flipped classroom model of Mediterranean Bali students and the effectiveness of the implementation of IVAS-based flipped classroom model in improving the students' English speaking skill. This research is an experimental study using a one-group pre-test and post-test design. Data was analyzed qualitatively and quantitatively. The results showed that: (1) in the pretest of experimental class the average value only reached 57,15 with the category of 'poor'. The errors in learners' utterances are classified into two categories, namely morphological and phonological error. In morphological errors, learners made mistakes when making interrogative sentences that express present using 'do' and 'are', also future forms using helping verbs. In phonological errors, the learners made mistakes in pronouncing words thus the message could not be delivered properly or the meaning of the sentence was wrong; (2) the implementation of IVAS-based flipped classroom model was carried out four times in the class starting with orientation, data collection and conclusion. The average score increased at the posttest to 89,75 with the excellent category and the errors found at the posttest were less than those of pretest; (3) the effectiveness of learning model through the N-Gain test reaches 76,17% with the category 'effective' so it can be concluded that flipped classroom model is effective in improving the student's speaking skill.

Keywords: Flipped Classroom, IVAS, Speaking Skill

1. Introduction

Learning is very important thing in the educational process. Over the years, traditional learning models have become standard in many educational institutions. The instructor is almost entirely explain the subject matter using presentation slides in the learning process, that students cannot practice speaking optimally because the time for face-to-face activities in class is limited. Instructors must be able to be creative in designing technology-based learning by utilizing a variety of applications that are available on the internet or applications in a learning management system which is a tool in an educational institution. Utilizing information technology in learning is considered a model that can answer the challenges of the times (Lukman, 2019; Hasjim et al., 2021). The focus of this study is the implementation of IVAS-based flipped classroom for food and beverage services students in Mediterranean Bali. Flipped classroom is a learning strategy that uses a type of blended learning approach by reversing the traditional learning environment and providing learning content outside the classroom (mostly online). During face-to-face sessions in class, discussions are carried out on assignments (material that is traditionally considered homework) where students will study material online through IVAS as pre-knowledge and get face-to-face learning for practical activities. During face-to-face learning in class, students immediately practice what they have learned at IVAS. By implementing the flipped classroom model, there will be more opportunities for students to practice speaking. Limited hours and short training for English courses it is urgently needed to apply interesting learning methods that utilize technology, not just get exposure to material in class with lecture and presentation methods using presentation slides.

In response to this, the implementation of IVAS-based flipped classroom model is expected to be an interactive bridge between instructors and students in classroom learning. The implementation of IVAS-based flipped classroom is expected to improve students' English speaking skills.

2. Research Method

This study used an experimental research method with one group pretest-posttest design. The pretest and posttest design are in the form of oral question with roleplay model, one as waiter/waitress and the other as guest. The implementation of flipped classroom model in experimental class as treatment was carried out four times referring to the lesson plans that have been designed, namely on February, 20, 27 and 6, 13, 20, 27 March 2023 starting at 13.00 - 14.30 PM (90 minutes). The treatment given to the students are, the students get IVAS and they must to learn the material first before entering the class. In the face-to-face classroom the students will discuss more about the topic they have learnt before at IVAS, so the students will get more time to practice at the class without any presentation with power point slide. In this study will compare the student's speaking skill before and after the treatment also analyze the utterance of the students especially in morphological and phonological levels. The effectiveness of IVAS-based flipped classroom was analyzed using N-Gain test by Hake (1999). The subject of this study was food and beverage service students 2021. The mixed-method approach was used in this study, combining the qualitative and quantitative approach.

3. Theoretical Framework

The theoretical basis used in this study includes theories regarding behaviorism, teaching speaking, English Grammar and Flipped Classroom.

3.1 Behaviorism theory

Thorndike (1911) revealed that the theory of behaviorism associated with learning is the process of interaction between stimulus (which is in the form of thoughts, feelings, or movements) and responses (which are also in the form of thoughts, feelings, and movements). Thorndike more clearly stated that changes in behavior may take the form of something concrete (observable) or non-concrete (unobservable). Behaviorism theory emphasizes that a person who has learned if he can show changes in his behavior as a result of experience and the role of the environment, so that the theory of behaviorism in learning is also called stimulus-response learning.

3.2 Teaching Speaking

A consideration of learners' pronunciation errors and of how these can inhibit successful communication is a useful basis on which to assess why it is important to deal with pronunciation in the classroom. When learner says, for example, soap in a situation such as a restaurant where they should have said soup, the inaccurate production of phoneme can lead to misunderstanding Kelly (2001:4). The study of pronunciation has main features such as phonetics and phonology. First of all, language learners need to know how the sounds of the target language are pronounced and how to avoid some common problems associated with transferring sounds from their first language. Grammar deals with the structure of languages. Language consists of words, but the way in which these words are modified and joined together to express thought and feelings differs from one language to another (Jespersen,2006:1-4). Meanwhile, Gelderen (2010:2-5) states that speakers of a language know a lot about their languages. For instance, they know about the sounds (phonology), the structure of words (morphology), and the structure of sentences (syntax). Each speaker of English has knowledge about the structure of a sentence. This is obvious from cases of ambiguity where sentences have more than one meaning. As mentioned above, morphology and syntax are also as important as phonology in English grammar. The use of tenses in English also influences grammatical meaning in constructing tenses in having conversation. Correct grammar is the key to speaking English fluently and confidently. When the learners are confident with their proper grammar, they are free from cluttering and stuttering during a conversation.

3.3 Flipped Classroom

The flipped classroom is a mixed teaching method and form of learning. This model gets its name from the way it "flips" the traditional class model. Using this method, students watch videos or listen to lectures at home. When they come to class meetings, the instructor facilitates group work and other activities that are usually considered "homework". The idea of flipping classrooms arose from a 1993 publication by researcher Alison King entitled "From Sage on the Stage to Guide on the Side."

4. Result and Discussion

4.1 Students Speaking Skill before the Implementation of IVAS-based Flipped Classroom

Pre-test Quantitative Analysis

Before the implementation of IVAS-based flipped classroom in students, pretest was done first in class. The pretest questions consist of oral form. In oral form, learners are required to speak English with their partner as in role play, one as a waiter or waitress and the other as a guest. The following is a description of the table for the acquisition of students scores on the pretest conducted before the action in experimental class.

Table 1. Pre-test scores

No.	Name	Pretest Score	Criteria	Description
1.	Dyah	50	Poor	Failed
2.	Yoga	75	Good	Failed
3.	Gregorio	75	Good	Passed
4.	Arya	48	Poor	Failed
5.	Dwiantara	40	Poor	Failed
6.	Agus	45	Poor	Failed
7.	Kerta	75	Good	Failed
8.	Lalu	45	Poor	Failed
9.	Laurencia	48	Poor	Failed
10.	Eny	50	Poor	Failed
11.	Shintya	53	Poor	Failed
12.	Dewi	48	Poor	Failed
13.	Noviari	75	Good	Failed
14.	Suriasih	43	Poor	Failed
15.	Pebri	75	Good	Passed
16.	Tri	75	Good	Failed
17.	Veby	48	Poor	Failed
18.	Nobhu	80	Good	Passed
19.	Yulianti	40	Poor	Failed
20.	Satia	55	Poor	Failed
Total		**1143**	**Poor**	**Failed**
Average		**57,15**		

Based on the results of the student pretest scores above in table it can be seen that the students' speaking skills in the experimental class before the implementation of the IVAS-based flipped classroom only 7 students passed with a score of 75 as the passing grade and one student got the highest score, namely 80. Then 13 students or 65 % of students failed because their scores were below 75. Then, looking at the average student score, it could only reach 57.15 with poor category.

Pretest Qualitative Analysis

In addition to being analyzed quantitatively, students pretest results were also analyzed qualitatively about the errors found in their utterances. The errors found can be categorized into morphological and phonological level. The students made ten types of error on morphological and seven error on phonological. The representative data errors at the morphological and phonological levels based on variations in students' speech are explained below.

1) **Errors in Morphological Levels**

   Data (1)   : "You have reservation before?"
   Correction   : "Do you have reservation before?"

Based on the data (1) above, the student made an incomplete application of rules on the grammar structure. To express simple present, the sentence should be completed by using 'do' then followed by singular person. Data (1) shows the students tend to ignore 'do' in interrogative sentence of simple present.

Data (2)   : Please wait, I am go changing your food
Correction   : Please wait, I am going to change your food

Data (2) is the example of ignorance of rule restrictions found in students. It is a basic rule that in order to express future actions in simple future tense, the students should use 'going to' then followed by base verb. The students made two morphological errors in the sentence above. The first error was omitting 'to' in 'going to'. The second error was using 'changing' as verb with ending -ing instead of using 'change' as base verb to make the sentence grammatically correct.

2) Errors in Phonological Levels

Data (3)

Our restaurant close at Twelve pm.   (False)

/ˈaʊə/ /ˈrɛstrɒnt/ /kləʊs/ /ət/ /**twɛlep**/ /pm/

Our restaurant close at Twelve pm.   (True)

/ˈaʊə/ /ˈrɛstrɒnt/ /kləʊs/ /ət/ /**twɛlv**/ /pm/

Data (3) above shows phonological error made by the students. It can be seen from the sentence above that the word twelve was pronounced incorrectly by saying /**twɛlep**/ while the correct pronunciation is /**twɛlv/.** This type of error is because the students are not familiar with consonant blend in the end of the word. This type of error often occurred because the learners tend to change [v] sounds with [p] sound. The main reason that supporting this statement is because in their mother tongue alphabet system, they do not recognize the fricative sound, Kelly (2001:6).

4.2 Students Speaking Skill After the Implementation of IVAS-based Flipped Classroom.

Posttest Quantitative Analysis

After the treatment was carried out in the form of the implementation of IVAS-based flipped classroom on Mediterranean Bali students, posttest was done in class. The form of the posttest used is the same as the pretest. The following is explained in advance about the comparison table for students scores in pretest and posttest in experimental class.
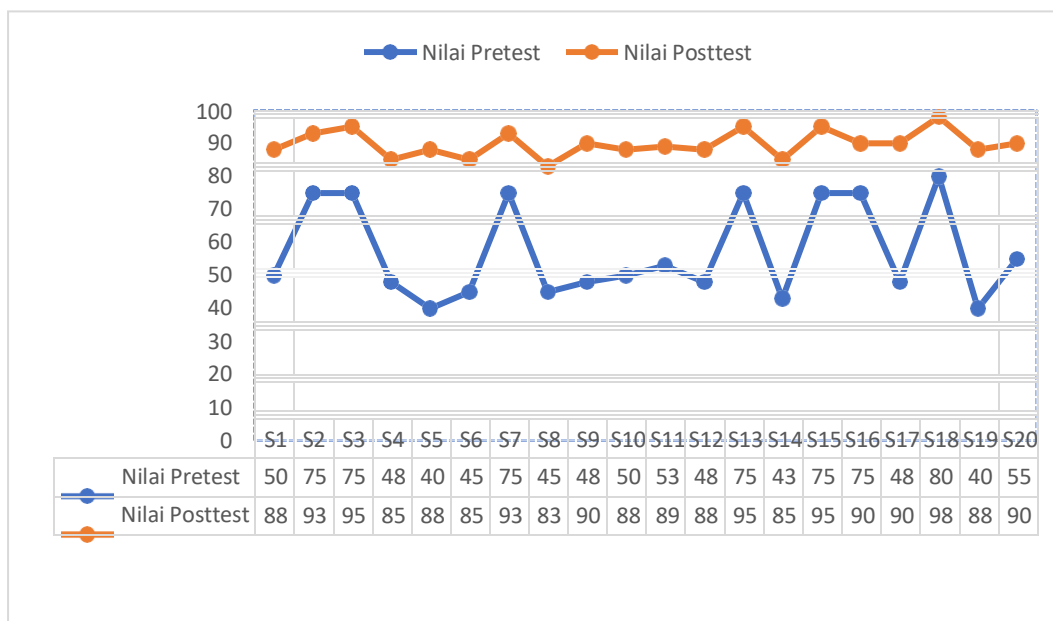
Table 2. comparison scores in pre-test and pos-test

No	Name	Pretest score	Criteria	Posttest score	Criteria
1.	Dyah	50	Poor	88	Excellent
2.	Yoga	75	Good	93	Excellent
3.	Gregorio	75	Good	95	Excellent
4.	Arya	48	Poor	85	Good
5.	Dwiantara	40	Poor	88	Excellent
6.	Agus	45	Poor	85	Good
7.	Kerta	75	Good	93	Excellent
8.	Lalu	45	Poor	83	Good
9.	Laurencia	48	Poor	90	Excellent
10.	Eny	50	Poor	88	Excellent
11.	Shintya	53	Poor	88	Excellent
12.	Dewi	48	Poor	88	Excellent
13.	Noviari	75	Good	95	Excellent
14.	Suriasih	43	Poor	85	Good
15.	Pebri	75	Good	95	Excellent
16.	Tri	75	Good	90	Excellent

17.	Veby	48	Poor	90	Excellent
18.	Nobhu	80	Good	98	Excellent
19.	Yulianti	40	Poor	88	Excellent
20.	Satia	55	Poor	90	Excellent
Total		**1143**	**Poor**	**1795**	**Excellent**
Average		**57,15**		**89,75**	

Based on table above, all of the students are passed the passing grade. It is mostly because their pronunciation and confidence have increased a lot compared to before the treatment was applied. They were able to make grammatical sentences and speak clearly in a proper pronunciation. To clarify the presentation of the comparison of student's pretest and posttest scores, it can be explained through the following graph.

Graph 1. Comparison of student's pre-test and post-test scores

	S1	S2	S3	S4	S5	S6	S7	S8	S9	S10	S11	S12	S13	S14	S15	S16	S17	S18	S19	S20
Nilai Pretest	50	75	75	48	40	45	75	45	48	50	53	48	75	43	75	75	48	80	40	55
Nilai Posttest	88	93	95	85	88	85	93	83	90	88	89	88	95	85	95	90	90	98	88	90

Referring to the graph, it can be seen range of comparison of scores between student's pretest and posttest. Then, the mean comparison of total scores obtained by all students in the pretest is only 57,15 and 89,75 for the posttest. All numbers increased significantly between pretest and posttest. It could be concluded that IVAS-based flipped classroom implemented by the instructor is effective to improve students speaking skill in Mediterranean Bali.

Posttest Qualitative Analysis

After implementing the IVAS-based flipped classroom four times in class, there was a decrease in the number of students errors in their utterances. The implementation of the learning model could minimize errors in the pretest which can be seen in the results of the learner's posttest.

1) **Error in Morphological Levels**

Most of the students made the same type of morphological errors such as ungrammatical sentences like they did in pretest but the number of errors were significantly decreased. The students made ten types of morphological errors in the pretest. Surprisingly, they just did one minor errors in the posttest. The following is an explanation of the representative data of grammatical errors made by learners.

Data (4)   : "You like orange juice?"
Correction : "Do you like orange juice?"

The data above is type of error called incomplete application of rules. It means learners failing to learn more complex types of structure since they think they can succeed effective communication by using relatively simple rules. They tend to make it easier by deleting 'do' to complete interrogative sentence. The students might not aware of the importance of this item because in Indonesian, there is no such thing like this. But this is an important item that should not be left out to indicate simple present tense in English. The correct data above should be 'do you like orange juice?" to indicate simple present according to Jespersen (2006:235). Based on the findings of these data, it can be seen that the majority of students usually make error in interrogative sentence. This can happen because the students just translate their utterance from Indonesian into English in literal way or word by word.

2) Error in Phonological Levels

Beside the errors on morphological level, there are still some phonological level errors in student's posttest. The following is an explanation of phonological errors made by students

Data (4)
Yes, Sure. This is our menu   (True)
/jɛs/**, /ʃʊə /. /**ðɪs/ /ɪz/ /ˈaʊə/ /ˈmɛnjuː/
Yes, Sure. This is our menu   (False)
/jɛs/**, /sʊr/. /**ðɪs/ /ɪz/ /ˈaʊə/ /ˈmɛnju:

Based on the data (4) above, the word sure was pronounced incorrectly by students, they pronounced it /sʊr/ while the correct pronunciation is /ʃʊə/. This type of error often made by the students even in posttest after the implementation of learning model. Indonesian students are not familiar with the sound [ʃ] as voiceless palate-alveolar fricative, Kelly (2001:7). Because it does not exist in Bahasa Indonesia, the students only pronounced the word with sound /sʊr/ as how it written. They always substitute [ʃ] with [s].

Based on the number of students error after posttest, students' understanding of expressing both present future actions grammatically and correct pronunciation have increased significantly, therefore most students are correct in constructing grammatical sentences with the correct meaning. Thus, the implementation of flipped classroom model based IVAS has a good effect on students because it is able to minimize error made by leaners, both at the morphological and phonological levels.

5. Conclusion

Based on the results and explanations before, three conclusions can be drawn. The conclusions presented in this study are as follows. Quantitatively, the learners pretest results on experimental class before implementing IVAS-based flipped classroom in improving speaking skill that there were 7 learners were declared complete because they passed the passing grade 75, while 13 other learners were declared unfinished due to the acquisition of grades below or have not yet reached the passing grade. The average results of learners grade only reached 57,15 so it can be concluded that the learner's speaking skill is low. Qualitatively, the errors found in learners pretest can be categorized into two, namely errors at morphological and phonological levels. Morphological level errors include the learners' errors when constructing grammatical sentences to express interrogative sentence in present action in changing the verb forms with 'do' and 'are', while at the phonological level includes errors in pronouncing several words including [f] sound and changing the sound [v] or [f] with [p].

The implementation of flipped classroom model in experimental class as treatment was carried out four times referring to the lesson plans that have been designed, namely on February, 20, 27 and 6, 13, 20, 27 March 2023 starting at 13.00 - 14.30 PM (90 minutes). Quantitatively, there was a difference between the average pretest scores and posttest scores. In the pretest the average score of students only reached 57,15 students' competencies can be categorized as 'poor' before implementing flipped classroom model. However, the average value of learners increased as seen from the mean results in student posttest to 89,75. Qualitatively, most of the students made the same type of morphological errors such as ungrammatical sentences like they did in pretest but the number of errors were significantly decreased, as well as errors at the phonological level such as pronouncing some unfamiliar sounds.

On the results of testing the effectiveness of the combination of flipped classroom through the N-Gain test, the effectiveness value reached 89%, which is categorized as the 'effective', meaning that the IVAS-based flipped classroom model is effective in improving learners speaking skill. It can be concluded that flipped classroom model

is effective in improving learners speaking skill through the activities of watch the video at home and practice at the class.

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