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BOOK 1

FLIPPED CLASSROOM IN TEACHING SPEAKING TO YOUNG LEARNERS

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ABSTRACT

Many learners, especially young learners (elementary and junior high school students), have been still very passive and played only a minimal role in the involvement of speaking classroom activities. Such involvement constitutes an obstacle to a successful language learning particularly in speaking. In order to enhance learner's commitment, the learner should be enabled optimally and more enthusiastically in taking part in speaking. A new approach is needed to improve their speaking skills. The writer then proposes flipped classroom as an alternative approach to teach speaking for young learners. Flipped classroom is an instructional strategy and a type of blended learning that reverses the traditional educational arrangement by delivering instructional content, often online, outside of the classroom. This paper aims at describing the general insights and the techniques of using flipped classroom that a teacher can apply in teaching speaking to young learners in which it can also improve both learner's motivation and engagement. The data are collected by doing library research in which the writer got the data as the reference from books and journals related to the paper's topic.

Keywords: speaking, flipped classroom, young learners

INTRODUCTION

In Indonesia, the teaching of English starts from the basic level, such as playgroup (in a very simple way). People are not exactly able to master English. They begin to learn by empowering the vocabularies, English patterns or grammar, then they try to speak by using correct utterances or pronunciation. Thus, in mastering language, they may need processes. However the process of acquiring language also needs times.

To produce qualified Indonesian students, the government has to prepare them in having good ability in mastering English language. In this case, the government has done something to improve English language mastery of Indonesian students. One of them is choosing English as the first foreign language. Ramelan (1992, p. 2) stated that "English has been taught in our country as the first foreign language since the proclamation in Indonesia on the 17th of August 1945." It is taught as a compulsory subject in junior high school and senior high school and in universities or institutes for several terms. Even, it has been tried to be taught as an extracuricular to the students of some playgroups or elementary schools.

Because English is still as a foreign language, many Indonesian students, particularly young learners, find that it is very difficult to learn English especially in speaking. The main focus of English learning and teaching is still in improving grammar and vocabulary. Therefore, the need of a creative approach in teaching speaking to young learners is really urgent and crucial. Flipped classroom is one of alternative strategies to teach speaking. It is shifting the way teachers provide instruction by inverting traditional teaching methods to engage students in the learning process. Using technology, lectures are moved out of the classroom and delivered online as a means to free up class time for interaction and collaboration (Shimamoto, 1999, p. 1). Based on the facts and theories above, the writers would like to give a big effort to describe the use of flipped classroom in teaching speaking to to young learners.

Speaking

Speaking is a productive oral skill which consists of producing systematic verbal utterances to convey meaning (Nunan, 2003). Another definition of speaking is stated by Fulcher (2003, pp. 152-

154) who defined speaking as the verbal use of language to communicate with others. A man is social creature who needs to socialize with others. He wants to convey or to know something from others. One of the ways in conveying something is through speaking.

So, speaking is a crucial part of learning language. It starts by knowing letters, producing words, and arranging the words into sentences. These are significant steps that people may experience in language introductory on the other side, knowing that the main role of language is for communication, learning how to communicate will be very important.

Teaching Speaking

According to Kayi (2006, p. 1), teaching speaking is the activity where the teachers lead their students to improve their ability in expressing emotions, ideas or feelings orally. For many years, teaching speaking has been underestimated. Commonly, English teachers just continued to teach speaking by drilling the students. However, now there are many ways to teach speaking.

In teaching speaking, the teacher should know what teaching speaking is. Kayi stated that what is meant by teaching speaking is to teach English language learners to:

a. produce the English speech sounds and sound pattern,
b. use words and sentences stress, intonation pattern and rhythm of the second language,
c. select appropriate words and sentences according to the proper setting, audience, situation and subject matter,
d. organize their thoughts in a meaningful and logical sequence,
e. use language as a means of expressing values and judgments,
f. use the language quickly and confidently with few unnatural pauses, which is called as fluency.

Based on those meaning of teaching speaking above, the teacher must pay attention to some aspects in speaking including producing sentences, intonation, rhythm, and stress. The sentences that are produced by the students must be meaningful and logical as well.

Teaching Speaking to Young Learners

Teaching speaking of English to young learners (elementary and junior high school students) is definitely challenging for teachers because of some reasons. First, young learners need extensive reinforcement to improve their oral skills, while sufficiently this is fulfilled only from the interaction at school. Second, while learning to communicate using the foreign language, at the same time young learners are also still developing their communicative skills in their mother tongue (Yusnita, 2014). As stated by Pinter (2006), interactive tasks require careful selection and good preparation. Teachers of young learners should have broad perspectives, needs to expand young learners' lexical knowledge, efforts to find the right time to introduce more interactive activities, and know how to increase learners' interest in particpating meaningful communicative tasks. Besides, but not least, they also need to understand young learners' characteristics as stated by Slattery and Willis (2001) as follows:

a. They are developing quickly as individual,
b. learn in a variety of ways, for example, by watching, by listening, by imitating, by doing things,
c. are not able to understand grammatical rules and explanations about language,
d. try to make sense of situations by making use of non-verbal clues,
e. talk in their mother tongue about what they understand and do,
f. can generally imitate the sounds they hear quite accurately and copy the way adults speak,
g. are naturally curious,
h. love to play and use their imagination,
i. are comfortable with routines and enjoy repetition,
j. have quite a short attention span and so need variety.

When a teacher knows and understands well young learners' characteristics as stated, he or she will know what to do regarding the teaching of speaking in the classroom. The professionalism of teachers of young learners, according to Cameron (2001), requires an underpinning of theoretical knowledge that can help counteract prevalent misunderstandings of the job. These misunderstandings

are not just annoying but they may contribute to a continuing devaluation of teaching languages at primary levels.

Flipped Classroom

According to Information Technology Services at Penn State (2011) in Embi (2014, p. 198), flipped classroom is referred to as pedagogical concept that replaces the standard lecture-in-class format with an opportunity to find out concepts as well as to review materials from outside of class.

Basically, the term flipping is driven from the concept that a usual classroom is historically a place where the delivery of content is done through some types of lecture format. In such classroom, the students are given homework assignments to take and do outside of class on their own. The novel idea "flips" such typical classroom in which most of the content is now gained outside of classroom on their own, as homework assignments, and problems are worked through collaboration during class.

There are numerous styles of "flipping the classroom "and there is no one right way to employ this idea. Indeed, most scholars concur that lecture is still appreciated in the classroom if appropriate; however, the focus on lecture will be significantly decreasing during classroom time. Likewise, some are of the opinion that the flipped classroom is regarded as an ideology instead of methodology as well as remarks that deals with making connections with the learner differentiating your instructions (Makice, 2012).

Gerstein (Kachka, 2012) in Embi (2014) defined the flipped classroom as a place to work out problems, advance concept, as well as engage in collaborative learning. Similarly, Berret (2012) presented the idea of Flipped Learning in the higher education classroom and how it can enhance traditional lecture along with student learning. He emphasized that flipping is related to the inversion of expectations in relation to the traditional college lectures. This newly termed style encompasses interactive engagement, peer instruction, just-in-time teaching, and placement of content of course on the student. Here, students are required to obtain most course information outside of class through listening to the record lectures, podcasts, and/ or by reading on their own. This fact contrasts the standard lectures style course in which students normally come to class prepare to absorb information and subsequently to practice that information through completing homework assignments.

The Advantage of Flipped Classroom

According to Jenkins (2012), many advantages of the flipped classroom have been covered throughout the blogosphere and elsewhere. There are many things to praise about the concept of the flipped classroom. With positive results from many teachers and school districts throughout the country, there's no denying that the approach can (and has been) successful in certain cases. Students are able to approach material and take it in at their own speed. By covering lecture material at home and from a video-based platform, students can privately view the material. This allows them to approach things at their own pace without worry of peers noticing them moving slower or faster. Students can stop, pause, rewind, and fast forward material so that they can examine things in their own way.

By taking the lecture portion of the classroom home with them, students are able to utilize their teachers' one-on-one attention more successfully in the classroom. Students sit through lecture, gather questions, and prepare themselves for the day with the teacher to tackle "homework". Because the actual exercises are done in the classroom rather than at home with this model, students have their teacher available for questions with problems when they occur.

The flipped classroom also allows teaching to adapt more easily to the different teaching styles that individual students may be most successful. By putting lectures in a video format, students can listen to the lesson and watch the video illustrate the lesson. Of course, this largely depends on how successful the actual video lecture is. You want a lecture (like the Khan videos) that explains concepts verbally, but also draws them out in images and pictures. This provides adequate learning opportunities for verbal learners and for visual learners. With in-classroom lecturing, the visual aspect of lecturing can be significantly more difficult to accomplish.

The Disadvantage of Flipped Classroom

Jenkins (2012) stated that there are going to be some disadvantages to the flipped structure of learning as well. Just as classroom lecturing works better for some and does not work for others, the flipped classroom method is not going to accommodate every individual perfectly. The biggest set back today to the flipped classroom method is that not all students and schools have access to technologies that can really work for this method.

Students from lower income areas and lower income families may not have access to the computers and internet technologies that the flipped classroom requires. The structure really hinges on every student having personal access to his or her own personal device. This simply is not the case for every student and every school district. Students who do not have personal home computers or access to the internet would be forced to use public computers at a library or at the school. This, to some degree, eliminates the personal and private experience of taking in the lecture. What makes having lectures as homework so powerful is that students can do it on their own time and in their own way. At a library computer or school computer time limits typically exist and access can be limited if it is busy. This is problematic.

Another downside to the idea of the flipped classroom that many people bring up is the fact that students would be spending all of their "homework time" plugged-in in front of a computer screen. Not only do not all students do well with learning from a screen, but this also adds to a students' time in front of a screen and sitting sedentary. While this concern is not singular to the flipped classroom, the teaching concept does not help our young students to get up and get away from their computers, televisions, and iPods.

Flipped Classroom in Teaching Speaking

The process of just flipping a classroom will not transform students' learning. According to a study by Houston & Lin (2012) in Danker (2015) a successful implementation of a flipped classroom would need the videos to be relatively short (no longer than 20 minutes) and teachers should briefly review the course content before in-class activities to answer any questions and to make sure that the majority of the students have sufficient understanding of the material, Kachka (2012) recommends that during the in-class activities, the teacher must be deliberate to guide and increase the interaction with the students. In addition, the instructional design using technology needs to be carefully planned to ensure the students' learning experience is enhanced, where students identify learning as their goal.

Ramsey Musallam, who began flipping his classroom in 2006, stressed this, saying, "(a) flipped classroom is a thing you do in context of an overarching pedagogy [and is] not the pedagogy itself" (Ash, 2012). The flipped classroom has a comprehensive instructional model that encompasses direct instruction, inquiry, practice, formative and summative assessment and many more elements (Bennett, B., et al, 2011) in Danker (2015). This instructional technique gives a focus to the process of of learning. It is aimed to enable students to be more actively engaged with the course material and, ultimately, empower them to construct knowledge through their understanding.

In teaching speaking to young learners by using flipped classroom approach, the teacher at least is supposed to do these procedures. First, the teacher has to make sure that a software "windows movie maker" or as such thing been installed in their PC (Personal Computer). Second, when been installed, the teacher then will write down the script to read from the beginning of vidoe untill the end. The content of the script can be about a superhero or about a famous tourism place or some topics young learners like so much. Third, the teacher then will prepare the materials to show in the video. It can be pictures, clips, instrumental music, words, quotes, and so forth. Those materials will support the narration by the teacher (narrator).

The next step is that the teacher will record his or her voice reading the script. When recording is done, he or she then insert the recorded voice and all supporting materials to the video format. The teacher should arrange them all in the right order and appropriate sequence so that the video will be interactive and attractive to students. When been ready, it can be shown to students in the class. The teacher will ask students to watch the video and to figure out the message. After that, the teacher asks the students to make group of two or three for discussing the message got from the video. They are then asked to come forward per group to present or deliver the video message about. At the end, the teacher will interactively respond all the presentations. With a interesting and creative activity, the

class will be alive and cozy so that students will not hesitate to speak up alot in English. As the result, if it runs well, the students' speaking skill will be eventually improved for sure.

CONCLUSION

Flipped Classroom can be an alternative interesting approach for teachers of foreign languages to teach speaking skills for young learners. The teachers must comprehend the students' characteristics first before applying this approach. In addition to that, the teacher must not be lazy to prepare many things related to the implementation of using flipped classroom strategy. This strategy will effect nothing to the young learners' speaking skill only if the teacher has no good will and hard efforts to operate it.

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