

INCREASING STUDENTS' SELF-CONFIDENCE THROUGH FLIPGRID IN SPEAKING CLASS

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ABSTRACT

This research is intended to observe the teacher's use of Flipgrid in speaking class to increase student's self-confidence and to describe the Flipgrid impact on the students' self-confidence in learning to speak. Self-confidence is someone's trust and belief in his/her abilities to achieve things successfully. Flipgrid is considered an online video-mediated communication device that consents students to prepare much time to practice speaking English inside and outside the classrooms in a comfortable and enjoyable situation. This research implemented a qualitative approach. A case study was applied as a research design. Research data were online classroom observation (non-participants observation) and interviews (structured). The data analysis of this research was transcribing data, coding, and concluding. The participants of this research were chosen purposively and they are English teachers and second-grade students in senior high school. The result from classroom observation showed that the teacher has a good way and an impact on increasing students' self-confidence in speaking in class through the Flipgrid application. Based on the result of the interview concluded that Flipgrid as a tool in teaching and learning in speaking class gave students positive impacts on increasing students' self-confidence in speaking class through Flipgrid application. This study concludes that Flipgrid makes the students feel easier and more confident in classroom interaction.

Keywords: *Flipgrid; Self-Confidence; Speaking*

INTRODUCTION

A teaching model is important in the 21st century because teachers deal with tech-savvy students in this digital transformation era. These students should have different taught. It can be conducted by combining teaching techniques with sophisticated updated and technological-based media or platforms. However, in English class, the teacher still uses conventional techniques which was monotonous and boring. Selecting innovative approaches applied at tertiary levels is compulsory now in this globalized and technological-minded era. Thus, Flipgrid can be used in 1st-century students to teach students who have also engaged in the rapid development of technology. Multiple kinds of research have also been conducted using a technological-based teaching technique. (Syafii, 2019, as cited Budiarta & Santosa, 2020, p. 15) stated that multimedia presentation could effectively advance speaking performance.

Speaking become an important skill among other skills such as listening, reading, and writing. However, some students show no confidence to express words or sentences in English. Speaking skill is very beneficial in communication. However, the fact shows that in learning English, some people have less confidence to bring out sentences in a spoken way, and most of them think that speaking skill is more difficult than other skills. Dincer

&Yesilyurt (2017) in Christie & Listyani, (2018) mentioned that speaking skill is considered one of the hardest skills compared to writing, speaking, listening, and reading.

Furthermore, the researcher is interested in conducting the research entitled “Increasing Students’ self-confidence through Flipgrid in Speaking class. This research has two research questions, first “How does the teacher use Flipgrid in speaking class to increase students’ self-confidence?” And second “How does the Flipgrid impact the students’ self-confidence in speaking class?”. This research has the purpose to observe the teacher’s use of Flipgrid in speaking class to increase students’ self-confidence and to describe the Flipgrid impact on the students’ self-confidence in speaking.

Speaking is a productive skill. It could not be separated from listening. When the students are spoken, they will produce the text and it should be communicative. Like communication, the students can find speakers, listeners, messages, and feedback. Brown (1994); Burns and Joyce (1997) in Nuraini, (2016) define speaking as an interactive process of making meaning that produces, receives, and processes information. Inayah (2015), as cited by Christie & Lystiani (2018), said that speaking is the dominant language skill that language learners must focus on. Thus, they must have a better speaking ability to achieve the objective of learning English.

The second term is Flipgrid. According to (Merrill, 2018, as cited by Tuyet & Khang, 2020, p. 131) Flipgrid, a social learning platform allows teachers to make a topic, collect learners’ responses, and allow the participants to interact using videos. Teachers and learners then can create and respond to one another in the form of discussion. Flipgrid is equipped with some important features that complete this video discussion platform including grids, topics, responses, and replies. A grid is a community for learners in which the lecturers can put the name on the grid and create a custom Flip Code (or use the auto-generated one). Second, a topic is a discussion starter or prompt, and students respond to it. Third, responses are recorded and sent to videos by the students after their responses on the posted topics, so that they can share their ideas by means of their voices. At last, answer in the Flipgrid enable to lead the students to make an interactive discussion in which they can answer previous responses added to the topic (Fahey, Moura, & Saarinen, 2019, p. 14).

The third term is self-confidence. According to Kanza (2015), “self-confidence is someone’s state of trusting and believing in his/her abilities to do success things”. We cannot avoid that in learning fields, self-confidence has an important role in the learning process to be successful. Self-confidence is also important in developing speaking skills. According to Kanza (2015, p. 24), “self-confidence becomes one of the key factors in improving speaking skills through presentation because, with this factor, the speaker can deliver their opinions or ideas”.

This study result can be useful for the students to gain more confidence in speaking and very helpful for them in the future to improve their level of speaking. It is hopefully also useful for the teachers to implement the strategies in their classes whose students have the same problems. elaborated in-depth

METHOD

This study employed the qualitative case study method because the data were analyzed using sentences. According to Creswell (2007, p. 73) A Case study is an investigation of a “bounded system” or a case (or multiple cases) over time through elaborated in-depth data collection concerning many sources of information-rich context. A case study as described by Stake (2000) is a collective case study that involves the study of more than one case to investigate a phenomenon, population, or common condition”. The research participant consisted of four students who were usually high, middle, and

low students of self-confidence in the second grade and an English teacher of senior high school in Tasikmalaya. This study collected the data using online observation, and structured interviews. The data analysis of the study from online observation was transcribing observational data and coding observational data. then to analyze the data from the interview the researcher prepares the data for analysis, reading and understanding all the data, coding and classifying the data, making an interpretation or meaning of the data, and drawing conclusions.

FINDINGS

The observation was conducted on June 23rd and 30th, 2021. The interview was conducted on June 30th, 2021. The data are collected from the results of the observation, and interviews. The researcher discusses whether the teacher uses Flipgrid in speaking class to increase students' self-confidence and the researcher discusses whether the students have a positive or negative impact on the use of Flipgrid in increasing students' self-confidence by the teacher in classroom interaction.

In the summary, the results of the observation had been determined, that 4 students usually have high, middle, and low self-confidence during classroom interaction in the class. The findings showed that the video presentation during classroom interaction can increase students' self-confidence with the teacher in the Flipgrid application. The classroom interaction observation showed that when the teacher used Flipgrid as an online platform, it gave a good impact on increasing students' self-confidence.

Most students enjoyed the use of an online platform namely Flipgrid. They became more understanding of the material and more confident in their learning in classroom interaction through Flipgrid. It can be seen that the impact of online platforms using Flipgrid in the online classroom interaction process was successful to make the students more confident to speak English and participate in learning. Through this platform, it is hoped that students can speak English fluently.

Based on the results of the interviews, showed that most of the students felt enjoyed when the teacher used Flipgrid in classroom interaction. Meanwhile, these results from the students on the use of Flipgrid showed negative and positive impact, but most of the students get the positive impact because the purpose of this interview is to know how the Flipgrid impact the students' self-confidence in speaking class. Although it gets some obstacles can be overcome so that students can continue learning. Students' can be more confident to speak English with the used Flipgrid.

DISCUSSION

From the research findings, the use of Flipgrid application by the teacher impacts students' self-confidence in speaking class. Flipgrid is being able to use in the classroom interaction, especially in this pandemic situation. Flipgrid is a platform that gives students positive impacts to increasing students' self-confidence in speaking class. Online classroom observation data showed that the use of Flipgrid by the teacher give a positive impact on students' self-confidence. It made students freer to speak English and also, they can more confident to speak. In addition, the students still can increase their speaking. Their learning process in the online classroom makes students still learn to speak English although in this pandemic situation.

Their learning process in an online classroom makes students still learn to speak English although in this pandemic situation. Self-confidence is a strong influence in the learning process to run well. When students' have confidence, the learning process can run

well, and also it make a good atmosphere in classroom interaction through Flipgrid. The researcher recommends digital tools, such as Flipgrid. It was found that Flipgrid can develop students' self-confidence and create an online learning community. Individual students can bring their strengths and ideas to a community of peers to create a better understanding of complex concepts that individuals could not have reached on their own.

Flipgrid is a useful platform for teachers and also students in classroom interaction, especially in this pandemic situation, and also can increase students' self-confidence in speaking in class. Students feel lucky because they can learn about speaking material, students can add their vocabulary, and also their teacher always gives a fun material to students', so students' can feel free, enjoy, comfortable, and easy to use it. Flipgrid can make students more confident to speak in classroom interaction. Students overall reported that they enjoy Flipgrid. It was easy to use, and it helped improve social presence. It also supported the previous study from Petersen¹, Townsend¹ & Onaka¹ 2020, that Flipgrid in this trial has provided the right tool for the use of student smartphones in the delivery of subject-based speaking videos and also shows further potential for video discussion.

CONCLUSION

The result of the analysis data shows that it is clear enough that classroom interaction through Flipgrid by the teacher has been impacted in increasing students' self-confidence. To answer the research questions, the researcher used two instruments, such as observation (non-participation) and a structural interview. Meanwhile, the interview was on the 30th of June, 2021 the researcher used the English language when interviewing the students. The question consists of nineteen questions. This study has analyzed students' impact of the use of Flipgrid on increasing students' self-confidence in speaking class at the second-grade students of one of the senior high schools in Tasikmalaya. While several students feel unconfident to speak and when their connection was unstable. However, Flipgrid makes the students feel easier be confident. The majority of the students who enjoyed the classroom interaction used Flipgrid because they can be more relaxed, free, enjoyable, comfortable, and easy to use especially it can make them more confident to speak in classroom interaction through Flipgrid application.

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