THE EFFECT OF USING FLIPPED LEARNING STRATEGY IN IMPROVING STUDENTS' SPEAKING SKILL IN HYBRID LEARNING

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Abstract

The purpose of the study was to determine the the effect of the Flipped Classroom method application on students' speaking skill in hybrid learning. The term "flipped classroom" describes a teaching method in which teachers have students complete their assignments during class time while doing the usual lecture at home. The study was conducted at a vocational high school in Surabaya. There were 18 students who were majoring Online Business And Marketing class involved as the participant. Experimental research with the pre-experimental method was used in this research. The research design of the study is a one-group pretest-posttest. The obtained data was analyzed using T-test and presented as quantitative data by the researcher. The findings of this study indicate that the t_{test} = 8.416 and t_{table} = 1.740 (t_{test} > t_{table}) while the significance value of $0.000 < 0.05$, the H_0 is declined whereas the H_1 is approved. In conclusion, the Flipped Classroom is effective in enhancing vocational high school students' speaking skills.

Keywords: Hybrid Learning, Speaking, Flipped Classroom Method

INTRODUCTION

The global Covid-19 pandemic is causing a lot of changes in the world today, as well as in Indonesia. Education is a field that experiences change as well. In the beginning of the pandemic in Indonesia, schools and universities are also implementing learn from home to prevent further spread of the corona virus. According to the Ministry of Education regulation 36962/MPK.A/HK/2020, throughout the COVID-19 pandemic, all institutions must carry out teaching and learning process via online learning (points 4 (a)). As a result of the pandemic, educational institutions were faced with difficult conditions to adapt with an unexpected transition from conventional learning to online learning.

New ways of online learning have arisen due to the pandemic (Almahasees et al., 2021). Online learning is described as a teaching and learning process conducted using technology and information in a systematic manner where there is regular, significant, and encouraging communication/relationships between students and students and teachers (Bozkurt et al., 2015). Variety of online platforms could be used in online learning including Zoom meetings, Google meet, Google classroom, etc.

However, in some schools and locations, distant learning does not perform effectively. Online education has a number of challenges, including a lack of motivation, internet access, and technological concerns when delivering e-lectures, student assessments, interactions, anxiety during distant learning, and a minimal face-to-face interaction. (Esani, 2010; M A Tabataba I et al., 2019; Simamora, 2020)

The corona virus outbreak in Indonesia has been going on for two years, and the pandemic is getting better. Indonesian education is gradually returning its former condition. Hybrid learning is gradually replacing fully online education. The term "hybrid meeting" refers to a meeting that alternates between offline and online meetings. According to Ferdig et al., (2012), instruction that is mediated by computers and face-to-face (F2F) are combined in hybrid learning. Half of the class goes to school while the other half attends the lessons via distance learning. Every week, it takes a turn. Hybrid learning is already being used in several Surabaya schools. Lesson hours are shortened and students are not completely present at school when hybrid classes are implemented in schools.

The typical Flipped Classroom concept including synchronous learning activities inside the class and asynchronous pre-assigned learning tasks and material out of the class. The asynchronous learning material could be in the form of videos that students might watch at home on their own and any other type of tasking. The material and assignments given before the class takes place make students spend more time actively involving in variety of collaborative activities while attending face to face class (Bergmann & Sams, 2012). FC implementation is very compatible when combined with online-based learning systems (Ozdamli & Asiksoy, 2016). Online media such as YouTube, Quipper, and Google Classroom can also assist the implementation of the flipped classroom method at school.

Using Flipped Classroom in a class that implements hybrid learning is very helpful to save teaching time when the available lesson hours are limited. This is according to Bergmann & Sams (2012) who stated that the flipped classroom requires less time than conventional direct learning. The main point of using the flipped classroom is the reverse learning activity, where the time required for face-to-face learning is less than the traditional one. This is because students no longer bring their confusion about homework to school as traditional classes usually take place (Bergmann & Sams, 2012), but students bring an initial understanding of the topics to be discussed in class (Eldeen & El-Sawy, 2018).

The implementation of the flipped classroom strategy in the process of teaching and learning provides a number of benefits. The usage of a Flipped Classroom improves the teacher-student relationship, allows for deep learning through effective classroom engagement, allows a student to understand their learning style and options, and encourages active participation in learning (Mclean et al., 2016).

Several empirical researches have been conducted related to Flipped Classroom implementation in language teaching and learning process. First, Al-Zahrani (2015) conducted a study at an East Coast private graduate institution, involving 14 ESL students from different nations. Strayer's flipped classroom design was merged with the Nation's four strands method. The researcher then sent out questionnaires to the students for the data collection. Following the analysis of the data, it was found that the students' autonomy in the English language teaching class had significantly increased.

Second, during the autumn semester of 2013-2014, Ekmekci (2017) conducted research with 43 ELT students at Ondokus Mayis University in Turkey. This study aimed to see how flipped instruction influenced students' ability to write in a foreign language. Mixed-method design including true experimental method and semi-structured interview were used in Ekmekci's research. Ekmekci drew numerous inferences from his findings. Students' writing skill in the flipped writing class is more

enhanced than the one in conventional writing class; it promotes individual and collaborative learning; it personalized learning; The students believe that the flipped writing class is more fun than the traditional one; it encourages autonomous learning; the students seems to be more student-centered.

Third, a study conducted by Hashemifardnia et al. (2021) on 60 male Iranian EFL students. The study participants were aged 14 to 20 years old and were students with an intermediate level. This research aimed to determine the effect of flipped classroom strategy on Iranian EFL students' speaking complexity, accuracy, and fluency (CAF). Each group of 30 students was then split into experimental and control groups. Flipped instruction is carried out in the experimental class, while conventional instruction is carried out in the control class. Students' attitudes towards flipped instruction were also assessed through a questionnaire distributed by the researcher. This study shows that flipped strategy can improve the CAF speaking of Iranian EFL students. In addition, Iranian EFL students also show a positive attitude towards the use of flipped instruction

There are several studies on the application of flipped classroom in speaking that underlies this research. Hashemifardnia et al. (2021) revealed that the application of flipped instruction can increase speaking complexity, accuracy, and fluency of Iranian EFL intermediate students. In addition, Sudarmaji et al. (2021) claimed that using the flipped classroom methodology to teach spoken English was effective.

There have been several empirical studies which mostly examined the flipped classroom method utilization on students' attitudes, teaching and learning languages and others. However, the researcher focused this study on examining the effectiveness of flipped classrooms on students' speaking skills. In addition, the current study used students in vocational high schools as participants in this study. Therefore, this study aims to determine the effect of utilizing a Flipped Classroom method on the improvement of students' speaking skills among vocational high school tenth grade students in hybrid learning. The researcher formulates a research question based on the context of analysis as follow: What is the effect of utilizing a Flipped Classroom method on improving students' speaking skill among tenth grade students in hybrid learning?

There are two hypotheses to test this research:
a. Null Hypothesis
   The use of the Flipped Classroom method is not effective in improving students' speaking skills (H_0).
b. Alternative Hypothesis
c. The application of the Flipped Classroom method is effective in improving students' speaking skills (H_1).

LITERATURE REVIEW
Hybrid Learning

Hybrid learning is starting to be used to shift online learning in Indonesian education as COVID-19 improves. There are several meanings of hybrid learning according to experts. According to Ferdig et al., (2012), an educational strategy called hybrid learning combines direct teaching with technology-based teaching. The purposeful use of technology to replace scheduled learning time to promote a learning environment for students is what defines the hybrid learning (HL) approach (Linder, 2017). According to Bahri (2018), hybrid learning defined as a learning paradigm that

combines technological advances and innovation with conventional learning models' interaction and involvement through an online learning environment. In conclusion, hybrid learning is a pedagogical approach that merges conventional direct meetings with technological advances in learning. There are a variety of methods for combining online and direct learning. Six different types of hybrid learning are described in one of the more extensive models: F2F driver, rotation, flex, online lab, self-blend, and online driver (O'Byrne & Pytash, 2015).

Implementing hybrid learning poses several benefits for both students and teacher. The pressure on physical classroom can be reduced by substituting seat time, allowing for more flexible class scheduling (Saichaie, 2020). In addition, by combining student perspectives from multiple educational contexts and backgrounds that would normally remain distinct, synchronous hybrid education promises to enhance learning chances for the whole class (Bell et al., 2014). Hybrid learning also increase students' metacognitive awareness (Hannula, 2019) and improves interactive and communicative features (Harahap & Manurung, 2019).

One problem in implementing synchronous hybrid learning is that online students typically have a harder time forming social connections (Gleason & Greenhow, 2017). Online students, in particular, frequently express dissatisfaction with their instructor's presence in the learning environment or with interactions taking place in the classroom's physical area (Smith & Taveras, 2005).

Speaking

One of the most vital productive skills in language acquisition is speaking. Speaking, according to Brown & Frazier (2001), is an interactive phase of meaning construction that encompasses data production, reception, and processing. Speaking, according to Scott (2005), is an interactive skill that is taught through combining speaking with other language aspects. Speaking is the most important skill for conveying information, emotions, ideas, and beliefs, according to Muklas (2017) and Namaziandost et al. (2018).

Oral language learning requires the following four conditions to take place: exposure, chances to speak the language, encouragement, and instruction. Learners require chances to express themselves and explore with newly acquired language in a safe setting without feeling intimidated (Willis, 1996). According to Harmer (2009), student speaking in class occurs for three basic reasons. The first is that speaking gives students the chance to practice speaking in real-world situations in the classroom. Second, the students' speaking task is utilized to help them better understand the language and provide feedback to the teacher or other students. Lastly, students get the chance to utilize the different parts of language, and they may memorize them so that they can use them effortlessly while speaking. Aspects such as student interest, motivation, instructional methods, instructional materials, and instructional media all encourage pupils to communicate effectively (Richards, 2008).

Despite the designation of English as an international language, there are still some significant issues. According to Zhang (2009), the majority of English learners still find speaking to be the most difficult ability to master, and many are still unable to communicate in English orally. Some EFL students appear hesitant to acquire English as a foreign language, limiting their willingness to master the language even after years of study (MacIntyre, 2007). Furthermore, Rababah (2005) stated that the

difficulties that EFL learners have in speaking English is caused by a number of various causes. Those included things like the students themselves, teaching methods, curriculum, and the surroundings. For instance, a lot of students struggle to keep up a conversation because they lack the vocabulary needed to express themselves clearly.

There are a few approaches that can be used to help students improve, according to Syafiq et al. (2021) Some methods for improving your speaking abilities include planning, rehearsal, and repetition.

Flipped Classroom Method

The flipped classroom method was utilized to support the efficacy of hybrid learning. As stated in Ozdamli & Asiksoy (2016), The flipped classroom (FC), also known as reverse learning, is described as combining problem-based learning with a material approach and assignments (exercises). Flipped classroom and flipped learning are used synonymously. Flipped classroom is a teaching method in which typical lesson that normally occurs during school hours is moved to be done at home, whereas the typical homework that is done at home is finished during class time (Bergmann & Sams, 2012). The activities of conventional teaching are reversed, with students learning the subject at home and completing their assignments at school.

Since lessons are delivered at home, teachers send out videos as the teaching resources a few days prior to the designated class time (Bergmann & Sams, 2012; Ekmekci, 2017; Enfield, 2013; Teng, 2017). Teachers may also send additional teaching materials in addition to videos. According to Mull in Enfield (2013), teachers can ask students to listen to podcasts, watch videos, respond to questions outside of class, and read articles. These activities will better assist students in preparing for in-person teaching. (Eldeen & El-Sawy, 2018).

Most experts say that flipped classroom and blended learning are identical, these ideas provide the idea that flipped classroom is distinct from blended learning. According to Bergmann & Sams (2012); Ekmekci (2017); Slomanson (2014); Staker & Horn (2012), flipped classroom is one of blended learning components, although it is not completely the same. As stated in Allen et al. (2007), blended learning is a teaching process that relies on a network connection because 30 to 79 percent of learning materials are given online. The flipped classroom, on the other hand, does not rely on internet technologies. It is possible to use it both online and offline. Furthermore, the resources are not limited to videos, but can also be printed documents, as stated previously by Mull in Enfield (2013).

Moreover, the main point of the flipped classroom, as defined by the definition, is the reversed learning activities. According to the above discussion, it is clear that the flipped classroom method differs from blended learning. Both strategies make it easier for students to learn outside of the classroom.

Flipped classroom is also distinct from conventional teaching. Students bring their confusion about homework assignments from earlier meetings into the classroom in the traditional teaching technique (Bergmann & Sams, 2012). The flipped classroom method, on the other hand, requires students to have prior understanding of the topics before joining the classroom (Eldeen & El-Sawy, 2018).

Bergmann and Sams also show how the flipped classroom differ from the regular classroom in terms of class time allocation. They present it in the table below to briefly define it.

Table 1. Flipped Classroom Comparison

Conventional Classroom		Flipped Classroom	
Activity	**Time Allocation**	**Activity**	**Time Allocation**
Warm-up activity	5 min	Warm-up activity	5 min
Reviewing assignment	20 min	Video Q&A session	10 min
Learn new material	30-45 min	Guided and unguided practice, as well as a lab activity	20-35 min
Guided and unguided practice, as well as a lab activity	75 min		

As shown in the table above, there is much additional time for the teachers to do guidance, independent practice, and/or lab activities in the flipped classroom than in the conventional one. It is since in a flipped classroom, each student receives new material at home.

There are several studies on the application of flipped classroom in speaking that underlies this research. Hashemifardnia et al. (2021) revealed that the application of flipped classroom strategy can increase speaking complexity, accuracy, and fluency of Iranian EFL intermediate students. In addition, Sudarmaji et al. (2021) claimed that using the flipped classroom methodology to teach spoken English was effective.

Implementing Flipped Classroom has a number of benefits. In addition to increase student autonomy, the flipped classroom has additional benefits for instructional activities. Numerous practical studies have shown that this strategy has a number of advantages in the pedagogical area. This strategy can help students increase their productive and receptive skills. Students' pronunciation, vocabulary acquisition, classwork preparation, at-home reading, and reading comprehension may all be enhanced with the use of the flipped classroom (Eldeen & El-Sawy, 2018). Flipped classroom also raising listening comprehension of students (Ahmad, 2016), enhance their writing ability (Ekmekci, 2017), and encourage communication, self and peer-assessment (Teng, 2017).

Learning may be more pleasurable with a flipped classroom. It can facilitate students with a variety of learning styles (Arnold-Garza, 2014; Bergmann & Sams, 2012), promote quicker feedback (Abdelshaheed, 2017; Bergmann & Sams, 2012; Ekmekci, 2017), encourage a more positive behaviour on learning (Abdelshaheed, 2017; Ekmekci, 2017; Stone, 2012; Teng, 2017), and save a lot of time (Abdelshaheed, 2017; Arnold-Garza, 2014; Basal, 2015; Ekmekci, 2017; Eldeen & El-Sawy, 2018).

Flipped Classroom method also has some weaknesses. Abdelshaheed (2017), Eldeen & El-Sawy (2018), and Teng 2017) conducted a research on EFL students at the English course. They found that applying the flipped classroom takes a lot of work in order to switch from a traditional approach to a new approach; to deliver a communicative method and technology; to provide video content that motivates students to be more involved; to teach teachers in the use of technology; to produce videos that are suitable for the instructional materials; to fix technological problems; to create instructional materials and manage classwork for inexperienced students.

Furthermore, Basal's (2015) study of EFL teachers revealed the challenges in applying this educational method, such as technology limitations and teachers' outmoded roles conceptions. Based on the problems listed above, it appears that the majority of the difficulties found in implementing the flipped classroom are related to technical issues, teacher and student paradigms, and time spent designing compatible videos. Therefore, instructors should think carefully about their preparedness and the potential advantages of utilizing the flipped classroom before implementing it.

RESEARCH METHOD
Research Design
Experimental research with the pre-experimental method was used in this research. This research design is a one-group pretest-posttest, where the design uses pre-test and post-test in the study. The author applied Experimental research to determine the independent variable (the inverted learning approach) effect on the dependent variable (students' speaking skills). The pre-test was conducted before giving the treatment, while the post-test was given after the treatment took place. The treatment given is the application of the Flipped Classroom method. After the the pre-test, treatment, and post-test are done, it is continued with an assessment of students' story telling of narrative text. This assessment will be carried out by the English subject teacher at the school. It aims to maintain the objectivity of the assessment.

Respondents
The study was carried out at one of Surabaya Vocational High Schools on April 2022. The participants included tenth-grade vocational high school students. Participants in this study were 18 students from Online Business and Marketing class 2. The researcher chose participants in this study randomly to be included in the experimental class.

Instruments
According to (Yusup, 2018), research instruments are tools used by researchers to obtain or collect useful data to achieve research objectives. In this study, the test was used as an instrument. The test was carried out twice, namely pre-test and post-test. The test used is a speaking test by asking students to retell a narrative text. After students were given a narrative text and understood it, individual speaking tests were conducted. Students retell the narrative text and after that, it is assessed by the teacher using a speaking scoring rubric. The text entitled "Legenda Surabaya" was used during the pre-test, "Snow White and the Seven Dwarfs" was used during the treatment, while "Legenda Malin Kundang" was used during the post-test. In addition, the researcher also prepared an instrument in the form of video material. The researcher prepared two videos of the material used during the treatment. Giving videos before teaching and learning hours is a form of applying flipped classroom during treatment. The video provided contains introductory material to the narrative text given before the first treatment and material about how to be a good story teller given before the second treatment. The researcher also adopted a speaking rubric assessment from the TFU Foreign Language Assessment Rubrics as an assessment instrument in this study. This speaking assessment rubric was chosen by the researcher because it included five categories to be evaluated: vocabulary,

pronunciation, grammar, fluency, and interaction. On the rubric, each category obtained a score ranging from 0 (unable to perform) to 4 (exceeded expectation).

After that, the researcher assesses the study instrument's validity before collecting data. The goal of validity, according to (Mackey & Gass, 2015), is to assess the test's quality. The validity of the study instrument was determined by expert assessment, assessed by a lecture of English Education. The validity test is divided into several phases. The researchers formulated the test in the first phase based on the narrative text that was utilized. The expert's opinion will then be utilized by the researcher to determine if the test was valid and acceptable for research usage. The expert stated that the developed test was valid and may be applied in the study.

After carrying out the validity test, the researcher then carried out a reliability test. The researcher then used Cronbach's Alpha Formula to complete the reliability test. The reliability test in this study was carried out using the results of the pre-test and post-test scores. Pronunciation, grammar, vocabulary, and fluency were used to calculate the dependability score, which was based on four aspects of the students' speaking scores. The Cronbach's Alpha level of the test's score reliability was .808, it was determined utilizing IBM SPSS 21. Based on Cohen et al. (2017), a dependable instrument should have a Cronbach's Alpha rating of .70 or higher. As a result, the test is reliable.

Procedures

The research was carried out by researcher in April 2022. The focus of the research was 18 students from the Online Marketing Business class 2 at a vocational high school in Surabaya. The research was carried out in a hybrid learning where half of the total number of students attended face-to-face at school, while the other half took classes online through the Google Meet application.

The researcher went through a series of procedures in order to gather the data, namely pre-test, treatment, and post-test. The pre-test was administered once by giving a speaking test of narrative text. The pre-test was carried out in one day, starting with the delivery of information regarding the implementation of the pre-test to 18 participants who were the focus of the research. In the pre-test, the teacher gave instructions to retell a narrative text entitled "The Legend of Surabaya". After the students finished their story telling, the teacher assessed their performance using a speaking scoring rubric. After completing the pre-test, the teacher re-informs the timing of the treatment.

After the pre-test was implemented, it continued with the implementation of the treatment. The treatment given is expected to improve students' speaking skills in Online Business and Marketing class 2. The treatment was carried out twice with a duration of approximately 2 x 20 minutes of lesson hours. The treatment activity is the application of the Flipped Classroom method in the English class with narrative text speaking material. The teacher gives a learning video that has been prepared to the students a few days before the lesson starts. The video regarding introductory material to narrative texts is given before the first treatment and the video regarding tips to become a good story teller is given before the second treatment. During class hours, the teacher recalls the material that has been presented in the video. After that, students use a narrative text entitled "Snow White and the Seven Dwarfs" to practice speaking. Students practice speaking by implementing several steps that must be done in storytelling such as changing voices, body gestures, eye contact with the audience,

and movements on stage. Students in pairs practice speaking with the teacher who goes around monitoring student performances and providing corrections to them. The teacher walks around the class to help students who have difficulty practicing the concept of storytelling of the text provided. The influence of English teachers who also monitor the progress of each students and provide flexible discussion space are also the factors that affect the effectiveness of this research. After each treatment, the teacher gave the score according to the student's development. After two treatments, the teacher gave information to the students regarding the implementation of the post-test.

After the treatment stage has been completed, then the post-test is applied to students. The post-test was carried out in one day in the same way as the pre-test. The text entitled "The Legend of Malin Kundang" was used during the post-test. Just like the pre-test, in the post-test students were also asked to retell the narrative text that had been provided. After the students finish their story telling, the teacher assesses their performance based on the speaking scoring rubric

Data analysis

The data analysis technique in this research is descriptive statistics using Paired Sample T-Test. Descriptive statistics are used to describe and analyze data without drawing general conclusions (Purnomo & Suhendra, 2020). According to Kurniawan (2018), the t-test is a data analysis technique that is categorized in parametric statistics and includes inferential statistics. In order to determine if there was a significant difference in the level of probability between the two groups of data, the T-test was utilized.

Before doing the t-test, it is necessary to do a normality test as a prerequisite test. The normality test used in this study was the Kolmogorov-Smirnov and Shapiro-Wilk normality tests. By completing a normality test, it is possible to evaluate if the data is distributed regularly or not. The normality test was carried out using the SPSS 21 application. The normality test with a significance level of 5% used the Kolmogorov-Smirnov and Shapiro-Wilk normality tests.

Table 2. Normality Test

	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Pre-test	.168	18	.195	.915	18	.106
Post-test	.126	18	.200[*]	.970	18	.796

The significance result of the Kolmogorov-Smirnov pre-test normality test was 0.195 (Sig > 0.05) while the pre-test significance based on the Shapiro-Wilk normality test was 0.106 (Sig > 0.05). The findings of the distribution of data from the pre-test results are normal, according to this explanation.

The Shapiro-Wilk normality test was also carried out on the post-test with a significance level of 5%. Based on the Kolmogorov-Smirnov normality test, the post-test significance result was 0.126 (Sig > 0.05) while the post-test significance result from the Shapiro-Wilk normality test was 0.796 (Sig > 0.05). Based on this, it can be concluded that the distribution of the post-test results is normal.

The following criteria were used to evaluate the impact of Flipped Classroom:

a. If the independent variable has an influence on the dependent variable, then the Sig. value (Sig.) is smaller than.05 (Sig. < .05). The H_0 is rejected whereas the H_1 is accepted.
b. If the independent variable has no influence on the dependent variable, then the Sig. value (Sig.) is higher than.05 (Sig. > .05). The H_1 is rejected whereas the H_0 is accepted

On the other hand, these criteria were used to examine the hypothesis:

a. If the t-test > t-table is significant at .05, the H_0 is rejected whereas the H_1 is accepted.
b. If the t-test < t-table is significant at .05, the H_1 is rejected whereas the H_0 is accepted.

RESULTS AND DISCUSSION

In this part, we will examine the findings from the study that aims to determine whether using the flipped classroom approach in teaching will help students with their speaking skills in hybrid learning. The data obtained are presented as follows:

Comparative Analysis of Pre-test and Post-test scores

The pre-test score is the value obtained before giving treatment, while the post-test score is the value obtained after being given treatment. The assessment of narrative text story-telling ability was carried out by an English teacher in the Online Business and Marketing class 2. The score obtained then processed by the researcher in order to obtain an average score. The average score is then used as a fixed score in the pre-test and post-test columns. The author describes descriptively the data that has been obtained through the SPSS 21 application. Descriptive statistics of the data can be seen in the following table.

Table 3. Descriptive Statistics Data

Descriptive Statistics			Statistic	Std. Error
	Class		**Statistic**	**Std. Error**
Pre-test	Experimental	Mean	64.8333	.76803
		Std. Deviation	3.25847	
		Variance	10.618	
		Minimum	60.00	
		Maximum	70.00	
		Range	10.00	
Post-test	Experimental	Mean	78.3889	1.19131
		Std. Deviation	5.05428	
		Variance	25.546	
		Minimum	70.00	
		Maximum	88.00	
		Range	18.00	

The table above shows the mean value. The mean value of the pre-test was 64.83 while the mean value of the post-test was 78.39. This shows an overall increase in score after the application of the Flipped Classroom method.

There is also a standard deviation row in the table above. The row shows the distribution index of the sample mean to the population mean. The pre-test shows standard deviation value of 3.25847 while the post-test's standard deviation is 5.05428.

The next row in the table above is the variance. The value in the variance row is the square of the value in the standard deviation row. The variance value from the pre-test is 10.618 while the variance value in the post-test is 25.546.

From the table above, it can be seen that the student's score before being treated was the lowest 60.00 and the highest was 70.00. When compared with the score after being treated, it can be seen that the lowest score is 70.00 and the highest score is 88.00.

The last row is the range. Range is the maximum score minus the minimum score in the pre-test and post-test. Based on the table, the pre-test range is 10.00 while the post-test range is 18.00. The results show that the range of scores in the post-test is wider than the range of scores in the pre-test.

Research Hypothesis Testing

Hypothesis testing is done through Paired Sample T-Test. The Flipped Classroom approach effectiveness was examined using a Paired Sample T-test to see whether there were any changes in students' speaking abilities before and after it utilized. Hypothesis testing was carried out using the SPSS version 21 application with 5% significance level. The results of the paired Sample T-Test for the pre- and post-test are shown in the following table.

Table 4. Paired Sample T-Test

Paired Samples Test								
	Paired Differences					t	df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
Pre-test – Post-test	-5.65306	4.70173	.67168	-7.00356	-4.30257	-8.416	17	.000

Based on the table, it is known that sig = 0.000 < 0.05, then it is known that t_{test} = 8.416 and t_{table} = 1.740, so $t_{test} > t_{table}$. From these two calculations, it can be concluded that H_0 is rejected and H_1 is accepted. The level of significance that is less than 0.05 and t_{test} higher than t_{table} is a requirement to be considered effective. So, based on the previous explanation, it can be inferred that the application of the Flipped Classroom method is effective to enhance students' speaking skills in hybrid learning. It indicates that employing the flipped classroom method in class has caused a significant improvement in students' speaking skills.

Regarding the research question from this study, the results showed that the sig value is 0.000, where 0.000 < 0.05 and t_{test} = 8.416 and t_{table} = 1.740, so $t_{test} > t_{table}$. This means that the H_0 is rejected and H_1 is accepted because for a study to be deemed effective, the level of significance must be less than 0.05 and the t_{test} value must be

higher than the t_{table}. This indicates that the flipped classroom method's implementation has a significant effect on the speaking ability of vocational high school students. It means that the reversal of conventional teaching methods, the provision of material before the lesson takes place and the practice of the material during face-to-face meetings, are effective in helping students learn speaking.

Wu et al. (2017) 's research looked at how speaking skill among EFL students was affected in a flipped classroom. The findings proved that the flipped classroom strategy not only promoted beneficial collaboration but also significantly increased the participants' speaking skills, which promoted more involvement in interactive learning activities including storytelling, conversational collaboration, discussions, and a team presentation. This is in line with a recent study that used story telling in narrative texts as a test where the use of flipped classrooms can increase students' speaking skills which encourage participation in storytelling activities.

Students have more understanding because they have got the material before the class takes place. as stated by (Eldeen & El-Sawy (2018), students in the flipped class have a prior understanding of the topic before attending the class, so when face-to-face meetings take place, students can ask things they don't understand after watching the video material.

In flipped classroom, the material that has been given previously is in the form of a video, so that students can pause and repeat the explanation from the video as much as they want. This helps students to better understand the material that will be delivered in face-to-face classes later. This is also in line with the opinion of Bergmann & Sams (2012) where learning with the flipped classroom method makes students have the ability to "pause" and "rewind" their teacher's explanations. It is useful for students to note the key points of the material.

The conclusion of the research above supports the opinion of Sudarmaji et al. (2021) that It is effective to teach spoken English using the flipped classroom method. In addition, the study's findings are also concur with the opinion of Hashemifardnia et al. (2021) which states that the use of flipped instruction can increase speaking complexity, accuracy, and fluency of Iranian EFL intermediate students.

CONCLUSION

Based on the research that has been done, it can be inferred that the Flipped Classroom method is effective in improving the speaking skills of vocational high school students in hybrid learning. Flipped classroom is a method that can be used to improve students' speaking skills and encourage student participation in storytelling. Students in the flipped class also have a better understanding because they have prior knowledge before the class takes place. In addition, students in the flipped class can repeat the material as much as they want because the material presented is in the form of videos, so students can better understand the material that will be delivered in class.

As stated in the Results and Discussion, the alternate hypotheses (H_1) are accepted, whilst the null hypotheses (H_0) are rejected. Finally, the Flipped Classroom is a useful tool for improving the speaking skills of Vocational High School students. As a result, teacher can use the Flipped Classroom in the teaching-learning process of EFL students.

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APPENDIX
Speaking Assessment Rubric **(TFU Foreign Language Assessment Rubrics)**

	Not able to perform (0)	Inadequate (1)	Needs improvement (2)	Meet expectation (3)	Exceed expectation (4)
Vocabulary	Uses only a few numbers of words and expressions.	Sometimes only uses basic vocabulary and expressions.	Uses limited vocabulary and expression and makes frequent errors in word choice.	Uses varied vocabulary and expressions and makes only few errors in word choice.	Uses appropriate expression and a wide range of vocabulary.
Grammar	Inability to use proper sentence structure. Unable to arrange words in the correct sequence.	Only uses basic structures and makes a lot of errors.	Uses a variety of structures with frequent errors, or uses basic structures with only a few errors.	Uses a wide range of sentence structures but occasionally makes errors.	Uses many different structures depending on contexts with only a few grammatical errors.
Pronunciation	Can't understand what the student says.	Pronunciation and intonation errors are common. The voice is too faint and difficult to comprehend.	Sometimes hard to comprehend the learner because of pronunciation, rhythm, and intonation issues.	Pronunciation, rhythm, and intonation are nearly perfect	Pronunciation, rhythm, and intonation are nearly perfect.
Overall Fluency	Speaks very little or doesn't speak at all.	Speaks with a lot of reluctance	Hesitant in speaking.	Speaks with some hesitation. It doesn't interrupt the conversation.	Speaks confidently with little hesitation and doesn't interrupt the conversation
interaction	Hardly communicates, frequently misses teacher's question and is unable to react.	Ideas and purposes are unclear, frequently struggles to reply correctly, needs a lot of help in speaking.	Attempts to speak but doesn't always reply correctly. Ideas might be hazy and hard to comprehend at times.	Focus on the conversation most of the time and speak effectively, generally responds appropriately and tries to	Gives clear ideas. Speaks effectively, always responds correctly. Keeps the conversation going by asking

develop the interaction.

follow-up questions.