



The Utilization of Flipgrid in Learning English Speaking Skill For EFL Teachers in Muhammadiyah Schools

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Abstract: This community service aimed to introduce the utilization of Flipgrid in learning English speaking skill for EFL teachers. There were 31 EFL teachers that consisted of 22 female teachers and 9 male teachers who participated in this activity. The method used in this activity was a training which discussed the concept of Flipgrid application and demonstrated it for the practice of speaking skill. The instruments used were questionnaire and semi-structure interview. The collected data were analyzed with descriptive analysis to provide mean and standard deviation for the questionnaire data and with qualitative analysis for interview data. The result of this activity showed that the materials of the training were suitable with EFL teachers' need in enhancing English speaking learning activity at schools. In addition, all the EFL students had positive perceptions on the use of Flipgrid in increasing the quality of speaking skill as Flipgrid was easy to operate and access as well as it was useful for any modes of learning situations. It is thus recommended that Flipgrid be good to use by EFL teachers for the students' English-speaking practice.

Article History:

Received: 27-07-2022

Reviewed: 25-08-2022

Accepted: 16-09-2022

Published: 18-11-2022

Key Words:

Flipgrid; Speaking
Skill; Training; EFL
Teachers.

How to Cite: Apoko, T., Hanif, I., & Putri, S. (2022). The Utilization of Flipgrid in Learning English Speaking Skill for EFL Teachers in Muhammadiyah Schools. *Jurnal Pengabdian UNDIKMA*, 3(3), 371-376. doi:<https://doi.org/10.33394/jpu.v3i3.5687>



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Introduction

In order to increase the internationalization capacity, English is obviously required to boost the quality of teachers in Indonesia. In the era of digitalization, teachers of English should have ICT skills to apply for English instruction (Hafifah, 2020). In addition, teachers should know more applications of ICT tools. Since the emergence of Covid-19 pandemic more English teachers have been able to be more skillful at ICT tools in the online learning environment. However, the teaching problems are still prevailed. For example, students could be bored when teachers provide WhatsApp too often. Another problem could be the strategy of instructional delivery which was applied by teachers lasted ineffectively (Saeed Al-Sobhi & Preece, 2018). Teachers tend to talk English much comparing to the students who were listening most of time.

In the context of English speaking activity, English teachers seemed to be difficult nurturing the students to be active to speak English. As a result, students felt afraid and shy of making mistakes in pronouncing words as well as using the grammar (Candraloka & Rosdiana, 2019; Robah, 2022; Tahe, 2021). Some schools also did not create friendly situation and provide action programs or platform to uninterrupted speaking as well as facilitate the empowerment of English teachers for English teaching quality better (Suchona



& Shorna, 2019). Thus, teachers lack of a variety of teaching strategies and learning media to use for any modes of learning situation.

To overcome the problems, Flipgrid is one alternative of learning media to support the quality of English speaking skill for students. Flipgrid is an internet application used as an individual app on smart phones and other devices or as an integrated application (Petersen et al., 2020). Flipgrid is a free online video-based discussion application to assist students' interaction and explore their views of the application as a communication means (Edwards & Lane, 2021; Iona, 2017). There are several studies which found Flipgrid was useful to increase the students' confidence in speaking as Flipgrid was comfortable to use (Shin & Yunus, 2021) and encouraged the students to be more participative in the speaking teaching and learning activity (J. R. Stoszkowski, 2018).

EFL teachers, mainly in Muhammadiyah schools in Jakarta have been teaching English with various online learning platforms during the Covid-19 Pandemic. However, not all the teachers found effective to teach English speaking skill. They experienced the sound and the camera of Zoom were sometimes unstable and this brought about the difficulties for students to understand (Ramadani & Xhaferi, 2020). In addition, students tended to be boring as EFL teachers used Zoom as the only platform to measure their speaking in English. Since Flipgrid has benefited to improve the students' English speaking skill, it is important to do a community service which aims to train EFL teachers in the use of Flipgrid in English learning.

Method

The method of this community service was a training for EFL teachers which included the delivery of presentation from source persons, discussions, and practice for Flipgrid in the teaching of English speaking by teachers. The participants of this community service were 31 EFL teachers of Muhammadiyah schools in the area of South Jakarta consisting of 22 female teachers and 9 male teachers. Most of them were graduates of undergraduate program or Bachelor program (93.55%) of English department (90.32%). The length of their teaching experience was dominantly more than ten years (32.26%). Nearly all the participants had not ever use Flipgrid before (96.77%). The following describes the participant demographics.

Table 1. Demographics of Participants

| Categories | | | Number of Participants (N=31) | % |
|------------|-------------------------------|------------------------|----------------------------------|-------|
| 1 | Gender | Female | 22 | 70.97 |
| | | Male | 9 | 29.03 |
| 2 | School origin | Primary school | 10 | 32.26 |
| | | Lower secondary school | 9 | 29.03 |
| | | Upper secondary school | 9 | 29.03 |
| | | Vocational high school | 3 | 9.68 |
| 3 | Education background | Undergraduate (S1) | 29 | 93.55 |
| | | Graduate (S2) | 2 | 6.45 |
| 4 | Major of education background | English | 28 | 90.32 |
| | | Non English | 3 | 9.68 |



| | | | | |
|---|--------------------------------|------------|----|-------|
| 5 | Length of teaching experience | <3 years | 7 | 22.58 |
| | | 3-5 years | 8 | 25.81 |
| | | 6-10 years | 6 | 19.35 |
| | | >10 years | 10 | 32.26 |
| 6 | Have ever used Flipgrid before | Yes | 1 | 3.23 |
| | | No | 30 | 96.77 |

This community service was located in one of Muhammadiyah upper secondary schools in South Jakarta. There were two kinds of instruments to use to collect the data. The first one was a questionnaire comprising identity section, training material section, and teachers' perception of Flipgrid. For the questions of training materials, there were four items with different options. Item one had four options from strongly suitable (4), suitable (3), suitable enough (2) to less suitable (1). Items two and three had three options from strongly understandable (3), understandable enough (2) to less understandable (1). Meanwhile item four had two options: yes (2) and no (1). The other one was a semi-structure interview for seven EFL teachers selected purposively to respond. Each teacher had a ten-minute interview. For the questions of teachers' perception of Flipgrid, there were five items with four options from strongly agree (4), agree (3), disagree (2) to strongly disagree (1). After the data were collected, they were analyzed by providing the percentages for each question and calculating mean and standard deviation. For interview data, the responses from the seven EFL teachers were reduced, tabulated, presented, and described in tables.

Result and Discussion

After carrying out the community service in the framework of training for EFL teachers in the utilization of Flipgrid within one day long and distributing the questionnaire as well as doing the interviews, it was obtained that the materials presented by source persons were strongly suitable with EFL teachers' needs in improving English learning at schools (48.39%).



Picture 1. The opening of the activity



Picture 2. The first material of a training



Picture 3. The second material presentation



Picture 4. Flipgrid in practice by teachers

In addition, they said that they could understand the materials delivered by the first source (67.74%) and the second source (83.87%). Dealing with their intention to apply the materials for their English learning, mainly in speaking skill, all the EFL teachers said affirmative (100%). the mean and standard deviation for each item is described in table 2.

Table 2. Materials of Training

| | Items | SS | S | SE | LS | Mean | STDEV |
|---|--|-------|-------|----|----|------|-------|
| 1 | The materials presented were suitable with my needs in enhancing English learning at schools | 48.39 | 51.61 | 0 | 0 | 3.48 | 0.51 |
| | Items | SU | UE | LU | | | |
| 2 | I understand the material delivered by the first source person | 67.74 | 32.26 | 0 | | 2.68 | 0.48 |
| 3 | I understand the material delivered by the second source person | 83.87 | 16.13 | 0 | | 2.84 | 0.37 |
| | Items | Yes | No | | | | |
| 4 | I will apply the materials for my English learning | 100 | 0 | | | 2.00 | 0.00 |

In relation to EFL teachers' perception, they strongly agreed that Flipgrid was easy to use (51.61%), and no one said that Flipgrid was difficult to operate. It was also found that Flipgrid features were nice and useful as Flipgrid contained effects such as frames, emoticons, texts, etc. All the EFL teachers (100%) said that they were happy using Flipgrid; therefore, they intended to use Flipgrid for the teaching of speaking activity. They were all also satisfied to practice using Flipgrid. The mean ranged from 3.29 to 3.45, and the standard deviation ranged between 0.46 and 0.51 as described in table 3.

Table 3. EFL Perceptions on Flipgrid

| No | Items | SA | A | D | SD | Mean | STDEV |
|----|---|-------|-------|---|----|------|-------|
| 5 | Flipgrid is easy to operate | 51.61 | 48.39 | 0 | 0 | 3.52 | 0.51 |
| 6 | Flipgrid features are interesting and useful | 51.61 | 48.39 | 0 | 0 | 3.52 | 0.51 |
| 7 | I am happy using Flipgrid for my English learning | 51.61 | 48.39 | 0 | 0 | 3.52 | 0.51 |
| 8 | I will use Flipgrid in my English speaking | 45.16 | 54.84 | 0 | 0 | 3.45 | 0.51 |



learning

| | | | | | | | |
|---|--|-------|-------|---|---|------|------|
| 9 | I am satisfied to use Flipgrid for English speaking activity | 29.03 | 70.97 | 0 | 0 | 3.29 | 0.46 |
|---|--|-------|-------|---|---|------|------|

From the EFL teachers' responses, it was found that all of them stated that Flipgrid would be easy for the students to use in the speaking instruction. As it was said:

"Generally, students already understand and know how to use gadgets" (T-07)

"This application is believed to promote the students' confidence in speaking English" (T-10 and T-28)

"This application is quite easy to access, free, simple, and has interesting features" (T-11 and T-13)

All EFL teachers also agreed that Flipgrid was appropriate for increasing students' English speaking. This idea was supported as follows:

"Students will be more enthusiastic and interested in using this application. Besides it will reduce the feeling of "fear of being wrong" in speaking English" (T-03)

"This application is supported by the feedback from teachers (T-11)

"Students can practice speaking English independently using Flipgrid as it provides a video interaction" (T-25)

Some EFL teachers said that Flipgrid was suitable for online learning and some said it could be done in offline learning as well. The responses from teachers via interview were found in the following:

"Teachers can only keep an eye on and see the level of student activity from the application through online learning (T-07)

"This application is easily accessible and used anywhere, so it can be done online and offline" (T-03 & T13)

Based on the results, most of the EFL teachers felt that Flipgrid was a good application for them to practice English speaking better in the teaching and learning activity (Tuyet & Khang, 2020). From the materials presented by the two source persons, they were excited about listening to the material and asking questions to know more about the use of Flipgrid in practice. Thus, they would apply Flipgrid in their English learning. The result also showed that EFL teachers were enthusiastic to practice Flipgrid as it was easy and comfortable to use (Chien, 2021; J. Stoszkowski & Collins, 2021). They also enjoyed practicing Flipgrid which contained interesting and useful features such as frames, emoticons, texts, backgrounds, etc. In line with this, EFL teachers were satisfied with Flipgrid in which they believed that it could be used either in the online learning mode (Agan et al., 2019) or in the offline learning one.

Conclusion

Based on the results and discussion, it is inferred that the community service on the utilization of Flipgrid in learning English speaking skill for EFL teachers had benefited as they were enjoyable participating and practicing the use of Flipgrid for English speaking instruction. This implies that Flipgrid would motivate students' learning of English and promote their self-confidence in speaking.

Recommendation

This community service program recommends that the utilization of Flipgrid should be introduced to more EFL teachers as it could increase students' confidence in speaking English. In addition, Flipgrid app is also easy to use for any students and done at anywhere



and anytime. However, to anticipate the obstacles found during the training of Flipgrid, it is important for anyone who intend to carry out this activity provides strong internet connection.

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