

Comparison Between The Flipped Classroom Learning Model and Contextual Teaching and Learning in Improving Students Speaking Skills

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Abstract:

The aims of this research is to help students become more confident public speakers. The research approach is an experiment using a posttest-only control group design. Thirty undergraduates served as the study's sample, which was split evenly between two groups. Using a t-test with a significance threshold of $\alpha = 0.05$, the researchers calculated $(n_1 + n_2 - 2) = 28$ and got a result of 1.701, while the tcount value from the test was 2.355. If $t_{count} > t_{table}$, then H_0 is ruled out. It follows that the group using the contextual teaching and learning model had a greater impact ($\bar{x} = 73.00$ and $s = 8.194$) than the group using the traditional approach ($\bar{x} = 76.67$ and $s = 9.194$) on students' gains in fluency in speech. The study's findings suggest that, in comparison to the flipped classroom approach, the contextual teaching and learning model is more effective at fostering students' growth in their oral communication skills.

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Introduction

Conversational practice is a crucial component of language acquisition, useful in the classroom and beyond (Darmuki & Hariyadi, 2019). So, communication is a fundamental aspect of learning English. All four of these linguistic abilities must be developed in order to teach English effectively: listening, reading, writing, and speaking. Writing and speaking are considered productive language abilities, whereas reading and listening are considered receptive language skills (Suryadi et al., 2020). As social beings, humans engage and communicate with other humans through language, making fluency in the spoken word a crucial talent (Husada et al., 2019). To speak is to make a verbal expression or discourse. Producing comprehensible speech requires processing information from the outside world so that it may be communicated to others. Speech is learned and develops from infancy, when a baby can only babble incoherently, to early childhood, when they can form simple words, and on into maturity. These fundamental abilities are complemented by others, such as reading, writing, and listening. Learning how to communicate effectively requires dedicated study (Megawati et al., 2021). According to Megawati (2019) The ability to communicate effectively in English is a performance skill. Students need to practice and also produce words, sentence by speech, when learning English. If you want to get better at public

speaking, all it takes is practice, according to this. Learning English is facilitated by repeated practice in the language, which can be done either at home or at school.

In the context of human existence, the concept of learning is not foreign. As a noun, "learning" is universally understood to refer to something that takes place in a formal educational setting. Tasks are usually present in learning activities (Harefa et al., 2022). Analysis of each component that might shape and affect the quality of the learning process is the first step in creating a system that attempts to achieve process standards and improve the quality of education. Effective learning is crucial to improving education. Student growth in self-directed learning is one indicator of a lesson's success (Busrial, 2022). Choosing a learning model in advance can have a significant impact on the efficiency and effectiveness of the learning process, hence doing so is recommended. Teachers can follow the steps outlined in the learning model to better organize their lessons, from gathering resources and creating instructional materials to assessing student progress and adjusting instruction accordingly (Mirdad, 2020). The learning model may also be seen as a conceptual framework that explains a systematic approach in creating learning experiences to meet certain learning goals and provides a road map for learning designers and teachers when they set out to organize lessons and lessons plans. Students are treated as participants, not commodities, in modern learning approaches. The role of the educator has shifted to that of the learner. For this reason, it is crucial for educators to be familiar with various learning models that encourage student participation, innovation, and motivation. Those pupils who aren't inspired to learn won't put in the effort necessary to do so, and as a result, they won't pay close enough attention to their work while doing so (Saragih et al., 2021). It is common practice for the learning model to be structured according to a number of different knowledge principles or theories (Khoerunnisa & Aqwal, 2020).

The Flipped Classroom and Contextual Teaching and Learning are two of the pedagogical paradigms that will be studied. With the help of the internet and tools like videos, the flipped classroom model of education allows students to complete some of their foundational coursework before class even begins (Nielsen et al., 2018). The flipped classroom, also known as the reverse class, is an instructional strategy wherein content is presented outside of class and then discussed during learning activities (Sa'diyah et al., 2021). In the 1990s, educator Eric Mazur devised a method called Peer Instruction that has subsequently become known as the flipped classroom approach. The flipped classroom is distinguished by its use of training videos and/or other kinds of content to cover groundwork in advance of in-class education, allowing for more time to be devoted to in-class group discussion, individual tutoring, and other forms of active learning (Zhang et al., 2016). Students in a flipped classroom approach to education attend both in-person and online sessions. Therefore, both traditional classroom instruction and distance education are represented in the matrix below. Dimensions of learning strategies will be classified into learning plans, taking notes, and repetition based on the aforementioned theoretical basis and analysis, as displayed below (Qu & Miao, 2021).

The term "Contextual Teaching and Learning" (CTL) refers to an approach to education that encourages students to find connections between what they learn in the classroom and their everyday life. The goal of Contextual Teaching and Learning (CTL) is to improve students' motivation to use what they've learned in real-world circumstances by

making the material more relevant to their own actions and relationships (Fadillah et al., 2017). To attain learning objectives that are relevant to students' everyday lives, Contextual Teaching and Learning (CTL) involves presenting students with challenges that must be solved. According to Komalasari, who conducted similar studies, "Contextual learning has a significant effect on civic skills because it is meaningful for students and develops meaningful learning to develop students' critical thinking and participative skills in their daily lives," which translates to "applying contextual learning has a significant influence on people's ability to deal with it because it is natural for students and develops meaningful democratic learning to devel[op] students' critical thinking and participative skills in their everyday lives (Dewi & Primayana, 2019). This information suggests that the contextual teaching and learning model is effective because it helps students make connections between what they are learning and their everyday lives. Learning and instruction in context The goal of this approach is to help students better understand the relevance of what they are learning by drawing parallels between different subjects and their personal, social, and cultural experiences (Nurhayati et al., 2019).

The formulation of the problem from the research are: 1) Why before teaching must determine the learning model first? 2) What is the effect of the learning model on learning English? 3) Which learning model can improve students' speaking skills? The purpose of this research is : 1) To find out how important the learning model can be in the learning process. 2) To determine the effect of the learning model on learning activities. 3) To find out which learning model can improve students speaking skills.

Research Method

We employ an experimental approach. The term "experimental method" refers to an approach to studying causal relationships between variables in a controlled setting (Sugiyono, 2012). The experimental method is included in the quantitative research method. The goal of conducting research in a quantitative fashion is to provide a detailed description of a social phenomenon by analyzing the interplay of various factors. Also known as the positivistic approach, this research strategy is grounded in positivist thought (Suryadi & Erlangga, 2020). The research design here is a posttest-only control group. This setup will compare the effectiveness of two approaches to language instruction, the flipped classroom and the contextual approach.

The instrument used by the researcher in this study was a speaking test in accordance with the learning model to be studied. The purpose of this test is to measure students' speaking skills. The population of this study were all students of class VII SMPIT Ar-raudhah Albantani Serang as many as 150 students. The sampling technique in this study is the Probability Sampling method of the Simple Random Sampling type, with a sample of 30 students.

Result and Discussion

Table 1 Research Result Data

	N	Mean	Std. Deviation
FLIPPED CLASSROOM	15	73,00	8,194
CONTEXTUAL TEACHING AND LEARNING	15	76,67	9,194

Table 2 Normality Test Results

	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
FLIPPED CLASSROOM	0,137	15	0,200*	0,939	15	0,373
CTL	0,175	15	0,200*	0,918	15	0,182

*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

Table 3 Lilliefors Normality Test

Group	N	Lcount	Ltable	Conclusion
Flipped Classroom Learning Model	15	0,939	0,220	Normal
Contextual Teaching and Learning Model	15	0,918	0,220	Normal

Table 1 is the data obtained from the results of the study where the researcher took a sample of 30 students. Based on Table 2, it can be seen from the significant value between the two groups of learning models where > 0.05 where the provision stated that the data was normal. Reinforced in Table 3 the critical value of L for Lilliefors level of significance at $= 0.05$. The data in the study amounted to 30 students, so the data used in the normality test was Shapiro-Wilk. Lo from the flipped classroom learning model group $= 0.939$ and Lo from the contextual teaching and learning learning model group $= 0.918$, so it can be seen that Lo from both groups is smaller than L table. It can be concluded that the sample from the population is said to be normally distributed.

Table 4 Bartlett Test Results

Group	Fcount	Ftable	Conclusion
Flipped Classroom Learning Model and Contextual Teaching and Learning Model	1,256	3,34	Homogen

Table 4 displays the results of the barlet test comparing the two groups, with a value of $F_{count} = 1.256$. According to the F_{table} , there is a high degree of homogeneity between the samples representing flipped classroom and contextual teaching and learning models (where 0.05 is the significance level).

All the analysis's preconditions have been met, therefore now we may test the hypothesis. Use the t test to examine the study's null hypothesis. At the significance level of $\alpha = 0.05$, we obtain a t_{table} value of 1.701 by using the formula $(n_1+n_2-2) = 28$, but the t_{count} value obtained from the tests is 2.355. If $t_{count} > t_{table}$, then H_0 is ruled out. It follows that the group using the contextual teaching and learning model had a greater impact ($\bar{x} = 73.00$ and $s = 8.194$) than the group using the traditional approach ($\bar{x} = 76.67$ and $s = 9.194$) on students' gains in fluency in speech. Analysis of the data shows that the contextual teaching and learning model is more effective than the flipped classroom model at boosting students' proficiency in public speaking. In this situation, it can be used by SMPIT Ar-raudhah Albantani's English department head to help students improve their English oral communication skills. Researchers used average calculations, standard deviation tests, normality tests, and homogeneity tests to determine that the contextual teaching and learning model had a greater effect than the flipped classroom learning model on students' gains in verbal communication.

The findings of this study support the premise that the contextual teaching and learning model is more successful than the flipped classroom learning model for fostering student learning. The results show that pupils at Ar-Raudhah Albantani Middle School saw significant gains in their proficiency in oral communication after adopting a learning strategy based on the contextual teaching and learning paradigm. As the two learning models demonstrate. Students are encouraged to speak freely and teachers are tasked with constantly reinforcing the significance of learning to communicate well in a variety of situations while using the contextual teaching and learning paradigm. Students are more engaged and have a better time studying thanks to the relevance of this model to real-world situations. The purpose of this investigation is to examine and contrast the findings of Mulyaningsih et al., (2021) fourth graders in cluster 1, Wawo District, were tested to see if the CTL learning model would affect their fluency in oral communication. The findings of this research suggest that the contextual teaching and learning learning paradigm can help students become more confident public speakers. These findings corroborate those of a previous study showing that the contextual teaching and learning paradigm may be implemented in the classroom to better prepare students for oral presentations.

While the flipped classroom learning model, the learning process is carried out in two different situations, namely online for the provision of teaching materials and face-to-face discussions regarding the teaching materials that have been given. This makes the learning process ineffective because students must quickly adjust to the situation where they will learn, especially when all day doing online learning there are usually obstacles that occur. Not only that, online learning activities also make students feel bored if they have to study online for a long time and usually when students learn online the material presented by the teacher is not optimal. Related to this, the use of this learning model is not effective if it is used in improving students' speaking skills. Thus, it can be distinguished that the contextual teaching and learning learning model is more influential in improving students' speaking

skills compared to the flipped classroom learning model. The results of this study can explain that the contextual teaching and learning model and the flipped classroom learning model can improve the speaking skills of the students of SMPIT Ar-raudhah Albantani Serang. However, researchers prefer to use the contextual teaching and learning learning model to give greater results in improving students' speaking skills.

Conclusion

Processing and analysis of the data show that the contextual teaching and learning model has a more significant impact on student speaking proficiency at SMPIT Ar-raudhah Albantani than does the flipped classroom learning model. Based on the findings, the researcher recommends implementing the contextual teaching and learning learning model at SMPIT Ar-raudhah Albantani in order to raise the bar for English language instruction. Because of time constraints in data collecting and a lack of a formalized learning process, as well as a lack of seriousness on the part of the sample in adhering to that process, the researcher concluded that the study did not yield optimal results. Data processing and analysis issues arise but are surmountable if researchers put in the time and effort.

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