

FLIPGRID: Learning Based-Application Towards Speaking Class

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Abstract

In this study, 60 English Education Department of STAIN Mandailing Natal students were offered to use Flipgrid, as a tool during online distance learning in order to enhance students' communication and discussion in the presence of these learning activities including speaking lesson. This study focuses on students' responses in operating flipgrid as a creative and interesting tools that centered on speaking skill. The study was qualitative method. The instruments of this research was used questionnaires and interview. The result of this study showed that there were 16 positive response from the interactive features, accessibility, psychological fulfillment and connectivity and 8 negative responses towards Flipgrid application start from equipment, competitiveness and originality. The highest positive responses was easy to use. Meanwhile the negative responses found some obstacles in uploading process. It can be concluded that the flipgrid provided creative and interesting tools for speaking and helped students to adapt in pandemic condition.

Keywords: FLIPGRID, Application, Speaking

Introduction

The pandemic Covid- 19 has been forced more universities to move to online learning system. Lack of discussion, interaction as well as communication with classmate are the most challenges for students and educators nowadays. This learning system has been forced continued where social distancing has applied in our surrounding. Limited interaction and communication among students and educators presents a need to create new tools and methods to enhance communicative interaction where students can build the discussion and improve their communicative skills. Therefore, online tools don't absolutely match to traditional classroom but they do give a platform to the distance of online discussion for students (Blake, 2005). This study showed us the function of this application as an online platform to enhance students' interaction and perceptions of the use of the application as a creative and interesting tools for speaking in blended classroom.

The use of discussion board has been integrating technology into online or blended classroom (Hammond, 2005). This tools can supply where students can interact with course material and having discussion together. In addition, ESL and EFL students can promote chances to tell their understanding and experience in building closer friendship with their classmates through online classroom environment. (Birch & Volkov, 2007). In addition, Goda and Yamada (2013) stated that to present social interaction in EFL classroom, they apply online asynchronous discussion. It is different with text-based through voice,

the use of video- based discussion platform can improve students' relatedness and assumption of real communication by providing students' important social condition like facial expressions or emotions(Clarket al., 2015).

Moreover, this type of discussion can provide more adventagous for those who are major in language department than text-based ones. Considering some issues related to privacy terms, student hesitation, and technical problems. Specialized this type of applications, one of them is Flipgrid, try to overcome some of these difficulties. Flipgrid is an online video discussion application which provides a tool for students to tell their opinion, interact with their classmates, and practice their conversation and presentation skills. It has been proven by educator. This tool is very interesting because it is easily to use for classes and quickly in recording online video-based conversations. These are the reasons why this application is creative and interesting tool towards speaking skill.

Here are various research have been combined Flipgrid application into their learning environment in a different method such as a text based discussion boards' replacement (Green & Green,2018), evaluating towards students' speaking skills (McLain, 2018), Enhancing of students' presentation skills (McClure & McAndrews, 2016) and improving students' engagement (Bartlett, 2018). Eventhough the study of the utilize of Flipgrid in language environment is limited, online platforms tools such as Flipgrid may overcome the solutions of some difficulties that is challenged by language teachers to iniatiate classroom environment due to emergency distance learning requirement.

The COVID-19 pandemic were greatly affected the teaching and learning process. This leads to English speaking courses where practice with classmates are the center of the interaction in improving students' output and speaking English ability. Because of classroom restriction, the students were unable to discuss and interact with each other. Therefore, flipgrid is one of solution to address some of these limitations that can provide them to communicate, tell their experinces, and study more about experience of their classmates.

Methods

This research was qualitative method which presents detail information regarding students' responses towards flipgrid as creative and interesting tools for speaking in blended classroom. It is used to described and explain topic or happening condition systematically from the individual or populations' point of view that were being observed and also to create new theories and concept (Mohajan, 2018). This study shows the use of flipgrid towards speaking skill and students' perception after using the flipgrid. During the research, totally there are sixteen meeting and seven times using this application. In this case, the researcher is not only doing a research but also as a teacher explained this application to all subjects content by creating an interesting video that is designed by themselves. After they are capable to operate this application, they will start to use the Flipgrid in the following meeting until 14th meeting. The students will be ordered to send their speaking work into this application then they can use all features like comment, peers' feedback and others.

Besides uploading video, in fourteenth meeting the students fill questioner through google form. Having the data from questionnaire then the researcher interview five students. The interview's question is an open-ended question. All the interviwees were selected randomly and participated in answering the questioner. The process of collecting data through questionnaire and interview were identified and classified then extracted by Microsoft excel. Meanwhile from interview were observed through

WhatsApp call which was recorded so that the content of interview can be analyzed by the researcher clearly. The study was conducted in the English Language and Education study program of STAIN Mandailing Natal by involving 60 students who took speaking courses as participants. Questionnaire and interview were used in order to collect the data to have reliable and valid information which were related to students' negative and the positive responses of Flipgrid application.

Data analysis will be carried out by coding processes regarding student responses and experiences during the learning process and calculating student questionnaire scores indicating perspective in the form of tabulated data. The presentation of the data is designed to fully describe the responses, experiences and perspectives of students on the use of the flipgrid as a creative and supplementary tools in blended classroom.

Result and Discussion

The result of the research showed that there were 16 positive responses of flipgrid application. It can be seen in figure below.

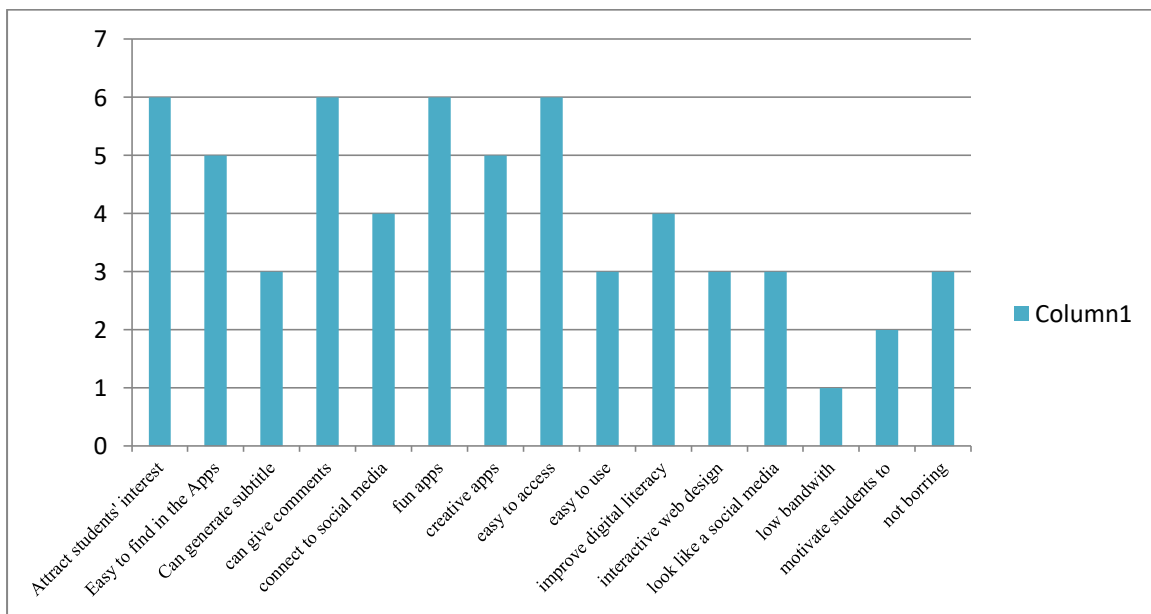


Figure 1. Positive Response on The Use of Flipgrid

Meanwhile, there were 8 negative responses. The complete negative responses can be seen in figure below.

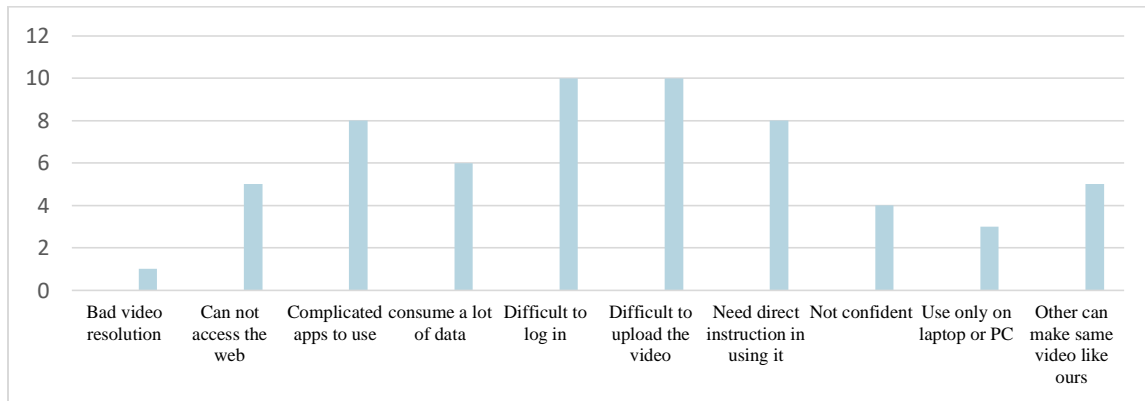


Figure 2. Negative Response on The Use of Flipgrid

In Figure 1 shows that there were positive responses start from psychological section including students' motivation and the easiness in operating the application. On the interview, the 2 interviewees said that, they feel flipgrid are helpful application because it enables them to access social media and other social boards through online. It means some students are comfortable using this application to upload their project. The research finding of is in correlated with the concept of compatibility. Flipgrid is a compatible discussion board which is integrated social media and another application. (Carrie & Timothy, 2020).

The easiness of the application tools is the highest positive respond from students. 20 students answer with this statement. Three interviewees said that this application is very flexible to utilize, they can understand all of the commands are explained by the teacher. If they can't understand the instruction they will find some other tutorial from another application. Furthermore, the students can click the link if they want to joint the grid eventhough they haven't sign in to their account. (Stoszkowski, McCarthy, & Fonseca, 2017).

There are many features in this application, such as privacy features, discovery library, video format, camera and editing options and 'any platforms access'. These are another positive response which were answered by the students. By designing, editing, and recording the video by themselves, it looks their speaking video more interesting and make them to be more creative. It means that this application is an interesting tools for speaking courses.

In Figure 2 shows us a complete information about the negative responses in applying Flipgrid. Competitiveness is the first. Generally there are many social media application which is the videos can be liked or dislike to know acceptance or approval. The students will feel ashame if the video that they have been made get less "like". They feel will be confident if the video gets more "like". In addition, a few of the students are uncomfortably about being "on screen" where their appearance will be judge by their peers is another negative response. This Consideration should be managed that introverted students should have a social media account so they can interact through social media and also face to face meeting (Voorn & Kommers, 2013)

In order to acces the video or to design the video in their grid, student should choose a suitable digital tools like having good internet connection and microphone so that their voice will hear clearly by

their virtual mates. For those who has previous or small specification cellphones or laptop they will feel inferior to the high ones, this will make problems. The figure above we can understand that some students have restricted cellphone memory and small internet connection. Difficult to upload the video and having bad video quality, error in uploading and sound are another negative ones. While from the result of questioner and interviewee, both the of the answer are said that the students need much amount of internet data. Students also worries that their speaking work can be copied by their friend.

Conclusion

The result from questioners and interview we can see that both positive and negative responses are shared by the students. 16 positive responses ranging start from psychological fulfillment, internet connectivity, interactive features and accessibility of flipgrid. In accessibility, the students mentioned the easiness tools in operating and accessing the video in their grid. On psychological fulfillment, the web design and various features in this application make them happy. Furthermore, this tools also is helpful t to do feedback and self-evaluation project at the same time as well as improving their speaking quality projects. Using the comment features in this application is also allow them to communicate and work together with other students.

While the 8 negative responses on the use of Flipgrid, start from competitiveness, equipment, and originality. In this case, the awareness of competition on the use of Flipgrid among students is very high and make them feel uncomfortable. Moreover, supporting devise, unstable connection and restricted internet data face them some difficulties in brwosing the video, preserving the standard of the voice, and having a good resolution of the video. These are happened because of their old specification of cellphone affect to their speaking project. While in originality, the students were worried their video will be copied by their classmates. Students' responses on the use of Flipgrid has more positive rather than negative responses. So, tthe educators can utilize this application to enhance their learning activity particularly in the speaking course because it provides effective online platform to communicate in digital literacy and develop students' communicative activities and interaction in the classroom in this pandemic situation.

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