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THE ATTITUDES OF PRIMARY TEACHER EDUCATION PROGRAM STUDENTS TOWARDS UTILIZING FLIPGRID IN ENGLISH SPEAKING SKILL

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Abstract. This research was aimed at investigating the students' attitudes of primary teacher education program (PTEP) towards utilizing Flipgrid in enhancing English speaking skill. The participants of this research were 60 students of PTEP in one of Muhammadiyah Universities located in Jakarta who attended an English course. The research used a mixed method to collect the quantitative and qualitative data to analyze. Thus, the instruments used were observation, questionnaire and semi-structure interview. The result showed that most of the students agreed to use Flipgrid in learning English speaking skill as this app had benefits and could motivate the students to practice speaking better as well as increased the students' confidence. It is thus recommended that lecturers should be encouraged to use Flipgrid in English learning activity, mainly in speaking skill to boost the students to be more active to create videos and engage in interactions with lecturers and classmates mediated with video discussion forum.

Keywords: Attitudes; English; Flipgrid; Speaking Skill

I. INTRODUCTION

It is believed that English is very important for everyone including students for their future careers. Thus, students are still pursuing to learn English until the university level. One of English skills they need to master is speaking skill. As it is known, speaking is one of the complicated language skills learned by students as non-native speakers of English to practice as it involves pronunciation, intonation, and stress patterns (Harmer, 2007; Masuram & Sripada, 2020a). It is then becoming a matter for the students to be able to have a speaking performance confidently and better with a proper intonation and pronunciation (Masuram & Sripada, 2020b). Some of the problems faced by the students could be fear of making mistakes (Riadil, 2020), lack of vocabulary to master, lack of grammar mastery (Wahyuningsih & Afandi, 2020) and the lack of practice speaking (Huwari, 2019). For example, in the context of teaching language, when a teacher invites the students to have an oral presentation in English, it is necessary to provide opportunities for them to have prepared and extended presentation in class (Nunan, 1999). It means that the more the students have the opportunities to practice speaking, the better they will be.

In having the speaking practice effectively, students should be equipped with an innovative learning strategy by providing a technology-based learning media (Dewi et al., 2020; Landa et al., 2021) to create an interesting English

learning atmosphere. In the era of ICT-pedagogy integration and the 21st century learning skills, a Flipgrid application could be an alternative of online learning for the students to apply. Flipgrid is a free online video-based discussion or communication tool to facilitate students' interaction and explore their perceptions of the application as a communication tool (Carpenter et al., 2020; Edwards & Lane, 2021; Iona, 2017; Miskam, 2019). Moreover, Flipgrid is an internet application that can be used as a standalone app on mobile phones and other devices or as an integrated application (Petersen et al., 2020). Flipgrid could help to increase the students' English-speaking confidence and reduce their speaking anxiety (Shin & Yunus, 2021). Mango (2021) found that there were at least two advantages of utilizing Flipgrid. First, students would have more confidence in their speaking as Flipgrid provided them with harmless, and a low-stress platform for language learning. The other one, Flipgrid had a positive effect on students' language practice including their social and cognitive engagement in the classroom which caused them to enjoy using it.

Another advantage of utilizing Flipgrid is also supported by Tuyet & Khang (2020) who believed when Flipgrid was used frequently, it would make English speaking practice more motivating. In Flipgrid, students had more opportunities to communicate and interact with their classmates, and they could practice speaking English anytime and anywhere. Thus, Flipgrid was easy and simple application to operate (Chien,

2021). Flipgrid use also could increase the fluency of students' language acquisition, mainly speaking skill. However, Flipgrid as digital video applications cannot replace physical scaffolds (Difilippantonio-Pen, 2020).

As there are more strengths of Flipgrid application and the studies on the use of Flipgrid are still rare, this research investigates the attitudes of primary teacher education program (PTEP) students towards utilizing Flipgrid in enhancing English speaking skill. This research is then expected to benefit for more lecturers to serve students' teaching and learning activities of speaking skill preferably in the online learning setting.

II. METHOD

The participants of this research were the second semester students of primary teacher education program (PTEP) on the 2021-2022 academic year in one of private universities under Muhammadiyah organization in Jakarta. There were 60 students selected to be the participants as they attended an English course in the PTEP. The following is the demographics of the participants:

TABLE 1
 DEMOGRAPHICS OF PARTICIPANTS

Categories		Number of participants (N=60)	Percentage (%)
Gender	Female	55	91.7
	Male	5	8.3
Age	<18	3	5
	18	22	36.7
	19	25	41.7
	>19	10	16.6
Home location	Jakarta	31	51.7
	Banten	3	5
	West Java	21	35
	Outside Java	5	8.3
	Island		
Ever used Flipgrid before	Yes	3	5
	No	57	95

The research used a mixed method where the quantitative and qualitative data were involved in response to the research questions (Creswell, 2018). Quantitative data described the statistical numeric presentation for the mean (M) and standard deviation (STD). Meanwhile, the qualitative data presented a descriptive information. Thus, the instruments used were multiple tools to collect the data such as observations, questionnaire, and semi-structure interview. The observations were conducted during the online learning with a Moodle-based LMS platform synchronously and asynchronously. After the three sessions within one hundred minutes learning with G-meets and two hours learning for practice and assignment with LMS, the questionnaire was distributed to the participants that consisted of four items for participant information and 15 items for the students' attitudes and their experiences towards the Flipgrid application in learning

English speaking skill. This questionnaire where a four-point Likert-scale was used ranging from Strongly Disagree (1), Disagree (2), Agree (3) to Strongly Agree (4) was adapted from (Petersen et al., 2020; Shin & Yunus, 2021). The other instrument was the semi-structure interview applied to eleven participants randomly selected to deepen more information dealing with the questionnaire.

In collecting the data, this research did some steps for the English course in utilizing Flipgrid application within three weeks. The first step, the lecturer introduced to the PTEP students on the importance and the use of Flipgrid. The students tried to practice using the Flipgrid by registering it by their own smartphones or their laptops/PC for the familiarization of the platform. The second step, the lecturer assigned the students through video in the Flipgrid, and every student did it by recording their oral presentation video and uploading it for having the feedbacks or comments from the lecturer and their classmates. The third step, all the students' videos were given the feedbacks by the lecturers and the classmates either with videos or with chats. The fourth step, again every student did other two assignments from the lecturer by recording their oral presentation videos. Finally, the fifth step, the lecturer did an evaluation if the Flipgrid was effective by asking the students to answer the online questionnaire with Google Form. In addition, there were eleven students selected randomly to participate for interview session.

III. RESULT AND DISCUSSION

A. Result

In general, most of the students in this research like using Flipgrid in learning English speaking skill. The first result to be described deals with the observational data where the students did their English-speaking activities using Flipgrid within three sessions.

TABLE 2
 OBSERVATIONAL DATA ON STUDENTS' ATTITUDES TO THE USE OF FLIPGRID

No	Dates for English speaking activities	Students' attitudes to Flipgrid in English speaking skill	Yes	No
1	21 March 2022	• The students asked some questions on the use of Flipgrid	√	
		• All the students were eager to join the group/topic in the Flipgrid	√	
		• All the students did the assignment from the Flipgrid	√	
		• All the students watched their classmates' videos	√	
		• All the students responded their classmates' videos		√
2	28 March 2022	• All the students were eager to join the group/topic in the Flipgrid	√	

3	4	April 2022	• All the students did the assignment from the Flipgrid	√	2	Emoticons/stickers and other effect features on Flipgrid are interesting and useful.	0%	0%	70%	30%	3.30	0.46
			• All the students watched their classmates' videos	√	3	Recording and uploading videos via Flipgrid on your smartphone or PC/laptop is easy and simple.	0%	0%	60%	40%	3.40	0.49
			• All the students responded their classmates' videos	√								
			• All the students were eager to join the group/topic in the Flipgrid	√	4	Learning to use Flipgrid for learning activity is easy.	0%	2%	65%	33%	3.32	0.50
			• All the students did the assignment from the Flipgrid	√								
			• All the students watched their classmates' videos	√								
• All the students responded their classmates' videos	√											

Based on the data above, it is obviously clear that most of the students actively participated in learning English, mainly in improving English speaking skill. In the first meeting of the class, some students were enthusiastic to know more about how to practice English using Flipgrid by asking some questions such as the possibility of using smartphones, how the students joined the topic to answer the assignment, and the dateline of uploading the video. It is also found that the students were eager to join the group and the topic assigned by the lecturer through Flipgrid. It is evident that as soon as the lecturer asked the students to join Flipgrid, they directly took part in the Flipgrid to respond the lecturer's video for practice speaking English. They created their own videos and uploaded the videos for the lecturer's feedback and comments as well as for their classmates'. After they uploaded the videos, they then watched their classmates' videos to find out what they have performed while checking if their classmates' videos are better. Or, before they created their own videos, they watched other classmates' video first. This was done for sure that the videos they uploaded were also good. Overall, during the three sessions of speaking practice in the use of Flipgrid, the students had positive attitudes towards utilizing the Flipgrid in learning English speaking skill. However, one thing that most students did not do in the Flipgrid was the responses on the watched videos. The lecturer responded every uploaded video with the video responses, yet only some students responded their classmates' videos by writing chats mostly and video responses.

The next result is gained from the questionnaire data which were already collected, and they were described in the following table.

TABLE 3
 THE QUESTIONNAIRE DATA ON THE STUDENTS' ATTITUDES
 TOWARDS UTILIZING FLIPGRID
 IN ENGLISH SPEAKING SKILL

No	Items	SD	D	A	SA	M	STD
1	I do not think using Flipgrid takes much time.	0%	2%	68%	30%	3.28	0.49

5	Interacting with lecturers and classmates through Flipgrid is easy and not stressful.	0%	3%	65%	32%	3.28	0.52
6	Learning through Flipgrid helped me improve my English-speaking skills.	0%	3%	64%	33%	3.30	0.53
7	Comments or responses from my lecturers and classmates at Flipgrid were very helpful.	0%	2%	65%	33%	3.32	0.50
8	I love using Flipgrid to learn about how to speak English.	0%	2%	73%	25%	3.23	0.46
9	I enjoy learning English by watching videos on the Flipgrid.	0%	2%	70%	28%	3.27	0.48
10	I love creating videos on the Flipgrid app for learning.	0%	5%	67%	28%	3.23	0.53
11	I am satisfied with my English speaking skills on Flipgrid videos.	0%	3%	75%	22%	3.18	0.47
12	I think that using Flipgrid is a good way to learn to speak English.	0%	0%	70%	30%	3.30	0.46
13	I will continue to use Flipgrid to practice speaking English.	0%	5%	72%	23%	3.18	0.50
14	Flipgrid helps me enjoy	0%	5%	65%	30%	3.25	0.54

speaking English.							
15 When I use Flipgrid, I am more confident to speak English.	0%	5%	62%	33%	3.28	0.56	
Total Percentage (%)	0	3	67	30			
		3	97				

Note: SD for strongly disagree; D for disagree; A for agree; SA for strongly agree

From the table 2, the mean ranges from 3.18 to 3.40. Started with item 1, most students agreed that Flipgrid application was simple and did not take much time to learn and practice (98%). All the students also totally agreed that the features in the Flipgrid such as emoticons, frames, and other effect features were interesting and useful for them. The same result is also found that recording and uploading videos via Flipgrid on your smartphone or PC/laptop was easy and simple for all the students (100%). In addition, most students felt easy to learn English for speaking activities in the Flipgrid application. More students also considered interacting with lecturers and classmates through Flipgrid is not a matter. They felt comfortable, not stressful (97%).

In the context of learning English for speaking skill improvement, 65% of students agreed that learning through Flipgrid helped them improve their English-speaking skills. Most students also thought that feedback and comments from their lecturer and classmates were beneficial for them. Related to how students like using Flipgrid, there are only 2% of students who did not enjoy using Flipgrid in learning speaking skill. Another finding is on their strong interest in watching classmates' videos on the Flipgrid. There are 98% of students who agreed and strongly agreed to enjoy watching the videos in the Flipgrid. Moreover, when asked by the lecturer to do the assignment or practice, they were enthusiastic to create their own videos to upload for the feedback from the lecturer as well as letting the classmates see the videos.

Overall, most students felt satisfied with their speaking performance after they uploaded the videos in the Flipgrid (97%). Therefore, all the students agreed that using Flipgrid was such a good way to practice speaking English (100%). As the Flipgrid was a good application to use, 95% of the students agreed to continue using Flipgrid for their own practice or for their own teaching in the future. Again, it was unavoidable that Flipgrid helped most students feel enjoyable speaking English. When they practiced speaking English using Flipgrid, they were then more confident (95%).

The other result is yielded from the interview data. There are eleven participants selected for in-depth information to convince what they have done for the questionnaire. There are six questions addressed for investigating the benefits of Flipgrid use, the interests of using the Flipgrid, students' motivation in using the Flipgrid, and the confidence of speaking English in the Flipgrid.

The first one relates to the benefits. More students responded that they said to be affirmative to the use of

Flipgrid in improving their English speaking. This is based on the results of the interview from S7, S16, and S32.

- S7 "Yes, it is very useful because with the use of this application, we can directly practice speaking English. After getting a response back from the lecturer, we can observe what are the mistakes and shortcomings of speaking that we do and we can continue to learn again to improve it until it is skilled".
- S16 "In my opinion, this Flipgrid can allow students to talk to groups without fear that might limit responses in real-world situations and students can re-record responses. This Flipgrid is a great and interesting tool to use when learning remotely".
- S32 "Yes, it is very useful because we can interact directly with lecturers and my classmates".

From the above responses on the benefits of Flipgrid, it was clearly described that Flipgrid app provided the opportunities to practice speaking a lot as it facilitated feedback in which the students could practice and improve their spoken English from constructive responses and motivations from lecturer and their classmates. In addition, students would not be afraid of speaking English as they have prepared for what they need to say before recording, or they could do record over and over until their performances are better.

The second one deals with the students' interests in the use of Flipgrid. The interest domain is divided into how they felt using the Flipgrid and whether they were happy about using the Flipgrid. When asked about their feeling, most students perceived positively. This is proven with the following ideas.

- S3 "The technology in learning through the Flipgrid application is exciting because it is more fun and creative to create video tasks given by my lecturer in a simple way. Moreover, this Flipgrid application can provide comments on tasks that have been completed".
- S38 "I am happy because the features are good, and we can also see videos of other friends, and we can compare with our friends on the lack of pronunciation or English speech".
- S54 "The feeling at the first time of getting to know the application was when entering this current semester and I think this application is very interesting and time efficient in helping to practice English speaking skills because we can directly record video tasks in the Flipgrid application".

The results of this interview depict how S3, S38, and S54 felt happy and considered Flipgrid an interesting, creative tool to use for English practice. They could create videos and upload them in the Flipgrid as well as watch classmates' videos, including the comments from lecturer and their classmates.

When asked about their enjoyment using the Flipgrid, most of the students also showed their likes. The following is the ideas from S7, S16, and S55 in the interview.

- S7 “Yes, because the learning is not boring. We can use the features found in Flipgrid such as emoticons, stickers, effects, and much more”.
- S16 “Yes, because with this app we can create videos, and we can see the extent of English-speaking skills of ours”.
- S55 “Yes, because using Flipgrid learning becomes less boring due to the presence of stickers or emoticons and other features”.

S7, S16, and S55 enjoyed using the Flipgrid as it has simple, but rich and useful features such as stickers, frames, filter/background, text, and others to make the videos more interesting and interactive. Thus, learning English for speaking practice is not boring for most of the students.

Another finding from the interview is about the students’ motivations in using Flipgrid for English speaking improvement. The motivation aspect comprises the challenge to the use of Flipgrid and their willingness to use Flipgrid in the future. It is found that most of the students felt challenged when using the Flipgrid in English speaking activities. This idea is relevant to what S7, S23, and S32 said in the interview.

- S7 “Yes, because by using this application I will be more challenged in speaking English if I am already good at the aspect of clear, correct, and precise word pronunciation and intonation.”
- S23 “Yes, because by watching better friends’ videos, I have the desire for my good videos to be watched too so as to get good comments from lecturers and other friends”.
- S32 “Yes, because lecturers can directly assess and improve my pronunciation on the same day so that I feel challenged to continue learning English”.

It is visibly observed that S7, S23, and S32 were challenged and willing to use Flipgrid in English speaking practice. They found that they needed to improve their spoken English. They felt that their pronunciations were not good enough, and Flipgrid was their solution to overcome their present problems. Again, Flipgrid provided the feedbacks and facilitated the students to view other classmates’ videos.

The next one, most of the students seemed to be in agreement about the possibility of using the Flipgrid in speaking practice in the future. S23, S27, and S54 stated their positive ideas in the interview.

- S23 “Yes, because the Flipgrid app is very easy to use for everyone”.
- S27 “Maybe yes, when I will teach in the online learning period, I will use it to train students to perform their speaking confidently or train myself to perform more confidently”.

- S54 “Yes, if I become a teacher, I will apply this application to my students later in order to practice their speaking and confidence”.

It is understandable that the students of PTEP are prepared to be teachers at schools. According to S23, S27, and S54, this Flipgrid was such an applicable and easy application that many teachers and students were able to use it. Therefore, when they have been ready for teaching practice at schools or they would be teaching in the future, they would use it for their teaching as well as train the future students.

Lastly, dealing with the students’ confidence to the Flipgrid, most students clearly believed that they had more confidence when using the Flipgrid to practice speaking. This is strengthened with the ideas of S1, S27, and S45.

- S1 “Yes, because the material delivered by my lecturer through the Flipgrid is very easy to understand and remember”.
- S27 “Yes, to create and upload my video must be considered and seen the best results, so when it has been uploaded, it is showing that I am already sure of the results I make”.
- S45 “Yes, because this Flipgrid is easy and helps me feel happier and confident in speaking English”.

Based on the responses of S1, S27, and S45, Flipgrid accommodated them to help performing better to create videos, and this has increased their confidence to speak English. They were not doubtful anymore and worried about their videos to be watched and commented by a lecturer and their classmates.

B. Discussion

The aim of this research is to investigate the students’ attitudes of primary teacher education program (PTEP) towards utilizing Flipgrid in enhancing English speaking skill. Online learning is one environment used by lecturers to accommodate students to have the flexibility (Rahmayanti et al., 2022) and a learning service better in the digital era. Factually, in the pandemic of Covid-19, this situation was not avoidable to implement the online learning by using any online platforms such as WhatsApp (Mulyono et al., 2021), Moodle (Abuhassna et al., 2020), Edmodo or Quipper (Cakrawati, 2017). There were modes of synchronous and asynchronous learning. Flipgrid was one free access online video-based discussion application which was used to connect lecturers to students, and students to peers to practice English, mainly in speaking skill (Bartlett, 2018). This research had resulted some findings based on the students’ attitudes towards Flipgrid in learning English speaking skill. Most of the students felt enjoyable using Flipgrid as there were some strengths and benefits for their own English learning practice and their own careers in the future when becoming a teacher.

The students felt Flipgrid was easy and did not take much time. Stoszkowski (2018) said that students needed not to create an account or did the sign-up to start; they just needed the web link to join the grid or the group which was free to

access. Flipgrid also allowed every student to record or create their own video to upload as their practice. It means that each video clip generated some or many views by one student. Thus, in this sense, the student who viewed the video clip represented his/her being engrossed with its content. This act then represented his/her involvement with learning content (Chaka & Nkhobo, 2019). Stoszkowski (2018) pointed out in his review by mentioning that students seemed to prefer watching each other speak on video to reading written materials as they perceived to be time consuming and boring. His idea is also supported by Lowenthal & Moore (2020) who found that the students liked to use Flipgrid every week and having rich video discussion was so much more impactful and engaging than reading.

Overall, students both enjoyed using Flipgrid as their impressive experience and felt it was useful to the online learning experience (Agan et al., 2019). By utilizing the Flipgrid, students had more opportunities to receive constructive feedback and comments from lecturers and their classmates for speaking skill improvement (Taylor & Hinchman, 2020). Flipgrid as a practical option for English learning practice also provided the students with opportunities to interact with their classmates as well as to practice their speaking skill (Edwards & Lane, 2021). Tuyet & Khang (2020) in their study found that most of the EFL high school students in Vietnam admitted that Flipgrid helped them not only gain confidence but also feel convenient and less stressed. This finding is also added by J. Stoszkowski & Collins (2021) who said that Flipgrid app made learning easy, convenient and enjoyable to initiate and sustain dialogic reflection.

Since this research was conducted for the PTEP students in one private Islamic university in Jakarta, it would not represent the other cases, mainly in the use of Flipgrid. Not all the areas, mainly remote areas were connected with good access when using the Flipgrid. Therefore, those who wish to create an interesting English speaking atmosphere by utilizing Flipgrid should make sure that the internet connection is good.

IV. CONCLUSIONS

Referring to the results and discussion, it is therefore concluded that Flipgrid is a free online video mediated discussion forum to connect the interactions between lecturer and students, and students with classmates. Nearly all the students enjoy using Flipgrid in learning English speaking skill as the app provides more benefits such as simple and easy tool to use, motivates the students to practice speaking English, and increase their confidence to speak English better. In line with this, this research recommends Flipgrid be used by more lecturers in the university or teachers at schools to facilitate English learning activities as well as to enhance the students' speaking skill in English.

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