
Enhancing English' speaking skill of students in Tunas Baru High School through ICT- integrated news reporting

Lady Pratiwi^{1*}, Sarah Ayuandri Togatorop², Andien Aisyah Putri³, Samuel⁴,
Leil Badrah Zaki⁵

English Language Education, Universitas Internasional Batam, Indonesia

e-mail: ¹theodesia@uib.ac.id, ²2161007.sarah@uib.edu, ³2161009.andien@uib.edu, ⁴2161002.samuel@uib.edu,
⁵leil@uib.ac.id

ABSTRACT

Keywords:

Education, Flipgrid, News Report, Pronunciation differences, and Speaking skill

There is an increasing importance of English speaking proficiency in today's era and there comes with challenges that students face in mastering this skill. It calls the necessity of enhancing speaking skills for 21st-century learners and proposes an innovative approach— news reporting practice aided by Information and Communication Technology (ICT). The research aims to demonstrate the effectiveness of news reporting as a method to improve students' speaking abilities, leveraging ICT tools such as video creation and platforms like "Flipgrid." Various challenges inhibiting students' progress in speaking English, such as lack of confidence, pronunciation differences, limited vocabulary, and grammar issues, are discussed. The study at Jin Seung High School focuses on assessing students' speaking skills through questionnaires and implementing interventions using video-based learning facilitated by ICT tools. The research questions revolve around the potential development of speaking skills through news reporting in ICT and the impact of ICT on students' mastery of speaking skills. The findings showed that Flipgrid effectively enhances high school students' English-speaking skills by providing a time-efficient, easy-to-use platform that boosts confidence and reduces anxiety. However, further research with larger samples and objective proficiency measures is needed to confirm these findings and address technical issues.

1. INTRODUCTION

The importance of English language skills, particularly speaking skills, is becoming increasingly important in the current era. Learners face anxiety and feel shy to speak in front of the classroom and in here teachers need to implement methods and activities to minimize the challenges faced during teaching and learning speaking skills (Kaur & Abdul Aziz, 2020). Speaking involves communicating their opinions and ideas in public. A limited vocabulary or fluency issues in English can hinder students' ability to express their thoughts clearly (Octaberlina et al., 2022). The ability to speak English not only opens up wider opportunities for students but also equips them with essential skills. Public speaking skills are vital for student success in classrooms, obtaining and sustaining successful careers, and citizen participation (Cheng et al., 2023). The integral education framework model makes it possible to observe and evaluate the competencies needed in each discipline from multiple dimensions, including technological, pedagogical, contextual, and humanistic aspects. The 21st-century Century Framework provides strategies for identifying the skills that students should acquire, therefore, educators are tasked with analyzing whether the current competencies and learning methods are designed to achieve this. Children Speaking become better at social conversation. Start with evidence of how children implicitly

learn conversation skills (Abbot-Smith et al., 2023) In research using News reports to students requires students to organize information logically, speak, engage the audience, and practice impromptu speaking skills. The current demands of 21st-century skills expect an individual to be proficient in English to be distinguished as a 'global player'(Rajendran & Md. Yunus, 2021). However, many students still struggle with speaking skills such as public speaking, organizing their thoughts coherently, and speaking confidently without filler words. To solve the struggle of students, teachers need to motivate the students that speaking skills are really important in their future. After their performance their speaking skills need feedback, Feedback on performance has been demonstrated to be a powerful tool in improving practice in a wide array of arenas from individual behavior to organizational performance (Kim et al., 2019).

Research has shown that multimedia has a positive influence on the effectiveness of the Internet Learning that utilizes modern technology makes learning faster and has a better and more effective function(Mubarok et al.,2022). Thus, Students can use technology to gain technical skills relevant to real-world communication careers through news recordings and broadcasts. Students can also learn through role playing, and increase their enthusiasm to learn through game-based learning (Rogti, 2023). The selection and deployment of efficacious materials in the language classroom play an instrumental role in the overarching pedagogical paradigm (Domogen, 2023).

The existing research demonstrates the benefits of using ICT tools like Flipgrid in enhancing students' speaking skills. Studies such as Mango (2021) highlight students' positive perceptions of Flipgrid, citing its advantages in language classrooms despite some technical challenges. Similarly, Shin and Yunus (2021) reveal favorable attitudes among pupils using Flipgrid for learning English speaking skills, emphasizing its role in boosting confidence and reducing anxiety. Syahrizal and Pamungkas (2021) further support these findings by showing that students generally respond positively to Flipgrid, noting its effectiveness in speaking classes. Rogti (2023) discusses the impact of mobile-based interactive multimedia on thinking engagement and cooperation, underlining the broader benefits of integrating ICT tools in education.

However, these studies often focus on higher education or general classroom settings without addressing the specific challenges faced by high school students in improving their English speaking skills. Moreover, there is limited exploration of the effectiveness of news reporting as a pedagogical method within this context. This gap provides an opportunity to investigate the combined use of news reporting and ICT tools like Flipgrid to address specific speaking challenges such as lack of confidence, pronunciation differences, limited vocabulary, and grammar issues among high school students.

The novelty of this research lies in its unique approach to using news reporting, a dynamic and contextually rich activity, to enhance speaking skills. By integrating video creation and Flipgrid, this study aims to provide a practical and engaging way for students to practice and improve their speaking abilities. The combination of these methods offers a new perspective on language learning, leveraging the strengths of both traditional news reporting techniques and modern ICT tools. The aim of this research is to assess the effectiveness of news reporting by using ICT in form of Flipgrid as a method to improve high school students' English speaking skills at Jin Seung High School. Through the use of questionnaires and video-based learning interventions facilitated by ICT tools, the study seeks to identify the specific benefits and challenges of this approach. By addressing the gap in existing research, this study aims to

contribute to the development of more effective pedagogical strategies for enhancing English speaking skills in high school settings.

1.1. Literature Review

Learners are required to possess skills and techniques that help them learn English as a foreign language. In language learning and teaching, those techniques are called learning strategies (Boussouf University -Mila, n.d.). In addition to this, based on the researchers' experience and observations, it is possible to say that public speaking is one of those tasks that causes more fear and hesitation in students (López MonteRo & salas Alvarado, 2019). The recognition of a supportive sociocultural environment emerges as a pivotal factor in enhancing students' pronunciation skills, underscoring the absence of adequate materials for oral performance as a contributing oversight in language education.

Empirical studies underscore the transformative role of exposure to native speakers through active listening, acting as a catalyst for learners to cultivate a more authentic accent and effectively mitigate pronunciation errors. Teachers can use the holographic mobile-based application as an additional resource in the classroom to motivate children in a funny way (Cerezo et al., 2019)

Shifting our focus to the specific context of SMA Tunas Baru Jin Seung Batam, our current observations illuminate the formidable challenges students face in the realm of spoken language. Our research endeavors concentrate on the integration of electronic media as a potent instructional tool to comprehensively address these challenges. The English pronunciation is complicated and confusing because the system of vowels and consonants has a lot of different sounds (Talino, 2020). Advocating for a multifaceted approach, we propose the incorporation of news reports into the curriculum to fortify speaking skills. The use of smartphones as a teaching technique instead of prohibiting them; is anticipated to promote learners' speaking skills and is deemed to make learning more enjoyable as well (Abugohar et al., 2019). This approach is complemented by the utilization of electronic tools, particularly smartphones, for recording and reviewing oral performances. Students need to have self-evaluative goals when they watch themselves or others on video (Colognesi et al., 2023).

This innovative technique empowers students to discern pronunciation errors through meticulous post-recording analysis of news delivery or analyses of current events. By adopting this methodology, we align our objectives with the broader aim of propelling students' speaking abilities to new heights within the dynamic landscape of contemporary education. Further supports the efficacy of incorporating electronic tools for enhancing language skills in the educational domain, reinforcing the relevance and timeliness of our proposed approach in the evolving field of language education. The convergence of these insights positions our research at the forefront of advancing effective language acquisition practices in today's educational landscape.

2. METHOD

In the conducted research, our focus was on investigating educational settings that integrate electronic media as a prominent teaching tool. Specifically, we directed our attention to SMA Tunas Baru Jin-Seung Batam, situated in Batu Aji, Kavling Baru, with a particular emphasis on the XII Science 1 class. Employing a combination of observational and practical methods, we observed English classes to examine how both teachers and students utilized technology in the teaching and learning processes. Utilizing a sequential explanatory design, our approach involved initially gathering quantitative results, followed by collecting qualitative data to elucidate and

provide context to the quantitative findings. To fulfill the research objective of enhancing speaking skills, we adopted a survey research method, employing a mixed-method approach for data collection. The quantitative aspect involved the use of questionnaires to analyze numerical data, while the qualitative dimension encompassed nonnumerical data acquisition through methods such as video scripts, recordings, or audio recordings. This comprehensive methodology aimed to provide a nuanced understanding of the impact of electronic media on language teaching and learning, with a particular focus on enhancing oral communication skills in the classroom.

2.1. Participant

In the implementation, we focused on class 12 IPA 1, which consists of 33 students. This class consists of 17 boys and 16 girls with an approximate age of 16 to 17 years old. So that the participants in our implementation consisted of a variety of students whom we formed into groups to carry out the tasks we had prepared in the form of role plays to become news reporters to the groups that had been formed.

2.2. Instrument

Complementing the quantitative aspect, an interview sheet was developed to conduct qualitative interviews with a subset of participants. The interview sheet provided a flexible framework to delve deeper into students' experiences, allowing for open-ended discussions on their feelings, challenges, and specific instances of improvement in speaking skills through news reporting. The qualitative interviews aimed to capture nuanced insights, providing a more holistic understanding of the student's perceptions and shedding light on aspects that might not be easily quantifiable. Both instruments were carefully aligned with the research objectives and theoretical framework, ensuring that the data collected would offer a robust foundation for analysis. By combining the quantitative findings from the questionnaire with the qualitative richness derived from the interviews, this study aimed to present a comprehensive exploration of students' perspectives on the use of news reporting as a tool for improving speaking skills in the unique context of SMA Tunas Baru Jin Seung Batam.

2.3. Procedure

The observational component involved attending English classes in the XII Science 1 class at SMA Tunas Baru Jin Seung Batam. This allowed for a firsthand examination of how teachers incorporated technology, specifically news reporting, in their teaching methodologies. The observation phase was instrumental in understanding the dynamics of classroom interactions, the utilization of electronic media, and the overall impact on students' speaking skills. To augment the quantitative data gathered through the questionnaire, a qualitative dimension was incorporated. Non-numerical data were collected through various means, including video scripts, recordings, audio recordings, and interviews. The mixed-method research design, incorporating both quantitative and qualitative elements, allowed for a comprehensive exploration of students' perceptions. The triangulation of data from multiple sources strengthened the validity of the study's findings and provided a well-rounded understanding of the impact of news reporting on speaking skill development in the specific context of SMA Tunas Baru Jin Seung Batam. These procedures collectively aimed to contribute valuable insights to the ongoing discourse on effective language teaching strategies and the integration of technology in language education.

2.4. Data Analysis

Complementing the quantitative analysis, the qualitative data collected through video underwent thematic analysis. Thematic analysis refers to a qualitative research method centered on identifying patterns and themes within data (Bazen, Barg, & Takeshita, 2021). It involves systematically reviewing qualitative data, such as interviews or transcripts, to uncover recurring concepts or ideas (Hollstein & Kumkar, 2021; Pajo, 2022). In the context of researching student perceptions on using news reporting to enhance speaking skills at SMA Tunas Baru Jin Seung Batam, thematic analysis offers a structured approach to understanding their views. By employing thematic analysis, researchers can gain the rich qualitative data obtained from interviews with students.

This method allows for a nuanced exploration of students' perceptions, attitudes, and experiences regarding the use of news reporting for improving speaking skills. The rationale for utilizing thematic analysis lies in its ability to capture the complexity of qualitative data while providing a systematic framework for identifying common themes and patterns. This qualitative exploration provided nuanced insights into the subjective experiences and perceptions of participants, offering a more in-depth understanding of the impact of news reporting on their speaking skills. By triangulating data from different sources, the study aimed to validate and enrich the overall understanding of students' perceptions. The combination of statistical rigor and qualitative depth in the data analysis contributed to a robust interpretation of the study's results, shedding light on the multifaceted aspects of using news reporting to enhance speaking skills in the specific educational context of SMA Tunas Baru Jin Seung Batam

3. RESULTS AND DISCUSSION

3.1. Result

The use of Flipgrid has been used in several universities, in language development. Flipgrid and second language acquisition using Flipgrid to promote speaking skills for English language learners. Facilitating student interaction: The role of Flipgrid in blended language classrooms. Apart from that, English is a language that is needed on a global scale. Therefore, this application aims to see how Flipgrid, with its video-based core features, affects high school students' English language skills. In this research, an experimental approach was used. Pre- Pre-experiment by making several groups. a simple English activity by grouping that we created was used to collect data, and similar questions were asked of the high school students. Thirty-three twelfth-grade students from Jinseung High School. The data obtained were examined using statistics and descriptive statistics. These findings reveal a sizable influence of using this application at a simple level. The findings of the questionnaire have been categorized into 10 sections for clarity and organization. As follows:

1. I think using Flipgrid does not take too much time.
2. Learning to use Flipgrid for my class activities was easy.
3. Interacting with my teacher and other members through Flipgrid was easy and not stressful.
4. Learning using Flipgrid helped me to speak English.
5. I think that using Flipgrid can help me to improve my English-speaking skills.
6. I like using Flipgrid to learn how to speak English.
7. I feel that using Flipgrid is a good way to learn how to speak English.
8. I will continue to use Flipgrid to learn how to speak English.
9. When I use Flipgrid, I have more self-confidence to speak English
10. Using Flipgrid helped me to become more willing to speak English.

Table 1. The percentage of respondents who agree or disagree with a specific statement regarding Flipgrid usage

NO	STATEMENT	AGREE	DISAGREE
1	I think using Flipgrid does not take too much time.	81%	19%

The data shows the percentage of respondents who agree or disagree with a specific statement regarding Flipgrid usage. The statement presented is "I think using Flipgrid does not take too much time." According to the table, 81% of respondents agree with this statement, while 19% disagree. This can be interpreted as the majority of respondents (81%) believe that using Flipgrid does not take too much time, while a small portion (19%) of those surveyed think otherwise. This information could be crucial in evaluating users' perceptions regarding the time consumption associated with using Flipgrid.

Based on the response, 18 students stated that Flipgrid was simple and convenient to use. However, 10% of students commented that they experienced technical problems when using Flipgrid. This may be due to the unstable internet connection, as mentioned by the Student 3: *"Sometimes, there are technical errors when the Internet line is not good." These findings suggest that, in general, the students found using Flipgrid easy.*

Table 2. The percentage of respondents who agree or disagree with how to use Flipgrid for their classroom activities was easy

NO	STATEMENT	AGREE	DISAGREE
2	Learning to use Flipgrid for my class activities was easy.	89.5%	10.5%

Based on the table, 89.5% of respondents agreed with the statement, while 10.5% disagreed. From this result, it can be concluded that most respondents (89.5%) felt that learning how to use Flipgrid for their classroom activities was easy. Only a small percentage (10.5%) of those interviewed thought otherwise. This information could indicate that the majority of users feel that the platform is relatively easy to understand and use for classroom purposes.

It was found that primary school students positively perceived that using Flipgrid was easy. Most students (90%) indicated a positive response to using Flipgrid. When asked to give their feedback on the ease of using Flipgrid.

Table 3. The percentage of respondents who agree or disagree that interacting with teachers and other members through Flipgrid was an easy and non-stressful experience

NO	STATEMENT	AGREE	DISAGREE
3	Interacting with my teacher and other members through Flipgrid was easy and not stressful.	100%	0%

Based on the table, 100% of respondents agreed with the statement, while no one disagreed. These results indicate that all respondents who participated in the survey felt that interacting with teachers and other members through Flipgrid was an easy and non-stressful experience. This suggests that the use of Flipgrid as an interactive tool in the context of classroom

or online learning may have provided a very positive experience for the participants. It is indicated that seven students (35%) also stated that using Flipgrid helped them speak English better as they felt less stressed after practicing many times, indicating that using Flipgrid enabled them to develop their English speaking skills effectively.

Table 4. The percentage of respondents who agree or disagree that using Flipgrid has helped them in their English speaking skills

NO	STATEMENT	AGREE	DISAGREE
4	Learning using Flipgrid helped me to speak English	100%	0%

Based on the table, 100% of the respondents agreed with the statement, while none disagreed. These results show that all respondents who participated in the survey felt that using Flipgrid has helped them in their English speaking skills. This could indicate that the use of this platform in a learning context has provided significant benefits in the development of English-speaking skills for the participants. The findings show that the students highly perceive Flipgrid as a useful tool for learning English speaking skills. More than half of the students (75%) stated that using Flipgrid can help them increase confidence in speaking English and reduce speaking anxiety. They stated that using Flipgrid relaxed them as they could practice speaking at their own pace without worrying about being judged by others.

Table 5. The percentage of respondents who agree or disagree that using Flipgrid can help them improve their English speaking skills

NO	STATEMENT	AGREE	DISAGREE
5	I think that using Flipgrid can help me improve my English-speaking skill.	95%	5%

Based on the table, 95% of respondents agreed with the statement, while 5% disagreed. The results show that the great majority of respondents (95%) believe that using Flipgrid can help them improve their English speaking skills. Only a small percentage (5%) of those interviewed had a different view. This indicates that there is a strong belief among the respondents that using Flipgrid can play a role in improving English speaking skills.

More than half of the students (55%) stated that using Flipgrid can help them improve and develop their English skills. It helps them master the language better because they can practice repeatedly. This is evident in the case of Student 15, who is very positive about using Flipgrid to learn English speaking skills. She emphasized that Flipgrid is a useful tool for learning and improving her English because it is more than just memorization.

Table 6. The percentage of respondents who agree/disagree using Flipgrid to learn to speak in English

NO	STATEMENT	AGREE	DISAGREE
6	I like using Flipgrid to learn how to speak English.	90.5%	9.5%

Based on the table, 90.5% of respondents agreed with the statement, while 9.5% disagreed. The results show that most respondents (90.5%) have a preference for using Flipgrid to learn to speak in English. Although a small percentage (9.5%) of those interviewed had different views, the great majority felt positive about using Flipgrid as a tool for learning to speak English. All students showed very positive responses. They are happy that Flipgrid has improved their English speaking skills and claim that Flipgrid has brought great benefits to them. They highly view Flipgrid as a fun learning tool that can help them develop their English.

Table 7. The percentage of respondents who agree or disagree that using Flipgrid is a good way to learn how to speak English

NO	STATEMENT	AGREE	DISAGREE
7	I feel that using Flipgrid is a good way to learn how to speak English	90.5%	9.5%

Based on the table, 90.5% of the respondents agreed with the statement, while 9.5% disagreed. The results show that the great majority of respondents (90.5%) believe that using Flipgrid is an effective method to learn speaking skills in English. Although a small percentage (9.5%) of those interviewed had different views, the majority felt positive towards Flipgrid as a learning tool for speaking skills in English. The finding shows that the primary school students had a positive attitude towards using Flipgrid to learn English speaking skills. They also commented that using Flipgrid has provided them with a positive student-centered learning environment that makes learning fun.

Table 8. The percentage of respondents who agree or disagree with using Flipgrid to learn how to speak English

NO	STATEMENT	AGREE	DISAGREE
8	I will continue to use Flipgrid to learn how to speak English.	76.2%	23.8%

Based on the table, 76.2% of respondents agreed with the statement, while 23.8% disagreed. The result shows that most of the respondents (76.2%) plan to continue using Flipgrid in English learning. Although there are still about a quarter (23.8%) of them who do not intend to continue using Flipgrid, the majority still plan to keep using the platform in the process of learning to speak English. The findings showed that all students (100%) showed high positive intention to learn English speaking skills using Flipgrid, stating that using Flipgrid was fun and helped develop their English skills.

Table 9. The percentage of respondents who agree or disagree with using Flipgrid have more self-confidence in speaking English

NO	STATEMENT	AGREE	DISAGREE
9	When I use Flipgrid, I have more self-confidence in speaking English	90.5%	9.5%

The results show that a large majority of respondents (90.5%) felt that the use of Flipgrid had a positive impact on their confidence level in speaking English. This indicates that Flipgrid may have helped in building the confidence of its users when using English, which is an important aspect of the learning process. Students see Flipgrid as a fun and practical learning tool, indicating that the students are positive about the experience of using Flipgrid. Based on these findings, the benefits of using Flipgrid can be seen when learning English speaking skills, with flipgrid can increase their confidence and be more courageous without having to be shy.

Table 10. The percentage of respondents who agree or disagree with using Flipgrid to learn to speak in English

NO	STATEMENT	AGREE	DISAGREE
10	Using Flipgrid helped me to become more willing to speak English.	90.5%	9.5%

Based on the table, 90.5% of the respondents agreed with the statement, while 9.5% disagreed. The results show that a large majority of respondents (90.5%) felt that using Flipgrid had helped them become more prepared or willing to speak in English. This indicates that the use of Flipgrid may have brought a positive impact in building their readiness or willingness to speak in English. Same as question number 9, the result of question number 10 is students see Flipgrid as a fun and practical learning tool, indicating that the students are positive about the experience of using Flipgrid. Based on these findings, the benefits of using Flipgrid can be seen when learning English speaking skills, with flipgrid can increase their confidence and be more courageous without having to be shy.

3.2. Discussion

The findings from this study reveal a substantial positive impact of using Flipgrid on the English-speaking skills of high school students at Jinseung High School. Flipgrid, with its video-based platform, has proven to be an effective tool for promoting student engagement and improving language skills in a second language learning context.

Firstly, the ease of use and time efficiency of Flipgrid were highlighted by the students. A significant majority, 81%, felt that using Flipgrid did not take too much time, and 89.5% found it easy to use for classroom activities. These results align with the findings of Budiarta and Santosa (2020), who explored the transformative potential of Flipgrid in English as a Foreign Language (EFL) speaking classes. Their study emphasized that Flipgrid simplifies the learning process and makes it more engaging for students, particularly in the 21st-century digital learning environment.

The study also found that 100% of respondents felt that interacting with teachers and peers through Flipgrid was easy and non-stressful. This aspect is crucial as it reduces the anxiety associated with speaking a second language, which is often a significant barrier for language learners. Mango (2019) similarly reported positive student perceptions and attitudes towards Flipgrid, noting that the platform provides a supportive environment that encourages interaction and reduces stress.

Another key finding was the impact of Flipgrid on students' speaking skills. All respondents agreed that using Flipgrid helped them speak English better, and 95% believed that

it could improve their English-speaking skills. This is consistent with the work of Mango (2021), who found that students perceived Flipgrid as beneficial for developing their speaking skills due to its interactive and repetitive nature, allowing them to practice speaking at their own pace.

Furthermore, the study indicated that 90.5% of students felt more confident speaking English when using Flipgrid, and the same percentage reported being more willing to speak English. This increase in confidence and willingness to participate is critical for language acquisition, as it encourages more frequent and spontaneous use of the language. Shin and Yunus (2021) observed similar outcomes, noting that Flipgrid positively influenced pupils' attitudes towards learning English speaking skills by creating a fun and interactive learning environment.

However, the study also highlighted some technical challenges. About 10% of students experienced technical problems, such as unstable internet connections. These issues can hinder the learning experience and need to be addressed to maximize the benefits of using digital tools in education. Rogti (2023) discussed the importance of reliable technology in mobile-based interactive multimedia learning, stressing that technical difficulties can detract from the effectiveness of such educational tools.

While the findings are promising, there are limitations to consider. The sample size of 33 students is relatively small, which may not fully represent the broader student population. Additionally, the study primarily relied on self-reported data, which can be subjective. Future research should include larger, more diverse samples and objective measures of language proficiency to provide a more comprehensive understanding of Flipgrid's impact.

Syahrizal and Pamungkas (2021) also pointed out the importance of understanding students' responses to digital tools in language classes, suggesting that detailed surveys and follow-up studies could provide deeper insights into how different student demographics respond to platforms like Flipgrid.

In conclusion, Flipgrid has shown significant potential in enhancing English-speaking skills among high school students. It offers a user-friendly, engaging, and supportive environment that reduces anxiety and increases confidence and willingness to participate in language learning. However, addressing technical challenges and expanding research to include larger and more diverse populations will be crucial for fully understanding and maximizing its educational benefits.

4. CONCLUSION

In conclusion, the results of the study on the use of Flipgrid to improve English-speaking skills among high school students at Jinseung High School are overwhelmingly positive. The findings, categorized into ten sections, provide a view into students' perceptions and experiences with using Flipgrid for language learning. Firstly, the majority of students find Flipgrid easy to use and perceive it as a time-efficient tool. Additionally, almost all students agree that interacting with teachers and peers through Flipgrid is stress-free, indicating its effectiveness in facilitating communication in a comfortable environment. Furthermore, all respondents believe that Flipgrid contributes to enhancing their English-speaking skills, with a significant number stating that it boosts their confidence and willingness to speak English. The ease of use and positive impact on language skills suggest that Flipgrid is a valuable tool for language learning.

Despite some technical issues reported by a small percentage of students, the overall sentiment towards Flipgrid remains positive. Most students express a desire to continue using Flipgrid for English learning, highlighting its sustained utility and effectiveness. The study also reveals that Flipgrid fosters a student-centered learning environment, making language learning

enjoyable and engaging. Students appreciate the platform's ability to provide repeated practice opportunities, leading to improved language mastery. In brief, the findings underscore the efficacy of Flipgrid as a tool for enhancing English-speaking skills among high school students. Its user-friendly interface, positive impact on confidence, and ability to create an engaging learning environment make it a valuable asset in language education. These results affirm the potential of technology-enhanced learning platforms like Flipgrid to facilitate language acquisition and promote student engagement in language learning processes.

While the study on Flipgrid's impact on English-speaking skills among high school students shows promising results, there are some gaps and limitations. One limitation is the small sample size, which may not fully represent the diverse range of student experiences. Additionally, the study mainly focuses on student perceptions without assessing actual language proficiency gains. Future research could address these limitations by conducting longitudinal studies with larger and more diverse samples, measuring both perceptions and objective language proficiency outcomes. Moreover, investigating the effectiveness of Flipgrid across different educational contexts and age groups could provide valuable insights. Researchers could also explore the optimal integration of Flipgrid into language learning curricula and its potential benefits for specific language skills, such as listening or writing. Therefore, addressing these gaps and limitations will help further our understanding of Flipgrid's role in language education and its potential to enhance students' language learning experiences.

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