

BUKTI KORESPONDENSI
ARTIKEL JURNAL NASIONAL TERAKREDITASI SINTA 2

Judul Artikel : TPS-Flipgrid: Transforming EFL Speaking Class in the 21st Century

**Jurnal : ENGLISH REVIEW: Journal of English Education (ERJEE),
ISSN: 2301-7554, Volume 9; Issue 1 Halaman 13 – 20**

Penulis : I Komang Budiarta dan Made Hery Santosa

NO	PERIHAL	TANGGAL
1	Bukti submit artikel melalui email dan artikel yang disubmit serta Turnitin check	17 Juli 2020
2	Bukti email hasil peer review artikel	31 Juli 2024
3	Bukti email revisi artikel dan dokumen revisi	20 Agustus 2024
4	Bukti konfirmasi artikel diterima (Accepted) dan LoA	21 Agustus 2024
5	Bukti konfirmasi artikel terbit melalui email	22 Desember 2020
6	Bukti published online pada website ERJEE	22 Desember 2020

LAMPIRAN 1
BUKTI SUBMIT ARTIKEL MELALUI EMAIL DAN ARTIKEL
YANG DISUBMIT SERTA TURNITIN CHECK
(17 JULI 2024)



Mr. Budi <mrbudi@unmas.ac.id>

ERJEE Submission

Mr. Budi <mrbudi@unmas.ac.id>
To: fahruszf@gmail.com

Fri, Jul 17, 2020 at 1:18 PM

Dear Fahrus Zaman Fadhy

Please find the attached journal article and the Turnitin check. I do hope that you will take it into consideration.

Regards
I Komang Budiarta

2 attachments



ERJEE I Komang Budiarta.docx
53K



Turnitin Research Article ERJEE.pdf
1897K

TPS-FLIPGRID: TRANSFORMING EFL SPEAKING CLASS IN THE 21ST CENTURY

I Komang Budiarta

*English Language Education Study Program, Faculty of Teacher Training and Education,
University of Mahasarakswati Denpasar, Bali, Indonesia*

mrbudi@unmas.ac.id

Made Hery Santosa

*English Language Education Department, Faculty of Languages and Arts,
Ganesha University of Education, Bali, Indonesia*

mhsantosa@undiksha.ac.id

APA Citation: Budiarta, I K. (2020). TPS-Flipgrid: Transforming EFL Speaking Class in the 21st Century. *English Review: Journal of English Education*, 8(2), 1-10. doi: 10.25134/erjee.v6i2.1238.

Received: 06-03-2020

Accepted: 00-00-0000

Published: 00-00-0000

Abstract: Innovative teaching model in the 21st century is of necessity because in this digital transformation era, lecturers deal with tech-savvy students. These students should be taught differently; it can be done by integrating teaching technique with newly-updated and technological-based media or platform. In English Education Study Program, the lecturer still made use of conventional technique and it was monotonous and uninteresting. The present qualitative research with case study design was mainly intended to fathom out the students' perceptions and the benefits of implementing TPS-Flipgrid in EFL speaking class. The implementation of TPS-Flipgrid in the present qualitative research with case study design for the sake innovating EFL speaking class has brought the language learning into certain level. The research clearly figured out that the perception of the third semester students was positive. They thought that TPS-Flipgrid was an innovative and flexible teaching model; besides, this model could invite active involvement and equalize classroom and online face-to-face interaction. The teaching model has successfully improved the students' speaking performances and their 21st century life skills such as collaboration, creativity, communication, and critical thinking. Considering the significant results of applying TPS-Flipgrid, the implementation of this teaching model should be continuously carried out and improved.

Keywords: *TPS-Flipgrid; EFL Speaking Class; and 21st Century*

INTRODUCTION

To create an innovative language teaching and learning, innovation is of necessity. It is a must if lecturers would like to enrich their graduate quality that meets the external stakeholder needs. It should be carefully done; moreover, careful analysis and process should be carried out so that the results might give positive impacts. The advancement of technology and the skills required to face the future involving the ability to communicate, collaborate and think critically should be completely taken into consideration in designing pedagogical framework in this digital transformation era, industry 4.0. In addition, integrating English language learning and technology nowadays are inseparable aspects to transform the teaching-learning process.

Dealing with students in this digital transformation of industry, industry 4.0 and students who are categorized as Z Generation (Bencsik, Horváth-Csikós, & Juhász, 2016), teachers are required to become tech-savvy who could grasp children's interest in digital literacy (Motteram, 2013). Moreover, digital literacy is vital characteristics to be developed as a part of 21st-century learning skills: creativity, critical thinking, communication, and collaboration (Bialik & Fadel, 2015). Thus, technology integration in the pedagogical framework is imperative in the teaching-learning process, especially in English language learning.

Tech-savvy teachers in the present digital disruption are completely needed to meet tech-savvy students' profiles (i.e. students of industry 4.0, Z Generation and 21st

century). These students tend to be digitally literate that enable them to acquainted with the uses of technology. One of the technology integration frameworks which can be developed is Technological Pedagogical Content Knowledge (TPACK) Framework. TPACK framework has three main knowledge components used as the foundation (Mishra and Koehler in Koehler, Mishra, Kereluik, Shin, & Graham, 2014). They are technological, pedagogical and content knowledge. The framework denotes the knowledge needed by teachers when they want to integrate technology into the way they teach the content area.

Mishra and Koehler in Pickering & Gunashekar (2014) state that the TPACK framework needs to be integrated into any teacher training syllabus. Besides, for practicing teachers, continual professional development that includes works on digital literacies are needed. Teachers have an instinctive comprehension of the complex relationship within three basic components of knowledge: content, pedagogical and technology by teaching content using apposite pedagogical methods and technologies (Mishra & Koehler, 2006; Schmidt et al., 2009). As tertiary students in Indonesia are digitally literate, English teachers need knowledge about the multifaceted interrelationship among technology, pedagogy, and content that enable them to develop appropriate and context-specific teaching strategies.

In general, the integration of technology still needs to be enhanced in the process of teaching and learning. In the University of Mahasaraswati Denpasar, especially the English Language Education Study Program, innovative language learning is essential to deal with heterogeneous students. Lecturers still carried out teaching and learning which made use of traditional teaching techniques and lack of technology involvement. This created a learning atmosphere that was monotonous and boring for 21st-century students. They should be taught by applying a teaching technique or model which is technological-based, and how the lecturers could deliver the subject-matter through

newly updated technological-based instructional practices or models that work for tech-savvy students.

In this research, Think Pair Share which was combined with Flipgrid (henceforth TPS-Flipgrid) was applied as a teaching model that was used to transform EFL speaking class. Think pair share is a cooperative language learning which emphasizes providing the students an opportunity to think individually, do pair discussion and share it with the whole class sharing (Richards & Rodgers, 2001; Arends, 2007; and Arends, 2012). These stages allow the learners to learn English especially speaking in such a chronological procedure. As a result, their ideas can be structurally organized as well as possible which makes their speaking is well developed

Flipgrid is a free online video discussion platform from Microsoft that aids teachers see and listen to every student in the class and creates an enjoyable and supportive social learning environment (Flipgrid, 2020). In Flipgrid, lecturers post discussion stimuli and students reply with short videos. Flipgrid provides an opportunity for students to do online face-to-face interaction. This also facilitates students to do virtual classroom discussion that enables them to interact with the other virtual class members. The use of Flipgrid as an online video discussion platform could provide students with an opportunity to freely and confidently share their speaking performance. The implementation of TPS-Flipgrid is expected to be an innovative solution of integrating the technological-based teaching model in English as a foreign language class.

Flipgrid has some important features that support this video discussion platform; they are grids, topics, responses, and replies. First, a grid is a community of learners in which the lecturers can name the grid and create a custom Flip Code (or use the auto-generated one). Second, topics are discussion starters or prompts, and students respond to the topics. Third, responses are the recorded and uploaded videos by the students as their responses on the posted topics so that they can share their ideas through their voices. Finally, replies in the Flipgrid enables the

students to make an interactive discussion in which they can reply to the previous responses that is added to the topic (Fahey, Moura, & Saarinen, 2019).

In addition, Fahey et al. (2019) mention that using Flipgrid is not about recording videos; it is about learning that is social and personal. It can happen anywhere and anytime, and it is about making connections. Flipgrid also offers deep exploration and endorses that everyone can be a teacher and a learner as well. The use of Flipgrid can create an EFL learning atmosphere that makes students enjoy the class. To some extent, Flipgrid enables students who are not really confident in expressing their ideas in face-to-face interaction might perform really well in responding to the topic of Flipgrid discussion. They might perform expressively when they record themselves on the grid discussion.

TPS has already been massively applied in EFL classes, and it was mainly intended to improve language performance. It was mentioned that TPS was effective to teach writing (Argawati & Suryani, 2017 and Budiarta, 2015); furthermore, it was much more effective than STAD in essay writing (Sutrisno, Rasyid, & Rahmat, 2018). In fostering speaking performance, TPS succeeded not only improving speaking performance but also developing characters (Budiarta & Krismayani, 2014). This signified that TPS was effective in improving developing both productive skills and students' characters. In this study, TPS was combined with Flipgrid to teach EFL speaking class.

Choosing innovative approaches to be applied in tertiary levels is a must in this globalized, technological-minded era. Thus, Flipgrid can be used to deal with 21st-century students who also tune in to the rapid development of technology. Many kinds of research have also been carried out by applying a technological-based teaching technique. Syafii (2019) mentioned that multimedia presentation could effectively improve speaking performance; besides, other technological-based media digital comic

Toondoo (Fatimah, Santiana, & Saputra, 2019) and Pecha Kucha Presentations (Mabuan, 2017) could promote students' speaking performance. These researches proved that the use of media which made use of technology could effectively improve students' language skills especially speaking.

In accordance with the use of Flipgrid in the teaching-learning process, some researches have been carried to figure out the efficacy of Flipgrid. Basko & McCabe (2018) confirmed that the application of Flipgrid can maintain students' persistence rates during the teaching-learning process; moreover, the media can also create a cognitive, social and teaching presence (Holbeck & Hartman, 2018). They also added that the use of Flipgrid could accommodate online face-to-face interaction instead of traditional face-to-face classroom interaction. These researches confirmed that Flipgrid can be possibly employed as a teaching platform that could uphold students' focus in the teaching and learning process; furthermore, it can create community inquiry.

The implementation of TPS-Flipgrid to transform the EFL speaking class in the 21st century is expected as an innovative teaching model. It is expected that the teaching model can innovate the EFL speaking class and improve the students' speaking performance. The combination of TPS which was combined with Flipgrid as an innovative video discussion platform was categorized as new in English as a foreign language class. It was very interesting to figure out the implementation of TPS-Flipgrid in EFL speaking class because the teaching model was rarely used in the teaching and learning process. The results of this research are expected to contribute to the efforts of innovating EFL speaking class so that the tech-savvy students might be well-accommodated, and they can learn joyfully during the implementation of the model.

In accordance with the elaborated research background, the application of TPS-Flipgrid to transform EFL speaking class in the teaching-learning process is a very thought-provoking topic as integrating technology in the teaching-learning process is always challenging to do. TPS-Flipgrid is expected to be an innovative solution to the

problem that is faced by lecturers particularly in integrating teaching techniques with technological-based platforms or media. In addition, the researches which were related to TPS-Flipgrid were also hardly found. It was researched separately during the process of teaching and learning in the EFL class. Therefore, the present research was mainly intended to fathom out the students' perceptions in transforming EFL speaking class by applying TPS-Flipgrid and the benefits of implementing TPS-Flipgrid in EFL speaking class.

METHOD

The present research which was mainly intended to figure out the students' perceptions and benefits on implementing TPS-Flipgrid made use of qualitative research with a case study design. Creswell (2009) states that qualitative research is used to explore and understand the individuals or groups assigned to the social or human problem. Besides, qualitative research studies attitudes, behavior, and experiences through such methods as interviews or focus groups (Dawson, 2002, p.14). It is mainly intended to figure out a thorough opinion from the participants. As it is attitudes, behavior, and experiences which are important, fewer people take part in the research.

The present study was carried out at English Language Education Study Program, Faculty of Teacher Training and Education University of Mahasaraswati Denpasar particularly the third-semester students. They were chosen as the samples of the present action case study because they were not really enthusiastic during the classroom teaching and learning process. These caused their speaking performances were not really good. In this class, there were 22 students altogether who were considered as the samples. The course that was taught during the present research was "Speaking for Formal Interactions" and the topic which was taught was "Storytelling."

To collect data in the present case study, three kinds of instruments were prepared. The research instruments were carefully constructed in order to establish the

validity and reliability of the research instruments because only valid and reliable instruments can be administered to collect valid and reliable data. The research instruments were observation, online open-ended questionnaire, and semi-structured interview. The data that were resulted by the research instruments were considered as the primary data in the present action case study.

In the process of collecting the data, the researcher, first of all, started the process of teaching and learning by implementing TPS-Flipgrid. It was carried out in three meetings. The first meeting was mainly intended to teach the learning material about Storytelling. The second meeting was used to perform their storytelling in front of the class. The third meeting was used to prepare their final projects to be posted on the Flipgrid. During the three times meeting, the researcher carefully observed the samples. After the teaching-learning processes were carried out, the samples were then asked to fill in the online open-ended questionnaire. The link of the open-ended questionnaire was sent to the sample mobile. Finally, based on the results of the observation and open-ended questionnaire, twelve samples were interviewed through a one-to-one semi-structured interview. This was an important part to get more comprehensive data on the implementation of TPS-Flipgrid in transforming the EFL speaking class.

The required data that were collected in this action case study were then analyzed to figure out the answer to the research problems. The collected data were transcribed, classified, interpreted and concluded as the findings of the present case study. In order to yield worth findings of the study, the qualitative data were analyzed using triangulation in which the data that were resulted from the observation, open-ended questionnaire and semi-structured interview were combined. The process of triangulating the collected data was important in order to analyze the data more comprehensively. Therefore, the findings could be categorized as valid and reliable findings.

RESULTS AND DISCUSSION

Result

The present qualitative research with case study design was mainly intended to figure out the students' perception and benefits of implementing TPS-Flipgrid in EFL speaking class. To collect the data of the present case study, the researcher prepared three research instruments. They were an observation, an open-ended questionnaire, and a semi-structured interview. These research instruments were carefully designed and administered so that they could collect the expected data for this study. After the administration of the research instruments, the researcher finally obtained the expected findings that were respectively discussed as follows.

First of all, the results of the observation were focused on two major areas: the application of TPS-Flipgrid both in-class learning and in the Flipgrid platform and the samples' responses. Based on the observation concerning the application of TPS-Flipgrid which has been well-planned in the lesson planning, the procedural steps were carried out as they were expected during the process of teaching 'Speaking for Formal Interactions' especially on the topic 'Storytelling'. In addition, the samples' responses to TPS-Flipgrid showed that they were enthusiastic. They enjoyed both the classroom teaching and Flipgrid discussion. In general, they responded to the teaching process well; besides, they undoubtedly enjoyed the EFL speaking class.

Secondly, the online administration of the open-ended questionnaire clearly revealed that the samples really liked the teaching process which applied TPS-Flipgrid. They taught that it was really innovative and new for them. They enjoyed the opportunities to respond to the topic and they were also creative in creating their responses on the video. They also stated that their speaking performance improved gradually. Besides, they felt that they were more confident speaking in front of the class. The use of TPS-Flipgrid also enabled them to develop their social skills especially 21st-century life skills. To sum up, they enjoyed almost every step of

the teaching and learning process as they stayed tune in during the elucidation of the learning material until the implementation of TPS-Flipgrid.

Finally, the results of the semi-structured interview clearly revealed some findings that were in line with the results of the observation and open-ended questionnaire. They mentioned that they really enjoyed learning speaking by using Flipgrid. They can be more expressive in delivering their speech in their video that they made as to the final project. They expected that Flipgrid could be used frequently to practice their speaking. They thought that the implementation of TPS-Flipgrid in the EFL speaking class was really innovative. Besides, they also mentioned that the lecturer should equalize classroom and online face-to-face interaction.

Discussion

The Students' Perceptions of Applying TPS-Flipgrid

The first research problem which was researched was focused on finding out the students' perceptions of implementing TPS-Flipgrid in innovating EFL speaking class. The implementation of this model was considered as an innovation because previously they were taught by applying traditional, monotonous teaching techniques that dominantly focused on classroom face-to-face interaction. On the other hand, the lecturer faced tech-savvy students who were in the middle of digital transformation so that the use of technology could make their learning more enjoyable. Based on the results, the students' perceptions can be elaborated as follows: innovation, flexibility, balancing interaction and active involvement.

First of all, the implementation of TPS-Flipgrid was considered an innovative model for the samples as contextually it was totally new for them. They never experienced the application of TPS which was combined with Flipgrid. The application of the model could create an EFL speaking class atmosphere which was interesting and always challenging for the students. Since Flipgrid is an online video discussion platform, they were really happy as if they were using their social media,

and at the same time, they can develop video content creation skills for the digital era (Stoszkowski, 2018). They can watch their friends' videos which were posted to respond to the topic that was posted by the lecturer in the grid.

The students also mentioned that they really tuned in with the application of TPS-Flipgrid. The use of Flipgrid as a virtual discussion platform enabled the students who were categorized as 21st-century students felt comfortable when they built online video interactions with their friends. The use of Flipgrid could make them more expressive in practicing their speaking. Besides, they belonged to Z generation who were tech-savvy so that the application of technology would make them interested in language learning (Bencsik et al., 2016). They really loved the application of TPS-Flipgrid because they could explore themselves not only in the classroom. They considered they had another social media that they could use for the sake of not only doing online social interaction with their friends in the class but also learning and improving speaking at the same time. Language learning through the integration of technological-based media or platform was always interesting.

The second perception of the students was in terms of flexibility. The students who became the samples of this research were mostly digitally literate with the existence of new technology. That is why, when the TPS-Flipgrid was introduced, they could easily identify the features and use the platform. They warmly welcomed this online video discussion platform because it offered high flexibility. Its flexibility was because the discussion was evenly distributed across cohorts (Stoszkowski, 2018) so that the students considered that TPS-Flipgrid accommodated the desire of 21st-century students to get involved in the virtual class which has the learning flexibility. They can learn everywhere and every time as long as they had access to the internet, they can join and post their responses on the topic assign by the lecturer. They can access the platform on their laptop or smartphone. Moreover, unlimited space and time of learning enable

them to be more persistent in learning.

The application of TPS-Flipgrid also provided a very wide private room for the students. They had a lot of chances to practice their speaking performance as they could socially and personally learn anywhere and anytime (Fahey et al., 2019). They can assess the online video discussion from their smartphone and start practicing their speaking ability. They could easily respond to the video that was posted or assigned by the lecturer, and they could also figure out the feedback for their responses. In other words, the students might develop themselves during the learning process independently. They can also explore themselves in order to improve their ability to speak. Continuous practice using the platform might also enhance their speaking performance and they could bring their effort to the maximum so that their learning objective can be attained.

Balancing interaction (i.e. classroom and online face-to-face interaction) was the third students' perception. Students thought that language learning should not be managed by eliminating the role of face-to-face interaction. They expected that the use of TPS-Flipgrid or particularly Flipgrid still accommodates the existence of classroom face-to-face interaction because it was important to emotionally learn how to deal with other people directly. For language learning, they emphasized that classroom interaction was still needed to practice their spontaneous response when they were talking about a certain topic. This might not happen when they only focused on online interaction.

The students confirmed that both classroom and online face-to-face interaction should be well managed because, in online face-to-face interaction, they could deepen their speaking performance as their learning was not limited by time and space. In online discussion also they might have time to think and to make concepts of the video responses that would be uploaded. Both classroom and online interaction should be well considered on the implementation of TPS-Flipgrid as they complete each other to achieve the learning objectives. This was in line with Holbeck & Hartman, (2018) who mentioned that the

application of Flipgrid provided both lecturer and students opportunities to virtually and personally connect.

Finally, the students' perception was mainly on their active involvement in the EFL speaking class. They confirmed that the application of TPS-Flipgrid could increase their involvement in the classroom activities. They got involved very often during the online discussion which made them practice their speaking frequently. They actively followed both in-class learning and online learning even though the frequency of their involvement was still much higher than in online learning. This might happen because Flipgrid was totally new to all of the samples and as 21st-century students, they were very curious to make acquainted with the platform. Hence, they could use it for their purpose.

The samples clearly mentioned that they can access the Flipgrid more than twice a day and the frequency increased in line with the topic that was assigned by the lecturer on the grid. The application of TPS-Flipgrid could increase students' persistence (Basko & McCabe, 2018). In addition, the students' engagement can be well maintained through the integration of ICT in both in-class and outside-class of teaching and learning (Melwani, Tay, & Lim, 2018).

The Benefits of Implementing TPS-Flipgrid

Figuring out the benefits of implementing TPS-Flipgrid in innovating the EFL speaking class was the second research problem that was researched in this study. The main purpose of innovating a teaching model to be implemented in the teaching and learning process was to yield fruitful impacts or benefits. The present action case study was expected to find out the benefits of applying TPS-Flipgrid in the EFL speaking class. Based on the results, the benefits of conducting TPS-Flipgrid in transforming EFL speaking class can be seen from two viewpoints: speaking improvement and social skills development. They can be elaborated as follows.

First of all, the benefits that were experienced by the samples after the implementation of TPS-Flipgrid were in

terms of progressing improvement of their speaking ability. The students' speaking performances improved significantly, particularly on their fluency and comprehension. The students' fluency was getting improved which can be clearly seen from their live performance in the classroom. They could cope with the problem of speaking previously especially in fluency. Their active involvement in responding to the topic in Flipgrid enabled them to frequently practice in speaking. Furthermore, their comprehension was also enhanced as they were required to understand the topic that was posted before they responded to it.

The improvement of students' English-speaking ability might happen because they had a lot of opportunities to practice their speaking performance both in-class learning and online learning through Flipgrid. The use of Flipgrid enabled students to practice by themselves at home, and they can practice it again and again until they thought that it was appropriate to be published. These frequent performances also made students more confident when they spoke English. The use of technology or apps provided students frequent practices (Mabuan, 2018) and better learning experiences (Fatimah et al., 2019) that made students speak confidently. They also mentioned that involving with all of their friends in Flipgrid so many times made them familiar with their friends so that the feelings of nervousness can be tackled down when they performed in front of their friends.

The implementation of TPS-Flipgrid did not only improve the students' speaking performance but also their 21st-century life skills. One of the social skills that was really dominant as the result of the application of the teaching model was the sense of collaboration among students. The use of TPS could put students into a language learning atmosphere that was enjoyable (Budiarta & Krismayani, 2014) and Flipgrid enabled them to share with the other students (Basko & McCabe, 2018). In TPS, the lecturer emphasized that students should be responsible for their pair so that they were needed to kindly help each other to obtain the purpose. Their classroom practice with Flipgrid also required them to be able to

collaborate with their pairs.

Furthermore, creativity and critical thinking were the other 21st-century life skills that significantly developed after the implementation of TPS-Flipgrid. To create a good video, the students were required to be creative so the content that they would deliver would be interesting for the other students to respond. Some students also considered that they have employed their critical thinking both during in-class learning and online video discussion. The results showed that the integration of ICT in the classroom could enhance the 21st-century learning skills (Pheeraphan, 2013).

CONCLUSION

The implementation of TPS-Flipgrid in the present qualitative research with case study design for the sake of innovating the EFL speaking class has brought the language learning to a certain level. The third-semester students who were chosen as the samples thought that TPS-Flipgrid was an innovative technological-based teaching model that would be well applied for 21st-century students. They also considered that the EFL speaking class through the application of the teaching model was flexible in terms of when and where it can be done. Furthermore, the active involvement of the students during the process of teaching and learning enables them. They also gave emphasis on equalizing classroom face-to-face interaction and online video discussion through TPS-Flipgrid.

In addition, the teaching model has successfully improved the students' speaking performances. Their speaking ability especially the elements of fluency and comprehension improved significantly. They were much better in the English-speaking class. Moreover, the students' 21st-century life skills were also well-developed such as collaboration, creativity, and critical thinking. Considering the significant results of applying TPS-Flipgrid in this action case study, the implementation of this teaching model should be continuously carried out and improved.

ACKNOWLEDGMENT

In this wonderful opportunity, the researcher

would like to express his sincere gratitude Made Hery Santosa, S.Pd., M.Pd., Ph.D. who has already guided him in writing this article. Furthermore, the researcher also thanks his family for their outstanding supports.

REFERENCES

- Arends, R. I. (2007). *Learning to Teach* (7th ed.). New York: McGraw-Hill Companies, Inc.
- Arends, R. I. (2012). *Learning to Teach* (9th ed.). New York: McGraw-Hill Companies, Inc.
- Argawati, N. O., & Suryani, L. (2017). Teaching Writing Using Think-Pair-Share Viewed from Students' Level of Risk-Taking. *English Review: Journal of English Education*, 6(1), 109–116. <https://doi.org/10.25134/erjee.v6i1.776>. Received
- Basko, L., & McCabe, C. (2018). Keeping Your Sanity While Keeping Your Students: How Teacher Engagement Can Increase Student Persistence When Teaching Students During Their First College Course. *Journal of Instructional Research*, 7, 119–123.
- Bencsik, A., Horváth-Csikós, G., & Juhász, T. (2016). Y and Z Generations at Workplaces. *Journal of Competitiveness*, 8(3), 90–106. <https://doi.org/10.7441/joc.2016.03.06>
- Bialik, M., & Fadel, C. (2015). *Skills for the 21st century: What should students learn?* Boston: Center for Curriculum Redesign.
- Budiarta, I. K. (2015). The Efficacy of Think-Pair-Share with Peer Assessment in Improving Writing Skill and Developing Character of the Teacher Candidates. *Jurnal Bakti Saraswati*, 4(2), 191–203.
- Budiarta, I. K., & Krismayani, N. W. (2014). Improving Speaking Skill and Developing Character of the Students through Collaboration of Think Pair Share and the Concept of Tri Kaya Parisudha. *Jurnal Santiaji Pendidikan*, 4(2), 73–80.
- Creswell, J. W. (2009). *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches* (3rd ed.). California: Sage Publications Inc.

- Dawson, C. (2002). *Practical Research Methods: A User-Friendly Guide to Mastering Research*. Oxford: How to Books Ltd.
- Fahey, S., Moura, K., & Saarinen, J. (2019). *The Educator's Guide to Flipgrid*. Retrieved from https://static.flipgrid.com/docs/Flipgrid_eBook_2nd_edition.pdf
- Fatimah, A. S., Santiana, & Saputra, Y. (2019). Digital Comic: An Innovation of Using Toondoo as Media Technology for Teaching English Short Story. *English Review: Journal of English Education*, 7(2), 101–108. <https://doi.org/10.25134/erjee.v7i2.1526>. Received
- Flipgrid. (2020). Getting Started with Flipgrid. Retrieved January 6, 2020, from <http://blog.flipgrid.com/gettingstarted>
- Holbeck, R., & Hartman, J. (2018). Efficient Strategies for Maximizing Online Student Satisfaction: Applying Technologies to Increase Cognitive Presence, Social Presence, and Teaching Presence. *Journal of Educators Online*, 15(3). Retrieved from <https://files.eric.ed.gov/fulltext/EJ1199226.pdf>
- Koehler, M. J., Mishra, P., Kereluik, K., Shin, T. S., & Graham, C. R. (2014). The Technological Pedagogical Content Knowledge Framework. In *Handbook of Research on Educational Communications and Technology: Fourth Edition* (pp. 1–2). <https://doi.org/10.1007/978-1-4614-3185-5>
- Mabuan, R. A. (2017). Developing ESL/EFL Learners' Public Speaking Skills Through Pecha Kucha Presentations. *English Review: Journal of English Education*, 6(1), 1–10. <https://doi.org/10.25134/erjee.v6i1.765>. Received
- Mabuan, R. A. (2018). Using Blogs in Teaching Tertiary ESL Writing. *English Review: Journal of English Education*, 6(2), 1–10. <https://doi.org/10.25134/erjee.v6i2.1238>. Received
- Melwani, M., Tay, L. Y., & Lim, C. P. (2018). Digital Storytelling as a Pedagogy to Develop Literacy and Twenty-first Century Competencies in a Singapore Primary School: Teachers as Designers. *Mobile Technologies in Children's Language and Literacy*, 67–81. Retrieved from <https://doi.org/10.1108/978-1-78714-879-620181005D>
- Mishra, P., & Koehler, M. J. (2006). Technological Pedagogical Content Knowledge: A Framework for Teacher Knowledge. *Teachers College Record*, 108(6), 1017–1054. Retrieved from http://one2oneheights.pbworks.com/f/MI_SHRA_PUNYA.pdf
- Motteram, G. (Ed.). (2013). *Innovations in learning technologies for English language teaching*. London: British Council.
- Pheeraphan, N. (2013). Enhancement of the 21st Century Skills for Thai Higher Education by Integration of ICT in Classroom. *Procedia - Social and Behavioral Sciences*, 103, 365–373. <https://doi.org/10.1016/j.sbspro.2013.10.346>
- Pickering, G., & Gunashekar, P. (Eds.). (2014). *Innovation in English Language Teacher Education*. New Delhi: British Council.
- Richards, J. C., & Rodgers, T. S. (2001). *Approaches and Methods in Language Teaching* (2nd ed.). Cambridge: Cambridge University Press.
- Schmidt, D. A., Baran, E., Thompson, A. D., Mishra, P., Koehler, M. J., & Shin, T. S. (2009). Technological Pedagogical Content Knowledge (TPACK): The Development and Validation of an Assessment Instrument for Preservice Teachers. *Journal of Research on Technology in Education*, 42(2), 123–149. Retrieved from http://one2oneheights.pbworks.com/f/MI_SHRA_PUNYA.pdf
- Stoszkowski, J. (2018). *Using Flipgrid to develop social learning Using Flipgrid to develop social learning*. (December). <https://doi.org/10.21100/compass.v11i2.7>

- Sutrisno, B., Rasyid, Y., & Rahmat, A. (2018). The Effect of Cooperative Language Learning and Personality Types Towards Essay Writing. *English Review: Journal of English Education*, 6(2), 95–104. <https://doi.org/10.25134/erjee.v6i2.1259>. Received
- Syafii, M. L. (2019). Improving Students' Speaking Skill by Using Multimedia Presentation Strategy. *English Review: Journal of English Education*, 7(2), 125–132. <https://doi.org/10.25134/erjee.v7i2.1690>. Received

research article

by I Komang Budiarta 3

Submission date: 04-Mar-2020 10:30AM (UTC+0700)

Submission ID: 1268878110

File name: Revised_by_Pak_Hery_I_Komang_Budiarta_Research_Article_1.docx (55.71K)

Word count: 5014

Character count: 29675

TPS-FLIPGRID: TRANSFORMING EFL SPEAKING CLASS IN THE 21ST CENTURY

23

I Komang Budiarta

English Language Education Study Program, Faculty of Teacher Training and Education,
University of Mahasaraswati Denpasar, Bali, Indonesia
mrbudi@unmas.ac.id

26

Made Hery Santosa

Master of English Language Education, Postgraduate Program,
Ganesha University of Education, Bali, Indonesia
mhsantosa@undiksha.ac.id

APA Citation: Budiarta, I K. (2020). TPS-Flipgrid: Transforming EFL Speaking Class in the 21st Century. *English Review: Journal of English Education*, 8(2), 1-10. doi: 10.25134/erjee.v6i2.1238.

Received: 14-02-2020

Accepted: 23-04-2020

Published: 01-06-2020

Abstract: Innovative teaching model in the 21st century is of necessity because in this digital transformation era, lecturers deal with tech-savvy students. These students should be taught differently; it can be done by integrating teaching technique with newly-updated and technological-based media or platform. In English Education Study Program, the lecturer still made use of conventional technique and it was monotonous and uninteresting. The present qualitative research with case study design was mainly intended to fathom out the students' perceptions and the benefits of implementing TPS-Flipgrid in EFL speaking class. The implementation of TPS-Flipgrid in the present qualitative research with case study design for the sake innovating EFL speaking class has brought the language learning into certain level. The research clearly figured out that the perception of the third semester students was positive. They thought that TPS-Flipgrid was an innovative and flexible teaching model; besides, this model could invite active involvement and equalize classroom and online face-to-face interaction. The teaching model has successfully improved the students' speaking performances and their 21st century life skills such as collaboration, creativity, and critical thinking. Considering the significant results of applying TPS-Flipgrid, the implementation of this teaching model should be continuously carried out and improved.

Keywords: TPS-Flipgrid; EFL Speaking Class; and 21st Century

INTRODUCTION

To create an innovative language teaching and learning, innovation is of necessity. It is a must if lecturers would like to improve the quality of their graduates that meet the external stakeholder needs. It should be carefully done; moreover, careful analysis and process should be carried out so that the results might give positive impacts. The advancement of technology and the skills required to face the future involving the ability to communicate, collaborate and think critically should be completely taken into consideration in designing pedagogical framework in this digital transformation era, industry 4.0. In addition, integrating English language learning and technology nowadays are inseparable aspects to transform the teaching-learning process.

Dealing with students in this digital transformation of industry, industry 4.0 and students who are categorized as Z Generation (Bencsik, Horváth-Csikós, & Juhász, 2016), teachers are required to become tech-savvy who could grasp children's interest in digital literacy (Motteram, 2013). Moreover, digital literacy is vital characteristics to be developed as a part of 21st-century learning skills: creativity, critical thinking, communication, and collaboration (Bialik & Fadel, 2015). Thus, technology integration in the pedagogical framework is imperative in the teaching-learning process, especially in English language learning.

Tech-savvy teachers in the present digital disruption are completely needed in order to meet tech-savvy students' profiles (i.e. students of industry 4.0, Z Generation and 21st

century). These students tend to be digitally literate that enable them to acquainted with the uses of technology. One of the technology integration frameworks which can be developed is Technological Pedagogical Content Knowledge (TPACK) Framework. TPACK framework consists of three main knowledge components used as the foundation (Mishra and Koehler in Koehler, Mishra, Kereluik, Shin, & Graham, 2014). They are technological, pedagogical and content knowledge. The framework refers to the knowledge required by teachers for integrating technology into the way they teach the content area.

Mishra and Koehler in Pickering & Gunasekar (2014) state that the TPACK framework needs to be integrated into any teacher training syllabus. Besides, for practicing teachers, continual professional development that includes work on digital literacies are needed. Teachers have an instinctive comprehension of the complex interplay between three basic components of knowledge: content, pedagogical and technology by teaching content using appropriate pedagogical methods and technologies (Mishra & Koehler, 2006; Schmidt et al., 2009). As tertiary students in Indonesia are digitally literate, English teachers need knowledge about the multifaceted interrelationship among technology, pedagogy, and content that enable them to develop appropriate and context-specific teaching strategies.

4 In general, the integration of technology in the process of teaching and learning still needs to be enhanced. In the University of Mahasarwati Denpasar especially English Language Education Study Program, innovative language learning is essential to deal with heterogeneous students. Lecturers still carried out teaching and learning which made use of traditional teaching techniques and lack of technology involvement. This created a learning atmosphere that was monotonous and boring for 21st-century students. They should be taught by applying a teaching technique or model which is technological-based, and how the lecturers could deliver the subject-matter through

newly updated technological-based instructional practices or models that work for tech-savvy students.

In this research, Think Pair Share which was combined with Flipgrid (henceforth TPS-Flipgrid) was applied as a teaching model that was used to transform EFL speaking class. Think pair share is a cooperative language learning which emphasizes providing the students an opportunity to think individually, do pair discussion and share it with the whole class sharing (Richards & Rodgers, 2001; Arends, 2007; and Arends, 2012). These stages allow the learners to learn English especially speaking in such a chronological procedure. As a result, their ideas can be structurally organized as well as possible which makes their speaking is well developed

In addition, Flipgrid is a free online video discussion platform from Microsoft that 17tps educators see and hear from every student in the class and foster a fun and supportive social learning environment (Flipgrid, 2020). In Flipgrid, lecturers post discussion stimuli and students reply with short videos. Flipgrid provides an opportunity for students to do online face-to-face interaction. This also facilitates students to do virtual classroom discussion that enables them to interact with the other virtual class members. The use of Flipgrid as an online video discussion platform could provide students with an opportunity to freely and confidently share their speaking performance. The implementation of TPS-Flipgrid is expected to be an innovative solution of integrating the technological-based teaching model in English as a foreign language class.

Flipgrid has some important features that support this video discussion platform; they are grids, topics, responses, and replies. First, a grid is a community of learners in which the lecturers can name the grid and create a custom Flip Code (or use the auto-generated one). Second, topics are discussion starters or prompts, and students respond to the topics. Third, topics are the students' videos that they record or upload from their device and add to the topic. 3 is how they share their voice. Finally, when activated, replies take the discussion one step further

h3 allowing users to add a response or "reply" to a response that was added to the topic (Fahey, Moura, & Saarinen, 2019).

In addition, Fahey et al. (2019) mention that using Flipgrid is not about recording videos; it is about learning. Learning that is social and personal can happen anywhere and anytime, and it is about making connections. Flipgrid also offers deep exploration and promotes that everyone is a teacher and everyone is a learner. The use of Flipgrid in the teaching and learning process can create an EFL learning atmosphere that makes students enjoy the class. To some extent, Flipgrid enables students who are not really confident in expressing their ideas in face-to-face interaction might perform really well in responding to the topic of Flipgrid discussion.

TPS has already been massively applied in EFL classes, and it was mainly intended to improve language performance. It was mentioned that TPS was effective to teach writing (Argawati & Suryani, 2017 and Budiarta, 2015); furthermore, it was much more effective than STAD in essay writing (Sutrisno, Rasyid, & Rahmat, 2018). In fostering speaking performance, TPS succeeded not only improving speaking performance but also developing characters (Budiarta & Krismayani, 2014). This signified that TPS was effective in improving developing both productive skills and students' characters. In this study, TPS was combined with Flipgrid to teach EFL speaking class.

Choosing innovative approaches to be applied in tertiary levels is a must in this globalized, technological-minded era. Thus, Flipgrid can be used to deal with 21st-century students who also tune in to the rapid development of technology. Many kinds of research have also been carried out by applying a technological-based teaching technique. Syafii (2019) mentioned that multimedia presentation could effectively improve speaking performance; besides, other technological-based media digital comic Toondoo (Fatimah, Santiana, & Saputra, 2019) and Pecha Kucha Presentations

(Mabuan, 2017) could promote students' speaking performance. These researches proved that the use of media which made use of technology could effectively improve students' language skills especially speaking.

In accordance with the use of Flipgrid in the teaching-learning process, there were some researches that have been carried to figure out the efficacy of Flipgrid. Basko & McCabe (2018) confirmed that the application of Flipgrid can maintain students' persistence rates during the teaching-learning process; moreover, the media can also create a cognitive, social and teaching presence (Holbeck & Hartman, 2018). They also added that the use of Flipgrid could accommodate online face-to-face interaction instead of traditional face-to-face classroom interaction. These researches clearly confirmed that Flipgrid can be possibly employed as a teaching platform that could uphold students' focus in the teaching and learning process; furthermore, it can create community inquiry.

The implementation of TPS-Flipgrid to transform the EFL speaking class in the 21st century is expected as an innovative teaching model. It is expected that the teaching model can innovate the EFL speaking class and improve the students' speaking performance. The combination of TPS which was combined with Flipgrid as an innovative video discussion platform was categorized as new in English as a foreign language class. It was very interesting to figure out the implementation of TPS-Flipgrid in EFL speaking class because the teaching model was rarely used in the teaching and learning process. The results of this research are expected to contribute to the efforts of innovating EFL speaking class so that the tech-savvy students might be well-accommodated, and they can learn joyfully during the implementation of the model.

In accordance with the elaborated research background, the application of TPS-Flipgrid to transform EFL speaking class in the teaching-learning process is a very thought-provoking topic as integrating technology in the teaching-learning process is always challenging to do. TPS-Flipgrid is expected to be an innovative solution to the problem that is faced by lecturers particularly

in integrating teaching techniques with technological-based platforms or media. In addition, the researches which were related to TPS-Flipgrid were also hardly found. It was searched separately during the process of teaching and learning in the EFL class. Therefore, the present research was mainly intended to fathom out the students' perceptions in transforming EFL speaking class by applying TPS-Flipgrid and the benefits of implementing TPS-Flipgrid in EFL speaking class.

METHOD

The present research which was mainly intended to figure out the students' perceptions and benefits on implementing TPS-Flipgrid made use of qualitative research with a case study design. Creswell (2009) states that qualitative research is a means for exploring and understanding the meaning individuals or groups ascribe to the social or human problem. Besides, qualitative research explores attitudes, behavior, and experiences through such methods as interviews or focus groups (Dawson, 2002, p.14). It attempts to get an in-depth opinion from participants. As it is attitudes, behavior, and experiences which are important, fewer people take part in the research.

The present study was carried out at English Language Education Study Program, Faculty of Teacher Training and Education University of Mahasaraswati Denpasar particularly the third-semester students. They were chosen as the samples of the present action case study because they were not really enthusiastic during the classroom teaching and learning process. These caused their speaking performances were not really good. In this class, there were 22 students altogether who were considered as the samples. The course that was taught during the present research was "Speaking for Formal Interactions" and the topic which was taught was "Storytelling."

To collect data in the present case study, there were three kinds of instruments that were prepared. The research instruments were carefully constructed in order to establish the validity and reliability of the

research instruments because only valid and reliable instruments can be administered to collect valid and reliable data. The research instruments were observation, online open-ended questionnaire, and semi-structured interview. The data that were resulted by the research instruments were considered as the primary data in the present action case study.

In the process of collecting the data, the researcher, first of all, started the process of teaching and learning by implementing TPS-Flipgrid. It was carried out in three meetings. The first meeting was mainly intended to teach the learning material about Storytelling. The second meeting was used to perform their storytelling in front of the class. The third meeting was used to prepare their final projects to be posted on the Flipgrid. During the three times meeting, the researcher carefully observed the samples. After the teaching-learning processes were carried out, samples were then asked to fill in the online open-ended questionnaire. The link of the open-ended questionnaire was sent to the sample mobile. Finally, based on the results of the observation and open-ended questionnaire, there were twelve samples who were interviewed through a one-to-one semi-structured interview. This was an important part to get more comprehensive data on the implementation of TPS-Flipgrid in transforming the EFL speaking class.

The required data that were collected in this action case study were then analyzed in order to figure out the answer to the research problems. The collected data were transcribed, classified, interpreted and concluded as the findings of the present case study. In order to yield worth findings of the study, the qualitative data were analyzed using triangulation in which the data that were resulted from the observation, open-ended questionnaire and semi-structured interview were combined. The process of triangulating the collected data was important in order to analyze the data more comprehensively. Therefore, the findings could be categorized as valid and reliable findings.

RESULTS AND DISCUSSION

Result

The present qualitative research with case study design was mainly intended to figure out the students' perception and benefits of implementing TPS-Flipgrid in EFL speaking class. To collect the data of the present case study, the researcher prepared three research instruments. They were observation, open-ended questionnaire, and semi-structured interview. These research instruments were carefully designed and administered so that they could collect the expected data for this study. After the administration of the research instruments, the researcher finally obtained the expected findings that were respectively discussed as follows.

First of all, the results of the observation were focused on two major areas: the application of TPS-Flipgrid both in-class learning and in the Flipgrid platform and the samples' responses on the teaching and learning process. Based on the observation concerning the application of TPS-Flipgrid which has been well-planned in the lesson planning, the procedural steps were carried out as they were expected during the process of teaching and learning of 'Speaking for Formal Interactions' especially on the topic 'Storytelling'. In addition, the samples' responses to TPS-Flipgrid showed that they were really enthusiastic. They really enjoyed both the classroom teaching and Flipgrid discussion. In general, they responded to the process of teaching and learning really well; besides, they undoubtedly enjoyed the EFL speaking class.

Secondly, the online administration of the open-ended questionnaire showed that the samples really liked the teaching process which applied TPS-Flipgrid. They taught that it was really innovative and new for them. They enjoyed the opportunities to respond to the topic and they were also creative in creating their responses on the video. They also stated that their speaking performance improved gradually. Besides, they felt that they were more confident speaking in front of the class. The process of teaching and learning also enabled them to develop their social skills especially 21st-century life skills. To sum up, they enjoyed almost every step of the teaching and learning process as they

stayed tune in during the explanation of the learning material until the implementation of TPS-Flipgrid.

Finally, the results of the semi-structured interview clearly revealed some findings that were in accordance with the results of the observation and open-ended questionnaire. They mentioned that they really enjoyed learning speaking by using Flipgrid. They can be more expressive in delivering their speech in their video that they made as to the final project. They expected that Flipgrid could be used frequently to practice their speaking. They thought that the implementation of TPS-Flipgrid in the EFL speaking class was really innovative. Besides, they also mentioned that the lecturer should equalize classroom and online face-to-face interaction.

Discussion

The Students' Perceptions of Applying TPS-Flipgrid

The first research problem which was researched was focused on finding out the students' perceptions of implementing TPS-Flipgrid in innovating EFL speaking class. The implementation of this model was considered as an innovation because previously they were taught by applying traditional, monotonous teaching techniques that dominantly focused on classroom face-to-face interaction. On the other hand, the lecturer faced tech-savvy students who were in the middle of digital transformation so that the use of technology could make their learning more enjoyable. Based on the results, the students' perceptions can be elaborated as follows: innovation, flexibility, balancing interaction and active involvement.

First of all, the implementation of TPS-Flipgrid was considered an innovative model for the samples as contextually it was totally new for them. They never experienced the application of TPS which was combined with Flipgrid. The application of the model could create an EFL speaking class atmosphere which was interesting and always challenging for the students. Since Flipgrid is an online video discussion platform, they were really happy as if they were using their social media, and at the same time, they can develop video

content creation skills for the digital era (Stoszowski, 2018). They can watch their friends' videos which were posted to respond to the topic that was posted by the lecturer in the grid.

The students also mentioned that they really tuned in with the application of TPS-Flipgrid. They were categorized as 21st-century students who felt comfortable with the use of Flipgrid because they could become more expressive in practicing their speaking; besides, they belonged to Z generation who were tech-savvy so that the use of technology would make them interested in language learning (Bencsik et al., 2016). They really loved the application of TPS-Flipgrid because they could explore themselves not only in the classroom. They considered they had another social media that they could use for the sake of not only doing online social interaction with their friends in the class but also learning and improving speaking at the same time. Language learning through the integration of technological-based media or platform was always interesting.

The second perception of the students was in terms of flexibility. The students who became the samples of this research were mostly digitally literate with the existence of new technology. That is why, when the TPS-Flipgrid was introduced, they could easily identify the features and use the platform. They warmly welcome this online video discussion platform because it offered high flexibility. They can learn everywhere and every time as long as they had access to the internet, they can join and post their responses on the topic assign by the lecturer. They can access the platform on their laptop or smartphone. Moreover, unlimited space and time of learning enable them to be more persistent in learning.

The application of TPS-Flipgrid also provided a very wide private room for the students. They had a lot of chances to practice their speaking performance as they could socially and personally learn anywhere and anytime (Fahey et al., 2019). They can assess the online video discussion from their smartphone and start practicing their speaking ability. They could easily respond to the video

that was posted or assigned by the lecturer, and they could also figure out the feedback for their responses. In other words, the students might develop themselves during the teaching and learning process independently. They can also explore themselves in order to improve their ability to speak. Continuous practice using the platform might also enhance their speaking performance and they could bring their effort to the maximum so that their learning objective can be attained.

Balancing interaction (i.e. classroom and online face-to-face interaction) was the third students' perception. Students thought that language learning should not be managed by eliminating the role of face-to-face interaction. They expected that the use of TPS-Flipgrid or particularly Flipgrid still accommodates the existence of classroom face-to-face interaction because it was important to emotionally learn how to deal with other people directly. For language learning, they emphasized that classroom interaction was still needed to practice their spontaneous response when they were talking about a certain topic. This might not happen when they only focused on online interaction.

The students confirmed that both classroom and online face-to-face interaction should be well managed because, in online face-to-face interaction, they could deepen their speaking performance as their learning was not limited by time and space. In online discussion also they might have time to think and to make concepts of the video responses that would be uploaded. Both classroom and online interaction should be well considered on the implementation of TPS-Flipgrid as they complete each other to achieve the learning objectives. This was in line with Holbeck & Hartman, (2018) who mentioned that the application of Flipgrid provided both lecturer and students opportunities to virtually and personally connect.

Finally, the students' perception was mainly on their active involvement in the EFL speaking class. They confirmed that the application of TPS-Flipgrid could increase their involvement during the teaching and learning process in the classroom. They actively followed both in-class learning and

online learning even though the frequency of their involvement was still much higher than in online learning. This might happen because Flipgrid was totally new to all of the samples and as 21st-century students, they were very curious to make acquainted with the platform. Hence, they could use it for their purpose.

The samples clearly mentioned that they can access the Flipgrid more than twice a day and the frequency increased in line with the topic that was assigned by the lecturer on the grid. The application of TPS-Flipgrid could increase students' persistence (Basko & McCabe, 2018). In addition, the students' engagement can be well maintained through the integration of ICT in both in-class and outside-class of teaching and learning (Melwani, Tay, & Lim, 2018).

The Benefits of Implementing TPS-Flipgrid

Figuring out the benefits of implementing TPS-Flipgrid in innovating the EFL speaking class was the second research problem that was researched in this study. The main purpose of innovating a teaching model to be implemented in the teaching and learning process was to yield fruitful impacts or benefits. The present action case study was expected to find out the benefits of applying TPS-Flipgrid in the EFL speaking class. Based on the results, the benefits of conducting TPS-Flipgrid in transforming EFL speaking class can be seen from two viewpoints: speaking improvement and social skills development. They can be elaborated as follows.

First of all, the benefits that were experienced by the samples after the implementation of TPS-Flipgrid were in terms of progressing improvement of their speaking ability. The students' speaking performances improved significantly, particularly on their fluency and comprehension. The students' fluency was getting improved which can be clearly seen from their live performance in the classroom. They could cope with the problem of speaking previously especially in fluency. Their active involvement in responding to the topic in Flipgrid enabled them to frequently practice in speaking. Furthermore, their

comprehension was also enhanced as they were required to understand the topic that was posted before they responded to it.

The improvement of students' English-speaking ability might happen because they had a lot of opportunities to practice their speaking performance both in-class learning and online learning through Flipgrid. The use of Flipgrid enabled students to practice by themselves at home, and they can practice it again and again until they thought that it was appropriate to be published. These frequent performances also made students more confident when they spoke English. The use of technology or apps provided students frequent practices (Mabuan, 2018) and better learning experiences (Fatimah et al., 2019) that made students speak confidently. They also mentioned that involving with all of their friends in Flipgrid so many times made them familiar with their friends so that the feelings of nervousness can be tackled down when they performed in front of their friends.

The implementation of TPS-Flipgrid did not only improve the students' speaking performance but also their 21st-century life skills. One of the social skills that was really dominant as the result of the application of the teaching model was the sense of collaboration among students. The use of TPS could put students into a language learning atmosphere that was enjoyable (Budiarta & Krismayani, 2014) and Flipgrid enabled them to share with the other students (Basko & McCabe, 2018). In TPS, the lecturer emphasized that students should be responsible for their pair so that they were needed to kindly help each other to obtain the purpose. Their classroom practice with Flipgrid also required them to be able to collaborate with their pairs.

Furthermore, creativity and critical thinking were the other 21st-century life skills that significantly developed after the implementation of TPS-Flipgrid. To create a good video, the students were required to be creative so the content that they would deliver would be interesting for the other students to respond. Some students also considered that they have employed their critical thinking both during in-class learning and online video discussion. The results showed that the

integration of ICT in the classroom could enhance the 21st-century learning skills (Pheeraphan, 2013).

CONCLUSION

The implementation of TPS-Flipgrid in the present qualitative research with case study design for the sake of innovating the EFL speaking class has brought the language learning to a certain level. The third-semester students who were chosen as the samples thought that TPS-Flipgrid was an innovative technological-based teaching model that would be well applied for 21st-century students. They also considered that the EFL speaking class through the application of the teaching model was flexible in terms of when and where it can be done. Furthermore, the active involvement of the students during the process of teaching and learning enables them. The 37th gave emphasis on equalizing classroom face-to-face interaction and online video discussion through TPS-Flipgrid.

In addition, the teaching model has successfully improved the students' speaking performances. Their speaking ability especially the elements of fluency and comprehension improved significantly. They were much better in the English-speaking class. Moreover, the students' 21st-century life skills were also well-developed such as collaboration, creativity, and critical thinking. Considering the significant results of applying TPS-Flipgrid in this action case study, the implementation of this teaching model should be continuously carried out and improved.

ACKNOWLEDGMENT

36th his wonderful opportunity, the researcher 28th would like to express his sincere gratitude Made Hery Santosa, S.Pd., M.Pd., Ph.D. who has already guided him in writing this article. Furthermore, the researcher also thanks his family for outstanding support.

REFERENCES

- Arends, R. I. (2007). *Learning to Teach* (7th ed.). New York: McGraw-Hill Companies, Inc.
- Arends, R. I. (2012). *Learning to Teach* (9th ed.). New York: McGraw-Hill

9 Companies, Inc.

Argawati, N. O., & Suryani, L. (2017). Teaching Writing Using Think-Pair-Share Viewed from Students' Level of Risk-Taking. *English Review: Journal of English Education*, 6(1), 109–116. <https://doi.org/10.25134/erjee.v6i1.776>

24 Baskin, L., & McCabe, C. (2018). Keeping Your Sanity While Keeping Your Students: How Teacher Engagement Can Increase Student Persistence When Teaching Students During Their First College Course. *Journal of Instructional Research*, 7, 119–123.

22 Bencsik, A., Horváth-Csikós, G., & Juhász, T. (2016). Y and Z Generations at Workplaces. *Journal of Competitiveness*, 29, 90–106. <https://doi.org/10.7441/joc.2016.03.06>

20 Bial, A., & Fadel, C. (2015). *Skills for the 21st century: What should students learn?* Boston: Center for Curriculum Redesign.

Budiarta, I. K. (2015). The Efficacy of Think-Pair-Share with Peer Assessment in Improving Writing Skill and Developing Character of the Teacher Candidates. *Jurnal Bakti Saraswati*, 4(2), 191–203.

2 Budiarta, I. K., & Krismayani, N. W. (2014). Improving Speaking Skill and Developing Character of the Students through Collaboration of Think Pair Share and the Concept of Tri Kaya Parisudha. *Jurnal Santiaji Pendidikan*, 4(2), 73–80.

19 Creswell, J. W. (2009). *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches* (3rd ed.). California: Sage Publications Inc.

Dawson, C. (2002). *Practical Research Methods: A User-Friendly Guide to Mastering Research*. Oxford: How to Books Ltd.

12 Fahey, S., Moura, K., & Saarinen, J. (2019). *The Educator's Guide to Flipgrid*. Retrieved from https://static.flipgrid.com/docs/Flipgrid_eBook_2nd_edition.pdf

Fatimah, A. S., Santiana, & Saputra, Y. (2019). Digital Comic: An Innovation of Using Toondoo as Media Technology for

- Teaching English Short Story. *English Review: Journal of English Education*, 7(2), 101–108. <https://doi.org/10.25134/erjee.v7i2.1526>. Received
- Flipgrid. (2020). Getting Started with Flipgrid. Retrieved January 6, 2020, from <http://blog.flipgrid.com/gettingstarted>
- Holbeck, R., & Hartman, J. (2018). Efficient Strategies for Maximizing Online Student Satisfaction: Applying Technologies to Increase Cognitive Presence, Social Presence, and Teaching Presence. *Journal of Educators Online*, 13(3). Retrieved from <https://files.eric.ed.gov/fulltext/EJ1199226.pdf>
- Koehler, M. J., Mishra, P., Kereluik, K., Shin, T. S., & Graham, C. R. (2014). The Technological Pedagogical Content Knowledge Framework. In *Handbook of Research on Educational Communications and Technology: Fourth Edition* (pp. 1–2). <https://doi.org/10.1007/978-1-4614-3185-5>
- Mabuan, R. A. (2017). Developing ESL/EFL Learners' Public Speaking Skills Through Pecha Kucha Presentations. *English Review: Journal of English Education*, 6(1), 1–10. <https://doi.org/10.25134/erjee.v6i1.765>. Received
- Mabuan, R. A. (2018). Using Blogs in Teaching Tertiary ESL Writing. *English Review: Journal of English Education*, 7(2), 1–10. <https://doi.org/10.25134/erjee.v6i2.1238>. Received
- Melwani, M., Tay, L. Y., & Lim, C. P. (2018). Digital Storytelling as a Pedagogy to Develop Literacy and Twenty-first Century Competencies in a Singapore Primary School: Teachers as Designers. *Mobile Technologies in Children's Language and Literacy*, 67–80. Retrieved from <https://doi.org/10.1108/978-1-78714-879-620181005D>
- Mishra, P., & Koehler, M. J. (2006). Technological Pedagogical Content Knowledge: A Framework for Teacher Knowledge. *Teachers College Record*, 108(6), 1017–1054. Retrieved from http://onezoneheights.pbworks.com/f/MI_SHRA_PUNYA.pdf
- Motteram, G. (Ed.). (2013). *Innovations in learning technologies for English language teaching*. London: British Council.
- Pheeraphan, N. (2013). Enhancement of the 21st Century Skills for Thai Higher Education by Integration of ICT in Classroom. *Procedia - Social and Behavioral Sciences*, 103, 365–373. <https://doi.org/10.1016/j.sbspro.2013.10.346>
- Pickering, G., & Gunashekar, P. (Eds.). (2014). *Innovation in English Language Teacher Education*. New Delhi: British Council.
- Richards, J. C., & Rodgers, T. S. (2001). *Approaches and Methods in Language Teaching* (2nd ed.). Cambridge: Cambridge University Press.
- Schmidt, D. A., Baran, E., Thompson, A. D., Mishra, P., Koehler, M. J., & Shin, T. S. (2009). Technological Pedagogical Content Knowledge (TPACK): The Development and Validation of an Assessment Instrument for Preservice Teachers. *Journal of Research on Technology in Education*, 42(2), 123–149. Retrieved from http://onezoneheights.pbworks.com/f/MI_SHRA_PUNYA.pdf
- Stoszkowski, J. (2018). *Using Flipgrid to develop social learning Using Flipgrid to develop social learning*. (December). <https://doi.org/10.21100/compass.v1i12.786>
- Sutrisno, B., Rasyid, Y., & Rahmat, A. (2018). The Effect of Cooperative Language Learning and Personality Types Towards Essay Writing. *English Review: Journal of English Education*, 6(2), 95–104. <https://doi.org/10.25134/erjee.v6i2.1259>. Received
- Syafii, M. L. (2019). Improving Students' Speaking Skill by Using Multimedia Presentation Strategy. *English Review: Journal of English Education*, 7(2), 101–108. <https://doi.org/10.25134/erjee.v7i2.1526>. Received

Journal of English Education, 7(2), 125–
132.
<https://doi.org/10.25134/erjee.v7i2.1690>.
Received

research article

ORIGINALITY REPORT

10%

SIMILARITY INDEX

4%

INTERNET SOURCES

5%

PUBLICATIONS

8%

STUDENT PAPERS

PRIMARY SOURCES

- | | | |
|--|--|---|
| <div style="background-color: red; color: white; width: 40px; height: 40px; display: flex; align-items: center; justify-content: center; margin: 5px;">1</div> | <p style="color: red;">Maria B. Cequeña. "Correlations of self-perception in reading and in writing, reading and writing performance in web-mediated and conventional writing instruction", Education and Information Technologies, 2019</p> <p style="color: gray; font-size: 0.8em;">Publication</p> | <p style="color: red; font-size: 1.5em;">1%</p> |
| <hr/> | | |
| <div style="background-color: magenta; color: white; width: 40px; height: 40px; display: flex; align-items: center; justify-content: center; margin: 5px;">2</div> | <p style="color: magenta;">Dewa Gede Hendra Divayana. "Development of ANEKA-Weighted Product Evaluation Model Based on Tri Kaya Parisudha in Computer Learning on Vocational School", Cogent Engineering, 2018</p> <p style="color: gray; font-size: 0.8em;">Publication</p> | <p style="color: magenta; font-size: 1.5em;"><1%</p> |
| <hr/> | | |
| <div style="background-color: purple; color: white; width: 40px; height: 40px; display: flex; align-items: center; justify-content: center; margin: 5px;">3</div> | <p style="color: purple;">Submitted to Trident University International</p> <p style="color: gray; font-size: 0.8em;">Student Paper</p> | <p style="color: purple; font-size: 1.5em;"><1%</p> |
| <hr/> | | |
| <div style="background-color: teal; color: white; width: 40px; height: 40px; display: flex; align-items: center; justify-content: center; margin: 5px;">4</div> | <p style="color: teal;">Submitted to Syiah Kuala University</p> <p style="color: gray; font-size: 0.8em;">Student Paper</p> | <p style="color: teal; font-size: 1.5em;"><1%</p> |
| <hr/> | | |
| <div style="background-color: green; color: white; width: 40px; height: 40px; display: flex; align-items: center; justify-content: center; margin: 5px;">5</div> | <p style="color: green;">"Educational Technology to Improve Quality and Access on a Global Scale", Springer Science and Business Media LLC, 2018</p> <p style="color: gray; font-size: 0.8em;">Publication</p> | <p style="color: green; font-size: 1.5em;"><1%</p> |
-

6	Submitted to Universitas Pendidikan Indonesia Student Paper	<1 %
7	www.tandfonline.com Internet Source	<1 %
8	Submitted to Open University Malaysia Student Paper	<1 %
9	Submitted to Universitas Negeri Semarang Student Paper	<1 %
10	Submitted to HotChalk Inc Student Paper	<1 %
11	Submitted to Northcentral Student Paper	<1 %
12	Submitted to Higher Ed Holdings Student Paper	<1 %
13	pdfs.semanticscholar.org Internet Source	<1 %
14	oro.open.ac.uk Internet Source	<1 %
15	REGINA HAMPEL. "Rethinking task design for the digital age: A framework for language teaching and learning in a synchronous online environment", ReCALL, 2006 Publication	<1 %

Submitted to Adtalem Global Education

16

Student Paper

<1 %

17

Submitted to Iowa Community College Online Consortium

Student Paper

<1 %

18

Submitted to Victoria University

Student Paper

<1 %

19

thesislink.aut.ac.nz

Internet Source

<1 %

20

Emin Aydin. "Uncovering Preservice Mathematics Teachers' Views on Innovation with Invention Stories from the History of Science", International Education Studies, 2018

Publication

<1 %

21

Submitted to Montclair State University

Student Paper

<1 %

22

Submitted to Georgetown University

Student Paper

<1 %

23

maisinglesepartydulu.blogspot.com

Internet Source

<1 %

24

Submitted to Aspen University

Student Paper

<1 %

25

digilib.unila.ac.id

Internet Source

<1 %

26	Ni Made Mestriani, I Ketut Seken, I Nyoman Adi Jaya Putra. "Communication strategies of English native speaker teacher in the teaching and learning process in a kindergarten", SHS Web of Conferences, 2018 Publication	<1 %
27	www.sciedu.ca Internet Source	<1 %
28	journals.itb.ac.id Internet Source	<1 %
29	www.scielo.org.za Internet Source	<1 %
30	www.emerald.com Internet Source	<1 %
31	Mary Gutman. "Facilitating pre-service teachers to develop Regulation of Cognition with Learning Management System", Educational Media International, 2017 Publication	<1 %
32	journal.uad.ac.id Internet Source	<1 %
33	Rahayu Pratiwi, Rahma Putri Aulia, Lilis Suryani. "AN ERROR ANALYSIS ON USING PERSONAL PRONOUNS IN WRITING DESCRIPTIVE TEXT", PROJECT (Professional	<1 %

34

repository.up.ac.za

Internet Source

<1 %

35

"Technological Pedagogical Content Knowledge", Springer Science and Business Media LLC, 2015

Publication

<1 %

36

Submitted to University of Wollongong

Student Paper

<1 %

37

Seng-Chee Tan, Aik-Ling Tan. "Conversational analysis as an analytical tool for face-to-face and online conversations", Educational Media International, 2006

Publication

<1 %

Exclude quotes Off

Exclude matches Off

Exclude bibliography Off

LAMPIRAN 2
BUKTI EMAIL
HASIL PEER REVIEW ARTIKEL
(31 JULI 2024)



Mr. Budi <mrbudi@unmas.ac.id>

ERJEE Submission

Fahrus Zaman Fadhly <fahruszf@gmail.com>
To: "Mr. Budi" <mrbudi@unmas.ac.id>

Fri, Jul 31, 2020 at 9:12 PM

Dear Pak Komang,

Thank you very much of sending a paper to our scholarly journal. Your paper is accepted to be published in ERJEE 9(1), 2020. However, there is minor revision that has to be revised soon. The followings are the results of review of our two reviewers.

Reviewer 1:

1. Abstract must be revised. It should consist of Purpose of the Study, Method, Result and Conclusion
2. In the Introduction section, should contain STATE OF THE ART (the latest development in the research topic), RESEARCH GAP, NOVELTY and BURNING ISSUE.
3. In the Acknowledgement section, you say " thank you" to your own co-author (Made Hery Santosa, S.Pd., M.Pd., Ph.D.)?

Reviewer 2:

1. Please consistently observe the citation format of APA 6th edition
3. In Introduction, state explicitly "Why does this study is important to be investigated?"
4. Up date your references in the last 5-7 years.
5. Your reference is less resourceful. Please add 10-13 journal article. Total at least 30 references and its majority is journal article.

Please revise all of the suggested parts of reviewers, and send it to us soon (5 days from the issue of this letter).

Thank you,
Best,

Fahrus Zaman Fadhly
Managing editor
ERJEE

[Quoted text hidden]

LAMPIRAN 3
BUKTI EMAIL REVISI ARTIKEL
DAN DOKUMEN REVISI
(20 AGUSTUS 2024)



Mr. Budi <mrbudi@unmas.ac.id>

ERJEE Submission

Mr. Budi <mrbudi@unmas.ac.id>

Thu, Aug 20, 2020 at 8:04 PM

To: Fahrus Zaman Fadhy <fahruszf@gmail.com>

Dear Fahrus Zaman Fadhy

First of all, I would like to express my sincere gratitude for your kind understanding that enables me to have extended days of revision.

Please find the attached revision of the journal article. I have tried my best to revise the paper. If you have any further notes, please feel free to let me know.

Regards

I Komang Budiarta

[Quoted text hidden]

**ERJEE I Komang Budiarta.docx**

59K

TPS-FLIPGRID: TRANSFORMING EFL SPEAKING CLASS IN THE 21ST CENTURY

I Komang Budiarta

*English Language Education Study Program, Faculty of Teacher Training and Education,
University of Mahasaraswati Denpasar, Bali, Indonesia*

mrbudi@unmas.ac.id

Made Hery Santosa

*English Language Education Department, Faculty of Languages and Arts,
Ganesha University of Education, Bali, Indonesia*

mhsantosa@undiksha.ac.id

APA Citation: Budiarta, I K. & Santosa, M. H. (2020). TPS-Flipgrid: Transforming EFL Speaking Class in the 21st Century. *English Review: Journal of English Education*, 9(1), 1-10. doi: 10.25134/erjee.v6i2.1238.

Received: 06-03-2020

Accepted: 00-00-0000

Published: 00-00-0000

Abstract: Innovative teaching model in the 21st century is of necessity because in this digital transformation era, lecturers deal with tech-savvy students. These students should be taught differently; it can be done by integrating teaching technique with newly-updated and technological-based media or platform. In English Education Study Program, the lecturer still made use of conventional technique and it was monotonous and uninteresting. This research was mainly intended to fathom out the students' perceptions and the benefits of implementing TPS-Flipgrid in EFL speaking class. The present qualitative research with case study design was conducted by administering the research instruments: observation, online open-ended questionnaire, and semi-structured interview. Based on the findings, the research clearly figured out that the perception of the third semester students was positive. They thought that TPS-Flipgrid was an innovative and flexible teaching model for EFL class, and it can equalize classroom and online face-to-face interaction confidently in their own private space. Furthermore, this model could invite more active involvement in the speaking class. The teaching model has successfully brought improvements for the students' speaking performances and development for their 21st century life skills such as collaboration, creativity, communication, and critical thinking. Considering the significant results of applying TPS-Flipgrid, the implementation of this teaching model should be continuously carried out and improved.

Keywords: TPS-Flipgrid; EFL Speaking Class; and 21st Century

INTRODUCTION

To create an innovative language teaching and learning, innovation is of necessity. It is a must if lecturers would like to enrich their graduate quality that meets the external stakeholder needs. It should be carefully done; moreover, careful analysis and process should be carried out so that the results might give positive impacts. The advancement of technology and the skills required to face the future involving the ability to communicate, collaborate and think critically should be completely taken into consideration in designing pedagogical framework in this digital transformation era, industry 4.0. In addition, integrating English language learning and technology nowadays are inseparable aspects to transform the teaching-learning process.

Dealing with students in this digital transformation of industry, industry 4.0 and students who are categorized as Z Generation (Bencsik, Horváth-Csikós, & Juhász, 2016), teachers are required to become tech-savvy who could grasp children's interest in digital literacy (Motteram, 2013). Moreover, digital literacy is vital characteristics to be developed as a part of 21st-century learning skills: creativity, critical thinking, communication, and collaboration (Bialik & Fadel, 2015). Thus, technology integration in the pedagogical framework is imperative in the teaching-learning process, especially in English language learning.

Tech-savvy teachers in the present digital disruption are completely needed to meet tech-savvy students' profiles (i.e. students of industry 4.0, Z Generation and 21st

century). These students tend to be digitally literate that enable them to acquainted with the uses of technology. One of the technology integration frameworks which can be developed is Technological Pedagogical Content Knowledge (TPACK) Framework. TPACK framework has three main knowledge components used as the foundation (Mishra and Koehler in Koehler, Mishra, Kereluik, Shin, & Graham, 2014). They are technological, pedagogical and content knowledge. The framework denotes the knowledge needed by teachers when they want to integrate technology into the way they teach the content area.

Mishra and Koehler in Pickering & Gunashekar (2014) state that the TPACK framework needs to be integrated into any teacher training syllabus. Besides, for practicing teachers, continual professional development that includes works on digital literacies are needed. Teachers have an instinctive comprehension of the complex relationship within three basic components of knowledge: content, pedagogical and technology by teaching content using apposite pedagogical methods and technologies (Mishra & Koehler, 2006; Schmidt et al., 2009). As tertiary students in Indonesia are digitally literate, English teachers need knowledge about the multifaceted interrelationship among technology, pedagogy, and content that enable them to develop appropriate and context-specific teaching strategies.

In general, the integration of technology still needs to be enhanced in the process of teaching and learning. In the University of Mahasaraswati Denpasar, especially the English Language Education Study Program, innovative language learning is essential to deal with heterogeneous students. Lecturers still carried out teaching and learning which made use of traditional teaching techniques and lack of technology involvement. This created a learning atmosphere that was monotonous and boring for 21st-century students. They should be taught by applying a teaching technique or model which is technological-based, and how the lecturers could deliver the subject-matter through

newly updated technological-based instructional practices or models that work for tech-savvy students.

The integration of technology is important in language learning, for it can create much more meaningful and enjoyable learning for tech-savvy students who are expected to become tech-savvy teachers in the future. The use of emerging technologies in education might create important consideration for these students (Smith, 2012). Moreover, Krajcsó & Frimmel (2017) state that the use of technology might give access to online resources which are important in language learning. As a result, lecturers are required to figure out the apposite integration of technology in language learning that could create much better and active learning. One of the ways can be done by combining technological tools with teaching technique that could stimulate autonomous learning especially for adult learners in university.

In this research, Think Pair Share which was combined with Flipgrid (henceforth TPS-Flipgrid) was applied as a teaching model that was used to transform EFL speaking class. Creighton (2018) states that it is important to make use of collaborative technology tools such as discussion forum to develop communication. Think pair share is a cooperative language learning which emphasizes providing the students an

opportunity to think individually, do pair discussion and share it with the whole class sharing (Arends, 2007, 2012; Richards & Rodgers, 2001). These stages allow the learners to learn English especially speaking in such a chronological procedure. As a result, their ideas can be structurally organized as well as possible which makes their speaking well developed. In this research, Think Pair Share which was combined with Flipgrid (henceforth TPS-Flipgrid) was applied as a teaching model that was used to transform EFL speaking class. Creighton (2018) states that it is important to make use of collaborative technology tools such as discussion forum to develop communication. Think pair share is a cooperative language learning which emphasizes providing the students an opportunity to think individually, do pair discussion and share it with the whole class sharing (Arends, 2007, 2012; Richards & Rodgers, 2001). These stages allow the learners to learn English especially speaking in such a chronological procedure. As a result, their ideas can be structurally organized as well as possible which makes their speaking well developed.

Flipgrid is a free online video discussion platform from Microsoft that aids teachers see and listen to every student in the class and creates an enjoyable and supportive social learning environment (Flipgrid, 2020). In Flipgrid, lecturers post discussion stimuli and students reply with short videos. Flipgrid provides an opportunity for students to do online face-to-face interaction. This also facilitates students to do virtual classroom discussion that enables them to interact with the other virtual class members. The use of Flipgrid as an online video discussion platform could provide students with an opportunity to freely and confidently share their speaking performance. The implementation of TPS-Flipgrid is expected to be an innovative solution of integrating the technological-based teaching model in English as a foreign language class. Flipgrid is a free online video discussion platform from Microsoft that aids teachers see and listen to every student in the class and creates an enjoyable and supportive social learning

environment (Flipgrid, 2020). In Flipgrid, lecturers post discussion stimuli and students reply with short videos. Flipgrid provides an opportunity for students to do online face-to-face interaction. This also facilitates students to do virtual classroom discussion that enables them to interact with the other virtual class members. The use of Flipgrid as an online video discussion platform could provide students with an opportunity to freely and confidently share their speaking performance. The implementation of TPS-Flipgrid is expected to be an innovative solution of integrating the technological-based teaching model in English as a foreign language class.

Flipgrid has some important features that support this video discussion platform; they are grids, topics, responses, and replies. First, a grid is a community of learners in which the lecturers can name the grid and create a custom Flip Code (or use the auto-generated one). Second, topics are discussion starters or prompts, and students respond to the topics. Third, responses are the recorded and uploaded videos by the students as their responses on the posted topics so that they can share their ideas through their voices. Finally, replies in the Flipgrid enables the students to make an interactive discussion in which they can reply to the previous responses that is added to the topic (Fahey, Moura, & Saarinen, 2019).

In addition, Fahey et al. (2019) mention that using Flipgrid is not about recording videos; it is about learning that is social and personal. It can happen anywhere and anytime, and it is about making connections. Flipgrid also offers deep exploration and endorses that everyone can be a teacher and a learner as well. The use of Flipgrid can create an EFL learning atmosphere that makes students enjoy the class. To some extent, Flipgrid enables students who are not really confident in expressing their ideas in face-to-face interaction might perform really well in responding to the topic of Flipgrid discussion. They might perform expressively when they record themselves on the grid discussion.

TPS has already been massively applied in EFL classes, and it was mainly intended to improve language performance. It was mentioned that TPS was effective to teach

writing (Argawati & Suryani, 2017; Budiarta, 2015); furthermore, it was much more effective than STAD in essay writing (Sutrisno, Rasyid, & Rahmat, 2018). In fostering speaking performance, TPS succeeded not only improving speaking performance but also developing characters (Budiarta & Krismayani, 2014). This signified that TPS was effective in improving developing both productive skills and students' characters. In this study, TPS was combined with Flipgrid to teach EFL speaking class. TPS has already been massively applied in EFL classes, and it was mainly intended to improve language performance. It was mentioned that TPS was effective to teach writing (Argawati & Suryani, 2017; Budiarta, 2015); furthermore, it was much more effective than STAD in essay writing (Sutrisno, Rasyid, & Rahmat, 2018). In fostering speaking performance, TPS succeeded not only improving speaking performance but also developing characters (Budiarta & Krismayani, 2014). This signified that TPS was effective in improving developing both productive skills and students' characters. In this study, TPS was combined with Flipgrid to teach EFL speaking class.

Choosing innovative approaches to be applied in tertiary levels is a must in this globalized, technological-minded era. Thus, Flipgrid can be used to deal with 21st-century students who also tune in to the rapid development of technology. Many kinds of research have also been carried out by applying a technological-based teaching technique. Syafii (2019) mentioned that multimedia presentation could effectively improve speaking performance; besides, other technological-based media digital comic Toondoo (Fatimah, Santiana, & Saputra, 2019) and Pecha Kucha Presentations (Mabuan, 2017) could promote students' speaking performance. These researches proved that the use of media which made use of technology could effectively improve students' language skills especially speaking. Choosing innovative approaches to be applied in tertiary levels is a must in this globalized, technological-minded era. Thus,

Flipgrid can be used to deal with 21st-century students who also tune in to the rapid development of technology. Many kinds of research have also been carried out by applying a technological-based teaching technique. Syafii (2019) mentioned that multimedia presentation could effectively improve speaking performance; besides, other technological-based media digital comic Toondoo (Fatimah, Santiana, & Saputra, 2019) and Pecha Kucha Presentations (Mabuan, 2017) could promote students' speaking performance. These researches proved that the use of media which made use of technology could effectively improve students' language skills especially speaking.

In accordance with the use of Flipgrid in the teaching-learning process, some researches have been carried to figure out the efficacy of Flipgrid. Basko & McCabe (2018) confirmed that the application of Flipgrid can maintain students' persistence rates during the teaching-learning process; moreover, the media can also create a cognitive, social and teaching presence (Holbeck & Hartman, 2018). They also added that the use of Flipgrid could accommodate online face-to-face interaction instead of traditional face-to-face classroom interaction. These researches confirmed that Flipgrid can be possibly employed as a teaching platform that could uphold students' focus in the teaching and learning process; furthermore, it can create community inquiry.

Based on the aforementioned researches, there were no researches which were carried out for the purpose of delving the perceptions and benefit of integrating both TPS and Flipgrid in language teaching. The integration of technology in language learning should be emphasized on face-to-face interaction both online and offline as lecturers according to Riegel & Mete (2017) might deal with both digital natives and immigrant in the classroom. Hakami (2020) founded that the use of video conferencing virtual face-to-face technology could encourage students to actively involve students in language learning activities. Thus, this research was worth to be conducted as the use of TPS and Flipgrid might create different learning atmosphere. Based on the aforementioned researches, there were no

~~researches which were carried out for the purpose of delving the perceptions and benefit of integrating both TPS and Flipgrid in language teaching. The integration of technology in language learning should be emphasized on face-to-face interaction both online and offline as lecturers according to Riegel & Mete (2017) might deal with both digital natives and immigrant in the classroom. Hakami (2020) founded that the use of video conferencing virtual face-to-face technology could encourage students to actively involve students in language learning activities. Thus, this research was worth to be conducted as the use of TPS and Flipgrid might create different learning atmosphere.~~

The implementation of TPS-Flipgrid to transform the EFL speaking class in the 21st century is expected as an innovative teaching model. It is expected that the teaching model can innovate the EFL speaking class and improve the students' speaking performance. The combination of TPS which was combined with Flipgrid as an innovative video discussion platform was categorized as new in English as a foreign language class. It was very interesting to figure out the implementation of TPS-Flipgrid in EFL speaking class because the teaching model was rarely used in the teaching and learning process. The results of this research are expected to contribute to the efforts of innovating EFL speaking class so that the tech-savvy students might be well-accommodated, and they can learn joyfully during the implementation of the model.

In accordance with the elaborated research background, the application of TPS-Flipgrid to transform EFL speaking class in the teaching-learning process is a very thought-provoking topic as integrating technology in the teaching-learning process is always challenging to do. TPS-Flipgrid is expected to be an innovative solution to the problem that is faced by lecturers particularly in integrating teaching techniques with technological-based platforms or media. In addition, the researches which were related to TPS-Flipgrid were also hardly found. It was researched separately during the process of teaching and learning in the EFL class.

Therefore, the present research was mainly intended to fathom out the students' perceptions in transforming EFL speaking class by applying TPS-Flipgrid and the benefits of implementing TPS-Flipgrid in EFL speaking class.

METHOD

~~The present research which was mainly intended to figure out the students' perceptions and benefits on implementing TPS-Flipgrid made use of qualitative research with a case study design. Creswell (2009) states that qualitative research is used to explore and understand the individuals or groups assigned to the social or human problem. Besides, qualitative research studies attitudes, behavior, and experiences through such methods as interviews or focus groups (Dawson, 2002, p.14). It is mainly intended to figure out a thorough opinion from the participants. As it is attitudes, behavior, and experiences which are important, fewer people take part in the research. The present research which was mainly intended to figure out the students' perceptions and benefits on implementing TPS-Flipgrid made use of qualitative research with a case study design. Creswell (2009) states that qualitative research is used to explore and understand the individuals or groups assigned to the social or human problem. Besides, qualitative research studies attitudes, behavior, and experiences through such methods as interviews or focus groups (Dawson, 2002, p.14). It is mainly intended to figure out a thorough opinion from the participants. As it is attitudes, behavior, and experiences which are important, fewer people take part in the research.~~

The present study was carried out at English Language Education Study Program, Faculty of Teacher Training and Education University of Mahasaraswati Denpasar particularly the third-semester students. They were chosen as the samples of the present action case study because they were not really enthusiastic during the classroom teaching and learning process. These caused their speaking performances were not really good. In this class, there were 22 students altogether who were considered as the samples. The course that was taught during the present research

was “Speaking for Formal Interactions” and the topic which was taught was “Storytelling.”

To collect data in the present case study, three kinds of instruments were prepared. The research instruments were carefully constructed in order to establish the validity and reliability of the research instruments because only valid and reliable instruments can be administered to collect valid and reliable data. The research instruments were observation, online open-ended questionnaire, and semi-structured interview. The data that were resulted by the research instruments were considered as the primary data in the present action case study.

In the process of collecting the data, the researcher, first of all, started the process of teaching and learning by implementing TPS-Flipgrid. It was carried out in three meetings. The first meeting was mainly intended to teach the learning material about Storytelling. The second meeting was used to perform their storytelling in front of the class. The third meeting was used to prepare their final projects to be posted on the Flipgrid. During the three times meeting, the researcher carefully observed the samples. After the teaching-learning processes were carried out, the samples were then asked to fill in the online open-ended questionnaire. The link of the open-ended questionnaire was sent to the sample mobile. Finally, based on the results of the observation and open-ended questionnaire, twelve samples were interviewed through a one-to-one semi-structured interview. This was an important part to get more comprehensive data on the implementation of TPS-Flipgrid in transforming the EFL speaking class.

The required data that were collected in this action case study were then analyzed to figure out the answer to the research problems. The collected data were transcribed, classified, interpreted and concluded as the findings of the present case study. In order to yield worth findings of the study, the qualitative data were analyzed using triangulation in which the data that were resulted from the observation, open-ended questionnaire and semi-structured

interview were combined. The process of triangulating the collected data was important in order to analyze the data more comprehensively. Therefore, the findings could be categorized as valid and reliable findings.

RESULTS AND DISCUSSION

Result

The present qualitative research with case study design was mainly intended to figure out the students’ perception and benefits of implementing TPS-Flipgrid in EFL speaking class. To collect the data of the present case study, the researcher prepared three research instruments. They were an observation, an open-ended questionnaire, and a semi-structured interview. These research instruments were carefully designed and administered so that they could collect the expected data for this study. After the administration of the research instruments, the researcher finally obtained the expected findings that were respectively discussed as follows.

First of all, the results of the observation were focused on two major areas: the application of TPS-Flipgrid both in-class learning and in the Flipgrid platform and the samples’ responses. Based on the observation concerning the application of TPS-Flipgrid which has been well-planned in the lesson planning, the procedural steps were carried out as they were expected during the process of teaching ‘Speaking for Formal Interactions’ especially on the topic ‘Storytelling’. In addition, the samples’ responses to TPS-Flipgrid showed that they were enthusiastic. They enjoyed both the classroom teaching and Flipgrid discussion. In general, they responded to the teaching process well; besides, they undoubtedly enjoyed the EFL speaking class.

Secondly, the online administration of the open-ended questionnaire clearly revealed that the samples really liked the teaching process which applied TPS-Flipgrid. They taught that it was really innovative and new for them. They enjoyed the opportunities to respond to the topic and they were also creative in creating their responses on the video. They also stated that their speaking

performance improved gradually. Besides, they felt that they were more confident speaking in front of the class. The use of TPS-Flipgrid also enabled them to develop their social skills especially 21st-century life skills. To sum up, they enjoyed almost every step of the teaching and learning process as they stayed tune in during the elucidation of the learning material until the implementation of TPS-Flipgrid.

Finally, the results of the semi-structured interview clearly revealed some findings that were in line with the results of the observation and open-ended questionnaire. They mentioned that they really enjoyed learning speaking by using Flipgrid. They can be more expressive in delivering their speech in their video that they made as to the final project. They expected that Flipgrid could be used frequently to practice their speaking. They thought that the implementation of TPS-Flipgrid in the EFL speaking class was really innovative. Besides, they also mentioned that the lecturer should equalize classroom and online face-to-face interaction.

Discussion

The Students' Perceptions of Applying TPS-Flipgrid

The first research problem which was researched was focused on finding out the students' perceptions of implementing TPS-Flipgrid in innovating EFL speaking class. The implementation of this model was considered as an innovation because previously they were taught by applying traditional, monotonous teaching techniques that dominantly focused on classroom face-to-face interaction. On the other hand, the lecturer faced tech-savvy students who were in the middle of digital transformation so that the use of technology could make their learning more enjoyable. Based on the results, the students' perceptions can be elaborated as follows: innovation, flexibility, balancing interaction and active involvement.

First of all, the implementation of TPS-Flipgrid was considered an innovative model for the samples as contextually it was totally new for them. They never experienced the

application of TPS which was combined with Flipgrid. The application of the model could create an EFL speaking class atmosphere which was interesting and always challenging for the students. Since Flipgrid is an online video discussion platform, they were really happy as if they were using their social media, and at the same time, they can develop video content creation skills for the digital era (Stoszkowski, 2018). The integration of TPS-Flipgrid could also develop the technology integration skills which are important for teacher candidates (Buss, Lindsey, Foulger, Wetzel, & Pasquel, 2017).~~First of all, the implementation of TPS-Flipgrid was considered an innovative model for the samples as contextually it was totally new for them. They never experienced the application of TPS which was combined with Flipgrid. The application of the model could create an EFL speaking class atmosphere which was interesting and always challenging for the students. Since Flipgrid is an online video discussion platform, they were really happy as if they were using their social media, and at the same time, they can develop video content creation skills for the digital era (Stoszkowski, 2018). The integration of TPS-Flipgrid could also develop the technology integration skills which are important for teacher candidates (Buss, Lindsey, Foulger, Wetzel, & Pasquel, 2017).~~

The students also mentioned that they really tuned in with the application of TPS-Flipgrid. The use of Flipgrid as a virtual discussion platform enabled the students who were categorized as 21st-century students felt comfortable when they built online video interactions with their friends. The use of Flipgrid could make them more expressive in practicing their speaking. Besides, they belonged to Z generation who were tech-savvy so that the application of technology would make them interested in language learning (Bencsik et al., 2016). They really loved the application of TPS-Flipgrid because they could explore themselves not only in the classroom. They considered they had another social media that they could use for the sake of not only doing online social interaction with their friends in the class but also learning and

improving speaking at the same time. Language learning through the integration of technological-based media or platform was always interesting.

The second perception of the students was in terms of flexibility. The students who became the samples of this research were mostly digitally literate with the existence of new technology. That is why, when the TPS-Flipgrid was introduced, they could easily identify the features and use the platform. They warmly welcomed this online video discussion platform because it offered high flexibility. Its flexibility was because the discussion was evenly distributed across cohorts (Stoszkowski, 2018) so that the students considered that TPS-Flipgrid accommodated the desire of 21st-century students to get involved in the virtual class which has the learning flexibility. They can learn everywhere and every time as long as they had access to the internet, they can join and post their responses on the topic assign by the lecturer. They can access the platform on their laptop or smartphone. Moreover, unlimited space and time of learning enable them to be more persistent in learning.

The application of TPS-Flipgrid also provided a very wide private room for the students. They had a lot of chances to practice their speaking performance as they could socially and personally learn anywhere and anytime (Fahey et al., 2019). They can assess the online video discussion from their smartphone as the use of mobile device could increase online learning satisfaction (Baldwin & Ching, 2019). They could easily respond to the video that was posted or assigned by the lecturer, and they could also figure out the feedback for their responses. In other words, the students might develop themselves during the learning process independently. They can also explore themselves in order to improve their ability to speak. Continuous practice using the platform might also enhance their speaking performance and they could bring their effort to the maximum so that their learning objective can be attained.

Balancing interaction (i.e. classroom and online face-to-face interaction) was the third students' perception. Students thought

that language learning should not be managed by eliminating the role of face-to-face interaction. They expected that the use of TPS-Flipgrid or particularly Flipgrid still accommodates the existence of classroom face-to-face interaction because it was important to emotionally learn how to deal with other people directly. For language learning, they emphasized that classroom interaction was still needed to practice their spontaneous response when they were talking about a certain topic. This might not happen when they only focused on online interaction.

The students confirmed that both classroom and online face-to-face interaction should be well managed because, in online face-to-face interaction, they could deepen their speaking performance as their learning was not limited by time and space. In online discussion also they might have time to think and to make concepts of the video responses that would be uploaded. Both classroom and online interaction should be well considered on the implementation of TPS-Flipgrid as they complete each other to achieve the learning objectives. This was in line with Holbeck & Hartman, (2018) who mentioned that the application of Flipgrid provided both lecturer and students opportunities to virtually and personally connect.

Finally, the students' perception was mainly on their active involvement in the EFL speaking class. They confirmed that the application of TPS-Flipgrid could increase their involvement in the classroom activities. They got involved very often during the online discussion which made them practice their speaking frequently. They actively followed both in-class learning and online learning even though the frequency of their involvement was still much higher than in online learning. This might happen because Flipgrid was totally new to all of the samples and as 21st-century students, they were very curious to make acquainted with the platform. Hence, they could use it for their purpose.

The samples clearly mentioned that they can access the Flipgrid more than twice a day and the frequency increased in line with the topic that was assigned by the lecturer on the grid. The application of TPS-Flipgrid could

increase students' persistence (Basko & McCabe, 2018). In addition, the students' engagement can be well maintained through the integration of ICT in both in-class and outside-class of teaching and learning (Melwani, Tay, & Lim, 2018). Besides, full pedagogical understanding on technology in EFL setting could enhance language learning (Howlett & Waemusa, 2018) and the use of interactive platform could increase students' active engagement (Basko & Hartman, 2017). The samples clearly mentioned that they can access the Flipgrid more than twice a day and the frequency increased in line with the topic that was assigned by the lecturer on the grid. The application of TPS-Flipgrid could increase students' persistence (Basko & McCabe, 2018). In addition, the students' engagement can be well maintained through the integration of ICT in both in-class and outside-class of teaching and learning (Melwani, Tay, & Lim, 2018). Besides, full pedagogical understanding on technology in EFL setting could enhance language learning (Howlett & Waemusa, 2018) and the use of interactive platform could increase students' active engagement (Basko & Hartman, 2017).

The Benefits of Implementing TPS-Flipgrid

Figuring out the benefits of implementing TPS-Flipgrid in innovating the EFL speaking class was the second research problem that was researched in this study. The main purpose of innovating a teaching model to be implemented in the teaching and learning process was to yield fruitful impacts or benefits. The present action case study was expected to find out the benefits of applying TPS-Flipgrid in the EFL speaking class. Based on the results, the benefits of conducting TPS-Flipgrid in transforming EFL speaking class can be seen from two viewpoints: speaking improvement and social skills development. They can be elaborated as follows.

First of all, the benefits that were experienced by the samples after the implementation of TPS-Flipgrid were in terms of progressing improvement of their speaking ability. The students' speaking performances improved significantly,

particularly on their fluency and comprehension. The students' fluency was getting improved which can be clearly seen from their live performance in the classroom. They could cope with the problem of speaking previously especially in fluency. Their active involvement in responding to the topic in Flipgrid enabled them to frequently practice in speaking. Furthermore, their comprehension was also enhanced as they were required to understand the topic that was posted before they responded to it.

The improvement of students' English-speaking ability might happen because they had a lot of opportunities to practice their speaking performance both in-class learning and online learning through Flipgrid. The use of Flipgrid enabled students to practice by themselves at home, and they can practice it again and again until they thought that it was appropriate to be published. These frequent performances also made students more confident when they spoke English. The use of technology or apps provided students frequent practices (Mabuan, 2018) and better learning experiences (Fatimah et al., 2019) that made students speak confidently. They also mentioned that involving with all of their friends in Flipgrid so many times made them familiar with their friends so that the feelings of nervousness can be tackled down when they performed in front of their friends.

The implementation of TPS-Flipgrid did not only improve the students' speaking performance but also their 21st-century life skills. One of the social skills that was really dominant as the result of the application of the teaching model was the sense of collaboration among students. The use of TPS could put students into a language learning atmosphere that was enjoyable (Budiarta & Krismayani, 2014) and Flipgrid enabled them to share with the other students (Basko & McCabe, 2018). In TPS, the lecturer emphasized that students should be responsible for their pair so that they were needed to kindly help each other to obtain the purpose. Their classroom practice with Flipgrid also required them to be able to collaborate with their pairs.

Furthermore, creativity and critical thinking were the other 21st-century life skills

that significantly developed after the implementation of TPS-Flipgrid. To create a good video, the students were required to be creative so the content that they would deliver would be interesting for the other students to respond. Some students also considered that they have employed their critical thinking both during in-class learning and online video discussion. This happened because TPS-Flipgrid enabled them to respond their friends' posts so that they could critically express their opinion. The results showed that the integration of ICT in the classroom could enhance the 21st-century learning skills (Pheeraphan, 2013).

CONCLUSION

The implementation of TPS-Flipgrid in the present qualitative research with case study design for the sake of innovating the EFL speaking class has brought the language learning to a certain level. The third-semester students who were chosen as the samples thought that TPS-Flipgrid was an innovative technological-based teaching model that would be well applied for 21st-century students as it was totally new experience for them. They also considered that the EFL speaking class through the application of the teaching model was flexible in terms of when and where it can be done, and it provided them a plenty room of practices. Furthermore, they also gave emphasis on equalizing classroom face-to-face interaction and online video discussion through TPS-Flipgrid. The active involvement of the students during the process of teaching and learning also develops significantly.

In addition, the teaching model has successfully improved the students' speaking performances. Their speaking ability especially the elements of fluency and comprehension improved significantly. They were much better in the English-speaking class. Moreover, the students' 21st-century life skills were also well-developed such as collaboration, creativity, and critical thinking. The teaching model enabled them to collaboratively work during the teaching learning process, and their creativity in presenting their videos through grid also

increased. Moreover, this platform also encouraged their critical thinking as they could critically commented their friends' performance on the grid. Considering the significant results of applying TPS-Flipgrid in this action case study, the implementation of this teaching model should be continuously carried out and improved.

ACKNOWLEDGMENT

~~In this wonderful opportunity, the researcher would like to express his sincere gratitude Made Hery Santosa, S.Pd., M.Pd., Ph.D. who has already guided him in writing this article. Furthermore, the researcher also thanks his family for their outstanding supports.~~

REFERENCES

- Arends, R. I. (2007). *Learning to teach* (7th ed.). New York: McGraw-Hill Companies, Inc.
- Arends, R. I. (2012). *Learning to teach* (9th ed.). New York: McGraw-Hill Companies, Inc.
- Argawati, N. O., & Suryani, L. (2017). Teaching Writing Using Think-Pair-Share Viewed from Students' Level of Risk-Taking. *English Review: Journal of English Education*, 6(1), 109–116. <https://doi.org/10.25134/erjee.v6i1.776>. Received
- Baldwin, S. J., & Ching, Y. (2019). Guidelines for designing online courses for mobile devices. *TechTrends*. <https://doi.org/10.1007/s11528-019-00463-6>
- Basko, L., & Hartman, J. (2017). Increasing student engagement through paired technologies. *Journal of Instructional Research*, 6(1), 24–28. <https://doi.org/10.9743/jir.2017.4>
- Basko, L., & McCabe, C. (2018). Keeping Your Sanity While Keeping Your Students: How Teacher Engagement Can Increase Student Persistence When Teaching Students During Their First College Course. *Journal of Instructional Research*, 7, 119–123.
- Bencsik, A., Horváth-Csikós, G., & Juhász, T. (2016). Y and Z Generations at Workplaces. *Journal of Competitiveness*,

- 8(3), 90–106.
<https://doi.org/10.7441/joc.2016.03.06>
- Bialik, M., & Fadel, C. (2015). *Skills for the 21st century: What should students learn?* Boston: Center for Curriculum Redesign.
- Budiarta, I. K. (2015). The Efficacy of Think-Pair-Share with Peer Assessment in Improving Writing Skill and Developing Character of the Teacher Candidates. *Jurnal Bakti Saraswati*, 4(2), 191–203.
- Budiarta, I. K., & Krismayani, N. W. (2014). Improving Speaking Skill and Developing Character of the Students through Collaboration of Think Pair Share and the Concept of Tri Kaya Parisudha. *Jurnal Santiqji Pendidikan*, 4(2), 73–80.
- Buss, R. R., Lindsey, L., Foulger, T. S., Wetzel, K., & Pasquel, S. (2017). Assessing a technology infusion approach in a teacher preparation program. *Journal of Technology in Teaching and Learning*, 13(1), 33–44.
- Creighton, T. (2018). Digital natives, digital immigrants, digital learners: An international empirical integrative review of the literature. *Education Leadership Review*, 19(1), 132–140.
- Creswell, J. W. (2009). *Research design: Qualitative, quantitative, and mixed methods approaches* (3rd ed.). California: Sage Publications Inc.
- Dawson, C. (2002). *Practical research methods: A user-friendly guide to mastering research*. Oxford: How to Books Ltd.
- Fahey, S., Moura, K., & Saarinen, J. (2019). *The Educator's Guide to Flipgrid*. Retrieved from https://static.flipgrid.com/docs/Flipgrid_eBook_2nd_edition.pdf
- Fatimah, A. S., Santiana, & Saputra, Y. (2019). Digital Comic: An Innovation of Using Toondoo as Media Technology for Teaching English Short Story. *English Review: Journal of English Education*, 7(2), 101–108.
<https://doi.org/10.25134/erjee.v7i2.1526>. Received
- Flipgrid. (2020). Getting Started with Flipgrid. Retrieved January 6, 2020, from <http://blog.flipgrid.com/gettingstarted>
- Hakami, M. (2020). Using nearpod as a tool to promote active learning in higher education in a BYOD Learning Environment. *Journal of Education and Learning*, 9(1), 119–126.
<https://doi.org/10.5539/jel.v9n1p119>
- Holbeck, R., & Hartman, J. (2018). Efficient Strategies for Maximizing Online Student Satisfaction: Applying Technologies to Increase Cognitive Presence, Social Presence, and Teaching Presence. *Journal of Educators Online*, 15(3). Retrieved from <https://files.eric.ed.gov/fulltext/EJ1199226.pdf>
- Howlett, G., & Waemusa, Z. (2018). Digital native/digital immigrant divide: EFL teachers' mobile device experiences and practice. *Contemporary Educational Technology*, 9(4), 374–389.
<https://doi.org/10.30935/cet.471007>
- Koehler, M. J., Mishra, P., Kereluik, K., Shin, T. S., & Graham, C. R. (2014). The Technological Pedagogical Content Knowledge Framework. In *Handbook of Research on Educational Communications and Technology: Fourth Edition* (pp. 1–2). New York: Springer Science + Business Media.
<https://doi.org/10.1007/978-1-4614-3185-5>
- Krajcsó, Z., & Frimmel, U. (2017). Retrieving online language learning resources: Classification and quality. *Universal Journal of Educational Research*, 5(1), 11–22.
<https://doi.org/10.13189/ujer.2017.050102>
- Mabuan, R. A. (2017). Developing ESL/EFL Learners' Public Speaking Skills Through Pecha Kucha Presentations. *English Review: Journal of English Education*, 6(1), 1–10.
<https://doi.org/10.25134/erjee.v6i1.765>. Received
- Mabuan, R. A. (2018). Using Blogs in Teaching Tertiary ESL Writing. *English Review: Journal of English Education*, 6(2), 1–10.

- <https://doi.org/10.25134/erjee.v6i2.1238>.
Received
- Melwani, M., Tay, L. Y., & Lim, C. P. (2018). Digital Storytelling as a Pedagogy to Develop Literacy and Twenty-first Century Competencies in a Singapore Primary School: Teachers as Designers. *Mobile Technologies in Children's Language and Literacy*, 67–81. Retrieved from <https://doi.org/10.1108/978-1-78714-879-620181005 D>
- Mishra, P., & Koehler, M. J. (2006). Technological Pedagogical Content Knowledge: A Framework for Teacher Knowledge. *Teachers College Record*, 108(6), 1017–1054. Retrieved from http://one2oneheights.pbworks.com/f/MI_SHRA_PUNYA.pdf
- Motteram, G. (Ed.). (2013). *Innovations in learning technologies for English language teaching*. London: British Council.
- Pheeraphan, N. (2013). Enhancement of the 21 st Century Skills for Thai Higher Education by Integration of ICT in Classroom. *Procedia - Social and Behavioral Sciences*, 103, 365–373. <https://doi.org/10.1016/j.sbspro.2013.10.346>
- Pickering, G., & Gunashekar, P. (Eds.). (2014). *Innovation in English Language Teacher Education*. New Delhi: British Council.
- Richards, J. C., & Rodgers, T. S. (2001). *Approaches and methods in language teaching* (2nd ed.). Cambridge: Cambridge University Press.
- Riegel, C., & Mete, R. (2017). Educational technologies for K-12 learners: What digital natives and digital immigrants can teach one another. *Educational Planning*, 24(4), 49–58.
- Schmidt, D. A., Baran, E., Thompson, A. D., Mishra, P., Koehler, M. J., & Shin, T. S. (2009). Technological Pedagogical Content Knowledge (TPACK): The Development and Validation of an Assessment Instrument for Preservice Teachers. *Journal of Research on Technology in Education*, 42(2), 123–149. Retrieved from http://one2oneheights.pbworks.com/f/MI_SHRA_PUNYA.pdf
- Smith, E. E. (2012). The digital native debate in higher education: A comparative analysis of recent literature. *Canadian Journal of Learning and Technology*, 38(3), 285–299.
- Stoszkowski, J. (2018). *Using Flipgrid to develop social learning Using Flipgrid to develop social learning*. (December). <https://doi.org/10.21100/compass.v11i2.786>
- Sutrisno, B., Rasyid, Y., & Rahmat, A. (2018). The Effect of Cooperative Language Learning and Personality Types Towards Essay Writing. *English Review: Journal of English Education*, 6(2), 95–104. <https://doi.org/10.25134/erjee.v6i2.1259>.
Received
- Syafii, M. L. (2019). Improving Students' Speaking Skill by Using Multimedia Presentation Strategy. *English Review: Journal of English Education*, 7(2), 125–132. <https://doi.org/10.25134/erjee.v7i2.1690>.
Received

LAMPIRAN 4
BUKTI KONFIRMASI
ARTIKEL DITERIMA (ACCEPTED) DAN LOA
(21 AGUSTUS 2024)



Mr. Budi <mrbudi@unmas.ac.id>

LoA-ERJEE 9(1)

Fahrus Zaman Fadhly <fahruszf@gmail.com>
To: "Mr. Budi" <mrbudi@unmas.ac.id>

Fri, Aug 21, 2020 at 8:18 AM

Dear Mr. I Komang Budiarta,

This is the LoA of your paper from editor's ERJEE.
Please feel free to ask me if there is (are) any correction of this LoA.

Thank you very much,

Best,
Fahrus Zaman Fadhly
Managing editor, ERJEE



LoA I Komang Budiarta.pdf
694K



English Review:
Journal of English Education
(p-ISSN 2301-7554; e-ISSN 2541-3643)

**AISEE - English Education Department,
FKIP, Universitas Kuningan (UNIKU) -**

Jl. Cut Nyak Dien No. 36A Kuningan, West Java,
Indonesia Telephone/Fax: 0232-871982.

Email: erjee@uniku.ac.id; CP: 081214101193

Homepage: <https://journal.uniku.ac.id/index.php/ERJEE>

**I KOMANG BUDIARTA
MADE HERY SANTOSA**

August 21st, 2020

Re: Letter of Acceptance (LOA)

Dear **I Komang Budiarta
Made Hery Santosa**

Thank you very much for submitting your manuscript entitled “**TPS-Flipgrid: Transforming EFL Speaking Class In The 21st Century**” to our scholarly journal, *ENGLISH REVIEW: Journal of English Education* (ERJEE), which is indexed and abstracted in DOAJ (green thick), Sinta 2, Crossref, etc.

Our reviewers have reviewed and decided to accept and publish it in ERJEE Volume 9, Issue 1, December 2020. We will notify you after the issue has been published.

Thank you for your good cooperation.

Sincerely yours,

**ENGLISH
REVIEW**
Journal of English Education
Pupung Purnawarman

Pupung Purnawarman, Ph.D.
Editor-in-Chief

English Review: Journal of English Education is indexed in:



LAMPIRAN 5
BUKTI KONFIRMASI
ARTIKEL TERBIT MELALUI EMAIL
(22 DESEMBER 2024)



Mr. Budi <mrbudi@unmas.ac.id>

ERJEE's Publication

Fahrus Zaman Fadhly <fahruszf@gmail.com>

Tue, Dec 22, 2020 at 11:57 AM

To: sabri.thabt.edu.r@aden-univ.net, bushraahmed2018@outlook.com, dr.pawarsunil@redifmail.com, "Mr. Budi" <mrbudi@unmas.ac.id>, mhsantosa@undiksha.ac.id, Nur Azizah <kanizatiara@gmail.com>, rita_inderawati@fkip.unsri.ac.id, vianty.unsri@gmail.com, rina.19019@mhs.unesa.ac.id, rina@umm.ac.id, slametsetiawan@unesa.ac.id, syafiul.anam@unesa.ac.id, pratiwiretnaningdyah@unesa.ac.id, Rima Renny <rimarennny@gmail.com>, kus@usd.ac.id, yayu heryatun <yayu.heryatun@uinbanten.ac.id>, tri.irma@uinbanten.ac.id, mawaddahhidayati2@gmail.com, ritarudisaid@yahoo.com, loenetobambang@gmail.com, Noermanzah Rusli <noermanzah@unib.ac.id>, bklsuryadi@gmail.com, Tri Rositasari <tri_rasyid11@yahoo.com>, finzalarasati@yahoo.co.id, rara_filan89@ymail.com, entissutisna@unpak.ac.id, lunggh@unpak.ac.id, muziatun@ung.ac.id, Syarifuddinachmad@ung.ac.id, pitasamidu07@gmail.com, triagustini@unper.ac.id, Miss Gita <gitaloveta25@gmail.com>, 1octarisfa95@gmail.com, Lrfan Lrfan <irfan13@outlook.co.id>, sofendi@yahoo.com, Galiana Saine <galiana20tahun@gmail.com>, magiedinar@yahoo.com, erwinoktoma_7317157768@mhs.unj.ac.id, zainal.rafli@unj.ac.id, aceng.rahmat@unj.ac.id, hadeel_safiyeh93@outlook.com, MOHAMMED FARRAH <mfarrah@hebron.edu>, wismayunita@unib.ac.id, eric.syahrial@gmail.com, gitamutiara@unib.ac.id

Dear authors,

Congratulations! Your papers have been published in English Review: Journal of English Education (ERJEE) Volume 9 Issue 1 December 2020. You may visit this link: <https://journal.uniku.ac.id/index.php/ERJEE/index>

Thanks for your good cooperation

Best,

Dr. Fahrus Zaman Fadhly, M.Pd.
Managing Editor

LAMPIRAN 6
BUKTI PUBLISHED ONLINE
PADA WEBSITE ERJEE
(22 DESEMBER 2024)

TPS-Flipgrid: Transforming EFL speaking class in the 21st century

I Komang Budiarta, Made Hery Santosa

Abstract

Innovative teaching model in the 21st century is of necessity because in this digital transformation era, lecturers deal with tech-savvy students. These students should be taught differently; it can be done by integrating teaching technique with newly-updated and technological-based media or platform. In English Education Study Program, the lecturer still made use of conventional technique and it was monotonous and uninteresting. The present qualitative research with case study design was mainly intended to fathom out the students' perceptions and the benefits of implementing TPS-Flipgrid in EFL speaking class. The implementation of TPS-Flipgrid in the present qualitative research with case study design for the sake innovating EFL speaking class has brought the language learning into certain level. The research clearly figured out that the perception of the third semester students was positive. They thought that TPS-Flipgrid was an innovative and flexible teaching model; besides, this model could invite active involvement and equalize classroom and online face-to-face interaction. The teaching model has successfully improved the students' speaking performances and their 21st century life skills such as collaboration, creativity, communication, and critical thinking. Considering the significant results of applying TPS-Flipgrid, the implementation of this teaching model should be continuously carried out and improved

Keywords

TPS-Flipgrid; EFL speaking class; 21st century

Full Text:

[PDF](#)

References

- Arends, R. I. (2007). Learning to teach (7th ed.). New York: McGraw-Hill Companies, Inc.
- Arends, R. I. (2012). Learning to teach (9th ed.). New York: McGraw-Hill Companies, Inc.
- Argawati, N. O., & Suryani, L. (2017). Teaching writing using think-pair-share viewed from students' level of risk-taking. English Review: Journal of English Education, 6(1), 109-116. <https://doi.org/10.25134/erjee.v6i1.776>.Received
- Basko, L., & McCabe, C. (2018). Keeping your sanity while keeping your students: how teacher engagement can increase student persistence when teaching students during their first college course. Journal of Instructional Research, 7, 119-123.
- Bencsik, A., Horváth-Csikós, G., & Juhász, T. (2016). Y and Z generations at workplaces. Journal of Competitiveness, 8(3), 90-106. <https://doi.org/10.7441/joc.2016.03.06>
- Bialik, M., & Fadel, C. (2015). Skills for the 21st century: What should students learn? Boston: Center for Curriculum Redesign.
- Budiarta, I. K. (2015). The efficacy of think-pair-share with peer assessment in improving writing skill and developing character of the teacher candidates. Jurnal Bakti Saraswati, 4(2), 191-203.
- Budiarta, I. K., & Krismayani, N. W. (2014). Improving speaking skill and developing character of the students through collaboration of think pair share and the concept of tri kaya parisudha. Jurnal Santiaji Pendidikan, 4(2), 73-80.
- Creswell, J. W. (2009). Research design: Qualitative, quantitative, and mixed methods approaches (3rd ed.). California: Sage Publications Inc.
- Dawson, C. (2002). Practical research methods: A user-friendly guide to mastering research. Oxford: How to Books Ltd.
- Fahey, S., Moura, K., & Saarinen, J. (2019). The educator's guide to flipgrid. Retrieved from https://static.flipgrid.com/docs/Flipgrid_eBook_2nd_edition.pdf
- Fatimah, A. S., Santiana, & Saputra, Y. (2019). Digital comic: An innovation of using toondoo as media technology for teaching English short story. English Review: Journal of English Education, 7(2), 101-108. <https://doi.org/10.25134/erjee.v7i2.1526>.Received
- Flipgrid. (2020). Getting started with flipgrid. Retrieved January 6, 2020, from <http://blog.flipgrid.com/gettingstarted>
- Holbeck, R., & Hartman, J. (2018). Efficient strategies for maximizing online student satisfaction: Applying technologies to increase cognitive presence, social presence, and teaching presence. Journal of Educators Online, 15(3). Retrieved from <https://files.eric.ed.gov/fulltext/EJ1199226.pdf>
- Koehler, M. J., Mishra, P., Kereluik, K., Shin, T. S., & Graham, C. R. (2014). The technological pedagogical content knowledge framework. In Handbook of Research on Educational Communications and Technology: Fourth Edition (pp. 1-2). <https://doi.org/10.1007/978-1-4614-3185-5>
- Mabuan, R. A. (2017). Developing ESL/EFL learners' public speaking skills through pecha Kucha presentations. English Review: Journal of English Education, 6(1), 1-10. <https://doi.org/10.25134/erjee.v6i1.765>.Received
- Mabuan, R. A. (2018). Using blogs in teaching tertiary ESL writing. English Review: Journal of English Education, 6(2), 1-10. <https://doi.org/10.25134/erjee.v6i2.1238>.Received
- Melwani, M., Tay, L. Y., & Lim, C. P. (2018). Digital storytelling as a pedagogy to develop literacy and twenty-first century competencies in a singapore primary school: Teachers as designers. Mobile Technologies in Children's Language and Literacy, 67-81. Retrieved from <https://doi.org/10.1108/978-1-78714-879-620181005 D>

 Sertifikat-ERJEE

FOCUS AND SCOPE

PUBLICATION ETHICS

AUTHOR GUIDELINES

PEER REVIEW PROCESS

ONLINE SUBMISSION

ABSTRACTING AND INDEXING

SCREENING FOR PLAGIARISM

You are logged in as...

mrbbudi

- » [My Journals](#)
- » [My Profile](#)
- » [Log Out](#)

TEMPLATE



- » [View \(32 new\)](#)
- » [Manage](#)

Search

Search Scope

All v

Browse

- » [By Issue](#)
- » [By Author](#)
- » [By Title](#)
- » [Other Journals](#)



OPEN JOURNAL SYSTEMS

Visitors

ID 153,547	KH 418
US 22,424	NZ 397
PH 22,222	AT 386
MY 9,128	NP 385
GB 7,242	OM 367
VN 6,943	LY 366
CN 5,664	UA 343
SG 5,542	AE 330
AU 4,381	FI 327
TH 3,930	NO 312
PK 3,840	UZ 306
IN 3,794	LB 301

Mishra, P., & Koehler, M. J. (2006). Technological pedagogical content knowledge: a framework for teacher knowledge. Teachers College Record, 108(6), 1017–1054. Retrieved from http://onezoneheights.pbworks.com/f/MISHRA_PUNYA.pdf

Motteram, G. (Ed.). (2013). Innovations in learning technologies for English language teaching. London: British Council.

Pheeraphan, N. (2013). Enhancement of the 21st century skills for Thai higher education by integration of ICT in classroom. Procedia - Social and Behavioral Sciences, 103, 365–373. <https://doi.org/10.1016/j.sbspro.2013.10.346>

Pickering, G., & Gunashekar, P. (Eds.). (2014). Innovation in English language teacher education. New Delhi: British Council.

Richards, J. C., & Rodgers, T. S. (2001). Approaches and methods in language teaching. (2nd ed.). Cambridge: Cambridge University Press.

Schmidt, D. A., Baran, E., Thompson, A. D., Mishra, P., Koehler, M. J., & Shin, T. S. (2009). Technological Pedagogical Content Knowledge (TPACK): The development and validation of an assessment instrument for preservice teachers. Journal of Research on Technology in Education, 42(2), 123–149. Retrieved from http://onezoneheights.pbworks.com/f/MISHRA_PUNYA.pdf

Stoszkowski, J. (2018). Using flipgrid to develop social learning using flipgrid to develop social learning. (December). <https://doi.org/10.21100/compass.v11i2.786>

Sutrisno, B., Rasyid, Y., & Rahmat, A. (2018). The effect of cooperative language learning and personality types towards essay writing. English Review: Journal of English Education, 6(2), 95–104. <https://doi.org/10.25134/erjee.v6i2.1259>.Received

Syafii, M. L. (2019). Improving students' speaking skill by using multimedia presentation strategy. English Review: Journal of English Education, 7(2), 125–132. <https://doi.org/10.25134/erjee.v7i2.1690>.

DOI: <https://doi.org/10.25134/erjee.v9i1.3824>

Refbacks

- There are currently no refbacks.

Copyright (c) 2020 English Review: Journal of English Education

 TR	3,116	 MM	295
 HK	2,346	 PS	262
 CA	2,023	 CR	240
 IR	1,968	 RO	240
 DE	1,940	 CZ	218
 EC	1,598	 AR	217
 SA	1,555	 HU	215
 RU	1,494	 TZ	210
 ZA	1,475	 BE	206
 NG	1,425	 YE	185
 ES	1,425	 TN	170
 JP	1,337	 PT	163
 DJ	1,136	 LT	162
 EG	1,113	 JM	161
 TW	1,081	 CH	152
 CO	966	 PA	148
 MX	958	 MU	144
 KR	914	 NA	142
 NL	895	 SK	139
 IQ	894	 SD	134
 GR	799	 MO	131
 UA	718	 UG	123
 IT	701	 MT	123
 BD	665	 RS	122
 IE	602	 ZW	121
 BR	599	 BH	118
 SE	558	 KW	117
 PL	513	 TT	115
 MA	506	 DK	110
 FR	482	 HR	107
 KE	476	 BN	102
 CL	452	 MV	102
 KZ	451	 LV	100
 PE	451	 HN	98
 LK	450	 BT	94
 GH	447	 CY	93
 IL	433	 LA	92
 JO	419	 MW	92

Pageviews: 750,966

Flags Collected: 206

 FLAG Counter

[JOURNAL HELP](#)