The Ultilization of Flipgrid Application to Strengthen Students' English Speaking Performance Perspective

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Abstract— **There are four skills that students must achieve in learning English, namely speaking, listening, writing and reading. Making presentations in English is a common thing to do in English classes. The ability to speak in this case is very necessary, but in reality students have limited opportunities to practice English. Flip grid application is one of the applications that can be utilised to improve English speaking skills. This study aims to find students' perspectives on the use of flipgrid application to improve English speaking skills. This research uses descriptive quantitative method. The results of this study can be seen in the responses given by students to the flipgrid application. Students gave good responses to the use of flipgrid in improving pronunciation skills, grammar, vocabulary, practising expressions, as well as the psychological benefits of using flipgrid. The students also showed a very good response to the benefits of the features in the flipgrid application. These features can certainly encourage the improvement of students' English speaking skills. This is also indicated by the excellent response from students to the benefits of flipgrid in improving English speaking skills.**

Keywords— **English Speaking, Flipgrid Application, Students Perspectif**

I. INTRODUCTION

English is the primary medium of communication for people in the UK, USA, Canada, Australia, New Zealand, South Africa and many other countries. It is the official language of many Commonwealth countries and is widely understood and spoken. It is spoken in more countries in the world than any other language except Chinese and is also spoken by more people. In Indonesia, English is a foreign language that can be learnt at school and used in communication. English can also be referred to as a second language because it is a foreign language that comes to Indonesia to be learnt in schools and other educational institutions. Due to its status and function as a foreign language in Indonesia, English is not a language that competes with other languages, especially the state

and national language, Indonesian. Language is taught in educational institutions, not as a teaching tool. (Agustin, 2011).

English is a global language that plays a very important role in global interaction and communication through the progress and competition of globalization. As the world's lingua franca, English is not only an academic necessity, because mastery is limited to language skills, but a global communication tool. To master English well, a practical perspective must be emphasized in teaching and learning (Trial and Error) so that students actively participate in expressing opinions by actual circumstances. (Handayani, 2016). Acoording to kartono in (Syahputra (2014) English is one of Indonesia's foreign languages. English was designated as the first foreign language in the regulation of the Minister of Education and Culture no. 096/1967, 12 December 1967. The selection of English as the first foreign language in Indonesia among other foreign languages was based on several claims Carton that our national language cannot currently be used as a means of communication with the outside world as part of foreign policy and to establish friendship with other nations and that English is the language of international communication, the language of science, modern technology, business, politics and is used in almost all It is clear that the study of English should be favoured among other foreign languages.

Badra in Iriance (2015) said that English is the language most often used in heads of government meeting their only unifying language. When people of different nationalities meet, English is the only unifying language they speak. Those who are already working in foreign companies can continue to improve their English skills, thanks to good English skills, your career is likely to continue to rise. The need for English skills is even greater when those working in foreign companies have the daily task of consulting with headquarters or companies in foreign industries via email or phone. Maduwu,(2016) said that English is

one of the subjects taught to students from primary school to university level. The Indonesian government started introducing English to primary school students as early as possible through the basic education curriculum in 1994. English has reached the third level in Indonesian education. This emphasises that English is a foreign language that must be learnt.

There are four skills that English language learners must master. Speaking ability is the most important of the four language skills for effective communication (Rao, 2019). Muslim (2015) also stated that the four basic skills in English that must be mastered are listening, speaking, reading, and writing. Speaking ability is one of the difficult skills for students to master. According to Zainurrahman & Sangaji (2019) Speaking is seen as a fundamental language skill that must be learned. It is common to refer to language users as speakers; for example, calling them native speakers or speakers of another language. Speaking is a mental process as well as a bodily action that involves the production of sounds through the use of aspects of articulation and breathing. The language that comes out of the lips is processed first in the brain or mind. This shows that speaking is a mental process within the individual. It also shows that the growth of speaking skills depends not only on the maturity of one's articulation system but also on the maturity of thinking in the mind of the individual.

Palmer (1953) also states that most communication is oral. Speaking requires more than just forming grammatically acceptable sentences and then pronouncing them. Language teachers must then understand that speaking requires more than just mechanics. The three areas of knowledge that make up speaking are mechanics, function, pragmatics, and social, and cultural rules and norms. (Kürüm, 2017). Brown (2004) It further states that speaking is a productive talent that can be noticed both directly and objectively. Doing English presentations is common in English classes. Speaking ability is very important in this situation, but students have little opportunity to practice their

English. The flip grid application is one solution to this problem, the flip grid application can be a medium for learning English, by using the flip grid application students can practice and can also improve their speaking skills in English. Flipgrid can be recognised as an effective learning tool to improve speaking skills (Lai et al., 2021).

Flipgrid is an online video discussion platform that aims to empower students and increase social interaction among them (Stoszkowski, 2018). Lubis (2021) also stated that Flipgrid is an online video discussion tool that allows children to communicate and connect with their friends about their opinions while also practicing their language, presentation, and communication skills. It is famous among educators because it is easy to use and offer in the classroom, and students can directly record a video of the conversation from the teacher's grid. The app includes many features such as privacy features, library features, and so on. Flipgrid seeks to address some of the issues that teachers and students face. Rosita & Halimi (2023) also stated that Flipgird as an integration of technology to assist teachers in learning by practising speaking English independently. It is a free online platform for teaching purposes where users can record video responses to topics introduced by the instructor. Ocktarani (2021) said that Flipgrid is one of the platforms to improve English speaking skills.

There are several researchers who conducted previous research related to flipgrid. Firstly, according to Putri et al., (2022) Students' English proficiency is greatly influenced by Flipgrid, especially speaking ability which is significantly improved. Before using the Flipgrid program for English learning. Students' achievement scores were low. Students' results on the English achievement test of the Flipgrid application improved after five meetings. So, after the treatment, there was a better change in scores. Flipgrid only allows a short meeting time. Therefore, the results are only good enough. Therefore, children learning English will benefit and experience good effects from the Flipgrid program. And also Mango (2021) although the students were hesitant to use FG at first, they changed their minds by the end of the semester. The students could practice their language skills on a safe and low-stress platform with FG while tracking their progress, which helped them feel more comfortable with their speaking and listening skills. Using FG is enjoyable for students, who feel that it enhances their engagement in social and cognitive activities in class as well as their language learning. The absence of quick feedback on the Flipgrid they recorded was cited as the biggest drawback by 27% of participants.

In addition, Subiana et al., (2022) found that the majority of students felt positive about using the Flipgrid platform as a speaking portfolio. showed how using Flipgrid can help students improve their speaking skills in terms of speaking practice or assessment. When they used the platform for instruction, the students saw an improvement in their speech. On the other hand, Sukerti et al., (2021) found that students commented positively on the incorporation of the Flipgrid platform with an organized and goal-oriented theme as it offered a well-rounded and engaging learning environment, students had no technical problems in using Flipgrid, and they noted that it improved their ability to articulate their opinions as it enabled them to prepare presentations methodically. Furthermore, Hanh & Houng, (2021) found that Flipgrid-based portfolios improved students' speaking skills in terms of pronunciation and fluency dramatically. In addition, despite the criticism, all students had good attitudes regarding the utilization of this online platform.

This study was motivated by the lack of opportunities to practice students' speaking skills at school. The researcher asked the research question; what are the students' perspectives on the use of the flip grid application to strengthen English speaking performance? This study aims to describe students' perspectives on the use of flip grid applications to strengthen English speaking performance. In

addition, this study also aims to find out students' perspectives on the features contained in the flip grid application.

II. RESEARCH METHODS

This research uses descriptive quantitative research as its methodology. The method of data management in this study is to classify the benefits of the filigree application, for its determination using the Liker-Skel theory. The software used in analyzing data is the SPSS application. According to Gay et al., (2012) Quantitative research is the collection and analysis of numerical data to describe, explain, predict, or manage events of interest. This research was conducted in April 2023, population according to Gay et al., (2012) is a collection of people who have similar traits. The researcher chose this school because technology-based materials used in English education have received less attention in this school. Therefore, the Flipgrid application was introduced, and the researcher assisted the students in expanding their knowledge of Flipgrid-based English learning activities. This study used simple random sampling to select the sample, the purpose of simple random sampling is to select sample subjects that will represent the population. (Gay et al., 2012). Respondents in this study were students of class XI SMAN 1 Sawahlunto. The respondents consisted of 4 male students and 27 female students. The comparison of the number of respondents can be seen in the diagram below:

The researcher used a questionnaire as an instrument to collect data. Gay et al., (2012) stated that an instrument is a tool used to measure, observe, or record numerical data. Furthermore, Gay et al., (2012) also stated that a questionnaire is a list of survey questions that will be given to pre-selected research participants to respond to. The researcher compiled the questionnaire in the form of Google Forms and used a closed-ended question type for the questionnaire. According to Gay et al., (2012) Closed questionnaires require structured items which are most often used in surveys. (also known as closed questions). Researchers measured the reliability of the decision-making basis in testing the reliability of Chonbach's alpha according to Sujarweni dan Endrayanto (2006) A reliable questioner is one that has a Cronbach's alpha> 0.6.

Reliability Statistics

Cronbach's Alpha	N of Items
.962	20

When answering questions about structure, respondents had to select their responses from a list of options, such as by criticizing answer choices, checking lists, or numbering references. Firstly, the researcher created the questionnaire, secondly, the researcher distributed the document After that, the researcher collected the data to be analyzed.

Researchers collect data and analyze data by grouping the various benefits of the flip grid application using tables, after which researchers make the percentage. The stages of data processing can be seen in the following concept map:

III. RESULT DISCUSION

After the respondents gave answers to the questionnaire, the researcher got some results. The questionnaire is processed using a Likert scale which is worth 1 to 5 on the alternative answers; strongly disagree (1), disagree (2), hesitate (3), agree (4), and strongly agree (5). The researcher then used the scale as a benchmark for respondents' responses to the indicators listed in the questionnaire. According to Sugiyono in Afifah, I., & Sopiany (2017) The scale was categorised as follows:

Table 1.1
Scale categories

Scale		Categories
1, 00	1,80	Very bad
1,81	2,60	Not good
2,61	3,40	Less good
3,41	4,20	Good
4,21	5,00	Very good

A scale of 1.00 to 1.80 indicates a very bad response from the respondent to the given indicator, a scale of 1.81 to 2.60 indicates a not good response by the respondent to the indicator, 2.61 to 3.40 indicates a less good response, 3.41 to 4.20 indicates a good response to the indicator and 4.21 to 5.00 shows a very good response given by the respondent to the indicator.

Table 1.2 Respondents' responses to the use of features in the flipgrid application

No	Statement	Alternative answer					Mean Score	Descriptor
		1	2	3	4	5		
	Saya merasa bahwa aplikasi flipgrid mudah di akses untuk pembelajaran berbicara bahasa Inggris *(I find the flipgrid app easy to access for learning to speak English.)*	0	0	3	19	9	4,19	Good
	Saya merasa bahwa aplikasi flipgrid menyenangkan untuk pembelajaran speaking bahasa Inggris siswa karena ada filter dan stiker *(I feel that flipgrid app is fun for students' English speaking learning because of the filters and stickers)*	0	0	0	20	11	4,35	Very good
	Saya merasa bahwa aplikasi flipgrid mempunyai kelebihan karena gratis untuk di unduh. *(I feel that the flipgrid app has the advantage of being free to download.)*	0	0	1	19	11	4,32	Very good
	Saya merasa aplikasi flipgrid Fitur-fitur nya menarik *(I find the flipgrid app features interesting)*	0	0	3	20	8	4,16	Good
							4,25	Very good

The table above is the respondent's response to the use of flipgrid application features in improving students' English speaking skills. Respondents gave a good response to the flipgrid indicator which is easy to access for learning English speaking. This can be seen from the average answer score in the questionnaire which is 4.19. Respondents gave very good responses to the indicator that the flipgrid application was fun for learning English speaking because there were filters and stickers. This can be proven by the average answer score given by respondents which is 4.35. In addition, respondents also gave a very good response to the indicator that the flipgrid application has advantages because it is free to download, it can be seen from the average score in the questionnaire which is 4.32.

These results are the same as research conducted by Syahrizal & Pamungkas (2022). Students gave more positive responses than negative ones. There were 26 respondents who gave positive reviews of Flipgrid, praising its quality for being easily accessible, internet-connected, psychologically satisfying, and engaging. Apoko & Chong (2022) also found in his research that the majority of students believe that the Flipgrid programme is easy to understand and practice. All students agreed that Flipgrid's features, such as emoticons, frames and other effect capabilities, were interesting and useful to them. The same conclusion was found that recording and submitting videos through Flipgrid on smartphones or PC/laptop was quick and easy for all students. Slightly different results were shown by research conducted by Lubis & Siregar (2021). Based on the findings of this study, there were 16 good responses from interactive features, accessibility,

psychological fulfillment, and connectedness, and 8 negative responses from Flipgrid app tools, competitiveness, and originality. The majority of positive responses were easy to use. Meanwhile, the negative responses were that students experienced some difficulties during the uploading procedure.

application is a video chat platform designed to be able to participate in video as well as audio easily and that is what improves students' pronunciation students also confirmed that when using the Flipgrid application students can improve English pronunciation.

Table 1.3
Respondents' responses to the use of flipgrid in improving pronunciation skills

No	Statement	1	2	3	4	5	Mean	Description
	Saya merasa bahwa aplikasi flipgrid dapat meningkatkan cara pengucapan saya dalam bahasa Inggris *(I feel that the Flipgrid app can improve my pronunciation in English.)*	0	0	0	27	4	4,12	Good
	Saya merasa bahwa aplikasi flipgrid dapat berlatih cara pengucapan dalam bahasa inggris. *(I feel that the Flipgrid app can practice my pronunciation in English.)*	0	0	0	26	5	4,16	Good
Mean score							4,44	Baik

Table 1.4
Respondents' psychological responses to the use of flipgrid

No	Statement	1	2	3	4	5	Mean	Description
1	Saya merasa bahwa aplikasi flipgrid dapat menambah kepercayaan diri siswa dalam berbicara bahasa Inggris *(I feel that flipgrid app can increase students' confidence in speaking English.)*	0	0	0	25	6	4,19	Good
2	Saya merasa bahwa aplikasi flipgrid membuat saya merasa lebih nyaman berbicara dalam bahasa Inggris. *(I feel that the flipgrid app makes me feel more comfortable speaking in English.)*	0	0	0	22	6	4,09	Good
3	Saya merasa bahwa aplikasi flipgrid dapat memotivasi siswa untuk berbicara dalam bahasa Inggris *(I feel that flipgrid app can motivate students to speak in English.)*	0	0	1	20	10	4,29	Very good
4	Saya merasa bahwa aplikasi flipgrid menarik minat siswa dalam berbicara bahasa inggris. *(I feel that the flipgrid app interests students in*	0	0	4	23	4	4	Good

The table above is the respondent's response to the use in improving pronunciation skills, it can be seen that the respondent responded well to the indicator that flipgrid can improve pronunciation in English, and the respondent also gave a good response to the indicator that the flipgrid application can practice pronunciation in English. As with the research conducted by Amirulloh et al (2021) in his findings said that the Flipgrid

100

	Statement						Mean	Category
	speaking English.)							
5	Saya merasa bahagia menggunakan aplikasi flipgrid dalam belajar berbicara bahasa inggeris. *(I feel happy using the flipgrid app in learning to speak English.)*	0	0	3	22	6	4,09	Good
6	Saya merasa puas menggunakan aplikasi flipgrid dalam aktivitas belajar berbicara bahasa inggris *(I feel satisfied using flipgrid app in my English speaking learning activity.)*	0	0	2	24	5	4,09	Good
	Mean score						4,12	Good

The table above is the respondent's response psychologically to the use of the flip grid application psychologically the flip grid indicator can increase students' confidence in speaking English, the respondents gave a good response. Respondents also felt that they were more comfortable using the Flipgrid application. This is indicated by good responses from respondents. In addition, respondents also felt that the Flipgrid application could motivate students to speak in English. Respondents also felt that they were happy and satisfied with using the Flipgrid app. The average score in the table above is 4.12 or it can be interpreted that the respondents' responses are generally good.

The results of this study are similar to research conducted by Mclain (2018). In the study, students were asked whether FlipGrid has increased their confidence in speaking English. A total of 42.9% of respondents stated that they agreed or strongly agreed, 40.3% stated that they somewhat agreed, and 14.3% stated that they disagreed. The same research according to Apoko et al., (2022) also said that Flipgrid motivates students to learn English and also increases students' confidence in speaking English. In learning speaking skills according to Apoko et al., (2022) students were happy to participate and practice the use of flip grid for English learning. Tuyet & Khang (2020) also found that when students were asked about the fear of negative evaluation, four out of six interviewees stated that they felt less worried about making mistakes since using Flipgrid in learning to speak English because Flipgrid allowed them to review Furthermore, Robillos (2023) found that the use of the FlipGrid application in the metacognitive method to improve participants' speaking skills and communication engagement resulted in significant gains. In addition, students' active participation in the teaching and learning process exposed them to speaking practice and improved their speaking confidence and learning engagement.

Muslimin et al., (2022) also found the same research results as this study. They found that students showed a favorable attitude about FgSS (Flipgrid speaking success), as evidenced by the mean score of 3.98 or 79.6% agreeing with the use of Flipgrid in speaking lessons. Similarly, students' anxiety level was low when speaking on Flipgrid, as seen from their 3.97 anxiety score. This means that students' attitudes and anxiety levels are good: positive attitude levels and low anxiety levels to promote FgSS(Flipgrid speaking success), in EFL teaching practice. Almost the same result was also obtained by Hammett (2021). In the study, the majority of students stated in the student survey that their interest in learning English, motivation, and speaking ability improved during the course. Flipgrid was also well received by most students as a speaking activity. However, there were some difficulties. Providing feedback on students' films, and the lack of this feedback can lead to students being unsure of their speaking ability as well as not knowing the mistakes that need to be corrected in the next upload. Further, Levine-ogura (2022) found in her research that students' attitudes seem to

show a favorable attitude towards technology, and they benefit from video-based speaking tasks through peer feedback, as well as teacher participation in follow-up tasks and teaching. Although there were some negative opinions about Flip, students seemed to agree that they enjoyed using the platform.

can train gestures in speaking English. This can be seen from the average score of 3.9. Lai et al., (2021) in his research found that students can develop aspects of facial expressions and gestures in speaking English. This is because students can practice speaking English easily with the flipgrid application.

Table 1.5
Respondents' responses to the use of flipgrid in practising expression during English speaking

No	Statement	Alternative answer					Mean	Description
		1	2	3	4	5		
1	Saya merasa bahwa aplikasi flipgrid dapat melatih ekspresi wajah dalam berbicara bahasa Inggris. *(I feel that the flipgrid app can train facial expressions in speaking English)*	0	0	8	18	5	3,90	Good
2	Saya merasa aplikasi flipgrid dapat melatih penggunaan gestur dalam berbicara bahasa Inggris. *(I feel that flipgrid app can train the use of gestures in speaking Englis).*	0	0	5	21	5	3,90	Good
Mean score								

Table 1.6
Respondents' responses to the use of flipgrid in improving speaking skills

No	Statement	Alternative answer					Mean	Description
		1	2	3	4	5		
1	Saya merasa bahwa aplikasi flipgrid dapat meningkatkan kelancaran berbicara dalam bahasa Inggris. *(I feel that the Flipgrid app can improve my English speaking fluency)*	0	0	0	23	8	4,25	Very good
2	Saya merasa aplikasi flipgrid memberi kemajuan kepada siswa dalam kemampuan mengkomunikasikan ide dalam bahasa Inggris dengan cara yang lebih efektif *(I feel that the flipgrid app advances students' ability to communicate ideas in English in a more effective way.)*	0	0	0	24	7	4,22	Very good
3	Saya merasa bahwa aplikasi flipgrid bermanfaat dalam meningkatkan kemampuan speaking bahasa inggris siswa *(I feel that the flipgrid application is useful in improving*	0	0	1	22	8	4,22	Very good

The table above represents the respondents' responses to the use of a flip grid in training expressions while speaking English. Respondents gave good responses to the flipgrid indicator of train facial expressions and the flipgird indicator

students' English speaking skills.)							
Mean score							4,2 3

The table above is the respondent's response to the use of the flip grid application in improving speaking skills. The average score shows that respondents gave very good responses to the indicators in the use of the flip grid application as a means of speaking English. This can be seen from the average score of 4.23. These results are similar to research conducted by Rosita & Halimi (2023). In their findings, after using Flipgrid, the participants had made some progress in their ability to communicate ideas in English in a more effective way. In the study, 80% of the students agreed about the progress in the ability to communicate ideas in English effectively. Rosita & Halimi (2023) found that they could speak English better after using Flipgrid to practice. They have a strong desire to learn, which helps them speak more fluently and with better pronunciation. Allran et al., (2021) also found that students showed improved fluency in speaking by recording English.

Furthermore, Annelise (2020) found that when coupled with appropriate scaffolding and support, the use of digital video apps as a medium to promote oral language development in English can improve English learners' oral fluency. Digital video apps can also lower English learners' affective filters while increasing their motivation to practice and master the target language. On the other hand, Kleftodimos & Triantafillidou (2023) found that Flipgird can be a good place to practice oral science communication. Chandra (2022) also found that Flipgird plays a role in improving students' speaking skills. The results showed that teachers' participation in monitoring students' task completion also played an important role in developing students' speaking skills, implying that the frequency of using FlipGrid had a direct impact on students' memory skills; however, when facing

critical thinking test questions, students must be able to think out of the box and not only based on what they have learnt from FlipGrid online. Other findings were also revealed by Shin & Yunus (2021). The findings revealed that primary school students in the European Common Reference Framework for Languages or CEFR classroom had a very positive attitude toward utilizing Flipgrid to improve their English speaking skills. This study demonstrates the use of Flipgrid in the learning and teaching of English-speaking skills in the CEFR classroom.

Table 1.6
Respondents' responses to the use of flipgrid in improving grammar skills

Statement	Alternative answer					Me an	Des rip or
	1	2	3	4	5		
Saya merasa bahwa aplikasi flipgrid dapat meningkatkan keterampilan tata bahasa saya dalam berbicara bahasa Inggris. *(I feel that flipgrid app can improve my grammar skills in speaking English.)*	0	0	3	22	6	4, 09	Go d
Mean score						4,0 9	Go d

The table above is the respondents' response to the use of the flip grid application in improving grammar skills. The score on the indicator in the table above is 4.09. The figure shows that respondents gave a good response to the indicator that the flip grid application can improve grammar skills in speaking English. Supported by the findings Amirulloh et al., (2021) The results showed that students did not make grammatical errors while using the flipgrid application. The

students felt that their grammar skills improved after using flipgrid.

Table 1.8
Respondents' responses to the use of flipgrid in improving English vocabulary

Statement	Alternative answer					Mean	Description
	1	2	3	4	5		
Saya merasa bahwa aplikasi flipgrid dapat meningkatkan penguasaan kosakata saya dalam berbicara bahasa Inggris. *(I feel that the flipgrid app can improve my vocabulary acquisition in speaking English.)*	0	0	1	25	5	3,90	Good
Mean score						3,90	Good

The table above is the respondents' response to the use of the flip grid application in improving English vocabulary. The score in the table above is 4.09. This figure can be interpreted that respondents gave a good response to the indicator that the flip grid application can improve English vocabulary. The same findings made by Amirulloh et al., (2021) found that although students used Flipgrid features more frequently, the main reason their speaking ability improved was that they had to record and upload videos to Flipgrid. So, they have to think and prepare what they want to say in the video to avoid mistakes while recording. By deciding which words to use, individuals can hone their grammar and vocabulary.

IV. CONCLUCION

The Flipgrid application is a video-based application that can help students in learning English. The flip grid application provides significant benefits in improving English speaking skills. The results of this study show that students give good responses to the use of the flip grid in improving pronunciation skills, grammar, vocabulary, and practicing expressions, as well as the psychological benefits of using a flip grid. The students also showed a very good response to the benefits of the features in the flip grid application. These features can certainly encourage the improvement of students' English-speakingtheir skills. This is also indicated by the excellent response of the students to the benefits of Flipgrid in improving English speaking skills. Referring to the results of this study, it can be seen that the flip grid has positive benefits, therefore the researcher suggests that this application can be applied in the learning process by teachers from every level of education.

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