

**THE EFFECT OF FLIP GRID APPLICATION ON SECONDARY
SCHOOL STUDENTS' NARRATIVE SPEAKING SKILLS
AND SELF-CONFIDENCE**



A Thesis

**Submitted to the Department of English Education, Postgraduate Program of
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By

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I confirm that this thesis has not been submitted for the award of any previous degree in any tertiary institution in Indonesia or abroad.

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Dedication Page

This thesis is dedicated to:

1. Allah, the Almighty.
2. My dear husband, **Yelly Harmoko**, for true love, lifelong companion, love, and resilience,
3. My father, for your continuous words of wisdom, urging me to take firm steps every day and instilling in me the strength to persevere,
4. My mother, for warm love, prayers, and the invaluable advice only a mother can give,
5. My daughters, **Iqlima Czelda Arrumaysa** and **Haziya Czelda Assyafiya**, for our cherished moments and the beautiful joy that fills my heart when I think of them.

Abstract

This study investigates the effectiveness of the Flipgrid application in enhancing narrative speaking skills and self-confidence among secondary school students in Banjarnegara Regency. The study employed a quasi-experimental design with an experimental group that used Flipgrid and a control group that did not. Pre- and post-tests assessed students' narrative speaking abilities, while questionnaires measured self-confidence levels.

The results revealed significant improvements in the experimental group's post-test scores compared to their pre-test scores and the control group. Descriptive statistics showed higher mean scores on the post-tests for the experimental group, with standard deviations of 2.687 (pre-test) and 3.057 (post-test). Inferential statistics further confirmed Flipgrid's positive impact - the F-test yielded a calculated F-value of 36.361 (exceeding the critical 3.35) and the t-value for speaking skills was 10.809 (above the 1.70329 threshold), indicating the treatment had a statistically significant effect. Normality tests validated the data's normal distribution ($p=0.177$ for speaking, $p=0.200$ for confidence).

Notably, around 72.73% of students found Flipgrid enjoyable for learning storytelling through its interactive features, ease of use, and opportunities for practicing speaking with reduced anxiety. However, questionnaire responses revealed some uncertainty regarding Flipgrid's direct impact on confidence in learning and speaking English.

Overall, this study provides empirical evidence that Flipgrid can significantly enhance secondary students' narrative speaking proficiency. While its influence on self-confidence requires further scrutiny, the findings highlight Flipgrid as a promising educational technology for developing crucial language skills.

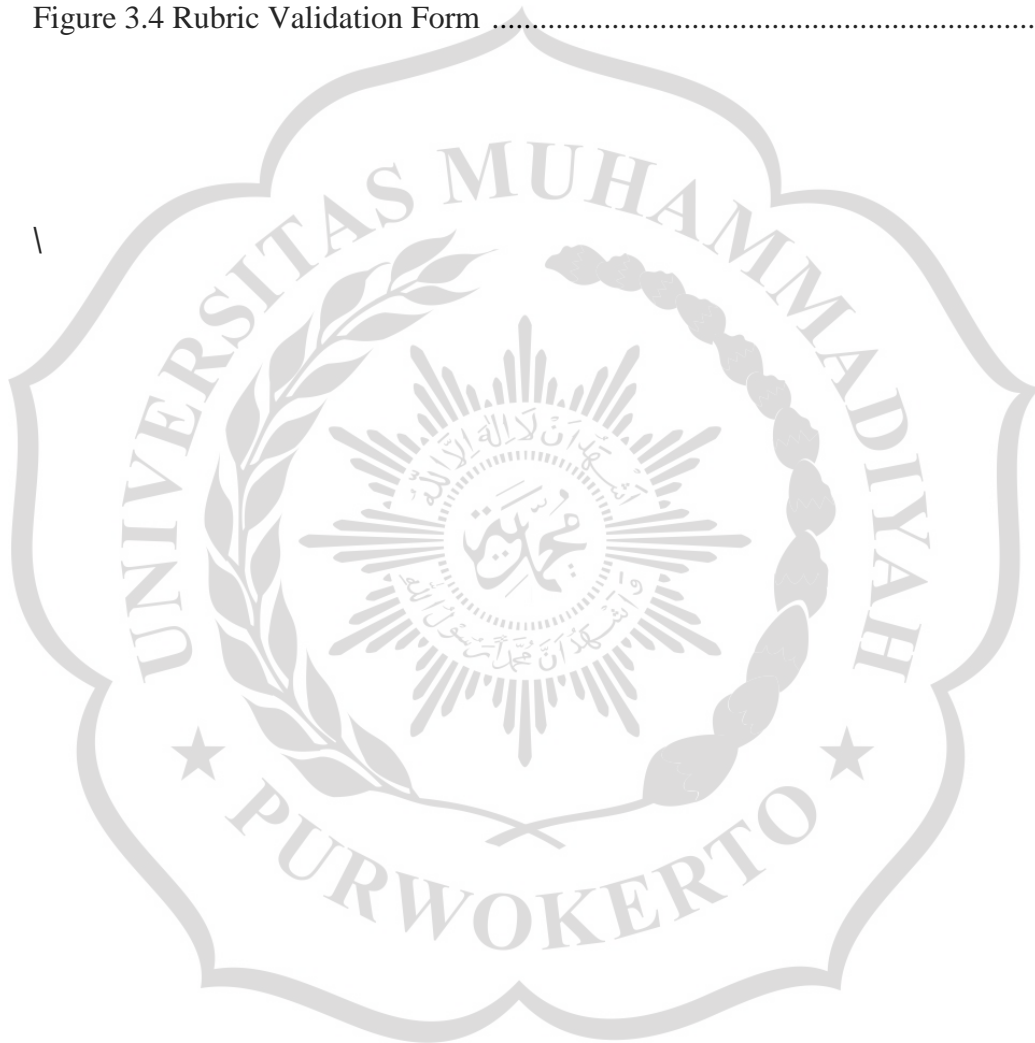
Keywords: Flipgrid, narrative speaking skills, self-confidence, secondary school students

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