

# CHAPTER I

## INTRODUCTION

### 1.1 Background of Study

Developing narrative speaking skills is essential for language learners as it fosters fluency, self-expression, and cultural understanding (Dagarin Fojkar et al., 2013; Daniel, 2012; Egan, 1986, 1997). However, teaching these skills in English as a Foreign Language (EFL) classrooms can be challenging due to factors such as limited class time, vocabulary constraints, lack of confidence, and difficulties in organizing ideas coherently N.C. Bekar. (2019).

While traditional teaching methods may fall short in addressing these challenges, integrating technology offers a promising solution to enhance learning experiences. Specifically, the use of Flipgrid, a video discussion platform, has shown potential in improving speaking proficiency, boosting confidence, and fostering positive attitudes toward learning (Mango, 2019; Lowenthal, 2020; Hsbollah, 2022; Omar & Ismail, 2021; Keiper et al., 2021; Lowenthal & Moore, 2020). Flipgrid's features, such as video recording, peer feedback, and self-reflection, align well with the goals of enhancing narrative speaking skills and building self-confidence (Marzuki et al., 2016).

To address the gap in understanding Flipgrid's specific impact on secondary school students' narrative speaking skills and self-confidence,

this study will employ an experimental research design. Participants will be divided into control and experimental groups, with the experimental group receiving instruction incorporating the Flipgrid application, while the control group receives traditional instruction.

The experimental research approach will involve pre- and post-intervention assessments of participants' narrative speaking skills and self-confidence levels, using appropriate assessment tools and techniques. This will enable a rigorous evaluation of the effectiveness of Flipgrid as an instructional tool for enhancing these targeted skills and attributes (Robillos, R.J. 2023).

By conducting an experimental study, this research aims to provide empirical evidence on the impact of Flipgrid on secondary school students' narrative speaking skills and self-confidence. The findings will contribute to the understanding of effective instructional strategies for developing these crucial competencies in EFL classrooms, particularly within the context of secondary education (Lamb, M. 2017).

In reality, it was discovered that teaching speaking and storytelling can be challenging for teachers based on the researcher's observations. It was difficult for some students because they were afraid or anxious when speaking, especially those learning a foreign language (Horwitz et al., 1986). Because there was little time and the classes were large, it was difficult for students to practice speaking a lot in ordinary classroom settings (Ur, 2012). Finding good and culturally relevant materials to teach

storytelling was also challenging (Gilmore, 2011). Checking how well students spoke was not easy either because it depended on personal opinions, and usual methods might not show how good someone was, making it hard to give helpful feedback (Luoma, 2004). Teachers also need to teach in a way that works for all kinds of learners: those who are great at talking and those who find it challenging (Sheu, 2022). Lastly, stories might talk about things important to particular cultures, so teachers must be careful to speak of them in a way that respects everyone and makes everyone feel included (Cortazzi & Jin, 1999).

Teaching English, especially narrative storytelling, can be challenging due to the complexities of the language. Students often face difficulties such as limited vocabulary, lack of confidence when speaking in front of others, poor text organization, trouble with logical story structuring, issues with sentence structure, tenses, and word order, as well as pronunciation problems (Goh, 2007). These challenges can hinder students' ability to effectively convey narratives and engage the listener.

However, technology offers promising solutions to make language learning more engaging, efficient, and conducive to developing storytelling skills with increased confidence. Integrating technology into the classroom allows teachers to create interactive activities and multimedia learning experiences that can enhance students' motivation and personalize their learning journey (Golonka et al., 2014; Peng et al., 2009).

In this modern era, platforms like Flipgrid provide students with a fun and interactive way to practice their speaking skills. Flipgrid enables students to record their narratives, watch and evaluate their performances, share stories with peers, and receive constructive feedback. This approach has the potential to build confidence, foster self-reflection, and facilitate social learning (Lowenthal & Mulder, 2017; Moore & Littlewood, 2020).

The limited ability to tell a narrative text has made the students feel less confident speaking in front of others. Students feel nervous about telling their stories. This fear of making mistakes or being judged can hinder their ability to share stories effectively and express themselves (Tsiplakides & Keramida, 2009).

Therefore, teaching English, especially storytelling, can be tough due to the language's complexities. But technology helps make learning engaging and efficient. It offers tools and resources to help students become good storytellers with confidence. We need focused teaching, lots of practice, and useful feedback to tackle these challenges. Expanding students' vocabulary, boosting their confidence, improving their organization, and increasing their cultural awareness are all vital steps in making them better storytellers (Huang, 2008; Razmi et al., 2014). This approach makes the path to English fluency, including storytelling, achievable and enjoyable.

Therefore, based on the problems mentioned, one of the strategies that teachers might use in the teaching and learning process to create

effective learning is integrating technology in the classroom. The presence of technology in the school will help teachers to create interactive activities. In addition, technology enables interactive and multimedia learning experiences. Interactive whiteboards, educational software, and online simulations engage students in ways that traditional methods may not, making lessons more dynamic and appealing. By leveraging technological tools and strategies, teachers can create a more dynamic, engaging, and personalized learning experience for their students while streamlining administrative tasks and enhancing their professional development (Golonka et al., 2014; Peng et al., 2009).

In this modern age, technology has become a valuable tool in English language education, especially when teaching narrative speaking. With the help of technology, educators can make learning more engaging and effective. Platforms like Flipgrid, for example, provide students with a fun and interactive way to practice their speaking skills.

Flipgrid can help students record their narratives, watch and evaluate their performances, and share their stories with their peers. This builds their confidence and allows them to receive constructive feedback. Moreover, technology will enable students to access many resources, such as online storytelling apps, video tutorials, and interactive language exercises, which can enhance their narrative-speaking abilities. According to Huang (2008), theoretically, telling stories becomes one of the ways in the classroom to learn a new language. It is an important activity to

prepare the learners for speaking activities. Razmi et al. (2014) also posit that storytelling is an excellent verbal activity that helps learners imagine and create plots and improve their speaking performance. Reinders (in Marzuki, Johannes Ananto Prayogo, & Arwijati Wahyudi, 2016) and Akhyak and Indramawan (2013) further support this point by explaining that storytelling has a significant impact on improving learners' self-confidence to speak. According to Mango (2019), several studies have explored using Flipgrid to enhance language learning. One study suggested that Flipgrid effectively improves students' speaking proficiency by encouraging participation in speaking exercises and boosting public speaking confidence. The research also noted a shift in students' attitudes from skepticism to enthusiasm after incorporating Flipgrid into the course. Lowenthal (2020) identified Flipgrid as a valuable tool for student engagement and self-reflection, allowing students to reflect on their learning experiences and interact with peers and teachers. Flipgrid, a free video discussion platform, is recognized for its features that promote user creativity and connection, potentially fostering social learning. Recent studies examining Flipgrid through the lens of students' attitudes and perspectives have underscored its utility in education (Hsbollah, 2022; Omar & Ismail, 2021; Keiper et al., 2021; Shin & Yunus, 2021; Lowenthal & Moore, 2020; Mango, 2019). Despite its significant potential, particularly in Malaysia, Flipgrid's exploration remains incomplete, representing a topic of ongoing interest among academics. Mango (2019)

further revealed that most students held favorable opinions about Flipgrid, emphasizing its simplicity of use, engaging qualities, and its perceived impact on improving speaking and listening abilities. Students regarded Flipgrid as a valuable resource for enhancing their language skills.

Given the foundational importance of narrative skills in students' speaking abilities and the evident challenges they face, such as time constraints, difficulty generating ideas, pronunciation issues, and limited opportunities for individual performance, there is a critical need to address and enhance narrative speaking skills. (Goh, 2007; Tsiplakides & Keramida, 2009; Ur, 2012) Drawing on the insights from studies, particularly those highlighting the effectiveness of Flipgrid in language learning, it becomes evident that this video discussion platform holds significant promise. (Mango, 2019; Lowenthal & Moore, 2020; Hsbollah, 2022; Omar & Ismail, 2021; Keiper et al., 2021; Shin & Yunus, 2021) The studies underscore Flipgrid's role in fostering student engagement, boosting confidence in speaking exercises, and facilitating self-reflection. In contemporary education, where technology plays a pivotal role, the application of Flipgrid emerges as a pertinent solution to address the identified issues. Thus, the thesis titled " The Effect of Flipgrid Application on Secondary School Students' Narrative Speaking Skills and Self-Confidence" intends to investigate and make use of Flipgrid's potential as a tool to help students' speaking abilities gradually while addressing the difficulties that come with narrative speaking in secondary

education. This study aims to find out how Flipgrid can be used in practice to enhance students' ability to tell stories and increase their self-confidence in speaking.

In examining the provided context, several pertinent issues emerge for consideration. Firstly, "Flipgrid Application" signifies a dedication to embracing contemporary educational trends, indicating a commitment to leveraging new technologies to enhance learning experiences. As of the researcher's latest update in January 2022, Flipgrid offers a platform for students to engage in dynamic and interactive learning through video responses, underscoring the importance of integrating technology to foster improved learning outcomes. This title choice reflects an awareness of current educational paradigms and the value of incorporating innovative tools to enrich learning processes (Golonka et al., 2014; Peng et al., 2009). Secondly, the specificity of the research goal, outlined in the title as exploring narrative speaking ability among secondary school students, serves to focus the study and clarify its intended outcomes. This targeted approach highlights a practical strategy for addressing a specific educational need, clearly defining the research objectives.

Furthermore, by emphasizing "Narrative Speaking Competence," the author underscores the importance of addressing a fundamental aspect of language learning. Narrative speaking necessitates linguistic proficiency and communication and storytelling skills crucial for academic and real-world contexts, aligning with broader goals of language education and

communication skill development (Huang, 2008; Razmi et al., 2014; Marzuki et al., 2016). Lastly, the title's implication of addressing a recognized gap or need in the educational landscape for narrative speaking competency suggests a proactive approach to identifying and remedying existing deficiencies. By proposing the Flipgrid application as a solution, the author seeks to bridge this gap and enhance narrative speaking skills through innovative means, reflecting a commitment to advancing pedagogical practices and meeting evolving educational demands.

## **1.2 Research Question**

The problems of this study are formulated as follows:

1. Is using the Flipgrid application effectively enhancing secondary students' narrative speaking skills?
2. Is using the Flipgrid application effective in building secondary students' self-confidence?

## **1.3 Objectives of the study**

The objectives of this research are:

1. To know whether or not the Flipgrid application is effective in enhancing secondary students' narrative speaking skills.
2. To know whether or not the Flipgrid application is effective in building secondary students' self-confidence.

## **1.4 Contribution of the study**

- a. For teachers

This research can inform teaching practices by demonstrating the effectiveness of Flipgrid in fostering narrative speaking skills and self-confidence. Teachers can learn how Flipgrid's features, like recording flexibility, peer interaction, and assessment tools, can be leveraged to create engaging and supportive learning environments.

b. For the students

This research highlights the potential of Flipgrid to empower students. They can discover how Flipgrid provides a safe space for practice, encourages creative storytelling, and facilitates valuable feedback, leading to increased confidence and stronger narrative speaking skills.

c. For Other Researchers

This research contributes to educational technology by investigating the impact of Flipgrid on a specific skill set (narrative speaking) and psychological factor (self-confidence) in secondary education. The methodology and findings can inform future research on technology-assisted language learning (TALL) and its effectiveness in various learning contexts.

## 1.5 Definition of Term

The key terms used in the study are clarified to avoid misunderstanding and misinterpretation, as follows:

### 1. Flipgrid

Flipgrid is a video conversation platform where Students may make and share short video answers. It is frequently used in educational settings to promote online discussions and engage students in various disciplines. It was updated in January 2022. Flipgrid is a platform that utilizes technology, including video recording and sharing features, to enhance communication and interaction.

## **2. Narrative Speaking Competence**

**Narrative Speaking Competence:** This phrase refers to the capacity to successfully communicate via spoken narratives. It entails storytelling ability, clear concept expression, and proficient language use in a narrative setting. The student's oral communication skills are emphasized, particularly narratives, which are organized stories or reports. Martins, K. (2021, November 18). Good oral narrative skills will help improve your child's expressive and receptive language and social communication skills. Oral narratives comprise the foundation for crucial academic skills such as reading comprehension, writing stories, writing book reports/summaries, formulating oral presentations, and more.

## **3. Self-confidence**

Self-confidence is an individual's belief in their talents, decisions, and values. It is the confidence one has in their ability to face obstacles, complete tasks, and navigate varied situations. In education, particularly among secondary school students, self-confidence can be critical for academic and personal growth. To boost students' self-confidence, create a

positive and supportive learning atmosphere in which they feel safe to express themselves, take chances, and participate in learning activities. For the issue you described, utilizing the Flipgrid application to develop self-confidence means that the technology is being used to create a platform for students to practice and improve their narrative speaking abilities in a way that increases their confidence. Students may use apps like Flipgrid to record and share speeches or presentations, get feedback from peers or professors, and improve their public speaking comfort and ability.

## **1.6 Organization of Study**

There are five chapters in this thesis. Each chapter discusses different points. Chapter 1 introduces and overviews the research problem, highlighting the importance of narrative speaking skills and self-confidence in secondary education. It will also introduce Flipgrid as a potential solution to address these issues. Chapter 2 is the Literature Review that reviews relevant literature on narrative speaking skills, self-confidence in language learning, and the use of technology, particularly Flipgrid, in language instruction. The study's theoretical framework was developed based on the literature review. Chapter 3 is Research Methodology, which describes the research design, sampling strategy, data collection methods, and data analysis techniques employed in the study. It will provide a comprehensive overview of the methodological approach used to address the research question. Chapter 4 presents the results and discussions concerning the research objectives and existing literature.

Chapter 5: Conclusion and Suggestions that summarize the study's key findings, reiterate the research question and objectives, and provide recommendations for future research or practical applications. It will offer insights into the implications of the study's findings for language teaching and learning practices.

