



IMPROVING STUDENTS' SPEAKING SKILL USING FLIPA CLIP MEDIA FOR THE FIRST-GRADER OF MA SUNAN AMPEL DAMPIT MALANG

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ABSTRACT

The research began with observations of the challenges students face in expressing themselves verbally, often due to lack of confidence and fear of speaking in public. From the preliminary study results, it was found that students showed significant improvement after implementing Flipa Clip media in the learning process. This research used the Collaborative Classroom Action Research (CAR) method involving observation, interviews, and tests to collect data. The results showed that the use of Flipa Clip media increased motivation and participation of students in learning English, especially in speaking. Students became more creative and motivated to communicate ideas in English. From observations and tests, it was found that students using Flipa Clip media showed an average score increase from 75 to 88, indicating that they met the success criteria set by the researcher.

This research provides practical contributions to educators and students in improving the quality of English language learning, particularly in speaking. The findings also suggest that the use of interactive media like Flipa Clip can be an effective strategy to overcome confidence issues and fear of public speaking. This research is expected to serve as a reference for future studies focusing on language development through multimedia approaches.

Keywords: *Organization, Critical thinking, Student.*

1. INTRODUCTION

Education is an industry that always develops in parallel with changing times. In the modern learning era, information technology plays a central role in supporting the learning process. Nowadays, the use of technology in learning is not just a tool but also a means to improve the quality of learning and facilitate a more interactive learning experience.

Education in the modern era is increasingly influenced by technological developments. According to John Dewey, a leading education expert, education is not only about classical teaching methods but also about preparing students to adapt to the changes that are constantly taking place in society. Therefore, the use of technology in the learning process is considered essential for education to keep pace with current developments.¹

Based on learning english, Stephen Krashen emphasizes the importance of learning language naturally and in context. Dr. Krashen argued that authentic engagement with language through speaking and reading activities can significantly improve language skills². In the context of learning English, the ability to communicate effectively by writing, reading and speaking is the main goal. Therefore, learning English at school should not only focus on grammatical knowledge but also develop speaking skills.

English as an international language plays an important role in preparing the young generation for global challenges. Therefore, it is important for educational institutions, especially at the secondary (MA) level, to develop learning strategies that can optimize students' English skills.

Speaking, one of the important aspects of English skills, serves as the foundation of effective communication. Although at MA Sunan Ampel Dampit students benefit from additional courses to develop their English skills, there are still some obstacles, especially in speaking ability. This weakness is often due to fear of public speaking, fear of making mistakes, and lack of confidence. According to Albert Bandura,

¹ Dewey, John, *Experience and Education : Pendidikan Berbasis Pengalaman*, Terj. Hani'ah (Bandung : Penerbit Teraju, 2004), Pg. 89

² Krashen S, *Principle and Practice in Second Language Acquisition*, (University of Southern California: Pergamon Press Inc. 1982), Pg. 19-21

introduced the concept of anxiety and fear as a result of unsatisfactory experiences³. Therefore, this study examines Banduras' perspective to understand the psychological factors that can influence students' courage to speak. Additionally, the use of technological aids, such as cell phones, which are allowed in the classroom, can be used as an effective learning tool.

The researcher discovered ironic data while conducting a survey with a tenth-grade English teacher, Mrs. Imroatul Mahmuda. The research revealed that MA Sunan Ampel students in tenth grade had average scores of 80 to 88 in writing and reading, and in vocabulary, students consistently exceeded the average score. However, the number of students who are weak in speaking stems from their lack of confidence in their ability to talk in class, which causes them to become timid, apprehensive, and have difficulty speaking in class. This is the most important point for researchers to consider when conducting problem-solving procedures.

MA Sunan Ampel permit students to use mobile devices in teaching and learning activities (KBM) as long as the teacher allows it, this aims to make it easier for students to enrich their English vocabulary and also support their creativity in learning English. There are many websites and applications related to development in the field of English that one often comes across. MA student Sunan Ampel also uses a number of websites and apps run by teachers of English subjects. Flipa Clip application is an application that can help MA Sunan Ampel students develop their speaking skills, because Flipa Clip application can present images that can help students understand learning English through scripts displayed through this application. This app is an answer to MA student Sunan Ampel's characters' reluctance to speak in public, because it invites users to participate in the plot by providing additional voices to created characters without does not need to be seen directly, as the user is only required to duplicate the selected character. In conducting research using Flipa Clip, the researcher employed asking and giving directions as the instructional material for the learning process.

Unlike many previous studies that integrate technology into English learning by focusing on commonly used applications such as Duolingo, Kahoot, or Quizlet, this research uniquely emphasizes the use of Flipa Clip, an animation-based application. The novelty of this study lies in combining speaking practice with creative digital

³ Bandura, Albert. *Self-Efficacy, The Exercise of Control*, (New York: W.H. and Company, 1997), Pg. 8

storytelling, where students do not merely repeat vocabulary or answer quizzes but actively provide voices to characters in their own animated stories. This allows speaking skills to be developed in a more natural, engaging, and low-anxiety environment, which differs from traditional speaking drills or role-play in class.

Furthermore, while prior studies have often highlighted the role of multimedia to support comprehension or vocabulary enrichment, this research specifically addresses the psychological barrier of students—particularly shyness and low confidence in speaking English. By enabling students to practice speaking without being physically exposed to the audience, Flipa Clip offers a safer medium for self-expression and confidence-building. This distinctive approach makes the study significant, as it not only focuses on linguistic outcomes but also tackles the affective factors that directly influence students' willingness to communicate in English.⁴

2. METHOD

According to Latief's statement⁵, Teachers' Collective Action Research (CAR) is a research effort undertaken to overcome student problems, carried out by teachers themselves as educators. research or by collaborating with partners, through classroom teaching methods that support students. student learning standards, while improving student learning quality and outcomes. It has the potential to change their educational work for the better. The study is a participant study, which implies that the researcher must be directly involved in the research process from the start until the publication of the findings.

The goal of this study is to increase the speaking skills for the first-grader of MA Sunan Ampel Dampit using animation application which is Flipa Clip. This study also includes the research method, data collection and source data, cycles, success criteria, data gathering technique, data analysis technique, validity and reliability, and the research procedure.

⁴ Hesti Ananda, "Improving Students' Speaking Skills Using Flipaclip Animation Media At Vocational High School", *Skripsi*, (Muara Bungo: Universitas Muhammadiyah Muara Bungo, 2024).

⁵ Latief, Mohammad Adnan, *Research Methods on Language Learning An Introduction*, (Malang: UM PRESS 2012), Pg. 144.

Based on the explanation by Trianto,⁶ classroom action research requires iterative cycles of planning, implementing, observing, and reflecting. Each cycle's outcomes are used to evaluate whether further cycles are needed until the approach effectively addresses the identified problems.

The researcher followed the steps of Classroom Action Research. The first step is Preliminary study. In this step, the researcher identifies the difficulty of speaking class by conducting an interview with the instructor on speaking teaching and learning and keeping track of the students' speaking scores. By developing a lesson plan and instruments, the researcher produced a teaching approach based on the learning syllabus aligned with the material to be taught, following the steps for creating teaching products, and established criteria of success.

In the following step, the researcher applied the Flipa Clip media approach to execute the lesson plan for teaching speaking. Afterward, the researcher conducted observations and assessments of the technique's implementation and evaluated the outcomes of the teaching and learning process.

The final step involves data collection. At this stage, the researcher categorized the data into two types: qualitative and quantitative. Observation and interview methods were used to gather qualitative data. In this context, it was essential to prepare an observation document and interview guidelines. At the same time, quantitative data was gathered from the students' test scores. Subsequently, the researcher engaged in reflection by analyzing the gathered data.

3. FINDINGS

Flipa Clip is a digital animation application that allows users to create frame-by-frame animations accompanied by audio recordings. In the context of English learning, this media is not merely a tool for visual creativity but also an interactive platform that integrates speaking practice into the storytelling process. Students can design characters, build storylines, and later dub these characters with their own voices. This process encourages students to actively participate in speaking practice

⁶Trianto, *Penelitian Tindakan Kelas*, cetakan III (Jakarta: Prestasi Pustaka, 2012), Page 28

without the pressure of direct face-to-face performance, which is especially helpful for learners with low confidence.⁷

The application was integrated into the teaching process through several steps. First, the researcher introduced the features of Flipa Clip and guided students in creating characters relevant to the given topic, namely *asking and giving directions*. Second, students collaborated to design storylines and write dialogues under the teacher's supervision, ensuring that grammar and sentence structures were appropriate. Third, pronunciation practice was conducted so that students could prepare themselves before recording. Finally, the dubbing process was carried out, where each student recorded their lines to match their animated characters.

By following this procedure, Flipa Clip served multiple educational functions: (1) it provided a creative outlet for students to express ideas, (2) it reduced students' anxiety by shifting the focus from themselves to the animated characters, and (3) it encouraged collaboration since students worked together to finalize the storyline and dialogue. Through this method, speaking skills were improved gradually while students' enthusiasm, attention, and confidence were systematically observed across different learning cycles.

The research results will be explained based on the results of include preparation, action, observation, and reflection. It details the reconnaissance phase and action report for cycles 1 and 2. The results and discussion of the research are provided as a consequence of the study.

3.1. Finding of Preliminary Research: Students' Participation During the Teaching Phase

In a preliminary study that conducted on 26th February, the researcher observed the classroom learning process and interviewed the teacher. It was found that many students struggled with speaking skills, failing to meet the minimum passing score of 78. Most students scored below 70, showing signs of nervousness and difficulty speaking in front of the class.

⁷ Sidabutar, Y. A., & Hutagalung, I. S. R., "Flipaclip Animation Media For Improving Speaking Skills Of Elementary School Students". *International Journal Of Multidisciplinary: Applied Business And Education Research*, 3(10) 2022, pp. 2125–2131.

Table 1. Result of Preliminary Study

No.	Student	Preliminary study
1	E. D. S.	70
2	D. A. T. F.	66
3	D.R.	76
4	F. L. J.	66
5	M. H.	76
6	M.A.	76
7	N. P. R.	78
8	S. D. N.	62
9	S.	68
10	T. M.	62
11	U. F. T. T.	78
12	Y. D. I.	74
Total Score		848
Average		76

Based on the pre-study findings, 10 students scored below 78, with 16.67% scoring 62, another 16.67% scoring 66, 8.33% scoring 68, 8.33% scoring 70, 8.33% scoring 74, 25% scoring 76, and 16.67% reaching 78. Observations revealed that students struggled with speaking skills, displaying nervousness and difficulty in expressing themselves in front of the class. To address these issues, the researcher implemented FlipaClip media as a technique to improve students' speaking abilities.

FlipaClip media served as an engaging teaching tool that stimulated creativity and collaboration, helping students build confidence. By offering dynamic storytelling features, it made learning more interactive and colorful, which helped students gain confidence in speaking. The researcher believed that the media was effective not only in enhancing students' speaking skills but also in boosting their self-confidence. This approach was tested in Cycle 1, from May 8 to May 16, 2024, with two meetings. The cycle involved active student participation and showed measurable improvements in their speaking performance.

3.2. Findings of First Cycle

The researcher provided a tutorial on using the Flipa Clip media, showing students how to create characters using various features within the application. The next step

involved guiding students in discussing the storyline for their project, with the focus on asking and giving directions. Students were encouraged to share ideas and add dialogues, incorporating phrases they had encountered in other content to enhance the storyline.

Once the narrative and dialogue were finalized, the researcher reviewed and corrected the students' grammar and sentence structures. Afterward, the researcher taught proper pronunciation of the narration and dialogue. When the students mastered their pronunciation, they recorded their voices to dub the characters they had created using Flipa Clip media.

This new speaking method at MA Sunan Ampel resulted in students becoming highly engaged, passionate, and more confident in speaking. During the pronunciation lessons, most students were attentive and focused on the researcher's explanations. Although students interacted with their peers, the researcher maintained a positive and productive learning environment throughout the process.

In addition to offering guidance, the researcher also analyzed the students' behavior to evaluate their level of interest throughout the learning process. This behavioral assessment focused on three key indicators: enthusiasm, attention, and self-confidence.

1) Aspect of Scoring

The table below was applied as a scoring guide for the score of the students' behavior evaluation.

Table 2. The Aspect of Scoring

Categories	Scoring
Excellent	76 – 100
Good	51 – 76
Enough	26 – 50
Less	0 – 25

2) The outcome of the behavior analysis

The first meeting's behavior assessment yielded the following results:

Table 1. The Result of Behavior Assessment

E : Excelent													
G : Good													
EG : Enough													
L : Less													
No.	Name	Enthusiasm				Attention				Confidence			
		E	G	EG	L	E	G	EG	L	E	G	EG	L
1	E. D. S.	56				30				40			
2	D. A. T. F.	56				30				40			
3	D.R.	56				65				55			
4	F. L. J.	56				30				30			
5	M. H.	85				65				55			
6	M.A.	85				65				55			
7	N. P. R.	85				85				55			
8	S. D. N.	35				30				30			
9	S.	56				30				40			
10	T. M.	35				30				30			
11	U. F. T. T.	85				85				55			
12	Y. D. I.	56				30				40			
Average		56				30				55			

The behavior assessment from the first meeting showed the following results:

- a) For enthusiasm, students achieved an average score of 56, with two students scoring 35, six students scoring 56, and four students scoring 85.
- b) For attention, students received an average score of 30, with seven students scoring 30, three students scoring 65, and two students scoring 85.
- c) For confidence, students had an average score of 55, with three students scoring 30, four students scoring 40, and five students scoring 55.

At the second meeting, the researcher explained the material and directed students to read the entire storyline with the provided text. The researcher also reviewed the previous lesson and introduced vocabulary related to asking for directions. During this session, students appeared more enthusiastic, with some asking the researcher questions. The researcher then conducted a speaking test by giving oral sentences for students to practice. Each student read their part of the dialogue in front of the

class. While they were enthusiastic and less awkward, many were still hesitant, and their speech was often stuttered, especially in terms of volume.

Table 4. The Result of Behavior Assessment

E : Excelent													
G : Good													
EG : Enough													
L : Less													
No.	Name	Enthusiasm				Attention				Confidence			
		E	G	EG	L	E	G	EG	L	E	G	EG	L
1	E. D. S.	75				75				65			
2	D. A. T. F.	75				65				65			
3	D.R.	90				75				65			
4	F. L. J.	45				60				45			
5	M. H.	75				65				65			
6	M.A.	90				65				65			
7	N. P. R.	90				90				65			
8	S. D. N.	45				60				45			
9	S.	75				65				60			
10	T. M.	75				75				60			
11	U. F. T. T.	90				90				80			
12	Y. D. I.	75				65				45			
Average		75				65				65			

Based on the behavior assessment of the second meetings, the following conclusions were made:

- a) For enthusiasm, students had an average score of 75. Specifically, two students scored 45, six students scored 75, and four students scored 90.
- b) For attention, students achieved an average score of 65. Two students scored 60, five scored 65, three scored 75, and two scored 90.
- c) For confidence, the average score was 65. Three students scored 45, two scored 60, six scored 65, and one student scored 80.

The average score of the students' speaking test before using FlipaClip media was 62, while after using FlipaClip media, it increased to 75. Although the improvement in students' speaking abilities after using FlipaClip media was noticeable, the increase

was not highly significant. The researcher also calculated the results from two behavior assessments to evaluate the overall progress as follows:

Table 5. Result of Students' Speaking

No.	Name	Student's Achievement
1	E. D. S.	75
2	D. A. T. F.	70
3	D.R.	80
4	F. L. J.	70
5	M. H.	80
6	M.A.	80
7	N. P. R.	85
8	S. D. N.	70
9	S.	75
10	T. M.	70
11	U. F. T. T.	85
12	Y. D. I.	80
Total Score		920
Average		80

According to the initial study, 6 students did not meet the minimum standard, and after the first cycle, the same 6 students were still below the required level. Although some issues like lack of confidence and pronunciation difficulties persisted, they were not experienced by all students. To address these challenges, the researcher implemented several strategies: providing more practice, giving students texts closer to their native language to ease pronunciation, guiding them in correct pronunciation, and offering souvenirs as incentives to increase their interest in learning.

Since the students' speaking performance in Cycle I was not satisfactory, the researcher decided to continue to Cycle II to ensure more valid results. From the evaluation in Cycle I, 6 students passed the test while 6 others did not, with an average score of 75. To improve results in the next cycle, the researcher plans to: Provide more practice opportunities, use more relevant dialogues to enhance speaking skills, and implement more creative and effective teaching methods.

3.3. Finding of Cycle 2: Students' Participation During the Teaching Phase

The second cycle followed the first, as students' target scores in the first cycle fell below the expected success level. Conducted after an institutional test on May 30, the second cycle used the same materials and approach as the previous one, but only included one session. The video performance test had two stages: the first was a test without subtitles and the volume off, and the second involved text reading with the volume on.

In the first stage, students watched a video of their work while standing in front of the class according to the order of their characters. As their characters appeared on screen, students recited their previously recorded lines. While some laughed and felt nervous, they remained focused and controlled. Though a few were distracted by their friends, the researcher maintained a positive classroom environment.

In the second stage, the researcher provided students with texts corresponding to their roles and played the video with the sound on. Students were much more focused and serious as they watched the video and heard their voices in the dubbing. They appeared enthusiastic about seeing their work come to life. After the video ended, the students were visibly happy, with many asking to retake the test from the first stage. This time, they showed greater confidence and bravery in performing their characters. The researcher considered this a significant step toward achieving the research objectives.

In cycle 2, what was carried out produced the following results:

Table 6 Result of Behavior Assessment

E : Excelent													
G : Good													
EG : Enough													
L : Less													
No.	Name	Enthusiasm				Attention				Confidence			
		E	G	EG	L	E	G	EG	L	E	G	EG	L
1	E. D. S.	85				85				85			
2	D. A. T. F.	85					75				75		
3	D.R.	85				85				85			
4	F. L. J.		65				65				65		

5	M. H.	75	75	65
6	M.A.	95	95	95
7	N. P. R.	95	95	95
8	S. D. N.	75	75	75
9	S.	85	85	75
10	T. M.	85	85	85
11	U. F. T. T.	95	95	95
12	Y. D. I.	65	75	75
Average		85	85	75

Based on the behavior evaluation results, the following conclusions were made:

- a) For enthusiasm, the average score was 85. Two students scored 65, two scored 75, five scored 85, and three scored 95.
- b) For attention, the average score was also 85. One student scored 65, four students scored 75, six students scored 85, and three scored 95.
- c) For confidence, the average score was 75. Two students scored 65, four scored 75, three scored 85, and three scored 95.

Based on the students' scores in Cycle 1, the average score in Cycle 2 increased to 95, while the speaking proficiency test in Cycle 2 was 88. This indicates that the students' speaking skills have improved compared to the previous cycle, meeting the success criteria set by the researcher.

Table 7 Result of Students' Speaking

No.	Name	Student's Achieiment
1	E. D. S.	95
2	D. A. T. F.	82
3	D.R.	88
4	F. L. J.	81
5	M. H.	82
6	M.A.	88
7	N. P. R.	95
8	S. D. N.	88
9	S.	88
10	T. M.	88
11	U. F. T. T.	95

12	Y. D. I.	88
Total Score		1058
Average		88

Based on the table, it can be concluded that the students' average score exceeded the success requirement. Specifically, 8.33% of students scored 81, 16.67% scored 82, 50% scored 88, and 25% scored 95.

4. DISCUSSION

FlipaClip media has emerged as a powerful tool in modern education, particularly in enhancing students' speaking skills. As classrooms evolve to incorporate innovative technologies, FlipaClip stands out for its ability to engage learners actively and creatively. This dynamic application not only fosters an interactive learning environment but also empowers students to express their thoughts and ideas with confidence. By integrating FlipaClip into English language instruction, educators can transform traditional teaching methods into more stimulating and effective experiences, encouraging students to participate more fully in speaking activities. The potential for FlipaClip to facilitate language acquisition and improve communication skills makes it an invaluable resource in today's educational landscape, promoting both academic growth and personal development.

The preliminary study highlighted the challenges faced by students, who exhibited a lack of confidence in a conventional teacher-centered classroom. This approach often resulted in disengagement, boredom, and low motivation to participate in speaking activities. Initial test results indicated a concerning average score of 80 among 12 students, reflecting their struggles with speaking skills.

However, after integrating FlipaClip media into the teaching process, significant improvements in speaking abilities were observed. In cycle 1, only 6 students out of 12 met the success criteria, achieving an average score of 75. This prompted a reassessment and adaptation of the teaching approach for cycle 2.

Data tabulation confirmed that students' speaking skills improved consistently throughout the research phases, with significant progress noted in motivation and attitudes. Evaluations of engagement, enjoyment, attention, and confidence revealed

that students responded positively to the FlipaClip media. Participation levels surged, with students displaying heightened interest and motivation in their learning activities.

The recorded motivation levels indicated a steady increase: the average score rose from 60 in the first meeting to 64 in the second meeting, and reached 75 in the third meeting. These findings highlight the effectiveness of FlipaClip media in consistently boosting student motivation at each stage of the research.

Furthermore, the results of the attitude questionnaire revealed that an impressive 96% of students endorsed the use of this creative media in their learning process. This overwhelming support reinforces the potential of FlipaClip to transform the educational experience, making learning more interactive and effective in improving students' speaking skills.

In summary, the study demonstrates that FlipaClip media significantly enhances both speaking skills and student motivation in English classes, leading to a more dynamic and engaging learning environment.

5. CONCLUSION AND SUGGESTION

This research aimed to address the challenges faced by first-grade students at MA Sunan Ampel Dampit in learning English, particularly in speaking skills. The findings indicated that students struggle with confidence, shyness, and fear of making mistakes.

The use of FlipaClip Media proved beneficial, boosting students' confidence and motivation to communicate in English. After two cycles, the second cycle showed a significant improvement in speaking skills, with an average score of 81, meeting the success criteria. Thus, the application of FlipaClip media was effective in enhancing students' speaking abilities in the classroom.

Following the conclusions of this study, the researchers offer several recommendations for stakeholders in education, particularly for educators, teachers, and students:

- 1) English teachers are encouraged to utilize FlipaClip media to enhance students' speaking skills. This approach fosters creativity and engagement, making the teaching and learning process more dynamic and enjoyable.
 - 2) Future research should also implement this technique to further improve speaking skills. The findings of this study can serve as valuable references for researchers interested in exploring additional aspects of language skills. It is essential for future researchers to adopt proactive, creative, and imaginative strategies in their teaching methods, possibly adapting the FlipaClip multimedia approach for various skills, including reading, listening, and writing.
 - 3) The improvement of students' English skills, particularly in speaking, is crucial. Given the significance of English in today's world, students should be motivated to study diligently and actively participate in their learning. They need to build confidence in speaking English and display enthusiasm when practicing the language. []
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