

## **Improving Self Confidence in Speaking Using Flipgrid**

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### **Abstract**

One-way communication that is still often used by teachers in Indonesia, making students often not confident with the abilities they have. Low self-confidence among Indonesian students often raises obstacles that become the biggest scourge when learning English in the classroom. The greatest distrust for them is speaking skill which is very important in 4.0 era. Students actually understand the questions or statements from their teachers, but they just no dare to express the opinions, ideas because of their great lack of confidence which automatically close their chances and opportunities to develop. Flip grid is ICT application able to answer or minimize the student's insecurity becomes increased, because students require a direct response made by the teacher concerned. The aim of this study was to know how Flip grid helped the students speak more confidently. It was qualitative research with a case study approach. It employed interviews, observations and documentation using qualitative Moleong to analyze the data. The results show that students become more confident and motivated to speak.

**Keywords:** *Self-confidence, Flip grid, ICT (Information and Communication Technology)*

### **Introduction**

English is one of the most important international languages to learn and has been given to high school students in the 90s, even in the 2000s English has been studied in elementary school. In this subject, there are several skills that students must master, including speaking skills. The word "speaking" comes from the word speak, namely to express opinions; to say; to converse. So, speaking here is a way of expressing opinions, words that we want to say. In a broad sense "speaking" has a fairly wide scope in our lives.

Through speaking activities students can interact with the wider world, doing translations that indirectly make their brains work twice, namely listening and translating Indonesian sentences into English in the right pattern. This is in accordance with a theory: *"The development of language skills is related to the development of speech, the more people are able to speak the richer the language skills, the richer the language skills make children more confident to speak"* (Bjorklund, 2005). See [1]

Carter and Nuan in their book stated that when speakers are speaking, they must be able to decide the things they want to speak quickly and develop them correctly, while many people need long time for that. Because of that speaking is something that is not as easy as pronouncing words. In speaking people must be able to think the relationship between each sentence that they want to say.

Teaching speaking for junior high school students is quiet more difficult than teaching for elementary school and senior high school students. They are in the transition process of changing the characteristics and habits. It is not easy to understand what they want and how to communicate with them. Some of them are still busy with playing all the time, while others are trying to get their self-confidence. Therefore, in learning foreign language, especially for speaking, they need a good environment to support and to help them study comfortably. If the

students do not feel comfortable, they will become not interested in the lesson; they will get difficulties to understand it. (Carter and Nuan, 2001, 15) see [1]

But as time progresses, student's speaking skills in English lessons become a big problem, and occupy the lowest level of ability after writing, listening and reading. Teachers are often faced many problems when conveying this skill. Speech difficulties are usually caused by: the difficulty to express ideas orally, limited vocabulary, grammar, pronunciation and **lack of confidence**. This insecurity arises because they are afraid or embarrassed to make mistakes when speaking English.

*Self-confidence is quite literally the confidence you have in yourself. Everyone has unique talents, strengths, abilities, gifts, qualities, intelligence, insights and unique journeys. The summation of your experiences, actions, and circumstances is inimitable by anyone. Isn't it amazing how we are so unique that no one is like us at all? Self-confidence refers to how much you believe in yourself. It refers to appreciating all these qualities that you have and believing you are worthy of all the good things on earth.* M. and Hafir N.A.H.M (2009). See [1].

### **Methodology**

The method used by the author to increase students' confidence in the ability to speak English subjects is one application called flip grid. Flip grid focuses on empowering the student's voice in which all of their voices would be heard, regardless of who they are. Flip grid offers an intuitive interface similar to many other video-based social media platforms with a maximum of 10 minutes of video recording to promote more focused and less ambiguous responses among the students. (Stoszkowski, 2018). [see 2] Flip grid is an application that can be used by teachers and students as a means to discuss, sing, read aloud and others through video uploads. Each grid is like a message board where teachers and students can write messages, feedback and even Q&A. Any question or question created by the teacher is called a topic on the flip grid. Students can upload videos they make in response to the tasks given by the teacher. Flip grid is very suitable for training students' speaking skills. Teachers and fellow students can give likes and also comment on each other. For this type of learner at an advanced level, videos can be made in groups (two or more people). Flip grid also includes a feature to upload unrecorded videos directly from flip grid's own app. Students can also first edit their videos on their respective mobile phones before uploading them to the flip grid. Students can see the grades given by the teacher, shortly after they send a notification to the electronic postal address of their respective students.

#### *How Flip grid was used in practice?*

The tutor creates a 'grid' and then invites students to upload short video responses to 'topics' (i.e., questions and prompts) via a custom link. To upload responses to a topic, as well as replies to each other's responses, students use a simple video recorder in the Flip grid app (Android and iOS) or do so via any web browser. The user interface is intuitive and functions like many other video-based social media platforms (e.g., YouTube, Instagram and Snapchat).

Students can pause while recording, with unlimited retakes possible until they are ready to upload their video. 'Grids', which essentially become collections of topics, are managed through an easy-to-navigate 'teacher dashboard'. When students 'follow' their grid, they receive an email notification whenever new content is uploaded. Video length can be limited from thirty seconds to five minutes, which encourages more focused, less ambiguous responses, as students must carefully consider how they communicate their ideas. The ability to pause and re-record videos also helps students to practice communication of their ideas before posting. Students took turns at posting video responses to the theme, with discussion emerging via replies to that initial response and each other's replies. At periodic intervals, students were given individual formative feedback on the clarity and content of their videos via the inbuilt feedback mechanism that Flip grid offers.

Using Flip grid to develop social learning (researchgate.net)

Reading aloud an English text is the first task that the author made in the flip grid application that aims to increase students' confidence in speaking, which includes: tone and pronunciation.

Before the author asked the student to submit their task, the author gave an example of it and created a grid by uploading the example to the flip grid application and then shared the flip code from the grid that has been created to students.

Then the author asked the student to submit their assignment, by clicking on the flip code link and uploading their assignments. When the students have uploaded the video, the teacher can unblock likes and comments on the student's grid, so that other friends can provide feedback on the friend's video. Teachers can do the same, give likes or comments and even directly assess the student's assignments on each student's grid.

## **Results and Discussions**

The use of this flip grid application makes it easy for students to practice first and choose videos that they think are correct and appropriate, before they upload them to the flip grid, they also do not need to be embarrassed and afraid to speak in English because they are not witnessed directly by their teachers and friends. This is very different if they present it directly at school, because the limited time and the large number of students makes them have to present their duties quickly. Likes and Positive comments and also the number of viewers who watch their videos, add a different spirit to the students, they are more confident, arrange all the presentations well and also choose the right diction without hearing comments from friends that usually occur when carried out in class, which makes them doubt and afraid of mispronouncing when talking.

Students are also becoming more creative in making videos. Shy students become more confident, and students who already have confidence can convey good ideas to other friends. Students who get input or ideas from other friends, behave naturally because the idea is written in the comment's column, so as not to make them inferior and embarrassed. The author asked all students to give positive comments in the grid column of their friend, so that it is expected to improve their social skills in the community later.

As a result, flip grid is able to increase student's confidence and it is hoped that in the future students will be able to interact using English. To prove the validity of this observation, the author distributed questionnaires to students containing their perceptions after using flip

grid. The questionnaire results show flip grid helps them increase their confidence to speak English. The majority of students convey that this application is relatively easy, because they only need to click on the given grid link and will be taken directly to the topic provided. As an English teacher, I believe the use and mastery of English can be improved by providing a great platform such as flip grid.

*The other opinion from another researchers*

All in all, Flip grid is a fun and unique way to encourage classroom discussion and get all students in the class participating in all of the topics. Students of all ages are able to use it in order to speak their mind in a personal way. “I would use this tool in my classroom, as I think it is a creative and unique way for students to speak their mind. I also believe that it would be helpful and inclusive to ELL students, students who struggle with literacy skills and students who are shy and have trouble participating in class. It would also help students be able to compose their opinion clear and concisely as they must say what they need to say in the time allotted. Tool Evaluation #2: Flipgrid – Christine's EDU 222 Blog (wordpress.com).

Findings As discussed in the introduction section, this study focuses on the contributions that Flip grid could offer to the students’ learning experience. The study was conducted on students who were enrolled in the Accounting Systems Analysis and Design course at a public university in Malaysia. Based on the thematic analysis, four major themes had emerged namely, (1) boost the confidence level; (2) improve the understanding of the topic’s content; (3) fun learning activity. The Impact of Flip grid in Students’ Learning Experience at Higher Learning Institution | Hsbollah | World Journal of English Language (sciedupress.com)

The results showed that Flip grid had a significant effect on students' English competence with a high level of effectiveness. Students also gave a positive response to the use of Flip grid, which is their activeness, motivation, interest, and enthusiasm for learning English. The opinions of students through interviews are about challenges that relate self-confidence and speaking ability. In conclusion, Flip grid has potential for junior high school student learning outcomes. Thus, Flip grid has a positive impact on student competencies and student responses. In addition, students are challenged to improve their self-confidence and speaking skills.

The analysis technique used by the author is the analysis technique of Prof. Dr. Lexy J Moleong. According to Prof. Dr. Lexy J Moleong, data analysis techniques are analytical activities carried out in a study. This activity is carried out by examining all data on research instruments, such as documents, records, test results, and so on. The first step of analysis is created a grid in the flip grid application, then shared the flip code and asked students to make a video with 3 days date line. Then all tasks were checked, given likes, comments and values. The author disseminated the Google form to measure the accuracy of observations (increasing student confidence with flip grid application). And the chart below is data from 138 students.

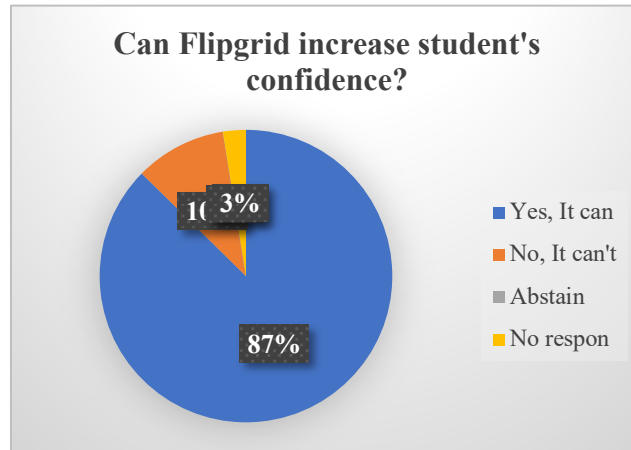


Figure 1. Percentage of student's confidence with flip grid app

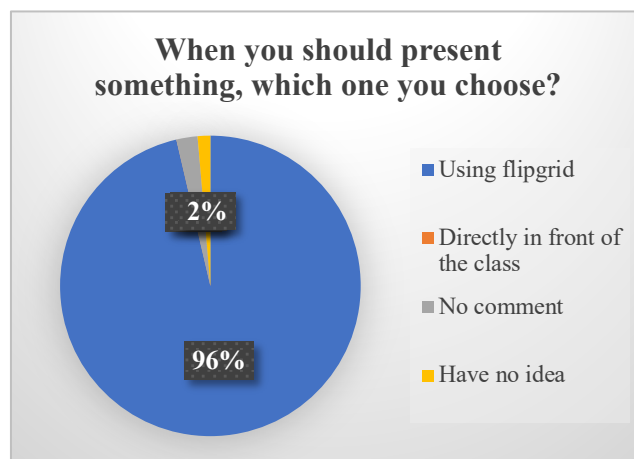


Figure 2. percentage of students who choose to use flip grid

From the chart above, the author found that the flip grid application is able to increase students' confidence when speaking English. The author has already referred to the theory given by (Bjorklund, 2005): "*The development of language skills is related to the development of speech, the more people are able to speak the richer the language skills, the richer the language skills make children more confident to speak*". The skills and ability of students in mastering vocabulary, will make them more confident to express (speak), so the results are very relevant. The author has also sought opinions from other researchers who provide the same feedback that flip grid can increase student's confidence.

Tool Evaluation #2: Flip grid – Christine's EDU 222 Blog (wordpress.com) & The Impact of Flip grid in Students' Learning Experience at Higher Learning Institution | Hasbollah | World Journal of English Language (sciedupress.com)

Some student's comment after using flip grid:

1. I'm very happy knowing flip grid, because I don't have to perform in front of my friends.
2. I can create and view the results of my video in flip grid, before I send it to my teacher.
3. I could see comments from my friends and teachers, about the tasks I made.

4. I can see other friends' videos, and I can imitate them
5. I'm happy to be liked a lot.
6. I'm glad I knew right away the value of my task.
7. I knew this app.
8. Easy to access and free.
9. I am not nervous and afraid of mispronouncing.
10. I can give my comments to other friends.

## **Conclusion**

After the author conducted this study, how flip grid as the one of ICT (Information and Communication Technology) can increase student's confidence, the author concluded that flip grid can boost the student's confidence level, can improve the understanding of the topic's content and also make students have fun learning. The author argues that flip grid application, will provide significant results for students, especially for English lessons in the speaking skill. Besides being easy to access and free, flip grid is relatively effective for all subjects or fields of study. The suggestion for the upcoming researchers is to multiply other interesting task, not only making single videos but making videos in groups to make them more varied, especially for students at higher education levels.

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