THE EFFECT OF FLIPGRID ON STUDENTS' SPEAKING LEARNING MOTIVATION AT XITH GRADE OF SMA MA'ARIF KARANGMONCOL, PURBALINGGA

AN UNDERGRADUATE THESIS

Submitted to Faculty of Tarbiya and Teacher Training of State Islamic University Prof. K.H. Saifuddin Zuhri Purwokerto as a Partial Fulfillment of Requirements for *Sarjana Pendidikan* (S.Pd.) Degree

by

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Declare that the thesis I have compiled with the title, **"The Effect of Flipgrid on Students' Speaking Learning Motivation at XIth Grade of SMA Ma'arif Karangmoncol, Purbalingga"** is truly my own work and it is not plagiarism of someone else's thesis. I am fully aware that I have quoted some statements and ideas from several resources. All the materials from other sources and references from work done by other people or institutions have been properly cited.

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Purwokerto, 12 June 2023

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APPROVAL SHEET

This thesis, entitled
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Assalamu'alaikum Wr. Wb.

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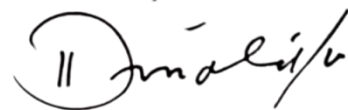Name   : Asih Khofifah

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THE EFFECT OF FLIPGRID ON STUDENTS' SPEAKING LEARNING MOTIVATION AT XITH GRADE OF SMA MA'ARIF KARANGMONCOL, PURBALINGGA

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Abstract: Based on the curriculum, students are required to be able to communicate well, which can be achieved by learning speaking. But, there are many students who have low motivation to learn speaking. This condition also occurs at SMA Ma'arif Karangmoncol, Purbalingga. One way to increase students' speaking learning motivation is to use interesting learning media such as Flipgrid. This study aims to analyze whether there is an effect of Flipgrid on students' speaking learning motivation at the XIth grade of SMA Ma'arif Karangmoncol, Purbalingga. XIth grade consisted of 5 classes and then 2 classes were selected as the control class and the experimental class by purposive sampling. Data were collected from the pre-test and post-test scores of both classes, which were then analyzed using IBM SPSS V 25. The experiment class was given treatment using Flipgrid 8 times, while the control class without treatment. The results of the data analysis using the Paired Sample T-test are sig. $0.000 < 0.05$, which means that H_a is accepted and H_0 is rejected. It could be concluded that there was an effect of Flipgrid on students' speaking learning motivation. Increased motivation to learn speaking will certainly increase students' abilities in speaking as well.

Keywords: Speaking, Learning Motivation, Flipgrid

THE EFFECT OF FLIPGRID ON STUDENTS' SPEAKING LEARNING MOTIVATION AT XITH GRADE OF SMA MA'ARIF KARANGMONCOL, PURBALINGGA

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Abstrak: Berdasarkan kurikulum, siswa dituntut untuk mampu berkomunikasi dengan baik, yang dapat dicapai dengan pembelajaran berbicara. Namun, masih banyak siswa yang memiliki motivasi rendah untuk belajar berbicara. Kondisi ini juga terjadi di SMA Ma'arif Karangmoncol, Purbalingga. Salah satu cara untuk meningkatkan motivasi belajar berbicara siswa adalah dengan menggunakan media pembelajaran yang menarik seperti Flipgrid. Penelitian ini bertujuan untuk menganalisis apakah terdapat pengaruh Flipgrid terhadap motivasi belajar berbicara siswa kelas XI SMA Ma'arif Karangmoncol Purbalingga. Kelas XI terdiri dari 5 kelas kemudian dipilih 2 kelas sebagai kelas kontrol dan kelas eksperimen dengan cara purposive sampling. Data dikumpulkan dari skor pretest dan posttest kedua kelas, yang kemudian dianalisis dengan menggunakan IBM SPSS V 25. Kelas eksperimen diberi perlakuan menggunakan Flipgrid sebanyak 8 kali, sedangkan kelas kontrol tanpa perlakuan. Hasil analisis data dengan menggunakan Paired Sample T-test adalah sig. $0{,}000 < 0{,}05$ yang berarti Ha diterima dan H0 ditolak. Dapat disimpulkan bahwa terdapat pengaruh Flipgrid terhadap motivasi belajar berbicara siswa. Meningkatnya motivasi belajar berbicara tentu akan meningkatkan kemampuan siswa dalam berbicara juga.

Kata kunci : Berbicara, Motivasi Belajar, Flipgrid

MOTTO

"Do everything with Lillahita'ala"

(Asih Khofifah)

DEDICATION

This thesis is dedicated to:

My beloved father (Bapak Sunarko) and my beloved mother (Ibu Nur Faizah)

My beloved sister (Awaliyah Nisfi Fitriyani)

All of my family,

All of people whom always give support and their prayers

My self who has fight so far.

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Finally, the researcher hopes that this research could give advantages to the reader. The researcher realized that this research is far from being perfect. xi Therefore, the researcher openly accepts criticism and suggestions of this research for better result.

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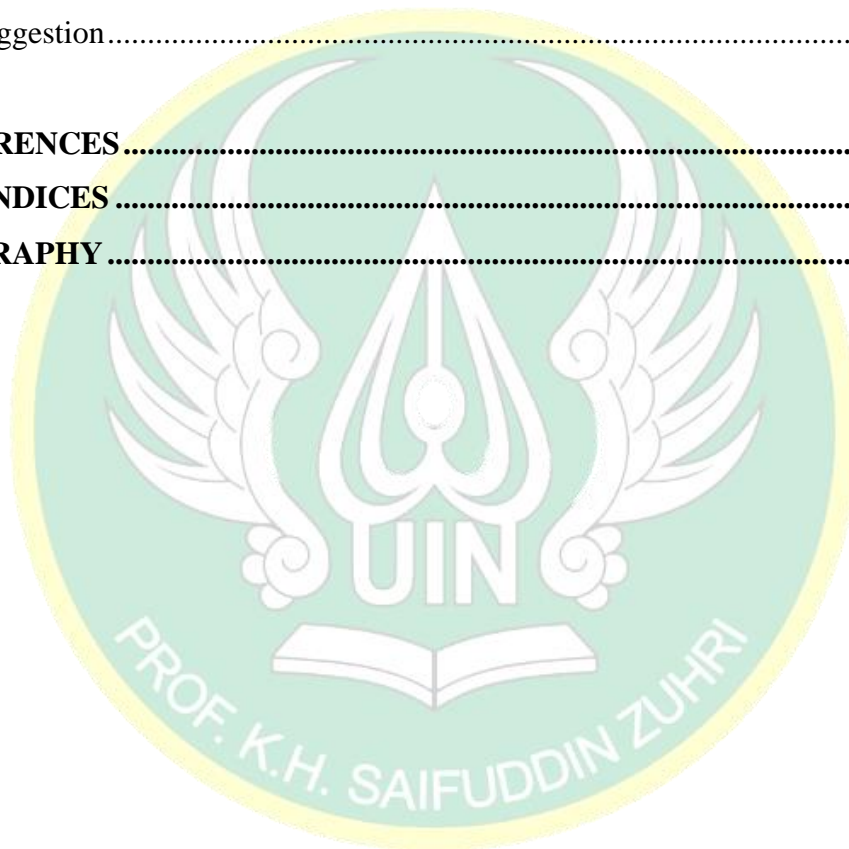
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CHAPTER I

INTRODUCTION

This chapter explains the background of the study, clarification of key terms, research questions, aims and significances of the study, and organization of the paper.

A. **Background of the Study**

Nowadays, speaking is a very important skill in English. It is because this ability is the key for communication. Speaking is an activity that involves asking and giving information as if dialoguing with two or more people (Arung & Jumardin, 2016). Speaking skill are an important aspect that must be acquired when someone is learning a second or foreign language. The success of language learning can be measured by the learner's ability to speak the language being studied (Fitriani & Apriliaswati, 2015). In addition, based on the curriculum, students are required to be able to communicate well, which can be achieved by learning speaking. Therefore, speaking should be a skill that students master because this skill is used directly to communicate with others.

However, many students are afraid to speak because they feel speaking English is difficult. Moreover, they only get English two hours lessons a week, so they do not have much time to practice speaking English and their speaking skill are not given much attention. Students do not get the opportunity both inside and outside the classroom to speak (Bashir & Azeem, 2011). The same thing happened at SMA Ma'arif Karangmoncol, Purbalingga. Based on preliminary research that have been made by conducting interviews with the English teacher at SMA Ma'arif Karangmoncol, Purbalingga, students only got two hours English lessons each week. Therefore, students did not have enough time to practice speaking.

In addition, students from SMA Ma'arif Karangmoncol, Purbalingga, also had low motivation to speak in English. They were not interested in and

enthusiastic about speaking when learning English. Besides that, the low motivation of students' speaking could also be seen from their low speaking scores. According to Thobroni & Mustofa (2011), motivation is something that drives someone to do a job. Someone who does not have the motivation to learn or does not know the importance of learning something will not want to try to learn it as well as possible. In line with Dalyono (1997), one's success in learning is influenced by the strength and weakness of one's learning motivation. So that the higher the motivation of students, the higher the success of students in learning.

Motivation to learn is influenced by several factors, including extrinsic and intrinsic factors. According to Dwinalida & Setiaji (2020), extrinsic and intrinsic factors can influence learners' motivation to achieve their language learning goal. Brown (2001) states that extrinsic motivation is the strength of emotion that extends from deeply internal, self-directed rewards to be strong, whereas intrinsic motivation is the strength of feeling that extends from deeply internal, self-directed rewards to be strong. These factors will certainly affect the motivation to learn to speak, which will also affect students' speaking scores. Therefore, the motivation to learn is very important for students.

One solution to some of the problems above is to use learning media in learning English, especially in learning speaking. Based on Munadi (2008), anything that can transfer and channel messages from sources in a planned way to create a favorable learning environment where users may carry out the learning process successfully and efficiently is considered learning media. Learning media are used to facilitate teachers' teaching. In addition, the use of interesting learning media will certainly make students more interested and enthusiastic about participating in learning. This is in line with when learning media are used correctly in the learning process, they become a more effective and efficient support tool in accomplishing learning objectives. Furthermore, learning media will boost students' motivation to learn. Currently, learning media continues to develop along with technological

advances. Technology is developing rapidly. It allows the use of online technology in education (Baniabdelrahman, 2013). One of the technology-based learning media that can be used in learning English activities is Flipgrid.

Flipgrid is an application used in learning English, especially in improving students' speaking skills. Teachers can use this platform to create grids on student topics, and students can participate in discussions. In addition, teachers can also provide feedback to students through this platform. Feedback is given by the teacher via email so that only the student concerned can read it (Citaningrum, 2021). Therefore, students do not need to be ashamed of their friends if the feedback given by the teacher shows that their speaking ability is still lacking. Then, they can improve their speaking skills based on the feedback the teacher gives. Besides that, students can also give each other comments and responses on other students videos.

There are several previous studies (Mundriyah Y. Pamungkas, 2021; Afif Ikhwanul Muslimin, Istiqomah Wulandari, & Utami Widiati, 2022) have found that the Flipgrid application has a positive impact on students' speaking skills. This means that Flipgrid is effectively used in speaking learning and is able to improve students' speaking learning outcomes. However, no one has discussed the effect of Flipgrid on students' speaking learning motivation. In addition, no one has made SMA Ma'arif Karangmoncol, Purbalingga, as a research subject.

Based on the description above, to find out the effectiveness of Flipgrid on students' speaking learning motivation, an experiment methodology was required in this research. In addition, this research is useful for providing recommendations for learning media that can be used in learning to speak. As a result, this research was conducted entitled "The Effect of Flipgrid on Students' Speaking Learning Motivation at XIth Grade of SMA Ma'arif Karangmoncol, Purbalingga".

B. Clarification of Key Terms

The definition of key terms is necessary to get clear information and provide a guideline for the research. There are key terms related to this research that is used as a guide for conducting this research. All of those are:

1. Flipgrid

Flipgrid is an application that can be used as a medium in learning English, especially in speaking skills. According to Lai *et al*. (2021), it is suggested that the Flipgrid application be used to teach English speaking in order to give students more voice and move the students in the back row to the front of the class.

2. Speaking Learning Motivation

Speaking Learning Motivation is an encouragement that students have to learn speaking. According to Dalyono (1997), strong and weak one's learning motivation affects the success of learning. The stronger a person's learning motivation, the better the learning outcomes achieved. With high motivation, it will be easier for students to achieve their goals. In line with Dwinalida & Setiaji (2022), motivation is an important factor in achieving a goal. Both students and teachers should be motivated during the process of language learning.

C. Research Question

The research question of this study is, "Is there any effect of Flipgrid on students' speaking learning motivation at XIth grade of SMA Ma'arif Karangmoncol, Purbalingga?"

D. Aim and Significances of the Study

1. Aim of the Study

The aim of this research is to measure whether there is an effect of Flipgrid on students' speaking learning motivation at XIth grade of SMA Ma'arif Karangmoncol, Purbalingga.

2. Significances of the Study

The significances of this research are:

a. Theoretical Significances

Theoretically, this research is expected to have significance in increasing students' motivation to learn speaking using technology-based learning media.

b. Practical Significances

1) For the Researcher

This research will help fulfill the requirement of earning a bachelor's degree. This research also improves the writer's ability to write academically and conduct scientific research.

2) For the Teacher

This research will give the teacher more information about the Flipgrid platform that can be applied or used in the learning process. Furthermore, it can improve the teacher's quality of English teaching, particularly when technology is used in the teaching speaking process.

3) For the Other Researcher

This research can be used as one of many studies about Flipgrid applications that can be used for discussion with various interesting features so that students are more motivated to learn speaking. Besides that, it provides the basic information for further studies by other researchers who are interested in teaching speaking.

E. **Organization of the Paper**

This research discusses the following structure research. Chapter I presents the Introduction, which includes the background of the study, clarification of key terms, research questions, aims and significances of the study, organization of the paper. Chapter II presents literature review, which is included theoretical framework, previous study, conceptual framework and hypothesis. Chapter III presents the methodology which includes research design, research site and participants, population and sample, variable and indicator of the reearch, data collection techniques and data analysis. Chapter

IV presents the findings and discussion which includes of the effect of using Flipgrid on students speaking learning motivation at XI grade of SMA Ma'arif Karangmoncol. Chapter V presents the conclusion and suggestions which includes conclusion, limitation of study and suggestion.

CHAPTER II
LITERATURE REVIEW

In this chapter, the researcher presents theoretical framework, previous studies, conceptual framework, and hypothesis of this research.

A. Theoretical Framework

The theoretical framework in this chapter are speaking skill, teaching speaking, learning motivation, teaching media, and Flipgrid application. The speaking skill consists of definition of speaking, aspect of speaking, competences of speaking, problems of speaking, and types of speaking. Then, teaching speaking describes about principle in teaching speaking, classroom techniques and tasks, and procedure in teaching speaking. Furthermore, learning motivation explains about definition of learning motivation, function of learning motivation, kinds of learning motivation, and forms of motivation. Besides that, teaching media consists of definition of teaching meadia and fuction of teaching media. In addition, Flipgrid application describes about definition of Flipgrid, how to use Flipgrid, strenght of Flipgrid, and weaknesses of Flipgrid.

1. Speaking Skill

a. Definition of Speaking

Among the four major language skills, speaking is considered the most important in learning a foreign or second language (Rao, 2019). This is because speaking is a skill that is used in real situations. According to Bailey (2003), speaking is the productive aural/oral skill. Students speak as a form of output from learning English that they have learned and practiced in their daily life.

According to Brown and Yule (1983), speaking is the most important ability that students will be graded on in real-life circumstances. It is a vital aspect of daily conversation, and most people's initial impressions are based on their ability to speak clearly

and comprehensively. So, teachers must do everything they can to prepare pupils to communicate in English outside of the classroom.

b. Aspect of Speaking

According to Bashir *et al*. (2011), language learners need to recognize that speaking involves three areas of knowledge:

1) Mechanics (pronunciation, grammar, and vocabulary): Using the right words in the right order with the correct pronunciation,

2) Functions (transaction and interaction): Knowing when clarity of message is essential (transaction/information exchange) and when precise understanding is not required (interaction / relationship building), and

3) Social and cultural rules and norms (turn-taking, rate of speech, length of pauses between speakers, relative roles of participants): Understanding how to take into account who is speaking to whom, in what circumstances, about what, and for what reason.

In addition, Brown (2001) states that speaking has several aspects namely pronunciation, fluency, vocabulary, and accuracy. So, the aspect of speaking is everything that is needed when speaking both from the mechanics, functions as well as social and cultural aspects.

c. Competences of Speaking

Based on Gob (2007), in speaking there are several competencies, as follows:

1) Phonological Skills

Produce accurate target language sound at both the phonemic (vowel and consonant) and prosodic (stress and intonation) levels. Learners should practice articulating and blending vowels and consonants in the language they are learning.

2) Speech Function Skills

Speech function skills are microskills required for achieving certain communication goals in everyday social and transactional interactions. Many language curriculums that emphasize communicative language teaching will provide a list of common speech functions that are seen as crucial for learners to develop in their target language.

3) Instructional Management Skills

Face-to-face interactions foster instructional management abilities, which are macro skills for dealing with spontaneity. These include the ability to begin, sustain, and finish interactions, offer and take discussion turns, adjust and divert the focus or topic of an interaction, and negotiate meaning to verify that one knows what our interlocutors intend.

4) Extended Discourse Organization Skills

Another set of macro skills for dealing with spoken conversation is extended discourse organization. Long stretches of language in diverse circumstances in and out of class are frequently required for language learning.

Therefore, these competencies become standards in speaking which can be seen in phonoligical skills, speech function skills, instructional management skills, and extended discourse organization skills.

d. Problems of Speaking

Based on Ur (1996), there are some problems in speaking activities, as follow:

1) Inhibition

Speaking, unlike reading, writing, and listening, requires some degree of real-time to an audience. Students are frequently restricted in trying to say something in a foreign

language in class because they are concerned about making mistakes, are fearful of receiving criticism, and are hesitant to talk in a foreign language.

2) Nothing to say

Students frequently claim that they are unable to express themselves. They are also unmotivated to express themselves.

3) Low or Uneven Partisipation

In a group of students, someone will speak the most in order to be heard, while the others will have no or very little opportunity to speak. This condition results in a tendency to be more dominant than the other.

4) Mother Tongue Usage

Learners in the realms of education such as school and university are typically from the same location and speak the same mother tongue. It encourages people to utilize it in communication because it is easier and flows more readily than the foreign language.

In addition, Brown (2007) mentioned lustering, redundancy, reduced form, performance variable, colloquial language, rate of delivery, stress, rhythm, intonation, and interaction as the instances in which speaking is challenging.

In speaking there is a linguistic problem. Richards (2008) claims there are some typical learner's problems in speaking

1) Lack vocabulary needed to talk

Problems with vocabularies occur when a person lacks the vocabulary required to speak and does not know how to mix the vocabularies into a decent phrase.

2) Poor in grammar

Grammar is the study of how sentences are formed and written, thus it may seem tedious to study good grammar,

but it is well worth the time and effort. Learners will never be able to speak successfully in English if they do not understand the rules of grammar.

3) Poor in pronunciation

Correct pronunciation is critical for developing speaking skills. Pronunciation is also closely related to other fields like as listening and even grammar. When a person can correctly pronounce the endings of words, for example, he can also provide grammatical information.

According to Juhana (2012), there are five kinds of psychological problems.

1) Fear of Mistake

Students are frequently terrified about making mistakes when speaking English. Furthermore, this is heavily influenced by the pupils' fear of being mocked by their peers or chastised by the teacher.

2) Shynes

Shyness is recognized as an emotional condition that many pupils experience when compelled to speak English. This suggests that shyness may be a source of difficulty in students' activities, particularly when speaking English.

3) Anxiety

Anxiety is the feeling of stress, worry, and nervousness linked with learning a foreign language.

4) Lack of Confidence

Students' lack of confidence is typically considered to develop when students recognize that their discussion partners do not comprehend them or when they do not understand other speakers.

5) Lack of Motivation

The motive for doing anything is characterized as motivation. This cause is frequently quite powerful. Success is possible with great motivation. However, students may lack motivation to study, particularly when it comes to speaking English.

So, the problem in speaking is anything that hinders or makes it difficult for someone to speak, which can be seen from a linguistic and psychological point of view.

e. Types of Speaking

There are two types of speaking, namely informal speaking and formal speaking which are explained as follows:

1) Informal Speaking

Informal speaking is done to communicate with the closest people in relaxed situations. In line with Nation & Newton (2009), informal speaking usually comprises tasks in which communicating information is less crucial than establishing a good relationship. Learners can be prepared to assist other speakers. This assistance can include providing new vocabulary, finishing sentences started by the speaker, and offering useful questions to provide linguistic and content support. Furthermore, repetitive chores might be an effective technique for delivering assistance. Speaking may be tough at first, but with practice, it will become easier. Informal speaking can also be practiced because people usually talk about their life.

2) Formal Speaking

Formal speaking is usually done in an official situation and discusses a topic. According to Nation & Newton (2009), formal speaking involves control of the topic, awareness of a mostly passive audience, and being the center of attention.

Formal speaking is normally a planned activity, but it is possible to approach it in a process-oriented manner. This entails breaking the process down into sections such as considering the aims and the audience, gathering ideas, organizing ideas, creating a set of speaking notes, and presenting and monitoring the lecture. Taking the audience and the appropriateness of the information to be delivered to them into consideration is a crucial aspect of the formal speaking process.

Furthermore, Brown (2001) offered there are six types of oral production that students are expected to perform in the classroom namely, imitative, intensive, responsive, transactional, interpersonal (dalogue), and extensive. So, this type of speaking is used according to the current situation.

1) Imitative speaking

At the imitative level, it is probably already clear what the student is trying to do. At this level, the student is simply trying to repeat what was said to them in a way that is understandable and with some adherence to pronunciation as defined by the teacher.

2) Intensive speaking

A limited amount of language is produced during intensive speaking in a tightly controlled environment. For example, intensive speaking is by reading aloud a book or responding directly to a straight-forward question.

3) Responsive speaking

Although responsive and intensive are almost the same, responsive is slightly more complex. At this level, the discourse consists of a straightforward query and one or more follow-up inquiries. By this time, conversations are having place, although the topics spoken are basic.

4) Transactional speaking

Transactional speaking is for sharing information as is common at the responsive level.

5) Interpersonal speaking

Interpersonal communication is used to preserve connections.

6) Extensive speaking

Extensive communication is normal some sort of monolog. A few examples are speaking and telling stories. This requires extensive planning and is not often improvised communication.

2. Teaching Speaking

a. Principle in Teaching Speaking

According to Nunan (2003), there are several principles in teaching speaking as follows:

1) Note the difference between the contexts of learning a second language and a foreign language.

2) Let the students practice fluency and accuracy.

3) Provide opportunities for students to speak using group work or work in pairs, and limit teacher interaction.

4) Planning for speaking tasks that involve negotiating meaning.

5) Design class activities that involve direction and practice in transactional and interactional speaking.

Therefore, the teacher must apply several principles in teaching and improve students' speaking skills so that the learning process can achieve the expected goals.

b. Classroom techniques and tasks

Based on Nunan (2003), there are some techniques and tasks in teachng speaking as follow:

1) Information gap is a useful activity in which one person has information that another does not. They must use the target language to communicate information. For example, a

student has directions to a party and must give them to a classmate.

2) Jigsaw is a bidirectional or multidirectional information gap. Everyone in a binary or circle has something the other person needs.

3) Tango seating is an activity with the right shoulder of one student next to the other student's right shoulder and facing in the opposite direction. This arrangement allows them to hear each other but not see what is being drawn or built on their partner's desk.

4) Role play is also an excellent activity for speaking in a relatively safe classroom environment. In role playing students are given specific roles in the target language. Role-playing allows students to practice speaking the target language before doing it in a real environment.

5) Simulations are more complicated than role-playing games. In simulation, prop and provide evidence for language practice in a more realistic environment. So for example, in a language lesson about the grocery store, the teacher could buy "products" for the students (a box of biscuits, a coffee, a bottle of jam) and also play money to buy the products. A check counter will be set up for students to practice transactional talking with cashiers.

6) Contact assignments involve sending students out of school with the specific purpose of talking to people in the target language. Contact assignments can also be made in foreign language contexts if there are tourists, exchange students, or international businessmen speaking for students in the target language. At a train station or ferry terminal for example, students can talk to tourists. After this the students organize

report the results of the class inquiry and what they had learned.

So, the teaching technique is a form of implementation of the teaching method or in other words, this teaching technique is the method used during the learning process.

c. Procedure in Teaching Speaking

According to Bailey and Savage (1994), there are procedures to teach speaking with circle conversation.

1) Request the students sit in a circle.

2) Make a suggestion for a topic and say something regarding it.

3) Allow the student to the left of the teacher to continue by stating something regarding the same subject.

4) Do not allow students to raise questions at this time. As a result, the speaker's turn rotates around the circle, with each student speaking about the same topic. Students may say as little or as much as they want, unless the teacher sets a time limit.

5) After everyone has finished speaking, have the student to the left of the teacher propose a new topic and say something about it. Not only does the function of speaker rotate in this manner, but so does the role of topic initiator.

So, procedure in teaching speaking means the steps taken by the teacher when teaching.

3. **Learning Motivation**

a. Definition of Learning Motivation

According to Sardiman (2018), motivation is a series of efforts to create certain circumstances, so that someone wants and wants to do something. Based on Santrock (2004), the process that energises, guides, and sustains conduct is known as motivation. It follows that motivation is the mechanism that encourages pupils to start an activity and continue it over time. Students who are

motivated will feel eager and strongly desire what they want. Most people think of motivation as an innate need, impulsive emotion, or desire that prompts them to take a certain course of action (Brown, 1987).

High and low student learning motivation greatly influences student learning success. Dornyei (1998) states thateven individuals with extraordinary ability cannot attain long-term goals without sufficient motivation, and appropriate curricula and effective instruction are insufficient on their own to ensure student achievement. Based on As Sabiq (2017), by learning, we will gain new knowledge and skills, if accompanied by motivation, there is encouragement that will make more enthusiastic to learn. On the other hand, strong motivation can compensate for significant shortcomings in both language aptitude and learning conditions. Students with strong learning motivation will have more energy to learn. Thus the learning outcomes will be satisfactory. The task of a teacher is to encourage students to grow a strong motivation to learn within themselves.

b. Function of Learning Motivation

Sardiman (2018) stated that there are several mutational functions as follows:

1) Motivation as a driving force to do an action. In line with Wardani *et al*. (2020), motivation is a drive or instinct within humans that can generate, direct, and organize conduct. This relates to attempts to meet perceived wants, both physical and spiritual.

2) Motivation determines the direction of action, namely the goal to be achieved. Asvio *et al.* (2017) states that motivation arises from the desire to achieve a goal, and this is critical for the realization of learning achievement. As a result, students

must be able to push themselves because such accomplishments are actually essential.

3) Motivation for selecting actions, namely determining what actions must be done to achieve goals and getting rid of actions that are not useful.

So, this learning motivation serves to make someone do an activity in this case to make someone learn.

c. Kinds of Learning Motivation

Motivation to learn consists of several kinds, as follows:

1) Intrinsic Motivation

Intrinsic motivation is motivation that comes from individuals who already have the urge to do something. According to Brown (2001), intrinsic motivation is the strength of feeling or drive, extending from highly internal, self-generated rewards to be high. In line with Kaboody (2013), intrinsic motivation relates to internal factors such as happiness and self-satisfaction.

According to Uno (2015), there are several indicators of intrinsic motivation to learn, as follows:

a) There is desire and desire to succeed.

The desire and desire to succeed in learning and everyday life is called the success motive that comes from within humans. Someone who has a high success motivetend to try to complete their tasks thoroughly, without delaying their work. Completion of this kind of task is not due to encouragement from outside, but personal effort.

b) There is a drive and learning.

Sometimes a person completes his task not because of a high success motive but because he avoids a failure.

c) There are hopes and dreams.

Expectations are made on the belief that high performance is recognized and rewarded with increases. People who want a promotion will show good performance.

2) Extrinsic Motivation

Extrinsic motivation is motivation that comes from outside. In line with Harmer (2007), extrinsic motivation is the effect of a variety of external factors. According to Kaboody (2013), extrinsic motivation refers to the push or compensation from the environment to learn a language.When viewed in terms of the purpose of a person's motive for carrying out an action does not directly follow the essence of what is being done.

According to Uno (2015), indicators of extrinsic motivation to learncan be classified as follows:

a) There is an appreciation in learning.

The best strategy to raise students' learning motivation and improve learning outcomes is to reward good behavior or excellent student performance in other ways. Good, great, and such adjectives would be enjoyable for pupils to use.

b) There are interesting activities in learning.

An interesting atmosphere causes learning process becomes meaningful. Something meaningful will always remembered, understood, and appreciated.

c) There is a conducive learning environment.

Individual motivations, such as the desire to study well, can be developed, improved, or changed through study and practice; in other words, they can be influenced. A positive learning environment is one of the factors that motivates students because it allows

them to receive the proper assistance when facing challenges or issues with their studies.

d) Teacher-student relationship.

A positive rapport between teachers and students is crucial for inspiring them. This is due to the fact that when teachers are aware of each student's distinctive characteristics, it is easier for them to encourage students to enhance their academic performance. Teachers should make an effort to inspire their students, which means they should plan tactics to inspire them so they can maximize their own potential.

e) Student-to-student relations.

The emergence of students' extrinsic motivation as a result of outside reinforcement, which improves their willingness to raise their enthusiasm for learning. With motivation, lessons can be learnt, activities and initiatives can be developed, leaders can take charge and perseverance in carrying out learning process activities cannot be separated from his friends' support.

According to Bropy (2010), there are some factors that can increase the extrinsic motivation in teaching and learning as follows:

a) Teacher

A teacher is not only someone who helps pupils learn, but also someone who must urge students to participate in learning activities. The teacher has responsibilities in motivating students, such as creating a good learning environment, providing appropriate material, varying the method, and the most important one is the teacher's characteristics, such as personal

teaching efficiency, modeling and enthusiasm, caring, and positive expectation.

b) Parents

Parents have a large influence on pupils' learning since they learn their language and attitude from their parents. Parents with a high social economic position appear to instill strong success drive in their children, as do parents who push their children to try new things and reward them for great performance. Parents who overprotect their children and penalize them for failure, on the other hand, tend to produce children who are unmotivated.

c) Environment

The environment, such as the school environment, classroom environment, and home environment, should be considered an important aspect that influences kids' motivation to learn. Such an environment will either stimulate pupils to learn or demotivate them, depending on the quality of the setting itself. A good setting will most likely motivate kids more than a terrible environment.

According to Brown (2007), more relevant labels would be instrumental and integrative orientations because the intensity of motivation can change within each. This viewpoint holds that learner orientation can be academic or vocational (instrumental) as well as social or cultural (integrative). Jafari (2013) said that learners who have an instrumental motivation aim to acquire a language for a practical objective, such as acquiring a job or going to college. He also said that integrative motivation is an important component in aiding students to gain some level of proficiency in the language when they become residents of a new community that

utilizes the target language in its social interaction. Using integrative motivation, a learner can become a member of a community in which the target language is spoken.

d. Forms of Motivation in School

Based on Sardiman (2018), there are several forms to increase learning motivation.

1) Give Numbers

Numbers in this case are symbols or values of the activities students do. Good numbers will increase student motivation to be strong because students will try to achieve that number.

2) Prize

Prizes can be said to be a form of student motivation because students will be interested in getting them. Prizes are given after students do a job. However, prizes become unattractive to students who have no interest or talent for the job.

3) Competition

Individual and group competition can improve student achievement. Students will be encouraged to learn and compete to be the best.

4) Ego-Involvement

Awareness of the importance of assignments and the challenges of completing them will make students work hard to complete them by risking their self-esteem. They will feel proud if the task given can be completed properly.

5) Give a Test

If the teacher informs that there will be a test, students will be motivated to study hard. But too often giving exams because it will make students feel bored.

6) Find Out The Results

　　If students know that their exam results are progressing, it will increase student enthusiasm to study harder. The graph of increasing exam results motivates students to continue studying and hopes that their exam results will continue to improve.

7) Praise

　　Praise is given to students who successfully do a job. Appropriate praise will evoke feelings and increase one's passion for learning.

8) Punishment

　　Punishment is a negative reinforcement, but if given wisely and appropriately it will increase student motivation.

9) Desire to Learn

　　The desire to learn means that there is an intention to learn which shows that students have the motivation to learn and of course get good learning results.

10) Interest

Interest can be generated in several ways, including:

a) Generate a need

b) Relate to past issues

c) Provide an opportunity to get good results

d) Use a variety of ways to study

11) Recognized Purpose

　　Understanding the goals to be achieved can foster a sense of passion for students to learn.

　　Therefore, this form of motivation can be used by teachers to increase student motivation during the learning process.

4. **Teaching Media**

The explanation of Teaching Media as follows:

a. Definition of Teaching Media

In the learning process, a teacher needs tools to convey material and make it easier for students to understand it. The tools used are called teaching media. Teaching media is anything that can be used as an intermediary to convey messages from the sender to the recipient, so that it can stimulate students' thoughts, feelings, concerns, and interests so that the learning process runs optimally (Ramli, 2012).

Based on Hasan *et al*. (2021), learning media is everything which is used as an intermediary or liaison from the information provider, namely the teacher to the recipient of the information or students which aims to stimulate students to be motivated and able to follow the learning process as a whole and meaningfully. There are five components in the sense of learning media, namely as an intermediary for messages or material in the learning process, as a learning resource, as a tool to stimulate student motivation in learning, as an effective tool to achieve complete and meaningful learning outcomes, and a tool to acquire and improve skills.

b. Function of Teaching Media

Based on Ramli (2012), functions of teaching media as follows:

1) Helping Teacher

Teaching media can provide assistance to teachers when teaching, as follows:

a) Increase the productivity of learning messages that are served,

b) Helping teachers develop students' ability to understand messages according to their analytical power,

c) Helping learners to be creative in planning education program,

d) Help integrate learning messages with auxiliary science materials that are closely related to the learning materials presented, and

e) Helping learners convey learning messages consistently.

2) Helping Students

Besides helping teachers, teaching media also helps students in learning activities, as follows:

a) Further improve the understanding of the learning material,

b) Can further accelerate the digestibility of learners to the material presented,

c) Stimulate students' thinking,

d) Awaken their deep cognitive, affective, and psychomotor power for the learning messages conveyed,

e) Helping the strength of the memory of students, because the nature of the learning media has a stronger stimulus power,

f) Helping students understand integrally the learning material presented,

g) Helping to clarify the direct experiences they have had in life, and

h) Help stimulate students' mental activities to understand the learning material.

3) Helping the Learning Process

Learning activities are helped when teachers use teaching media, explained as follows:

a) Assist in enhancing learning outcomes to be achieved.

b) Teachers can use a variety of media in each meeting so that learning outcomes are maximized.

According to Kemp & Dayton (1985), there are three functions of learning media as follows:

1) Motivating interest or action, that is realized with drama or entertainment techniques in the hope of being able to generate interest and stimulate students to act.

2) Presenting information, which is used in the context of presentation information in front of a group of students.

3) Learning objectives, which function for learning purposes where the information contained in the media must involve students both in mind or mentally as well as in the form of real activities so that learning can occur.

This learning media has many good functions to help teachers, students and the learning process. In addition, learning media also functions to motivate students, provide information and help achieve learning goals.

5. **Flipgrid Applicatiom**

The Flipgrid application is one of the learning media that can be used while learning to speak. The explanation is as follows:

a. Definition of Flipgrid

According to Tuyet & Khang (2020), Flipgrid was founded by Charles Miller from the University of Minnesota, USA, in 2015. It is a free online communication application that completely uses video as their discussion platform. This platform has been made available to educators worldwide by Microsoft since June 2018. Flipgrid as a social learning platform, allows teachers to create topics, gather learners, and allows participants to communicate using video. Flipgrid is seen as a communication tool with online video mediation that allows EFL students to have plenty of time to practice speaking English outside of the classroom in a comfortable and enjoyable environment. It is also considered as a discussion platform where EFL learners can interact a lot with each other in English.

Based on Lai *et al.* (2021), Flipgrid is regarded as one of the most useful in terms of facilitating learning conversations and

increasing learning participation. Students can present videos on a discussion grid, watch peers' videos, and receive feedback from teahers, which fosters interactions between students and their teachers.

b. How to Use Flipgrid

       Flipgrid can be accessed easily by both students and teachers, the steps for using Fipgrid are as follows:

1) Go to the Flipgrid page at https://flipgrid.com

2) Please write the class code in the "Enter a Flip Code" box that has been given by your respective teacher.

Picture 2.1

Join the Class

3) After entering class, students choose a topic to work on and then click "record".
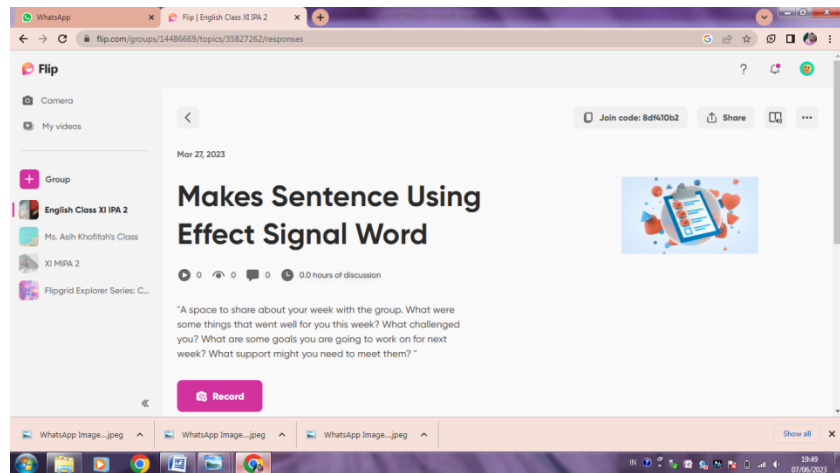
Picture 2.2

Do the topics

4) Furthermore, the results of the recording are captioned according to the instructions given by the teacher. Then, click "Post to topic".
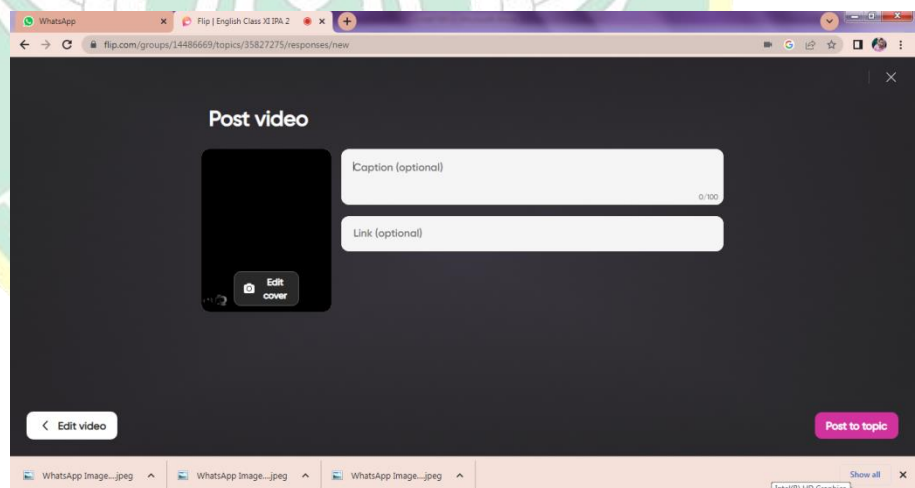
Picture 2.3

Post to topic

5) Wait until the video upload process is complete.
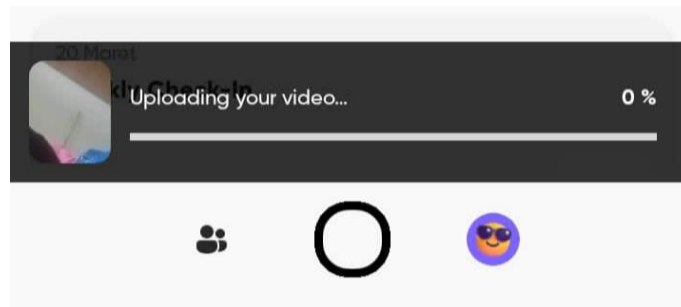
Picture 2.4

Upload Video

6) The video upload process is complete, and then the video is ready to be watched and reviewed by the teacher and other students.
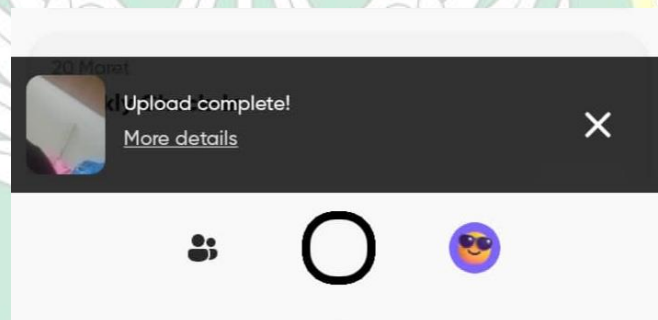
Picture 2.5

Upload Complete

According to Bartlett (2018), there are procedures to using Flipgrid. Participants record and submit an initial video according to a prompt. Members of the video discussion forums click on the larger square thumbnail to view the initial post, then on the smaller round thumbnail to view the responses. By clicking the small photo bubbles within the square, you can easily observe those who have responded utilizing video response. The video discussion forum nests similarly to the classic text discussion forum, with an

initial response at the parent level followed by peer responses within.

c. Strenght of Flipgrid

Based on Stoszkowski (2018), he said about strenght of Flipgrid as follow:

1) Access

Students do not need to creat an account or 'sign up', they simply need the web link for their grid, wich is free to access.

2) Convenience

Using this application is more comfortable because speaking practice or discussion activities are not limited by place or time.

3) Participation

Discussion is evenly distributed across the cohort.

4) Appeal

Students appear to prefer watching each other speak on video to reading written material, wich they perceive to be time-consuming and boring.

5) Formative feedback

Feedback is emailed directly to the student individually and only they can see it.

6) Tracking

The number of views on each video, as well as total engagement time across the group, is tracked automatically. This make it easy to monitor individual and group participation level.

7) Compatibility

Flipgrid can be embedded into a range of aother platforms in student learning ecosystem.

There are several advantages of Flipgrid that teachers can take into consideration for using this application as a learning medium.

d. Weaknesses of Flipgrid

According to Stoszkowski (2018), he said about weaknesses of Flipgrid as follow:

1) Competitiveness

Vedios can be liked or heared to show agreement or approval.

2) Equipment

Students must have an appropriate digital device. Even though in reality there are still students whose digital devices are inadequate so they have difficulty accessing Flipgrid.

3) Impression management

Many student concerned about gaining peer approval and 'saying the right thing' as opposed to posting genuine views and oppinions.

4) Confidence

A few student were uncomfortable about being 'on screen'. In contrast with Miskam & Saidalvi (2019), the Flipgrid platform makes it possible to rehearse their oral presentations without limits, as students can record and view them before sending them, and if they are not satisfied with their performance, they can create a new video with one click. By providing a non-threatening learning environment, students will feel more comfortable taking risks and confident in their language learning process.

Based on the explanation above, it can be seen that Flipgrid also has some drawbacks. However, there are also those who consider the disadvantages to be advantages.

B. **Previous Studies**

There are journals and past research related to the topic of this research.

The first, Ellen Citraningrum wrote research entitled "Flipgrid: A Pathway to Enhance Students' Speaking Performance" from Universitas Pendidikan Indonesia in 2021. The aim of this research is to describe how the

Flipgrid used in speaking class and how it supports the students speaking skills. This study's findings can be used to enhance pupils' speaking abilities by using Flipgrid elements. This study shares some similarities with previous research in that it discusses about Flipgrid Application. However, the difference of this study and the research of the researcher is subject of study. Researcher conducts this research in SMA Ma'arif Karangmoncol, Purbalingga. In addition focus of researcher's research is about students' speaking learning motivation.

The second, research entitled "Flipgrid App For Teaching Speaking Skills: Students' Perceptions And Performance Impact" was written by Tang Thi Lai *et al*. From Vnu Journal of Foreign Studies, Vol. 37, No. 6, 2021. The aim of this study is to investigate the extent Flipgrid affects students' speaking performance. The result of this study is Flipgrid could be certified to be an efficient learning application in terms of improving speaking skills. The similarity between this study and researcher's research is discuss about Flipgrid for teaching speaking skills. The difference is researcher focus on students' speaking learning motivation. In additon, the subject is students of XIth grade at SMA Ma'arif Karangmoncol, Purbalingga.

The third, research was conducted by Rica Umrina Lubis & Indra Kurniawan Siregar (2021) entitled " FLIPGRID: Learning Based-application Towards Speaking Class" from Proceeding of International Conference on Language Pedagogy. This study aimed to describe the function of Flipgrid as an online platform to enhance students' interaction and perceptions. The result of this study is teachers can utilize this application to enhance their learning activity particularly in the speaking course because it provides effective online platform to communicate in digital literacy and develop students" communicative activities and interaction in the classroom in this pandemic situation. The similarity is both of the study discuss about Flipgrid. The differences are subject and methodology. The subject of researcher's research is students at XIth grade of in SMA Ma'arif Karangmoncol, Purbalingga. In addition, researcher used quantitative method for this

research. In additon this research focus on students' speaking learning motivation.

Based on some studies above, it can be seen that the Flipgrid application received a positive responses from students. In addition, Flipgrid also considered effective for use in speaking class. However, no one of the studies above discuss about students' speaking learning motivation. Therefore, the researcher conducted an experiment at SMA Ma'arif Karangmoncol and tested whether the use of the Flipgrid application in the school has an impact on students' speaking learning motivation.

C. **Conceptual Framework**

The conceptual framework in this research is shown in the diagram as follow:

| Flipgrid | → | Students' Speaking Learning Motivation | → | There is any effect. |
| | | | → | There is not any effect. |

In the conceptual framework, the researcher used the Flipgrid application to teach speaking and tested whether there was a change in students' speaking learning motivation or not.

D. **Hypothesis**

In this research the hypothesis formulated:

H_0: Flipgrid does not has any effect on students' speaking learning motivation.

H_a: Flipgrid has any effect on students' speaking learning motivation.

CHAPTER III
METHODOLOGY

This chapter describes the research design, research sites and participants, population and sample, research variables and indicators, data collection techniques, and data analysis.

A. Research Design

This study used a true experimental pre test post test control group design with quantitative methods. Then, the data obtained was analyzed with IBM SPSS V 25 to analyze the effect of using Flipgrid on students' motivation to learn to speak. According to Sugiono (2010), quantitative research is an investigation technique that collects, analyzes, and displays data in numerical form while trying to make accurate measurements of something. This research was conducted by giving pre-tests and post-tests to the control class and the experimental class to find out whether there was a significant change in students' speaking learning motivation before and after using the Flipgrid application.

B. Research Site and Participants

This research was conducting at SMA Ma'arif Karangmoncol which is located at Jl. Raya Pekiringan, Pekiringan, Karangmoncol, Purbalingga Regency, Central Java 53355. Participants in this study were head master of SMA Ma'arif Karangmoncol, English teacher and SMA Ma'arif Karangmoncol students.

C. Population and Sample

The population of this research is the eleventh grade students of SMA Ma'arif Karangmoncol, Purbalingga, which consists of 5 classes. Then 2 classes were selected as samples, namely the control class and the experimental class, which were selected by purposive sampling. Purposive sampling was chosen because it is considered one of the most effective and time efficient sampling strategies available. The results of the sample selection are class XI IPA 1 as the control class with 24 students and class XI

IPA 2 as the experimental class with 22 students. The teacher gave suggestions for choosing these two classes because this class was the most conducive and had almost the same average grades.

Table 3.1

The Population of The Research

Class	Population
XI IPA 1	24
XI IPA 2	22
XI IPS 1	22
XI IPS 2	23
XI IPS 3	22
Total	**113**

Table 3.2

Sample of The Research

Description	Class	Sample
Experiment Class	XI IPA 2	22
Control Class	XI IPA 1	24
Total		**46**

D. Variable and Indicators of the Research

There are 2 variables used in this study, namely the independent variable and the dependent variable. The Flipgrid application becomes the independent variable which will affect the dependent variable. While speaking learning motivataion as the dependent variable that will be investigated whether there is a change after the treatment given.

E. Data Collection Techniques

1. Test

This research used pretest and posttest in the form of a questionnare to measure students' motivation to learn speaking. Pre-test

and Post-test to determine students speaking learning motivation in Grade XIth IPA 1 and XIth IPA 2 at SMA Ma'arif Karangmoncol before and after using Flipgrid. The pre-test was given to students before using Flipgrid and the Post-Test was given to students after using Flipgrid which was shared via the Google form link.

2. **Treatment**

Eight meetings were held in the experiment class, with the treatment administered twice offline and six times online. The meeting was held online based on a decision from the school because class XII was having school exams and because it was entering the month of Ramadhan. Online learning was carried out using the WhatsApp and Flipgrid applications. An explanation of the subject matter was given via WhatsApp, and speaking practice was done via Flipgrid.

Tabel 3.3

The Date of Treatment in The Experiment Class

Meeting	Date	Material
1 (Offline)	16 March 2023	Introduction
2 (Online)	18 March 2023	Introduction
3 (Offline)	20 March 2023	Cause and Effect
4 (Online)	23 March 2023	Cause and Effect
5 (Online)	27 March 2023	Cause and Effect
6 (Online)	30 March 2023	Cause and Effect
7 (Online)	3 April 2023	Cause and Effect
8 (Online)	6 April 2023	Cause and Effect

The first meeting was held on Thursday, March 16, 2023. The control class and experimental class were given a pre-test, and then the experiment class was introduced to Flipgrid. They were asked to find out about Flipgrid and both its functions and features. Furthermore, at the second meeting on Saturday, March 18, 2023, which was conducted

online, students were asked to join the class that had been created by researcher at Flipgrid. Students are monitored by the Whatsapp group.

The third meeting was held offline with cause-and-effect material, especially discussing signal words. Students take one of the signal words randomly and then make sentences using the signal word. Then they say the sentence they have made in Flipgrid. Then, in the fourth meeting, the students reviewed the results of the sentences that had been sent on Flipgrid in the comments column. In the fifth meeting, the material was more focused on cause sentences. Students were asked to do a number of assignments in the textbook, after which they sent a video containing them saying a sentence of cause to Flipgrid. Then, they gave each other comments at the sixth meeting.

Furthermore, at the seventh meeting, students learned about effect sentences. Students did some of the assignments in the textbook to improve their understanding. After that, they headed to Flipgrid to say the effect sentences they had made. Then, at the eighth meeting, they gave comments to each other with the aim of knowing each other's strengths and weaknesses.

Whereas in the control class, learning was carried out as usual with a textbook guide without using Flipgrid.

Table 3.4

The Date of Learning Process in Control Class

Meeting	Date	Material
1 (Offline)	16 March 2023	Introduction, Cause and Effect
2 (Online)	23 March 2023	Cause and Effect
3 (Online)	30 March 2023	Cause and Effect
4 (Online)	6 April 2023	Cause and Effect

Learning in the control class was carried out by the English teacher at the school. At the first meeting, the researcher introduced the research. In addition, at this meeting, students were also given a pre-test, which was

sent via the Google Form link. After that, students learn about signal words, and they practice speaking by repeating what the teacher said. In the second meeting, students got cause and effect material based on the textbook, which was distributed via the WhatsApp group. In the third and fourth meetings, students worked on the activities in the textbook, which were then checked by the teacher. At the end of the meeting, the students filled out the post-test, which was distributed via the Google Form link.

3. **Research Instrument**

Several items of speaking motivation questionnaire took and adapt from The Attitude/Motivation Test Battery by R.C Gardner (2004) and several items were made by researcher. Due to those questionnaires were close-ended questionnaire, it was rated by using Likert scales which had four options: SA (Strongly Agree) rated 4, A (Agree) rated 3, D (Disagree) rated 2, and SD (Strongly Disagree) rated 1. Both of the questionnaires were written in Bahasa Indonesia form, to make the sample students easier to fill the questionnaires.

The questionnaire consists of 25 numbers with the division between intrinsic and extrinsic motivation as follows:

Table 3.5

The Number of Questionnaire

Intrinsic Motivation		extrinsic motivation	
Item Number	Indicator	Item Number	Indicator
1.	There is drive and learning	3.	Teacher-Student relationship
2.	There is drive and learning	11.	There are interesting activities in learning
4.	There is desire to succeed		
5.	There is hope and dream	17.	Parents
6.	There is drive and learning	18.	There is an appreciation in learning
7.	There is drive and learning		
8.	There is desire	19.	Theacher-Student relationship

9.	There is desire	20.	Teaching Media
10.	There is desire	21.	There are interesting activities in learning
12.	There is desire		
13.	There is desire	22.	There is an appreciation in learning
14	There is drive and learning		
15.	There is drive and learning	23.	There are conducive learning environment
16.	There is drive and learning		
		24.	Student-to-student relationship
		25.	Student-to-student relationship

Before the questionnaires were distributed to students, the questionnaires were first validated by two expert lecturers. The first is an expert lecturer named Mrs. Irra Wahidiyati, M.Pd. who is concerned about teaching English and the second focuses on psychology, an expert lecturer named Ellen Prima, S. Psi., M.A. In addition, the questionnaire was tested using IBM SPSS V 25 to test whether the questionnaire was valid and reliable.

a. Validity Test

Test Validity is the level of validity or accuracy of test. According to Thoifah (2015), valid means being able to show the extent to which a measuring instrument is able to measure what you want to measure. In this study, test validity use P-Value. If Sig. value < 0,05 then the data is valid, if Sig. value > 0,05 then the data is not valid.

Table 3.6

Validity Test of Pre Test

Nu. Statement Item	Value Sig. (2-tailed)	Description
1	0,001	VALID
2	0,000	VALID
3	0,000	VALID
4	0,000	VALID
5	0,000	VALID
6	0,000	VALID
7	0,000	VALID
8	0,001	VALID
9	0,000	VALID
10	0,000	VALID
11	0,000	VALID
12	0,000	VALID
13	0,000	VALID
14	0,000	VALID
15	0,000	VALID
16	0,000	VALID
17	0,000	VALID
18	0,000	VALID
19	0,000	VALID
20	0,000	VALID
21	0,000	VALID
22	0,000	VALID
23	0,011	VALID
24	0,041	VALID
25	0,002	VALID

Based on the result of validity pre test instrumnet, all of the item is valid. So, this pre test instrument can used to respondent.

Table 3.7

Validity Test of Post Test

Nu. Statement Item	Value Sig. (2-tailed)	Description
1	0,001	VALID
2	0,000	VALID
3	0,006	VALID
4	0,000	VALID
5	0,000	VALID
6	0,000	VALID
7	0,000	VALID
8	0,001	VALID
9	0,000	VALID
10	0,000	VALID
11	0,000	VALID
12	0,000	VALID
13	0,000	VALID
14	0,000	VALID
15	0,000	VALID
16	0,000	VALID
17	0,000	VALID
18	0,000	VALID
19	0,000	VALID
20	0,000	VALID
21	0,000	VALID
22	0,000	VALID
23	0,001	VALID

24	0,011	VALID
25	0,002	VALID

Based on the result of validity post test instrumnet, all of the item is valid because they have value sig. (2-tailed) < 0.05. So, this pre test instrument can used to respondent.

b. Reliability Test

Test reliability is the level of consistency of a test, to measure the extent to which a test can be trusted to produce a score that is steady or consistent, not changing (Malik, 2018). To analyze the reliability using Alpha Cronbac's test. A test is said to be reliable if the Cronbach Alpha value > 0,70.

Table 3.8

Reliability of Pre Test

Reliability Statistics

Cronbach's Alpha	N of Items
,975	25

Table 3.9

Reliability of Post Test

Reliability Statistics

Cronbach's Alpha	N of Items
,991	25

According to the table above, the value of Cronbach's alpha pre-test is 0.975, and the post-test is 0.991. All Cronbach's alpha values are > 0.70, which means that the pre-test and post-test questionnaires are reliable.

F. Data Analysis

Pre-test and post-test result used to analyze the effect of Flipgrid on students' speaking learning motivation. This research supported by IBM SPSS V 25 for windows to assist data analysis technique.When conducted tests, researcher was assisted by someone who was skilled in the usage of IBM SPSS to ensure that the results obtained by researcher were the same as those obtained by that person.

1. Normality Test

Normality test is a test which aims to test whether the data used is normally distributed or not. Normality test in this research, use the Shapiro Wilk technique. The Shapiro Wilk test is generally used for small samples of less than 50 data. The data is said to be normally distributed in the Shapiro Wilk test if the value of Sig. greater than 0.05.

2. Homogeneity Test

Homogeneity test is statistical test prcedure that is intended to shows two or more group of sample data come from populationwhich has same variance and similarity (Nuryadi *et al*., 2017). In this research, the calculation of homogeinity test used IBM SPSS V 25.

3. Hypothesis Test

a. Paired Sample T-Test

The data used in the paired sample t-test are often in the form of interval or ratio scale data. The paired sample t-test aims to detect whether there is a difference in the average of the two samples that are connected to each other. In this research, to determine whether there is a difference in the average student learning motivation in English before and after using Flipgrid. In this study, the data analysis will use the SPSS application version 25.

To test the hypothesis, in this study using a paired T-test based on the significance value (Sig):

a) If the significance value is < 0.05, then H_0 is rejected and H_a is accepted or Flipgrid has any effect on students' speaking learning motivation at XIth grade of SMA Ma'arif Karangmoncol.

b) If the significance value is > 0.05, then H_0 is accepted and H_a is rejected or Flipgrid does not has any effect on students' speaking learning motivation at XIth grade of SMA Ma'arif Karangmoncol.

b. Independent Sample Test

An independent sample test was used to determine if the mean value of a given target variable for one group differs from the mean value of the target variable for a different group (De Coster and Claypool, 2004). In this study this test to find out whether there was a mean difference between the control class and the experimental class. Hypothesis in the independent sample test as follows:

H_a: There is an average difference between the control and experimental groups.

H_o: There is not an average difference between the experimental and control groups.

The conclusion was determined by looking at the probability value.

1) If the probability value $<$ Research Alpha (0,05), the H_0 is rejected and H_a is accepted.

2) If the probability value $>$ Research Alpha (0,05), the H_0 is accepted and H_a is rejected. (Djudin, 2013).

CHAPTER IV
FINDINGS AND DISCUSSION

This chapter describes the findings and discussion. The findings section contains data description and inferential statistics. Then, the results are discussed in the discussion section.

A. Findings

Finding describe about the results of the research namely data description and inferential statistic. The presentation of data results is based on the results of research that has been conducted at SMA Ma'arif Karangmoncol. In this research, there are two variables, namely Flipgrid as the independent variable and speaking learning motivation as the dependent variable. The data below was obtained from the pre-test and post-test, which were filled out by students of XI IPA 2 as the experimental group and XI IPA 1 as the control group.

1. Data Description

Data was collected during research at SMA Ma'arif Karangmoncol with the eleventh grade as the population. The sample was selected by purposive sampling, consisting of 22 students in class XI IPA 2 as the experimental class and 24 students in class XI IPA 1 as the control class. Data collection was carried out through a pre-test and post-test.The pre-test was given to students in XI IPA 1 as the control class and XI IPA 2 as an experimental class consisting of 46 students.

After conducting the pre-test, the next step was to provide treatment using Flipgrid in the experimental class while the control class was without treatment. After that, the post-test was given to XI IPA 1 students as the control class and XI IPA 2 students as the experimental class to see the level of students' speaking learning motivation after being given treatment.

Table 4.1

Result of Pre Test and Post Test

NO	EXPERIMENT CLASS		CONTROL CLASS	
	PRE TEST	POST TEST	PRE TEST	POST TEST
1	40	67	28	29
2	64	89	62	62
3	41	68	50	50
4	39	66	55	55
5	38	74	57	57
6	65	92	50	51
7	50	83	40	40
8	40	74	50	50
9	63	88	26	28
10	65	65	46	46
11	58	78	37	37
12	42	70	36	36
13	40	66	38	38
14	29	56	43	40
15	55	74	60	62
16	38	65	32	31
17	39	68	40	41
18	52	81	32	32
19	48	74	31	31
20	51	78	64	65
21	47	76	62	62
22	49	77	36	36
23			31	31
24			34	34
Mean	47,86	74,05	44,32	44,5

Based on the table above, the average pre-test score in the experimental class is 47.86, while the average post-test score is 74.05. In the control class, the average pre-test score is 44.32, while the average post-test score is 44.5.

Table 4.2

Result of Intrinsic Motivation

Item Number	Intrinsic Motivation			
	Control Class		Experiment Class	
	Pre Test	Post Test	Pre Test	Post Test
1	54	54	58	78
2	44	44	36	57
4	53	52	55	73
5	41	40	54	72
6	35	34	35	57
7	37	36	34	57
8	33	33	27	53
9	34	35	28	54
10	35	36	33	57
12	44	44	48	69
13	35	35	33	57
14	44	44	48	70
15	45	45	49	70
16	43	44	47	69
TOTAL	**577**	**576**	**585**	**893**
MEAN	**41,2**	**41,1**	**41,7**	**63,79**

According to table above, in the experimental class, the average value of intrinsic motivation in the pre-test is 41.7, while the post-test is 63.79. In addition, in the control class, the value of intrinsic motivation in the pre-test is 41.2, while the post-test is 41.1.

Table 4.3

Result of Extrinsic Motivation

Item Number	Extrinsic Motivation			
	Control Class		Experiment Class	
	Pre Test	Post Test	Pre Test	Post Test
3	54	54	56	75
11	52	52	48	69
17	35	35	28	53
18	52	52	48	69
19	37	37	47	68

20	35	35	28	67
21	36	36	27	65
22	52	54	48	69
23	37	37	47	68
24	38	38	46	67
25	37	37	45	66
TOTAL	**465**	**467**	**468**	**736**
MEAN	**42,27**	**42,45**	**42,55**	**66,91**

As shown in the table above, the average extrinsic motivation score for the experimental class is 42.55 on the pre-test and 66.91 on the post-test. Furthermore, the average score of extrinsic motivation in the control class is 42.27 in the pre-test compared to 42.45 in the post-test.

a. Pre Test and Post Test in Control Class

The Pre Test was conducted on March 16, 2023 in XI IPA 1 as control class while the post test was conducted on April 6, 2023 class that without any treatment in learning activity as showed in following table:

Table 4.4

The Result of Pre-Test and Post-Test in Control Class

NO.	Statistic	Control Class	
		Pre-Test	Post-Test
1.	N	24	24
2.	Minimum	26	28
3.	Maximum	64	65
4.	Mean	44,32	44,5
5.	Median	41,5	40,5
6.	Mode	50	62
Mean Different: 0,18			

Based on the table above, there are 24 data from the pre-test and post-test in the control class. The first data from the pre-test showed that the mean is 44,32, the minimum score is 26, the maximum score

is 64, the median is 41,5, and the mode is 50. The second set of data from the post-test showed the mean is 44,5, the minimum score is 28, the maximum score is 65, the median is 40,5, and the mode is 62. From the pre-test and post-test in the control class, the main difference was 0,18. It means that this class had an increased score, even only a little.

b. Pre Test and Post Test in Experiment Class

The Pre Test was conducted on March 16, 2023 in XI IPA 2 as experiment class while the post test was conducted on April 6, 2023 class that with treatment using Flipgrid during learning activity as showed in following table:

Table 4.5

The Result of Pre-Test and Post-Test in Experiment Class

| NO. | Statistic | Experiment Class | |
		Pre-Test	Post-Test
1.	N	22	22
2.	Minimum	29	56
3.	Maximum	65	92
4.	Mean	47,86	74,05
5.	Median	47,5	74
6.	Mode	40	74
Mean Different: 26,19			

Acording to the table above, the experiment class has 22 data points from the pre-test and post-test. The pre-test data revealed that the mean is 47,86, the minimum score is 29, the maximum score is 65, median is 47,5 and mode is 40. The second data of post-test results revealed that the mean is 74,05, the minimum score is 56, the maximum score is 92, median is 74, and the mode is 74. The main difference between the pre-test and post-test in the control class is 26,19.The main

difference between the pre-test and post-test in the control class is 26.19, which indicated that there was a significant increase.

2. **Inferential Statistic**

   a. **Normality Test**

   The normality test aims to test whether the questionnaire in this study is normally distributed or not. Researcher used the Shapiro Wilk test in SPSS, the result is as follows:

Table 4.6

Normality Testof Pre Test and Post Test in The Experiment Class and Control Class

Tests of Normality						
	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Statistic	Df	Sig.	Statistic	Df	Sig.
Pre Test Experiment	,170	22	,100	,925	22	,097
Post Test Experiment	,113	22	,200*	,963	22	,559
Pre Test Control	,139	24	,200*	,932	24	,136
Post Test Control	,146	24	,200*	,920	24	,076

*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

Based on the table above, it can be seen that the pre-test experiment class has a sig. 0.097 and the post-test has a sig. 0.559. In addition to the control class, the pre-test sig. is 0.136, and the post-test sig. is 0.076. The data is said to be normally distributed in the Shapiro-Wilk test if the value of Sig is greater than 0.05. Based on the results above, all of them have a sig.> 0.05, so it can be concluded that the data is normally distributed.

   b. **Homogeneity Test**

   A homogeneity test used to determine whether the data obtained from both groups have homogeneous variance or not. The IBM SPSS V 25 for Windows and the Levene statistic were utilized in this homogeneity test.

Table 4.7

Result Homogeneity Test of Pre Test

		Test of Homogeneity of Variance			
		Levene Statistic	df1	df2	Sig.
Result of Pre Test	Based on Mean	1,079	1	44	,305
	Based on Median	,561	1	44	,458
	Based on Median and with adjusted df	,561	1	41,740	,458
	Based on trimmed mean	1,029	1	44	,316

From the table, the significance level of homogeneity in the pre-test is 0.305 > 0.05, which indicated that the score of the pre-test in the experiment class and control class was homogeneous.

Table 4.8

Result Homogeinity Test of Post Test

		Test of Homogeneity of Variance			
		Levene Statistic	df1	df2	Sig.
Result of Post Test	Based on Mean	4,750	1	44	,035
	Based on Median	2,509	1	44	,120
	Based on Median and with adjusted df	2,509	1	40,834	,121
	Based on trimmed mean	4,522	1	44	,039

Based onthe table above, significance level of homogeneity in post test is 0.035 < 0.05, which indicated that score of post-test in experiment class and control class was not homogeneous.

c. **Paired Sample T-Test**

In this research, the first data was obtained from the control class without treatment, and the second data was obtained from the

experimental class that was given a treatment by using the Flipgrid application.

The result of the Paired Sample T Test in the control class that was concluded by IBM SPSS V 25 software for Windows is presented in the table below:

Table 4.9

Result Paired Sample Statistics Control Class

Paired Samples Statistics		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pre Test Control Class	44,32	24	11,882	2,425
	Post Test Class	44,50	24	11,993	2,448

The table of paired sample statistics shows the descriptive value of each variable in the paired samples. The main score of the pre-test is 44,32 from 22 data, and the distribution of data (Std Deviation) is 11,882 with a standard error (Std. Error Mean) is 2,425.

Meanwhile, the mean score of the post-test is 44,50 from 24 data and the distribution of data (Std. Deviation) is 11,993 with a standard error (Std. Error Mean) is 2,448. Based on the result that was previously explained, it can be assumed that results in the post-test are higher than the pre-test result.

Table 4.10

Result of Paired Sample Test in Control Class

Paired Samples Test									
					95% Confidence Interval of the Difference				
		Mean	Std. Deviation	Std. Error Mean	Lower	Upper	T	Df	Sig. (2-tailed)
Pair 1	Pre Test CC - Post Test CC	-,167	,963	,197	-,573	,240	-848	23	,405

Based on result paired sample test in control class, value of sig. (2-tailed) > 0,05. The result from Sig. (2-tailed) is 0,405. It means, H_a is rejected and H_0 is accepted.

The results of the Paired T-Test in the experiment class can be seen in the table below:

Table 4.11

Result Paired Sample Statistics Experiment Class

Paired Samples Statistics		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pre Test EC	47,85	22	10,325	2,201
	Post Test EC	74,05	22	8,920	1,902

The result of the paired sample statistic in the experiment class showed the descriptive value of each variable in the paired samples. The mean score of the pre-test is 47,85 from 22 data and the distribution of data (Std. Deviation) is 10,325 with a standard error (Std. Error Mean) is 2,201.

Meanwhile, the mean score of the post-test is 74,05 from 22 data and the distribution of the data (Std Deviation) is 8,920 with a standard error (Std Error Mean) is 1,902. Based on the result that was previously explained, it can be assumed that results in the post-test are higher than the pre-test result.

Table 4.12

Result of Paired Sample Test in Experiment Class

Paired Samples Test								
					95% Confidence Interval of the Difference				
		Mean	Std. Deviation	Std. Error Mean	Lower	Upper	T	Df	Sig. (2-tailed)
Pair 1	Pre Test EC - Post Test EC	-26,182	6,960	1,484	-29,268	-23,096	-17,644	21	,000

Based on result paired sample test in control class, value of sig. (2-tailed) < 0,05. The result from Sig. (2-tailed) is 0,000 < 0,05. It means, H_a is accepted and H_0 is rejected.

d. Independent Sample T-Test

Independent sample T-test used to determine the differences mean of two populations/groups independent data.

The reult of group pre-test statistic calculated by IBM SPSS V25 software for windows are presented in this table below:

Table 4.13

Result of Group Pre-Test

Group Statistics					
	Clas	N	Mean	Std. Deviation	Std. Error Mean
Result of Pre Test	Control Class	24	43,32	11,882	2,425
	Experiment Class	22	47,86	10,325	2,201

The group statistics of pre test describes the descriptive analysis of the processed data. The mean table showed the average value of each variable. According to table above, it can be seen that the mean of pre test in control class is 43.32 and mean score in experiment class is 47.86. The mean difference between this both classes have a little different, it can be infered that the students' speaking learning motivation are relative the same. The standard deviation was used to mesure the level of risk, which in in the pre-test of control class is 11,882 and the standard deviation in the experiment class is 10.325. Standard error mean is used to determine how well the average data from the sample data for each variable can estimate the population means. In the control class, the standard error mean is 2.425 and in the experiment class is 2.201. So, it can be said that the data variants between the control class and the experiment class were homogeneous.

Table 4.14

Result of Independent Samples Test of Pre-Test

		Levene's Test for Equality of Variances		t-test for Equality of Means					95% Confidence Interval of the Difference	
		F	Sig.	T	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
Result of Pre Test	Equal variances assumed	1,079	,305	-1,375	44	,176	-4,530	3,296	-11,173	2,112
	Equal variances not assumed			-1,383	43,885	,174	-4,530	3,275	-11,132	2,071

In Levene's test for quality of column variances have signivicance value of 0.305 > 0.05. It showed that the two variance were homogeneous, then the use of variance to compare the population mean (t-test for Equality of Means) in t-test must be based on equal variance assumed.

In addition, based on table above, the equal variances assumed that known the sig value is 0.176 > 0.05, as the basis for decision making in the indpendent t-test, it can be concluded that H_0 is accepted and H_a is rejected. Therefore, it can be said that there was no difference between the average students' learning outcomes in pre-test in the control and the experiment class.

The result of group post test statistic calculated by IBM SPSS V 25 software for windows are presented in this table below:

Table 4.15

Result of Group Statistic Post Test

Group Statistics					
	Clas	N	Mean	Std. Deviation	Std. Error Mean
Result of Post Test	Control Class	24	44,50	11,993	2,448
	Experiment Class	22	74,05	8,920	1,902

The group statistics of post-test describes the descriptive analysis of the processed data. The mean table showed the average value of each variable. According to table above, it can be seen that the mean of post test in control class is 44.50 and mean score in experiment class is 74.05. The mean difference between this both classes have a little different, it can be infered that the students' speaking learning motivation are relative the same. The standard deviation was used to mesure the level of risk, which in in the pre-test of control class is 11.993 and the standard deviation in the experiment class is 8.920. Standard error mean is used to determine how well the average data from the sample data for each variable can estimate the population means. In the control class, the standard error mean is 2.448 and in the experiment class is 1.902. So, it can be said that the data variants between the control class and the experiment class were homogeneous.

Table 4.16

Result of Independent Samples Test of Post-Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
									95% Confidence Interval of the Difference	
		F	Sig.	T	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
Result of Post Test	Equal variances assumed	4,750	,035	-9,728	44	,000	-30,545	3,140	-36,873	-24,218
	Equal variances not assumed			-9,854	42,275	,000	-30,545	3,100	-36,800	-24,291

In Levene's test for quality of column variances have significance value of $0.035 < 0.05$. It showed that the two variance were not homogeneous, then the use of variance to compare the population mean (t-test for Equality of Means) in t-test must be based on equal variance not assumed.

In relation on the table above, the equal variances not assumed that known the sig 2-tailed value is $0.000 < 0.05$, as the basis for decision making in the indpendent t-test, it can be concluded that H_0 is rejected and H_a is accepted. Therefore, it can be said that there was difference between the average students' learning outcomes in post-test in the control class and the experiment class.

B. Discussion

From the data analysis that had been done, the purpose of this study is to find out if there is any effect of using Flipgrid on students' speaking learning motivation at XIth grade of SMA Ma'arif Karangmoncol, Purbalingga. The data obtained were analyzed using IBM SPSS V 25 with the

Paired T-test whose purpose was to find whether there was difference in students' motivation to learn speaking after being given treatment using Flipgrid. The descriptive analysis of the processed data was described using paired sample statistics.

The average pre-test score in the control class was 44.32, and the average post-test score was 44.5, with 24 students as respondents. In the experiment class, the pre-test average was 47.86, while the post-test average was 74.05, with 22 students as respondents. The control class experienced an average increase of 0.18, while the experimental class increased by 26.19. This means that both classes experienced an average increase, it is just that the experiment class was higher than the control class.

Based on the results of the Paired T-test in the control class, it can be seen that the sig value is $0.405 > 0.05$, which means that H_0 is accepted and H_a is rejected, or it can also be said that the control class has not experienced a significant average change. This happened because the control class did not get treatment using Flipgrid. Whereas in the experiment class, the sig value on the results of the paired T-test was $0.000 < 0.05$, which means that H_0 was rejected and H_a was accepted.

In addition, the average post-test results in the experiment class were higher than those in the control class. Based on the independent sample test of the post-test, the results obtained in Levene's test for quality of variances column have a significance value of $0.035 < 0.05$, which means that the experimental class and control class are not homogeneous, so the interpretation of the Independent Sample Test is based on equal variances not assumed. Besides that, the sig 2-tailed value is $0.000 < 0.05$, which means that H_a is accepted and H_0 is rejected. Therefore, it can be said that there was a difference between the average students' learning outcomes in the post-test in the control and the experiment class.

Thus, it can be said that students' speaking learning motivation has increased after being treated using Flipgrid. This is in line with previous research from Tang Thi Lai *et al.* (2021), who said that Flipgrid can increase

students' confidence in making talking films, which is one of the most important aspects of lifelong learning, especially learning English. In addition, Lubis and Siregar (2021) say that the web design and other Flipgrid elements make them happy in terms of psychological fulfillment. Hammet (2021) also supports this by saying that after using Flipgrid in a student entry and exit survey, the majority of students noted that their interest in learning English, motivation, and speaking ability grew during the course.

During the process of giving treatment to students there were obstacles due to several uncontrolled variables. The first is that there is a short time, so the use of Flipgrid is not maximized. Second, students do not know Flipgrid at all, so they need to adjust at the beginning of the meeting. Third, the class was held online, so many students found it difficult to understand the instructions. In addition, some students had difficulty joining classes on Flipgrid because they had signal and storage problems on smartphones that were almost full. Even so, this did not affect the results of the study, indicating that Flipgrid had an effect on students' speaking learning motivation.

This application also provided solutions for some of the speaking problems that students face. As stated by Juhana (2012), lack of motivation is one of the problems faced by students both in learning and speaking. There are several implementations of Flipgrid as a learning medium for teaching speaking. First, students are interested in practicing speaking using this application. They have the motivation within themselves to complete the tasks given by the teacher, which means they have intrinsic motivation. This is supported by the opinion of Uno (2015), which states that one indicator of intrinsic motivation is that there is a drive to learn, or sometimes a person completes his task not because of a high success motive but because he avoids failure.

In this study, it was also found that the implementation of Flipgrid as a learning medium was able to increase student motivation during the learning process. They have a sense of competition with their friends for the best

comments during lessons and speaking practice. This is in line with Sardiman (2018), who said that student achievement can be increased through individual and group competitions. Students will be motivated to learn and try to be the best in their class. In addition, Flipgrid can also be a learning medium that is quite helpful in practicing speaking for students. This is in accordance with the opinion of Ramli (2012), who says that learning media functions to support the clarification of direct life experiences and assist students in stimulating their brain activity so they can understand learning information.

The other benefit of using Flipgrid is that students have plenty of time to practice outside of class. Students at SMA Ma'arif Karangmoncol, Purbalingga only get English two hours of lessons a week. This is in line with research from Stoszkowski (2018), which states that one of the benefits of this application is convenience because students practice speaking regardless of location. By using this application, they can practice speaking with flexible time but still under the supervision of the teacher, and they can give each other comments related to their appearance.

Based on the explanation above, it can be concluded that the implications of Flipgrid in learning speaking have a positive effect. By using Flipgrid, students' motivation to learn speaking increases which makes students more enthusiastic about learning and has an impact on their grades increasing as well. This means that teachers can use Flipgrid as an alternative in using learning media that will help learning activities. Ramli (2012) said that learning media is assisting teachers in developing students' analytical abilities to understand messages. In addition, because the nature of the learning media has a higher stimulation power, it helps students' memory strength. In line with Hasan *et al.* (2021), learning media is anything that serves as an intermediary or liaison between the information provider, namely the teacher, and the recipient of the information, namely the students, in order to motivate students and enable them to follow the learning process as a whole and meaningfully.

Increasing students' speaking motivation will certainly improve students' ability to speak English. Speaking is a very important skill because it is used directly in everyday life. As Rao (2019) said that speaking is the most important skill in learning a foreign language or a second language. Besides that, English is essential in our daily lives and at all levels of schooling. When individuals from different countries meet for conferences, discussions, and social gatherings, English is the most commonly accepted language (Megawati & Mandarani, 2016). This is why it is crucial to be able to speak English, not only will it offer studentss an advantage in the workplace, but it will also improve their social life. Therefore, increasing students' motivation to learn speaking English is very important to improve students' speaking skill and they become more fluent in speaking English.
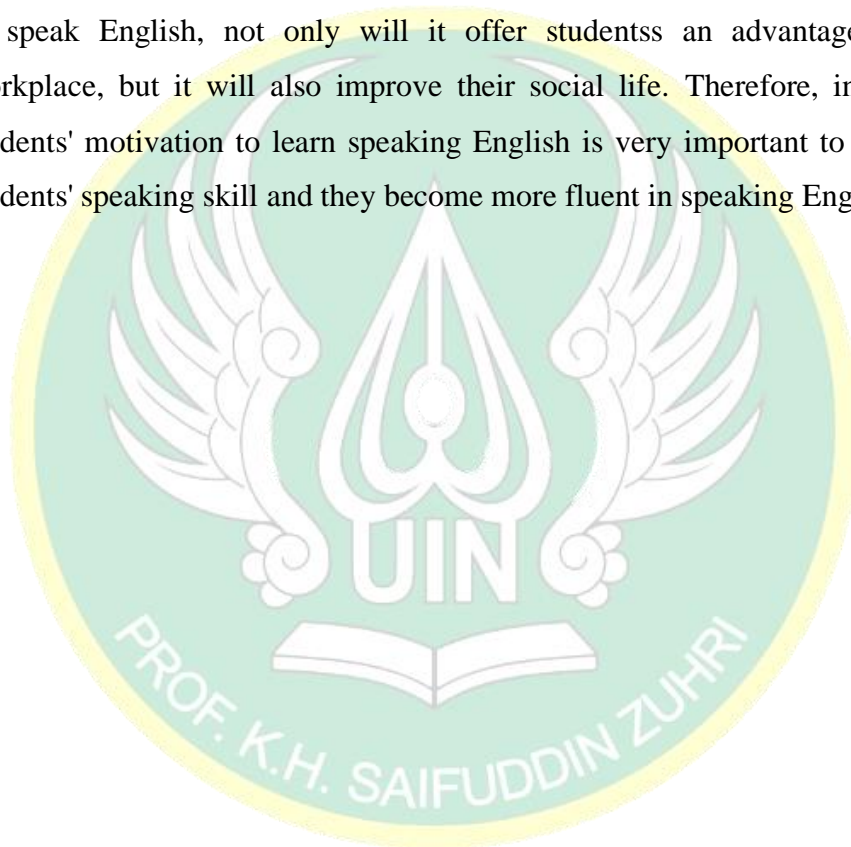
CHAPTER V
CONCLUSION AND SUGGESTION

This section presents the conclusion, limitation and some recommendation based on the result as below:

A. Conclusion

The purpose of this research is to measure whether there is an effect of Flipgrid on students' speaking learning motivation at XIth grade of SMA Ma'arif Karangmoncol, Purbalingga. Data was obtained by comparing the pre-test and post-test mean scores, which were then calculated using IBM SPSS V 25 for Windows. The post-test in the control class and the experiment class showed an increase in the average value, but the experiment class was higher than the control class. Based on the results of the paired T-test, it showed that in the experimental class, there was a change in students' speaking learning motivation after being given treatment using Flipgrid. This was also evidenced by the results of the independent sample test of post-test, which had a sig 2-tailed value of $0.000 < 0.05$, which means that there was a difference between the average values in the control class and in the experimental class.

Based on the findings and the discussion, it can be considered that there was an effect on students' speaking learning motivation after classes were taught using the Flipgrid application. On the other hand, this application can be used as a new alternative medium for teaching speaking. Appropriate learning media for speaking practice will improve students' English speaking skills. The better the students' speaking skills will make the students have a good future also, because speaking is useful in the workplace and social life.

B. Limitation of The Study

Based on the results of the research that has been presented, the researcher would like to explain the limitations of the study as follows:

1. Due to the short time, this research was conducted in one school and only a few classes.

2. Students need time at the beginning of the meeting to adjust to using Flipgrid.

3. Because the session was held online, several students difficulty to understand the directions.

4. Some students experienced trouble joining lessons on Flipgrid due to signal and storage problems on devices that were nearly full.

C. Suggestions

Based on the finding of the research and discussions, several suggestions that can be considered as improvements to various matters relating to this research, including:

1. For the teacher

   Teachers should innovate in learning activities so that students are interested and enthusiastic about participating in the learning process. One of them is using interesting teaching media like Flipgrid.

2. For the School

   With advances in technology, the world of education has also followed suit with various technology-based teaching media, one of which is Flipgrid. To support the learning process, schools should also improve facilities, such as providing wifi with a good signal.

3. For another Researcher

   This research did not involve a variety of topics. It suggest that other research should conduct a study using some aspect in related theme.

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