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THE USE OF FLIPGRID IN IMPROVING SECONDARY SCHOOL TEACHERS' MOTIVATION AND CONFIDENCE IN SPEAKING ENGLISH

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Abstract: This case study sought to determine the effectiveness of Flipgrid in enhancing the speaking abilities of 20 secondary school teachers representing a variety of subject disciplines. After recording three video monologues and writing reflective journals about their practice experience, all participants responded to questionnaire and interview to express how Flipgrid affected their motivation and self-confidence in speaking English along with their perception of the platform. The interview data was analyzed using Nvivo software by utilizing In Vivo coding. Then, the analysis result was triangulated with the questionnaire. It was concluded that Flipgrid was suitable for participants with English basic proficiency. It also assisted those with intermediate and advanced levels to practice speaking English independently. All participants were motivated due to the excitement, enjoyment,

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challenge, and self-assurance to speak more effectively. It affected their confidence because their pronunciation, vocabulary, fluency, and grammar improved. Despite minor obstacles in operating Flipgrid, it was considered effective due to its accessibility, helpfulness, and friendliness. This research revealed that using Flipgrid and combining it with face-to-face learning would be a good way to practice speaking English and in future studies, the efficacy of these two strategies would be worth investigated.

Keywords: *confidence, flipgrid, motivation, perception, speaking practice*

INTRODUCTION

Speaking English fluently and effectively is anticipated to become a requirement for professional teachers. Even though it is considered the most difficult of the four language skills (Thornbury, 2013), it is necessary to master it to build interpersonal connections whether the goal is to be involved in formal communication as a part of cognitive/academic language proficiency or simply to socialize with coworkers and students with basic English communicative skills (Brown, 2014). However, in a country in which English is considered a foreign language, it is difficult to improve teachers' English-speaking abilities, especially when they come from different disciplines.

The teachers of a variety of subjects from a middle school that implements a national curriculum frequently experienced a situation where they find it difficult to practice speaking English. The main reason why the setting does not compel them to speak English is due to the little to no connection to using English in daily teaching and learning activities. There are not enough opportunities for speaking practice (Ahn & Lee, 2016) and in addition, a lack of language skills leads to insecurity, which hinders practice growth (Dörnyei & Ryan, 2015). Furthermore, due to the extensive administrative work that

needs to be done, the time limitation is another reason why the teachers find it challenging to practice.

A similar situation was experienced by the participants in this case study, consisting of 20 teachers at one of Cibubur's private secondary schools. They worked long hours and had little opportunity to improve their English. Even though they were aware of how crucial it was as an added value for teachers, they hardly had time to practice English. However, they realized that improving their speaking skills would help them gain confidence as professional teachers. It allowed them to communicate in a larger community and may open up more opportunities for career advancement. In reality, they found it hard and unsettling to perform because they struggled to use English words to explain something (Inayah & Lisdawati, 2017). They remarked that they generally understood the information they listened to but hesitated to respond to it. It appeared that a medium or program was required to allow them to practice independently.

The implementation of technology could be a possible answer to provide a potential solution for teachers to practice speaking English because incorporating technology into language teaching and learning has been proven as a successful strategy (Abugohar et al., 2019). Along with the dynamic development of how technology is integrated into the teaching and learning process (Budiarta & Santosa, 2020), digital tools are frequently credited with having the power to develop new literacies and pedagogies. It is regarded as one of the greatest options which can be utilized and accessed from everywhere to assist learning activities (Damayanti & Citraningrum, 2021).

The abundance of both website and mobile applications enables learners to adopt a more learner-centered mindset (Burston, 2014) because nowadays, digital technology activities can be carried out from home (Burnett et al., 2014). Flexibility-wise, learners have increasing autonomy to have self-guided language learning outside the classroom, which has become a cultural shift occurring in the field of education (Benson & Chik, 2010).

Specifically in this study, Flipgrid was applied as a technology integration to help teachers to learn by practicing speaking English independently. It is a cost-free online platform that is used for instructional purposes in which users can record video responses from the topic launched by the instructor. Despite it being initially created for educational professionals, Flipgrid is now available to everyone and is not exclusive to one community (Dettinger, 2018). It lets learners of all ages find their voices, communicate their thoughts, and respect the variety of voices of others through participation during lessons.

Flipgrid allows the learners to communicate and engage with one another (Green & Green, 2018). It also helps those who are not very comfortable expressing their opinions in face-to-face interactions to reply to the topic exceptionally well because when they videotape themselves for the grid discussion, they might put on an emotive performance (Budiarta & Santosa, 2020).

Learners can participate in Flipgrid topic sessions by just pressing one button from their desktop, laptop, or mobile device. To access the topic, they may use Quick Response (QR) codes, class codes, or grid codes, which direct them to the topic card that they want to respond (Fahey et al., 2019). The first video outlining the educational topic or notion is made by the instructor to start a thread (Green & Green, 2018). Then, the learners record their narratives and respond to other videos on the subject. While recording, they can add texts, filters, frames, stickers, photos, and other elements (Concheiro et al., 2021).

The features in Flipgrid improve learners' creativity and motivation to practice speaking (Concheiro et al., 2021). Prior research was conducted to find the contribution of this platform toward the progress of oral communication. Soto et al. (2017) found that practicing through Flipgrid by recording videos for consecutive weeks had raised learners' motivation levels and academic performance. Moreover, they also developed personal self-regulated techniques and self-regulated environmental strategies. Blyznyuk et al. (2021) then added that learners could contemplate recording and re-recording what they wanted to say as many times as necessary until they felt they had done

it justice. This recording using a video camera improved learners' personal assessment of their speaking performance and brought a beneficial impact on language learning development (Kirkgoz, 2011).

Particularly in a country in which English is learned as a foreign language, Tuyet and Khang (2020) found that Flipgrid was effective to help learners to feel less apprehensive and impacted their attitudes toward learning English. Furthermore, McClurg & McAndrews (2016) added that the platform raised instructors' awareness of learners' comprehension because they could collect and observe the learners' progress from time to time.

Prior research then leads to the central point of this study. Flipgrid which was previously utilized to enhance students' English-speaking skills (Budiarta & Santosa, 2020; Damayanti & Citraningrum, 2021; Lowenthal & Moore, 2020) is used in this study as a medium for teachers to practice speaking English. The effectiveness of Flipgrid in foregoing research related to the student's speaking skills makes it worthwhile to investigate whether this online platform also serves a related purpose for teachers speaking skills development. Considering the advantages of using Flipgrid for speaking skills development and the suitability of the features with the teachers' condition in this case study, the application of this platform is expected to answer the research question of this study: (1) How does practicing through Flipgrid affect the teachers' motivation and confidence when speaking English?, and (2) How is the teachers' perception of utilizing Flipgrid to practice their English?

In a larger scope, discovering the effect of Flipgrid on improving teachers' capacity in speaking English might give an alternate solution to accommodate self-practice medium to help them enhance their competency as professional teachers. Improving English proficiency through this platform helps them develop their learning and technological competencies (Harris et al., 2009). The development is important for the teachers and the educational system because the standard of the learning process and school quality to remain competitive globally has been raised (Bayar, 2014). Teachers need to

adapt to the changing environment due to the advancement of technology and globalization in the 21st century (Li, 2018). Therefore, a program that accommodates the integration of technology to raise the teachers' self-learning awareness is necessary to be carried out (Aindra et al., 2022). Flipgrid may provide that solution for improving the teachers' professional development, particularly in terms of enhancing their proficiency in speaking English.

METHOD

The methodology which consists of the design, strategy, or plan of action required to gather and analyze data (Wheeldon & Ahlberg, 2012) in this study includes the research design, participants, tools used to collect the data, and analysis techniques.

Research Design

This study used a qualitative method to bring a deeper understanding of the teachers' experiences (Denzin & Lincoln, 2011) after using Flipgrid. The Case Study design (Creswell & Creswell, 2018) was adapted to explore the participants' perception of Flipgrid and how the platform affected their motivation and confidence to speak English. An in-depth view of the quality and complexity of social and educational programs (Blair, 2016) was brought to the research by exploring the use of Flipgrid as an English-speaking exercise platform for secondary school teachers.

Participants of the Study

This research was conducted in Cibubur, Indonesia. There were many private schools in this area, and the teachers worked for 8 hours from Monday to Friday. In this study, 20 teachers who taught various kinds of disciplines at one of the local private high schools in this district shared the same condition. They worked long hours and did not have much time to develop themselves, particularly in improving their skills in speaking English. The situation of the teachers in this institution fitted the context of this case study, which aimed to find out

the perception and impact of Flipgrid on teachers' motivation and confidence when speaking English. Detailed information about the participants is shown in the following table:

Table 1. Participants of the study

Gender	Age	English Proficiency	Online practice frequency
Male, n= 8 Female, n=12	Under 25, n=2 25-30, n= 7 31-35, n=7 36-40, n=4	Advance, n=3 Upper-intermediate, n=1 Intermediate, n=9 Basic, n=7	Always, n=0 Often, n=3 Sometimes, n=13 Rarely, n=2 Never, n=2
Total n=20			

Table 1 contains information about the participants. The 8 male and 12 female participants ranged in English proficiency from basic to advanced. These 25 to 40-year-old participants practiced English online at various frequencies. In the discussion, the participants were represented as cases P1 (Participant 1) to P20 (Participant 20).

Research Instrument

The first instrument to collect the data was reflection journals which were written by the participants. Four reflective questions in the journal represented the participants' thoughts after practicing speaking English through Flipgrid. The second instrument was 25 questions presented in a close-ended questionnaire, and last, the data was completed through face-to-face interview to serve more information about this qualitative study.

Techniques of Collecting Data

The concept of triangulation, or the use of multiple data sources and approaches, brought a more concrete interpretation of the results (Hyland, 2013). After completing monologues about a song, a movie, and a book review, the participants wrote reflective journals through Google Forms. Then, at the end of the sessions, they were directed to fill out the questionnaire-also by using Google Forms. The

consideration to use this online collecting data was due to its simplicity and flexibility that the participants could fill them at any time and place. The other data were collected via a face-to-face interview. Considering the participants' hectic schedules, the interview was held at separate times at their convenience. Mostly, it was held during break time or after school hours.

Data Analysis

The data were sorted by classifying a specific number of questions in reflective journals, questionnaire, and interview to reveal the participants' motivation, confidence, and perception of Flipgrid as a platform for practicing speaking English. The distribution of the questions according to the focus of the research is displayed in Table 2.

Table 2. Data classification

Research questions focus	Reflective Journal	Questionnaire	Interview
RQ1: Motivation and confidence	Q1-Q2	Q3-Q15	Q3-Q4
RQ2: Perspective	Q3-Q4	Q16-Q25	Q1, Q2, Q5

The reflective journals and interview were analyzed using Nvivo software by making nodes (collections of references on specific topics, case, or relationship) from the selected text (In Vivo code) to find similar words related to the theme mentioned by the participants. During the coding, several nodes were chosen and developed to form a few child nodes (nodes that extended from other nodes) that contained the participants' statements. Then, the results of the questionnaire which were analyzed by describing responses from the participants would complete the data.

FINDINGS

Results from the questionnaire, interview, and reflective journals are elaborately explained to provide thorough findings on how Flipgrid affected teachers' motivation and confidence in speaking English and how their perceptions were about the platform.

How Flipgrid Affects Participants' Motivation and Speaking Skills Confidence

Cases, nodes, and child nodes were the key components in NVivo software that were used in this qualitative data analysis. After inputting the 20 participants' data into the case (P1-P20), the analysis procedure was started by entering the transcribed interviews and reflective journals. To offer an accurate analysis, all transcriptions were reviewed to identify how the data would be analyzed before beginning the coding process. The analysis was conducted by applying In Vivo code or based on words associated with the topics that most frequently surfaced in the reflective journals and interview data. The connection between the case, nodes, and child nodes can be seen through NVivo visualization in Figure 1.

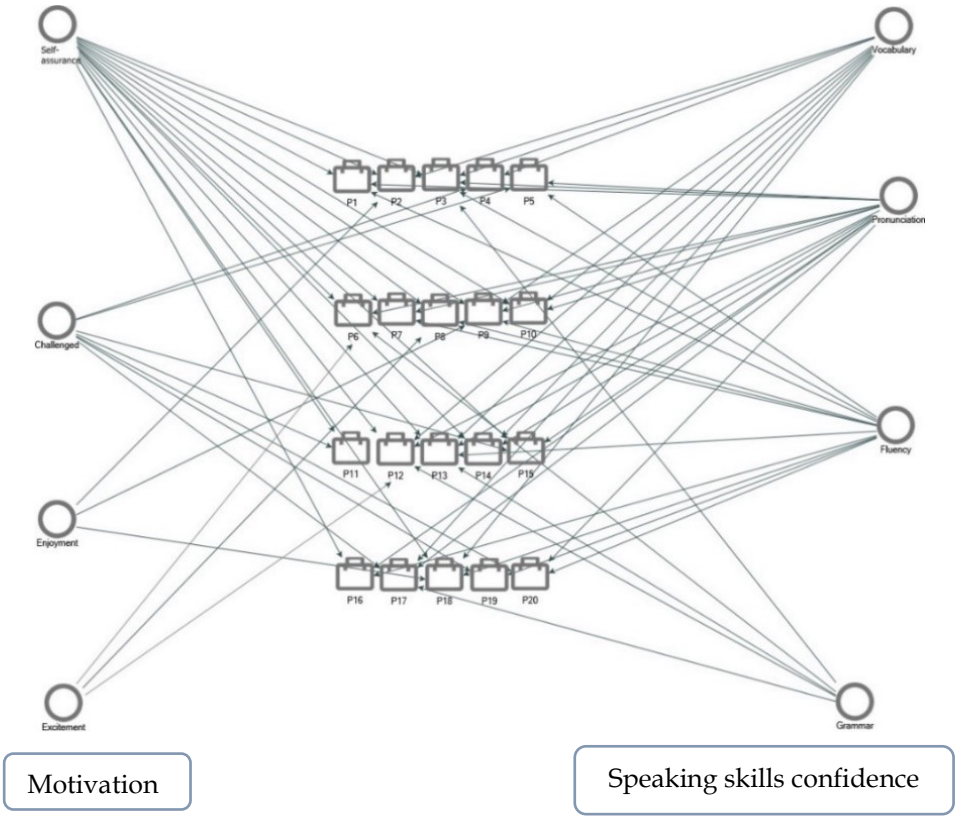

Figure 1. Nvivo's visualization about motivation and speaking skills confidence

The visualization demonstrates the connection between the case and the two nodes: (1) motivation and (2) speaking confidence. Then, the following stage was to create several child nodes, which consisted of words connected to the nodes. The participants who were asked why they were motivated to use Flipgrid most frequently cited the following child nodes on the motivation node: 'self-assurance, challenge, enjoyment, and excitement'. They also spoke about the second node by mentioning the improvement of self-confidence in their speaking abilities because they thought their 'pronunciation, vocabulary, fluency, and grammar' had improved.

As the nodes and child nodes were selected, the coding process was carried out by outlining words related to the child nodes. The coding was completed entirely by assuring that all data were analyzed. The outcome of the coding which was seen in Figure 1 containing 4 child nodes related to participants' motivation that were connected to the case in the middle. Then, there were 4 child nodes about speaking skills confidence on the right side, which were also linked to the case. The line connectors in the figure indicated that certain participants mentioned words related to the child nodes in the reflective journals and interview.

The sample illustration of the connection between nodes, child nodes, and cases can be observed in P1's case. He was among the 15 participants who said that he was assured to speak English better after using Flipgrid. A connector line was then created between 'P1' case and 'self-assurance' child node in the motivation node. P1 also claimed to feel more capable after learning more about vocabulary through practice. Therefore, another connector line was created to link 'vocabulary' child node and 'P1' case in the speaking skills confidence node. Then, it could be inferred that P1 had the confidence to speak English more fluently because his vocabulary expanded after using Flipgrid to practice.

The visualization in Figure 1 was transformed into a mapping in Table 3 to make the NVivo results easier to see. The explanation of

each part of the nodes listed in the table will be described in the following description.

Table 3. Motivation and speaking skills confidence code mapping

	Self-assurance	*Challenged*	*Enjoyment*	*Excitement*
Motivation	P1, P2, P3, P6, P7, P8, P9, P10, P11, P12, P13, P14, P15, P16, P18	P4, P5, P11, P15, P17, P19, P20	P2, P6, P9, P12, P15, P18	P6, P8, P12
	Pronunciation	*Fluency*	*Vocabulary*	*Grammar*
Speaking Skills' confidence	P1, P3, P5, P6, P7, P9, P10, P11, P12, P13, P14, P15, P16, P17, P20	P1, P3, P5, P8, P9, P10, P13, P16, P18, P19, P20	P2, P3, P4, P9, P10. P12, P13, P11, P14, P17, P18	P3, P6, P12, P13, P17

The NVivo code mapping reveals some aspects of the motivation that the participants felt after using Flipgrid as a platform to practice speaking English. Aside from enjoying the process and being excited to record Flipgrid videos, the participants discovered that they were challenged to speak more effectively. They were self-assured that they could speak better as a result of the practices.

Self-assurance and Challenge

The participants shared their thought by mentioning that Flipgrid offered them a challenge to improve their ability to speak English. P4 and P11, just like thirteen other participants who confessed that they were not used to English, stated that they tried to perform better by preparing the monologue. Despite the limited vocabulary, they were eager to learn and made some effort to perform. P3 also shared her own way to develop her ability:

> *"By repeatedly practicing speaking, whether it's a movie, song, or book review theme, my fluency and vocabulary have improved. Since I had my script prepared in advance, my grammar and vocabulary have both gotten better. Naturally, this practice gives me more confidence." (Transcript 1a).*

Participants tried different ways to make themselves feel self-assured to show a well-composure performance in Flipgrid video. Out of fifteen participants, three of them (P5, P9, and P15) explained that they actively learned about correct pronunciations from other sources and from listening to peers' recordings.

Enjoyment and Excitement

The participants shared different situations which made them enjoy the Flipgrid practice. Five of them mentioned that talking in front of the camera was enjoyable and three of them shared that they pleasantly wrote their monologues according to their preferences. For instance, when compiling scripts to be performed on recordings, P12 and P13 genuinely absorbed into writing the script. Additionally, P9 added that his vocabulary was expanding after the sessions, and he felt that his ability to speak English was starting to get better.

P11 elaborated on this idea by adding that the Flipgrid work process should always be enjoyable to keep the participants motivated to practice their English. This point was supported by P19 who stated that in stress-free circumstances, participants could enhance their ultimate capacity to learn to communicate effectively.

Flipgrid improved the participants' motivation as well as their confidence in speaking English. They put some effort into performing well in their video recordings. As the result, they gained confidence as they became more comfortable speaking English. Their pronunciation and fluency have gotten better after repeatedly practicing speaking through this platform.

Pronunciation and Fluency

After using Flipgrid to practice speaking English, the participants found that they could speak English more precisely. They were driven to learn, and it positively improved their speaking abilities, particularly in pronunciation and fluency.

The advantage of Flipgrid practice was described by P1 and P16. They previously found it difficult to pronounce the words in English correctly, but both acknowledged that they enhanced their fluency

because they practiced before recording the monologue. Additional information was obtained from P18 who described how practicing through this platform made her converse with others naturally and comfortably because of her vocabulary and fluency improvement. P20 then wrapped the opinion by saying,

> *"I think I'm studying and learning the proper pronunciation by watching the videos of my peers and taking information from other sources. I'm eager to work on my pronunciation since using Flipgrid to learn. Repetition helps me speak English more precisely. Thanks to Flipgrid, I'm starting to be more actively speaking." (Transcript 2).*

Repetition which was mentioned by P20 was also performed by seven participants and they discovered the benefits of this practice. P5 who kept repeating the words until he pronounced them correctly thought that the exercise made him improve his ability to speak English. P10 did the same process and he expressed that currently, he felt more confident and able to apply a wider range of vocabulary. In addition, according to P14, she was stimulated to continue optimizing and improving the accuracy of each vocabulary she pronounced.

Vocabulary and Grammar

Preparing the Flipgrid monologue affected the participants' vocabulary and grammar. For instance, P3, P4, P12, and P17 mentioned that they were able to learn more about vocabulary and grammar by studying the existing examples. This preparation upgraded their vocabulary and awareness of proper grammar.

Another statement was brought up by P6 who was quite well at English, that he noticed grammar errors while he was practicing pronouncing the sentences. He was able to spot the incorrect grammar and determine how a sentence should be delivered, which other participants who were still at the basic language skill level might not be able to do.

Generally, all participants showed positive responses about how Flipgrid affected their motivation which led to the improvement of their speaking skills confidence. The data is aligned with the

participants' responses that they shared through the questionnaire in the recap below.

Table 4. Questionnaire Recap of Participants' Motivation and Confidence

Statements	*Participants' response*			
	Strongly agree	*Agree*	*Disagree*	*Strongly disagree*
Q3: Participants are encouraged to practice pronunciation to perform well on Flipgrid	35%	65%	0%	0%
Q4: Participants are urged to use proper grammar when speaking through Flipgrid.	35%	65%	0%	0%
Q5: Participants would like to be able to speak English more fluently after exercising on Flipgrid.	30%	70%	0%	0%
Q6: Participants want to improve their English vocabulary so that they can speak more properly.	35%	65%	0%	0%
Q7: After using Flipgrid to practice, participants feel more at ease speaking in English.	25%	70%	5%	0%
Q8: The hesitation to speak English has reduced after practicing speaking through Flipgrid.	10%	80%	10%	0%
Q9: After utilizing Flipgrid, participants have made some progress in their ability to communicate ideas in English in a more effective way.	15%	80%	5%	0%
Q10: Participants feel more comfortable speaking in English after using Flipgrid.	10%	80%	10%	0%
Q11: After using Flipgrid, participants feel more comfortable engaging in English conversations with their students or co-workers.	5%	85%	10%	0%
Q12: Participants feel encouraged to continue speaking English with co-workers after practicing on Flipgrid.	10%	85%	5%	0%
Q13: Participants are willing to learn English more after practicing speaking through Flipgrid.	15%	85%	0%	0%
Q14: After using Flipgrid to practice, participants are interested to use a variety of resources to enhance their English-speaking abilities.	25%	75%	0%	0%
Q15: Using Flipgrid to practice has helped the participants to feel less anxious when speaking in English.	10%	75%	15%	0%

Overall, the participants were encouraged to use proper grammar and pronunciation when speaking through Flipgrid. 35 percent of them, or 7 participants strongly agreed, and the remaining 13 participants or 65% of them said they agreed that these factors were crucial. They anticipated that after using this platform to practice, they would be able to speak English more effectively and in order to speak more fluently, 30% of them wished to increase their vocabulary. The participants reported that 25% or 5 of them strongly agreed and 14 participants (70%) agreed that Flipgrid made it easier for them to speak English. However, 5% of them believed that they still found it difficult to speak in English and that they did not find any improvement despite using the platform several times.

In terms of their comfort with speaking English, using Flipgrid to practice had made 85%-90% of the participants feel more at ease having English-language conversations with their students or coworkers, and yet 5-10% of them apparently still felt that speaking English was difficult. However, after using Flipgrid to practice speaking, every participant agreed that they were willing to learn English more. They were interested in using a variety of resources to improve their English-speaking abilities, 25% strongly agreeing and 75% agreeing about this point. Afterward, at the end of the practice session, Flipgrid assisted 75–85% of the participants in feeling less nervous when speaking in English, while the remaining 15% still found speaking English nerve-wracking.

Along with the finding of how Flipgrid affected participants' motivation and confidence in speaking skills, this study also described their perceptions of the platform. They explained how Flipgrid affected their speaking abilities and the challenges they encountered. The perception reflected the objective views on the platform's effectiveness.

Participants' Perception of Flipgrid

The participants expressed their thought of Flipgrid as a platform to practice speaking English in their reflection journals and interviews. After reading all the data transcriptions, two nodes were selected to represent these points: (1) perception and (2) obstacles. The perception node covered the participants' feelings about Flipgrid and the obstacles node enclosed the problems they encountered while using the platform.

A similar analysis with the motivation and speaking confidence sections was also applied to analyze the participants' perceptions. Words associated with the subjects which frequently appeared in the reflective journals and interviews were analyzed using NVivo by applying In Vivo technique. Figure 2 demonstrates how the case, nodes, and child nodes are connected in NVivo visualization.

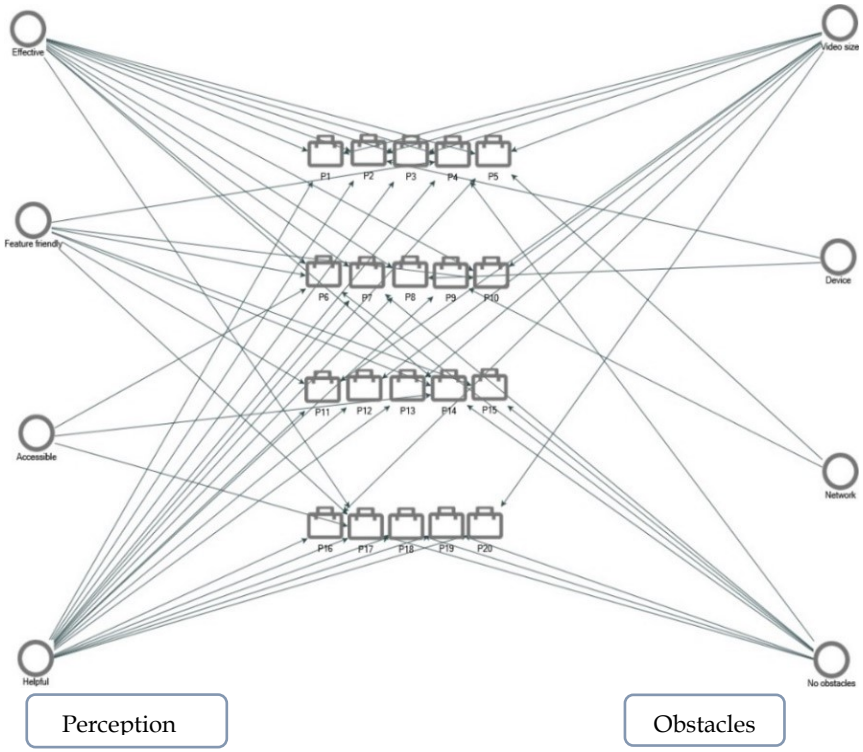

Figure 2. Nvivo's visualization about participants' perception

The visualization in Figure 2 illustrates the relationship between the case, nodes, and child nodes. The participants most frequently mentioned the following child nodes: 'effective, feature friendly, accessible, and helpful', to express their perception of Flipgrid. Then, in the second node about the obstacles in using Flipgrid, the challenges they ran into when recording the monologue were the video size, network, and device. However, there were also participants who said that they had no issues while using Flipgrid.

Several child nodes which contained a group of words associated with the nodes that the participants mostly mentioned were created. The child nodes about the perspective of Flipgrid consisted of 'effective, feature-friendly, accessible, and helpful'. Meanwhile, the child nodes of obstacles included the following: 'video size, network device, network, and no obstacles.

The visualization showed how the participants' perceptions of Flipgrid were linked. The coding was processed by highlighting the words related to the child nodes. Four perception-related child nodes on the left were connected to the case in the middle. Then, there were four child nodes about the obstacles that were also connected to the node. These lines showed that specific child nodes were mentioned by the participants; for instance, P5 mentioned nodes 'effective' in both the interview and reflective journal. This sums up the participant's perception of Flipgrid as a useful tool. However, P5 claimed that despite its effectiveness, she encountered a problem in Flipgrid if her video was too large. Then, to represent P5's statements, a connector line was created between the child nodes and the case.

The data of visualization in Figure 2 was turned into a mapping in Table 5 to see clearer NVivo results. Thus, the explanation of each part of the nodes will be described in what follows.

Table 5. Participants' perception code mapping

	Effective	*Helpful*	*Feature friendly*	*Accessible*
Perception	P1, P2, P3, P4, P5, P6, P7, P8, P10, P14, P17	P1, P2, P3, P4, P5, P7, P8, P9, P11, P12, P13, P16, P17, P18, P19, P20	P4, P6, P10, P11, P14, P15, P17	P6, P14, P17
	Video size	*Network*	*Device*	*No obstacles*
Obstacles	P1, P2, P3, P5, P10, P11, P12, P13, P16, P20	P5, P9	P2, P8	P4, P6, P7, P14, P15, P17, P18, P19

The NVivo code mapping in Table 5 displays the NVivo code mapping of the participants' perceptions and the obstacles they faced while using Flipgrid. Despite several challenges, they stated that Flipgrid was a feature-friendly and accessible platform. The benefits they received from practicing on Flipgrid led them to believe that it is a helpful and effective platform.

Flipgrid is Effective and helpful

The effectiveness of Flipgrid was stated by 11 out of 20 participants, followed by their own reasonings. Most of them asserted that it was a good platform for improving their English-speaking skills. One of the claims was shared by P1:

> *"I believe that using Flipgrid to practice speaking English is beneficial because it allows us to join discussion topics. We can practice and get better at English by uploading videos that are related to the theme. Even though my capacity to speak in English isn't really good, I think I found my ability got better after using this platform to practice" (Transcript 3).*

Supporting P1's statement, some participants thought that Flipgrid was helpful and best suited for beginners; like P2, who had basic English-speaking skills and never tried practicing online. She thought that this platform gave her the freedom to practice whenever she wanted without feeling pressured. Additionally, P11 and P8

mentioned that the platform could be a useful practice media for those who weren't quite ready to strike up a real-life conversation.

P1, P4, P5, P12, and P17 all agreed that they gradually gained confidence during practice and discovered that Flipgrid was an effective tool for enhancing their oral English communication skills. In addition, P16 supported this point by stating that she could increase her proficiency by practicing frequently:

> *"I used to practice only through movies, music videos, and songs because I did not have any other media to practice English. Therefore, Flipgrid was very helpful and there are not many platforms that accommodated speaking practice. This platform really helped me improve my speaking ability" (Transcript 4).*

Another perception was elaborated from P3's viewpoint who said that the theme chosen by the instructor allowed him to step outside of his comfort zone and start using English to speak. These theme options and instructions were then pointed out by F4 as one of the keys to Flipgrid's success in enhancing participants' speaking abilities. Since Flipgrid was a new platform for her, she felt that if she continued to practice, new habits to develop in English would emerge. This platform could be a solution, especially for teachers like P4 and P6, who hardly have time or could attend in-person classes to learn English. Emphasizing the importance of how a well-directed Flipgrid theme assisted the participants, P8 accentuated that the instruction was necessary because not everyone has developed the self-awareness to practice English.

Flipgrid is Feature Friendly and Accessible

Seven participants expressed their support for Flipgrid's user-friendly features. P4 revealed that Flipgrid was a user-friendly platform that even individuals who were novices and unfamiliar with the technology could utilize it. They only had to press the response button and follow the next instructions to upload the video. P6 stated

a similar opinion by stating that he could use the features in Flipgrid easily:

> *"In my point of view, this application has simple features that are very easy to use. I also can edit the video within the platform to improve the output. It's also easy to access, either through a laptop or mobile phone. Overall, I truly think Flipgrid is indeed a helpful platform." (Transcript 5).*

P10 and P17 also shared their opinions about another feature that they utilized. They both used the comments section to respond to other participants' videos. They used online message communication to encourage the other participants by leaving good notes. This feature was also very easy and convenient to operate.

Flipgrid was not only simple to use but also accessible. The participants could reach the platform both in website version in computer and mobile phone applications. P6, P14, and P17 shared that they could access Flipgrid wherever and whenever they liked to use it. As a result, they could produce the video recording by adjusting their time availability.

Despite the good perception given by the participants, they also found difficulties while utilizing the Flipgrid. Participants with limited device capacity mentioned that they were having trouble recording the videos. They also mentioned having an issue uploading large-sized videos, particularly when the network connection was poor.

Video Size and Network

The participants shared the drawbacks of Flipgrid. Length and video size might be two common challenges they encountered. According to P1, P13, and P16, if their monologue recording was lengthy, the uploading duration would take longer to process and occasionally failed when the connection was unstable. P3 also expressed similar obstacles while using Flipgrid.

> *"I've ever had an experience of having trouble uploading my video once due to its size. I tried to edit and reduce the resolution. When it did not work, I recorded it using another application. A file of up to 100MB was still acceptable, but anything larger than 300MB would be difficult to upload." (Transcript 1b).*

This network issue could be an irritating problem, especially when the file was close to the limit (500MB). The participants who encountered similar issues usually tried various solutions: P20 decided to trim the videos, while P2 and P12 chose to record using a different application before uploading it to Flipgrid.

Device

An additional issue the participants experienced in using Flipgrid was the device. Two participants shared that they had difficulty using the device while recording the monologue. P8 said that his phone could not connect to Flipgrid and his camera had poor resolution. P2 also reported having a problem with the installation of the platform on his mobile phone but he quickly fixed it.

The participants frequently ran into problems when attempting to record Flipgrid video using a cell phone, particularly when the device did not have Flipgrid-compatible features. Then, to continue taking part in Flipgrid activities, they used other devices like laptops or computers.

Despite the obstacles faced, however, some participants shared that they found no problems in operating Flipgrid. They were able to record speaking practice videos without any issues after learning how to use them. As the platform could be operated easily, 8 participants did not find any trouble when using Flipgrid. P13 and P17 mentioned that Flipgrid was simple and that they had no difficulties at all. P18 added that even beginners would not find the features to be confusing.

> *"I've never practiced speaking online. So, this is my first time using a platform like Flipgrid. I think it's very simple and I did not have any problems recording my videos. It's well-designed and it's not complicated at all"(Transcript 6).*

For four participants, perhaps some initial adjustment was required when they were introduced to the Flipgrid functions. However, there was no difficult adjustment needed. As the P4 and P6 said, they got used to it immediately and became familiar with how it worked.

More perception about Flipgrid was shared through participants' responses to the questionnaire. Table 6 contains the summary of the questionnaire.

Table 6. Questionnaire recap of participants' perception

Statements	*Participants' response*
Q16: Device which is simpler to use when utilizing Flipgrid.	55% personal computer, 35% laptop, 10% mobile phone
Q17: Time preference to record Flipgrid video	20% During school hours, 60% after school hours, 20% at the weekend
Q18: Preparation in advance before recording Flipgrid video	40% always, 45% often, 15% sometimes
Q19: Flipgrid is a potential platform for practicing speaking English.	35% strongly agree, 65% agree
Q20: Flipgrid offers the flexibility to practice speaking	35% strongly agree, 65% agree
Q21: Number of topics per month ideally launched in Flipgrid	20% 3 topics per month, 65% topics per month, 15% 1 topic per month
Q22: Monologue duration ideally be recorded in each Flipgrid session	70% 3-4 minutes 30% about 5 minutes
Q23: Flipgrid is a user-friendly platform.	35% strongly agree, 65% agree
Q24: Flipgrid is a suitable platform for helping busy teachers to practice English.	20% strongly agree, 80% agree
Q25: Flipgrid can replace the face-to-face English-speaking practice.	30% strongly agree, 60% agree, 10% disagree

When it comes to a better device for recording Flipgrid video, 55% of the participants or 11 of them chose to use their personal computers to create Flipgrid, 35% or 7 of them thought that laptops were simpler, and only 10% (2 participants) felt comfortable using mobile phones. Since most of them must teach classes, their preferred

time to finish the recording was after school hours and 20% of the participants decided to complete the practice during school hours since they had no scheduled classes. The remaining 20%, on the other hand, preferred to finish recording on the weekends when they were completely free from teaching responsibilities.

Supporting the reflective journals and interview results which pointed out that the participants prepared the script and practiced in advance before recording the Flipgrid monologue, the questionnaire results showed that 8 participants, or 40% of them believed that they could speak and delivered a good performance if they always put in the extra effort. Fifteen percent of them (3 participants) claimed that they only occasionally prepared what they wanted to say and 45% (9 participants) of them said that they frequently planned the script.

Referring to Flipgrid as a potential platform for practicing speaking English, 35% of the participants strongly agreed and 65% agreed that it was user-friendly. They also thought about a better proposition of topics and duration of the monologue. Although 20% of them believed that three topics per month would be ideal, 65% of participants said that two topics would be sufficient, and the rest 15% thought that only one topic could possibly be recorded due to their hectic schedule. The majority of the participants or 70% of them mentioned that 3–4 minutes was an ideal length for a monologue, yet 30% of them needed a longer time to 5 minutes to express their idea in the video monologue.

The participants then responded to the final perception regarding whether Flipgrid could substitute for face-to-face English-speaking practice. 30% of the participants strongly agreed and 60% of them agreed about this possibility because they found it practical and match their condition. However, 10% of the participants disagreed because they needed direct guidance through conventional classroom activities to improve their speaking skills.

DISCUSSION

The findings in this case study show that Flipgrid affected the participants' motivation and confidence to speak English. They were eager to try practicing through the platform and found that the features were simple to use. This made the practice exciting and enjoyable. The video recording assignments challenged them to practice independently. It enabled the participants with intermediate and advanced fluency levels to explore a new way to practice speaking English. It even had a greater impact on increasing basic proficient teachers' confidence in speaking English. The participants as adult learners were aware of the importance of their performance. As a result, they tried to practice more in order to appear convincing and it brought them the self-assurance to speak more effectively.

This research revealed the participants' perceptions of Flipgrid. Despite minor obstacles in operating Flipgrid in terms of the video size, device, and network, Flipgrid was considered effective due to its accessibility, helpfulness, and friendliness. This platform met the needs of the participants as busy teachers to improve their competency and provided flexibility because it could be accessed from everywhere. It encouraged them to improve self-learning awareness by increasing their capacity by practicing at their own pace.

Aligned with previous studies by Budiarta & Santosa (2020), Damayanti & Citraningrum (2021), and Lowenthal & Moore (2020), which proved that Flipgrid brought a positive effect on improving students' speaking English skills, it turned out that the platform was also effective for teachers for the same purpose. As a result of this recent discovery, the high school teachers who participated in this study were motivated to use Flipgrid and gained the confidence to speak English.

The participants were encouraged to practice and carefully select the content they shared on Flipgrid to perform well. They tried to speak more clearly and proficiently due to the awareness that their videos would be viewed by others. Through this way, cognitive engagement was stimulated as the participants optimized their

learning capability. Therefore, this evidence showed that Flipgrid could be a suitable platform to improve participants' self-learning capacity to practice speaking English.

Supporting Budiarta and Santosa's finding (2020), a well-planned lesson learning could turn Flipgrid practice to be an enthusiastic activity where everyone had the opportunity to creatively respond to the topic and the peer's video. As a result, the assignments in Flipgrid boosted the participant's creativity and encouraged them to practice speaking (Concheiro et al., 2021). They tend to explore more vocabulary and tried to use various expression to share their point of view about the topic. The challenge to perform better pushed them to get out of their comfort zone and tried different ways to exercise.

The variety of non-face-to-face speaking practice allowed the participants to collaborate and give feedback to one another. They were able to improve themselves, and if the sessions in the platform were combined with face-to-face lessons, it would be good for blended teaching and learning activity (Blyznyuk et al.,2021). The combination of Flipgrid and direct practice was important because the participants needed to build their capacity to participate in real-life conversations which expected them to respond precisely and immediately. Extending Kirkgoz (2011) findings, the participants in this study began to be able to analyze the proper pronunciation, the vocabulary used, and other elements in speaking while preparing their monologue.

Even though the theme provided encouraged participants in improving their English-speaking skills, however, it did not imply that it could completely replace in-person training. It was insufficient to replace the direct practice because the participants did not receive real-time feedback from the instructor. It is important to emphasize that to increase the optimization of Flipgrid features, the instructor's feedback was necessary so that the participants might have reinforcement about their progress.

Flipgrid is worth trying by noting that the instructor plays an important role to provide topics and exercises so that the participants can be engaged in the practice. As Flipgrid was designed for adult

learners, the instructor must take the participants' viewpoints into consideration and personalize the program to meet their needs. Instead of having Flipgrid sessions in consecutive weeks as pointed out by Soto et al. (2017), it's important to consider the participants' condition and adjust the frequency of practice. The instructor was suggested to find out how the participants prefer the lessons to be conducted to avoid burdensome. In this way, they would be more cooperative and engaged to improve their attitude toward learning English (Tuyet and Khang, 2020)

The instructor needs to be innovative in organizing Flipgrid activities and observe learners' progress during sessions (McClurg & McAndrews, 2016). Particularly in this study context, combined with face-to-face sessions, 2-3 themes per month with 3–4-minute monologue length would be a proper set-up.

CONCLUSION

Teachers who are immersed in a lot of activities may find Flipgrid to be a useful alternative practice solution because it allows them to customize the practice time and format to suit their needs. Particularly in this study, Flipgrid is more appropriate for basic levels of speaking competence participants because it allowed users to practice independently while building their confidence in their ability to speak English before finally communicating face-to-face.

Every institution's case might be different from the one in this study. Therefore, Flipgrid utilization needs to be modified according to the situation so that participants can join the practice effectively. To enhance the capacity, the combination of Flipgrid and an actual face-to-face class is also recommended. In addition, in order to keep participants engaged in practicing, the instructor needs to arrange different themes creatively and gives feedback along with suggestions as well. If this approach is used, it could help teachers become better at speaking English and help them to upgrade their professional level which can support their careers. As this research revealed that using Flipgrid and combining it with face-to-face learning would be a good

way to practice speaking English, the efficacy of these two strategies would be worth investigating in future studies.

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