

**UTILIZING SMALLTALK2ME AI IN FLIPPED CLASSROOM ON
STUDENTS SPEAKING SKILL AT ELEVENTH GRADE STUDENTS OF
SMA NEGERI 1 PURWOASRI IN ACADEMIC YEAR 2025/2026**

SKRIPSI

Presented as Thesis Writing as the Requirement to Obtain Sarjana Degree of
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Written by:

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**ENGLISH EDUCATION DEPARTMENT PROGRAM
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APPROVAL PAGE

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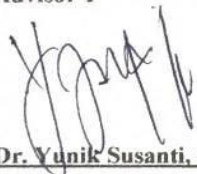
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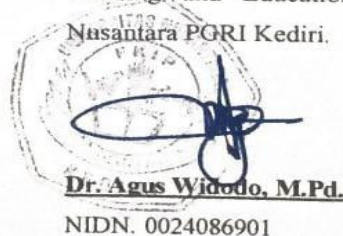
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STATEMENT OF WRITING ORIGINALLY

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Signed by,



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MOTTO AND DEDICATION

MOTTO:

Everything is going to be okay in the end.

But, if it's not okay, it's not the end.

DEDICATION:

This thesis is wholeheartedly dedicate to:

1. My beloved father Widi and Mother Linda who have returned to Allah SWT. Although you are no longer by my side your endless love, prayers, sacrifices and the values you instilled in me continue to guide every step of my journey. I sincerely hope this achievement makes you proud. You will always remain in my heart and prayers.
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3. My dearest friends, “Astagfirullah” thank you for filling this journey with laughter, unforgettable memories, endless encouragement and unwavering support. Thank you for always believing in me and standing beside me through every challenge. I am truly grateful to have all of you in my life.
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5. All of my friends and everyone who has helped me throughout this journey, thank you for every prayer, kind word, motivation, and support you have given me.
6. and the last I dedicate this thesis to myself. Thank you for not giving up despite the obstacles, fears, and moment of exhaustion. I am proud of you, I truly am.

ABSTRACT

Intan Putri Cahyani: Utilizing SmallTalk2Me AI In Flipped Classroom On Students Speaking Skill at Eleventh Grade Students of Sma Negeri 1 Purwoasri In Academic Year 2025/2026.

Keywords: flipped classroom, SmallTalk2Me AI, speaking skill, recount text

Speaking is one of the essential language skill that enables learners to communicate ideas, opinions, and experiences effectively in both academic and social context. However, many students encounter difficulties in developing their speaking skills due to limited opportunities for practice, lack of confidence, and challenges related to pronunciation, grammar, vocabulary, fluency, and comprehension. The integration of Artificial Intelligence (AI) into language learning has provided new opportunities to enhance speaking instruction through personalized practice and immediate feedback. One AI based platform that supports speaking practice is SmallTalk2Me AI. When combined with the flipped classroom, students are encouraged to practice speaking independently before class, allowing classroom time to focus on meaningful interaction discussion, and communicative activities. Therefore, this study is aim to investigate the utilizing SmallTalk2me AI in a Fipped Classsrom to improve the speaking skill of eleventh-grade students at SMA Negeri 1 Purwoasri. The research question were: (1) How are students speaking skill before being taught using SmallTalk2Me AI in a flipped classroom? (2) How are students speaking skill after being taught using SmallTalk2Me AI in a flipped classroom? (3) Is there any effect of SmallTalk2Me AI in a flipped classroom to student speaking skill in speaking?

The study employed a pre-experimental research design using a quantitative approach with one-group pre-test and post-test design. The participants were 22 eleventh-grade students of SMA Negeri 1 Purwoasri. Data were collected through speaking performance test administered before and after the treatment. During the treatment sessions, students learn recount text through the flipped classroom model, in which they completed pre-class speaking practice using SmallTalk2Me AI and participated in interactive speaking activities during face-to-face classroom sessions. Students' speaking performances were assessed using a speaking rubric covering pronunciation, grammar, vocabulary, fluency, and comprehension. The collected data were analyzed using a paired sample t-test with IBM SPSS Statistics Version 25.

The finding revealed a substansial improvement in students' speaking achievement after the implementation of SmallTalk2Me AI in the flipped classroom. The mean score of pre-test was 39.82 (SD = 9.359) while the mean score of the post-test increased to 79.82 (SD = 5.721) indicating considerable enhancement in students speaking performance after the treatment. Furthermore the paired sample t-test showed that the significant value (Sig. 2-tailed) was .000 ($p < .05$), indicating that the hypothesis (H_a) was accepted and the null (H_0) was rejected. These finding indicate that utilizing SmallTalk2Me AI in a flipped classroom had a statistically significant positive effect on improving the speaking skill of eleventh-grade students at SMA Negeri 1 Purwoasri. Therefore, integrating AI assisted speaking practice with the flipped classroom can be considered an effective instructuional strategy for enhancing students' speaking skill.

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CHAPTER I

INTRODUCTION

This Chapter discusses the sub chapters related to the title of this research. It consists of a) background of the research, b) formulation of the research, c) formulation of the research, d) research objective, e) significance of the research, f) definition of key term.

A. Background of the Research

Mastering English has become an important communication skill that every individual need to learn. English helps someone to achieve success in their life of many areas (Dharmawan et al., 2024). English is an international language, English not only a tool for communication but also a bridge that connects people around the world. Knowing English is a basic requirement for young people, with English they see that the world is more open and connected (Aksaraga, 2022).

English is the important role in the global world, in educational school level, especially in senior high school English must receive serious attention. Students should aim to achieve at least basic level of English to be ready on global challenges, and its related with Indonesia Government on Law Number 20 of 2003 on the National Education System, has emphasized that the important of quality education that equips students with the skills needed in global society. (Crystal, 2003) stated that English education is not only about learning the language but also preparing the students to access knowledge, technology, and broader career opportunities in this era of globalization. Effective and comprehensive English is the investment for students in the future, it's enabling them to adapt and contribute in an increasingly competitive and globally connected world (Dharmawan et al., 2024) (Bondarchuk et al., 2025).

In learning English there are four main skills that students need to master to fully understand the language, there are listening, speaking, reading, and writing. Among these skills of English, speaking is considered the most important for effective communication, this is because speaking allows to express thoughts, share information, and interact with others. According to (Harmer, 2007), speaking is the skill that used in daily life and its important in the process of learning English.

In spite of speaking skills are important, many students still find it difficult to master English in speaking skill. Factor such as lack of practice opportunities, fear or making mistake often, makes students reluctant to participate actively in conversations, makes their opportunities to practice become limited problems with incorrect pronunciation also become a significant barrier that lowers students' confidence in speaking and low motivation are often the main obstacles. (Sabilla & Kaniadewi, 2025) found that the lack of phonetic instruction in the curriculum causes students to have difficulty pronouncing words correctly, which makes them feel unsure when speaking. Due to these problems, applying the right strategies are important to help students develop effective and confident in speaking skill. (Tomak, 2021) highlight that interactive and communicative methods improve students speaking skills, and developing speaking skill should be the main focus in English learning, especially at the high school level.

It is important for educators to understand the challenges faced by students and use the right strategies for making English lesson especially in speaking skills more effective and enjoyable. English teachers in Indonesia use different approaches such as individual instruction, translation, repetition techniques, and the integration of games in the learning process to overcome students' difficulties in speaking (Laila et al., 2023), these approaches not only help reduce students' fear, but also gradually improve their motivation and speaking

skills. But there are still some educators using traditional teaching methods, traditional teaching methods in English lessons are often not effective in actively involving students, especially in providing enough speaking practice. As a result, students' speaking skills tend to be low and do not develop optimally. It's because in traditional methods much students become passive listeners without many chances to practice speaking directly. Therefore, more innovative and student-centered teaching approaches improve student engagement and learning outcomes.

In 21st century advances in technology in the field of education have created new opportunities to improve English language skills, especially in speaking skills. As a educators must try to combined technology with approaches in learning language. One of the innovative approaches that is widely used is flipped classroom. This method moves learning activities outside the classroom through videos or online learning materials. With this method classroom time can focus more on interactive and practical speaking activities, giving students more chances to practice and receive immediate feedback from teachers and classmate (Nguyen, 2021).

(Bergmann & Sams, 2012) introduced the flipped classroom as a way to increase student engagement and overall learning outcomes. A study by (O'Flaherty & Phillips, 2015) also found that the flipped classroom method improved students' motivation and speaking ability by providing more practice time and helpful feedback. In addition, the rapid development of various digital tools and language learning apps supports more personalized and flexible speaking practice (Al-Samarraie & Saeed, 2018). These tools allow students to practice anytime and anywhere, overcoming the time and space limitations often found in traditional learning.

The flipped classroom has a significant positive effect on students' speaking abilities compared to traditional methods, with the level of education influencing its effectiveness (Senjaya & Muhtadi, 2023), who stated that AI has great potential to improve language learning through personalization, efficiency, and engagement. (Chen Hsieh et al., 2017) found that using the Flipped Classroom model with technology can make students active and more understand in higher education, there is still a lack of research on the effectiveness of using the Smalltalk2me ai website as an AI technology, especially for teaching English language.

Although previous studies have reported positive outcomes from the use of SmallTalk2Me in speaking instruction, the integration of this AI-powered platform with the Flipped Classroom approach remains underexplored. (Farooqi, 2025) found that AI-generated feedback provided by SmallTalk2Me significantly improved the speaking performance of Saudi EFL learners, while (Maulidianti et al., 2024) reported that students' speaking scores increased after learning through SmallTalk2Me. Similarly, (Wicaksono et al., 2025) demonstrated that SmallTalk2Me positively affected speaking skills despite some technical limitations, and (Permatasari et al., 2025) revealed that students perceived the platform positively because of its interactive features and speaking support. On the other hand, research on flipped learning has also shown promising results; for example, (Khodabandeh, 2022) reported that flipped classroom instruction improved learners' speaking performance and engagement. However, these studies investigated either SmallTalk2Me as a standalone AI-assisted speaking tool or the Flipped Classroom as an independent pedagogical approach. Existing research has rarely examined how SmallTalk2Me can be integrated into a flipped learning environment as a pre-class speaking activity. Consequently, there is still limited empirical evidence regarding the combined effect of AI-assisted speaking practice and flipped pedagogy on students' speaking skills. Therefore, the present

study seeks to fill this gap by investigating the implementation of Smalltalk2Me within a Flipped Classroom model to improve students' speaking skill. Finding this out is essential to knowing if flipped classroom combined with Smalltalk2me AI in English teaching can solve the problems in learning to speak English and improve the quality of language education.

B. Formulation of the Research

Based on the background above, the problem of this research are:

1. How are students speaking skill before being taught using SmallTalk2Me AI in a flipped classroom?
2. How are students speaking skill after being taught using SmallTalk2Me AI in a flipped classroom?
3. Is there any effect of SmallTalk2Me AI in a flipped classroom to student speaking skill in speaking?

C. Research Objective

Based on the statement of the problem, the purpose of this research are:

1. To know about students speaking skill before being taught using SmallTalk2Me AI in a flipped classroom.
2. To know about students speaking skill after being taught using SmallTalk2Me AI in a flipped classroom.
3. To know whether any effect of SmallTalk2Me AI in a flipped classroom to students speaking skill.

D. Significance of the Research

The result of this research was expected to give some significant not only theoretical but also practically go to:

1. Researcher

Provide useful information and contribute to the current state of knowledge about SmallTalk2Me AI in a flipped classroom on students speaking skill in teaching recount text.

2. English teacher, especially teacher in senior high school

To improve their knowledge and use the results as a reference to support their teaching and learning activities

3. Others researcher

The researcher hope that this research can inspire others researcher to conduct other research SmallTalk2Me AI in a flipped classroom on student speaking skill in teaching recount text of other topics that relate with this research.

E. Definition of Key Terms

1. Flipped classroom

The flipped classroom is an instructional strategy where traditional lecture and homework elements are reversed. In this model, students first engage with new content outside of class, typically through video lectures of reading materials, and then use class time for interactive activities, discussion and practical application of knowledge (Bergmann & Sams, 2012)

2. Speaking skill

Speaking skill is the ability to produce meaningful oral language effectively and appropriately in various context. It involves not only pronunciation and grammar but also fluency, coherence, vocabulary, the ability to interact and communicate ideas clearly. Speaking skill is an critical component of communicative competence in language learning.

3. SmallTalk2Me AI

SmallTalk2Me is an AI-powered simulator designed to enhance spoken English. It provides tools for IELTS speaking tests, job interviews, and daily conversational practice, offering instant feedback, band scores, and detailed reports. Ideal for users aiming to improve their English fluency, pronunciation, and grammar, it

features courses and practice sessions tailored to individual needs. (<https://smalltalk2.me>).

4. Recount Text:

Recount text is a type of text that retells past events or experiences in chronological order. The primary purpose of recount text is to inform or entertain the reader by narrating what happened, often including personal or factual accounts. It typically consists of an orientation, a series of events, and a reorientation or conclusion (Anderson & Anderson, 1997).

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