Revealing Teachers' and Students' Perception of the Use of Flipgrid for Speaking Assessment

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Abstract

Integrating technology into teaching and learning has become a global issue in response to the 21st skills. There has been a force to advance digital education with the current pandemic. Technology and the internet have become the leading platforms for learning and assessment. This explanatory sequential mixed-methods design explores teachers' and students' perceptions of using Flipgrid to assess speaking skills. Online surveys using questionnaires were given to teachers (n=24) and students (n=113) who had experience using Flipgrid in their classes. Semi-structured interviews followed with the selected participants to deepen their perception of Flipgrid. The result revealed some perspectives on speaking assessment activities using this video discussion platform. The study recommends that teachers, students, and other stakeholders apply Flipgrid in the context of English Language Teaching (ELT).

Keywords: Digital Tools, Flipgrid, Speaking Assessment, Students' Perceptions, Teachers' Perceptions

Introduction

Assessment has long been considered an essential component in teaching and learning. However, with the current pandemic outbreak, assessing students has been challenging, especially when the classrooms have been migrated to online platforms (Akimov & Malin, 2020; Seifert & Feliks, 2019; Sojayapan & Khlaisang, 2020). Thus, the technology integration tools in education have affected redesigning the instructions and evaluation for online learning. Teachers can now deliver online course content in various rich formats due to simple video and audio recording technologies (Keiper et al., 2020; Meinawati et al., 2020; Nakatsuhara et al., 2017; Orlando, 2016). It can be seen that technology has supported the demand in the educational field.

A challenging problem in this domain is teachers are being flooded with decisions about which technologies are the easiest, the best, and most fascinating to use to assist students in enhancing their knowledge (Miller et al., 2020). The concerns, however, are not solely about the delivery of the lessons but also about measuring students' capability to grasp those lesson materials. Practical assessment seems to be a standard research issue in traditional classroom settings (Condon & Kelly-Riley, 2004; Gultom, 2016; Nikolov, 2016; Nisbet & Shaw, 2019; Tosuncuoglu, 2018). With the current trends, conducting assessments has become a critical issue to be addressed in broader contexts such as online or distance learning.

Information Communication Technology (ICT) in Education

The notable trends in education technology have significantly influenced teaching and learning. Technology in the classroom serves an instructional function aligned with the course's learning objectives, and it should be employed early and frequently during the semester (Light, 2011). Moreover, technology has created a learning environment where students can rehearse, record, review, and receive feedback from peers online on learning materials such as presentations (Christine et al., 2009). Thus, technology enables a virtual learning environment where students interact with their teachers and friends.

According to Sekaran et al. (2020), ICT tools are the latest technology or gadgets, for instance, the flipped classroom and mobile applications utilized in learning. Further, Hashim et al. (2018) discovered that mobile learning applications assist learners in experiencing English in the current world. Furthermore, ICT improves learning by engaging in a multimedia context corresponding to students' learning styles (Shin & Yunus, 2021). Moreover, technological advancements, combined with changing preferences in how learners interact with their studies, have resulted in higher growth of online learning (Akimov & Malin, 2020). Therefore, it has been portrayed that the ways teaching and learning take place would constantly evolve according to technology growth.

Speaking Assessment in Language Classroom

Much research in the broader literature has examined the importance of speaking assessment in English Language Teaching (ELT) and other assessment types (Akimov & Malin, 2020; Ariyanti, 2016; Boonkit, 2010). Language testers consider speaking the most difficult of the four speaking abilities to assess because it necessitates observing in-person oral performance or recording the performance for later evaluation (Ginther, 2012). Further, the performance can be categorized into some types of speaking; imitative, intensive, responsive, interactive, and extensive (Brown, 2003). In this study, students were exposed to extensive speaking in

which the students performed monologs such as oral presentations and narrating stories. Therefore, the success of oral performance would be based on the clarity of the assessment procedures, focus on the purpose of the assessment, eliciting quality of oral production, and creation of a consistent scoring rubric (Brown, 2003). Thus, there are many aspects to conducting the speaking assessment.

In a similar study, Ounis (2017) explored how EFL students were assessed when they spoke. The results indicated that the twenty instructors' oral language assessment procedures were authentic, structured, and attentive within the higher education context in Tunisia. The study also discussed how assessment methods enabled learners to maintain and improve their speaking skills (Ounis, 2017). Additionally, according to a recent survey by Akimov and Malin (2020), the oral examination could potentially solve obstacles to online learning. They also stressed the significance of meticulous planning to guarantee that assessment principles such as validity, reliability, and fairness were implemented. Finally, future studies were suggested to involve a more significant number of participants as the research sample.

Using Flipgrid for Speaking Purposes

There have been numerous studies to investigate the use of Flipgrid for English communication (Difilippantonio-Pen, 2020; Edwards & Lane, 2021), especially in distance learning (Agan et al., 2019), oral presentation (Miskam et al., 2019), community discussion (Johnson & Skarphol, 2018; Keiper et al., 2020; Milliken et al., n.d.), overcoming speaking anxiety (Tuyet & Khang, 2020), and oral assessment (Akimov & Malin, 2020; Nakatsuhara et al., 2017; Nova, 2020). Furthermore, Flipgrid has been implemented as among the most popular and frequently utilized ICT applications in education institutions in Japan (Edwards & Lane, 2021; Innes, 2020; Petersen et al., 2020), South Korea (McLain, 2018), US (Keiper et al., 2020), UK (Stoszkowski et al., 2020), Malaysia (Miskam et al., 2019; Shin & Yunus, 2021), Vietnam (Tuyet & Khang, 2020), and Indonesia (Syahrizal & Pamungkas, 2021). Thus, Flipgrid has been widely used and investigated in various contexts.

Flipgrid has been described by several recent research based on its circumstances. It is an online video discussion forum that encourages students and promotes social engagement (Stoszkowski et al., 2020). Professor Charles Miller of the University of Minnesota created Flipgrid in 2014 (Grayson, 2018), a video and audio-based classroom tool (Bartlett, 2018). Moreover, Flipgrid can be explored as an online video-based learning tool for various purposes, including discussions, reflections, presentations, and field-based learning (Keiper et al., 2020). Flipgrid is a helpful tool for speaking exercises. It can assist EFL learners in minimizing anxiety and gaining confidence in learning to speak English using artificial intelligence (AI) (Mango, 2019, as cited in Tuyet & Khang, 2020). Thus, it can be learned that Flipgrid enables users to interact using its platform.

Moreover, Flipgrid uses asynchronous videos that learners record themselves, giving them plenty of time to practice speaking without the pressure of needing to respond right away (McLain, 2018). It is an easy-to-use online video recording tool that allows instructors to construct and arrange discussion topics into grids like bulletin boards (Flipgrid, 2021). A study by Edwards and Lane (2021) recruited 189 first-year Japanese university students and revealed that Flipgrid could provide an effective platform for interaction and communication in a digital environment. This result has shown the benefits of integrating Flipgrid into the classroom.

The literature presents only a fragment of information about teachers' and students' experiences with Flipgrid in the classroom. In particular, no study has considered exploring teachers' and students' perceptions of using Flipgrid in assessing speaking skills. Therefore, this study aimed to investigate teachers' and students' perceptions and experiences using Flipgrid for speaking assessment, specifically during online learning. The following research questions guiding this study focus on:

1. What are teachers' perceptions of using Flipgrid in assessing students' speaking skills?
2. What are students' perceptions of using Flipgrid in assessing their speaking skills?
3. How are teachers' experiences using Flipgrid in their classroom?
4. How are students' experiences using Flipgrid in their classroom?

Methodology

This study employed an explanatory sequential mixed-methods design. The study was dedicated to providing the fullest understanding of the research topics by combining quantitative and qualitative data (Creswell & Creswell, 2018; Hamied, 2017)). After conducting a quantitative approach, the researcher used the qualitative method to report the findings (Leavy, 2017). The goal of incorporating quantitative data (closed-ended questionnaire questions) and qualitative data (open-ended questionnaire questions and interviews) into this study was to give the researcher a complete picture of teachers' and students' perceptions of utilizing Flipgrid for their speaking assessment.

Setting and Participants

The setting of the present study was Indonesia; specifically, the investigation was conducted at secondary and tertiary levels of education. English teachers and English learners were recruited for the study to explore their perceptions and experiences of using Flipgrid in their classrooms. However, with the current pandemic condition, criteria sampling was employed to comprehensively select the participants to explore the subject. The criteria were: (a) English teachers and English learners, and (b) they had experience using Flipgrid in their English classes. In addition, the participants were invited to participate in an online survey questionnaire anonymously. Table 1 shows the teachers' demographic profiles, and table 2 presents the students who participated in this study.

Participants in the first data collection were 24 English teachers (8 male teachers and 16 female teachers). Their age range varied from 24 years old to 57 years old.

Characteristics	Categorization	Percentage (%)
Gender	Male	33,3
	Female	66,7
Age (years old)	24-33	37,5
	34-43	29,17
	44-53	29,17
	>53	4,17
Teaching experience (years)	1-5	25
	6-10	16,7
	11-15	12,5
	16-20	25
	>21	20,8
Using Flipgrid experience (years)	<1	54,2
	1	20,8
	2	12,5
	3	8,3
	>3	4,2

Table 1. Teachers' Demographic Profiles

An online survey questionnaire was also distributed among the English students to understand their experience using Flipgrid in assessing their speaking skills. One hundred thirteen students (67 female and 46 male students) were voluntarily recruited for this study. Their age ranged from 13 to 25 years old.

Characteristics	Categorization	Percentage (%)
Gender	Male	40,7
	Female	59,3
Age (years old)	13-15	32,7
	16-18	13,3
	19-22	29,17
	>23	0,89
Education level	Junior high school	61,9
	Senior high school	32,7
	University students	5,3

Table 2. Students' Demographic Profiles

Instruments

This study employed different types of instruments to get an in-depth understanding. First, a closed-ended questionnaire using a 4-Likert scale (4=Strongly Agree, 3=Agree, 2=Disagree, 1=Strongly Disagree) and an open-ended questionnaire were shared. There were eleven close-ended questions, four open-ended questions for teachers, sixteen close-ended questions, and four open-ended questions for students. The questionnaires were developed based on previous studies related to Flipgrid (Innes, 2020; Keiper et al., 2020; Latipah & Purnawarman, 2019; Lowenthal & Moore, 2020; Mango, 2019; Petersen et al., 2020). Additionally, the questionnaire items were presented both in English and Indonesian. Before

being distributed, the questionnaires were checked by an ICT expert. Some modifications were made after receiving the feedback. Then, the questionnaire was piloted on five English teachers and ten English students and revised accordingly. The second data were from semi-structured interviews (adapted from Miskam et al., 2019; Ounis, 2017). There were eight interview questions for the teachers and six for the students. The interview questions followed the questionnaire themes.

Findings

The outcomes of this study provide perspective into how English teachers and students express their perceptions of using Flipgrid in their classes. Furthermore, the study reviews the experience of the targeted participants during the speaking assessment as the focus of the investigation. Finally, questionnaires and interviews were used to reveal the findings.

Teachers' Perceptions and Experiences of Using Flipgrid

To answer the research questions related to teachers' perceptions and experiences of using Flipgrid for assessing speaking skills, both quantitative and qualitative data were collected and analyzed.

Quantitative data

The quantitative data explored teachers' perceptions of using Flipgrid in their English classes. The questionnaires distributed to the targeted English teachers were examined. Twenty teachers participated in answering the questions. The close-ended type of questions was analyzed using descriptive statistics. Four major themes were explored from the 11 items asked of the participants. The first one was about the usability and functionality of Flipgrid. Statements number 1 to 4 were listed under this category. The result of the questionnaire responses is illustrated in Table 3.

	Theme and Statements	Percentage (%)				Mean	SD
		SA	A	D	SD		
T1.	**The usability and functionality of Flipgrid**						
S1.	It is easy to create an account on Flipgrid.	50	50	0	0	3,5	0,511
S2.	It is easy to use the features in Flipgrid.	42	58	0	0	3,42	0,504
S3.	Flipgrid could be used either from a PC or smartphone for speaking activities.	58	42	0	0	3,58	0,504
S4.	The Flipgrid display of the video, rubric score and teachers' comments visible on the device display is user-friendly.	37	63	0	0	3,38	0,495

Table 3. Items related to the Usability and Functionality of Flipgrid

All teachers agreed and strongly agreed that it was easy to create an account (M=3,5) and to use the features of Flipgrid (M=3,42). Moreover, 58 % of teachers strongly agreed that they could access Flipgrid from their PC or smartphones, while 42 % were optimistic about this accessibility. Additionally, 15 out of 24 teachers agreed, and the rest strongly agreed that

features in Flipgrid, for instance, the video display, rubric score, and teachers' comments, were user-friendly. From these findings, it can be concluded that teachers perceived Flipgrid as an accessible tool with many helpful features to be used in their teaching.

The second theme was about the interaction between teachers-students and students-students. Statements 5 to 7 were to explore teachers' perceptions of the interaction formed during the implementation of Flipgrid in their classrooms. Most teachers agreed that Flipgrid helped them interact and learn about their students (M=3,21). In addition, a feature of video replay in Flipgrid to discuss the given topic was perceived positively by 20 teachers.

	Theme and Statements	Percentage (%)				Mean	SD
		SA	A	D	SD		
T2.	**Interaction in Flipgrid**						
S5.	Flipgrid helps the teachers interact with the students.	33	54	13	0	3,21	0,658
S6.	Flipgrid helps teachers to learn more about the students.	37,5	54	37,5	0	3,29	0,642
S7.	The video replies feature a suitable way to discuss a topic by asking and answering questions and making comments.	42	42	16	0	3,25	0,737

Table 4 Items related to the Interaction in Flipgrid

The rest of the question items fell under the category of speaking assessment. Only 16% of the teachers reported not having the scoring instrument, while 84% confirmed the rubric was critical. Additionally, most respondents agreed that informing the students of the speaking assessment criteria and feedback was necessary.

	Theme and Statements	Percentage (%)				Mean	SD
		SA	A	D	SD		
T3.	**Speaking Assessment using Flipgrid**						
S8.	The scoring rubric should be provided to assess students' performance on Flipgrid.	37,5	45,8	16,7	0	3,21	0,721
S9.	The students should be informed of the speaking assessment criteria on Flipgrid.	45,8	45,8	8,3	0	3,38	0,647
S10.	The speaking assessment on Flipgrid is based on the lesson plan.	45,8	50,0	4,2	0	3,42	0,584
S11.	Teachers give the students review and feedback on their speaking performance on Flipgrid.	50	45,8	4,2	0	3,46	0,588

Table 5 Items related to Speaking Assessment using Flipgrid

Qualitative data

The qualitative data were collected from the four open-ended questions from the questionnaire and semi-structured interviews with five teachers. Moreover, the overall impressions of Flipgrid were studied to understand the teacher's perception and experiences

of using Flipgrid for the speaking assessment. Table 6 shows four questions in which the teachers could share their thoughts.

Theme and Statements
T4.   **Overall Experiences of Using Flipgrid**
S12.   What do you like about Flipgrid?
S13.   What do you dislike about Flipgrid?
S14.   What challenges do you face when using Flipgrid?
S15.   What improvements do you want to see in Flipgrid?

Table 6 Items related to Overall Experiences of Using Flipgrid

The analysis found evidence of the reasons why teachers like Flipgrid. Some of the answers mentioned that Flipgrid was suitable as alternative media for speaking practice, students could interact with each other, it was easy to use and integrated with Learning Management Systems (LMS), the features such as active or hidden video, the animation, and topic resources were interactive, innovative and engaging.

On the other hand, few teachers stated why they disliked Flipgrid. The argument was that the audio output from uploaded videos was sometimes altered into chipmunk-like. Moreover, teachers needed to rely on extensive and robust internet connection data. The recent change of public features was another point that gave a negative impression of Flipgrid. Additionally, explaining the instructions and familiarizing the students with the application took some time. This finding leads to suggestions that Flipgrid improvement was considerable.

It was worth discussing these exciting facts about some improvements expected from Flipgrid. The findings revealed that the teachers urgently requested caption or audio transcription, video tutorials for beginner learners, differentiation of the practice and test mode, group speaking activities, and more updated features. Having had their first hands-experience of using Flipgrid, teachers' aspirations could help develop and explore more parts of Flipgrid.

After responding to the questionnaire, six teachers were purposely selected for semi-structured interviews; however, only five responded to the interview invitation. The interviewed teachers had at least three years of teaching experience, used Flipgrid for at least one year, and had an academic background as English teachers. The demographic variables of the five interviewees are presented in table 7.

Interviewee	Age (year)	Gender	Education Level	The level of students currently taught	Teaching Experience (year)	Using Flipgrid (year)
Teacher 1	48	Male	Bachelor	High School	25	1
Teacher 2	40	Male	Bachelor	Middle School	17	2
Teacher 3	34	Female	Bachelor	Middle School	11	2
Teacher 4	38	Female	Master	Higher Education	15	4
Teacher 5	26	Male	Bachelor	Middle School	3	3

Table 7 Interviewees' Profile (Teachers)

From the data presented in table 2, it can be seen that the characteristics of the interviewees are categorized based on age, gender, education level, level of students currently taught, teaching experience, and Flipgrid experience. Interviewees' age ranges from 26 to 48 years old, with teaching experience from 3 to 25 years. One female and two male teachers taught in middle school, one male teacher taught in high school, and one female teacher taught undergraduate students. Most of the participants for the interview have experience using Flipgrid for more than a year.

The interview questions centre on the objectives and constraints of assessing speaking skills, the perceptions and benefits of Flipgrid, and some enhancements that Flipgrid has to make. The interviews also sought to learn about students' perceptions of Flipgrid as their teachers observed. The findings were classified into four themes under the framework of Brown (2003). They were a) objectives of the speaking assessment, b) challenges of conducting the speaking assessment, c) benefits of Flipgrid d) Flipgrid improvements. Following discussed the results of the interview.

a) Objectives of speaking assessment

All teachers were aware of their goals in the speaking assessment. The reason was mainly to measure students' ability to communicate in English. Besides, there were other factors that the teachers wanted to see from their students. Those include expressions, pronunciation, intonation, confidence, fluency, and accuracy. Additionally, the teachers believed that other English skills, such as vocabulary and grammar, were reflected during their oral performance. The following excerpt illustrates the finding.

> *Teaching speaking is about expressions, pronunciation, and intonation. Students are expected to know the phrases and how to use them appropriately so they will support students' fluency. (Teacher 1).*

> *The main goal of assessing my students' speaking skills is to ensure they can communicate using the target language. This is crucial as it measures the success of learning a language. When the students actively participated in the class using English, they comprehended the essence of English learning. (Teacher 3)*

> *It depends. Do we assess accuracy or fluency, or confidence? (Teacher 4)*

It can be seen that the teachers understood the objectives of conducting the assessment, especially in speaking. According to Malone (2013), a thorough understanding of performing assessments can give teachers and other stakeholders valuable information regarding students' performance and the amount to which learning goals are achieved. Thus, in this study, the teachers could see their students' performance and achievement in speaking by performing the speaking assessment.

b) Challenges of conducting the speaking assessment

The teachers reported some difficulties in performing the speaking assessment. First, it was challenging for the teachers to select appropriate instruments and measure aspects. The excerpt below shows the problems faced by the teacher.

I encountered difficulty in assessing assessment speaking when determining the aspects to be evaluated. I have so many speaking assessment methods, but I am still unsure which measuring instrument is appropriate for the circumstances of the students I teach (Teacher 2).

Additionally, one of the teachers mentioned barriers to allocated time for speaking activities. She stated that assessing students' speaking abilities took a longer time. Besides, the students had limited time to practice their speaking intensively.

It was time-consuming to conduct. Also, there is a lack of time for the students to practice intensively. (Teacher 4)

Furthermore, the teacher mentioned the challenges experienced by the students due to their shyness and the feeling of being afraid of making mistakes. It has become one of the drawbacks of encouraging students to speak English. The following excerpt describes the argument.

The crucial drawbacks of stimulating them to talk in English are the willingness to produce English in class. I might say that shyness and feeling afraid of making mistakes are the factors that contribute to the desire to speak English in class. (Teacher 3)

Thus, it can be understood that the barriers to conducting speaking assessments appeared from the teachers' and students' sides. The teachers stated that their problems were related to the practice and assessment time allocation. Moreover, they also had difficulty selecting an appropriate instrument to assess their students' speaking ability. On the other hand, the teachers believed that their students were afraid of making mistakes during their speaking performances. The students remained silent or ended their conversation quickly without further effort.

c) Benefits of Flipgrid

In the interviews, the teachers reported many benefits of using Flipgrid in their classrooms. For example, one of the teachers described that their students had been excited with the visual, audio, and video features in Flipgrid that they could explore. Another teacher mentioned Flipgrid as a user-friendly tool.

I agree that Flipgrid is one helpful tool to assess speaking skills. It has got minimum features for the students, which are also user-friendly. (Teacher 5)

During online learning, Flipgrid has become the best option for solving problems encountered by teachers. It helped the students practice their speaking independently. Moreover, Flipgrid also engaged the students beyond their video-teleconferencing class. Hence, teachers' perception of the use of Flipgrid has been affirmative. Flipgrid has been a handful of tools for teachers in assessing speaking skills. One of the teachers expressed that her job has become easier since she started using Flipgrid.

Flipgrid eases my job when assessing students' speeches. I do not need to download anything. As long as I have a good internet connection, I am good to go. (Teacher 4)

The teacher also described that through Flipgrid, he could assess students' speaking performances in various ways. These include presentations, debates, conversations, video blogs, etc. Besides, the teachers can access Flipgrid from anywhere and anytime as it is a cloud-based internet service.

> *With Flipgrid, we can assess students' speaking performances in various ways. Conversations, presentations, podcasts, video blogs, and debates are possible through Flipgrid. Since Flipgrid is a cloud-based service, we can access it anytime and anywhere. (Teacher 1)*

Moreover, Flipgrid has scoring features to help teachers measure students' performances. The teachers could also observe their students' abilities in detail as Flipgrid facilitates the "repeat" feature. Thus, it has been easier to give feedback to the students on their progress.

> *With the features that helped teachers directly score their speaking, it was easier for me to assess them and give feedback in a row. (Teacher 3)*

> *The teachers can repeatedly listen to the students for the part they don't understand. (Teacher 5)*

For the student's benefit, the teachers believed that Flipgrid assisted them in overcoming the students' fear of speaking in front of the class. Furthermore, the students were more expressive and confident. Besides, the students could interact with their classmates and the teacher using the platform.

> *Students are not afraid or shy when performing their speeches. They can be more expressive when talking to Flipgrid instead of speaking in front of the class or the teacher. (Teacher 4)*

The advantages of using Flipgrid to assess speaking discussed above strengthen previous research findings (Edwards & Lane, 2021; Lowenthal & Moore, 2020; Tuyet & Khang, 2020). Flipgrid has improved students' performance during language learning, significantly enhancing their speaking ability. Further, Flipgrid has helped teachers assess their student's progress and achievement using its features. Most importantly, both teachers and students have used this user-friendly tool.

d) Flipgrid improvements

Flipgrid has been proven to support language teaching and learning. Both teachers and the students agree that Flipgrid could expose the students to more engaging activities. From the interviews, the teachers were happy with their experience and would like to continue to use Flipgrid in the future. It was a challenge for them to get familiar with the tools initially. The interviews showed some improvements that the teachers expected to maximize the features of Flipgrid. First, most teachers agreed that to access Flipgrid, they needed a stable internet connection. They were hoping that Flipgrid could accommodate friendlier internet data to access it.

Students' Perceptions and Experiences of Using Flipgrid

Quantitative data

The questionnaires delivered to the English learners voluntarily involved in this study were analyzed. One hundred thirteen participants from various education levels (junior high school to university students) responded to 16 items of close-ended and four open-ended questions. Descriptive statistics were used to summarize the closed-ended questions.

Items 1 to 4 in the questionnaires cover the usability and functionality of Flipgrid. 92% of students responded positively that it was easy to register on the Flipgrid website and 87% of them also said that the features of Flipgrid were uncomplicated. Most students (M=3.5) stated they could access Flipgrid through their smartphones or computers. Although 14 % of respondents disagreed with the statements of Flipgrid features, for instance, the video display, the scoring rubrics, and the comments were user-friendly. Therefore, it could still be understood that almost all students found them accessible.

	Theme and Statements	Percentage (%)				Mean	SD
		SA	A	D	SD		
T1.	**The usability and functionality of Flipgrid**						
S1.	It is easy to create an account on Flipgrid.	42,5	49,6	7,1	0,9	3,34	0,649
S2.	It is easy to use the features in Flipgrid.	29,2	57,5	12,4	0,9	3,15	0,658
S3.	Flipgrid could be used either from a PC or smartphone for speaking activities.	43,3	42,5	10,6	3,5	3,26	0,788
S4.	The Flipgrid display of the video, rubric score and teachers' comments visible on the device display is user-friendly.	32,7	54,0	11,5	1,8	3,18	0,697

Table 8 Items related to the Usability and Functionality of Flipgrid

The interaction accommodated in Flipgrid was investigated from questions 5 to 7. The students (87%) agreed and strongly agreed that Flipgrid enabled them to interact with teachers. Additionally, 76% thought Flipgrid helped them learn about their classmates and teachers. Most importantly, through the feature of video replay, students could ask, answer, or give comments on the discussed topics (N=85).

Theme and Statements	Percentage (%)				Mean	SD
	SA	A	D	SD		
T2. **Interaction in Flipgrid**						
S5. Flipgrid helps the teachers interact with the students.	31,0	51,3	16,8	0,9	3,12	0,709
S6. Flipgrid helps the students to learn more about the other students and the teacher.	25,7	50,4	18,6	5,3	2,96	0,812
S7. The video replies feature a suitable way to discuss a topic by asking and answering questions and making comments.	25,7	51,3	18,6	4,4	2,98	0,79

Table 9 Items related to the Interaction in Flipgrid

Next, students' perceptions of Flipgrid during speaking activities were elaborated on in questions 8 to 11. Most students (88,5%) described Flipgrid increased English-speaking time because the tasks could be completed asynchronously from home. Also, through Flipgrid, the students admitted that their confidence and speaking skills had improved (N=65). On top of that, the materials and lessons in Flipgrid were exciting (M=2,81).

Theme and Statements	Percentage (%)				Mean	SD
	SA	A	D	SD		
T3. **Speaking Activities using Flipgrid**						
S8. Flipgrid increases the English-speaking time because the tasks can be done asynchronously from home.	40,7	47,8	9,7	1,8	3,27	0,71
S9. My English-speaking confidence is improving because of Flipgrid.	18,6	47,8	30,1	3,5	2,81	0,774
S10. Flipgrid helps to improve my speaking skills.	26,5	50,4	20,4	2,7	3,01	0,762
S11. The materials and lessons in Flipgrid are exciting for developing my speaking skills.	28,3	51,3	17,7	2,7	3,05	0,754

Table 10 Items related to the Speaking Activities using Flipgrid

The rest of the question items discussed the speaking assessment conducted using Flipgrid. Both teachers and students were believed to give valuable feedback on students' performance (80%). Moreover, the students experienced enough time to practice before uploading the video (N=100). Only 14% of students chose to give a speech in front of the class, while 86% preferred to show their video speech through Flipgrid. More than half of the students thought Flipgrid was better than other speaking assessment tasks (79%). The following is an illustration of the results of the students' questionnaire responses:

Theme and Statements	Percentage (%)				Mean	SD
	SA	A	D	SD		
T4. **Speaking Assessment using Flipgrid**						
S12. The feedback comments by the teacher are useful.	37,2	57,5	4,4	0,9	3,31	0,599
S13. I think my friends give me useful feedback about my performance.	16,8	62,8	15,9	4,4	2,92	0,709
S14. I have enough time to practice and check my video before uploading it to Flipgrid.	37,2	51,3	9,7	1,8	3,24	0,698
S15. I prefer to show my Flipgrid video online than give the same speech in front of the class.	51,3	34,5	11,5	2,7	3,35	0,788
S16. I think Flipgrid is better than other types of tasks for speaking assessment.	31,0	47,8	15,9	5,3	3,04	0,828

Table 11. Items related to Speaking Assessment using Flipgrid

Qualitative Data

Open-ended questions were employed to explore further the whole experience of using Flipgrid. The students described why they enjoyed using Flipgrid, especially during distance learning. Most of them explained that Flipgrid had many customization options that were simple and interactive. Furthermore, it alleviated students' anxiety about practicing their English and assisted in developing their speaking skills.

On the contrary, the students acknowledged their dissatisfaction with Flipgrid in their responses to the survey. Many students raised concerns about the time constraint allotted by Flipgrid to record the video. Furthermore, website slowness and the failure to reload the page affected their motivation to explore the application. Further, the audio occasionally sounded Chipmunk-like and had inadequate video quality. The displeasure mentioned addressed some challenges the students faced in their learning. Dominance's arguments described that internet connection was the main problem that interrupted their experience using Flipgrid. Some minor explanations included students' confidence, capability to edit video, and inability to understand the functions of novice users.

Theme and Statements
T5. **Overall Experiences of Using Flipgrid**
S17. What do you like about Flipgrid?
S18. What do you dislike about Flipgrid?
S19. What challenges do you face when using Flipgrid?
S20. What improvements do you want to see in Flipgrid?

Table 12 Items related to the Overall Experiences of Using Flipgrid

One hundred thirteen students participated in filling out the questionnaire. However, only 18 students agreed to be invited for the interview. Therefore, six students were selected randomly to be interviewed. They were asked to get comprehensive details about their perception of Flipgrid. The demographic information of the six students is presented as follows.

Interviewee	Age (year)	Gender	Education Level	Frequency of Using Flipgrid
Student 1	19	Female	Undergrad	Every week
Student 2	14	Female	JHS	Not too often
Student 3	15	Male	JHS	Quite often
Student 4	15	Male	JHS	Not too often
Student 5	21	Female	Undergrad	One semester
Student 6	14	Female	JHS	Sometimes

Table 13. *Interviewees' Profile (Students)*

From the table, it can be seen that their age ranges from 14 to 21 years old. Mostly, they were junior high school students. Their frequency of using Flipgrid varied from not too often to every week. Similar to the discussion above about teachers' perception, the students' interviews aimed to explore students' perception of Flipgrid, especially in assessing their speaking skills.

The discussions were classified into four themes. They were a) perception of speaking assessment, b) objectives of using Flipgrid, b) challenges of using Flipgrid, c) benefits of using Flipgrid d) Flipgrid improvements. Following discussed the results of the interview from the students' perspectives.

a) Perception of speaking assessment

From the interviews, it was found that the students recognized some speaking activities that they had done in the classroom for assessment. Most of the students described asking and responding to the questions from the teachers were part of the assessment. They believed that the teachers measured their speaking ability anytime they answered the questions orally. The following excerpts illustrate the discussion:

> *Asking and answering questions from teachers and during the presentation (Student 2)*
>
> *When the teacher pointed directly and asked the students to speak directly (Student 3)*
>
> *The teacher usually immediately asks the students to answer using English, through voice notes, or collect videos via WhatsApp/google classroom (Student 6)*

Moreover, the students were also familiar with some types of measurement that the teachers in their English class used. The most common activities used by the teachers to see their students' progress in learning were by conducting quizzes or speaking games. Besides, the students were also asked to perform in spelling bee and storytelling. Additionally, the

students experienced audio recording using a recording tool or zoom application as part of their speaking assessment. Some samples of students' perspectives are presented below:

Zoom meeting recording and the conventional way to record a video (Student 4)

Learning via social account, storytelling, spelling bee, and voice note (Student 1)

In short, the students have perceived speaking assessments as activities conducted to see their capability in English orally. Therefore, the teachers have done many ways to allow the students to show their fluency. These include direct interaction, recorded voice, presentation, and many other activities.

b) Objectives of using Flipgrid

Having had the experience of using Flipgrid during their English learning, the students agreed that Flipgrid was a valuable tool to support their English skills. In addition, through some features built-in Flipgrid, the students were trained to practice their speaking skills. The following excerpts describe some objectives of using Flipgrid from students' points of view.

… because Flipgrid is an application designed to give students a fun and creative way to develop video assignments given by the teacher (Student 4)

Flipgrid is more helpful in pronunciation skills and also for good and correct English (Student 1)

It can be learned that the students understood that Flipgrid was incorporated into their lesson to enhance their speaking skills. Moreover, the students also perceived Flipgrid as a fun instrument that facilitates creativity while learning English correctly.

c) Challenges of using Flipgrid

From the findings, it was found that the teachers informed the students about the features of Flipgrid. Thus, they have become familiar with the functions and how it works. The majority described Flipgrid as an easy tool to use. Although, the problem with the internet connection was mentioned, which interfered with using Flipgrid. The discussions are listed below:

It is effortless to use (Student 3)

It is pretty easy to use (Student 5)

Sometimes, I have trouble with the wrong signal (Student 6)

It can be inferred that Flipgrid has been very supportive and accommodating during the learning. It facilitates the students with easy-to-use features. Despite its dependency on a reliable internet connection, Flipgrid is an educational tool that enables room for students and teachers to interact.

d) Benefits of using Flipgrid

With all the built-in technology equipped in Flipgrid, the students and the teachers have created and shared videos and interact virtually. Significantly, the students claimed that after practicing using Flipgrid, their confidence in speaking improved. They were not afraid of talking in front of people and being judged for their English fluency. The findings are presented in the following excerpts:

> *I have become more confident in speaking English (Students 2 and 4)*

> *Students become more confident in learning English and practice their ability to speak English (Student 6).*

Additionally, the students claimed that they became more creative in completing the assignments. They could create a video and modify it with the elements in Flipgrid. The students felt challenged but excited to produce their speaking content while presenting it creatively. The following excerpt shows the findings:

> *I think it allows the students to be creative about their speaking content and how they would set and serve the assignment using relevant elements (Student 5).*

Most importantly, the students thought that their speaking skills were improved. They had the opportunity to practice, record, and publish their video presentation and received feedback from their classmates and teachers without fear of being judged.

> *I can practice articulation when speaking and practice self-confidence (Student 3).*

Besides, all the students argued that they would use Flipgrid in the future. Most of the reasons were because Flipgrid was fun and easy to use. They could also learn about the use of technology and exciting topics. It can be concluded that the students received benefits from incorporating Flipgrid in their English classrooms.

Discussion

The main conclusion drawn from the present study is that teachers and students have been affirmative about using Flipgrid in the classroom (Keiper et al., 2020; Shin & Yunus, 2021; Tuyet & Khang, 2020). Most teachers and students agree that Flipgrid has practical functions and is uncomplicated to understand and use the surveys. This result is similar to the finding of a study conducted by Carr and Kruggel (2020), Edwards and Lane (2021, and Lowenthal and Moore (2020). The application is also compatible with the current gadgets, such as laptops and smartphones, that teachers and students use to learn (Syahrizal & Pamungkas, 2021).

Moreover, the study reveals an important finding in understanding students' anxiety levels in speaking. Giving presentations through Flipgrid in online learning makes the students feel more comfortable than presenting them in front of the class in a traditional classroom setting. This result was also found in several previous studies (Shin & Yunus, 2021; Tuyet & Khang, 2020; Yalçın & İnceçay, 2014). The students also think Flipgrid helps improve their confidence in performing speaking tasks. A study by Shin and Yunus (2021) describes the same finding.

In addition, these findings provide additional information about the integration of feedback from classmates. The feature in Flipgrid enables the students to comment on their friends" videos. Thus peer feedback has increased accordingly (Miskam et al., 2019). Importantly, our results provide evidence for students' reflection on their learning. The students can rehearse, record, review, and retake the video before submitting the final version that they are confident about. In their study, Miller et al. (2020) also urge the significance of Flipgrid for students' reflection.

An apparent limitation of the study is that despite its positive evaluations, the participants experienced some challenges using Flipgrid. These include technical issues such as internet connection, webpage loading, and low-quality video and audio. These problems resulted in a limited exploration of the benefits of Flipgrid. Moreover, the teachers and students involved in this study come from various backgrounds, although each category's representation is considered low. Finally, it is essential to note that the present evidence relies on teachers' and students' access to proper internet connections and other learning facilities.

Conclusion and Recommendation

Future research will be essential to investigate the significance of the study to a certain education level, for instance, secondary, tertiary, or higher education level, to address the issues in the specific context. In addition, future research could explore test developers, test-takers, curriculum developers, and policymakers' perceptions of using Flipgrid for assessment. Comprehensive teacher training is strongly suggested before applying Flipgrid in the classroom to maximize its features. Moreover, the students are strongly urged to be provided with clear instructions and assistantship during their early exercises.

Acknowledgement

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