IMPLEMENTING THE FLIPPED SMALL ONLINE CLASSROOM (F-SPOCS) LIVE STREAMING PLATFORM FOR PRE-UNIVERSITY STUDENT'S ENGLISH LANGUAGE SPEAKING SKILLS

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THESIS SUBMITTED IN FULFILMENT OF THE REQUIREMENTS FOR THE DEGREE OF DOCTOR OF PHILOSOPHY

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ABSTRACT

Learning how to communicate orally is one of the most important skills in ESL. However, a significant number of students are unable to achieve satisfactory results in this area for a variety of reasons, including insufficient self-assurance and a lack of intrinsic motivation. This study is focusing on the performance of pre-university students in the area of speaking. It delves deeply into their thoughts regarding the learning process of speaking in front of the class as well as their perspectives on the application of technology. In addition, the opinions of the experts on how they evaluate the students' speaking abilities are analysed, and some ideas are also discussed in this section of the research. The primary objective of the research is to provide the students with access to a platform that will, at the very least, improve their lack of self-confidence while simultaneously enhancing their motivation. It is known as the Flipped Small Private Online Classroom for Speaking platform (F-SPOCS Live Streaming Platform). The students are expected to give oral presentations, and it is hoped that this online platform will be able to help them. It is believed that the students will be able to perform commendably in their presentation if they put in ample effort to prepare for it and practise it.

PELAKSANAAN FLIPPED SMALL ONLINE CLASSROOM (F-SPOCS) MELALUI PLATFORM PENSTRIMAN LANGSUNG UNTUK PEMBELAJARAN KEMAHIRAN BERTUTUR BAHASA INGGERIS PRA-UNIVERSITI

ABSTRAK

Belajar untuk berkomunikasi secara lisan adalah salah satu kemahiran yang perlu dipelajari dalam pengajian Bahasa Inggeris. Walaubagaimana pun, sejumlah pelajar tidak dapat mencapai prestasi yang memuaskan dalam bidang ini disebabkan beberapa faktor termasuklah tidak mempunyai kayakinan didi dan kurangnya motivasi dalam diri. Penyelidikan ini berpusat kepada pencapaian pelajar pra universiti dalam pertuturan Bahasa Inggeris. Kupasan secara dalaman dilakukan terhadap pendapat para pelajar ini tentang proses pembelajaran kemahiran bertutur di dalam kelas dan juga pendapat mereka tentang pembelajaran kemahiran bertutur melalui teknologi. Selain dari itu, pendapat pakar-pakar tentang penilaian pelajar di dalam kelas juga dianalisa. Idea dari pakar-pakar tersebut juga dikongsi dalam penyelidikan ini. Objektif utama dalam kertas penelidikan ini bertujuan untuk memperkenalkan kepada pelajar satu platform dimana akan cuba menolong pelajar untuk meningkatkan keyakinan diri dan motivasi untuk bertutur dan melakukan pembentangan dengan baik. Platform ini dikenali sebagai Flipped Small Private Online Classroom for Speaking platform (F-SPOCS Live Streaming Platform). Pelajar diharap dapat melakukan pembentangan dengan baik melalui platform secara atas talian ini. Adalah diharapkan dengan persedian yang cukup di luar kelas, para pelajar akan dapat melakukan yang terbaik di dalam kelas.

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Last but not least, this is for Mak and Pak

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CHAPTER 1: INTRODUCTION

1.1   Introduction

It is common in Malaysian Education System that students are required to achieve a particular level of English proficiency as a component of their secondary education before continuing to higher education. Because English has assumed the role of an international language in a growing nation such as Malaysia, the country's graduating students are required to achieve a particular level of English language competency in order to increase their marketability in the global labour market (Subramaniam et al, 2021). It is crucial for students to be able to do well at their secondary level, as English is the key subject that needs to be learned and that needs to be passed on. The incentive for them to score on the subject is strong because they see the need to do well on the subject. Nonetheless, this inspiration is not going to last long. When they enter the pre-university stage, the motivation to learn English is going down the drain. They now think it is no longer necessary to score or even learn the English language. Worse, the heavy weighting of other subjects, such as Mathematics and Science, makes students believe that there is no need to put a lot of effort into English in the classroom. Therefore, they only take part in the course and attend the course only to fulfil the criteria of the course.

2020 was the year that the world was severely hit by the COVID-19 virus pandemic. What was started in China had spread throughout the world in the nick of time. The outbreak has changed the operating conditions all over the globe within a month. The consequences of a pandemic are unstoppable and uncontrollable for many industries of the world. Within a month, the outbreak had altered operating conditions all over the world. For many industries around the world, the consequences of a pandemic are unstoppable and uncontrollable. Later, nearly 120 countries discontinued face-to-face learning; COVID-

19 affects the education of approximately a billion students worldwide. And the pandemic lasts until now. According to UNESCO (2020), nearly 75% of the world's student population has been affected by school closures due to the COVID-19 pandemic. This is a first in history and it will have a lasting impact on students, parents, and education systems — both global and local. All were stopped, even schooling. And this is when online learning is suddenly evolving and becoming popular with students and educators. Tan, Zakuan & Abdul Aziz (2022) mentioned that the usual method of instruction in the education sector is the face-to-face classroom; however, the extraordinary COVID-19 epidemic compelled education to move online and be performed digitally. During the Movement Control Order (MCO), where most schools and universities must shut down because of COVID-19, online learning has been seen as a medium where educators can share their knowledge with students. Following the worsening of the COVID-19 situation, the Malaysian government initially imposed a National Restriction of Movement Order (RMO) or Movement Control Order (MCO) on 18 March to 31 March 2020. Later, on 25 March, the Government extended this ban until 14 April 2020. As a result, many schools have embraced online instructional methods and have incorporated online information sharing mediums. All on-site teaching and learning have been called off and replaced by e-learning. Various online teaching tools have been used to make learning available and to promote contact between teachers, parents, and learners. Therefore, a means is required to find a solution on how to motivate students to take an English language course seriously and to perform well especially during this difficult time where it is believed their motivation level and their urge to study goes down the drain. Sah Allam, Hassan & Sultan Mohideen (2020) found that Online Learning brought advantages in teaching and learning activities compared to conventional; face-to-face method during the pandemic due to the fact that students can study from anywhere, flexibility to choose learning session, saving time and money but still can have an active

interaction with the instructors. By using online learning, students and instructors can choose their own learning environment that suits them well. When the instructor conducts online class, it means students do not have to attend actual class, where this is very encouraged during this pandemic (Farah Idayu et.al. 2020). Students also do not have to worry about missing any important classes. The learning should not stop due to the pandemic and again it is the responsibility of the instructors to try to come up with interesting platform not only for the students to learn but to gain their motivation too. Therefore, as for today, with the COVID-19 pandemic and its ensuing closures and social distances, e-learning has become a vital tool to ensure the continuity of learning and education.

As a result, the purpose of this study is to implement an effective and appropriate learning platform known as the Flipped Small Private Online Classroom (F-SPOCS) Live Streaming for Pre-University English Language Speaking Skills in order to address the problem that the students face, which is a lack of motivation in learning the speaking skill, as well as the current situation in which online classes must be taught due to the pandemic.

1.2 Background of the Study

There are many people in Malaysia who speak English as a second language since it is so widely utilised as a medium for communication in a variety of contexts, including education, the workplace, and the community at large. The language is extremely important to the development of various fields, including education, social issues, economic growth, scientific research, and technological advancement. Additionally, it sees extensive application in a variety of businesses across the world. The study of the language begins at an early age, beginning in kindergarten and continuing through primary and secondary school before moving on to the pre-university level, which is

considered the level before beginning study at the undergraduate level. In the realm of education, the English language has been made into a mandatory part of the curricula of schools and universities. This was done to ensure that students of all academic concentrations who are not native English speakers will be well-equipped to overcome communicative barriers in their careers as future experts and professionals (Zhiping & Paramasivam, 2020).

Before beginning their studies at the university level, students who have completed their Sijil Pelajaran Malaysia (Malaysia Certificate of Education) are required to complete an additional level of education that will be referred to as pre-university. In Malaysia, prospective students can choose to enrol in any one of a wide variety of Pre-University programmes. Form 6 is the most prevalent option, and you can find it being taught at both typical secondary schools and specialised institutions that focus on form six. Some universities also provide their own pre-university programmes that are known as Program Asasi or the Foundation Program. These programmes are offered by the institution. The final option, but certainly not the least important, is the Matriculation Programme. Here, the students' SPM scores will determine whether they will participate in a one- or two-year matriculation programme.

One of the disciplines and components that are included in the curriculum of every programme is the study of the English language. The Ministry of Education Matriculation Handbook (2019-2020) states that the English Language Subject and the Pendidikan Islam or Islamic Religion Education fall under the category of compulsory subjects. This means that students are required to learn both subjects. "English is taught in such a way as to assist the students communicate successfully in academic and social contexts," states the Handbook (Panduan Program Matrikulasi Sistem Empat Semester Sesi 2019-2020).

The students will have the opportunity to study the language for a total of three hours per week. However, the marks that students get from the evaluations of these subjects will not be factored into their cumulative grade point averages (also known as CGPAs).

During the time that students are still in the pre-university portion of their education, they are heavily urged to take the Malaysian University English Test, which is also known as the MUET. Because of this, they will have a better chance of getting into a top institution in the future with strong bands such as Band 4, Band 5, and Band 6. Before beginning their studies at the educational establishment, for instance, students are highly encouraged to first take the matriculation examination. On the other hand, since the MUET lesson is not included in the English Matriculation syllabus, it is not being taught in an official capacity as part of the Matriculation process. Therefore, it is up to the students to learn at their own time and be responsible for their own education. As was said previously, the study of the English Language is a required component of the curriculum that must be completed prior to entering the university level. Even though it is said that it is a required subject, the grade that they receive for the subject will not be factored against their overall grade point average. As a consequence of this, individuals have a propensity for not taking the topic seriously and for acting in a manner that is more relaxed when in the classroom. They do not believe that attending class diligently or making any effort is necessary in order to succeed in English.

Additional disciplines like Biology, Physics, and Chemistry are examples of those that are considered to be subjects that require a score at this level. As a consequence of this, students are devoting more of their time to the study and review of these topics. The study of the English language carries a relatively low amount of importance in comparison to other topics. They lack the incentive to study because the English Language is not a

"compulsory" subject that contributes to their overall grade. This case study that was carried out by Ganapathy & Gooi (2017) revealed that many of the students found the subject (English Language) to be interesting; however, they had developed a negative attitude toward the language as a result of a lack of appropriate teaching approaches and resources. Because the schools did not put in much effort to make the students understand the significance of the language, many of them have the mentality that it is just another topic that needs to be passed. To make matters much worse for them, the topic does not count toward their cumulative grade point average, so there is no incentive for them to study it.

When an individual is working toward several various objectives at the same time, their motivation to pursue some goals may affect both their motivation and their capacity to pursue other goals. This can be a problem when there are multiple goals in play at once. This is particularly the case with pre-university students, who frequently (and not always effectively) struggle to balance several objectives, such as which subjects to concentrate on and which carry a bigger weighting, and who also fail to successfully manage their time. Due to a lack of academic aptitude and poor levels of self-discipline, many were unable to effectively manage their time (Mukwevho 2018). Wu et al. (2011) found that students' capacities to internalise and, as a result, learn English as a Foreign Language (EFL) were negatively impacted when they lacked motivation to study the subject. Therefore, it is essential for teachers to consider how they may organise their classes in such a manner that students maintain their motivation, even when other goals compete for their time, energy, and attention.

There are a few different names for online education, the most common of which are e-learning, remote learning, and networked learning. Internet-based learning environments

can either be completed entirely online or combined with traditional classroom settings to provide a hybrid learning experience.

According to the findings of a study that was carried out by Ihsan (2016), the usage of various forms of media is extremely significant for a number of reasons, including the enhancement of the learners' motivation and the provision of a significant opportunity for the learners to investigate their own ideas. Subramaniam et al (2021) believed that students' ability to communicate effectively in English depends on a number of factors, two of the most important of which are their motivation and their readiness to talk to others. Students' level of self-confidence is one of the most important elements that determines whether or not they are willing to speak up in class; as a result, both are considered to be essential factors. It is believed that extensive use of media and technology will cater to the needs of students to learn in a flexible way and not just through the traditional method.

Hence, a platform is required to employ media and technology to increase the motivation of students to learn to speak. According to Abdullah, Hussin, and Ismail (2019), educational practises can make considerable use of technology to promote teachers in the process of developing a connection between regular classroom activities and outline activities. In a similar vein, the incorporation of newly developed technologies into the educational process provides the door for the development of more adaptable forms of educational delivery, such as the Flipped Classroom Model. According to Apaydin and Kaya (2020), one of the possible reasons for the applicability of flipped classrooms as a modern pedagogy is that both Generation Z and Alpha favour fast and focused forms of the message. This is one of the possible reasons why flipped classrooms are practicable as a contemporary pedagogy.

Students' levels of motivation can be increased while they continue to be interested in what they are learning if they are using an educational medium or platform that is effective. In a related manner, Hashim and Shaari (2020) pointed out that the flipped classroom methodology is suitable for the learning behaviour of the millennial and Generation Z because to the immediate learning reactions and feedback that it provides. According to the findings of research carried out by Chroman (2019), the usage of media (video chat in particular) has provided students with the opportunity to practise English, which in turn has increased their intrinsic desire and spoken communication skills. The findings of the study also indicated a rise in participants' levels of confidence when speaking in public, students appeared to be more intrinsically motivated to improve, and participants' general communication abilities shown an increase in levels of fluency. Because the old teaching approach is not suitable for the present generation where the generation and the education system keep evolving, the number of learners participating in the classroom is low when this method is used. As a result, learners will be less motivated to study and engage during the teaching-learning session (Bakar & Hashim,2022)

Therefore, for this study. the researcher will first explore the needs of pre-university students in order to address their lack of interest in performance in the speaking course. This investigation will be based on the findings of the research. The research will centre on the creation of small private online classrooms and the integration of flipped learning into those classrooms. It is anticipated that the platform would be able to meet the requirements of students who are born digitally and have technology at their disposals or Small Private Online Course (SPOC) concept which was invented by Professor Armando Fox of the University of California Berkeley. SPOC is built to address the needs of online students who need a smaller online classroom compared to Massive Open Online Course

or a MOOC that does not address individual needs. In this research, the SPOC concept is used to adapt to the proposed theory of F-SPOCS. SPOC theory is chosen as the size of the classroom will be smaller and more attention will be provided to each person in the class.

According to the definition provided by Szparagowski (2016), "a flipped classroom" is a type of classroom in which the traditional lecture and assignment have been switched places. According to Su Ping, Verezub, Adi Badiozaman, and Chen (2020), the flipped classroom is one of the many blended learning models that enables students to learn the knowledge content online prior to the actual class. This allows students to better prepare for the in-person portion of the learning experience. The students use their actual class time to complete practice-based assignments in order to reinforce what they have learned. To put it another way, the practise problems that are normally completed at home are worked on in the classroom, and the direct instruction that is normally delivered during class time is delivered as homework in the form of video lectures, reading assignments, or some other direct instruction delivery method. According to Bergmann, Overmyer & Wilie (2012), the focus is mostly on the students, and instructors are expected to do little more than provide guidance. The flipped classroom departs from this concept by putting the instructor in the role of the "guide on the side," who collaborates with the students to help guide them through the many learning experiences that are most suited to them individually.

According to Safiyeh & Farrah (2020), the reason that flipped learning has become so popular is because it makes use of and incorporates technology into the classroom, which is essential for carrying out the many steps of the instructional procedures. This blended learning is a new method of learning and teaching that combines traditional in-person

instruction with digital resources like online activities and has been the subject of investigation by a large number of academics. As a result, students will be able to apply their knowledge in their real lives and communicate more effectively in English if they are taught the language through blended learning and the flipped classroom. This is the goal of teaching English as a second language.

The flipped classroom model is selected because it allows students to engage and participate more in the learning process. This is the reason why the flipped classroom model is chosen. It is anticipated that if they took part in more activities, they would be able to pay more attention, which would, in turn, lead to an increase in their level of motivation. The use of the flipped classroom has the potential to be an efficient and beneficial method of education because it replaces direct instruction (the explicit scripted presentation or delivery of information or a task) from the class time with video lectures observed outside of the classroom, which allows for more class-time to be used for active learning. Direct instruction is defined as the explicit presentation or delivery of information or a task (Szparagowski,2014). Because of this, the development of the platform is extremely important because it gives students the opportunity to learn and investigate on their own.

The F-SPOCS Live Streaming Platform is structured around a number of different theories and models that are based on the same general ideas. The ARCS Model, TPACK, Communicative Competence, and Brame's Flipped Learning Theory are going to be the four models and theories that will be implemented. Because of a lack of motivation and a lack of general understanding of some subjects, it is intended to aid students who are unable to prepare themselves to speak properly during the presentation or who do not have the confidence to do so. This is the intended purpose of the activity. It is believed

that by utilising this platform, students will be able to acquire at the very least a fundamental comprehension of the numerous topics to which they will be exposed.

The purpose of this study is to evaluate the challenges that students have when attempting to learn a language, particularly English-speaking skill, when it is hypothesised that a lack of motivation is the primary reason for their poor performance in English Language Speaking.

In order to ensure that the F-SPOCS Live Streaming Platform is acceptable and useful for pre-university students in Malaysia, the opinions of various experts will be taken into consideration in implementing the platform later. It is claimed that a great number of important expert ideas would be responsible for having a substantial influence on the implementation and evaluation of this F-SPOCS Live Streaming Platform.

The findings of the research will lead to the implementation of a system that hopefully will increase the students' motivation to learn or improve their speaking ability. The students will present their research findings on the topics that they were given using the specific platform that has been selected for that purpose. The researcher will suggest that Instagram Live be utilised by the students as the platform upon which they will deliver their presentation.

The very first thing that needs to be done is an investigation into the factors that lead to students developing a negative opinion on their ability to speak fluent English. In order to accomplish this goal, we will be conducting a survey in which the students will respond to a series of questionnaires. The results will be incorporated into the implementation of it at a later stage. As soon as the issue has been recognised, the researcher will implement an appropriate system that will attempt to assist students in increasing their motivation

while simultaneously attracting interest in perfecting their skills. Once this has been accomplished, the researcher will present their findings.

After then, the views of the experts will be taken into consideration. Following the gathering of the experts' feedback, the research will then continue in the direction of the use of the platform. The method for this stage that will be implemented is an interview as it will be able to get more feedbacks from the experts pertaining on how they conduct their classes and to implement the online learning, in this case, the implementation of F-SPOCS Live Streaming Platform.

The next thing that needs to be done is to make the F-SPOCS Live Streaming Platform available to pre- university students. In order to put this platform into action and guarantee that the students have access to the F-SPOCS, the instructors' part in the process lies in this particular area of responsibility.

After the F-SPOCS has been accomplished, the researcher will subsequently go back and assess the level of motivation possessed by the students. The completion of this task will be evaluated via interviews. An in-depth explanation of this topic will be presented in Chapter 3.

1.3   Statement of Problem

Students learn English at pre-university level just for the sake of learning. In learning the language at this level, the students feel demotivated because they no longer see the importance of putting too much effort into the subject. Only a handful of them have truly made an effort to learn in class. But the others do not see the need for language learning.

In spite of this mindset, the pre-university students in the study perform poorly, and to make matters even worse, they have only the most fundamental language skills or have no knowledge whatsoever of how to use the language. Even if English has been taught to them their entire lives, it is not surprising that they are unable to master the language at the pre-university level despite having studied it throughout their entire lives.

Speaking is considered to be one of the most crucial abilities that students need to develop in order to be successful in tertiary education. A communicative aptitude that enables one to communicate and transmit information via the use of words in a variety of appropriate circumstances is required for speaking skills. Speaking is an important ability that needs further recognition in both the first and second languages because, apart from the other three skills, it reflects the thoughts and personalities of the people. This means that speaking is an important ability that needs to be recognised in both the first and second languages. According to the findings of Dalem (2017), the ability to speak fluently in the target language is the most important skill to acquire in the field of second language learning and is essential for many ESL learners. Some people who are learning English as a second language (ESLL) are adamant in their belief that proficiency in oral skills is directly proportional to their level of success in learning English. According to Tuan & Mai (2015), the primary objective of English language instruction is to instill in students the ability to communicate effectively and fluently in the English language. Oral communication that is fluent and accurate, on the other hand, is not an easy task for learners of a second language, particularly students who have no background knowledge of the language or very little background knowledge of the language. When it comes to communicating or speaking in English in front of other people, the majority of students typically have difficulty.

According to Ur (2013), there are a lot of different things that can cause speech problems. He noted that students worry about making mistakes, fear criticism, and are sometimes just bashful. He also mentioned that teachers worry about students being shy. Additionally, he stated that students lack the ability to speak with one another or express themselves. As a direct result of this, you won't often hear them speaking. This is related to the fact that, for instance, the students do not feel the need to do well in class, thus they do not have a driving reason to develop their ability to speak English. As a result, they do not work hard to improve their English-speaking skill.

In general, speaking demands specific attention and effort, particularly in English lessons for students learning English as a second language. Speaking is generally regarded as the most challenging skill for students learning English as a second language (ESL). It is a widespread issue that prevents students from speaking fluently and results in very poor performance in the area of oral skills. This type of speaking difficulty is almost always caused by a variety of psychological issues, such as social anxiety, a lack of drive, or low self-esteem (Suliman,2020). Fear of public speaking, lack of self-confidence and body language qualities, unwillingness to communicate, being laughed at, apprehension of speaking evaluation, and limited linguistic knowledge are identified as the most significant challenges faced by the students, according to Abdullah, Hussin, and Ismail's (2019) findings. As found by Kumar (2018) in his research, findings show that students who are less anxious English speaking have a higher level of academic achievement compared to their counterparts who are highly anxious. For students to achieve excellent results in English, they need to get rid of the negative feelings they have toward the subject.

Because these pre-university students have a limited understanding of the language, or possibly none at all, it makes it difficult for them to force themselves to concentrate more deeply on improving their skills. As a consequence of this, they do not believe that they are capable of performing well, which sadly causes difficulties for them later on when they attempt to pursue higher education.

When they reach the pre-university stage and have to go through the process of adaptation while simultaneously contending with the difficulties of communicating or communicating to talk, they can be frustrating or distracting for students. Additionally, when they reach the pre-university stage, they have to go through the adaptation process. When they find out that English is not a required subject at this stage, they get the impression that there is no reason for them to do well in the subject. Students have numerous commitments that compete for their time and attention, and the English Language class is not one of those priorities. When a person is working toward some distinct objectives at the same time, the motivation that drives them to pursue one goal might influence their ability to pursue other goals as well as their motivation to do so. This is certainly the case for college students, who frequently struggle to achieve a variety of goals, including those that are academic (for example, excelling in their classes, completing dual or triple majors), pre-professional (for example, attending conferences or job fairs), social (for example, making friends, finding a romantic partner, and having fun), and physical (for example, maintaining a healthy lifestyle) (e.g., getting adequate sleep, exercising). As a consequence of this, teachers need to consider the best way to structure their classes in order to maintain their students' interest. Appropriate teaching methods are required to help students understand how important English is in comparison to other subjects. To improve their motivation and trust, an interesting approach is required. When dealing with this issue, we must find an effective and appropriate platform

to arouse their interest in speaking and increase their desire to learn more. Students must be motivated to learn new skills and to use them confidently. Educators, therefore, have to assist them in this process, as this will ease their difficulty in adjusting to the environment.

In order to investigate the issue, the researcher has come up with apt research objectives and research questions

1.4 Research Objectives

The objectives of the study are as follows:

Research Objective 1: To comprehensively investigate pre-university students' problems and needs in learning English Language speaking skills, with a focus on understanding their confidence levels and motivational factors

Objective 2: To investigate the pre-university students' perceptions on the use of online learning; FSPOCS Live Streaming Platform in particular.

Objective 3: To study the experts' opinion on the implementation of FSPOCS Live Streaming Platform

Objective 4: To evaluate the students' performance in speaking skills after utilising FSPOCS Live Streaming Platform

1.5 Research Questions

The research questions of the study are as follows:

Research Question 1: How do we recognize problems and needs of pre-university

students in acquiring speaking skills?

    i) What are the perceptions of Pre-University students on learning the English Language Speaking Skills?

    ii) What are the students' efforts in Personal Control (PC) on learning English Language Speaking Skills?

    iii) What are the elements that trigger the confidence in learning English Language Speaking Skills among pre-university students?

Research Question 2: How do the pre-university students perceive the use of online learning and F-SPOCS Live Streaming Platform in particular?

Research Question 3: What are the experts' opinions on the implementation of the F-SPOCS Live Streaming Platform?

Research Question 4: To what extend do the students perform in speaking skills after utilising FSPOCS Live Streaming Platform?

    i) to what extend do the students perform in speaking assessment after utilising FSPOCS?

    ii) what are students' perceptions of speaking assessment after utilising FSPOCS?

Table 1.1: Research Roadmap

Thesis Title	IMPLEMENTING THE FLIPPED SMALL ONLINE CLASSROOM (F-SPOCS) LIVE STREAMING PLATFORM FOR PRE-UNIVERSITY ENGLISH LANGUAGE SPEAKING SKILL			
Research Problem	The lack of motivation among pre-university students in speaking skill The lack of self-confidence when doing their presentation in front of their friends			
Aim/ Motivation	To identify students' problems and needs in learning the speaking skill To implement a medium that will help the students to boost their confidence and motivational level			
Research Questions - RQ	*RQ1 - How do we recognize the problems and needs of pre-university students in acquiring speaking skills?* *i) What are the perceptions of Pre-University students on learning the English Language Speaking Skills?* *ii) What are the students' efforts in Personal Control (PC) pertaining to learning English Language Speaking Skills?* *iii) What are the elements that trigger the confidence in learning English Language Speaking Skills among pre-university students?*	*RQ2- How do the pre-university students perceive the use of online learning and F-SPOCS Live Streaming Platform in particular?*	*RQ3- What are the expert opinions on the implementation of the F-SPOCS Live Streaming Platform?*	*RQ4- i)To what extend do the students perform in speaking skill after utilising FSPOCS Live Streaming Platform?* *ii) what are students' perceptions on speaking assessment after utilising FSPOCS?*

Table 1.1, continued

Research Objectives - RO	RO1 - To comprehensively investigate pre-university students' problems and needs in learning English Language speaking skills, with a focus on understanding their confidence levels and motivational factors	RO2- To investigate the pre-university students' perceptions on the use of online learning; FSPOCS Live Streaming Platform in particular	RO3- To study the experts' opinion on the implementation of FSPOCS Live Streaming Platform	RO4- To evaluate the students' performance in speaking skill after utilising FSPOCS Live Streaming Platform
Thesis Chapters	Chapter 4: Findings		Chapter 5: Discussion	
Chapter Objectives	The analysis of the findings: 1. Questionnaire on students' perceptions on the learning of the speaking skill 2. Interview (Pre-F-SPOCS) – students and experts on their perceptions on online teaching and learning 3. The evaluation on students' performance in speaking skill when utilizing the F-SPOCS Live Streaming Platform 4. Interview (Post F-SPOCS) – students on their insights on the utilization of F-SPOCS Live Streaming Platform		The discussion on the findings, implication, suggestion for the research	

1.6 Summary

Because speaking is one of the most crucial aspects of learning a second language, it is essential for students to develop the ability to communicate effectively in their target language. It is a well-known fact that acquiring new abilities is challenging; yet, it is believed that if students are provided with the appropriate strategy and method, they will be able to experience the motivation necessary to do so. It is thought that the implementation of the F-SPOCS will assist instructors in imparting knowledge and abilities to their students. After providing the background, rationale, purpose, objectives, research questions, relevance, limitations, and operational definitions of the study in this chapter, the following chapter reviews the literature that is pertinent to this study in order to provide relevant and important information on learning speaking skills and motivation.

CHAPTER 2: LITERATURE REVIEW

2.1 Introduction

This chapter puts the spotlight on the conceptual foundations of the study by displaying literature on the motivation of pre-university students to learn targeted language skills using technology-based tools. This chapter was written to give light to the conceptual foundations of the research. The utilisation of various technologies to teach students new speaking skills and help them better adapt to those skills is an essential part of the study's foundation. In this paper, the theoretical foundations of the current study are addressed, along with the role of technology in adapting challenges, the issue of motivational level in speaking learning, and the models for acquiring speaking skills via internet, as well as other research-relevant literature. Within the scope of this chapter, we will also talk about the conceptual and theoretical frameworks. This chapter also speaks about various gaps of recent research for the topic that was described, with the major goal of this research being to establish a bridge for the gap of the previous literature works.

2.2 Challenges among ESL Pre-University Students in Speaking Skills

The English language is one of the languages that is spoken by a significant number of people all over the world. Abdullah, Hussin & Ismail (2019) opinionated that speaking is regarded as one of the most significant abilities in the field of teaching and learning the English language since it helps teachers and instructors gauge whether or not students have the potential to make effective use of the language. According to Brumfit (2001), "English is a global language in the sense that it is the most widely used medium of worldwide communication." Rao (2019) mentioned in agreement that the English language shares almost identical qualities in different parts of the world, which is why it is recognised as a global language by the international community of speakers of different

languages and practitioners of various cultures. This statement gives the impression that English is the most universal language, or to use a term that is more common: a global language. A global language is one that is capable of being accepted in virtually every country, despite the fact that each country has its own native language and cultural traditions. Because of the widespread use of the language in different parts of the world, it should not come as a surprise that students should be able to learn, comprehend, and master the language regardless of how well they perform in their academic studies. As per supported by Luoma (2004), the primary goal for the majority of language students is to be able to communicate with their circle of friends, guests, and co-workers in their native language or in a language that is understood by both the speakers and the listeners.

2.2.1 Challenges among Global EFL Students in Learning and Speaking Skills

In some countries, where English is not the first language (English as a Foreign Language), majority of the students find this as a challenge to learn or even to master the language due to various circumstances. A study conducted by Kovalenko (2021) to a group of Ukrainian students, found out that not all students have the same motivation or purpose for learning English as some of them look at English just as a course or a subject that should be passed and do not understand its importance as a means of communication with which they can adapt themselves to new improvements in technology and other sciences. In other words, the students treat these English courses as a means of passing the grade and assumed that the content that they learn in order for them to pass will not be used in their real life. These would be a challenge for the teachers to teach these unmotivated students as the students' mindset on learning the language itself is limited to academic related matter only.

Nonetheless, In Indonesia, despite having learned English for years and a part of the policy of the Indonesian government via their Ministry of Education and Culture, plenty of the local students still find it challenging to communicate with the target language, particularly in speaking, which commonly requires them to transfer their ideas orally and the other skills (Abrar et al (2018), Jon et al (2021). As a result, several students are rarely motivated to study and practice speaking in English due to the hindrances such as poor learning resources and difficulty in accessing and sharing information, and limited time and opportunities to practice the learned English language in and out of the classroom. In Pratolo, Habibie & Setiawan (2019)'s research, they found out that there are several factors that constitute to the challenges of speaking skill experienced by the EFL Indonesian learners, based on their research question which is "What are the challenges in speaking English", given to the students. The students then responded to the question, and then based on their answers, were divided into several topics such as language boundaries (relates to the vocabulary usage, pronunciation, grammar, fluency of the student and how their mother tongue affects their speaking skill), psychological factors (anxiousness in speaking), patron factors (peers and unstable participation in class), topics given (low knowledge depth and uninteresting topic) and means of speaking practice (through media or peers). The researches claimed that these factors are experienced by these students, and the instructors should be able to encourage and facilitate the students, having to promote the classroom to be more encouraging for the students to speak in speaking classrooms, and make the learners feel comfortable and at ease to support fluent communication and stress-free. In sight of helping to assist the students to succeed in speaking English, it is recommended that the students experience with various teaching methods and techniques, giving more opportunities for practicing the targeted language in order to improve the students' ability or skill to speak English in the classroom.

Adjacent to the situation, English is also being taught as a foreign language in Nepal. However, majority of the university students fail the subject due to certain factors, mainly due to their personal reasons. Chand (2021) mentioned that numerous factors such as low motivation of learners in learning, lack of attention in learning, absence of confidence, teachers' attitudes, learning facilities, and infrastructure influence the ability and willingness of learners to learn the language. Chand (2021) also reported that based on his research, when it comes to speaking English, most of the students reported that being nervous, lack of practice, anxiousness, teaching methods used by the teacher, less focus on speaking in the course are the major causes of speaking difficulties but in this study, some students also reported poor background of the students' schooling or educational background as the main cause of speaking difficulty.

The Iranian EFL learners have their fair share of difficulties and weaknesses of speaking skill of their own. According to Khatoony and Rahmani's (2020) research, the EFL students of Iran have their own issues in speaking English, and the collected said issues are categorized into 4 issues: Linguistic-related, psycholinguistic-related, sociolinguistic-related and other issues. For linguistic-related issue, the learners showed their experience in lack of linguistic proficiency including grammar, vocabulary and pronunciation. It is said to be a hindrance of them as they have lesser capabilities in grammatical knowledge, leading to frequent grammar mistakes and error, especially when it comes to directly translating materials or structures from another language (in this case, their own mother tongue language). This could be a relating factor to the students' frequent mistake in pronouncing words in English, as they they claim that low knowledge of phonology, mispronouncing vocabulary, and the influence of local dialects are the reasons behind this matter. As for psycholinguistic-related issues, the issue plays around the issue of confidence, such as lack of self-confidence, being afraid to make mistakes and

unwillingness to practice speaking (Ghanbarpour, 2016). Being afraid of making mistakes and the building up of anxiety plays a huge part in the problem of speaking English in classrooms, as the students may have the knowledge needed in classroom but don't have the capacity to speak up about their opinions or take part in the conversation in classrooms as they might not speak accurately to the context of knowledge that they know and their anxiousness may give them effect on how they speak. According to Khatoony and Rahmani (2020), shyness can also affect the student as it may disrupt their focus on enhancing their speaking skill. Other than that, sociolinguistic-related issue relates to the opportunity of the Iranian students to speak English outside of the classroom. The lack of participation in the community might not help the students to venture out and apply what they learn in their speaking class outside of the classroom, and may result in the students to have weakness in terms of English-speaking output. However, for other issues, it has to do with external factors such as insufficient English speaking or learning courses in the institutions itself, inappropriate time allocation for the classes, lack of sources within their syllabus and the teachers' lack of proficiency. The researchers agreed that from these issues and prospects, better improvement on English speaking class and implications are ought to be done to help the Iranian students to practice and enhance their English-speaking skills.

In occurrence, Tuan & Mai (2015) pinpointed that there are few circumstances and factors that gives way for the students to experience problems in speaking and enhancing the skill. They concluded that inhibition, or in a more familiar term, self-consciousness, is one of the main factors that contribute to the hindrance in intensifying their speaking skills. It is said that students are ashamed of being ridiculed from their mistakes and are often having negative impressions towards the idea of criticism. Another matter of problem is that the students claimed that they were unable to remember on what they

wanted to convey, plus, bearing little to none motivation to express themselves, in relation to their difficulty to recall (Leong & Ahmadi, 2017). In support of this claim, the students may have difficulty in giving their own opinions and thoughts based on their lack of information of a certain topic, hence, the reason to their low motivation to speak in class. The third problem according to Tuan & Mai (2015) is the participation of the students in class is rather low. They opinionated that while having a speaking class, the number of students itself is the reason behind the low participation in class since some learners may dominate the conversation or topic, and some other students will have little chances to speak up, or perhaps do not participate in the conversation at all. The final factor is the fact that learners are more comfortable and prone to use their mother tongue language as it is more understanding and easier for them to convey their actual meanings and context without worrying if they are wrong or used incorrect sentence structure and grammar. This can relate well to the first and second reason (inhibition and difficulty in conveying meaning, respectively). This could be seen when the instructor gives a topic for the students to talk about, they may not have the depth of knowledge about the given topic, hence, they will try to explain on what they know by using their own mother tongue language.

2.2.2 Challenges among Local Malaysian ESL Students in Learning and Speaking Skills

On the other hand, similarly to the global EFL learners, local students in Malaysia, too, are often worried about making errors and frequent common mistakes when speaking in English, which is their second language. When they find it difficult to articulate their opinions in English, they prefer to avoid using the target language and instead express themselves in their own mother tongue, which is their own native language. Kashinathan & Aziz (2021) mentioned that learners hesitated to speak English both within and outside

the school with their lecturers and friends because they worry about making grammatical mistakes and were puzzled about their lack of language skill. Hence, they were self-conscious and insecure about their ability to communicate because they had preconceived and stereotypical views about how proficient and fluent speakers see them as slow learners, incompetent, and unintelligent, among other things, however, Kashinathan & Aziz (2021) opinionated that the students' limited depth of knowledge, especially vocabulary, contributes the most as a factor to the students' difficulties in speaking English, similar to the factor that most global EFL learners struggle with, which is the understanding of a certain topic to convey their actual meaning when being part or speak in a classroom about their personal perceptions towards a specific topic that was given by the instructor.

A study conducted by Yahaya et al. (2021) indicated that most ESL learners regards speaking as a tough task to perform and they claimed that speaking lessons they learned in ESL classes were not able to be adapted in their daily life. This issue is considered a worrisome experience to both learners and teachers as it is important to be able to speak in English as it is considered a global language, and adaptation to daily life is somewhat a vital task to muster, despite their grammatical skills and more.

2.2.3 English Speaking Skills

Speaking is undeniably one of the most important skills to be developed and enhanced as a means of effective communication. Speech skills are considered to be one of the most difficult aspects of language learning as it has connections to other communicating skills such as grammar, paralinguistic elements, sociolinguistic competences and discourse (Dincer & Yesilyurt, 2017). It is deemed as difficult for many language learners to express themselves in the spoken language as for them, they are generally confronted with

difficulties in using a foreign language to express their thoughts effectively. They stop talking in a different language because they face psychological barriers or cannot find the correct words and expressions to convey their true meanings and intention in conversations. Some learners are even hesitant to use languages that they are not familiar with at home or with their friends because they are afraid of several consequences when speaking the targeted language such as being judged, no mutual understanding, and even being mocked when trying to use the said language. Learners have difficulty expressing themselves because they are tentative, hesitant and fearful of making mistakes. According to Ariyanti (2016), majority of the time in language learning classrooms, students avoid speaking in the targeted language as they are afraid of creating errors, uneasiness towards their instructors, afraid of being laughed and ridiculed by their peers, lack of self-esteem and confidence, feeling that they are far off from being good as the native speaker and their negative self-perceptions of language proficiency and negative attitude of their teachers. They often lack adequate vocabulary and practice, making it difficult for them to converse fluently in English (Syafiq, Rahmawati, Anwari, & Oktaviana, 2021). It is more relatable to non-English language speakers, according to Dincer and Yesilyurt (2017), learning English in the outer circle countries, where it is taught as a foreign language and where there are few opportunities for language learners to practise it outside the classroom, is viewed as a very difficult process that requires conscious effort on the part of language students. In relation to learning and practicing the English language, motivation can influence and be influenced by the components of language learning. According to Merisuo-Storm (2007), an integrative and friendly view towards the people whose language is being learned makes sensitize learners to the audio-lingual aspects of language and making them more sensitive to pronunciation and accent of language. If learners have an unfriendly attitude towards the language, they will not have any substantial improvement in acquiring the different features of language (Lai, Seyedeh, et

al.2017) and these support the view that only communicative competence is not sufficient for learners to improve their speaking skills. Without a positive attitude towards speaking, the objective of speaking will not be attainable for learners and without the right motivation, the students will not be able to speak well too. It is salient for one to have the correct and a definite positive attitude towards a certain language or subject that they are learning, to ease the process and help them understand better about the syntax, pragmatics and how to utilise every word or functions of a language to articulate correct meaning and intentions when practising to speak or to use the said language in a normal conversation with other people.

In the context of this paper, we are going to focus primarily on pre-university students. Pre-university students have a lot on their plate as soon as they enter pre-university level. Pre-university students must take three to five subjects each semester, and these subjects have a relatively higher weighting in terms of marking and the contents are much deeper and advanced when compared to their past secondary level, which they took in high school. Research conducted by Cheng and James (2010) has shown that pre-university travel and experience have a significant impact on individual career choices and human capital development for society at large. As a result, these students tend to focus more on the core subjects that they believe will help them choose their careers or a specific major in university later and tend to ignore elective subjects such as English, Religious Studies, General Studies and Extracurricular Activities. Students do not see that these elective subjects will help them to choose their careers and only work to pass these subjects in order to pass their pre-university grade. In a related study of language anxiety among English language learners in higher education, most of the learners interviewed reported that they were very nervous when speaking English, and that they had great difficulty speaking English (Abdul Aziz, 2007). The respondents also stated that the use of English

is limited or limited to certain situations, such as when they have to present or produce written works in English, but at other times they are more comfortable to use Bahasa Malaysia. In other words, they are more confident when using their mother tongue. More importantly, a number of studies have also shown that the language anxieties experienced by learners originate from the learners themselves, school education practices and social and cultural influences that make them linguistically and psychologically isolated from the use of English (Abdul Aziz, 2007, Ismail, 2008). Thus, when they feel nervous, the level of motivation drops and gradually the students will simply let go of their attention towards the English Language subject. Research conducted by Leong, Ahmadi, et al (2017) showed that the problem is that learners complain that they cannot remember anything to say, and they do not have any motivation to express themselves. The finding of this paper indicated that learners with a low self-esteem, higher anxiety, and low motivation have serious difficulties in speaking skill in spite of having acceptable linguistic skills. The paper showed that students who have higher motivation and lower anxiety are able to speak the English Language easily and effectively. According to research conducted by Allam et al. (2020) the majority of students attributed their English language anxiety to the following: inability to communicate fluently in English language, failure to use error-free sentences in their conversations, and insufficient linguistic competence with which to express themselves in a wide range of communicative situations. Thus, it is agreeable that not only the ability to be eloquent, but the level of motivation, anxiousness and self-esteem, too, plays a huge role in helping a student to speak and express themselves.

Thus, according to Leong, Ahmadi, et al (2017) students should have a comfortable and cooperative atmosphere that can help them resolve their oral difficulties when articulating and creating conversations in the targeted language. With the right platform, it is assumed

that students should be able to perform well in their language, with the aid of instructors, of course, who will create a comfortable, cooperative and intensive atmosphere for their students.

2.3   Motivation in learning speaking skills

English language education has always been discussed and reformulated by academicians to fit the descriptions of an ideal education by including the humanity factors such as motivation. As Lie & Yunus (2018) mentioned, English is recognized as the international language of communication and it should be focused in order to support in individual development competencies that are fluent in English so that our learners would be prepared to achieve their best in the Fourth Industrial Revolution (I.R. 4.0) and in order to be fluent in the target language, it is crucial for the learners to practice and adapt to the language frequently. This is supported by Azlan, Zakaria, Md Yunus (2019) that the ability to communicate fluently and accurately is becoming one of the most important components of language elements in Malaysia, however, they also mentioned that some of the factors that cause to the inability to speak eloquently are low self-confidence, inadequate practices and less exposure to the language. Noels, Pelletier and Vallerand (2000) also agreed that in the field of social psychology as well as education, the recognition of the importance of motivation in human activity has been going on for decades. Hence, an action of improvement is needed to be done by the instructors in order to motivate and encourage the students to learn the language, as well as to help develop the students and learning process.

One of the key factors in the learning process is motivation and the learning process will be very difficult to achieve without the presence of motivation for both instructors and learners. More than half of the undergraduates learned English because of the

instrumental motivation which, according to Ong, Lam and Rodrigues (2018), in order to learn anything, one needs to have a high level of motivation in order to achieve something, and in relation to language learning, the absence of a high level of motivation in learning might hinder the process of learning the language. Hence, the success of learning depends on the level of motivation of the students themselves. According to Norris-Holt (2001), motivation is defined as the learner's orientation with regard to the goal of learning a second language. Hence, the abstract term 'motivation' on its own is rather difficult to define. Le My Thu (2021) mentioned that it is easier and more useful to think in terms of the 'motivated' learner: one who is willing or even eager to invest effort in learning activities and to progress. He also mentioned that it is clear that every instructor can realize the importance of students' motivation and they believe that nothing can make a great change in students' progress unless students want to learn (Le My Thu ,2021) Hence, with the right attitude, the willingness and eager to learn will give a positive result in the learning process. Chroman and Biloon (2019) explained in their research, results in a lack of motivation among students' which tends to decrease their abilities to reach an advanced level of language proficiency. In this study, this phenomenon was seen in case of the participants since many of them did not use English in their daily life and since they had no connection to English, they did not have an intrinsic reason to learn the targeted language. Another research conducted by Chowdhury et al. (2021) reported in the findings generally suggest that the students attending English language courses at tertiary level in Bangladesh noticeably lack intrinsic motivation. Hence, this will give an impact towards the process of learning the language as this certainly works as a negative influence to achieve their language learning objectives because of great many researchers attribute poor achievement of language proficiency of the learners to their lack of motivation to learning.

Research conducted by Ihsan (2016) indicated that to motivate to learn, students need both ample opportunities to learn and steady encouragement support of their learning efforts. It is important that the teacher contribute by organizing and managing the classroom as an efficacious learning environment. Furthermore, because anxious or alienated students are unlikely to develop motivation to learn, it is important that learning occurs within a relaxed and supportive atmosphere. It is therefore believed that pre-university students should be highly motivated to learn speaking skills in the classroom, as this is one of the most important aspects of learning, and having an effective learning environment will also help increase their interest in learning. Motivation is a fundamental and crucial element that is needed in education, especially in English language learning. According to Dörnyei (2001), instructors and learners also interpret the motivation for language learning and has an important role in describing failure and the ability in language learning environments. Motivation is often followed by the intention of the doer when they are learning language, and it is needed for the student to expect the outcomes after they have worked hard alongside their motivation when learning, according to Gardner (1988). Sepora and Moghaddas (2012) agreed with the statement and described that the intention that was said in the statement is language learning and the output of learning the language, in this case, English, is to be looked for by the learners to help them achieve what they desired for. For example, Kobayashi (2002) explained that a trend of female students in Japan are motivated and intended to learn English language as they aimed for job-seeking and travelling to foreign countries. When the needs and desires of the students are achieved, the students are more positive in learning language (Deci & Ryan, 2002). Sepora and Moghaddas (2012) also enunciated that motivation plays a huge role in language learning. Both learners and teachers should be aware about the consequences that motivation bring in terms of learning language. Sepora and Moghaddas (2012) also believed that when the teacher is aware about the learners' motivation and

attitude, it is helpful for the English language teachers to construct an effective structure to teach and motivate their students to learn and practice speaking the English language. Motivation and language learning tails one another, in which if there is absence in any of them, the learning process would be totally different, and may leave a deep impact towards both learners and teachers.

In relation to the topic of motivation, it is important for us to recognise the types of motivation possessed by the students for us to have a clear picture of the needs and the source of motivation derived from the students. There are two types of motivation that are called intrinsic and extrinsic motivation according to Deci and Ryan (2000). Intrinsic motivation is defined as an eagerness and interest to take part and involve in a certain activity as it is riveting to the person. Decirovic (2017) made an example of an intrinsic motivation in English language learning is when a student having positive attitude towards the melody, rhythm, and sound of cultural piece of document in a foreign language, hence, English language itself. However, for extrinsic motivation it is defined as the tendency to involve in a certain activity for the output after the activity being done. Though each motivation differs from one another, in a way, these two motivations are in compliment of each other. Both intrinsic and extrinsic is significant when learning language, especially in English language as both motivations motivate them to push themselves to be better and taking their part in class. In the case of types of motivation regarding English language learning and speaking, each motivation that is possessed by the student is equally important in the process of learning and teaching English language. Plus, being motivated in English class can enhance the students better at performing in their academics, in which may be the reason of their motivation at the first place, respective of what type of motivation that they possess.

English language learning and motivation both correlate in alternate ways. According to Dornyei (2001), in the domain of language learning, motivation, is generally recognized as leading to the learners' success of failure when learning a foreign language as it plays a key role in mastering a certain language. English language, too, however, affects the motivation of some students as it is varied by the preferences and the students' goals. Learners often made promises and setting up their goals when they learn language, especially English as it is used world-wide. They set themselves up by mastering the language, in order to benefit them in the future or help them fit in and communicate comfortably with other people from different backgrounds.

The lack of motivation when learning English often traps the students in a circle of ongoing negative perceptions. The stigma of not being fluent in English circulates in the minds of language learners, thus, lowering their motivation and affects their classroom performance as they do not prefer to participate and feel embarrassed in front of their classmates. These negative perceptions show that motivation and English language is highly correlated with each other, and so, to loosen the tense, instructors are suggested to help the students by creating an anxiety-free atmosphere accompanied by various activities to improve their classroom performance such as adopting and enhancing their communicative skills (Dincer and Yesilyurt, 2017).

Instructors, too, play an important role in making sure that having an effective learning environment will actually help the students in boosting their motivation level, and due to that they will be able to acquire the targeted language. Instructors play a major role in the process of language learning as they not only facilitate their students in their studies, but also give the motivation and guidance that the students need by providing them good resources, comfortable learning space and a productive classroom environment.

Consequently, previous research on the best practises of online tutoring and learning, assuming educators have adequate effort and assets to develop, may take time to undergo the appropriate process to implement this method of teaching and learning during this crisis of hybridisation of education (Chen et al, 2020).

There are variety of ways that the instructors can apply to make the learning process more interesting, and one of the alternatives is by utilising the growing technology that is familiarised by the learners these days, especially to Gen-Z students. Chroman and Biloon (2019) mentioned that finding alternative ways to motivate and increase speaking skills for students has been a challenge, but the use of technology as an authentic material through international video chat language exchanges has been an innovative teaching and learning tool and this tool focuses on how interacting with native speakers can aid in increasing EFL student's motivation to learn English, oral communication skills, and confidence levels using English to use the technology is one of the ways in creating an effective learning environment. It is also aligned with the Malaysia Education Blueprint 2013-2025 aspiration whereby learning English as a second language and ability to use the technology in the classroom and outside for the purpose of education are also equally important. In the blueprint, it is stated that making online learning an integral component of higher education and lifelong learning, starting with the conversion of common undergraduate courses into MOOCs, and requiring up to 70% of programmes to use blended learning models (Malaysia Education Blueprint 2015-2025).

Ryobe (2009) found that the use of technology, and specifically video chat, not only increased students' abilities to communicate, but also gave them a sense of confidence they are lack of before participating in the activity. As time passes, the result from the research conducted by Chroman and Biloon (2019) suggests that participants may have

felt more intrinsically motivated to improve their communication skills and may have been more comfortable speaking in English after participating in the video chat. Through video chats, as one type of technology, it was found that the tasks provided, together with the use of technology, made it possible to improve learning in different skills, students felt increased motivation using video chat and purposefully used the target language of English. It is to be said that 20 years back the online learning platform was not fully emphasis in education even though it did exist during that period of time. Gradually the situation has changed, as there are now a variety of video chat platforms that can be chosen and can be accessed via preferred gadgets such as smartphones, tablets and laptops. The adoption of Live Streaming for online education available for every gadget presents an occasion to inscribe resources and time constraints (Chen et al, 2020). However, the main objective of using video chat for students remains as to facilitate and enable students to be motivated to speak independently, despite the period of time, whether in 2009 or 2019.

2.4 Massive Online Open Courses (MOOC) and Small Private Online Course SPOC)

Table 2.1: The Differences between MOOC and SPOC

MOOC	SPOC
A large number of students	Cater for a small number of students
No personal assistance given	Personal assistance is available for students
Fit for students with self-learning ability (independent learning)	Suitable for student with weak learning ability (need guidance from instructors)

The term MOOC or Massive Online Open Courses was coined in 2008 by Dave Cormier at the University of Prince Edward Island and Bryan Alexander of the National Institute for Technology in Liberal Education. From the term massive itself, MOOC caters to the online class with a large number of students. This is supported by Guo (2018) who defined MOOC as the use of the Internet platform sharing, free from time and place restrictions, widely disseminated free curriculum resources. As it carries the word "massive", it is then based on its large-scale, open, online features, to access and share the teaching resources of high quality all over the world for the idea combined with educational needs and to provide quality services to learners around the world (Goldberg et al,2015). As it is based on a large-scale classroom, MOOC however, does not cater any personal assistance due to the massive size of the class. In addition, aligning with the definition of MOOC itself, students with self-learning ability are more suitable to join the class due to the fact that the number of students per class is large and suitable for those who are comfortable with self-learning method, which is also known as independent learning. Based on research done by Huang & Hong (2017), they opinionated that the implementation of MOOC in classrooms has served students in an appropriate and positive feedback, however, requires more engagement activities to generate and encouraging the students to have self-initiative in them, this may help overcompensate other factors such as students' ability to have lesser interaction during teacher's absence. They also believed that maintaining a high level of interest and customising the learning environment requires the dedication and cooperation of a team equipped with detailed planning and the appropriate tools to support the implementation of MOOC in the classroom.

The term SPOC (small private online course) on the other hand, is coined by Armando Fox, a professor at University of California at Berkeley, and the first SPOC was offered at Harvard Law School in 2013, where approximately 500 students are selected from a

total of more than 4,000 applicants to participate in the SPOC course. According to Guo (2018), SPOC is suitable for students with weak ability to control themselves as it is more intimate between the students and the instructors due to the fact that the number of students is small and focused. Since the group is smaller compared to MOOC, the instructors are able to offer personal and more attentive assistance to their students. There is no doubt that both MOOC and SPOC have advantages that they offer in the learning process. MOOC is more suitable for people with self-learning ability, when the learners can be reliable and independent, and it provides a large free interactive learning platform for students to facilitate the exchange of students in various colleges and universities to carry out learning and exchange activities (Armando & David, 2014). Therefore, it is suitable for the independent learners to use the platform as the instructors will not be able to personally assist each of the learners due to a massive size of the class. SPOC, on the other hand, is catered to a smaller classroom. The platform based on SPOC concept, should use less big classroom activity type video as far as possible (more common in the platform of MOOC), but the micro video oriented to knowledge. Emphasis on the short, small, fine of the video resources, emphasizes the targeted contents to the case, and learners' adaptability (Ping Guo,2018). Students are given the opportunity to view educational videos either outside of the classroom or prior to the start of class in a setting that is typical of a flipped classroom. At the start of the class session, this gives students the opportunity to learn at their own speed and in their own time. In addition to this, it enables the teachers to make better use of the allotted time in class by conducting additional activities, discussions, and exchanges (Webb et al. (2014); Bergmann & Sams (2012); Bishop et al (2013; Danker (2015)).

It cannot be claimed that one is better than the other, that MOOC is better than SPOC, or that SPOC is better than MOOC or vice versa. Although it can only be said that MOOC

or SPOC is better suited to different teaching material, teaching objectives and teaching materials based on the targeted audience, which are the students. However, as far as this research is concerned, SPOC is more appropriate as it offers more room and time for teachers to concentrate on students in a smaller community.

In the year 2020, the Covid19 pandemic emerged, and the phenomenon has forced the education system to transform fully online. Instructors from all around the world are searching for ways to reach their students so they will not be left behind during the pandemic and one of the solutions is to do the remote teaching via online.

Due to the pandemic situation, almost all instructors and students go for online learning and teaching. Online learning is somewhat similar to the version of Small Private Online Classroom that are being conducted as we speak. Tareen and Haand (2020) perceived in online learning as where learners and instructors interact with each other asynchronously and synchronously and interaction between learners and instructors in has been mostly very positive when online courses are taught. The research they conducted in investigating UiTM post-graduate students' perceptions on benefits of online learning has revealed that majority (63%) participants agreed online learning in UiTM is convenient. The findings show that online learning seems to be convenient because students can take part in learning and speaking, no matter where they are or what they do, as long as they have their laptops or mobile phones and available internet connection with them. As a result, online learning provides flexibility that a face-to-face encounter may not achieve. Another advantage discovered by Tareen and Haand (2020), is that online learning encourages students to participate more actively during the class sessions. The majority of participants (40%) believe that online learning helps students to be more actively involved in their studies. Everyone seems to be engaged in online learning because it

allows all students to interact with their professor through the use of community forums, online messengers and chats, and even their university websites.

2.5   Live Streaming as an Instructional Media

Dealing with Generation Z, the instructors also need to be up-to-date to the frequently transposed technology. The term "livestreaming" refers to the practise of streaming video of oneself to an online viewer at that time (Faas et al , 2018). Chen et al (2021), Live Video Streaming (LVS), which may be accessed through mobile devices, presents a chance to solve both the time constraints and the restricted resources that are associated with online education. Dollot (2018) indicated that generation Z learners are unable to concentrate or memorise anything due to the regular use of a multi-tasking application. People engage in livestreaming on a regular basis since it is becoming an increasingly popular form of social connection that is based on mobile devices (Hamilton et al (2014); Lu et al (2018)). They can easily share and communicate information as they use a wide variety of communication devices or social media and able to access and transfer any information within seconds. As for instructors, this method may give a new light and new perspectives in learning and overcoming the complications faced by students nowadays on their learning methods and how fast they can adapt with the learning and teaching environment (Huang and Hong, 2017). Salleh, Mahbob and Baharudin (2017) portray Gen Z's multitasking capability as such, for example, a student might read and annotate a textbook while listening to an iPod and also update their social media status at the same time. As Generation Z is currently engaged in the education sector, more attention should be paid to the design and delivery of training to suit their personalities, especially nowadays the personality of the Gen Zs is varied due to circumstances and influence of peers and technology itself. In consequence, the use of live streaming in the classroom is therefore apt for the students to be comfortable in the learning environment. Live

streaming has become an important part of the advancement of the world. Almost everyone uses it especially for online businesses and traders as their marketing strategies to attract more customers where they can expand their business to a wide range of customers. However, this platform can also be introduced and integrated into the ESL classroom, as this new approach is believed to be capable of improving learning quality and also of promoting a new trend and method in education technology. One of the reasons that live streaming should be used as an ESL learning platform is to keep pace with globalization (Abdul Samad, Hashim, Yunus,2019).

Live streaming is on the rise and the current trend has become, thus, that is why education has now shifted from pedagogy to different approaches, and currently educators should opt for education that meets the needs of society (Chan, Embi, & Hashim, 2019). The increasing trend of the utilisation of technological tools for education-based activities may help improve the learning quality and may help boosting the students' motivation in learning, practising as well as speaking in the targeted language as the students, especially Gen-Z students, are more familiarized with the concept of technology, in this case, the usage of live streaming for learning purposes.

As one of the main objectives of the research is to understand students' motivational level, live streaming is the one of the most appropriate media to use. Live streaming is a platform where teachers and learners would be able to communicate and interact in a language. In today's era of globalisation, the emergence of technology requires younger generations to have excellent communication skills (Yunus, Hashim, & Hashim, 2019). In context of live streaming learning, there are two kinds of means of transmission which are voice streaming and video streaming. In this case, we are going to focus on live video streaming. When an audience watches a live stream video, they will not only interact with

the streamer, but with other viewers in the stream community as well through the designated comment section. It leads to a group communication in a virtual space where everyone can share their opinions or hold a discussion by making comments to each other. On the other hand, how a streamer responds during a live stream is a good practice to improve their motivational level, charisma level and their communication skills. The idea or the concept of live streaming does not only for one side of the party (the viewer) but constitutes of several parties that are involved in the live streaming process, in this case, the viewer, live streamer and the other viewers that they may interact with. Hence, having live streaming as the media is an excellent choice as it will help the students to improve their communication skills as being mentioned by Abdul Samad, Hashim and Yunus (2019) that in the context of ESL learning, interactions and communication in the language will become more interesting and genuine as live streaming engages learners with actual learning experience and at the same time their motivational level. Not only that, being part of the live streaming experience may help the students to engage with other viewers (that can be other students, other instructors or people who are not in the class itself) and may boost their motivational level in several ways.
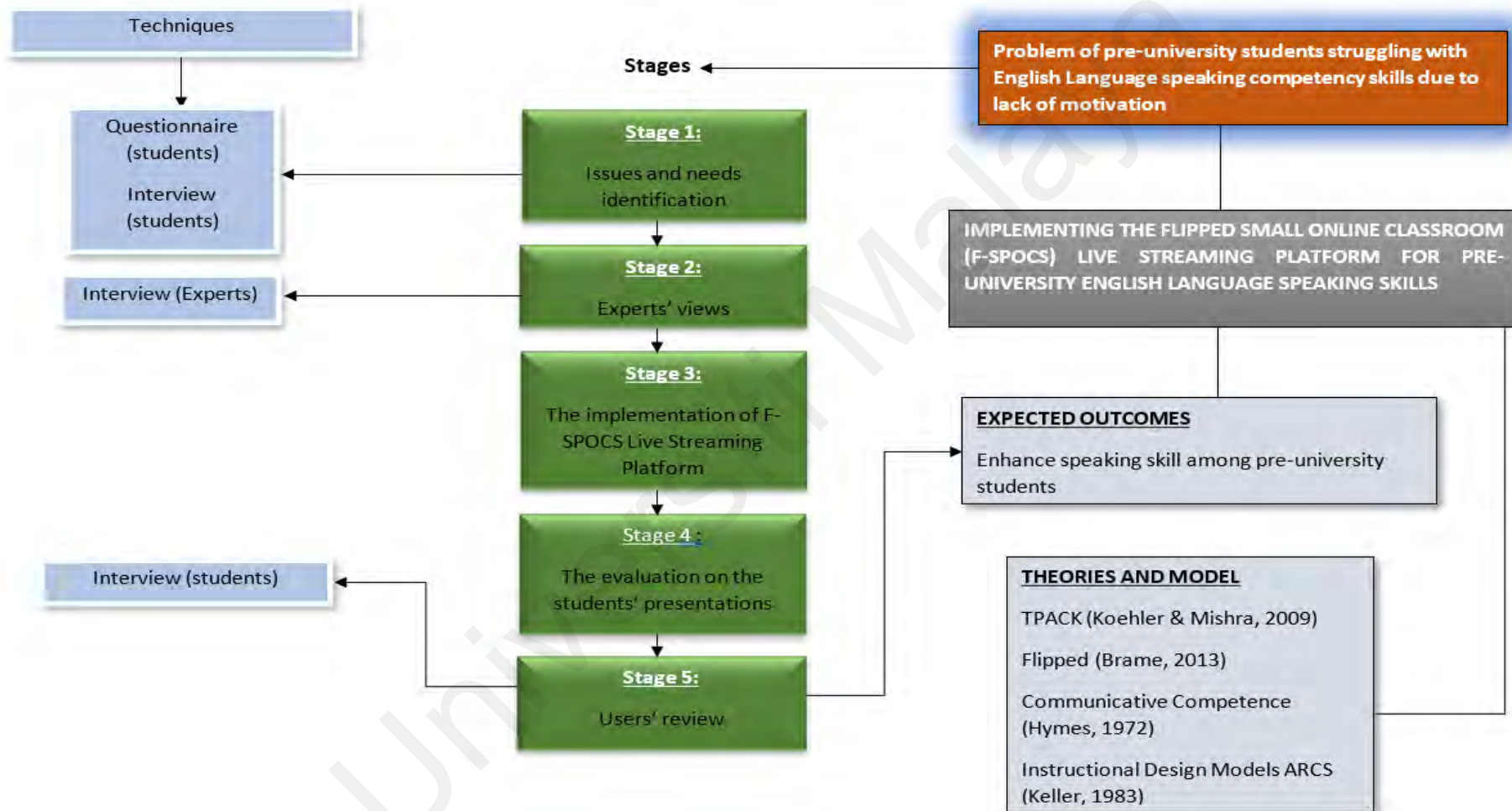
Figure 2.1 : Conceptual Framework

2.6   Conceptual Framework of the Study

The conceptual framework of the study is framed by the problem statement that shows a major issue of pre-university students struggling with English Language speaking competency skills due to lack of motivation. In one of the studies carried out among the Malaysian students in different universities it was found that some students learn English as a second language for their career and to fulfil the graduation requirements whereas, others learn out of their own interest and desire and enhance their knowledge about other culture and as they need it while travelling to different nations (Hiew, 2012). However, the problems of lack of motivation emerge as students do not see the importance of learning the language as they approach the pre-university level. Research indicates that it was found that even if they had a positive attitude, they lacked motivation due to lack of confidence and abilities to learn the new language (Mahadi & Jafari, 2012). Leong, Ahmadi et al (2017) have conducted research and it showed that students who have higher motivation and lower anxiety can speak easily and effectively and an action needs to be done in order to boost their motivational level, for those who have relatively lower motivation and higher anxiety to help facilitate them to learn and practice speaking in the targeted language within the classroom.

The problem has created implication on the students' studies and therefore need to be addressed. The proposed solution for the study is to develop an online platform to address the issue of lack of motivation in learning the speaking skill.

The development of the F-SPOCS undergoes the Mixed Method Research and it goes through the 5 stages. There are 5 stages to be completed in the process of implementing the F-SPOCS Live Streaming Platform. As for Stage 1, it will discuss the issues and needs of identification. This is the process in which the researcher would use the questionnaire

as a means of collecting the data. Students will be told on the questionnaire that they will respond. The questionnaire consists of questions relating to the student's point of view and expectations of their motivational level of speaking learning, their understanding of the value of speaking skills. An interview will be conducted with the students too in order to gain their insights on the use of online learning and the idea of using Live Streaming Platform for their presentation activity.

The researcher will interview the experts to get their opinion on the students' performance in speaking skill, their ways of handling the students and also to share the ideas on online teaching and learning.

The third stage is the implementation of the F-SPOCS Live Streaming Platform. Based from the data collected from the pre-university students, the researcher will then execute the F-SPOCS. All the insights gain from the questionnaire and the interviews will be taken into consideration in implementing this F-SPOCS.

The presentation of students is evaluated at the fourth stage. The rubrics will be utilised, and the rubrics will be modified from the Matriculation English Language Scheme of Work 2021/2022.

The final step is to obtain feedback from users regarding the implementation of the F-SPOCS Live Streaming Platform. In this phase, students are expected to express their views, opinions, and perspectives regarding the platform's use. Additionally, they are expected to discuss the platform's advantages and disadvantages. An interview will be conducted to ask the students to review the usability of the platform.

The theories that are used for this study are the TPACK (Koehler & Mishra, 2009). The basis of good teaching with technology and requires an understanding of the representation of concepts using technologies; pedagogical techniques that use technologies in constructive ways to teach content; knowledge of what makes concepts difficult or easy to learn and how technology can help compensate some of the problems that students face; knowledge of students' prior knowledge and theories of epistemology; and knowledge of how technologies can be used to build on existing knowledge and to develop new epistemologies or strengthen old ones (Mishra & Koehler,2007). Moreno, Montoro & Ana Ortiz Colón (2019) mentioned that TPACK refers to a teacher's knowledge on how to develop specific didactic strategies on different matters using ICT in order to facilitate learning. Therefore, it is a form of knowledge that goes beyond these three components (content, pedagogy, and technology) TPACK includes, for example, the knowledge of pedagogical strategies that allow the effective use of technologies to teach the content of the discipline, and the knowledge of the aspects that make the content easy or difficult to learn, and how technology can help with some of the problems that students face. It is therefore believed that the F-SPOCS will integrate the three components of content, pedagogy and technology from the instructors.

The second model used in the research is Flipped Learning (Brame, 2013). The Brame Flipped Learning focuses on the four elements where the process of flipped learning provides an opportunity for the students to gain first exposure prior to class. Brame suggested that the students get some pre-class exposure; from reading online materials, journal articles and others. The main aim for the first key element is for the students to get some background knowledge of what to present later. The Brame model is compatible with the FSPOCS in the first phase of the process, which will be completed prior to class. Before class, students must study a topic relevant to the upcoming speaking activity. The

information will then be used in the second activity, which will take place during class. Brame's second main aspect is to provide an opportunity for students to prepare for class. This helps the students practice beforehand on the assigned subject. As a result, it allows the students to be completely trained. This key element is appropriate for the creation of FSPOCS since the main aim is to increase their motivation. When they arrive at class prepared, their self-confidence and motivation increase. The third element of Brame's Flipped Learning is to provide a mechanism to assess students' understanding over the topic. However, in FSPOCS, this will be conducted at the end of the flow as the instructors will do the assessment on students' presentation too. The pre-class assignments can also be used as evidence as it will help the instructors to assess students' understanding.

The fourth key element is to provide in-class activities that focus on higher level cognitive activities. It is in the class where the students will do the hard work of presenting their materials. For instance, in FSPOCS, the extended activity for the students is to do their presentation via Live Streaming media itself.

Abdullah, Hussin & Ismail (2019) mentioned that emerging technology in the pedagogical process paves the way to creating more flexible models of teaching and learning, such as Flipped Classroom Model and it embodies the concept of promoting learners the opportunity to construct their learning process, enhance their understanding, apply language skills, and communicate collaboratively with their peers. In this form of classroom environment, teachers provide the students enough opportunities to talk and express themselves so that they can resolve their difficulty in speaking. Hence, the purpose of using the theory is to let the students engage with the use of technology where it will be more students oriented as they will fully participate in the classroom.

The Communicative Competence Theory that was coined by Hymes,1966 will be adapted too in this research. Communicative competence is a term in linguistics which refers to a language user's grammatical knowledge of syntax, morphology, phonology and the like, as well as social knowledge about how and when to use utterances appropriately. According to the Speaking Test Rubric for the pre-university level from the Malaysia Ministry of Education, communicative ability is where the student is very fluent in delivering the task with only occasional hesitation and where they deliver the points confidently. The students should also be able to manage the discussion competently and display initiative and show interest in the discussion (www.moe.edu.my). The purpose of using the theory is to understand whether students be able to communicate well in the class once they participate the F-SPOCS. Hence, the objective in the rubric is achieved. It is to see whether they are motivated enough to speak in the class once they take part in the F-SPOCS.

The Instructional Design Models ARCS introduced by Keller,1983 will also be incorporated in this research. Keller mentioned that "people are motivated to learn if there is value in the knowledge presented (i.e., it fulfils personal needs) and if there is an optimistic expectation for success". Kurt1i & Keçik (2017) mentioned that the ARCS model is considered to be successful because it doesn't allow traditional teaching system, but it covers different aspects of teaching and accounts for students' perspectives and allows students participate actively based on a need analysis and then it is assumed that the F-SPOCS Learning Program would be able to fulfil the motivational needs of students in their speaking class if the teacher encourages them to engage actively.

2.7 Theoretical Framework

This research is framed by the 4 theories of TPACK theory, the Flipped Learning module, the theory of Communicative Competence and the Instructional Design Models of ARCS.
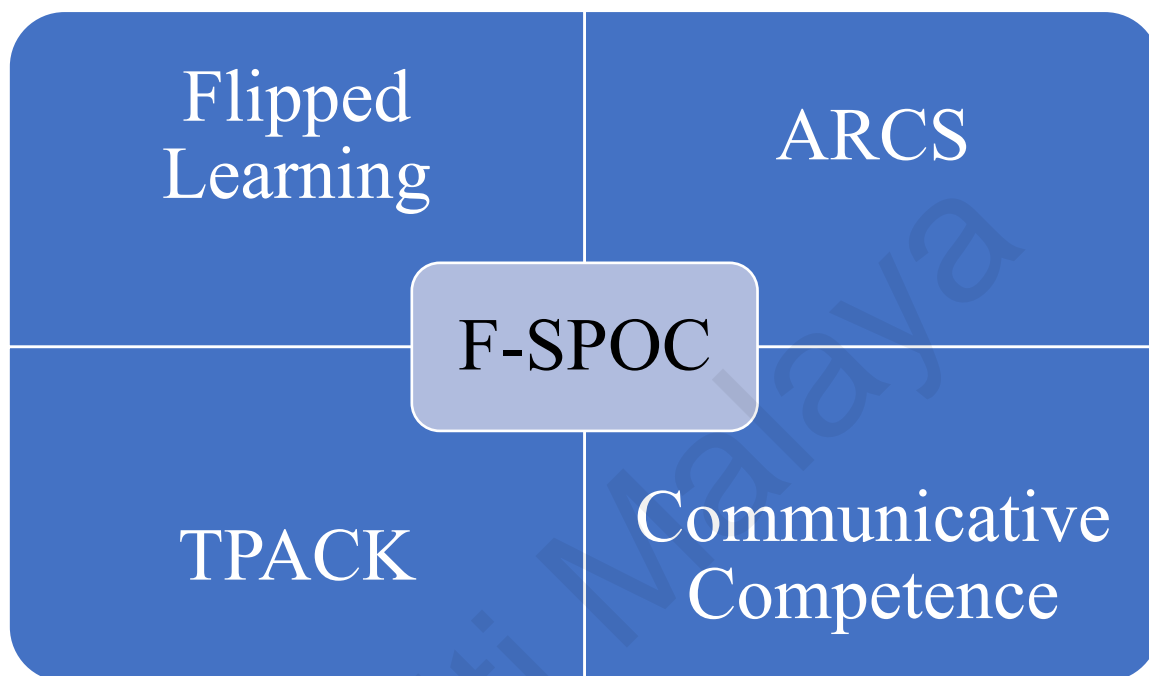
Figure 2.2 : Theoretical Framework

These four theories in the diagram will be applied to the research as they will support the topic of this research and these theories need to be integrated in order to achieve the success of the F-SPOCS.

2.7.1 Brame's Flipped Learning Model

This FSPOCS is framed by the Brame's Flipped Learning (2013). According to Brame (2013), the concept of model, the implementation of Bloom's revised taxonomy in a Flipped Classroom, students complete cognitive tasks such as understanding and recalling outside of the classroom, hence, higher-order cognitive tasks such as appealing, analyzing, creating and assessing are performed within the margins of classroom with the

assistance of the teacher and peers. This model offers 4 key elements that are suitable for the development of F-SPOCS. To give a basic surface of the mentioned key elements, Brame suggested that to implement the Flipped Classroom approach, educators are required to provide a suitable exposure of the content to the students prior the class (including examples of exposure like reading class materials or watching a pre-recording of a lecture). Next, instructors may provide a motivation or a stimulus for the students to prepare for the class via worksheets or quizzes on a certain topic. Thirdly, instructors must devise another method for determining a certainty of the level of their students' comprehension of the topic that was or will be taught by administering a brief pre-test (could be in a form of written nor online). Last but not least, Brame listed that by presuming that students acquire fundamental comprehension from outside the classroom, tutors must devote their class hours to deeper understanding in the topic that they are learning. These elements will then be discussed in a further detail in the conceptual framework of this paper.

2.7.2   Flipped Learning and T-PACK

Flipped learning, generally, refers to the occurrence of a larger scale pedagogical movement that includes the conceptions of learning methods such as inquiry-based learning, blended learning, and any other tools or methods that are described as an idea that can change from time to time, or in other words, flexible. Other features that were considered being a part of flipped learning is that this method of teaching and learning is accessible to the learners and instructors, interactive and most importantly, has mutual understanding and engagement between the said parties (Kvashnina & Martynko, 2016). To be more specific and up to date, flipped learning focuses on the integration of growing technology in classrooms for teaching, to facilitate the ease of the teaching process by providing a much simpler and time saving alternative. Apart from having an easy way to

teach the students, flipped learning also promotes an approach to organize the teaching and learning process and content, example includes Bloom's revised taxonomy (Kvashnina & Martynko, 2016). It is plain to see that the usage and implementation of flipped learning in an English learning classroom may be in service of the ease of the teaching process, increasing the learners' performance and motivation as well as their skills.

The Flipped Learning theory will then be integrated with other models in this research. Szparagowski (2016) defines a flipped classroom, as its name suggests, is a class where the lecture and homework have been reversed. In other words, the practice problems normally completed at home are worked on in the classroom, and the direct instruction normally given during class time is given as homework through video lectures, reading assignments, or some other direct instruction delivery method. Brewer & Movahedazarhouligh (2016) agreed that the idea of flipped learning inverts the conventional lecture model followed by homework or tasks. Both teachers' and students' management and parts are driven and frequently necessitate the acquisition of new or improved skills. The teachers may design purposeful learning and teaching experiences to motivate the students. The student is the responsible for investigating materials including reading materials, videos and clips that can be accessed independently. It is important for the students to be able to access the lessons whenever and wherever they are and these can be provided by their teachers or lecturers themselves. Other than methods of allowing the students to access these materials, the teachers may arrange additional materials by producing recorded lectures, demonstration, creating videos of themselves teaching and guiding step by step, for the students to better understand the lesson. This situation is supported by Musallam (2010), in which he mentioned that the students are able to watch the screencasts or videos in their own pace and as many times

as they want or need to, concomitantly assisting the students to increase their productivity in the classroom. Zhang, Zhang & Jinhat (2018) mentioned that the SPOC-based flipped classroom of college English can serve as an effective learning model in teaching and learning practice which has promoted English learning by providing rich resources, environment, flexible time and space. This serves the purpose of the objective of the research whereby the targeted group is the pre-university students.

The Flipped Learning Theory is chosen as the theory use in the research due to some reasons as the researcher wants to see the effectiveness of using technology to carry out the speaking class. A study conducted by Abdullah; Hussin & Ismail (2019) shows the findings of this study seem to indicate that the application of Flipped Classroom Module is an effective approach in the EFL speaking classroom. They mentioned that the key finding is for the English-speaking performance aspect whereby Flipped Classroom Module plays a highly positive role in enhancing students' speaking performance over the in-class and out-of-class activities. Since the key features of flipped learning is to provide a "Flexible Environment", "Learning Culture", "Intentional Content", and "Professional Educator" (F.L.I.P), these key features are well suited with the objective of this paper, in which we are looking through ways of providing and suiting flipped learning with T-PACK for better environment of learning and teaching speaking.

Technological, Pedagogical and Content Knowledge, or T-PACK, is a model that constitutes a high-impact advance in terms of technological, pedagogical and content knowledge for teacher training. To know and implement this model within this research, we must know the necessary interaction between this model with other necessary kinds of knowledge (Moreno et al, 2019). According to Moreno et al, (2019), The TPACK model defines seven aspects in all, together with the varied environment of training, and

separates three fundamental dimensions of training and four intersections between them. Listed are the seven aspects mentioned by Moreno et al. (2019).

1. Content Knowledge (CK): referring to the teacher's content knowledge, which includes the concepts, theories, facts, and methods relevant to the subject matter that must be taught to the students.

2. Pedagogical Knowledge (PK): as employed in the teaching-learning process, it refers to the teacher's understanding of pedagogical activities, processes, practises, teaching and learning methods, and how these connect to educational goals. In PK, procedures and methods for the classroom as well as approaches for student evaluation are also covered.

3. Technological Knowledge (TK): It speaks to the teacher's understanding of various technologies in order to advance their teaching methods. It involves things like understanding of hardware and operating systems, software installation, and document creation. Learning and adapting to future new technology is also crucial.

4. Pedagogical Content Knowledge (PCK): It alludes to didactic understanding about a subject, which suggests assisting students' learning in that subject. This dimension also entails understanding the best teaching methods and techniques for the material, as well as how to organise the various content components for efficient teaching.

5. Technological Content Knowledge (TCK): This includes understanding the relationship between discipline and technology, which entails knowing how to portray particular concepts using technology. Teachers must understand how the materials in their specific fields are impacted by the use of technologies.

6. Technological Pedagogical Knowledge (TPK): refers to the understanding of universal pedagogical methods that are possible due to technology. This involves

being aware of the best tools for a certain activity, having the skills to select the tool based on its effectiveness or suitability for the job, and being able to use pedagogical techniques when utilising technologies.

7. Technological Pedagogical Content Knowledge (TPACK): refers to a teacher's understanding of how to create particular pedagogic tactics on various subjects utilising ICT to promote learning. In light of this, it is a type of knowledge that transcends these three areas (subject, pedagogy, and technology). TPACK includes, for instance, an understanding of the pedagogical approaches that enable the effective use of technologies to teach the discipline's content, an understanding of the factors that influence how easy or difficult the content is to learn, and an understanding of how technology can be used to address some of the issues that students may encounter.

According to Moreno et. al (2019), The TPACK model is maintained as an effective and dependable framework to direct the research about the integration of technology in the classroom by the empirical studies analysed. The TPACK model is established as a fundamental axis in the curricula for teacher preparation in order to provide students with the opportunity to experiment with ICT in certain subject areas. In order to address the complexity involved in the integration of technology in teaching practise, research in this area of study currently necessitates a thorough investigation and theoretical justification. Technology must be viewed as a logical, all-encompassing process that is incorporated into the initial teacher training, beginning with collaborative learning and active engagement and ending with the creation of materials as a finished product that promotes major learning processes. These seven contexts are what makes up TPACK as a whole.

In order for instructors to be successful in executing the F-SPOCS, they need to familiarize by practising and implementing themselves in the fields of pedagogy,

technology and content. Through the use of information and communication technologies, instructors can follow developments in their areas and their expertise, transfer contemporary approaches and applications to teaching methods, and keep up-to-date (Sahin,2011) Technology plays a key role in improving instructor knowledge for these reasons. Hence, the integrating of TPACK Theory is crucial in the research. As shown in figure 2, Technological Pedagogical Content Knowledge (TPACK) that refers to an instructor's knowledge on how to develop specific improving strategies on different matters using ICT in order to facilitate learning. Therefore, it is a form of knowledge that goes beyond these three components (content, pedagogy, and technology) TPACK includes, for example, the knowledge of pedagogical strategies that allow the effective use of technologies to teach the content of the discipline, and the knowledge of the aspects that make the content easy or difficult to learn, and how technology can help with some of the problems that students face (Mishra, Koehler 2006, Moreno, Montoro & Colón 2019). As a result, this model is chosen in the research as the instructor (with the knowledge that she has) will be able to integrate the content of the subject in this case is the ESL Speaking Skills with the pedagogical strategies that she masters and the knowledge of the technology that she has in order to develop an effective way of teaching speaking for their students.

2.7.3   Flipped Learning and Communicative Competence

The next model to be integrated with the Flipped Learning Model is the Communicative Competence. The ability to communicate effectively is often included as a primary learning goal along with other key skills such as writing, critical thinking, and problem-solving as speaking skill is one of the most important but most difficult skills compared to the other skills that are being taught in the classroom. The Communicative Competence Theory that was coined by Hymes (1966) will be adapted in this research. Communicative

Competence is a term in linguistics which refers to a language user's grammatical knowledge of syntax, morphology, phonology and the like, as well as social knowledge about how and when to use utterances appropriately. In relation, communicative competence is the ability to employ all forms of speech activity, including reading, speaking, listening, and writing, is referred to as communication competency. Language proficiency, intercultural awareness, and other abilities are also part of communication competency. Communicative competence also refers to the abilities and practises of employing vocabulary, grammar, and pronunciation for speech activity. It also refers to the capacity to communicate one's views or comprehend those of others via linguistic methods. Knowledge of the sociocultural setting as well as native speaker abilities in speech and nonverbal conduct are important for mutual understanding (Halimovna et al, 2019).

It is integrated in the research as these are both verbal and non-verbal aspects of the language. It is that way that the learner can express himself and communicate his ideas to others. For example, if someone cannot verbalise what they mean, they could express what they mean by gestures and facial expressions. All of these aspects are to be characteristics of communicative competence. When we talk about communication and communicative competence, we mean not only the verbalization of language, but also the expression of language through gestures and facial movements. A study conducted by Tazijan et al. (2019) showed that Flipped learning helps improve students' verbal communication skills. As flipped learning brings excitement to the classroom, carefully designed lesson plans are required in order to make sure that learning can function at the maximum capacity. Since second language learners need more practices to enhance their communication skills, flipped learning therefore, can be the solution to help minimize the problem. The research also discovered that by incorporating online learning tools and

face to face interaction in the classroom, flipped learning could be a teaching approach that contributes to the improvement of verbal communication skills among the second language learners. As agreed by Vurdien (2019), she mentioned that in the present study, videoconferencing was used as a scaffold to encourage students to engage in online conversations prior to the face-to-face situation in order to build their communication ability. Hence, the communicative competence is embedded in the research too in order to see effectiveness and the implications of using technology in improving the communicative skills among students.

2.7.4   Flipped Learning and ARCS

The ARCS Instructional Design Models introduced by Keller in 1983 will also be embedded into this research. The model is used in the research as motivation will be measured in the research too. Before we dive deeper into this instructional design model, we should be able to know about the idea of ARCS Model first. According to Chu (2017), this design model proposed four major components of the motivational design paradigm, namely, attention, relevance, satisfaction, and confidence, concentrating on how to motivate students through instructional design. He continued on describing this design model coined by Keller that In teaching design, the ARCS motivational design model can be interpreted as follows: first, to arouse learners' attention and interests in order to motivate; second, to let learners understand the close relevance between themselves and the tasks; then, to enable learners to have confidence in their ability to complete the tasks; and finally, to have learners feel a sense of accomplishment and contentment. The entire procedure is a series of dynamic cycles. Keller said that "people are motivated to learn whether there is value in the knowledge presented (i.e., it meets their personal needs) and whether there is an optimistic expectation of success." Kurt1i & Keçik (2017) pointed out that the ARCS model is considered to be successful because it does not allow the

traditional teaching system, but covers different aspects of teaching and accounts for student perspectives and allows students to participate actively on the basis of a need analysis. Hence, the incorporation of the technology and flipped learning is believed will help the students to increase their motivational level.

The ARCS motivational model, which consists of four categories, Attention, Relevance, Confidence and Satisfaction, covers most of the areas of research on human motivation, and is a motivational design process that is compatible with typical instructional design models. The ARCS model is considered to be successful because it does not allow traditional teaching system, but it covers different aspects of teaching and accounts for students' perspectives and allows students participate actively. Based on such a problem analysis it provides motivational strategies to make instruction responsive to the interests and needs of students. The model helps an instructor to get out of the standard routine by still following the syllabus, identify the component of instruction that is problematic and decreases students' motivation to learn, and provide opportunities to motivate their students (Keller, 2010). As motivation is the main focus of this research, it is no doubt that ARCS Model is appropriate to be integrated in the study. In addition, for instructors who are eager to motivate their students but have difficulty putting their theoretical knowledge into practise, the ARCS model provides a systematic, easy-to-follow design that can be implemented by any instructor to motivate students to learn (Keller, 2010). Keller (1983) points out that by using the ARCS motivational model, an educator can create or change learning conditions/environment in a way that can motivate individual students and research conducted by Kurt1i & İlknur Keçik (2017) supported Keller's point as in their study, model was successfully implemented and strategies were used appropriately, thus student motivation increased. Strategies were identified and they were systematically implemented. Therefore, it is believed that motivation is needed as the pre-

university students are lack of it when it comes to learning the elective subject like English Language. Hence, to incorporate ARCS model in the research is apt. In addition, flipped learning theory is suitable to be blended with the ARCS Model whereby the use technology is believed will be able to help the students in growing their motivation level. A study conducted by Azlan, Zakaria and Yunus (2019) concluded that the integration of technology (for this research, Instagram) with the task-based language activities have positive impact in enhancing students' self-confidence to deliver their ideas in reality and motivate them to become fluent English speakers. The research also discovered that the students would use the Instagram as a platform for communication as well as for broader engagement in the process of learning namely focusing on the speaking skills as the platform provided the students with the opportunity to engage in speaking confidently. The four strategies are related to the topic of this research as they touch on the main issue that is the use of technology (Flipped Learning) in motivating the students. The idea of flipped learning is in conjunction with the usage of technology in classrooms, including Computer-mediated Communication (CMC), as proposed by Vurdien (2019) Computer-mediated communication (CMC) gives students with opportunities to use language in an actual situation to express their thoughts, convey information, gain immediate feedback, and test their learning of the target language. This claim is also supported by a study made by Loranc-Paszylk (2015), stating that according to the connection between previous studies and based on the findings of the present study, video-conferencing task design can have a favourable effect on students, leading to improved motivation. This gives way to utilise live-streaming as a way of teaching and learning to speak English (as stated in the aim of this study) and promotes motivation of the students in speaking classrooms. The integration of these four is believed will be able to make the F-SPOCS a success.

2.8   Research Gap

This paper will identify two significant gaps in the current body of knowledge. First, there is a lack of emphasis on the fact that the majority of the studies focus on secondary school and undergraduate students, in particular on students' motivation while they are in speaking class. This is particularly problematic because the majority of the research was conducted on these age groups. However, there are a comparatively small number of research articles on speaking ability in and of itself. In a study that was carried out by Ahmetovi et al. (2020), it was found that there were significant results pertaining to students' motivation in acquiring speaking skills. Additionally, the study provides teachers with guidelines on how to make their classrooms an environment that is conducive to the development of higher levels of speaking motivation and lower levels of anxiety with the goal of improving their students' performance. Their study focused primarily on adolescents in high school.

Another study that was carried out by Shamsuri et al (2021) revealed that undergraduate students felt the anxiety that is commonly experienced by the majority of people who are learning a second language. This anxiety was caused by some factors that came from both the students and the teachers. Therefore, in order to deal with these circumstances, it is necessary for both teachers and students to contribute to the discussion of what they can do to eliminate the anxiety associated with public speaking.

However, there have been few references to the level of motivation of students, particularly pre-university students. Nevertheless, the primary objective of the researcher is to concentrate on pre-university students in order to ensure that they will not continue and avoid carrying their low level of motivation in acquiring speaking skills into their future studies at universities.

The second gap is that current research focuses on the reasons behind why the students lack motivation when learning, practising, and developing speaking skills, but very little on how to address the issue. Azar & Tanggaraju (2020) mentioned that teachers or lecturers should always design a classroom environment that promotes students' motivation for learning ESL. Teachers and lecturers must also design a variety of teaching techniques and find creative ideas to make English lessons enjoyable. Instructors should be able to identify the students' motivation and attitude in helping them to prepare the appropriate activity or approach to be conducted in class. With the appropriate activities and approach, the students would be able to boost their proficiency and enhance their interest to learn the language (Abdul Kadir et.al, 2020). According to Rehman et.al (2014) in order to make L2 learning process a motivating experience, teachers need to put a great deal of thought into learning programs which sustain and boost students' interest and help them to achieve their goal. Instructors need to plan and create interesting lesson in which students, become fully attentive. Some researchers have been conducted on the use of technology to help boost students' motivation.

Pazilah et al (2019) cited by Ponnaiah, P., & Abdul Aziz, A. (2022) stated technology acts as a source of motivation and interest for learners. Motivation is vital for learners to be engaged in certain behaviours to perform and achieve academically. As an example, a study conducted by D. Susanti et al (2022) mentioned that the application of YouTube and roleplay in classroom have helped the students in motivating their speaking. The implementation of role play in role play can improve the students' motivation in speaking. The procedures of conducting the present study to improve the students' motivation in speaking were generally into some tasks. The students were motivated to speak English by showing 4 YouTube videos of conversations by native speakers that downloaded by the researcher in the first cycle but in the third cycle the videos had been downloaded by the students (D. Susanti et al (2022).

Rajendran and Yunus (2021) conducted a systematic review on the use of Mobile-assisted Language Learning (MALL) to improve ESL learners' speaking skills. In the comprehensive review, it was determined that MALL is one of the most effective strategies for enhancing the speaking skills of ESL students who face a variety of difficulties when speaking English.

There are studies on how to tackle students' motivation when learning to speak, as done by D. Susanti et al (2022) and Rajendran & Yunus (2021). However, based on these studies, the researcher intends to propose a different strategy that is to use Live Streaming Platform via online for dealing with and assisting with the acquisition of speaking skills among the targeted students, not only investigating the reasons why students lack motivation in speaking but also devising a method for boosting their confidence in speaking.

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2.9   Summary

The researcher realizes the importance in relating the motivational levels of the pre-university students with the acquisition of the learning process of speaking in a targeted language, hence, purposing the idea of integrating technological tool, specifically online live streaming, as a means of learning and practising to speak in a targeted language, alongside with theories of teaching and learning methods to support the integration and the continuity of this study. The literature review combines the main aspects of flipped learning with a view to boosting motivation among pre-university students. It starts with the issues of learning speaking skills in the targeted language which is English and then followed by the motivation in learning, practising, and implementing the targeted skills. A comparison of MOOC and SPOC is made to show which one is more suitable for the students' level of motivation and the students' preferred mode of learning and practising

to better accommodate the learning process. The literature also shows how some theories have been proven to address students' lack of motivation in learning, and how the theories introduced have been able to explain how flipped learning has been used to draw students' attention to learning and to increase their motivation, aligning with their intentions in the class. By the integration of live-streaming or any other similar methods in accordance with the idea of motivating students in English speaking classrooms, it is a good idea to do so as supported by Vurdien (2019), videoconferencing or live-streaming method can give students with a context for learning outside of the traditional classroom, which can encourage them to adopt a self-directed learning strategy and collaborate in order to enhance their communication competence. This study evaluated how videoconferencing can aid in the development of students' speaking skills as well as the most significant results of their educational experience. Theoretical Framework and Conceptual Framework are further explained and discussed in detail in this chapter too. At the end of the chapter, the researcher touches on the research gap on what is the reason on why the study is important to be carried out.

CHAPTER 3: METHODOLOGY

3.1   Introduction

This chapter provided an explanation of the research approach that was taken. It started with the concept of mixed methods that was used in this research. It described the six stages that needed to be done in this research in order to meet the objectives of the research, which were to identify issues and needs of pre-university students in learning speaking skills, to design and review the Flipped Small Private Online Class for Speaking Platform, and to execute and review the F-SPOCS. The purpose of this research was to identify issues and needs of pre-university students in learning speaking skills. An explanation was given of the background information, the objectives, and the technique behind each stage, such as the sampling, data collection methods, procedures, instruments employed, and data analysis. It intended to offer complete documentation of each process taken in the gathering and review of the data in order to provide the conclusions on the research concerns and the objectives of the report.

Table 3.1: Research Matrix Table

Research Question	Method	Sample Size	Data Collection	Data Analysis
RQ1 i) What are the perceptions of Pre-University students on learning the English Language Speaking Skill? ii) What are the students' efforts in Personal Control (PC) pertaining to learning English Language Speaking Skills? iii) What are the elements that trigger the confidence in learning English Language Speaking Skills among pre-university students?	Quantitative	101	Questionnaire	Descriptive analysis
RQ2 How do the pre-university students perceive on the use of online learning and F-SPOCS Live Streaming Platform in particular?	Qualitative	5	Interview	Thematic analysis
RQ3 What are the expert opinions on the implementation of the F-SPOCS Live Streaming Platform?	Qualitative	5	Interview	Thematic analysis
RQ4 i) to what extend do the students perform in speaking skill after utilising FSPOCS Live Streaming Platform? ii) what are students' perceptions on speaking assessment after utilising FSPOCS?	Qualitative	45 9	Interview Brochure	Thematic analysis Document analysis

3.2   Mixed Method Procedures

The Mixed Method Research Design was used to carry out the processes for this research. Because it contained both qualitative language of everyday life and quantitative technological data, the Mixed Method Research had the ability to satisfy the needs of gaining more information because it combines the two types of data (Creswell, 2014, Hu & Chang, 2017). Creswell and Creswell (2018) also mentioned that mixed methods research is a method of inquiry that involves collecting both quantitative and qualitative data, integrating the two forms of data, and using distinct designs that may involve philosophical assumptions and theoretical frameworks. Creswell and Creswell (2018) defined mixed methods research as an approach to inquiry that involves collecting both quantitative and qualitative data. The fundamental presumption underlying this kind of research was that combining qualitative and quantitative data will result in the production of extra insights that go beyond the knowledge that can be gained from either the quantitative data or the qualitative data alone.

3.3   Research Objectives and Research Questions

In order to see the accomplishment of the F-SPOCS, the research attempted to meet the research objectives by answering the research questions below:

Research Objective 1: To comprehensively investigate pre-university students' problems and needs in learning English Language speaking skills, with a focus on understanding their confidence levels and motivational factors

Research Objective 2: To explore the pre-university students' perceptions on the use of online learning; FSPOCS Live Streaming Platform in particular.

Research Objective 3: To explore the experts' opinion on the implementation of FSPOCS Live Streaming Platform

Research Objective 4: To identify the students' performance in speaking skill after utilising FSPOCS Live Streaming Platform

The research questions of the study were as follows:

Research Question 1: How do we recognize problems and needs of pre-university students in acquiring speaking skills?

  i) i)What are the perceptions of Pre-University students on learning the English Language Speaking Skills?

  ii) What are the students' efforts in Personal Control (PC) pertaining to learning English Language Speaking Skills?

  iii) What are the elements that trigger the confidence in learning English Language Speaking Skills among pre-university students?

Research Question 2: How do the pre-university students perceive on the use of online learning and F-SPOCS Live Streaming Platform in particular?

Research Question 3: What are the expert opinions on the implementation of the F-SPOCS Live Streaming Platform?

Research Question 4: To what extend do the students perform in speaking skill after utilising FSPOCS Live Streaming Platform?

  i) to what extend do the students perform in speaking assessment after utilising FSPOCS?

ii) what are students' perceptions on speaking assessment after utilising FSPOCS?

In order to answer the research questions, the researcher had developed a research design framework to elaborate on the data collection procedure.
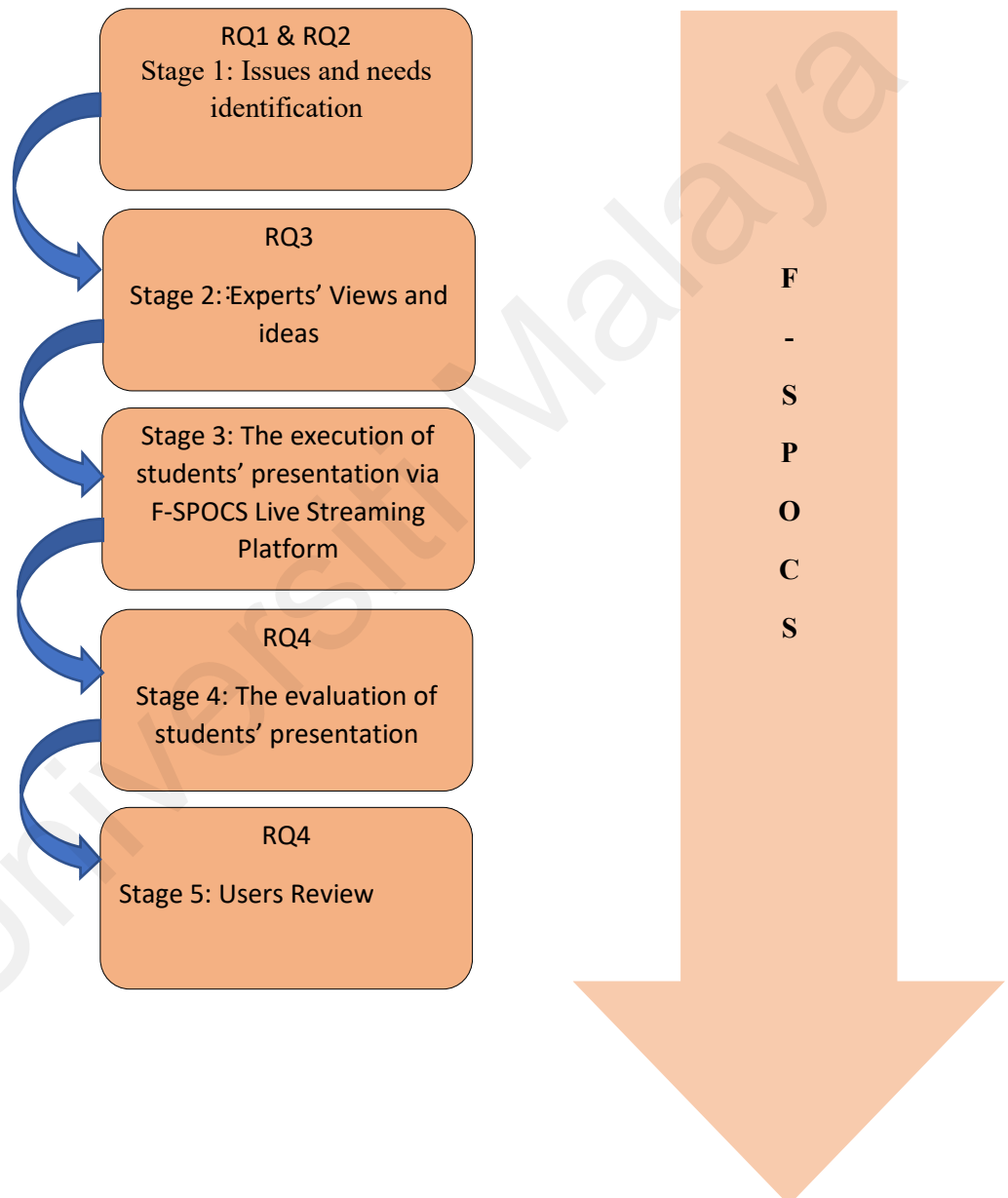
Figure 3.1 : Research Design Framework

3.4   Research Design Framework

In order to complete the development of the F-SPOCS, there were a total of five stages that must be achieved. For the first step, there was a discussion on the problems and needs of identification. This was the procedure that the researcher would follow in order to collect the data by making use of the questionnaire as well as the interviews. In order for Research Question 1 to be answered, it was conveyed to the students were expected to complete the questionnaire. The questions on the questionnaire were focused on the students' perceptions, expectations, and levels of motivation regarding the acquisition of speaking skills, as well as their comprehension of the significance of having strong speaking skills.

Later an interview was carried out with 5 randomly picked students and they were asked on several questions pertaining to the Research Question 1. were questioned to see how they perceive the use of online social media platform for them to do their presentation. The questions asked were:

1. Their opinions on the skills they learn in English

2. Do you think it is hard for you to speak in English? Elaborate

3. Were you cautious when speaking in English?

4. How do you feel when someone speaks better than you?

5. What are your suggestion in speaking class?

6. Would you prefer to use online or technology in class?

7. What is your opinion about the use of Live Streaming Platform in doing speaking presentation? Elaborate

The responses for the questions will be discussed in details in Chapter 4

The second stage conducted specifically to interview the experts. 5 experts were carefully selected based on their qualifications and their number of years teaching These experts were questioned on their perceptions on their students' performance in speaking especially during class. They were asked on their insights on online classes and were encouraged to share ideas and tips on conducting the online classes too. These were the questions forwarded to the experts:

1. In your opinion what are the difficulties that you face when teaching speaking?

2. What makes them lack of motivation to speak?

3. What strategies do you use to deal with this type of challenges?

4. Do you use online or technology in class?

5. Do you think the use of social media will be able to help to boost their motivation?

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The responses from the experts would be discussed in details in Chapter 4

The next stage was the execution of the presentation via Facebook Live Streaming. The researcher used the F-SPOCS Live Streaming Platform, using the data that was acquired from the pre-university students and the experts. The progress of this platform would take place with each and every one of the insights gained from the surveys and the interviews being taken into consideration. Instagram Live Streaming was chosen due to the fact that it was able to reach many viewers outside the classroom and it was said to be popular among students too compared to other Live Streaming Platform such as Facebook and others.

In the fourth stage, during the implementations, the students were assessed on their speaking presentations using the rubrics. The rubrics for the evaluation were from the adaptation of the Matriculation English Language 2021/2022.

Consequently, at the fifth stage, interviews were conducted with the students to enquire about their perceptions of the F-SPOCS Live Streaming Platform's usefulness for their presentation. Here, students were required to discuss the advantages and disadvantages of using the platform. Students would also be asked about the platform's usability, as they were the ones using it.

These were the questions forwarded to the students:

1. Can you tell your feelings at the beginning of the presentation?

2. The idea of using Live Streaming Platform, how do you feel about that?

3. Do you agree if I say that your audio-visual help you to curb with your nervousness?

4. Do you gradually feel confident and at ease in the middle of presentation?

5. Would you feel better if you are given more time to practise?

6. Do you think it would be a problem for you to use Live Streaming Platform for your future presentation?

The responses from the experts would be discussed in details in Chapter 4

3.5   Context

Matriculation Programme in Malaysia was first established in 1998. Its primary goal was to increase the pool of qualified graduates available to public universities so that they could accommodate a growing number of new students. The Matriculation curriculum would allow the students to choose between two different schedules: the two-semester program and the four-semester program.

The curriculum consists of two semesters and includes four different models that must be completed within one calendar year. There are four different courses available to students in the matriculation that they have chosen. These courses include Science, Engineering, Accountancy, and Professional Accountancy.

The four-semester programme, on the other hand, will be completed in a span of just two years, and there will be only one Model available: Science.

According to the Buku Panduan Matrikulasi 2019, the minimum requirement for students to enrol in the two-semester programme is to earn a grade of at least C in Science Subjects in SPM and a grade of at least B in both Mathematics and Additional Mathematics. This requirement is in place to ensure that students are qualified to participate in the course. However, the minimal prerequisite for the four-semester programme is to obtain at least a pass in science topics, as well as Mathematics and Additional Mathematics as well (www.moe.edu.my)

The students that participated in the two-semester Science students programme and the single accounting class that were chosen to take part in the research project. These students hail from various locations around Peninsular Malaysia.

3.6   Rationale for Selecting the Pre-University College

The convenience of the data collection process for the researcher was the prime concern that led to the selection of samples from a single pre-university. The college is located in the northern region of Malaysia, which is why many people find it to be a convenient location for data collection. Aside from that, it is a must at this particular college for every single student to study the English Language for a period of two years as part of their elective course.

Students from a pre-university college were selected as the sample population since the primary objective was to ensure that the population was representative of the whole. The researcher took a representative sample of people or locations based on their participation

in a subgroup that was defined by a set of distinguishing criteria (Creswell & Guetterman,2019; Ishtiaq,2019). As a result, the students who were selected come from a similar educational background in that they have all completed their courses leading up to the SPM, they were all currently enrolled in a matriculation college, and they were all studying the same subjects required by their curriculum.

3.7 Population

The researcher had chosen to conduct the needs analysis phase of the F-SPOCS development process with a group of pre-university students so that they could accomplish the objectives of this phase. This was to find out their views on acquiring the speaking skills, the importance of learning the speaking skill, their views on learning speaking via F-SPOCS, and to investigate pre-university students' views on their motivation in learning speaking skills via F-SPOCS. Specifically, this was also to find out their perceptions on acquiring the speaking skills and the importance of learning the speaking skill.

3.8 Sampling

Pre-university students from one of Malaysia's several pre-university colleges provided the participants for the study's sample population. The survey included a total of 101 people who will answer the questionnaire, 5 randomly selected students to be interviewed, 5 experts for the interview and 45 students who scored highest, average and lowest marks in their presentation. The students were all approximately the same age, and they are currently enrolled in the second semester of a program that is divided up into two parts. These students were expected to participate in English Language classes throughout the two semesters. They were supposed to take the MUET during the first semester of college. As for the experts, all 5 of them have more than 10 years of teaching experience.

According to Foley (2018), the method of purposeful sampling required researchers to have prior knowledge about the purpose of their studies so that they can appropriately choose and approach eligible participants. Purposive sampling was used in the selection of samples because the researcher already has some background knowledge of the participants. Foley (2018) stated another benefit of purposive sampling, which is that it helped researchers to extract a significant amount of information from the data that they have gathered. Therefore, the researcher would be able to acquire the necessary data for the research with the assistance of the background information that they already possess. In order to meet the objectives of the research, which were to investigate the issues pertaining to the pre-university students' perceptions of their perceptions and their motivation in learning the English Language Speaking Skills, the primary criterion for choosing the samples was to meet these objectives. It was also for the purpose of determining their viewpoint on the significance of having good speaking skills.

3.9   Data Collection Methods

The mixed method was utilised when carrying out the process of data collection for the needs analysis phase. The initial objective of Stage 1 was to conduct an analysis to establish the challenges and requirements facing pre-university students who are in improving their speaking skills. In addition, the purpose of Stage 1 was to ascertain the perspectives of pre-university students regarding the degree to which they were motivated to improve their speaking skills. The purpose of this study was also to determine the pre-university students' points of view regarding their willingness to use the F-SPOCS Live Streaming Platform. In addition to that, the purpose of this research was to explore the perspectives of pre-university students regarding their desire in learning speaking skills using F-SPOCS Live Streaming Platform. Before responding to the questionnaire, the participants were given some background information of the questionnaire. The

researcher was given the opportunity to carefully structure and formulate the data collection plan with precision through the use of questionnaires, and respondents were able to take these questionnaires whenever it was convenient for them and think about the answers at their own pace, so the questionnaire was selected as the instrument (Jha,2017) After that, some explanation of what F-SPOCS was presented to the students so that they would have some fundamental information regarding the platform.

Concerning the second objective, to explore the pre-university students' perceptions on the use of online learning; FSPOCS Live Streaming Platform in particular, an interview was conducted to the students. This was to gather the opinions on the students on the use of online learning and the F-SPOCS Live Streaming Platform in particular. Students was asked on their opinions towards learning online, their insights and views.

Interviews were be conducted with the instructors, who were asked about the performance of their students in the speaking class as well as the instructors' observations of the students' attitudes while they are there. Instructors were encouraged to share their opinions on online teaching and learning; speaking in particular. This hoped to meet the second objective of the research.

The third interview was later be conducted post – F-SPOCS to gather students' perceptions on the usability of the platform.

3.10   Data Analysis Methods

Since the research applied the mixed method approaches, the data analysis catered both qualitative and quantitative methods. Since interviews played a major part of the data collection, the narrative analysis was used. The most common methods used in the narrative process were interviews and conversations (Joyce (2015), Nasheeda, et al.

(2019). This method was used to analyze content from various sources, such as respondent interviews, field observations, or surveys. It focused on using people's perspectives and experiences to address research questions. The main aim of the research was to get information on instructors' and perceptions on teaching and learning speaking skills. As a result, adopting narrative analysis was apt.

Questionnaires were used to as they provide an efficient way in gaining the information from the respondents particularly the students. The survey used was the analysis descriptive method.

3.11 Document Analysis

In addition to questionnaires and interviews, the researcher examined materials that contributed to the findings. The writing descriptions and the students' brochure work were analysed for this study. The reason for this was that the Writing assignment was linked with the Speaking Test. For the document analysis for this research, the researcher analysed the brochure (of the product) that the students produced in their Writing Assignment. According to Bowen (2009) documents provide supplementary research data and the information and insights derived from documents can be valuable additions to a knowledge base. Hence, this was where the researcher was able to detect students' understanding of the task that they needed to accomplish based on the document analysed.

3.12 Data Collection Procedure

The procedure was conducted out in segments at various times. In the first step of this process, in-depth interviews with 5 different experts were carried out. The primary objective of the interview was to elicit from the members of the expert panel their perspectives on the efficacy of the F-SPOCS in increasing the speaking abilities of pre-university students. The inputs of the experts were valuable because they shared their

comments and ideas on many areas of the platform, such as the technical features and the implement of it. This made the inputs from the experts very valuable. The questionnaire was the instrument that was used in this part of the process. The term "interview" refers to a conversation that is often held in person between a researcher and a participant, during which the participant provides information to the researcher (Cresswell,2013, Ishtiaq, 2019) and Face-to-face interviews have a number of benefits, including the ability to ask in-depth questions, the capacity to conduct more research in order to collect rich data, and the absence of a barrier relating to the participants' level of literacy (Kabir,2018)

3.13   Instruments

A set of questionnaire was given to the students so that the researcher could fulfil the following objectives: to determine the perceptions of pre-students on their motivational level in learning speaking skills via F-SPOCS; to find out the pre-university students' perception of the importance of speaking skills; to identify the perspectives of pre-university students on their acceptance of using F-SPOCS; and to investigate pre-students' views on their motivation in learning speaking skills via F-SPOCS. A questionnaire is a type of research instrument that consists of a series of questions as well as other types of prompts to collect information from respondents (Kabir, 2018). It was anticipated that students would discuss their perspectives and ideas regarding the subject matter.

3.14   Pilot Test

Pilot research was done to acquire preliminary data on the topic from students. This pilot study involved the participation of 35 high school students. This was performed to validate the questionnaire for the needs analysis. The data from the pilot test were evaluated to determine the coefficients of reliability and the findings. The Cronbach Alpha reliability coefficients and conclusions were calculated from the pilot test data

using the Statistical Package for the Social Sciences (SPSS) software. The instrument's internal consistency estimate was generated. Improvements were made to the questionnaires after the pilot test. The minor changes were typographical and had no bearing on the original goods. According to the Cronbach Alpha scores for each Likert scale item, the questionnaire items were internally consistent.

There were thirty required response questions. There were five possible solutions (strongly agree, agree, neutral, disagree, and strongly disagree). The fundamental advantage of using Likert Scale questions is that they follow a standard way of data collecting, which makes them easy to comprehend.

Moreover, because Likert Scale inquiries use a scale, respondents are not required to take an either-or stance; they can, if they wish, remain neutral.

Table 3.2: Overall Internal Consistency Estimates of Instrument Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.648	.638	30

All items have a Cronbach Alpha greater than 0.60, as seen in the tables above. In accordance with the generally known norm that values between 0.6 and 0.7 indicate an acceptable level of reliability, no items were eliminated because the internal consistency is acceptable.

3.15   The Interview

The purpose of the interview with the experts was to obtain their perspectives on students learning the speaking skill and their solutions for addressing the challenges they face. To

explore the thoughts and ideas of the experts, a comprehensive interview was conducted, and their opinions were taken into account while implementing the platform for the students.

The interview schedule was determined depending on the availability of the experts.

3.16   The Experts

Experts chosen had experience in teaching ESL and Speaking Skill to be exact. The experts chosen had vast experience in using or conducting flipped classroom too. They were selected to provide in depth views about this flipped learning module. These experts have been teaching the matriculation centre for the past 10 years and can be considered as the experts in their field.

Once the researcher gets the views and ideas from the experts, the implementation of the F-SPOCS Live Streaming Platform will be conducted.

3.17   The Implementation and Evaluation

The objective for this phase was to implement the F-SPOCS to the targeted group and later to carry out the evaluation to determine on the usability of the platform.

Table 3.3: The Implementation and Evaluation

Before Class	During Class	After Class
A simple Q&A session with the students on how they feel about speaking/presenting in English Language - Introduction of F-SPOCS to the students • The objectives - Explanation on how to carry about the Platform	- Q & A session with the instructor (5 mins) - Group discussion on how to go about presenting via IG Live Streaming - The execution of the F-SPOCS LS Platform - One group will be allotted 30-35 minutes for their presentation	- The instructor will evaluate the live presentation and later the videos that will be uploaded based on the content and creativity - The Matriculation English Speaking rubrics will be used for the evaluation

Table 3.3, continued

Before Class	During Class	After Class
- Group work – 3 to 4 per group - Students are to prepare some audio-visual aids for their presentation based on their Writing assignment which is to come up with a brochure of a product that they will promote later and all materials and ideas related to the speaking activity will be carried out later (students are required to come up with a product or a service and later promote them on the platform) - This class will take 1 hour for the instructor to explain the execution of F-SPOCS Live Streaming Platform - Students are then will prepare their materials to be presented in the next class	- Recording of the presentation will be done too for the assessment purposes	- Second session of Q&A will be carried out to gain information on how the students feel Post F-SPOCS

In order to prepare students for a successful and efficient presentation, it was essential to delve thoroughly into their views and expectations regarding Speaking and the English Language in general. The researcher took in a position to gather expectations for the platform. The researcher would then present the F-SPOCS, emphasising the platform primary aims. The students were required to work in groups of three to four for the Matriculation English Speaking Test. The researcher would provide an exhaustive explanation of how to proceed with the platform. Students were to come up with a product that they will need to promote later. Prior to the speaking presentation, these students needed to come up with a brochure to explain more about their product (this was for their

writing assessment). The students needed to do the preparation of the brochure and the presentation outside their classroom. This flipped learning is activity-based, and a group presentation.

There would be a five-minute Q&A session with the instructors during the lesson. This was to ensure that students understand what was expected of them. In addition, they would have the opportunity to continue their discussion and would be required to deliver their presentation through Instagram Live. As needed by the Matriculation English Speaking Test, the length of the live presentation should be roughly 30 to 35 minutes per group.

The instructors would then analyse the continuing of live presentation. They would evaluate the presentation based on its content, fluency, and originality. The researcher would provide the evaluation rubrics based on the Matriculation English Speaking Test rubrics. Students would then have a second Q&A session, during which they shared their experience with completing the task, its advantages and downsides, and their personal impressions of utilising the platform. The presentation will also be recorded for evaluation purposes.

3.18   Evaluation

After F-SPOCS has been implemented successfully, the usability of the platform could finally be analysed and evaluated. The process of evaluation involved participation from not one but two groups: the responders and the instructors. Future interviews will be conducted with students in order to gather their perspectives on how to utilise the platform.

For the post F-SPOCS interview, the researcher gathered nine groups: three groups with the highest scores, three groups with intermediate scores, and three groups with the lowest scores.

The selection of these groups was done with careful consideration since it will allow for the gathering of varied perspectives from students who received different levels of score.

3.19   Summary

The research approach that was used in this chapter aimed to gain an understanding of whether or not the F-SPOCS will be able to assist students in increasing their level of motivation as well as their level of self-confidence when it comes to the task of presenting their speaking assignment. This platform meant to serve as a medium for the students to look for the bravery and strength to face what they fear the most, which is speaking action. This F-SPOCS aimed to foster an environment that promoted learning as an ongoing process so that participants can gradually build up their level of motivation. It was anticipated that this Digital Native would be able to improve their performance in the not-too-distant future with the assistance of various forms of media and modern technologies.

CHAPTER 4: FINDINGS

4.1   Introduction

The findings of Phase 1, the Needs Analysis, were presented in this chapter. The goal of this phase was to investigate the issues and challenges for acquiring speaking skills. Therefore, a survey was conducted to determine their perceptions of learning to speak in class, their thoughts on online learning, and their interest in using live streaming to increase their motivation in their speaking class.

The findings were divided into four sections: The perception of pre-university students' learning of speaking skills, their attitude toward the skill itself, their interest and acceptance of using a live streaming platform to acquire the skill, and the instructors' point of view were all taken into account as they shared their thoughts on the use of online learning in class. The last section would be the respondents' opinion on the platform used for their presentation.

4.2   Part A: Demography

Part A of the survey was conducted to define the background of respondents. Distribution of student-respondents in demography grouped according to gender, whereas the experts were grouped in their number of services and their level of education.

4.2.1   Students (Gender)

Table 4.1: Distribution of the Students in terms of Gender

Gender	Frequency n=101	Percentage (%)
Female	74	73.3
Male	27	26.7

SOURCE: field survey 2022

Male students made up 26.7% of the research sample, while female students made up 73.3%. These students had completed the Malaysian Certificate of Education, which was taken by all Malaysian fifth-form secondary school students. These students were all the same age, around 18 years old.

4.2.2 Tenure in service for Instructors (years)

Table 4.2: Distribution of the Instructors in term Tenure in Service (Years)

Highest Degree	Frequency n=5	Percentage (%)
21 and above	2	40
16 to 20	3	60

SOURCE: field survey 2022

4.2.3 Highest Degree Program Obtained by Instructors

Table 4.3: Distribution of the Instructors in term Highest Degree Program Obtained

Highest Degree	Frequency n=5	Percentage (%)
Doctorate degree (Ph.D.)	0	0
Master Degree	3	60
Baccalaureate Degree	2	40

SOURCE: field survey 2022

4.3 Research Questions

This chapter aimed to describe the process as well as the important findings from the analysis phase, with the goal of answering the designated research questions:

Research Question 1: How do we recognize problems and needs of pre-university students in acquiring speaking skills

i) What are the perceptions of Pre-University students on learning the English Language Speaking Skills?

ii) What are the students' efforts in Personal Control (PC) pertaining to learning English Language Speaking Skills?

iii) What are the elements that trigger the confidence in learning English Language Speaking Skill among pre-university students?

Research Question 2: How do the pre-university students perceive on the use of online learning and F-SPOCS Live Streaming Platform in particular?

Research Question 3: What are the expert opinions on the implementation of the F-SPOCS Live Streaming Platform?

Research Question 4: To what extend do the students perform in speaking skill after utilising FSPOCS Live Streaming Platform?

i) to what extend do the students perform in speaking assessment after utilising FSPOCS?

ii) what are students' perceptions on speaking assessment after utilising FSPOCS?

4.3.1 Research Question 1: How do we recognize problems and needs of pre-university students in acquiring speaking skills?

The first research question that required to be answered concerned the difficulties that pre-university students encountered in acquiring speaking skills and their perspectives on the actions that should be taken to address these difficulties. The researcher has categorized the findings for this research question into three major items:

4.3.1.1 Perception on English Language Speaking

101 pre-university students from a one matriculation centre participated in the needs analysis and completed the questionnaires. The findings related to the learning of English Language Skill Perception, the participants' confidence in developing the speaking skill, and their personal control over the skill acquisition.

4.3.1.2 Reliability Test for the Perception on the English-Speaking Skill (ESS) for the Study

Cronbach's Alpha was used by the researcher to determine the reliability of the questionnaire.

Overall Internal Consistency Estimates of Instrument

Table 4.4: Reliability Statistics

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.648	.638	30

The Cronbach's Alpha to check the reliability of the questionnaire was calculated using SPSS. The results demonstrated that the 30-item questionnaire was reliable. Pallant (2001) cited by Daud et al. (2018) stated Alpha Cronbach's value above 0.6 is considered high reliability and acceptable index. The value of Alpha Cronbach is less than 0.6 considered low. Hence, the questions in the questionnaire were to be considered as reliable.

4.3.1.3 Descriptive Statistics of the English Language Speaking Perception (ELSP) Items

Table 4.5: Items on ELSP

Descriptive Statistics							
	N	Range	Minimum	Maximum	Mean	Std. Deviation	Cumulative Percent
1. I think learning speaking is fun	101	2.00	1.00	3.00	1.7030	.95441	65.3
6. I think learning speaking is boring	101	3.00	2.00	5.00	4.2673	.73336	87.1
15. I am excited when my speaking class starts	101	4.00	1.00	5.00	2.3069	.83358	61.4
18. In my opinion, the speaking materials are difficult to understand	101	3.00	2.00	5.00	3.6040	.86115	55.5
19. I find it difficult to speak English grammatically correct during the activities	101	3.00	1.00	4.00	2.3069	.82149	64.4
20. Speaking with excellent pronunciation is important	101	3.00	1.00	4.00	1.8020	.80025	80.2
21. If I speak in English, I find it difficult to get the meaning of a new vocabulary	101	4.00	1.00	5.00	2.7228	.86161	41.6
26. I like my speaking class because my lecturer is very good	101	2.00	1.00	3.00	1.3168	.54646	96
30. I must be better in speaking English as I can have opportunity to get some money from my speaking abilities	101	3.00	1.00	4.00	1.7228	.69453	88.1
Valid N (listwise)	101						

Based on the analysis of the questionnaire, the researcher had categorized the data into 3 items. The first one was the English Language Speaking Perception (ELSP).

The mean students' English Language Speaking Perception was depicted in Table 4.2. Students in their pre-university levels regard English speaking as an important and enjoyable skill to master. The first question in the English Language Speaking Perception (ELSP) questionnaire was, "I think learning speaking is fun." With a mean of 1.7030 and a standard deviation of.95441, the data collected revealed that 65.4% of respondents strongly agreed or agreed that learning to speak was a pleasurable activity.

Pre-university students concurred that speaking competence was a necessary skill for all students to acquire, a fun subject/skill to master, and that gaining the skill was not a tedious lesson (mean = 1.7030, SD =.95441) and the speaking skill was not a boring skill to learn, where 87.1% (disagree with 45.5%, strongly disagree with 41.6%) of the respondents believed that learning to speak was not a boring activity, as shown here, while 2% of them agreed that learning to speak was a boring activity for them. 10.9% chose to be neutral.

Even in their speaking class, they were enthusiastic (mean = 2.3069, SD =.83358), where 61.4% of the respondents mentioned that they were excited when their speaking class started and only 5% disagreed. 33.7% chose to be neutral.

Students did not find the course materials difficult to understand (mean = 3.0604, SD =.86115), as in response to question 18 of the questionnaire, 55.5% of respondents stated that they did not find the class's speaking materials difficult to comprehend, while 9.9% stated the opposite.

However, these students reported that it was challenging for them to speak grammatically perfect English during speaking activities (mean = 2.3069, SD =.82149), with 64.4% of

the respondents agreed that they found it difficult to speak English grammatically correct during the speaking activities and only 8.9% disagreed, while 26.7% remained neutral. Correct and excellent pronunciation is also essential (mean = 1.8020, SD =.80025). For question 20, 80.2% of the respondents believed that speaking with excellent pronunciation was an important element of speaking, while 2% mentioned that it was not important. 17.8% remained neutral on this matter.

The students also reported difficulty understanding the meaning of new vocabulary when speaking (mean = 2.7228, SD = 0.8616). 41.6% of the students mentioned that they did not see getting the meaning of the vocabulary as being difficult for them, whereas 39.6% chose to answer neutral. Only 18.8% of the students agreed with the statement that it was difficult to get the meaning of the vocabulary when they spoke.

Students preferred the statement that their lecturers were the best instructors (m = 1.3168, SD =.54646), and 96% of respondents provided positive feedback regarding their lecturers, believing that they enjoy their speaking class since their lecturers are excellent. Four respondents opted to be contrary, showing a positive evaluation of the English Language Speaking Skill learning environment.

The students were also positive about their speaking abilities, which would allow them to earn money if they mastered the language (m = 1.7228, SD =.69453). As for Question number 30, 88.1% of the respondents believed that if they spoke better English, they would have the opportunity to earn money out of it.

4.3.2 Confidence

4.3.2.1 Distribution of responses, mean and standard deviation of the Confidence Items

Table 4.6: Items on Confidence

Descriptive Statistics						
	N	Minimum	Maximum	Mean	Std. Deviation	Cumulative Percent
3. I am unsure of myself when I speak English in our speaking class	101	1.00	5.00	2.5347	1.05418	51.5
4. I feel worried about speaking English outside of the classroom	101	1.00	5.00	2.9010	1.17051	40.6
12. I feel worried when my classmates speak better English than me	101	1.00	5.00	1.9505	.96308	76.2
16. Talking to my lecturer in English makes me uncomfortable and unconfident	101	1.00	5.00	3.5347	.98554	17.8
17. After learning to speak in English, I believe I can speak English well and fluently	101	1.00	4.00	2.1287	.68794	75.2
24. I will be proud if my speaking ability can be seen by everyone	101	1.00	4.00	2.1980	.82486	60.4
27. I am confident to speak English because my lecturer encouraged me to speak English well	101	1.00	4.00	1.7921	.72549	86.1
Valid N (listwise)	101					

The Confidence Items that were discussed by the pre-university students in the questionnaire are presented in Table 4.3. According to the findings, the pre-university students all agreed that they felt unsure of themselves when they spoke English in their speaking class (m = 2.5347, SD = 1.05418), and they did feel apprehensive about the

concept of speaking English outside of the classroom (m = 2.9010, SD =1.17051). Based on the data retrieved, 51.5% of the respondents mentioned that they agreed that they were unsure of themselves in their speaking class. 17.9% of them did not agree with the statement and the remaining of 30.7% of them remained neutral.

The students were likewise concerned about the statement "I feel worried when my friends speak better English than I do" (m=1.9505, SD =.96308). 41 students (40.6 %) mentioned that they did feel worry about speaking English when they were not in their class. The students showed that they felt intimidated in question 12 in the questionnaire "I feel worried when my classmates speak better English than me" where 37.6% strongly agree with the statement and 38.6% were agreed. This was another issue that elicited their anxiety. On the other hand, the students demonstrated that they were at ease and had self-assurance when interacting with their instructors (m = 3.5347, SD =.98554)

The students had a positive outlook on Question 17, as shown by their high levels of self-assurance and their conviction that, once they had acquired sufficient English language skills, they would be able to communicate effectively and fluently in the language (mean = 2.1287, standard deviation =.68794) This was evidenced by the fact that the students had a high level of self-confidence and that they believed they would be able to do so. The majority of the students (75.2%) were of the opinion that their speaking abilities would improve if they were able to fully master the language.

They would be proud of themselves as well if everyone could hear how well they could speak (m = 2.1980, SD =.82486) and the respondents agreed that they would be proud if their speaking ability could be seen by others (60.4%) with 36.6% of them remained neutral.

The students went on to say that they would feel comfortable speaking in English since their instructors pushed them to improve their language skills (m = 1.7921, SD =.72549) The responders were intimidated by their classmates, but not by their lecturers. Only 17.8% of respondents felt uncomfortable and lack confidence when speaking with their lecturers. 54.4% of respondents disagreed with the notion that conversing with their instructors made them feel awkward and unconfident.

The students had positive perception towards their lecturers as they indicated that 86.1% of them said they would feel confident to speak English because their lecturers encouraged them to speak English well

4.3.3   Personal Control

4.3.3.1 Descriptive Statistics of the Personal Control (PC) Items

Table 4.7: Items on Personal Control

	N	Minimum	Maximum	Sum	Mean	Std. Deviation	Cumulative Percent
2. I always do the speaking assignment which is assigned by the lecturer and collect it on time	101	1.00	4.00	191.00	1.8911	.63089	62.4
5. When the speaking class is started, I don't pay attention to the lecturer's explanation	101	2.00	5.00	427.00	4.2277	.74674	87.1
7. If my speaking score is bad, I don't improve myself to get better scores	101	1.00	5.00	445.00	4.4059	.75071	96
8. I like to have conversations with my friend(s) to improve my speaking skills	101	1.00	4.00	204.00	2.0198	.78715	41.6
9. I enjoy the activities in our speaking class compared to my other classes	101	1.00	4.00	214.00	2.1188	.80358	67.3

	N	Minimum	Maximum	Sum	Mean	Std. Deviation	Cumulative Percent
10. I wish I could have many native English-speaking teachers so I can improve my speaking skills	101	1.00	4.00	215.00	2.1287	.86791	65.3
11. I have always wanted to improve my ability to speak	101	1.00	3.00	135.00	1.3366	.51531	98
13. I often do my speaking assignments although it is not required by my lecturer	101	1.00	4.00	275.00	2.7228	.70879	32.7
14. I do initiate to do my speaking assignments if it is not instructed by my lecturer	101	1.00	4.00	278.00	2.7525	.71282	52.5
22. I use my mother tongue to help me speak if I have difficulties talking to my lecturer and friend(s)	101	1.00	4.00	255.00	2.5248	.83179	41.6
23. If I have difficulties doing my speaking assignment, I ask my lecturer to help me	101	1.00	5.00	226.00	2.2376	.69496	72.3
25. I have a lot of progress in speaking English after following my speaking class	101	1.00	3.00	190.00	1.9000	.64354	84
28. I don't need many native English-speaking teachers in my speaking class as I have my English lecturer	101	1.00	5.00	211.00	2.0891	.82582	70.3
29. If my speaking score is bad, I will strive to be better	101	1.00	3.00	153.00	1.5149	.59353	95
Valid N (listwise)	100						

The mean and standard deviation for the Personal Control Items is presented in Table 4.4. (PC). The students reported that they intended to complete the speaking assignment that had been given to them by the lecturer and would hand it in on time (m = 1.8911, SD =.63089). The respondents showed a positive response as 62.4% of them said that they

always did the speaking assignment that was assigned by the lecturer while 12 respondents remained impartial for this question.

Additionally, the students reported that they intended to pay attention in their speaking class (m = 4.2277, SD =.74677). The students did not agree with the statement of "When the speaking class is started, I don't pay attention to the lecturer's explanation" as stated in the data 87.1% of them chose disagree and strongly disagree. Only 3 students chose agree and 10 remained neutral.

These pre-university students were inspired to improve themselves when they say that "If my speaking score is bad, I will strive to be better" (m = 1.5149 SD =.59353). 96% of the students disagreed with the statement that they did not better themselves even if they had a poor score in speaking because they believed that they took action to enhance their speaking scores.

These students chose the statement that they prefer to have conversations with their friends in order to enhance their speaking skills (m=2.0198, SD=.78715) because they recognised how to control their own learning of the skill and chose it as the answer to the question. In comparison to the other classes, the students reported having the most fun in the speaking classes (m = 2.1188, SD =.80358). The students admitted that they enjoyed the activities in their speaking class compared to their other classes (67.3%) and only 3 students mentioned that they did not enjoy the activities. 30 students remained neutral.

The majority of the students (41.6% overall) concurred that they found it beneficial to their speaking ability to engage in conversation with their classmates. 29 students chose

not to express an opinion on the matter, and 1 student stated that they did not believe that speaking English would improve their ability to communicate verbally in the language.

Regarding the question of whether or not it is necessary for them to have many lecturers who are native English speakers in order for them to be able to improve their speaking abilities, the majority of the students agreed with the statement that having lecturers who are native English speakers might help them improve their speaking ability (m=2.1287, SD=.86791). For the Personal Control Item Section, the students stated that they wished for English Native Speakers as their lecturers for them to improve their speaking skill (65.3%), 5 students did not agree with the statement and 30 remained neutral.

On the other hand, in response to Question 28, the students indicated that they did not feel the need to have a large number of English-speaking lecturers in their class because they already had an English lecturer (mean = 2.0891, standard deviation =.82582). When asked about Question 28, 70.3% of students responded that they did not feel the need to have an English native speaker serve as a lecturer because they already had an English language lecturer to assist them. Three of the students, on the other hand, insisted that their teachers had to be native English speakers.

They were able to exercise control over the activities that were associated with their education, as evidenced by the fact that they routinely finished their speaking assignments even when the lecturers did not require them to do so (mean = 2.7228, standard deviation =.70879). This demonstrated that they were able to exercise control over the activities that were associated with their education. These students reported that they frequently completed their speaking assignments, even though doing so was not mandatory for them to do so. The percentage of students who had complete control over the manner in which

they learned the speaking skill was 32.7%. On the other hand, 57.4% of the student body did not have a viewpoint on the subject at hand.

52.5% of the students selected the neutral answer when asked about whether or not they should initiate their own speaking assignments if the instructor did not specifically instruct them to do so. 13 students made the decision to argue against the statement, and only 31.7 percent of them admitted that they were the ones who came up with the idea for their own speaking assignments. It is possible that this is due to the fact that these students require complete direction from their instructors.

The students reported that they always desired to improve their ability to speak in the English language (m=1.3366,SD=.51531), and they were able to control how much they learned, as shown by the fact that they had always desired to improve their ability to speak in the English language. Even though it was not something that was expected of them, they did take responsibility for their own speaking assignment (mean = 2.7525, standard deviation =.71282). The students chose to agree that they have always wanted to improve their ability to speak, which demonstrates that they have a positive attitude towards learning the speaking skill. 98% of the students gave this response. 2 students went in a different direction.

The students reported that in order for them to comprehend well, they used their first language to help them to speak if they encountered any difficulties talking to the lecturers and friends (m=2.5248,SD=.8379), 41.6% of the students chose neutral answer for Question number 22, where they were asked whether they used their first language to help them speak if they had difficulties talking to the lecturer or their friends. 36.6% of them admitted they use their mother tongue if they had any difficulties

If they did encounter any difficulties in doing the speaking assignment, they would ask their lecturer to help them (m=2.2376, SD=.69496). 72.3% of the students admitted that they would ask help from their lecturer if they encounter any problems, 4 students did not ask for help and 24 of them remained impartial.

After attending their speaking lesson, the students also stated that they had made a significant amount of improvement in speaking English (m = 1.9000, SD =.64354) as 84% of the students admitted they had a lot of progress in speaking after joining their speaking class and that they would try to improve if their scoring was not good (m = 1.5149, SD =.59353). The students showed a positive response when they mentioned that if their speaking score was bad, they would strive to be better (95%)

As a conclusion, these pre-university students are in control of their learning the skill. They did realise that learning the speaking skill is not easy but the desire to improve their speaking skills should be applauded as they were willing to put in additional effort to achieve their goal. These students were under impression that their instructors would be able to help them improve their speaking skills.

4.3.4 Summary of English Language Speaking Perception (ELSP) Items, confidence (C) Items and Personal Control (PC) Items

From the data analysis, it can be stated that pre-university students have a very favourable attitude or outlook toward speaking skill. They have no negative opinions about acquiring the skill, as they are aware of how essential it is to speak English well, particularly for future use. However, students did voice certain worries regarding the learning process, including feelings of intimidation when their peers speak better English than they do, fear of public speaking, and anxiety while engaging with the lecturers. The pre-university

students also indicated concern over the difficulty of understanding the materials in speaking class, as well as their belief that a solid command of grammar is required for effective communication.

Even pre-university students were concerned about the learning process; these students have a positive outlook on what they encounter in class and what they anticipate receiving if they are good at speaking. The students believed that English proficiency will be advantageous for their future. Therefore, having to communicate with peers in class, enjoying the sessions, and receiving assistance from lecturers can actually increase students' speaking confidence. They feel encouraged to learn more because they believe speaking English will make them feel good and also proud.

To achieve excellence in speaking, these pre-university students take the initiative to improve themselves. They identify themselves as positive learners who are driven and eager to learn more from their lecturers in order to acquire a firm understanding of the skill.

Overall, it can be stated that pre-university students are concerned about the speaking skill acquisition process. However, this does not prevent individuals from wanting to learn and making an effort to study. They also assume their lecturers will assist them in their efforts to acquire the skill.

4.4   Research Question 2 How do the pre-university students perceive on the use of F-SPOCS?

In addition to the questionnaire, the researcher conducted interviews with five students in order to gather additional information on the students' perspectives on the subject and to

provide an answer to Research Question 2, which inquired about the perspectives of pre-university students regarding the use of online learning and F-SPOCS Live Streaming Platform in particular. Again, the researcher has divided the data into 3 categories, English Language Speaking Perception, Personal Control and Confidence.

4.4.1 English Language Speaking Perception

The students discussed the difficulties they encounter when communicating in English and expressed their perspectives on how they approach the language.

All 5 students agreed that speaking English is extremely difficult and that they do not speak the language at home. In addition, they stated that they only speak Malay at home. Consequently, there is no practice. This hinders their ability to speak the language.

> *"I am scared of making mistakes..grammar, pronunciation" (Student 1,15/9/2022)*
>
> *"I need to be extra careful... need to arrange the sentence" (Student 3,15/9/2022)*
>
> *"Most of my classmates are very fluent in English" (Student 5,15/9/2022)*
>
> *"I feel insecure…." (Student 2,15/9/2022)*

From the response it can be concluded that the students felt that students felt intimidated during their speaking class.

When asked how they feel when speaking in front of their more talented peers, four students reported feeling scared, intimidated, and unmotivated. People usually judge their own level of English proficiency based on how well their peers communicate in the language. They will feel threatened and be dissuaded from participating in class discussion as a result of this. They all acknowledged that giving the presentation made them uneasy, particularly in front of their friends who were fluent in the language that

they were presenting in. This is due to the fact that they worry about being evaluated, and as a result, they are unwilling to present in front of their peers.

"I feel like Wow! I wish I could speak like him" (Student 4,15/9/2022)

But, Student 4 claimed that he did not feel discouraged to learn to talk in front of their friends, as he mentioned that he desired he could be like them and that is why he did not feel discouraged to learn to speak in front of their friends.

"I admire my friends, and they all have wonderful speaking skills." (Student 4,15/9/2022)

Student 4 was not disturbed by the fact that his peers had performed to a higher standard than he had. In point of fact, he interpreted that as a sign that it would be beneficial for him to be more like his friends.

4.4.2 Personal Control

All 5 students however did not see learning the skill in the classroom as a problem even though they feel intimidated with their friends' performance. They were willing to try out need ideas and ways to learn the skill.

"Yes, I would like to try it as I'm not scared to try new things" (Student 4,15/9/2022)

"I think can..but..nervous but it is a good idea to try something new" (Student 5,15/9/2022)

All of them agreed that with enough time and preparation, they will feel confident in presenting and the content will be able to be delivered smoothly. One of the ways that they suggested is through social media to practice speaking since they believe it is preferable to overcome their concerns rather than ignore them.

Student 1 mentioned the word *"semangat"* (feel enthusiastic) and *"yakin"* (feel confident) and it will get better when they are well prepared. She mentioned that when they feel confident, they will be able to deliver the content well.

Student 5 mentioned that the presentation will be smooth as whether they like it or not, they will have no choice but to do the presentation.

They anonymously agreed that with ample time for preparation outside the classroom, they will be able to present well and this will ensure their good marks in the presentation.

4.4.3 Confidence

Student 4 believed that Live Streaming will be able to improve/boost their motivation level or the speaking skill as it is just between them and the camera. Even though there will be audience, they will not be able to see the audience. Hence, they will feel more confidence as there will be "no" audience.

> *"More confident to present" (Student 3,15/9/2022)*

> *"Just us and the camera; no one will disturb us as we don't see the audience" (Student 4,15/9/2022)*

These students mentioned that their confidence level will be increased as long as they will have enough preparation for the Live Streaming Presentation.

> *"The presentation will be smooth with enough preparation" (Student 1,15/9/2022)*

> *"Content will be delivered if we are well prepared" (Student 3,15/9/2022)*

However, Student 5 stated that he disliked presenting online/live because he required immediate feedback from the lecturer. He also stated that he would not be satisfied if he spoke to a device.

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"I will feel nervous to speak to the camera" (Student 5,15/9/2022)

"I feel like I'm talking to myself as no one will give response and I don't know what mistakes I make" (Student 5,15/9/2022)

Based on the information obtained from the interview, it is possible to draw the conclusion that the pre-university students were anxious about the process of acquiring English-speaking skills for a variety of reasons, including their level of confidence, their reluctance to speak in front of their peers, and their level of language expertise. One of the issues that the students expressed concern about was the fact that they often get nervous, particularly when it comes to giving presentations in front of their classmates. This was due to the fact that they were uncomfortable speaking the language because they feared making mistakes in various aspects of the language, such as its grammar and sentence structure, for example. These students, on the other hand, were receptive to the idea of acquiring the capability through online instruction because they believed that doing so would give them a fantastic chance to learn something completely new. The respondents are enthusiastic about giving the idea of boosting motivation through the use of social media platforms a try because they find the concept to be appealing.

4.5 Research Question 3: What are the expert opinions on the implementation of the F-SPOCS Live Streaming Platform?

This part covers the development of the Flipped Small Online Classroom for Speaking (F-SPOCS) platform for Speaking Skill and seeks to answer What are the expert opinions on the implementation of the F-SPOCS Live Streaming Platform?

The researcher has selected five experts with between ten and twenty-five years of expertise teaching matriculation students. The researcher and the five teachers reached an agreement on an interview schedule for the needs analysis.

4.5.1 Perception on teaching students speaking skills

When asked on some difficulties that they face when teaching speaking to the students, all 5 experts agreed and mentioned that the students did not have self-confidence, they did not have much ideas on what to speak and lack of motivation for them the speak especially in front of others.

> *" It's not that they don't have any knowledge of the language.. they don't have the motivation err.. they are afraid to talk in front of people. On top of it, they said that they do not have ideas on how to explain and this is somehow related to lack of vocab and lack of confident"*

(Expert 1,17/3/2022)

> *"Dealing with their confidence...they are shy..they won't even open their mouth"*
> *"Lack of motivation and lack confidence…"*

(Expert 2,17/3/2022)

> *They refuse to speak and they don't volunteer to answer the questions (or) even when we call their names"*

(Expert 5, 21/3/2022)

Expert 3 mentioned that when the students were in secondary schools, they did not use the language with their family and friends and they did not see the importance of learning

the language. Therefore, when they enter the pre-university level, it has become a problem.

"Students are afraid that their friends might laugh at them"

(Expert 3,17/3/2022)

Expert 4 stated that the students refused to speak since they were unable to elaborate on the ideas and just touched on them superficially. The students did not elaborate since they did not have anything to say.

"Basically it's the elaboration…they just say few sentences and they stop"

(Expert 4,19/3/2022)

According to the data gathered from the experts, the students' reluctance to speak in front of their peers or to volunteer when it comes to delivering a presentation is rooted in shared sentiments. These students were scared during the presentation because they were shy, compared themselves to peers who were better than them, and were concerned that their classmates would laugh at them if they made mistakes. The students would shut down and refuse to participate if they lacked the self-assurance to talk. Online classes exacerbated the problem by allowing students to "hide" behind their screens.

Lack of ideas or points to elaborate on is one of the primary reasons why the students' performance was subpar. According to the experts, the students were unable to elaborate the points because they lacked the appropriate vocabulary or knowledge of the topic. Therefore, students withdrew from the speaking activities as a consequence. The majority of pre-university students speak English as a second language, according to data from experts. Thus, they did not use the language at home, and they unfortunately only use it

in class. According to the experts, a lack of practise outside of the classroom exacerbated the problem.

4.5.2 Strategies in dealing with the difficulties

However, despite the difficulty that they confront, experts employed a number of techniques to overcome the challenges.

All of the experts agreed that group work will help students improve their speaking skills, and that the students' abilities will be balanced so that they may assist one another in class.

> *" I will decide who will be with whom and I will mix them; the good ones with the weaker ones so that the good ones will guide the weaker students and the will share ideas..in terms of vocab.. ways to say things for example"*

> *(Expert 1,17/3/2022)*

> *" I will ask them to sit in groups.. how I start the group is like…aa.. I will let them sit based on their results(SPM Results) and I will group them in mixed ability students and I will throw one question to them.. question like social media..the advantages of social media (for example) and they will delegate the task according to points and let them talk and that will be the exposure activity(group work)"*

> *(Expert 1,17/3/2022)*

Expert 3 explained that she would first tell her students the importance of speaking especially later in university life and to make them realise that the skill is as vital as other skills too.

"I will tell them about interviews that they have to attend, the presentations that they have to do… this is how I will tell them… all reasons. All advantages when they are able to speak in English"

The experts considered that specific approaches would assist them in addressing the issues that surfaced in their speaking classes based on the data gathered. It was essential for the students to recognize the significance of English language, especially in the context of their future interviews and presentations. Experts believed that if students were made aware of the significance of English, they would make more efforts to learn speaking.

The experts favoured the group learning technique because they believed in cooperative learning. It was hoped that mixed ability groups would assist weaker students learn more from their classmates. The weaker students' friends would be able to encourage them to perform and talk well, and this would increase their motivation to learn how to speak.

4.5.3 Teaching speaking via online

Expert 2 was eager about using the Online to teach her students speaking. She urged the students to participate actively in online learning. With the current state of Covid-19, Expert 2 concluded that online speaking teaching was the most effective method.

"I basically use presentation online..for example I ask them to video themselves and post(them) on Youtube and another way is using Live Streaming where they will be talking live and they have a bunch of people motivating them (because) when you have audience you will feel more motivated…another thing aa another medium would be Instagram..they can do video and they can post it there"

Expert 4 had some ideas of using online to teach her students. She believed that by exposing the students to online learning via TedTalk for example will expose the students to the first language speakers as they are competent speakers.

" Students will be able to imitate.. or highlight certain strength of the (TedTalk) speakers and I will ask them to video recort their presentation and upload it.. I will let them do few times so that they could compare the first video and the second video or the third one so that they can see there is an improvement or not. And over time when they become more confident and confident we can have forums or debate online"

(Expert 4,19/3/2022)

Expert 5 mentioned that in order to let them feel less shy, when teaching online, she would ask them to read a paragraph from any sources and record them and the students will send it to her.

"The students will hear their own voice…and I save them.. I will play them (the recordings) in the class and let them hear.. and they will be whisptering to each other and they feel so happy hearing their voice(s) and in a way I'm motivating them"

(Expert 5, 21/3/2022)

Expert 3 however did not prefer to teach speaking via online as she believed it would be a problem for her in dealing with monitoring the students

"I think it's quite difficult for me to teach speaking online..because if it's face-to-face I could see them.. I could somehow monitor them.. I could somehow monitor them… and because when I teach them online, they are behind the screen..behind the monitor and sometimes when I force them to speak, the will Google first and

when they answer I know it's from Google and not from them. So it's difficult for me to see their progress"

<div align="right">

(Expert 3,17/3/2022)

</div>

Expert 1 echoed the same sentiment when she stated that she strongly opposed online education since it separated students from their friends. She was unable to utilise the media due to the lack of reactions from the students, as the communication was predominantly unidirectional.

" Students were hardly respond to teachers..okay..questions..okay even though they are just simple questions.. end up.. teacher asks the questions and the teacher will answer and that's why I disagree.. I totally disagree with online because it is one way..most of the time… and they are at their place (home) and it is difficult to handle or to force them.. as we don't see them"

<div align="right">

(Expert 1,17/3/2022)

</div>

Experts 2, 4 and 5 were in favour of using online classes to teach their students since they believed the media may stimulate students' interest in acquiring the skill. The experts believed that when students have an interest in learning the skills, it will improve their motivation to perform well and speak the language fluently. It was anticipated that a variety of media such as video recordings, YouTube, or Live Streaming Platforms like Instagram or Facebook may assist pre-university students in putting in more effort to learn the language, as they were interested in studying via these medium.

4.5.4   Summary

It is possible to draw the conclusion that the experts were aware of the difficulties that the pre-university students had in mastering the English language, and that the experts recognised that this presented a challenge to their capacity to manage the situation.

According to these experts, the first thing that needed to be done was to get the students interested about the prospect of learning the language. The experts were of the opinion that having students work together in groups of varying abilities would allow for students to improve their performance with the assistance of their classmates. The experts had no objections to making use of online platforms to instruct their students in speaking skills, despite the fact that they had some hesitations about the use of online teaching.

4.6 Research Question 4

To answer Research Question 4 of to what extend do the students perform in speaking skill after utilising F-SPOCS, the researcher had interviewed the pre-university students who have completed their presentation via Live Streaming.

The research Question has been divided into two sub-questions :

  i) to what extend do the students perform in speaking assessment after utilising the F-SPOCS?

  ii) what are students' perception on speaking assessment after utilising F-SPOCS?

4.6.1 To what extend do the students perform in speaking assessment after utilising the F-SPOCS?

In order for the researcher to answer the Research Question 4.1, the students were evaluated during the presentation.

4.6.2 The Rubrics

The rubrics served as a guide for assigning each student the right grade. Students were required to achieve the learning requirements indicated in the rubrics in order to receive excellent grades. This research made use of rubrics developed from the English

Matriculation Scheme of Work 2021/22. There were three primary content standards and twelve learning standards that had to be met. The initial requirement for content standards was the communication of personal or factual information. Here, the students were examined on their ability to create a clear, methodically organised presentation with solid supporting details. In addition, they had to be able to adequately communicate the material, answer questions from the audience, and use any means of communication to further clarify the content.

Under the second content standard, which was to discuss reasons, preferences, and opinions, there were five learning standards that needed to be met. Students should be able to present and elaborate on their point of view with relevant examples, and their presentation should be well-prepared. Additionally, they should be able to express their opinions and ideas, and at the conclusion of their presentation, they should provide a comprehensive summary.

The third content standard was to manage and contribute to group conversation. Here, the students had to demonstrate that they engaged in a lengthy discussion about the assigned topic, in this case the product they supported. Students were required to be able to support and defend their viewpoints on discussion and explanation, as well as contribute to group discussions.

4.6.3   The Mark Analysis

The researcher has divided the results into three categories for the mark analysis.

Three groups scored the highest, three groups scored the average, and three groups scored the lowest. The categories were selected based on the scores of those with the highest,

average, and lowest scores. Marks were given using the provided rubrics and some references to the Speaking Continuous Assessment's score descriptors.

The nine groups were chosen merely based on their scores of the presentation.

Table 4.8: Highest score 1

No	Speaking Skills		Excellent	Good	Satisfactory	Fairly Low	Low	remarks
	Content Standards	**Learning Standards**	**5**	**4**	**3**	**2**	**1**	
1	Exchange personal or factual information	Give a clear, systematically developed presentation, with highlighting of significant points, and relevant supporting detail	/					Students managed to deliver the learning standards from the rubrics by scoring high marks for giving a clear, systematically developed presentation
2		Communicate detailed information reliably	/					Delivered confidently with minimum reference to text
3		Take a series of follow up questions with a degree of fluency and spontaneity which poses no strain for either oneself or the audience	/					The students managed to maintain discussion competently
4		Convey degrees of emotion and highlight the personal significance of events and experiences	/					The students displayed initiative and interest in the discussion
5		Use telecommunication for a variety of personal and professional purposes, provided one can ask for clarification		/				PP slides were used together with some audio-visual clips from YouTube. Students used Instagram Live as the presentation platform

No	Speaking Skills		Excellent	Good	Satisfactory	Fairly Low	Low	remarks
	Content Standards	**Learning Standards**	5	4	3	2	1	
6	Discuss reasons, preferences and opinions	Develop a clear argument, expanding and supporting one's points of view at some length with subsidiary points and relevant examples		/				Students were confident in delivering the presentation
7		Give a clear, prepared presentation, giving reasons in support of or against a particular point of view and giving the advantages and disadvantages of various options	/					Students were well prepared for the presentation.
8		Express one's ideas and opinions with precision, present and respond to complex lines of argument questions		/				Some attempts were made to interact and they took some time to respond to questions.
9		Summarize and give his or her opinion about a short story, article, talk, discussion, interview or documentary and answer further questions of detail		/				There was a short summary given at the end of the product promotion.

Table 4.8, continued

No	Speaking Skills		Excellent	Good	Satisfactory	Fairly Low	Low	remarks
	Content Standards	**Learning Standards**	5	4	3	2	1	
10	Manage and contribute to group discussion	Engage in extended conversation on most general topics in clear and participatory fashion		/				All group members managed to contribute to the group discussion at the end of the presentation
11		Sustain one's opinions in discussion by providing relevant explanations, arguments and comments	/					Students managed to explain well on the product that they were promoting
12		Easily follow and contribute to complex interactions in group discussion in complex unfamiliar topics		/				Fairly contributed to more complex interaction

Adapted from English Matriculation Scheme of Work 2021/2022

Highest Score 1

Group 1 had one of the highest evaluation scores. They achieved a score of 21.3% out of 25. The students' presentation revealed that they were well-prepared. They were provided with adequate time for preparation. Consequently, it is evident from their presentation. Students managed to present well, detailed descriptions of the subjects and were highly confident when presenting with minimum reference to the text. A summary of the product that they presented was presented at the end of the presentation.

Table 4.9: Highest Score 2

No	Speaking Skills		Excellent	Good	Satisfactory	Fairly Low	Low	remarks
	Content Standards	**Learning Standards**	**5**	**4**	**3**	**2**	**1**	
1	Exchange personal or factual information	Give a clear, systematically developed presentation, with highlighting of significant points, and relevant supporting detail	/					Students managed to deliver the learning standards from the rubrics by scoring high marks for giving a clear, systematically developed presentation
2		Communicate detailed information reliably	/					Delivers confidently Minimum reference to text
3		Take a series of follow up questions with a degree of fluency and spontaneity which poses no strain for either oneself or the audience	/					Maintains discussion competently
4		Convey degrees of emotion and highlight the personal significance of events and experiences		/				Displays initiative and interest in the discussion
5		Use telecommunication for a variety of personal and professional purposes, provided one can ask for clarification	/					PP slides were used together with some audio-visual clips from YouTube. Students used Instagram Live as the presentation platform

Table 4.9, continued

No	Speaking Skills		Excellent	Good	Satisfactory	Fairly Low	Low	remarks
	Content Standards	**Learning Standards**	5	4	3	2	1	
6	Discuss reasons, preferences and opinions	Develop a clear argument, expanding and supporting one's points of view at some length with subsidiary points and relevant examples		/				Students were confident in delivering the presentation
7		Give a clear, prepared presentation, giving reasons in support of or against a particular point of view and giving the advantages and disadvantages of various options	/					Students were well prepared for this presentation. They seldom looked at their notes when presenting which would be a plus point for them.
8		Express one's ideas and opinions with precision, present and respond to complex lines of argument questions		/				Prompt response to the questions from the instructor.
9		Summarize and give his or her opinion about a short story, article, talk, discussion, interview or documentary and answer further questions of detail		/				Students managed to provide/summarize the product that they promoted

Table 4.9, continued

No	Speaking Skills		Excellent	Good	Satisfactory	Fairly Low	Low	remarks
	Content Standards	**Learning Standards**	5	4	3	2	1	
10	Manage and contribute to group discussion	Engage in extended conversation on most general topics in clear and participatory fashion		/				All group members managed to contribute to the group discussion at the end of the presentation
11		Sustain one's opinions in discussion by providing relevant explanations, arguments and comments	/					Clear explanation was given by the group members
12		Easily follow and contribute to complex interactions in group discussion in complex unfamiliar topics		/				Fairly contributed to more complex interaction

Adapted from English Matriculation Scheme of Work 2021/2022
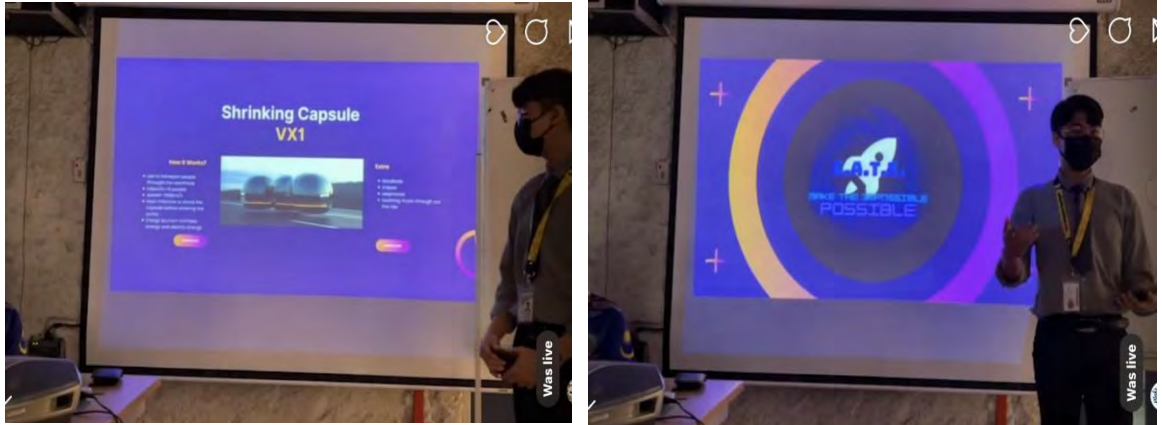
Highest Score 2

The other groups' performance was evaluated, and Group 2 was given the highest score of 23 points out of a total 25. The success of the group's attempt to promote their product was directly attributable to the substantial preparation that they had put into the presentation. These students were not only well-prepared, but they also had a good working knowledge of the live streaming platform (will be discussed later in the post-presentation interview)

Table 4.10: Highest score 3

| No	Speaking Skills		Excellent	Good	Satisfactory	Fairly Low	Low	remarks
	Content Standards	**Learning Standards**	**5**	**4**	**3**	**2**	**1**	
1		Give a clear, systematically developed presentation, with highlighting of significant points, and relevant supporting detail	/					Students managed to deliver the learning standards from the rubrics by scoring high marks for giving a clear, systematically developed presentation
2		Communicate detailed information reliably		/				Delivered confidently
3	Exchange personal or factual information	Take a series of follow up questions with a degree of fluency and spontaneity which poses no strain for either oneself or the audience		/				Maintained discussion competently
4		Convey degrees of emotion and highlight the personal significance of events and experiences		/				Displayed initiative and interest in the discussion
5		Use telecommunication for a variety of personal and professional purposes, provided one can ask for clarification		/				PP slides were used together with some audio-visual clips from YouTube. Due to some unavoidable circumstances, the students did their presentation via Google Meet

Table 4.10, continued

No	Speaking Skills		Excellent	Good	Satisfactory	Fairly Low	Low	remarks
	Content Standards	**Learning Standards**	5	4	3	2	1	
6		Develop a clear argument, expanding and supporting one's points of view at some length with subsidiary points and relevant examples		/				Students were confident in delivering the presentation
7	Discuss reasons, preferences and opinions	Give a clear, prepared presentation, giving reasons in support of or against a particular point of view and giving the advantages and disadvantages of various options	/					The students were well prepared and presentation via GMeet had given them some advantages as they were just in front of the pc.
8		Express one's ideas and opinions with precision, present and respond to complex lines of argument questions			/			Some attempts were made to interact and they took some time to respond to questions.
9		Summarize and give his or her opinion about a short story, article, talk, discussion, interview or documentary and answer further questions of detail			/			The presentation ended well

Table 4.10, continued

No	Speaking Skills		Excellent	Good	Satisfactory	Fairly Low	Low	remarks
	Content Standards	**Learning Standards**	**5**	4	**3**	**2**	**1**	
10		Engage in extended conversation on most general topics in clear and participatory fashion			/			All group members managed to contribute to the group discussion at the end of the presentation
11	Manage and contribute to group discussion	Sustain one's opinions in discussion by providing relevant explanations, arguments and comments	/					Managed to explain more about the product that they promoted
12		Easily follow and contribute to complex interactions in group discussion in complex unfamiliar topics			/			Fairly contributed to more complex interaction

Adapted from English Matriculation Scheme of Work 2021/2022
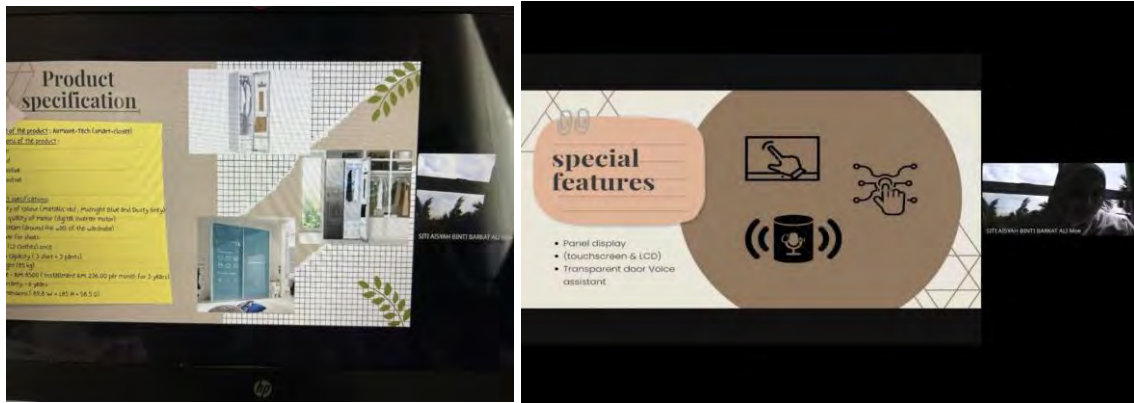
Highest Score 3

Group 3 obtained 21.7 points out of a total 25. Due to unavoidable circumstances, this group was required to deliver their presentation via Google Meet, which actually provided them with benefits. As there was no live audience and only slides were shown, they were less anxious.

Table 4.11: Average Score 1

No	Speaking Skills		Excellent	Good	Satisfactory	Fairly Low	Low	remarks
	Content Standards	**Learning Standards**	**5**	**4**	**3**	**2**	**1**	
1		Give a clear, systematically developed presentation, with highlighting of significant points, and relevant supporting detail		/				Students managed to deliver the learning standards from the rubrics by scoring high marks for giving a clear, systematically developed presentation
2		Communicate detailed information reliably			/			Delivers confidently Minimum reference to text
3	Exchange personal or factual information	Take a series of follow up questions with a degree of fluency and spontaneity which poses no strain for either oneself or the audience		/				Maintained discussion fairly competently
4		Convey degrees of emotion and highlight the personal significance of events and experiences						Displayed some initiative and interest in the discussion
5		Use telecommunication for a variety of personal and professional purposes, provided one can ask for clarification		/				PP slides were used together with some audio-visual clips from YouTube. Students used Instagram Live as the presentation platform

Table 4.11, continued

No	Speaking Skills		Excellent	Good	Satisfactory	Fairly Low	Low	remarks
	Content Standards	**Learning Standards**	**5**	**4**	**3**	**2**	**1**	
6	Discuss reasons, preferences and opinions	Develop a clear argument, expanding and supporting one's points of view at some length with subsidiary points and relevant examples		/				Students were confident in delivering the presentation
7		Give a clear, prepared presentation, giving reasons in support of or against a particular point of view and giving the advantages and disadvantages of various options		/				
8		Express one's ideas and opinions with precision, present and respond to complex lines of argument questions			/			Some attempts were made to interact and they took some time to respond to questions.
9		Summarize and give his or her opinion about a short story, article, talk, discussion, interview or documentary and answer further questions of detail			/			Fair summary was given

Table 4.11, continued

No	Speaking Skills		Excellent	Good	Satisfactory	Fairly Low	Low	remarks
	Content Standards	**Learning Standards**	**5**	**4**	**3**	**2**	**1**	
10	Manage and contribute to group discussion	Engage in extended conversation on most general topics in clear and participatory fashion			/			Fair engagement of the extended conversation
11		Sustain one's opinions in discussion by providing relevant explanations, arguments and comments	/					Students were able to provide relevant explanation
12		Easily follow and contribute to complex interactions in group discussion in complex unfamiliar topics			/			Fair attempt on more complex topic

Adapted from English Matriculation Scheme of Work 2021/2022

Average Score 1

This set of students received 21 out of a maximum 25 points for the second category, the average score. The students presented with enough competence to receive an average grade.

Table 4.12: Average Score 2

| No	Speaking Skills		Excellent	Good	Satisfactory	Fairly Low	Low	remarks
	Content Standards	**Learning Standards**	**5**	**4**	**3**	**2**	**1**	
1		Give a clear, systematically developed presentation, with highlighting of significant points, and relevant supporting detail	/					Students managed to deliver the learning standards from the rubrics by scoring high marks for giving a clear, systematically developed presentation
2	Exchange personal or factual information	Communicate detailed information reliably		/				Delivers confidently Minimum reference to text
3		Take a series of follow up questions with a degree of fluency and spontaneity which poses no strain for either oneself or the audience		/				Maintained discussion fairly competently
4		Convey degrees of emotion and highlight the personal significance of events and experiences						Displayed some initiative and interest in the discussion
5		Use telecommunication for a variety of personal and professional purposes, provided one can ask for clarification		/				PP slides were used together with some audio visual clips from YouTube. Students used Instagram Live as the presentation platform

Table 4.12, continued

No	Speaking Skills		Excellent	Good	Satisfactory	Fairly Low	Low	remarks
	Content Standards	**Learning Standards**	**5**	**4**	**3**	**2**	**1**	
6		Develop a clear argument, expanding and supporting one's points of view at some length with subsidiary points and relevant examples		/				Students were fairly confident in delivering the presentation
7	Discuss reasons, preferences and opinions	Give a clear, prepared presentation, giving reasons in support of or against a particular point of view and giving the advantages and disadvantages of various options	/					The presentation was fairly clear
8		Express one's ideas and opinions with precision, present and respond to complex lines of argument questions			/			Some attempts were made to interact and they took some time to respond to questions.
9		Summarize and give his or her opinion about a short story, article, talk, discussion, interview or documentary and answer further questions of detail			/			A summary of the presentation was attempted

Table 4.12, continued

No	Speaking Skills		Excellent	Good	Satisfactory	Fairly Low	Low	remarks
	Content Standards	**Learning Standards**	**5**	**4**	**3**	**2**	**1**	
10		Engage in extended conversation on most general topics in clear and participatory fashion			/			Fair engagement of the extended conversation
11	Manage and contribute to group discussion	Sustain one's opinions in discussion by providing relevant explanations, arguments and comments	/					Able to sustain on explanation of the product
12		Easily follow and contribute to complex interactions in group discussion in complex unfamiliar topics			/			Fair attempt on explaining the more complex topics

Adapted from English Matriculation Scheme of Work 2021/2022
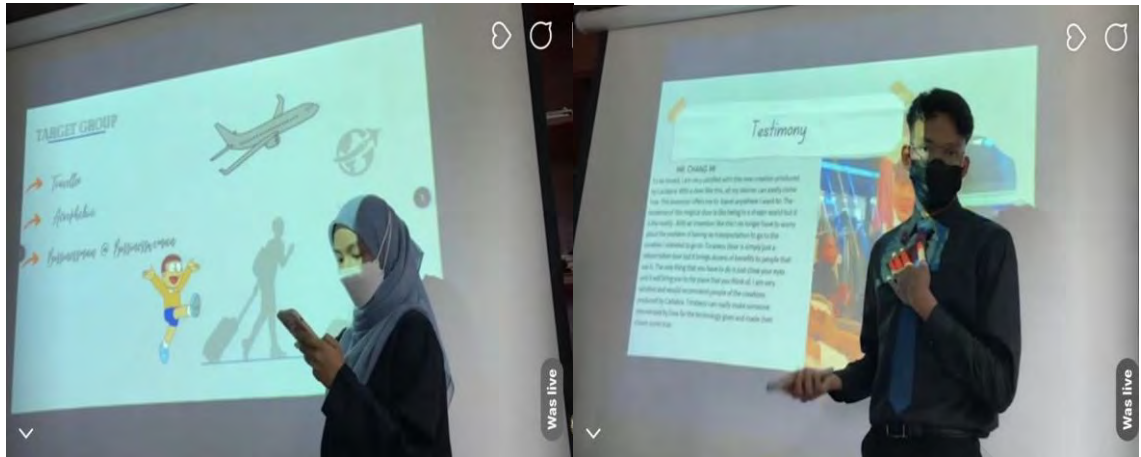
Average Score 2

Students managed to present successfully in this product promotion. However, even if the product that they presented was interesting, the lack of confidence and the feeling nervous made them fell into the average marks. Most of the time, the presenters referred to their notes when presenting.

Table 4.13: Average Score 3

No	Speaking Skills		Excellent	Good	Satisfactory	Fairly Low	Low	remarks
	Content Standards	**Learning Standards**	**5**	**4**	**3**	**2**	**1**	
1	Exchange personal or factual information	Give a clear, systematically developed presentation, with highlighting of significant points, and relevant supporting detail	/					Students managed to deliver the learning standards from the rubrics by scoring a fair mark for giving a clear, systematically developed presentation
2		Communicate detailed information reliably		/				Delivered quite confidently Minimum reference to text
3		Take a series of follow up questions with a degree of fluency and spontaneity which poses no strain for either oneself or the audience		/				Maintained discussion competently
4		Convey degrees of emotion and highlight the personal significance of events and experiences						Displayed fair initiative and interest in the discussion
5		Use telecommunication for a variety of personal and professional purposes, provided one can ask for clarification		/				PP slides were used together with some audio-visual clips from YouTube. Students used Instagram Live as the presentation platform

Table 4.13, continued

No	Speaking Skills		Excellent	Good	Satisfactory	Fairly Low	Low	remarks
	Content Standards	**Learning Standards**	**5**	**4**	**3**	**2**	**1**	
6		Develop a clear argument, expanding and supporting one's points of view at some length with subsidiary points and relevant examples		/				Students were fairly confident in delivering the presentation
7	Discuss reasons, preferences and opinions	Give a clear, prepared presentation, giving reasons in support of or against a particular point of view and giving the advantages and disadvantages of various options		/				The presentation was fairly clear
8		Express one's ideas and opinions with precision, present and respond to complex lines of argument questions			/			Some attempts were made to interact and they took some time to respond to questions.
9		Summarize and give his or her opinion about a short story, article, talk, discussion, interview or documentary and answer further questions of detail		/				Students managed to summarize their presentation well

Table 4.13, continued

No	Speaking Skills		Excellent	Good	Satisfactory	Fairly Low	Low	remarks
	Content Standards	**Learning Standards**	**5**	**4**	**3**	**2**	**1**	
10	Manage and contribute to group discussion	Engage in extended conversation on most general topics in clear and participatory fashion		/				Fairly engaged on general topics
11		Sustain one's opinions in discussion by providing relevant explanations, arguments and comments		/				Students were managed to explain further on their product
12		Easily follow and contribute to complex interactions in group discussion in complex unfamiliar topics			/			Fair attempt on more complex topics

Adapted from English Matriculation Scheme of Work 2021/2022

Average Score 3

This group was awarded a score of 20 out of 25. Their product promotion concept was excellent, and it demonstrated that the group members were well-prepared. However, the fact that they tended to read the points from the slides demonstrated that they relied on their notes and were not "presenting" but rather reading from the slides. This has affected their grades.

Table 4.14: Lowest score 1

No	Speaking Skills		Excellent	Good	Satisfactory	Fairly Low	Low	remarks
	Content Standards	**Learning Standards**	**5**	**4**	**3**	**2**	**1**	
1	Exchange personal or factual information	Give a clear, systematically developed presentation, with highlighting of significant points, and relevant supporting detail			/			Students managed to present satisfactorily
2		Communicate detailed information reliably			/			Totally relied on their notes
3		Take a series of follow up questions with a degree of fluency and spontaneity which poses no strain for either oneself or the audience			/			Some questions were able to be answered
4		Convey degrees of emotion and highlight the personal significance of events and experiences						Displayed little initiative and interest in the discussion
5		Use telecommunication for a variety of personal and professional purposes, provided one can ask for clarification		/				Only PP slides were used during the presentation. Students used Instagram Live as the presentation platform

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Table 4.14, continued

No	Speaking Skills		Excellent	Good	Satisfactory	Fairly Low	Low	remarks
	Content Standards	**Learning Standards**	**5**	**4**	**3**	**2**	**1**	
6		Develop a clear argument, expanding and supporting one's points of view at some length with subsidiary points and relevant examples			/			Students did not look confident enough in delivering the presentation
7	Discuss reasons, preferences and opinions	Give a clear, prepared presentation, giving reasons in support of or against a particular point of view and giving the advantages and disadvantages of various options			/			The students were not prepared well even though enough time was given
8		Express one's ideas and opinions with precision, present and respond to complex lines of argument questions			/			Some attempts were made to interact and they took some time to respond to questions.
9		Summarize and give his or her opinion about a short story, article, talk, discussion, interview or documentary and answer further questions of detail			/			None was attempted

Table 4.14, continued

No	Speaking Skills		Excellent	Good	Satisfactory	Fairly Low	Low	remarks
	Content Standards	**Learning Standards**	**5**	**4**	**3**	**2**	**1**	
10		Engage in extended conversation on most general topics in clear and participatory fashion				/		No extended conversation was made at the end of the session
11	Manage and contribute to group discussion	Sustain one's opinions in discussion by providing relevant explanations, arguments and comments	/					Satisfactory attempt on giving explanation on the product
12		Easily follow and contribute to complex interactions in group discussion in complex unfamiliar topics			/			No attempt on the complex topic

Adapted from English Matriculation Scheme of Work 2021/2022

Lowest Score 1

When it came to the presentation, this group received the lowest grades. Even though they had an abundance of time to prepare, they were unable to achieve satisfactory results in the exam. Students had trouble presenting due to the fact that they were nervous (data from the post presentation interview), and throughout the presentation they kept on reading from the text. Students had difficulties presenting due to the fact that they were reading from the text.

Table 4.15: Lowest Score 2

No	Speaking Skills		Excellent	Good	Satisfactory	Fairly Low	Low	remarks
	Content Standards	**Learning Standards**	**5**	**4**	**3**	**2**	**1**	
1		Give a clear, systematically developed presentation, with highlighting of significant points, and relevant supporting detail	/					Students managed to deliver the learning standards from the rubrics by scoring satisfactorily marks for presentation
2		Communicate detailed information reliably			/			Delivered well, satisfactorily Maximum reference to text
3	Exchange personal or factual information	Take a series of follow up questions with a degree of fluency and spontaneity which poses no strain for either oneself or the audience			/			Maintained discussion reasonably
4		Convey degrees of emotion and highlight the personal significance of events and experiences			/			Displayed some initiative and interest in the discussion
5		Use telecommunication for a variety of personal and professional purposes, provided one can ask for clarification		/				PP slides were used together with some audio visual clips from YouTube. Students used Instagram Live as the presentation platform

No	Speaking Skills		Excellent	Good	Satisfactory	Fairly Low	Low	remarks
	Content Standards	**Learning Standards**	**5**	**4**	**3**	**2**	**1**	
6		Develop a clear argument, expanding and supporting one's points of view at some length with subsidiary points and relevant examples		/				Students were satisfactorily confident in delivering the presentation
7	Discuss reasons, preferences and opinions	Give a clear, prepared presentation, giving reasons in support of or against a particular point of view and giving the advantages and disadvantages of various options		/				Students were prepared for the presentation
8		Express one's ideas and opinions with precision, present and respond to complex lines of argument questions			/			Some attempts were made to interact and they took some time to respond to questions.
9		Summarize and give his or her opinion about a short story, article, talk, discussion, interview or documentary and answer further questions of detail			/			No attempt to summarize the presentation

Table 4.15, continued

No	Speaking Skills		Excellent	Good	Satisfactory	Fairly Low	Low	remarks
	Content Standards	**Learning Standards**	**5**	**4**	**3**	**2**	**1**	
10		Engage in extended conversation on most general topics in clear and participatory fashion			/			No extended conversation were attempted
11	Manage and contribute to group discussion	Sustain one's opinions in discussion by providing relevant explanations, arguments and comments			/			Little explanation on the product that they promoted
12		Easily follow and contribute to complex interactions in group discussion in complex unfamiliar topics			/			Little attempt of group discussion

Adapted from English Matriculation Scheme of Work 2021/2022

Lowest Score 2

This group received the lowest score, 18.6 out of a total 25. They had adequate opportunity to prepare for the presentation. Nonetheless, they performed poorly during the presentation. The students stated that they were anxious because they were presenting via Live Streaming in front of a live audience (to be discussed in details in the post presentation interview)

Table 4.16: Lowest Score 3

No	Speaking Skills		Excellent	Good	Satisfactory	Fairly Low	Low	remarks
	Content Standards	**Learning Standards**	**5**	**4**	**3**	**2**	**1**	
1	Exchange personal or factual information	Give a clear, systematically developed presentation, with highlighting of significant points, and relevant supporting detail		/				Students managed to deliver the learning standards from the rubrics by giving a clear, satisfactorily developed presentation
2		Communicate detailed information reliably			/			Delivered satisfactorily A lot of reference to the text
3		Take a series of follow up questions with a degree of fluency and spontaneity which poses no strain for either oneself or the audience			/			They were able to do discussion satisfactorily
4		Convey degrees of emotion and highlight the personal significance of events and experiences			/			The students did display initiative and interest in the discussion
5		Use telecommunication for a variety of personal and professional purposes, provided one can ask for clarification		/				PP slides were used together Students used Instagram Live as the presentation platform

Table 4.16, continued

No	Speaking Skills		Excellent	Good	Satisfactory	Fairly Low	Low	remarks
	Content Standards	**Learning Standards**	**5**	**4**	**3**	**2**	**1**	
6		Develop a clear argument, expanding and supporting one's points of view at some length with subsidiary points and relevant examples			/			Students were not confident in delivering the presentation
7	Discuss reasons, preferences and opinions	Give a clear, prepared presentation, giving reasons in support of or against a particular point of view and giving the advantages and disadvantages of various options			/			The students were prepared but the nervousness affected the presentation
8		Express one's ideas and opinions with precision, present and respond to complex lines of argument questions			/			Some attempts were made to interact and they took some time to respond to questions.
9		Summarize and give his or her opinion about a short story, article, talk, discussion, interview or documentary and answer further questions of detail				/		The students satisfactorily were able to answer questions from the instructor

Table 4.16, continued

No	Speaking Skills		Excellent	Good	Satisfactory	Fairly Low	Low	remarks
	Content Standards	**Learning Standards**	**5**	**4**	**3**	**2**	**1**	
10		Engage in extended conversation on most general topics in clear and participatory fashion			/			Satisfactorily engaged
11	Manage and contribute to group discussion	Sustain one's opinions in discussion by providing relevant explanations, arguments and comments				/		Not much opinion was presented
12		Easily follow and contribute to complex interactions in group discussion in complex unfamiliar topics			/			No group discussion was attempted after the presentation

Adapted from English Matriculation Scheme of Work 2021/2022
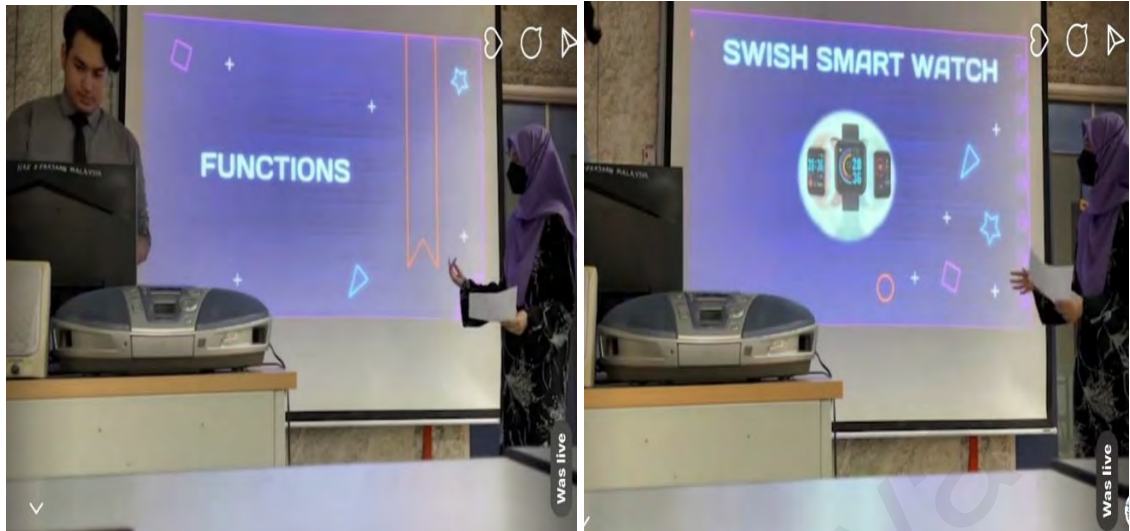
Lowest Score 3

This group only managed to get 18.6 with satisfactory ideas and it was satisfactory linked. The students kept on referring to their notes and at some points they simply read from the notes or slides.

Highest Scores

Table 4.17 : Descriptors on highest score

Group	Scores	Descriptors
1	21.3	Students managed to present well, detailed descriptions of the subjects and were highly confident when presenting.
2	23	Students managed to expressed themselves fluently and spontaneously without much difficulties. The students showed the good understanding of the task and very informative.
3	21.7	The students managed to use the language flexibly and effectively when presenting. The use of visual aids was relevant to the presentation

Due to the method in which F-SPOCS was carried out, 3 different groups were all able to achieve high levels of accomplishment according to their respective rubrics. The students were able to make a presentation that was insightful and methodically designed, with

major points highlighted and appropriate supporting detail, and they were also able to precisely communicate their views and opinions, as well as present and respond to questions about complex lines of argument. In addition, the students were able to demonstrate that they understood the material and that they had a good understanding of it. Students were considered to have successfully met the learning standards outlined in the rubric if they received high marks for giving presentations that were easily understood, developed in a logical manner, and featured the elaboration of significant points along with relevant supporting details that pertained to the topic. In addition, the students must have received high marks for presenting material that was relevant, developed in a logical manner, and featured the elaboration of significant points along with relevant supporting details

Average Scores

Table 4.18: Descriptors on average score

Group	Scores	Descriptors
1	21	The students were proficient with some slips and meaning came across clearly and appropriate vocabulary was used.
2	20	The students had a firm understanding of the presentation and gave a convincing presentation.
3	20	The students developed their thoughts well, and the information was well-connected.

It is reasonable to draw the conclusion that the students did a fair job in their presentation via Live Streaming based on the marks that were received from the implementation of F-SPOCS. They were successful in meeting the requirements listed on the rubric, despite receiving a lower grade. The presentation was creative enough, and a decent use of audio visual aids that were pertinent to the issues of the presentation were used in it. Despite the fact that the scores were deemed to be relatively high, it was still toward the bottom of the category.

Lowest Scores

Table 4.19: Descriptors on lowest score

Group	Score	Descriptors
1	19	It was a satisfactory convincing promotion of the product and meaning came across satisfactorily
2	18.6	Satisfactory information was delivered but with some gaps in the presentation.
3	18.6	Satisfactory development of ideas and the information is satisfactorily linked

The presentations, on the whole, were of a satisfactory level, earning the minimum score possible. The students were able to deliver the presentation with no difficulties, but they still received poor grades for it. They were knowledgeable, and the presentation successfully communicated the point they were trying to make. During all of the presentations, the students' anxiety could be clearly seen, despite the fact that they made use of various audio-visual aids. This was demonstrated by the fact that the majority of the students continued referring to their notes and even read the notes on occasion. Despite this, there was some relevancy to the presentation, and the students were able to provide a satisfactory performance.

4.7 Post F-SPOCS Live Streaming Presentation Interview

Thereafter, the researcher carried out a series of interviews with the students in order to investigate their perspectives on the utilisation of live streaming as a platform for their presentation. The research has been divided into categories by the researcher.

4.7.1 Opinion on the use of F-SPOCS Live Streaming Platform

Following the execution of the F-SPOCS, 9 groups were interviewed to gain feedback on the Live Streaming Platform used for their presentation. These students were categorized according to the merit of their presentations.

According to the students interviewed, there were some strength and weaknesses when using the F-SPOCS Live Streaming Platform.

Student B from Group 1 mentioned that surprisingly he was not feeling nervous due to the fact that he could not see the audience (even though the audience was there)

> *"And the use of visual aids helped to improve the presentation"* Student B *(G1,27/4/2022)*
>
> *" In my opinion the visual really helps as it helps the audience to understand more because most people tend to understand it more when we have audio visuals instead of just hearing what we are talking"* Student D *(G1,27/4/2022))*
>
> *"Makes us feel less nervous"* Student A *(G1,27/4/2022)*
>
> *" The PowerPoint helped to control our nervousness because we can simply look at out slides..(not our audience)"* Student D *(G3, 28/4/2022)*

When they were asked about their confidence level when presenting via Live streaming, Student C mentioned that when they were not nervous, they would tend to make(present) better

> *"The presentation was good; I was not very nervous but... it was actually very exciting; I had a lot of fun explaining things about the product that we come up with..."* Student A *(G3,28/4/2022)*
>
> *"As for me, I was nervous because of lack of preparation. I did prepare but it was not enough"* Student C *(G3,28/4/2022)*
>
> *"Kami just fokus apa yang nak present, so benda tu akan buat confident dan motivate kitaorang"*

(We just focus on what to present, so that makes us feel confidence and it motivates us) Student C (G1,27/4/2022)

All the students from this group agreed that with enough preparation; the practice, the drilling would definitely help them to perform better

"We did not wait until the last minute to do the preparation as we started early on who's going to do what" Student D (G1,27/4/2022)

The same opinion was shared with the Group 2 of the highest mark when they mentioned that with a lot of preparation they managed to present well.

" Aaa.. to be honest, I felt less nervous than I thought I would be and this is because we have done a lot of preparation and I trust our member(s) to perform well during the presentation" Student D (G2,29/3/2022)

Student B (G2) was nervous as this was his first experience presenting via Live Streaming but he did not really focus on the platform

"I just focus on the audience in front of me (my classmates) and I think I need more experience how it is to present via streaming" Student B (G2,29/3/2022)

"To be honest, I think it is very fun and interesting experience because we are living in the modern society which internet is a very common thing for all of us" Student D (G2,29/3/2022)

Student A (G1) mentioned that apart from being nervous, he felt excited because there were a lot of viewers

"It make(s) me want to try new things..to talk in front of many people..to talk in front of so much audience..and it can increase my motivation and confidence"
Student A (G1, 27/4/2022)

Student A (G3) mentioned that it was a good idea to do their presentation via Live Streaming as it was an easy access for all especially students who were always online

"I believe every single person in this room has Facebook or Instagram, so it is easy to access" Student A (G3,28/4/2022)

And Student B (G3) also seconded Student A as she mentioned that they were able to rewatch their presentation for them to improve.

"We can rewatch our presentation as it will be recorded in the platform" Student B (G3,28/4/2022)

For one group who got the lowest marks they mentioned that they were not well prepared for the presentation.

"We were not well prepared for this presentation, therefore we felt less confident in doing the presentation…" Student B (G7 27/4/2022)

Student C from group 8 admitted that she was very nervous throughout the presentation. This was because she knew she did not have enough preparation for the presentation.

"We did our preparation last minute, that's why we feel nervous when we present" Student C (G8 10/5/2022)

And the idea of presenting live also make us nervous because we know our language is not so good" Student C (G8 10/5/2022)

"Risau sebab ada jugak audience... and that makes us nervous more"

(Worried because there were audience… and that makes us more nervous) Student A (G8 10/5/2022)

In addition to not having adequately prepared, this group's lack of preparation made them feel even more anxious about performing in front of a real audience. They admitted, which only made the situation more difficult, that they did not have a strong command of the language.

The groups with the lowest marks however embraced the idea of using Live Streaming for the presentation as it exposed them to use the technology

"For me it is okay to use the live streaming platform to do the presentation as this is the new experience for us to use but our mistake was not enough preparation"
Student B (G7 27/4/2022)

It will be okay for me if my friends are not here (live audience) … less scared'
Student C (G7 27/4/2022)

" If we practice more and more we will feel comfortable in presenting in front of Live Streaming audience.. so it's okay to use Live Streaming Platform" Student A (G8,10/5/2022)

4.8   Summary on Post F-SPOCS Live Streaming Presentation Interview

According to the interviews that were carried out, the pre-university students all agreed that the use of the F-SPOCS Live Streaming Platform was something totally new for them. The students did really well, despite the fact that they were nervous, particularly at the beginning of the presentation. After some time, the students were eventually able to present in front of the audience with ease.

According to the students, having a comprehensive preparation before to presenting was the primary factor that assisted the students in reducing their levels of nervousness before the presentation. This certainly helped to calm them down, especially given of the drilling that had been going on.

During the presentation, they found that using PowerPoint slides and various other audio-visual aids, such as the video they pulled from YouTube, was helpful. The students noted that the audience would look at the slides rather than at them because these audio-visual aids were being utilised. As a result, they were able to keep their nerves under control, which, in turn, boosted their motivation to do well not only when speaking but also when presenting.

In general, it is fair to say that these students' attitudes towards the implementation of a live streaming platform in the achievement of their presentation were complex. The students who had received high marks did not consider the platform to be an obstacle for them. On the other hand, the students who had received low marks were somewhat hesitant when giving their presentation because of the medium that was used as well as their level of proficiency.

4.8   Triangulation Method

In order to strengthen the research's credibility and validity, this research utilizes the triangulation method by gathering qualitative data using many techniques. The triangulation methodology was executed in three steps, each including distinct procedures. The steps were interview sessions, document analysis, and evaluation on students' final project.

4.9 Triangulation Protocol
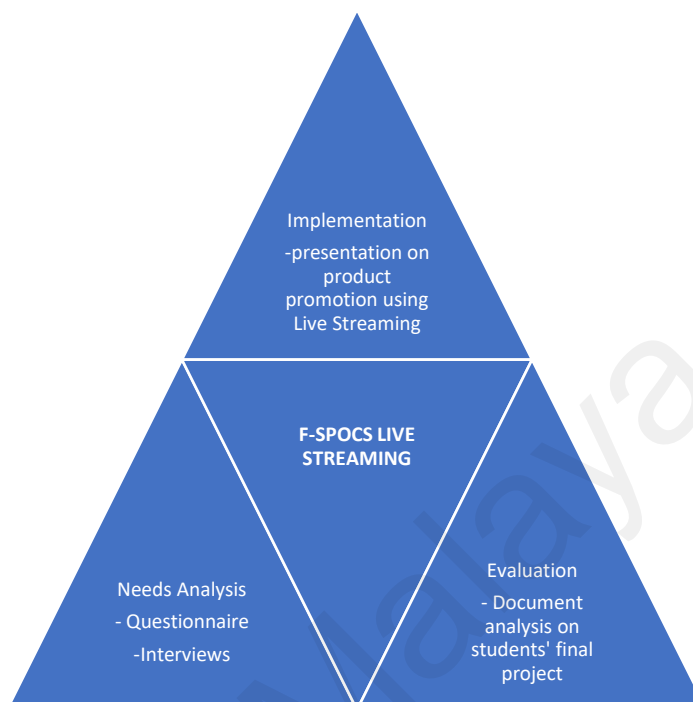
The first component of the research involved needs analysis data collection. Two methods, namely interview sessions and a questionnaire, were implemented in order to examine the needs and problems of speaking skill. Using a questionnaire to collect data for the requirements analysis. To 101 pre-university students, a questionnaire was issued. There were three interview sets conducted. The first one was conducted with five students to collect information on their needs and problems in acquiring speaking skills. There were five pre-university students that participated in the one-on-one interview. The second interview was held with five experts in order to glean their thoughts on students' English Language Speaking Skill performance as well as their perspectives on the use of online platforms in teaching the speaking skill. The experts shared their ideas too on how to implement the platform for maximum results.

The second phase of the research was carried out upon completion on the needs analysis and this next phase dealt with the implementation of F-SPOCS via Live Streaming. This was where the students did their presentation on product promotion.

The third phase of the research was the evaluation on students' presentation. Data analysis was used to identify and to evaluate students' presentation via Live Streaming. The document used was the rubrics built by referring to the Matriculation English Language Speaking Test Descriptors.

4.9   Summary

This chapter has described in detail participants' perspectives on the need analysis and the implementation of the F-SPOCS Live Streaming Platform. The training need analysis is accomplished using two different methods: questionnaire and interview sessions. Whereas the implementation of the F-SPOCS Live Streaming Platform was conducted in the students' speaking class. Participants was strictly voluntary and fully engaged throughout the study. As a result of this analysis, the needs analysis on students' perceptions on speaking skill, and design recommendation was proposed for an electronic training system for professional development. Chapter 5 provides overall discussion that answer each research questions.

CHAPTER 5: DISCUSSION AND CONCLUSION

5.1   Introduction

This research study proposes the use of F-SPOCS Live Streaming Platform as one of the media to be used to support pre-university students in their speaking class performance. This chapter discussed the overall findings of this research study. The discussion will address each of the research questions and be based on the research objectives. Additionally detailed and explored are the research's findings, implications, recommendations for future research, and consequences.

5.2   Research Question Findings

There were 4 research questions that have been answered in this research.

<u>**Research Question 1**</u>

Research Question 1: How do we recognize problems and needs of pre-university students in acquiring speaking skills?

As described in Chapter 4, the researcher found that a number of factors contributed to answering the first Research Question. The researcher has categorized the data into 3 items:

5.2.1   Students' English Language Speaking Perception

The statistics showed that different people had different opinions regarding the skill. Despite the fact that the students did not exhibit any unfavourable attitudes toward speaking the English language, the vast majority of students who were not yet enrolled in universities stated that one needed fulfil a number of prerequisites in order to successfully communicate in English. For instance, all of the students agreed that in order to

communicate effectively, they needed to have perfect grammar as well as excellent pronunciation. According to Collins (2021) cited by Shakir and Mahmood (2021) grammar does not have effects on writing only, but it also has effects on spoken language too. While grammar rules are less strict when speaking, grammatical errors in speech are still important. Too many grammar mistakes and your spoken language becomes distracting, making it hard for people to follow your meaning and understand. It was therefore can be concluded that students' observations on the importance of grammar in speaking is vital. The students believed that with a solid foundation of grammar, they will be able to speak well and will not feel demotivated when speaking in front of others.

To make matters even more difficult, the students confessed that they did not work on the language in their free time at home. Because of this, they were unable to perform the skill to its full potential. The students had the belief that if they were to adequately prepare for the speaking skill test and receive direction from their lecturer, they would be able to improve their performance. Students need to have an understanding of grammar in order to have a high degree of desire for speaking skill. These pre-university students also believed that if they were successful in mastering the skill, they would have the potential to earn money later on in their lives. According to recent data conducted by Wall Street English, a global practitioner of adult English language learning, bilingual individuals who speak English also report an increase in their average earnings of 25% as a direct result of having learned English. According to the findings of the study, people's levels of happiness at work increased by an average of 18% and their levels of happiness in general life increased by 12% when they had a better level of English. Although the possibility of earning more money is a significant reason for those who study English (around 40 percent), many people are seeking for benefits that go beyond the simply financial. In point of fact, personal growth topped the list of reasons people choose to

study (63%), with 45% learning to make travelling abroad a more joyful experience. This supported the notions or the insights of what the students shared that if they were to be successful in the language especially in speaking, they would be able to profit financially. Therefore, for them to be successful in life, they need to be successful in the language too.

5.2.2   Confidence

The results of the Confidence Items showed that the pre-university students lacked confidence and motivation when it came to speaking the English Language. This was due to the fact that these students were anxious about speaking or presenting in their English class as well as speaking the language outside of the classroom. The students were intimidated when they addressed the prospect of having to present in front of classmates who had performed better than them. The students also said that they felt intimidated in front of their instructors if they were given the opportunity to voice their opinions. The reason for this was that their anxiety was genuine, which hampered their ability to speak fluently. According to the findings of a study that was carried out by Moazzam (2014), the incentive to speak can be affected by four different factors. These factors include anxiety, motivation, attitude, and interpersonal contact. Their capacity to talk has thus been impeded as a result of having a high level of fear and a low level of motivation to speak.

According to the data that was gathered, the pre-university students were concerned about their ability to communicate orally. They did not have the self-assurance and resolve necessary to speak English, particularly in public settings. According to the findings of the study, they lacked self-assurance when speaking in front of their fellow students, and the prospect of having to do so caused them to feel anxious. According to the findings of

a study that was carried out by Nisa and Naryoso (2018), the biggest factor that causes respondents to experience anxiety is a lack of self-confidence, whereas the presenting component during the day is the factor that produces the least amount of worry. The hypothesis put out by Nisa and Naryoso (2018) that the students were concerned about their ability to speak English in settings other than the classroom was validated by the findings of the research. In addition, according to the findings of a study that was carried out by Anh Tuan Pham (2021), a considerable number of participants reported that they were unable to communicate effectively while they were feeling anxious. The outcomes of this research on students' judgments of their proficiency in the English language are supported by this viewpoint.

5.2.3 Personal Control

Even though the students showed difficulties with speaking due to nerves, anxiety, and a lack of motivation, it can be said that they had no trouble commencing their efforts to learn more about the skill. This is despite the fact that the students demonstrated difficulties with public speaking. When asked about their level of personal control over the process of acquiring the skill, the students offered positive responses, indicating that they are capable of regulating and directing themselves. For example, if their scores in speaking were low, they took the initiative to enhance their ratings by participating in conversation with their classmates. This resulted in an increase in the overall quality of their grades. Students did not have much trouble putting in the work necessary to improve their English Language Speaking Skill knowledge on their own.

It is possible to draw the conclusion that these pre-university students had good remarks and insights on the acquisition of the English-Speaking Skill based on the fact that they had personal control over the learning process. According to the data that was collected,

the pre-university students did not have any trouble beginning their own efforts to improve their public speaking abilities. They had no trouble learning on their own, for example if their instructors were out of the office.

5.3 Research Question 2

5.3.1 How do the pre-university students perceive on the use of online learning and F-SPOCS Live Streaming in particular?

The researcher interviewed five students to determine their perceptions of the F-SPOCS Live Streaming platform as a medium. Mixed results were obtained from the students. Some students appreciated online presentation platforms, while others were intimidated by them.

The students that preferred the online presentation expressed their eagerness to use Live Streaming as their presenting platform. They were eager to explore new things, using Live Streaming Platform as the media in this instance. Because there would be "no" audience in front of them, they would be more confident.

The ones who were reluctant to use the online presentation mentioned that they felt uncomfortable having to know that their presentation was being watch by audience from around the world. It can be inferred that their level of nervousness would be increase and at the same time felt demotivated to present better.

Not everyone prefers having an online class or delivering a presentation online. The result is that the F-SPOCS Live Streaming Platform can be implemented, but it must be implemented continuously. It is not a onetime success story as more drill and practises

are needed to ensure the success of the platform. This is to ensure that students have ample opportunities to practise in order to boost their confidence or motivation.

5.4   Research Question 3

5.4.1   What are the expert opinions on the implementation of the F-SPOCS Live Streaming Platform?

The researcher conducted interviews with five experts from one of the matriculation centres. As a consequence of the interview, the experts shared their points of view regarding the challenges that students face when attempting to improve their speaking skills. The lack of self-assurance and motivation to learn the skill was the issue that came up most frequently in the responses. According to these experts, the students' primary concern was that they would mess up the language when they spoke it. The experts pointed out that a lack of training was another aspect that contributed to the students' inability to speak the language.

The implementation of an online presentation was met by the experts with a variety of different perspectives. While some instructors preferred to educate their students one-on-one, others thought that classroom instruction was more beneficial. On the other hand, these professionals did not immediately exclude the possibility of the students presenting their work via an internet forum as absurd. They enthusiastically embraced the cutting-edge idea of using Live Streaming platforms as a vehicle for student presentations.

As a result of the experts' in-depth familiarity with the students under their supervision, they were willing to discuss their strategies for encouraging students to improve their speaking abilities. As an example, one expert requested that her students videotape themselves reading aloud and then post the recordings to YouTube.

The experts also imparted their knowledge on the application of online classes by providing some suggestions on how to carry out the instruction via the internet.

From the responses from the experts, the idea of using F-SPOCS Live Streaming Platform can be applied in their classes especially during their presentation. With the help of the instructors, the platform can successfully be executed provided the students will continue doing their practice via live platform.

5.5   Research Question 4

The research Question has been divided into two sub-questions:

5.5.1   To what extend do the students perform in speaking assessment after utilising the F-SPOCS?

To answer the first part of Research Question 4, the researcher had collected their presentation scores (based on the Matriculation Speaking for Continuous Assessment rubrics) and categorised their scoring into 3 categories of highest, intermediate and lowest.

Based on the scores, the groups with the best marks were able to achieve practically all of the criteria in the rubrics, whilst the groups with the lowest scores did not match the requirements from the speech descriptors in key areas.

There were several reasons that contributed to the disparities in scores. The top scorers were confident in presenting via Live Streaming since they believed it was only a platform for presentation. The low-scoring presenters, on the other hand, were overcome by nervousness. As a result, the low grades.

Students' presentations received low grades due to a lack of preparation. Students who received low grades stated that their lack of preparation made them nervous. As a result, they were unable to obtain high marks.

5.5.2 what are students' perceptions on speaking assessment after utilising F-SPOCS?

A series of interviews was conducted right after the execution of the students' presentation and the researcher had gathered students' perceptions and insights on the use of Live Streaming as their presentation platform. The data gathered had shown some mixed perceptions on the use of Live Streaming as their platform. Majority of the students embraced the idea of using online platform to do their presentation. They mentioned that it was a good and new experience for them to present in front of live audience. They were nervous at the beginning of the presentation but gradually they enjoyed doing the presentation via live streaming platform.

The nervousness was identified by the students as being present during their presentations. They did, however, think that with more practise, drill, and preparation, they would be able to score higher.

5.6 The Theories

Flipped Learning	ARCS
F-SPOC	
TPACK	Communicative Competence
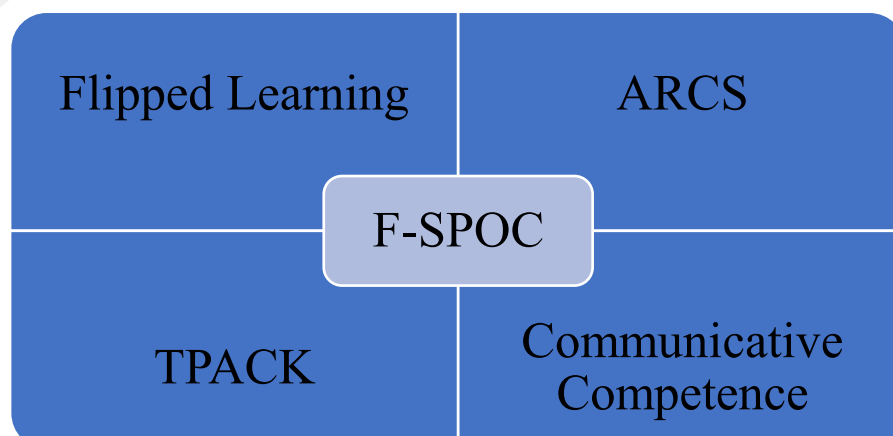
It can be concluded that, the F-SPOCS Live Streaming Platform successfully integrated the 4 theories used in the study. The first theory of Flipped Learning by Brame was fully utilised as the researcher used the Live Streaming media platform to be the medium of the presentation. The main reason was to see the effectiveness of using technology to carry out speaking class. Even though the response from the students received were mixed responses, majority of the students embraced the idea of using the technology (in this case, the live streaming platform) as they mentioned it was a new thing for them. F-SPOCS Live Streaming Platform has ticked the key features of "Flexible Environment", "Learning Culture", "Intentional Content and "Professional Educator" (Cavage,2014) and they fitted well with the objectives of the research. The idea of the students doing the preparation prior to their presentation fits well with Brame's Theory. The students get to experience the first exposure prior to class

The ARCS theory was relevant to the research too. According to Chu (2017), this design theory offered four primary components of the motivational design paradigm, namely, attention, relevance, satisfaction, and confidence, with an emphasis on motivating students through instructional design. He went on to describe Keller's design model, which he coined. In teaching design, the ARCS motivational design model can be interpreted as follows: first, to arouse learners' attention and interests in order to motivate them; second, to let learners understand the close relevance between themselves and the tasks; third, to enable learners to have confidence in their ability to complete the tasks; and fourth, to have learners feel a sense of accomplishment and satisfaction. The entire process consists of a succession of dynamic cycles.

In this research, students completed the cycle in its entirety. This is evidenced by the fact that the online presentation interview piqued the students' curiosity, followed by the

creation of the product advertising. The next phase was when they utilised the Live Streaming platform for their presentation, at which point the acquired data revealed that the students were first concerned when promoting their product. They were eventually able to develop confidence and felt encouraged to continue with the presentation. The final stage is the accomplishment, which is reflected in their presentation scores. The results demonstrated that the students were satisfied with their presentation and their grades.

The T-PACK theory was apt to the research where the instructors played their role only to help the students especially in the technological part, in this case it was the use of Live Streaming Platform. If the instructors did not have the knowledge on technology (TK – Technological Knowledge) it would hinder the process of students' presentation.

And the instructors of course have the CK – Content Knowledge in order for them to teach the subject matter to the students and in this case is the English Language Speaking Skill.

The Pedagogical Knowledge (PK) must also be understood by the instructors because they are required to have an understanding of the teaching-learning process in order to ensure that the flow of the lessons will proceed smoothly.

Therefore, the combination of T-PACK in F-SPOCS Live Streaming Platform was appropriate as it tailored the objective of the research.

Because the instructors of the speaking class need to guide the students through the use of the live streaming platform, they will be able to instruct the class effectively if they have an extensive knowledge of technology. The pedagogical knowledge is definitely

needed especially in the technology part. Combined two and two together has made the use of live platform a better one.

The concept of Communicative Competence, which was developed by Hymes (1966), was incorporated into the study, and it works exceptionally well with the objectives of the research. In this context, during the presentation via the live streaming platform, students were required to be able to employ all forms of speech activity where they were needed to integrate as mentioned by Gavrilovići & Kovačević (2018) notion communicative competence refers to the ability of the speaker to use language in order to communicate successfully and it represents the ability of participants in a social interaction to choose an adequate communicative behaviour to achieve their own interpersonal goal, and to maintain the full contact with other participants in a conversation in the context of a limited situation (Wiemann, 1977, cited by Gavrilovići & Kovačević (2018). Therefore, in this context, when the students were presenting the communicative competence happened as they needed to communicate and interact in order to achieve their goals, in this context, to present well in the presentation and to get good scores.

5.7   Implication of the study
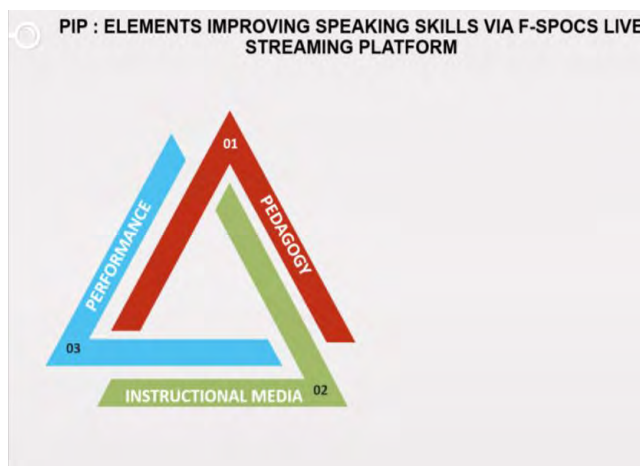
Figure 5.1 : The P.I.P

5.7.1 Pedagogy

The idea of using the F-SPOCS Live Streaming Platform is not limited to just the ability to speak in front of an audience. Reading, writing, and listening are some of the skills that may be taught to students by lecturers who make use of their creative potential afforded by the platform. The platform used, Instagram is not only for sharing photos and videos, but also to create a community in any field, where the people involved may widen their networking as well as exchanging ideas, knowledge, or information (Soviyah & Etikaningsih, 2018). Research conducted by AlGhamdi (2018) due to these distinctive characteristics of Instagram, it has been used for teaching general English to Arab learners since 2015 and followed by more than 48 thousand students. According to Wang & Vasquez, 2012 (cited by Aloraini, 2018) teachers are encouraged to use Instagram as a way to change traditional classroom activities and take the learning tasks to a more fun, friendly environment that is characterized as a learning prone platform. The instructors are encouraged to use this platform to help them to deal with the students who are more interested in having technology in class. Therefore, the use of Instagram Live is apt for the instructors to use as a part of their teaching aid in the pedagogy. Because using this platform to teach students English language skills is likely to pique their interest in learning, teachers should make the most of the opportunity to do so. It is an effective strategy for dealing with these "digital natives."

5.7.2 Instructional Media

The F-SPOCS Live Streaming Platform is a resource that instructors can tap into in order to provide material to their class audiences. It is expected that students would put in significant effort to prepare for their presentations; hence, it is hoped that the utilisation of the platform will at least enable them to have a sense of ease regarding their presentations. The major purpose of the F-SPOCS Live Streaming Platform is to

encourage students to provide live presentations whenever possible. Ultimately, these pre-university students will feel more comfortable giving presentations via live streaming, which will indirectly increase their motivation and confidence. In addition, students will be interested in and comfortable with implementing or using the platform because they are digital natives for whom online and technology are second nature.

However, to ensure that these pre-university students do well in their presentation, it is essential for them to have a preparation for it. This idea is consistent with the theory that was used in the research that was conducted by Brame (2013), where she mentioned that "flipping the classroom" means that students gain first exposure to new material outside of class, typically via reading or lecture videos, and then use class time to do the harder work of assimilating that knowledge, perhaps through problem-solving, discussion, or debates. This notion fits in with the theory that was used in the research that was conducted by Brame (2013). In this scenario, the students are required to perform research on the subject matter that they were going to deliver, after which they are responsible for developing their presentation and participating in practise sessions. Those are activities that take place outside of the classroom.

The live streaming was the only option for the presentations given by the students. As a result of giving live presentations, students will get over their anxiety and gain a positive sense of self-confidence. This can only be accomplished with adequate preparation as well as individual practise carried out outside of the classroom. F-SPOCS Live Streaming Platform is a tool for preparation since it is freely accessible for students to use anytime, they like for practise purposes. This allows students to utilise the technology whenever it is convenient for them. After they have completed what they consider to be an adequate amount of preparation, they will be able to give an excellent presentation in class.

In light of the current COVID-19 pandemic situation, which has caused unprecedented disruption to the majority of education processes, the online learning provides both educators and students with opportunities for continuous learning (Shahzad, Hassan, Aremu, Hussain, and Lodhi (2021), cited by Idris (2022). Online instruction is rapidly replacing traditional classroom instruction at educational institutions, and this shift is happening quite quickly. As a result, employing F-SPOCS as a platform for online learning enables both teachers and students to maintain their learning without experiencing any disruptions.

Participation in the teaching and learning process, on both the part of teachers and students, will continue as usual, with both groups retaining their passion and commitment to the endeavour.

5.7.3 Students' Performance

The F-SPOCS Live Streaming Platform is a medium where the students presented their speaking assignment via the platform. From the findings in Chapter 4, it is believed that students managed to at least curb their nervousness when doing the presentation. It can be seen from the scores that they obtained during the presentation. This answered the Research Question 4, the students did perform well in their speaking assessment after utilising the platform as it can be seen from the results obtained in their speaking assessment.

Students indicated during the interview that they were nervous at the start of the presentation. However, as they became more comfortable and at ease in the middle of their presentation, the feelings faded. Ample preparation aided the students greatly in this

assignment, as they stated in the interview, and they did well since they had adequate preparation prior to the presentation. As the students cannot see their audience while using the F-SPOCS Live Streaming Platform, this may at least make it easier for them to keep their nerves under control. Nonetheless, the students do need some practise before the presentation, and if they have sufficient time to prepare and go through certain drills, it will benefit them more in their presentation.

The results of a study that was carried out by Mat Ishak, S. M., and Yaacob, A. (2022) showed that their findings were consistent with those of Hadiyanti and Simona (2016). Hadiyanti and Simona claimed that Instagram is a platform that can assist students in learning English by enriching the students' experiences with language learning. Students can improve their command of the language by interacting with their peers in conversation. Therefore, pre-university students should make full use of the platform to practise the language. Not only will this be able to boost their confidence and motivation in speaking, but it will also allow them to practise the language more effectively. It is believed that when they reach a point where they are able to use the platform with ease, it will also boost their performance in the subject.

5.8   Limitation of the study

The information required for the needs assessment was gathered at one of the matriculation centres that are located in Malaysia. Because of this, it is possible that the statistics and findings do not accurately represent all of the pre-university students located throughout the country. Because of this, it is possible that the findings of the research are not generally applicable to a larger population of pre-university colleges. This is because the research was conducted on a relatively small sample of colleges. Because of this, it is indeed possible that this fact suggests that.

During the time that this study was being conducted, the subject matter experts who had been selected for it, who were working as instructors at the matriculation centre, were required to remain stationary in a single location. Their viewpoints should by no stretch of the imagination be construed as being representative of the position held by all Malaysian educators. Because it was more convenient for us, we chose these individuals as our experts from among a more limited pool. This is the case despite the fact that each of them is an expert in their respective field of expertise. Even though the experts were chosen from among the specialised educators at one centre, it would be advantageous for future work to have several experts from other centres in order to get a variety of responses from them. Additionally, it is anticipated that the participation of multiple experts will significantly increase the validity of the findings of the research.

It was decided that rather than conducting the post-F-SPOCS interview with the student body one-on-one or in large groups, we will conduct it in small groups. As a consequence of this, it is possible that the responses of the students will be geared due to the fact that they will be influenced by the emotional responses of their classmates. When responding to the questionnaire, you should also keep in mind the aforementioned point. The overwhelming majority of respondents have a pattern of providing responses with very little to no obvious thought having been put into them. The researcher had a difficult time tracking the responses provided by the students because the questionnaire was distributed in the form of a Google Form. This made it more difficult for the researcher to analyse the data.

The data analysis method for this study was leaning more towards the qualitative study as three sets of interview were carried out compared to only one instrument for quantitative method. As a result of this, the concrete validity for the quantitative data was not suffice.

5.9   Recommendation for future research

The primary purpose of the F-SPOCS Live Streaming Platform is to encourage students, especially those who are apprehensive, to put extra effort and exude confidence when delivering their presentation. Consequently, it would be advantageous for more experts to investigate the needs and desires of students in regard to their lack of motivation to speak English.

A study should be done to identify more techniques for preventing students from experiencing anxiety or lack of motivation when speaking in class. It is anticipated that if more research is conducted on ways for overcoming the issue, it will be possible to assist students feel calm and composed during presentations.

5.10   Conclusion

The findings of the research study that was carried out are outlined in this chapter's summary. The work that was done in the implementation and evaluation of the F-SPOCS Live Streaming Platform, as well as the activities that were completed to achieve the research objectives, are brought to a conclusion in this research. This research is also the culmination of the activities that were completed to achieve the research objectives. The conceptual framework that was presented in Chapter 1 and used to organise all of the methodological methods that were used in the research was an adaptation of four different theories: Brame's Flipped Learning, the ARCS Theory, TPACK, and Communicative Competence. These four theories were adapted to create the conceptual framework.

Enhancements were made to pre-university teaching and learning development activities as a direct result of the deployment and evaluation of the F-SPOCS Live Streaming Platform that was conducted as part of this study. This evaluation contributed to the future development of online learning. The findings of this study led to the development of a novel idea that has been put into practise. This idea is the utilisation of a Live Streaming Platform as a means of motivating students to improve the quality of their oral presentations.

As a consequence of this, the F-SPOCS Live Streaming Platform will keep expanding even as new technologies are introduced.

The number of highly developed live streaming platforms that will be available in the not-too-distant future will increase, and these platforms will be able to be utilised by both teachers and students. The F-SPOCS Live Streaming Platform is an idea that has been conceived with the intention of stimulating more thought regarding ways in which to support students in overcoming their lack of motivation and their nervousness when speaking the target language. The idea was conceived with the intention of stimulating more thought regarding ways in which to support students in overcoming these challenges. The successful adoption and implementation of the F-SPOCS Live Streaming Platform paves the way for the development of instructors who contribute not only to the success of the institution but also to the advancement of society. This is a win-win situation for everyone involved.

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