

THE INTEGRATION OF DIGITAL PLATFORM FOR ONLINE SPEAKING PRACTICE 'FLIPGRID' BASED ON TASK-CHAINS PRACTICE AND DRIVING MAPS OF OUTCOMES

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Abstract: The implementation of Flipgrid platform offers chances for students to focus on practicing speaking skills online so that students gain an in-depth communicative experience. Through Flipgrid, students provide responses in the form of short videos to the topics posted by teachers. Flipgrid offers students the opportunity to exchange interaction via online and build a series of intensive discussion. The topic was structured in a chain, dynamic, and progressive step so students can see the process in stages. The task chain was visualized through flow diagrams called driving maps of outcomes to express the correspondence between communication and cognitive skills required by students. The driving map of outcomes is the basic principle of outcome-based education (OBE), an educational and learning system framework focusing on the outcomes of a learning process. This study was conducted to determine students' perceptions on the implementation of Flipgrid with IT topics designed based on task chain and driving map of outcomes. Qualitative data were obtained from an online questionnaire in the form of google form consisting of likely scale-type questions (1-5) given to undergraduate ESP course students majoring in informatics management. The questionnaire consisted of statements arranged to gather students' perception on Flipgrid usability, the use of Flipgrid to give responses and have discussion and the application of speaking job sheet. The results show that students didn't have any technical obstacles in using Flipgrid and they also acknowledged that Flipgrid helped them to express their opinion better as they could prepare for the presentation systematically. Furthermore, students gave positive feedback about the integration of the Flipgrid platform with structured and results-focused topics because it provided a comprehensive and immersive learning experience. The process of implementing Flipgrid and job sheets has a positive influence so that it can be recommended as a strategic choice in the process of teaching English in vocational education, especially in the context of teaching speaking competence.

Keywords: speaking competence, English for Specific Purposes, Technology Enhanced Language Learning, Flipgrid

INTRODUCTION

The advancement in technology particularly in education field has been acknowledged to have great impact on the quality of interaction and transfer of knowledge. In order to take advantage of the technology, adjustments and development to meet the needs of students must be taken into consideration. Concerning the transformation of industry 4.0 and students which fall into the category of Generation Z, teachers need to adopt technology so that they can understand the interests of students in digital literacy (Bencsik,2016). In addition, literacy in digital aspect is an essential feature needs to be developed as part of learning skills in 21st-century including the ability to be creative, to have critical thinking, to perform interactive

communication, and cooperation (Bialik, 2015). Technology-based language learning plays an important role in dealing with heterogeneous students, especially when learning takes place online, both within the scope of blended learning or online learning during the pandemic.

Integrating technology into the language learning process can also reduce other challenges that may affect the success of foreign language learning, such as insufficient time for communication activities, a class with large capacity, and students' lack of confidence in the use of spoken English in a classroom (Nguyen, 2014). Among the four competencies in English, speaking competence is the most important because it bridges students with the global world (Leong and Ahmadi, 2016). In other words, it is of great importance to enhance speaking competence, especially for vocational students, because it helps to cope with the increasing demands of the workplace and industry. However, the process of mastering oral skills is challenging and not easy (Arifin, 2017). One of the reasons for these difficulties is that the anxiety will be evaluated negatively by other students or teachers, so most language students are often unwilling to take the risk of actively speaking in class (Belegdair, 2015).

To help language learners, especially in reducing English speaking anxiety and increasing motivation in learning, the application of technology or applications into the classroom is one way that can be done. Using technology in innovative and effective ways will help improve students' academic performance (Sharma, 2011). Some examples of technology integration into the learning process are the use of the internet, audio or video applications, and digital learning platforms. In language learning, several research have put emphasis on the use of video-mediated digital learning platforms has benefits in elevating speaking competence. Multimedia presentations can effectively improve speaking skills (Syafii, 2019). Moreover, the use of video technology helps improve speaking competence because students are motivated to convey their viewpoints (Nur and Jafre, 2011). Thus, language learners can use English through organized thinking, more accurate grammar, easier to understand pronunciation, and more advanced vocabulary. Findings in other studies also emphasize that video-mediated communication can improve speaking competence because they get space to practice speaking in more comfortable situations as pointed out by Ferlazzo (2013), Wilhelm (2014), Ahmad, and Lidadun (2017), and Paulina (2017).

Based on the identification of the benefits of video-mediated communication tools in language learning, this study uses Flipgrid, online communication tool in the form of video, to assist students not only in reducing their anxiety when learning English but also in improving the quality of their speaking performance. Flipgrid is an effective medium for speaking practice because it helps reduce the anxiety of EFL students and boosts their confidence in using artificial intelligence technology to learn to speak English (Mango, 2019). Learners who tend to be less active and clumsy in giving opinions can listen to other posts before posting their videos. In addition, they can also practice several times and watch the videos they have recorded until the videos are ready to be posted (Ahmad and Lidadun, 2017). Furthermore, Tan (2019) and McLain (2018) underlined that Flipgrid uses asynchronous video recorded by the learners so that they get as much time as they need to practice speaking without the strain of having to respond immediately. This application is relevant for learners who need more time to practice speaking, are afraid of making mistakes, are awkward, and lack confidence when delivering presentation in classroom setting (Tan, 2019).

The previous studies have emphasized the positive impact of integrating the Flipgrid digital platform into the foreign language learning process, especially speaking competence. The similarity between this study and the research that has been described previously lies in the focus of using Flipgrid in the context of learning speaking competence. However, there has been no specific research that focuses on the implementation of Flipgrid which is intended for the context of learning English for special purposes in the vocational field as raised in this study.

The arrangement of discussion topics in stages has also been used in research by Difilippantonio-Pen (2020) where topics are made based on Bloom's taxonomy. This study also arranged discussion topics in a progressive hierarchy. However, the main difference lies in the preparation of discussion topics that are designed based on task chains and driving maps of outcomes so that there is a hierarchy of competencies that can be mastered by students continuously and in stages. The driving map of outcomes is the basic principle of outcome-based education (OBE) which is a systematic approach to education and learning, focusing on the results of the learning process. Thus, the integration of the Flipgrid digital platform with structured and achievement-focused topics is expected to provide a comprehensive and immersive learning experience for students.

Although there have been several studies that emphasize the importance of implementing Flipgrid in the learning process, there is not much empirical evidence about the effectiveness of its use in vocational education, especially in the scope of English for Specific Purposes. In addition, the application of Flipgrid has not been found with topics that are structured and which consider aspects of language and cognitive competence based on a progressive hierarchy to meet industry demands. Therefore, this study focuses on students' perceptions regarding the effectiveness of Flipgrid in learning English for Specific Purposes based on job sheets arranged according to task chains and driving maps of outcomes.

METHOD

The implementation of Flipgrid in this qualitative experimental study was carried out in two sessions, i.e., without and with the application of job sheets with topics arranged based on task chain and driving map of outcomes. Before the application of Flipgrid with job sheets, students were given the material on topics related to IT-based on the handout. The learning material was provided in the form of slides, video explanations recorded using the 'screen recording' feature in Microsoft PowerPoint. The discussion of the topic and exercises was carried out via Google Classroom. Students were required to give responses in Flipgrid based on the topics discussed in each meeting. In the second session, students were given an additional learning material (job sheet) to assist them with a better understanding of the topic so they could have proper preparation before recording their responses in Flipgrid.

In this study, students were asked to provide feedback or perceptions on the integration of the Flipgrid digital platform into the speaking learning process. Students filled in an online questionnaire (google form) with likely scale type of questions to record their perspectives on Flipgrid usability, delivering a presentation in Flipgrid, using Flipgrid for discussion, and integration of speaking job sheet for Flipgrid activity. Questionnaire with 5-point Likert-type was implemented to gather students' perceptions on the impact of integrating Flipgrid in the process of learning. The participants completed the questionnaire online during the last week of classes and were requested to choose their level of agreement ranging from scale 1= Strongly Disagree (SD) to scale 5= Strongly Agree (SA).

FINDINGS AND DISCUSSION

Online teachers explored different ways of replicating the types of interactions that occur during direct interaction in the classroom setting, primarily because engaging interactions and discussions are related to student satisfaction and learning of the online course (Dyer et al., 2018; Guo et al, 2019; Maddix, 2012; Mejia, 2020; Moore, 2014). One of the benefits of online-based learning is that teachers can implement multimedia tools to help create interaction and participation, while managing to lessen the communication distance between students (Mahmoudi & Gronseth, 2019; Martin, Wang, & Sadaf, 2018; Moore, 2014, 2016). Many students reported feeling isolated and alienated while learning online; they miss

the direct contact and interaction experienced in conventional courses (Kaufmann & Vallade, 2020). Research suggests that video-based discussions may reduce the intensity of these feelings (Clark et al., 2015; Delmas & Moore, 2019; Gurjar, 2020; Mahmoudi & Gronseth, 2019; Serembus & Murphy, 2020).

The results achieved in this study are analysis of students' perceptions on the stages of implementing Flipgrid digital platform. The perceptions were obtained through an online questionnaire, i.e., google form. The results of the analysis of student responses are used to determine student perceptions of each process that has completed before and after the implementation of Flipgrid using job sheets arranged based on task chains and driving maps of outcomes. The results are displayed based on four main aspects including Flipgrid usability, Flipgrid responses, Flipgrid discussion, and Job Sheet Review. Before the part of displaying and elaborating the responses, the elaboration will focus on the concept of task chain and driving map of outcomes.

Topics Designed Based on Task Chain and Driving Map of Outcomes

The process of designing a structured topic in this study was made based on the adaptation of the blueprint stated in Du and Wang (2019). Du and Wang proposed the outcome into a four-module & three-layer task chain in a course "English for IT professionals". Three-layer task chain refers to "unit-driven", "module-driven", and "course-driven", which means content and skills acquired in all situational tasks from each unit are to pave ways for module task, and the outputs of the previous module are preparations for the next module, and outputs of the four module tasks are for students to get ready for the final situational task (Du and Wang, 2019).

The design of the topic is made in a sequential, dynamic and progressive manner so that students can see the process in stages. The task chain is visualized through flow diagrams called driving maps to express the correspondence between communication and cognitive abilities required by students. Job sheets were given to students after completing the initial stages of learning in which students used Flipgrid without using job sheet. This was done to make sure that students could focus on getting familiar with the application and completing tasks with less structured instruction. The job sheet was prepared to cover 3 units, namely unit 6 (interactions), unit 7 (development) and unit 8 (IT solutions). The three units were used as the basis for giving the final project in this course.



Figure 1. Task Chain on Module 3

The above figure illustrates a task chain that was used as the basis of four Flipgrid activities. The task chain covers topics in unit 6 (interactions), unit 7 (development), and unit 8 (IT Solutions). In unit 6, students were required to present recommendations for particular IT problems faced by a company. They were given a situation in which the company needs their solutions to overcome problems related to digital interactions. In unit 7, students were asked to write a short report to a manager describing their website design and project plan. In unit 8, students read a scenario involving a website development project. They had to make decisions about the feature of the website, planned the project using a Gantt chart, and presented a proposal about it. After they finished completing the tasks in three units, they were assigned

to produce a final video response with a topic on website release or launch. The previous three activities were a series of projects designed with related topics to be used as the basis for completing the final project.

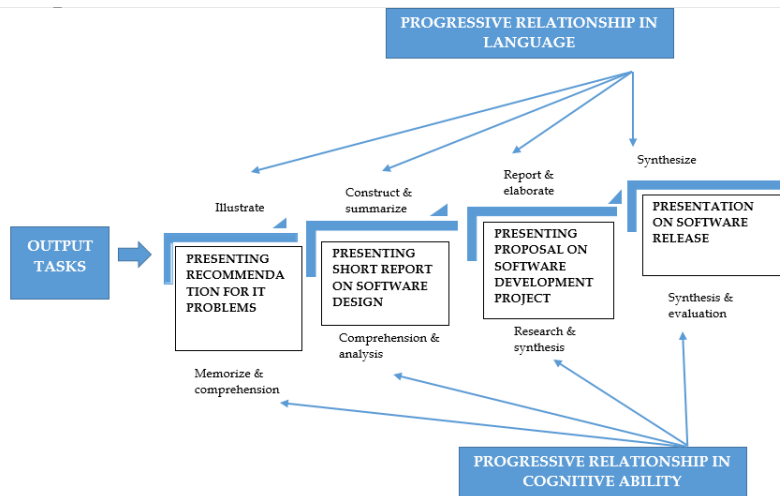


Figure 2. Driving Map of Outcomes on Module 3

The chain of assignments reflects professionalism and continuity of mastery of competencies to help students experience the mastery of competence and accomplish the objectives of ESP classes with the basis of outcome-based education. In addition to the task chain, job sheets are also prepared using the basis of a driving map of outcomes (Figure 2). By utilizing the driving map of outcomes as the main guide, the learning process continues to run according to the desired results. Furthermore, student progress and evaluation can be carried out systematically. Task visualization is a powerful supporting tool in helping students build a skills framework and is an important step in the design of OBE-based courses. Students' perceptions on the integration of Flipgrid based on job sheet arranged in hierarchical model using task chain and driving map of outcomes are presented in the next sections.

Perception on Flipgrid Usability

This section explores students' perception on the usability aspect of Flipgrid as the digital platform used to practice speaking. This part of questionnaire consists of eight statements covering the technical aspect in using Flipgrid from the students' side.

No	Statements	Strongly Disagree and Disagree	Neutral	Agree and Strongly Agree
1.	Downloading the Flipgrid application onto a smartphone was straight forward	2.1%	23.4%	74.5%
2.	I prefer to access Flipgrid in web browser	2.1%	21.3%	76.6%
3.	Using the Flipgrid key to access the video activity was easy	0%	21.3%	78.7%
4.	Recording and uploading videos using Flipgrid application on smartphone was simple	8.5%	31.9%	59.6%
5.	The Flipgrid video screen display was useful	0%	29.8%	70.2%
6.	Flipgrid emoticons and other artwork were useful	6.4%	46.8%	46.8%
7.	I could use either my PC or smartphone for all language activities	2.1%	27.7%	70.2%
8.	I would be interested in using Flipgrid again in class	6.4%	29.8%	63.8%

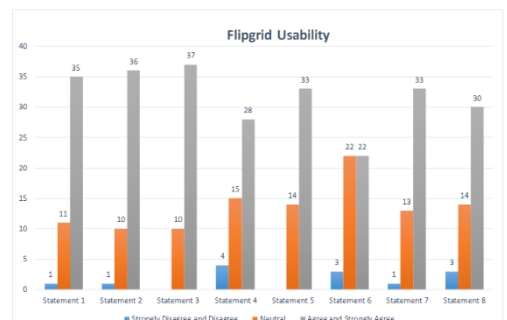


Figure 3. Perceptions on Flipgrid Usability

Based on data presented in Figure 3, most students gave positive responses on the aspect of Flipgrid usability particularly on the technical aspects and features that they could explore while using the digital platform. Out of 47 respondents, 35 or 74.5% agreed and strongly agreed that the process of downloading the platform was easy, 76.6% of respondents also acknowledged that they preferred to access Flipgrid in a web browser instead of via mobile application. Furthermore, 33 respondents, or 70.2% also mentioned that they could use both versions without any problems while completing the language tasks or activities. Regarding the users' experience in using features offered by Flipgrid, most of them showed positive responses by choosing scales 4 and 5. More than half of the respondents agreed and strongly agreed that accessing video activity in Flipgrid was easy (78.7%), mobile application gave easy access in recording and uploading videos (59.6%), the screen display was useful for the students (70.2%). In terms of exploring the use of emoticons and artwork in Flipgrid, the same percentage of respondents preferred different perspectives, i.e., 46.8% for neutral and agreed and strongly agreed respectively. This is since most of the IT-related topics required them to act as a professional speaker, so students rarely made use of filters or emoticons provided in Flipgrid.

This finding corroborates with the concept of compatibility as reported by (Carrie & Timothy, 2020), stating that Flipgrid is a compatible platform that can interact with other platforms including social networks or LMS; Google Classroom, Microsoft Teams, etc. This is also supported by Antonius, Sugeng, Monika, & Charito (2020) who mentioned that students acknowledged the tool's compatibility for accessing online platforms. In terms of educational applications, Lamb (2015) stated that Flipgrid is appropriate to be integrated into the language learning process because it is easy to operate and effective for teaching speaking competence. Moreover, another reason for the friendly user interface is that students were not asked to sign up for an account, they just have to get link of the grid that can be accessed for free. Thus, it does not result in any possibility of having overloaded platforms in the current digital ecosystem (Stoszowski, McCarthy, & Fonseca, 2017).

Perception on Flipgrid Responses

This part reports students' perception when practicing their speaking competence by giving responses to the topic posted in Flipgrid. The survey consists of eight statements which emphasizes students' view in doing presentation by recording and uploading video responses.

No	Statements	Strongly Disagree and Disagree	Neutral	Agree and Strongly Agree
1.	Lesson activities were necessary for language preparation to later conduct a video presentation	2.1%	29.8%	68.1%
2.	Uploading a presentation video in Flipgrid is a suitable method for submitting a video for class work	8.5%	23.4%	68.1%
3.	Lesson videos made available to everyone to watch in class or in small groups is an acceptable part of language learning	6.4%	29.8%	63.8%
4.	Flipgrid videos in English using topics related to IT supported the learning process	2.1%	31.9%	66.0%
5.	I could learn more about the issue/topic in IT when preparing for my video presentation	0%	29.8%	70.2%
6.	Discussion on language use help me to use correct expressions in my presentation	0%	27.7%	72.3%
7.	I have enough time to find references and record my response	2.1%	34.0%	63.8%
8.	I like to use Flipgrid for speaking practice compared to Google Meet session	0%	34.0%	66.0%

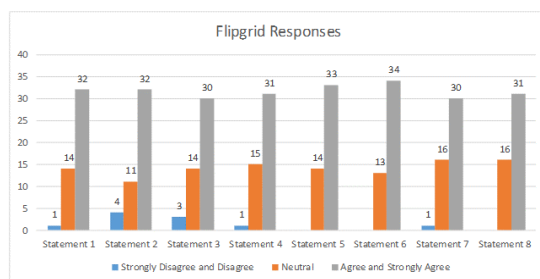


Figure 4. Perceptions on Flipgrid Responses

Figure 4 showed students' perceptions on the aspect of giving responses in Flipgrid's topics. As presented in the percentage column, more than half of respondents chose the scale of agree and strongly agree regarding the statements given in the questionnaire. Prior to posting video responses in Flipgrid, online learning was conducted via Google Classroom with a discussion on the topic and exercises. Flipped learning was used in this context where the

lecturer posted learning materials including slides, video explanation, and a list of exercises to be completed before the online session was held. Reinforcement on the key concept and discussion on exercises were done during the online learning to make sure that all students had the same required level of understanding. At the beginning of Flipgrid implementation or the first stage without the implementation job sheet, students were required to submit the video on the same day. As the topic gradually got more complex as arranged in the job sheet, students were assigned to finish the activity within one week. Most of the respondents (32 students of 68.1%) agreed and strongly agreed that the lesson activities were the essential part to prepare for the presentation. Submitting video responses in Flipgrid was also seen by 68.1% of respondents as the suitable form of speaking task. By submitting the video in Flipgrid, students were able to watch their classmates' responses, showed their positive views by hitting the 'like' button, and gave comments or replies. Each student could also see how many persons viewed their responses. By doing so, students could reflect on the quality of their presentation and learned new insights by watching other videos. In this context, more than half of students (30 students or 63.8%) thought that this learning process was acceptable.

Regarding students' experience to post responses related to the IT field, most students also gave positive remarks. There were 31 students or 66% who chose the scale agree and strongly agree with the statement that the Flipgrid activity based on IT topics supported the learning process of being students majoring in Informatics Management. A higher percentage of respondents (70.2%) also highlighted positive remarks regarding the discussion on IT topics in the presentation as it helped to expand their knowledge on some current issues. In terms of discussion on language expression via Google Classroom, a high number of students (34 students or 72.3%) agreed and strongly agreed that the discussion assisted them to use correct expressions while delivering the presentation and they also showed positive feedback on the allocation of time to construct their presentation material by searching for necessary references and completing the recording process (63.8%). Lastly, compared to the method of the previous semester in which students delivered their presentations live via Google Meet session, more than half of respondents (31 students or 66%) preferred to have the speaking practice using Flipgrid.

The impact and the implementation of the Flipgrid to increase learner motivation in mastering speaking competence was also investigated in the study conducted by Difilippantonio-Pen (2020). In the study, students recorded four videos in Flipgrid which are based on Bloom's taxonomy of complexity and difficulty level. This also coincides with research conducted by Mango (2019), McLain (2018), Bartlett (2018), Miskam, Saidalvi, and Aminabibi (2018), and Budiarta and Santosa (2020). The findings in those studies emphasized that Flipgrid is a medium that effectively enhances language learning. Flipgrid encourages students to do a lot of speaking exercises and allows them to listen back to the video that has been produced so that it helps to identify and analyze pronunciation errors Nguyen (2020). Students' perception that practicing speaking English using Flipgrid helps improve their communication with teachers and classmates was elaborated by Stoszkowski (2018) and Bartlett (2018). The results also show that learning to speak English using Flipgrid encourages learners to have reflective learning, collaborative learning, and independent learning that are beneficial for competency development.

Perception on Flipgrid Discussion

This section highlights students' views on the aspect of having discussion using Flipgrid. Students in this research were not only assigned to post their responses based on a certain topic but were also encouraged to give replies to their friends' responses. There are six statements included in this part.

No	Statements	Strongly Disagree and Disagree	Neutral	Agree and Strongly Agree
1.	Using video in Flipgrid was a simple and effective way to interact with other students by watching their ideas in the videos	2.1%	21.3%	76.6%
2.	I could learn something new by watching my friends' videos	0%	19.1%	80.9%
3.	I hope we get video replies to extend our discussion	2.1%	44.7%	53.2%
4.	The general feedback comments in WA group by the lecturer were useful	0	31.9%	46.8%
5.	I like the fact that there is announcement for the three best videos in each units	2.1%	44.7%	53.2%
6.	I think it will be useful to receive video feedback from my classmates	6.4%	31.9%	61.7%

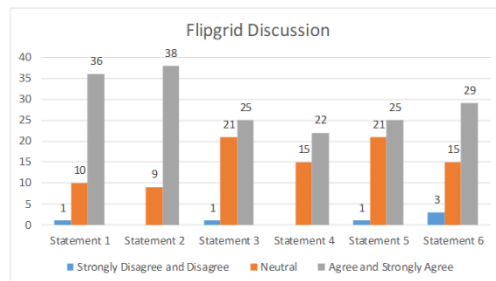


Figure 5. Perceptions on Flipgrid Discussion

Responses in figure 5 emphasized students' perspectives on using Flipgrid for discussion in particular. Among six different statements, the majority of the population chose scales 4 and 5 (agree and strongly agree). This showed that the students gained interactive social experience during the implementation of Flipgrid. On the first statement concerning the interaction that can be built among students by watching ideas delivered in the presentation, 36 students, or 76.6% agreed and strongly agreed that it was a simple and effective way of interaction. A large number of students (38 or 80.9%) acknowledged that watching other responses improved their learning process as they got new perspectives and elaboration on the same issue. Interestingly, students fell into almost equal sides of positions, i.e., 44.7% and 53.2% respectively on the idea of getting video replies to extend the web of discussion. This almost equal stance can also be seen on the other statement stating that students favored the announcement for the three best videos in each topic (44.7% and 53.2% respectively) for neutral and agree and strongly agree scale. However, it is not comparable with the responses on the statement about the general feedback given by the lecturer via Whatsapp group in which almost half of the students agreed and strongly agreed on this step. Regarding the idea of getting video feedback from classmates, a huge number of respondents (29 students or 61.7%) thought that it would be useful if they get the feedback to improve their next performance. Regarding the aspect of initiating social learning experience and reflection in Flipgrid, findings from previous studies underlined the effectiveness of using Flipgrid to promote students' willingness to share ideas in a wider audience. The study reports that the process of producing video presentations encourages students to share their opinions on a more convenient platform. They can view the results of the presentations that have been made to identify strengths and weaknesses for further improvement in their oral presentations in the future (Miskam, 2019). Fahey, Moura, and Saarinen (2019) mentioned that Flipgrid's digital platform isn't just about recording videos; but also includes social and personal learning processes. Flipgrid also offers in-depth exploration and support for the process of expressing opinions in a more communicative and focused discussion. In other words, the implementation of Flipgrid can build an English learning atmosphere which engages students to take part in the discussion better. Flipgrid provides a chance for learners having lack of confidence to deliver opinions in direct interactions to be more actively involved in responding to Flipgrid discussion topics. This is also in line with the finding in Mango (2019) stating that as students get the chance to learn from each other, students become more active in their learning and take up the roles of teachers and learners in the same space as everyone contributes to the learning process.

Perception on Speaking Job Sheet

This segment highlights students' views on ten statements related to the content and the practical use of speaking job sheet applied in this study. The design of the topic was made

in a chain, dynamic and progressive step so that students could see the process in stages. The task chain was visualized through flow diagrams called driving maps of outcomes to express the correspondence between communication and cognitive skills required by students.

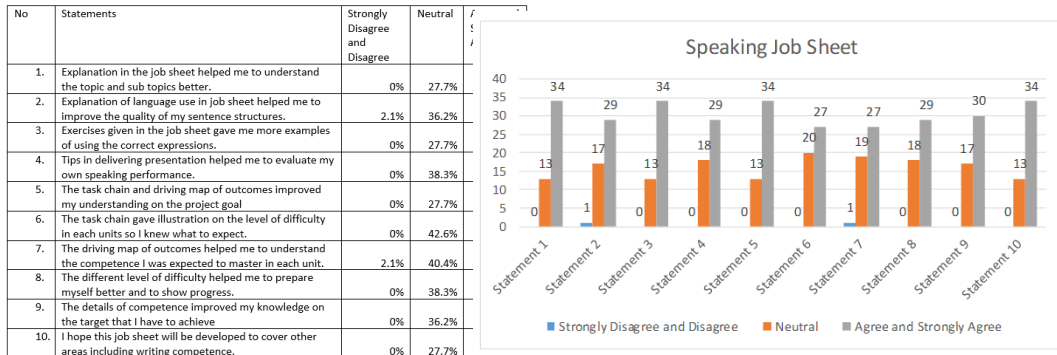


Figure 6. Perceptions on Speaking Job Sheet

Figure 6 displays the results of students' responses on incorporating a speaking job sheet in their learning process particularly on completing video responses in Flipgrid according to the topic given. The data shows that students gave positive perceptions on all ten statements listed in the online questionnaire. The first four statements captured students' views on the content in the job sheet including the background knowledge on the topic and sub-topics, grammatical review and exercises, and tips on how to give a good presentation. Students acknowledged that the job sheet assisted them to comprehend the main issue being discussed in each unit (72.3%), elaboration on grammatical structure contributed to the quality of their utterances pattern (61.7%), grammatical exercises gave more exposure to examples (72.3%) and they could evaluate their performance by reflecting on the tips provided (61.7%).

The next five statements cover the use of task chain and driving map of outcomes as the basis to arrange job sheet and how students perceived the implementation. A large number of respondents (35 students or 72.3%) agreed and strongly agreed that their understanding of the project goal could be improved, the task chain gave guidelines on the level of difficulty that they got in each unit, so they understood what to expect and the driving map of outcomes assisted them to know the competence they were required to master (57.4%). More than half of the total respondents (29 students or 61.7%) supported the idea that they were able to prepare themselves better and show progress due to the different levels of difficulty presented in the task chain and driving map of outcomes. Furthermore, a higher percentage of students (63.8%) agreed and strongly agreed that being given the competence they need to master in detail helped them to visualize the target to achieve gradually. The task chain function is mentioned in Kirschner et al. (2015), to help students achieve multi-stage tasks, problems to solve and concepts to learn, thus enhancing learning adeptness effectively. Lastly, a huge number of respondents (34 students or 72.3%) supported the statement on developing the current job sheet to other areas of English active competence including writing.

The preparation of the task chain can support students in gaining comprehension on the knowledge and skills needed to increase competence from one unit to another until they reach the final project. The task is divided into a series of gradual chains, from the simple aspects to the difficult aspects, from the supporting elements to the core, from the copying of the language to the creative use of the language. An accessible step-by-step task chain can lead students to "integrate existing knowledge and new knowledge into the knowledge web and ultimately help students acquire greater communication skills." (Hutchinson & Waters, 1987).

As mentioned by Yuzainee Md Yusoff, et.al (2014), the results of their research show that OBE method showed a great impact on the performance of the students in the course. By utilizing the driving map as the main guide, the learning process was kept in line with the intended outcomes. Furthermore, students' progress and evaluation were able to be done in systematic stages. This underlines that OBE is not only the choice of educational methods, but also an important part of general education, especially in the teaching process. OBE is a result-centric approach, in which student performance can be measured, proven, and improved. (Karman et al.,2011).

CONCLUSIONS AND SUGGESTIONS

The findings of this study emphasize the positive impact of the Flipgrid digital platform implementation with topics arranged hierarchically based on the task chain and driving map of outcomes on student speaking achievement. Thus, it can be concluded that the implementation process has a positive influence, so it is recommended as a strategic choice for teaching English in vocational higher education, especially in the context of teaching productive skills, namely speaking. The results of this study are expected to help provide innovation in teaching speaking competence using a digital platform so that the learning process can take place optimally and motivate students to express opinions more openly. In addition, it is also expected to be a creative resolution to the obstacles faced by educators, especially in combining oral skills teaching method with digital media. The application of this innovative teaching method also provides benefits for students in mastering the soft skills needed in the world of work such as analytical skills on given topics, time management, and professional presentations. A study on Flipgrid can be further done covering the area of assessment and evaluation particularly on the reflective or self-evaluation on students' part.

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