



The Use of Moving Class Learning Model to Enhance Speaking Skills Viewed from Motivation

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Abstract

The moving class is a teaching and learning model designed to infuse the learning environment with a fresh atmosphere. This model involves the systematic rotation of students between classrooms according to a predetermined schedule, thereby facilitating varied interactions and experiences. In this context, the present study endeavors to assess the effectiveness of the moving class learning model in enhancing students' speaking skills, with a specific focus on motivation. Employing classroom action research (CAR) as the methodological framework, the study progresses through distinct phases, including planning, implementation, evaluation, and reflection. The research participants consist of second-grade students from SMP Dwijendra Mataram, and the evaluation encompasses various aspects of speaking skills, including pronunciation, accuracy, grammar, vocabulary, and comprehension. Data collection methods include speaking tests and observation sheets to provide a comprehensive understanding of student performance. Through meticulous analysis, the study concludes that the utilization of the moving class learning model effectively contributes to the enhancement of students' speaking skills, particularly when viewed through the lens of motivation.

Keywords: moving class learning model; speaking skills; motivation

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INTRODUCTION

The moving class model represents a dynamic approach to teaching and learning, aimed at fostering a novel atmosphere within the educational environment. This pedagogical model involves the systematic rotation of students between different classrooms, both within and outside their regular learning spaces, following a predetermined schedule. This strategy, as outlined by Afifah and Devana (2020), aims to cultivate diverse learning environments and experiences. One notable advantage of the moving class model is its capacity to empower teachers in actively managing student behavior during the learning process, thus mitigating potential conflicts among students, as highlighted by Syaiful (2011). Central to the concept of the moving class is its alignment with student-centered learning principles, wherein the focus is placed on the individual needs and experiences of learners. By adapting the learning environment to suit the subject matter being taught, this model creates a dynamic and interactive atmosphere conducive

to effective learning. Moreover, the flexibility inherent in the moving class model allows for greater adaptability and responsiveness to the evolving educational landscape. Overall, the concept of the moving class holds significant implications for the advancement of education and the enhancement of human life. By prioritizing student engagement and tailoring the learning environment to suit the content being taught, this model serves as a catalyst for promoting educational excellence and fostering the holistic development of learners (Syaiful, 2011; Assauri et al., 2022). As educators continue to explore innovative approaches to teaching and learning, the moving class model stands out as a promising strategy for realizing these objectives and enriching the educational experience for all stakeholders involved.

The adoption of moving classes represents a strategic initiative aimed at enriching students' educational experiences and fostering increased engagement in learning activities within the school setting. By implementing this approach, educators seek to transform passive learning into active learning experiences, thereby enhancing students' comprehension and mastery of academic content (Hamidi et al., 2022; Siaful, 2011). This shift towards active learning is instrumental in creating a dynamic and interactive classroom environment that captures students' interest and fosters a sense of enjoyment in the learning process. Consequently, students are better positioned to achieve higher levels of academic success and proficiency. Central to the moving class model is the concept of mobility within the learning environment (Anabel & Simanjuntak, 2022; Hamidi et al., 2022). Under this system, students move between classrooms to attend subject-specific lessons taught by specialized teachers. This structure not only cultivates familiarity and comfort but also instills a sense of responsibility and accountability in students for their own learning.

By actively participating in the process and engaging with various subject areas in specialized settings, students are encouraged to remain attentive, motivated, and invested in their academic growth. Moreover, the moving class method serves as a means to bridge the gap between theoretical learning and real-world application by tailoring the educational experience to meet students' individual needs and preferences (Dheressa et al., 2023; Hanan & Budiarti, 2019). By aligning instruction with specific competencies, educators can optimize students' learning potential and promote greater effectiveness in the acquisition of knowledge and skills. Ultimately, the overarching goal of the competency-based moving class model is to cultivate active, creative, and effective learners who not only excel academically but also derive fulfillment and enjoyment from the learning journey.

The utilization of the moving class model is heralded as a pivotal approach in the realm of education, particularly in the context of enhancing students' speaking skills. Speaking, being an essential tool for communication, serves as the primary means through which individuals interact and exchange information (Ariani, 2020; Hidayatullah & Haerazi, 2022). It entails the conveyance of messages and information from the speaker to the listener, facilitated by the use of coherent structures and linguistic proficiency. Within the educational landscape, students engage in a collaborative exchange of ideas, thoughts, and knowledge, thereby enriching their learning experiences and broadening their perspectives. Despite the widespread adoption of English language teaching in junior high schools, significant challenges persist in addressing fundamental issues related to language acquisition and proficiency. These challenges underscore the need for innovative pedagogical approaches, such as the moving class model, to address the shortcomings and facilitate meaningful progress in students' linguistic development. By implementing dynamic and interactive learning environments that prioritize speaking skills, educators

can empower students to effectively navigate linguistic complexities and communicate with confidence and fluency.

Furthermore, the moving class model offers a unique opportunity to bridge the gap between theoretical knowledge and practical application, providing students with immersive experiences that reinforce their speaking abilities. Through collaborative learning activities and targeted instructional strategies, students can hone their speaking skills in authentic contexts (Karim et al., 2023; Khan et al., 2018), thereby fostering a deeper understanding of language usage and communication dynamics. In essence, the adoption of the moving class model represents a proactive step towards addressing the inherent challenges in English language teaching and promoting holistic linguistic development among students. By leveraging this innovative approach, educators can create inclusive learning environments that inspire curiosity, promote engagement, and empower students to become proficient and effective communicators in the English language.

Challenges in teaching English speaking skills at the junior high school level often stem from a combination of factors involving both teachers and students. On one hand, teachers may encounter difficulties due to a lack of engaging instructional methods and strategies to effectively develop students' speaking abilities (Kinasih & Olivia, 2022; Kenza-Tacarraoucht et al., 2022). This may result in stagnant progress and limited improvement in students' English proficiency. Conversely, students themselves may contribute to these challenges by exhibiting a lack of motivation, initiative, and active participation during classroom activities. Without a strong sense of engagement and enthusiasm for learning, students may struggle to fully immerse themselves in the language acquisition process, hindering their overall learning outcomes (Dody et al., 2014; Henny, 2017). These issues, whether stemming from teachers or students, have a direct impact on students' learning achievements, which may fall short of their full potential. Effective communication skills are fundamental components of language learning, and the ability to engage in meaningful dialogue is crucial for mastering a new language like English. Therefore, cultivating motivation among students to actively participate in English-speaking activities is paramount.

When students are motivated and eager to communicate in English, they are more likely to actively engage with the material, practice speaking regularly, and ultimately achieve greater success in language acquisition. In addressing these challenges, educators must adopt innovative teaching approaches that foster a supportive and interactive learning environment. By implementing engaging instructional methods and providing opportunities for meaningful communication, teachers can inspire students to take ownership of their learning journey and become active participants in their own language development (Sudarmaji et al., 2021; Karya et al., 2022). Additionally, cultivating a sense of motivation and enthusiasm for English communication among students is essential for promoting sustained progress and maximizing their learning potential. Through collaborative efforts between teachers and students, the barriers to effective English speaking instruction can be overcome, leading to improved learning outcomes and greater proficiency in the language.

Based on the description provided above, the researcher is motivated to do research at SMP Dwijendra Mataram because SMP Dwijendra Mataram is the only school in Mataram that have implemented the learning model of moving class based on this the researcher is able to use this system as based to conduct the research, and also to implemented the research based on the need of the researcher. Based on the description provided above, the researcher is motivated to do research at SMP Dwijendra Mataram to find out 1) How does the moving class system improve students' speaking skills at SMP

Dwijendra Mataram? 2) How are students' responses on the implantation of moving class learning model at SMP Dwijendra Mataram?

RESEARCH METHOD

Research Design

The current study adopts classroom action research as its methodological framework, aligning with a broader trend that has long been prevalent in educational research (Burns, 2010). Classroom action research is characterized by its deliberate intervention in problematic situations within the educational context, aimed at effecting improvements and bringing about meaningful changes in teaching practices. In this particular study, researchers employ classroom action research to assess the effectiveness of the moving class learning model in enhancing students' speaking skills. The research procedure encompasses a structured approach comprising four key phases: planning, action, observation, and reflection. Each phase is meticulously designed to guide researchers through a cyclical process aimed at facilitating student learning. The iterative nature of this process allows researchers to identify and address students' speaking skill deficiencies, particularly in relation to their motivation levels.

Central to the study is a comprehensive evaluation of various aspects of speaking skills, including motivation, self-confidence, anxiety, pronunciation, vocabulary, grammar, fluency, shyness, laziness, and participation. By focusing on these specific dimensions, researchers aim to gain a nuanced understanding of the factors influencing students' speaking abilities within the context of the moving class learning model. Through systematic observation and reflection, researchers can identify areas for improvement and implement targeted interventions to enhance students' speaking skills effectively. Overall, the adoption of classroom action research methodology enables researchers to engage in a systematic inquiry process, guiding them through the identification of challenges, implementation of interventions, and evaluation of outcomes. By employing this rigorous approach, the study endeavors to contribute valuable insights into the effectiveness of the moving class learning model in fostering students' speaking proficiency and addressing motivational factors within the language learning context.

Population and Sample

The present study was undertaken with a focus on the ninth-grade students attending Dwijendra Mataram Junior High School. This research aimed to explore specific aspects of language acquisition and proficiency among this demographic cohort. The participants involved in the study comprised 30 students, all falling within the age range of 16 to 18 years old. It is worth noting that these students were selected based on their average academic performance and their proficiency in speaking English. The selection criteria ensured that the participants possessed a comparable level of linguistic competence in English, particularly in terms of their speaking skills. This homogeneity in language proficiency was crucial for maintaining consistency and reliability in the research findings. By ensuring that all participants had a similar baseline level of English proficiency, the study aimed to minimize confounding variables that could potentially influence the outcomes. Moreover, the age range of 16 to 18 years old aligns with the typical demographic profile of ninth-grade students, thereby enhancing the relevance and applicability of the study's findings to this particular educational context. Overall, the systematic selection and characterization of the research participants lay the foundation for a robust and rigorous investigation into the targeted aspects of language learning and development among junior high school students at Dwijendra Mataram.

Data Collection Technique

In this study, data collection is a multifaceted process involving the utilization of observation sheets, interview, and speaking tests to comprehensively assess students' speaking skills. Observation sheets serve as a real-time recording tool, capturing behavioral nuances and instances where individuals encounter difficulties in verbal expression. To facilitate this data collection method, researchers enlist the assistance of observers present in the classroom, tasked with noting relevant activities aligned with the research themes. These observations provide valuable insights into students' speaking behaviors, allowing researchers to identify patterns and areas for improvement. In addition to observation sheets, speaking tests are conducted to further evaluate students' speaking proficiency across various dimensions. The speaking tests are meticulously designed to assess vocabulary usage, grammatical accuracy, pronunciation clarity, comprehension ability, motivation levels, participation rates, and self-confidence. By focusing on these specific parameters, researchers aim to obtain a comprehensive understanding of students' speaking skills and the factors influencing their performance. The integration of both observation sheets and speaking tests enhances the validity and reliability of the data collected, providing researchers with a holistic view of students' speaking abilities. Through systematic observation and targeted assessments, researchers can identify areas of strength and weakness, inform instructional practices, and design interventions to support students' speaking skill development effectively. Ultimately, this comprehensive approach to data collection contributes to the robustness of the study findings and informs evidence-based decision-making in language education contexts.

Data Analysis Technique

In this study, the data obtained through observation and interview are subjected to qualitative analysis, following a systematic process comprising several key steps. The first step in this process is data condensation (Creswell, 2009), wherein the raw observational data are distilled and condensed into manageable units or categories. This condensation process involves identifying recurring themes, patterns, or significant observations within the data set. Subsequently, the condensed data are displayed in a comprehensible format, facilitating further analysis and interpretation. This step, known as data display, involves organizing the condensed data into charts, tables, or visual representations that allow researchers to discern trends, relationships, or discrepancies within the data. Finally, drawing conclusions involves synthesizing the findings derived from the condensed and displayed data. Researchers critically analyze the patterns, themes, and insights gleaned from the data to draw overarching conclusions regarding the research objectives or questions. This process entails reflecting on the implications of the findings, identifying potential limitations or areas for further investigation, and considering the broader implications of the research findings within the context of existing literature or theoretical frameworks. By following these systematic steps of data condensation, display, and conclusion drawing, researchers can rigorously analyze observational data in a qualitative manner, yielding meaningful insights and contributing to the body of knowledge in the respective field of study. This structured approach enhances the credibility and validity of the research findings, ensuring that conclusions drawn are well-supported and grounded in empirical evidence.

In the analysis of data obtained from speaking tests, a quantitative approach is adopted, characterized by descriptive statistical analysis techniques. This methodical approach allows researchers to systematically examine and interpret numerical data derived from the speaking tests. Specifically, the analysis focuses on calculating descriptive statistics, such as mean scores, to provide a summary overview of students' speaking skills

performance. Descriptive statistical analysis involves organizing and summarizing the data using measures of central tendency, such as the mean, median, and mode. By calculating the mean scores of speaking skills, researchers can gain insights into the overall performance levels of the student participants. The mean score serves as a central measure that reflects the average proficiency level across the various dimensions assessed in the speaking tests. Furthermore, descriptive statistical analysis enables researchers to identify patterns, trends, and variations within the data set. By examining the distribution of scores and analyzing deviations from the mean, researchers can discern the extent of variability in students' speaking skills performance. This information is valuable for identifying areas of strength and weakness, as well as for informing instructional strategies and interventions aimed at improving speaking proficiency. In summary, the quantitative analysis of data from speaking tests involves a systematic examination of numerical data using descriptive statistical techniques. By focusing on mean scores, researchers can obtain a comprehensive understanding of students' speaking skills performance and make informed decisions to enhance language learning outcomes. This structured approach to data analysis ensures rigor and objectivity in the interpretation of research findings, contributing to the credibility and validity of the study results.

RESULTS AND DISCUSSION

Research Findings

This study aims to investigate the use of moving class learning model in improving students' speaking skills viewed from students' motivation. The data are collected using observation, interview, and speaking tests. The results can be seen in Table 1.

Table 1. Students' Responses toward the Use of Moving Class Learning Model

Questions	EFL Students' Responses
How do you feel about your experience learning speaking using the moving class learning model?	<p>"Overall, I've had a positive experience learning speaking with the moving class model. I appreciate the opportunity to practice speaking in various settings and with different people. It's helped me become more confident in my speaking abilities." (Student 5)</p> <p>"I feel quite satisfied with my experience learning speaking using the moving class model. The structured approach to lessons and the chance to interact with classmates from different perspectives have been valuable. I've noticed improvements in my speaking skills, which is encouraging." (Student 6)</p> <p>"Learning speaking with the moving class model has been a great experience for me. I like how it allows for more interaction and collaboration among students. It's helped me overcome my shyness and become more comfortable speaking in English." (Student 7)</p>
Is the moving class learning model able to improve your speaking skills?	<p>"Yes, I believe the moving class learning model has definitely helped improve my speaking skills. The interactive nature of the classes and the regular practice opportunities have boosted my confidence in speaking English." (Student 1)</p> <p>"I've noticed a significant improvement in my speaking skills since we started using the moving class model. Being able to switch classrooms for different subjects keeps things interesting, and I find myself speaking more confidently as a result." (Student 2)</p> <p>"I can say with certainty that the moving class learning model has made a positive impact on my speaking skills. The regular speaking tests and opportunities for peer interaction have pushed me to practice speaking more regularly, leading to noticeable improvements." (Student 3)</p> <p>"Definitely! The moving class model has provided a dynamic learning environment where I feel encouraged to speak up and express myself. The structured approach to learning speaking has helped me become more comfortable and fluent in English conversations." (Student 4)</p>

Questions	EFL Students' Responses
In your opinion, what are the strengths and weaknesses of the moving class learning model in enhancing speaking skills?	<p>"One of the strengths of the moving class learning model is its ability to create a dynamic and interactive learning environment. By switching classrooms for different subjects, it keeps things interesting and encourages active participation." (Student 9)</p> <p>"I think a major strength of the moving class model is the opportunity it provides for practicing speaking in various contexts. Interacting with different classmates and teachers helps to broaden my perspective and improve my speaking skills." (Student 10)</p> <p>"One potential weakness of the moving class model is the possibility of disruptions when transitioning between classrooms. Sometimes, it can be challenging to maintain focus and momentum when moving from one class to another." (Student 5)</p> <p>"A weakness of the moving class model may be the inconsistency in teaching styles and approaches across different classrooms. While variety can be beneficial, it may also lead to differences in the quality of speaking instruction." (Student 11)</p>
Do you perceive any differences in learning speaking between using the moving class learning model and the traditional learning model?	<p>"I definitely perceive differences in learning speaking between the moving class model and the traditional model. In the traditional model, speaking activities may feel more structured and predictable, whereas the moving class model offers more variety and spontaneity. I find that I'm more actively involved in speaking practice with the moving class model." (Student 12)</p> <p>"Yes, there are noticeable differences between using the moving class learning model and the traditional model for learning speaking. With the moving class model, there's a greater emphasis on interaction and collaboration among students. I feel like I have more opportunities to practice speaking and receive feedback, which has contributed to my overall improvement in speaking skills." (Student 13)</p>
Do you feel more active and engaged in speaking learning with the moving class model?	<p>"Absolutely! I feel much more active and engaged in speaking learning with the moving class model. The constant movement between classrooms and the variety of classmates and teachers keep me on my toes and make me more eager to participate in speaking activities." (Student 8)</p> <p>"Yes, definitely. With the moving class model, I feel more involved and motivated to participate in speaking activities. The dynamic nature of the lessons and the opportunity to interact with different classmates and teachers make the learning experience more enjoyable and interactive." (Student 13)</p>

The analysis of Table 1 revealed compelling insights into the efficacy of the moving class approach in facilitating positive learning experiences for students in speaking development. One prominent finding indicates that students perceive the utilization of the moving class model as highly beneficial in their journey to enhance speaking proficiency. They particularly value the diverse opportunities afforded by this approach, which allow them to engage in speaking practice across various settings and with a range of different speaking partners. Furthermore, students express appreciation for the unique perspective provided by the moving class model in their efforts to improve speaking skills. By interacting with different classmates and teachers in varied classroom environments, they gain valuable insights and constructive feedback that contribute to their speaking development. This exposure to diverse perspectives not only enriches their learning experiences but also fosters adaptability and versatility in communication. Overall, the data underscore the significance of the moving class model in creating a conducive learning environment for speaking acquisition. Students' positive experiences highlight the model's effectiveness in promoting active engagement, collaborative learning, and holistic skill development. As such, these findings lend support to the continued implementation

and refinement of the moving class approach as a valuable pedagogical strategy for enhancing speaking proficiency among students.

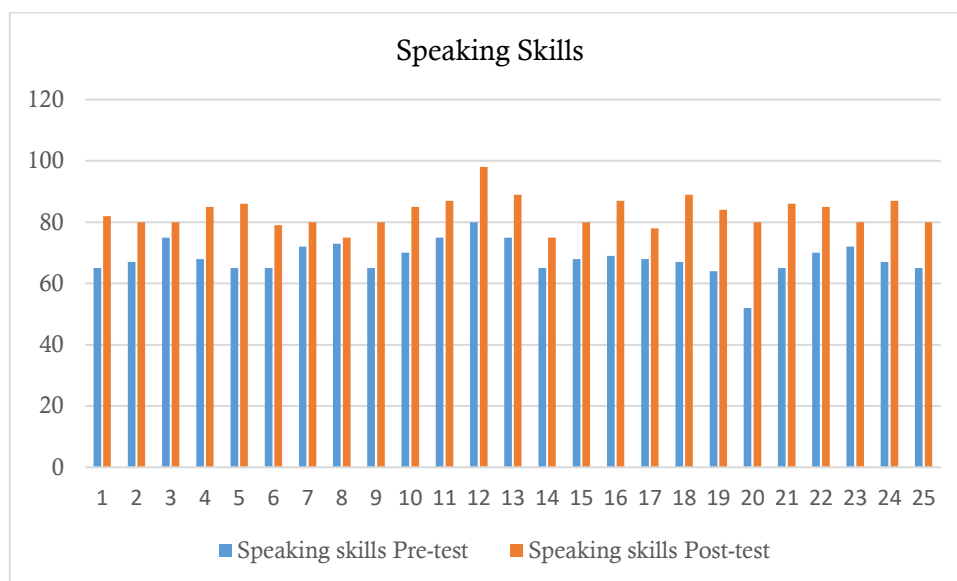


Figure 1. Students' Speaking Skills

The analysis of the speaking test results revealed a notable improvement in students' speaking skills following the implementation of the moving class learning model. Prior to the introduction of this model, students demonstrated speaking proficiency below the passing grade threshold, with scores averaging 63. However, in the posttest conducted after the implementation of the moving class approach, students exhibited a significant enhancement in their speaking abilities, with scores averaging 83. Importantly, this posttest score surpassed the passing grade requirement set by the school. These findings suggest that the adoption of the moving class learning model played a pivotal role in enhancing students' speaking skills and elevating their performance to levels indicative of proficiency. The observed increase in speaking scores underscores the effectiveness of the model in addressing the underlying deficiencies identified in students' speaking abilities prior to its implementation. Moreover, the data gleaned from the posttest outcomes provide compelling evidence of the positive impact of the moving class learning model on students' motivation to engage in speaking activities. The notable improvement in speaking proficiency reflects not only the efficacy of the model in facilitating skill development but also its capacity to inspire and motivate students to actively participate in speaking practice.

Discussion

The primary objective of this study is to investigate the efficacy of the moving class learning model in enhancing students' speaking skills, with a specific focus on the role of motivation. Through rigorous examination and analysis, the study seeks to ascertain the extent to which the implementation of the moving class approach influences students' motivation levels and subsequently contributes to improvements in speaking proficiency. Upon reviewing the research findings, it becomes evident that the adoption of the moving class learning model has yielded promising outcomes in terms of enhancing students' speaking skills (Salim et al., 2023; Widhi et al., 2023), particularly when viewed through

the lens of motivation. Students who participated in speaking activities within the framework of the moving class model reported experiencing a notable increase in motivation levels. This heightened motivation can be attributed to several factors inherent in the interactive nature of the classes. The interactive format of the classes facilitated by the moving class model has been instrumental in fostering a conducive learning environment where students feel actively engaged and motivated to participate.

By encouraging students to interact with their peers and teachers in diverse classroom settings, the model has effectively promoted collaborative learning experiences that stimulate interest and enthusiasm among students. Furthermore, the regular practice opportunities provided within the context of the moving class approach have played a significant role in bolstering students' confidence in speaking English (Khan et al., 2018; Kinasih & Olivia, 2022). Through consistent exposure to speaking activities and opportunities for practice, students have been able to refine their speaking skills and overcome inhibitions associated with language learning. Overall, the findings of this study underscore the critical role of the moving class learning model in enhancing students' speaking skills, particularly in terms of motivation. By fostering an interactive and supportive learning environment, the model has succeeded in empowering students to become more confident and proficient speakers of English. These findings highlight the importance of innovative pedagogical approaches in promoting student engagement and facilitating meaningful learning outcomes.

The utilization of the moving class model has proven to be instrumental in fostering a significant improvement in students' speaking skills. Central to this enhancement is the model's unique feature whereby students are required to switch classrooms for different subjects. This dynamic aspect of the model serves to maintain students' interest and engagement by introducing variety into their learning environment. As a result, students find themselves more actively involved in speaking activities and are more inclined to participate confidently. The design of the moving class model prioritizes student engagement, thereby creating a learning environment that is inherently more stimulating and interactive. This intentional approach to instruction ensures that students are consistently challenged and motivated to actively participate in class discussions (Hamidi et al., 2022; Ariani, 2020). Moreover, the diverse range of activities incorporated into each class session further enhances students' speaking skills by providing them with ample opportunities for practice and reinforcement.

Furthermore, the heightened motivation observed among students can be attributed to the intrinsic appeal of the moving class model. By incorporating elements of novelty and variety into the learning experience, the model effectively captures students' interest and encourages their active involvement. Consequently, students feel more motivated to engage in speaking activities and are more inclined to invest effort in developing their speaking skills (Hidayatullah & Haerazi, 2022; Ariani, 2020). Overall, the use of the moving class model represents a strategic approach to promoting the improvement of students' speaking skills. Through its emphasis on student engagement, varied instruction, and interactive learning experiences, the model succeeds in cultivating a conducive learning environment where students are empowered to develop their speaking abilities with confidence and enthusiasm. As such, the adoption of the moving class model holds significant promise for fostering meaningful growth and development in students' speaking proficiency.

In the implementation of the moving class model, various aspects of speaking skills, including pronunciation, are systematically addressed through innovative teaching activities both within and outside the classroom setting. One notable approach involves the use of instructional videos as supplementary resources to reinforce pronunciation

skills. By incorporating videos into the curriculum, students are provided with dynamic visual aids that enhance their learning experience and facilitate comprehension of pronunciation concepts. During these outside-class activities, students are tasked with engaging with the instructional videos to learn various techniques for pronouncing English words accurately. Through visual demonstrations and audio cues provided in the videos, students gain valuable insights into proper tongue placement and articulation, key components of effective pronunciation (Costa & Mair, 2022; Dai & Wu, 2023; Yulia & Saukah, 2021). This hands-on approach enables students to actively practice and refine their pronunciation skills in a controlled and supportive learning environment. The utilization of videos as a teaching tool not only enhances students' understanding of pronunciation but also serves as a catalyst for engagement and motivation.

The interactive nature of video-based learning captivates students' interest and stimulates their curiosity, fostering a sense of excitement and enthusiasm for mastering pronunciation skills. Moreover, the tangible progress and improvement observed through consistent practice further fuel students' motivation to excel in speaking activities. In essence, the incorporation of instructional videos into the moving class model represents a strategic approach to enhancing students' pronunciation skills and maintaining their motivation. By providing dynamic and interactive learning experiences, this pedagogical strategy empowers students to actively engage with pronunciation concepts and apply them in real-world speaking contexts. As such, the integration of video-based instruction serves as an effective means of cultivating students' proficiency and confidence in pronunciation, thereby contributing to their overall success in language learning.

CONCLUSION

The moving class learning model represents a pedagogical approach that emphasizes mobility and flexibility in the learning environment, transcending traditional classroom boundaries to foster a dynamic and engaging educational experience. By facilitating movement between classes, this model introduces students to diverse learning environments, thereby challenging conventional notions of where learning can occur. Beyond the confines of the classroom, students are provided with opportunities to explore alternative spaces for learning, thereby enriching their educational experiences and broadening their perspectives. One significant advantage of the moving class learning model is its ability to enhance student motivation. By introducing novel learning environments and experiences, the model stimulates student interest and enthusiasm, thereby fostering a positive learning disposition. Particularly in the context of English language learning, where speaking skills are a focal point, the moving class model serves to invigorate student engagement and enthusiasm for language acquisition. Through varied and interactive learning experiences, students are encouraged to actively participate in speaking activities, thereby honing their language skills and boosting their confidence. In light of these findings, it can be concluded that the use of the moving class learning model has a demonstrable impact on improving students' speaking skills, particularly when viewed through the lens of motivation. The intrinsic link between motivation and learning outcomes underscores the significance of creating a supportive and stimulating learning environment that nurtures student engagement and enthusiasm. As such, the moving class learning model emerges as a promising pedagogical approach for enhancing speaking skills and fostering a positive learning experience. By prioritizing mobility, flexibility, and student motivation, this model holds potential for driving meaningful educational outcomes and empowering students to achieve academic success.

RECOMMENDATION

This research holds potential to serve as a valuable reference for future researchers interested in exploring the efficacy of the moving class learning model. By documenting the outcomes and insights gleaned from its implementation, this study contributes to the growing body of literature on innovative pedagogical approaches. Researchers embarking on similar investigations can draw upon the findings and methodologies outlined in this research to inform their own inquiries and advance scholarly discourse in the field of education. Furthermore, this study offers insights that can inform decision-making processes for schools considering the adoption of the moving class learning model. By showcasing the model's benefits and effectiveness in enhancing student learning experiences, this research provides compelling evidence to support its implementation in diverse educational settings. Schools seeking to innovate and revitalize their teaching methods can draw inspiration from the findings of this study and consider integrating the moving class approach into their curriculum. Finally, this research has the potential to catalyze further exploration and adoption of the moving class learning model in both research and educational practice. By disseminating its findings and recommendations, this study aims to contribute to ongoing efforts to enhance teaching and learning experiences and promote student success.

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