

CHAPTER I

INTRODUCTION

This chapter concerns the background, questions, objectives, limitations, significance, and key terms of the study.

1.1 Background of the Research

Creating attractive language learning and teaching requires innovation and creativity. It is imperative to meet the need to create quality learning with twenty-first-century skills. Advances in technology and skills are needed in dealing with the ability to communicate, collaborate, creative and critical thinking so that it becomes the main consideration in learning. Today, the combination of English language learning and technology is an inseparable aspect of changing the teaching-learning process in the twenty-first-century era. Pen (2020) said that learning nowadays is a combination of technology. Also, the curriculum is a measure of quality therefore the role of students in a global context. In addition, technology provides facilities to explore students' abilities independently, flexible activities, and more chances to learn. Also, the merger of technology and education can create fun learning, improve the quality of facilities, and expand the skills of the English language.

Moreover, PPKM (*Pemberlakuan Pembatasan Kegiatan Masyarakat*) Jawa-Bali in Indonesia has changed educational activities to blended learning. It is the combination of online and offline classes which the main to use technology (Setyowati, Suranegara, & Jannah, 2021;

Asmuni, 2020). This is a necessity in the learning process wherein the Covid-19 situation, distance restriction is carried out to minimize the spread of the virus. Educators are expected to be creative and innovative in creating online learning by collaborating with various educational platforms. In addition, it can bring up student motivation. Thus, teachers are required to maximize the use of technology in the needs of the learning process. Moreover, interest learning makes it easier for students to access the materials.

Currently, learning English is needed for education because one of the most widely spoken and dominating languages in the world that impacts every field of work (Nishanthi, 2018). Also, it is a necessity to develop speaking, writing, reading, and listening skills. Moreover, technology has the advantage to develop the skills in learning English. However, many teachers have not utilized technology optimally so they do not provide sufficient facilities for students to develop their skills. Most teachers tend to provide monotonous learning activities which only provide the topic in video or documents. Moreover, students do assignments and collect them without active learning in which students can participate. Riyanto research quoted by Irawan & Surjono (2018) stated that the factors that influence unsuccessful online learning English are teaching techniques and the competence of English teachers in using technology. The teachers tend shortage of knowledge and information about the references of learning platforms and the use of it. In addition, many speculations that learning using technology is not stride because students do not get material

explanations and only assigned tasks.

In previous research, English learning that collaborated technology carried out at the Junior High School level had problems in the learning process where activities were unpleasant and not optimal in exploring students' abilities. Mulyawan (2020) in his study at Junior High School said that English learning activities with technology tend not to vary because most students did the task with a long explanation so that difficult to understand the topic. Closely, Salsabila, Sari, Lathif, Lestari, & Ayuning (2020) argued that students and teachers were unprepared which caused constraints in the use of technology and decreased student motivation compared to their enthusiasm for face-to-face learning. Also, Basar (2021) said that learning in Junior High School is boring due to the large of assignments given and students being unable to know the material.

In other words, technology offers positive learning which can provide flexible activities and expand in obtaining learning resources. Hartanto (2016) cited by Pakpahan & Fitriani (2020) argued that the use of technology facilitates the learning process through meaningful action and interaction, and enables students to learn anytime and anywhere. Similarly, it creates more overt learning with a variety of techniques to build a learning experience to achieve successful learning which combines aspects of educational information, interaction, and communication (Irawan & Surjono, 2018). Thus, technology can provide solutions to learning constraints, especially at the junior high school level.

The availability of technology can help and create innovative learning at Junior High School, the Flipgrid application offers attractive learning facilities that can be used in learning English. It is an application that can be used on a smartphone or the web as an integrated application. Based on Petersen, Townsend, & Onaka (2020) said that Flipgrid helps learners interact verbally in the discussion because there is a video feature that can increase student convenience. Similarly, Lowenthal & Moore (2020) said that it is a video-based discussion that allows students to interact and engage with one another in turn so that it can help improve social presence in online courses. Also, it has the feature of replying to videos to each other, it reduces isolated students. So, the existence of video replies can narrow transactional distances to provide direction to students.

Several studies identified the effectiveness of the Flipgrid. Petersen, Townsend, & Onaka (2020) in their research confirmed that it is a positive tool that helps students practice English skills. In addition, Delmas and Moore's research cited by Lowenthal and Moore (2020) showed that the use in undergraduate and postgraduate classes where students said that their feelings of community and connections are made stronger by using Flipgrid. However, researches on the use of Flipgrid in learning English are still rare or not available. Especially in Junior High Schools, therefore this research is focused on the implementation of Flipgrid in learning English, finding out the problem experienced by teachers in teaching English with the online platform, and finding out the issues by students while in the online learning process at *Sekolah Menengah Pertama 17 Agustus 1 1945 Muncar*.

The implementation of an online platform in every school has a big impact on teachers and students, especially student participation in learning the English process. The main difficulty that was found by the teacher was to make students active and participate in learning English with technology at *Sekolah Menengah Pertama 17 Agustus 1945 1 Muncar*. Besides that, the issues are faced by students namely English learning is boring, monotonous, uncomfortable due to the activity summarizing, and do not understand the material. It means the teacher uses the same technique with technology in learning English. Thus, Flipgrid is expected to effects students in learning English.

1.2 Problem Identification

Sekolah Menengah Pertama 17 Agustus 1 1945 Muncar is one of the schools in Muncar which utilizes technological developments in the teaching and learning process, especially during the Covid-19 pandemic. As previously explained in the background, teacher has problems in increasing student response or participation in learning with technology. In addition, students feel that learning English is boring, monotonous, and they have difficulty understanding the material. It is because the activity they get is summarizing. It is given repeatedly in learning English so that they do not understand the English material. The variety of learning techniques with technology is still lacking. In addition, students' motivation and enthusiasm decreased due to less interactive learning activities. Moreover, the unification of technology in the learning and teaching process by using a video response base can have a positive impact.

1.3 Limitation of the Research

The current research is limited in terms of research subjects and objects in learning English for Eight grade at *Sekolah Menengah Pertama 17 Agustus 1 1945 Muncar* as follows

1.3.1 The subject of this research was limited to one class of Eighth grade in *Sekolah Menengah Pertama 17 Agustus 1 1945 Muncar*.

1.3.2 The object of this research is limited to the application of Flipgrid in learning English for eighth grade. First, the effect of implementing Flipgrid towards the eighth grade students. Second, the students' responses toward the application of Flipgrid. Third, the opinions faced by students in using Flipgrid.

1.4 Research Questions

Based on the background of the research, the problems of the study can be formed as mentioned below:

1.4.1 Is there any effect of implementing Flipgrid in teaching English to eighth-grade students at *Sekolah Menengah Pertama 17 Agustus 1 1945 Muncar*?

1.4.2 What are the responses of eighth-grade students at *Sekolah Menengah Pertama 17 Agustus 1 1945 Muncar* toward the implementation of Flipgrid in learning English?

1.4.3 What are the opinions by students to use Flipgrid in learning English at *Sekolah Menengah Pertama 17 Agustus 1 1945 Muncar*?

1.5 Research Objectives

Based on the form of problems above, the current research objectives can be determined as follows:

1.5.1 General objective

The research objective focused on implementing Flipgrid in teaching English for eighth-grade. It also explains the responses and opinions of students in using Flipgrid in learning English.

1.5.2 Specific Objective

- a) To analyze the effect of implementing Flipgrid in teaching English to eighth-grade students at *Sekolah Menengah Pertama 17 Agustus 1 1945 Muncar*.
- b) To investigate the responses of eighth grade students at *Sekolah Menengah Pertama 17 Agustus 1 1945 Muncar* toward the implementation of Flipgrid in learning English.
- c) To identify the opinions by students to use Flipgrid in learning English at *Sekolah Menengah Pertama 17 Agustus 1 1945 Muncar*.

1.6 Research Significance

After conducting the current study, the researcher expects that the result of this study can provide advantages.

1.6.1 Theoretical Significance

The important outcome is to improve the quality of learning and teaching English using Flipgrid. Moreover, it is used to support

the theories about the development teaching platform and new information about technology view, specifically the implementation of Flipgrid in learning English for junior high school. In addition, this research provides scientific knowledge as a relevant and reliable literature study.

1.6.2 Practical Significance

a) For English Teachers

Teachers can develop learning English using Flipgrid. Flipgrid can optimize the learning activities such as solving problems, engaging and participating of students, and evaluating the understanding of the students. Moreover, it provides an alternative application to create interactive learning English.

b) For Students

Students are expected to get the effect toward their abilities in learning English. Students' advantages are knowing Flipgrid and maximizing their skills in learning English. In addition, they get the motivation to learn English with technology.

c) For Future Researchers

Future researchers are expected to get data to proceed more deeply in teaching English with Flipgrid. Also, it provides references to research Flipgrid in learning English in a different aspect. Also, this research gives empirical

evidence to support future research that relates Flipgrid application.

1.7 Key Term of the Research

For the key to be used in the current research context, the researcher needs to define the following terms operationally:

1.7.1 Flipgrid

Based on Flipgrid. com, it is a social learning medium that sparks meaningful discussion and inspires students to share their voices and creativity. Flipgrid is designed for teachers to provide interactive learning which can engage students in meaningful and fun discussions with video-response. Also, it supports students to express themselves with the filter feature on video records.

1.7.2 English

English is the most commonly used language in the world which is the main window of the world, which means that English sees the various advances that are happening in the world (Nishanthi, 2018). Moreover, English is one of the most important languages in the field of education which is to support students in a global scope.

1.7.3 Eighth Grade

Eighth grade is an education level at the junior high school level which has aged from twelve to nineteen years old. In addition, eighth grade is the transition of students from childhood to adolescence. Thus, they are the age of students who have transitioned from children who have just moved from elementary school to adults in junior high school.

