

# CHAPTER I

## INTRODUCTION

### 1.1 Background of the study

The traditional classroom model is turned upside down in a flipped classroom. Rather of having students do homework after class, students in a flipped classroom study the foundational concepts outside of class on their own time. (Nja et al., 2022) Instead of sitting through lengthy lectures during class, students in a flipped classroom view brief video courses on their own time before the online class begins. whereas class time is used for things like talks, assignments, and exercises (Al-Zoubi & Suleiman, 2021).

This flipped classroom strategy can help improve students' attitudes toward learning, especially improving academic achievement, this is because students can play video lessons repeatedly according to their comfort at home to master the concepts in learning (Nja et al., 2022). One of the main advantages of the flipped classroom is its ability to improve students' learning engagement as a whole, both in terms of cognitive, affective, and behavioral aspects. (Kusuma et al., 2021) found that students who participated in learning with the flipped classroom approach showed more active engagement, were more confident when speaking, and experienced a significant increase in speaking scores compared to the control group. Although the flipped classroom approach offers many benefits, such as increasing student engagement and independence in learning, this method also has several limitations. (Putu Indra Kusuma, 2020) stated that the success of a flipped classroom is highly dependent on students' readiness for independent learning and adequate technological support. Without good access to devices and internet connections, as well as student discipline in studying the material before class, the effectiveness of flipped classroom learning can decrease significantly.

The reverse approach process involves all students learning the material before the classroom learning process takes place. and immediately apply the learning materials later in the classroom (van Alten et al., 2019). Behind

the advantages of using the flipped class method, there are also several disadvantages experienced by students and teachers. According to research from (Baig & Yadegaridehkordi, 2023), This flipped classroom method requires students to watch videos of learning material and prepare themselves before attending class. If students are not motivated or do not study the material provided, class activities may not run effectively. Other research from (Lepkova et al., 2024), says that this method has weaknesses for both students and teachers, where students may experience obstacles such as a lack of adequate technology or difficulty in finding enough time to prepare lessons. Apart from that, students may also have difficulty adapting to this method because the duration and quality of the video lessons may not suit the needs of all students. Meanwhile, for teachers, this method requires a lot of material preparation, the use of various tools, and challenges to maintain student involvement and motivation.

The development of technology in the world of education has enabled the implementation of the flipped classroom learning approach which emphasizes the use of class time for collaborative activities, while the delivery of material is carried out outside the classroom through digital media. This approach is considered relevant in encouraging student-centered learning. (Putu Indra Kusuma, 2020). This research explored students' listening skills through the flipped classroom method with YouTube as integration, Research (Djabborova, 2020) says that Language is the main tool in communicating and functions as a link between people, but communication does not only involve talking, but also listening which is important to understand and feel the course of conversations and relationships. Listening skills are an important foundation in mastering English, especially in today's digital era. Kusuma (2022) emphasized that teachers' ability to select and present appropriate audio-visual materials through the flipped classroom approach greatly contributes to improving students' listening skills. By providing listening materials in the form of videos or recordings to be studied before class, students have more

opportunities to understand oral input independently and in depth. (Kusuma, 2022)

Nowadays, educators are increasingly using technology as a learning aid, especially in flipped classrooms, including video-based learning (Tunggyshbay et al., 2023). Therefore, it can be concluded that the use of technology currently plays an important role in supporting and developing the teaching and learning process in the educational environment. The implementation of flipped classes involving technology such as learning videos, bold discussions, and teacher feedback encourages students to be actively involved in every phase of learning, from planning, implementation, to reflection (Putu Indra Kusuma, 2020) .

The use of social media is now very important for every student, however, the relationship between social media and the learning process has only received little scientific (Xu et al., 2024). This study will investigate how effective the combined use of YouTube is to improve learning outcomes for students in a flipped classroom. The study's goal is to look into how YouTube can be used as a supplement to traditional teaching methods, specifically to help students engage and participate more actively. By investigating the impact of this approach on student learning and motivation, the study hopes to shed light on the potential benefits and drawbacks of incorporating YouTube into education.

YouTube is a digital platform that provides a very large and extensive collection of educational videos (Guillén-Gámez et al., 2024), YouTube has succeeded in becoming an effective educational tool that can connect historians, educators, and researchers globally. Apart from that, the YouTube platform also provides interesting, informative, and easily accessible content, thereby bringing innovation and creativity to the world of education through the presentation of videos that make the teaching process more interesting and interactive (Sharma & Sharma, 2021)

Several studies examine the use of social media in learning, according to (Maziriri et al., 2020), The study found that incorporating YouTube into teaching and learning improves instruction, particularly among students

who prefer to access video-sharing services on their mobile devices. Longer videos are more likely to be watched by students, while course delivery formats also influence length and audio preferences. A study from (Margawidjaya et al., 2024) Shows that the use of YouTube as a listening learning medium in the flipped class approach has proven effective in improving students' listening skills. Videos on YouTube present authentic materials with visual support that helps to understand the context more deeply. In the flipped learning model, students can access and replay videos independently according to their respective learning speeds. Through the use of learning videos such as YouTube, students can prepare themselves independently before face-to-face activities in class. This allows class time to be focused on reflective activities, discussions, and in-depth practice. According to the results of the study (Khoiriyah, 2021), the average post-test scores of students increased significantly after learning with the flipped method, indicating an increase in understanding of listening skills. In addition, students also showed a positive response to a more flexible and interesting learning experience. These findings provide an important basis for EFL teachers to consider the use of digital media such as YouTube in designing more effective and student-centered listening learning.

Another study is about to examine the influence of YouTube videos on the skill development of EFL learners in Jordan, (Al-hammouri et al., 2022) , This research shows the positive impact of YouTube use on EFL Learners. Additionally, this study found that technological efficiency moderated the relationships between YouTube videos and engagement, YouTube videos and skills, and YouTube videos and vocabulary acquisition. and also The use of technology is believed to improve EFL learning by encouraging students to use YouTube videos to improve their English skills.

Research from (Marzuki & Santiana, 2022), explains the challenges of using YouTube as the main learning material, not all students have internet access to be able to study material via YouTube when studying independently at home. Apart from that, not all learning videos from YouTube have the correct concept due to a lack of evaluation of the quality



of the material uploaded, so intelligence and precision are needed from teachers to select videos that will later be used as learning materials. students often face difficulties such as speaking speed, pronunciation differences, limited vocabulary, and lack of background knowledge, many students remain enthusiastic about improving their listening skills so that this can help teachers to teach better and improve listening comprehension. students at school.

Currently, most educational units throughout Indonesia, including Senior High School , use the Merdeka curriculum, including SMAN 1 Seririt which also uses the Merdeka curriculum. According to (Suryaman, 2020), The curriculum is the core of education which needs to be evaluated innovatively, dynamically, and periodically by current developments, existing science and technology as well as the competencies required by society and graduate users. The research from (Cholilah et al., 2023) says that The Merdeka curriculum is a curriculum that has learning principles that are completely focused on students using the concept of Independent Learning. This concept is defined as a method that gives students the opportunity to choose lessons that suit their interests. The aim of the Merdeka curriculum in learning listening skills is that students are expected to be able to understand the information presented, be able to respond actively, expand their vocabulary, and improve their skills in critical thinking and communication so that they can feel more confident in interacting.

Based on the results of observations conducted at SMAN 1 Seririt, it was found that many students still have difficulty in understanding listening material in English lessons. The teacher said that when listening activities take place in class, students tend to be passive, lack focus, and have difficulty in capturing the meaning of the audio presented directly. This shows that their listening skills are still low and need to be improved with more effective learning strategies that are relevant to the learning styles of today's generation. In this context, the flipped classroom method that integrates videos from YouTube offers an innovative approach and is in line

with the characteristics of today's students who are already familiar with digital technology. By watching learning videos at home, students can repeat the material as many times as they need before doing further activities in class. YouTube videos provide authentic and visual content that helps students understand the context of something more completely. Therefore, the implementation of YouTube-based flipped classes is believed to be able to provide the right solution to improve students' listening skills more independently, interactively, and enjoyably

Based on several existing studies, most research on the flipped classroom method was conducted at the university level, with limited focus on its application at the secondary education level, especially in senior high schools (SMA). There is still very little research examining the integration of YouTube in the flipped classroom method in the high school environment, especially in the Seririt area. Many existing studies highlight the effectiveness of the flipped classroom with video integration in the college context and often do not consider how this method is implemented at the high school level.

Previous studies have examined the use of the flipped class method in improving students' listening skills, but are still limited to the application of the method without optimally integrating digital media. In addition, there have not been many studies that specifically examine the effectiveness of using YouTube as a learning medium in the flipped class method, especially in the context of listening learning in high schools. Therefore, this study comes with a novelty in the form of integrating the YouTube platform in the flipped class method to improve students' listening skills at SMAN 1 Seririt. Thus, this study not only tests the effectiveness of flipped classes in general but also assesses the impact of using popular and easily accessible digital learning resources in English learning. This novelty is expected to provide a practical contribution to the development of a more interesting and effective English learning model in the digital era.

## 1.2 Problem Identification

Based on the results of observations conducted at SMAN 1 Seririt, it was found that students' listening skills in English lessons are still relatively low. This is indicated by students who are often unable to capture the core information correctly, such as who is speaking, what the topic of conversation is, and other important details presented in the form of English audio or video. During the listening learning process in class, many students appear passive, have difficulty capturing the core information, and are unable to identify important elements in the material presented verbally. Teachers also experience limited time and media in delivering listening material optimally in conventional classes, so students do not have enough space to repeat and understand the material according to their respective abilities. This problem becomes increasingly complex because listening and learning that is fast and can only be played once in class often makes students feel stressed. As a result, they cannot absorb information optimally and experience a decrease in learning motivation. In addition, limited access to interesting and authentic listening teaching materials is also an obstacle to improving students' listening skills. Considering these conditions, a learning strategy is needed that allows students to learn listening independently, flexibly, and interactively. One solution that is considered relevant is the use of the flipped classroom method that integrates videos from YouTube. Through this approach, students can watch learning videos before class starts, so that they are better prepared to follow further activities in class, such as discussions, practice questions, or video content analysis. This method not only helps students learn at their own pace, but can also increase their involvement in the learning process and strengthen their understanding of the listening material as a whole.

## 1.3 Limitation of the Study

The limitation of this study is its exclusive focus on the use of the YouTube application within the flipped classroom learning method, as well as its restricted analysis of its effects specifically within class 11 at SMAN 1 Seririt.

#### 1.4 Research Question

- Is the use of YouTube media in a flipped classroom more effective than traditional instructional approaches in enhancing students' listening skills?

#### 1.5 Research Objective

This research aimed to determine whether the application of the YouTube application in the flipped classroom method can influence students' listening abilities or not.

#### 1.6 Significance of the Study

Theoretical and practical benefits are anticipated from this study.:

- **Theoretically:** This study added to the growing body of data suggesting that students' listening abilities were impacted by YouTube, especially when the flipped classroom approach was used. It was thought that the results would help shed light on how digital media may improve language learners' listening abilities.

- **Practical:**

*a. For teachers:* The study offered valuable insights for teachers on utilizing YouTube within the flipped classroom method as an effective strategy to develop students' listening skills. Its implementation enabled teachers to deliver more interactive and engaging learning environments.

*b. For students:* This research helped students improve their listening skills in a more flexible and engaging way. Through the integration of YouTube in the flipped classroom, students were able to study independently before class, which made them better prepared to participate actively during learning sessions.

*c. For the future :* This research paved the way for further studies on the use of technology in education, particularly in enhancing listening skills. Moreover, the findings of this study could serve as a foundation for developing technology-based learning policies and programs in schools, as



well as assisting in the design of teaching methods that are more aligned with the needs of the digital era.

