

CHAPTER I

INTRODUCTION

In chapter 1, the introduction which covers the background, problem identification, purpose, significance, and scope of the study will be discussed. Each of them will be explained as follows.

1.1. Background of the study

Technology and information are easy to be accessed, since both of them are well-developed in this twenty-first century. The use of technology has become more significant in recent years as a result of the benefits which is brought to certain aspects, including the learning process (Ahmadi, 2018). In learning process, the use of technology can establish interactive circumstances. This situation encourages the students to learn motivationally because of the technological assistance (Maslin et al., 2010). Therefore, it will provide them with the latest and up-to-date knowledge as well in sophisticated learning.

Looking at the technology development which can bring a sophisticated innovation to education, it can be used to generate a brand-new way of teaching and learning (Altun, 2015). Various trusted applications and features can be used in order to support online learning activities where it can be a new experience as well. Since technology provides a variety of applications which can be used to assist teaching-learning, those applications can be effective way to support the process of teaching-learning. Additionally technology have provided numerous resources for educational context (Gorgoretti, 2019). Teacher can use it to find

related online material in order to make an interesting teaching-learning process. Ahmadi (2018) also states that technology offers teacher or learners with unlimited resources. Students can search for online sources which they do not get or receive from teacher by themselves. Besides, they can learn the provided information before the class begins. It also means that technological assistance can be used to support teachers and students in teaching-learning activities. Moreover, the development of technology has given valuable impact on the integration with language education, including English learning (Ahmadi, 2018).

In language education, English is essential to be learned for foreign learner, since it is an international language which is used by people worldwide. Even though English is essential for them, there are still some issues during the process of English teaching-learning. According to Khajloo (2013), there are some challenges in teaching-learning of English. Those are in sufficient number of hours in teaching English, lack of repetition, frequent practice of students, and most of English teachers have low English proficiency. Additionally, teacher is hard to find an appropriate teaching strategy for students.

The use of technology also affects English teaching process. Ahmadi (2018) states the use of technology has a great potency to change the existing teaching strategy. It means that technology can make English teaching-learning become more interesting and attractive to be conducted. The students do not only learn the language in face-to-face classroom activities, but also learn through online activities. Online activities can be developed through blogging, chatting, participating in online group discussions, and watching video (Jiang, 2016). The

students will increase their motivation and encouragement to learn language through technology (Panagiotidis, 2018).

Moreover, technological assistance has transformed teaching-learning English process from passive to be more active (Zainuddin, 2017). Teaching English is a process in which students have to learn step by step in order to fulfill the process, practice a lot and give them a chance to practice their English even after the class has been dismissed (Ilin et al.,2013). The teaching process can be improved effectively by using technology. Moreover, teaching English also needs an appropriate teaching strategy to be applied (Kadiu & Treska, 2016). One of the teaching models that could be applied in learning process is flipped learning.

Flipped learning is a teaching model that allows the teacher to transform the learning process from large group learning space to individual learning space with the help of technology (Hamdan et al., 2013). Flipped learning is used to prepare students by watching videos and reading slide share or articles before the class begins (Ozdamli & Asiksoy, 2016). Additionally, Bergmann & Sams as cited in Yoshida (2016) express flipped learning as "What is done at school done at home, homework done at home completed in class". It means the students receive the knowledge before the class section and it is provided by the teacher through media, such as video or slide share.

Meanwhile, Yoshida (2016) state that in flipped learning, the class activity will focus on practicing what students have learned from the medias. It replaces teachers' instructions with videos or other media where the class will be attended by students to implement what they have learned. The student is supposed to be

more active and responsible for their process. As a new teaching model, flipped learning can give an improvement in English teaching-learning (Zhang, 2017). The students are required to study on their own and find another resource besides the material provided by the teacher. Moreover, students will have prior knowledge before the class begins and it will make the class activity become more productive and effective.

In recent years, several researches have been conducted to investigate the impact of flipped learning on language skills. In learning English, there are four competencies that should be mastered, namely reading, writing, listening, and speaking. These skills should be mastered in order to develop students' communicative competence gradually. Thus, having good performance in speaking English is essential for learners. They can easily share information to others if they have good speaking performance (Liando & Lumettu, 2017). Additionally, Fitriani et al., (2015) states that most people learn a language for enhancing their proficiency in speaking the target language, so then they can utter their thought. It means speaking is considered as an essential skill to learn, so that it establishes purposeful communication, without ignoring other skills.

Moreover, speaking skill is also important because it will be used by students to deliver or perform a task. According to Quyen & Loi (2018) speaking is the capability to verbally express thoughts through target language effectively. It refers to a process of expressing ideas, feelings, and opinions to others in oral. Additionally, Koroğlu & Çakır (2017) state that speaking is an elaborated skill as it concerned with several components such as pronunciation, vocabulary,

grammar, fluency, and content. The students need to have more practices and pay attention to those aspects of speaking.

As it is a well-known fact that speaking is a complex skill and requires more practice to improve it (Bergmann& Sams, 2012). Flipped learning provides more opportunity to practice during or before the class begin (Köroğlu & Çakır 2017). Some studies show a good result on the impact of using flipped learning on speaking skills. Study which has been conducted by Köroğlu & Çakır (2017)found that the students develop their speaking in fluency, coherence, grammar, pronunciation, and accuracy during the implementation of flipped learning. The class times were spent with productive activities. Thus, the students have more chance to practice their speaking. Another study conducted by Quyen & Loi (2018) found that flipped learning gives significant development when being implemented. Besides, Sarasfiya (2018) states that applying flipped model in speaking will make the students become more active, brave, confident, and fluent. The students also get and know new vocabularies, and how to pronounce those words correctly. Moreover, they will have an English-speaking group. Those studies show a good result because the pupils are given more opportunities to practice and also the material which is given by the teacher before the class begins. It will make the students become well-prepared.

As the flipped learning model gives a good impact, flipped learning is developed by following the needs and situation of the teaching-learning process. It is developed to be more detail and specific in purpose. Mannella (2018) explains that flipped learning has developed three times, from 1.0 framework until today's 3.0 flipped learning. On the first type, it emphasizes more in using video. The

teacher creates a video before delivering material to students which means that teacher makes a video as learning material by recording her/himself. Time allocation for group discussion is only given a small attention. At flipped learning 2.0, the activity uses online class to design learning circumstances. It makes the learning process become more flexible than the previous age. Teachers can find and use videos from online sources. It makes the teacher easier to find attractive videos for the students. On the third phase of development, flipped learning is developed in order to integrate the learning process with the global condition. Flipped learning becomes more effective by operating system and group-based activities. Several applications are used on this phase of 3.0, such as *Schoology*, *Edpuzzle*, *Flipgrid*, etc. Those applications can help the teacher to make a live online class. A live online class is a tool that can support a wide range of interaction with students.

Flipped learning is not static (Mason et al., 2012), which means that there is a dynamic change along the implementation. The teacher can combine flipped learning with global condition context and teacher's teaching style. The changes happen because of research, innovation, and technology. In line with aforementioned statement, teacher's innovation and the technology make flipped learning 3.0 become collaborative with the global condition. Teacher's innovation in technological assistance gives impact in developing flipped learning 3.0. Moreover, flipped learning also becomes a Meta-strategy. Meta-strategy is a strategy in determining suitable strategy for certain situation. In line with the definition of Meta-strategy, flipped learning is used as the foundation during the teaching-learning.

The role of students is also important for generating successful learning because one of the significant aspects to generate successful learning process is self-regulated learning (Kızıl & Savran, 2018). During the learning activity, students are required to be independent and active in finding out what they need in learning (Arianti, 2017). The students will learn how to plan, set their goals, set-time management, apply self-evaluation, learn self-motivation, and learn strategies to achieve their goals (Zelege et al., 2018). It will give opportunities for students to learn by their experience. It can help them to improve the academic performance and quality because they have learned how to control their own learning process.

From the explanation above, flipped learning is one of the teaching models that can support the learning process because it can give the students a brand-new learning experience with the help of self-regulated learning concept. Flipped learning and self-regulated learning have a positive effect on student's achievement. However, the implementation of flipped learning 3.0 with self-regulated learning has never been conducted in senior high school in Buleleng, especially for eleventh grade students' speaking performance. In addition, the researcher has conducted a pre-observation and informal interview with the teacher in SMAN 1 Sukasada. Thus, this present study aims at investigating the effect of flipped learning 3.0, self-regulated learning and the interaction between both of them on eleventh-grade student's speaking performance in senior high school in Buleleng, Bali.

1.2 Identification of the problem

According to the explanation of the background study, speaking is defined as an important skill in English. Since English is an international language that is used by people world wide. Speaking is an oral ability to use target language effectively in communicating ideas (Quyen & Loi, 2018). Through speaking, people can express their ideas, opinions, or feelings. Despite of the importance of speaking, students in Indonesia still have low speaking proficiency. Swary (2014) describes that the main problem of speaking for Indonesian students is fear of making mistakes, wariness, hesitation, and low confident. Besides, the students also do not get enough opportunity to practice the language. The teacher only focuses on explaining the material during the class. Along with the development of technology, technological assistance is believed to give a good impact on education. It means that technology is expected to assist the teachers in solving student's learning problems. Flipped learning 3.0 is one of the English teaching models which are affected by technology. Flipped learning 3.0 gives a chance to students to use their knowledge with teacher's guidance and increase their activeness in learning activities (Ozdamli& Asiksoy 2016).The students learn a material by watching videos before the class activities are conducted. The class activity gives opportunity to students to do more practice and apply what they have learned because the success of flipped learning depends on the role of students. The successful of the student's learning comes from their responsibility in learning (Kızıl & Savran, 2018). Student is responsible to arrange and achieve their goals, set time management, apply self-evaluation, and increase self-motivation which is known as self-regulated learning. However, the effect of

flipped learning 3.0 which is the newest age and self-regulated learning has never been conducted for high school in Bali. Moreover, there is no research that collaborate flipped learning 3.0 and self-regulated learning in Bali, especially for speaking performance for eleventh-grade pupils.

1.3 Scope of the study

This research will be conducted in SMA N 1 Sukasada. The focus of this study is the implementation of flipped learning 3.0 and self-regulated learning toward eleventh grade student's speaking performance. Two classes were used in conducting the study. Those are the experimental and control group. Flipped learning 3.0 was implemented to teach the experimental group, while the control group was taught conventionally which means that teacher took a role as the source and the students acted as the passive receivers. The students just got the material from the teacher and memorized it for test.

1.4 Research Question

Regarding the background of the study and the problem identification, there are several research questions can be formulated as follows:

- a. Is there any significant difference on the students' speaking performance between those who are taught by flipped learning 3.0 than those who are treated by conventional method towards eleventh-grade pupils of SMA N 1 Sukasada?
- b. Is there any significant difference on the students' speaking performance between those who have high self-regulated learning than

those who have low self-regulated learning on eleventh-grade pupils at SMA N 1 Sukasada?

- c. Is there any interaction effect between flipped learning 3.0 and self-regulated learning?

1.5 Research Objective

According to the research questions, objectives of the research are framed as follows:

- a. To investigate the difference of pupils' speaking performance between those who are taught by flipped learning 3.0 and conventional method on eleventh-grade students in SMA Negeri 1 Sukasada.
- b. To investigate the difference of pupils' speaking performances among those with high self-regulated learning compared with those with low self-regulated learning in 11th grade pupils in SMA Negeri 1 Sukasada.
- c. To find out any possible interaction effect between flipped learning 3.0 and self-regulated learning

1.6 Research Significance

This research would offer theoretical and practical significance.

1.6.1 Theoretical Significant

This research would offer a theoretical insight to add value in teaching and learning, especially in the implementation of flipped learning and self-regulated learning model for speaking.

1.6.2 Practical Significant

Practically, the significance of this research can be seen from the teaching, learning, and research perspective:

1. Teacher

The findings of the study are expected to give contribution and additional information of the use of flipped learning 3.0 and self-regulated learning toward speaking performance. It can be a reference for teacher in setting student practice. Moreover, the findings can give a clear picture on how to implement flipped learning 3.0 which can give advantageous effect on students speaking performance.

2. Student

The findings of the study are expected to give students new experiences and enhance their speaking performance through the implementation of flipped learning 3.0 and self-regulated learning. Moreover, the students are expected to understand and be aware with their self-regulated learning.

3. Researcher

The result of this study is expected to be useful for other researcher. Additionally, it is expected to give contribution as a reference for further researcher in teaching English especially on speaking. Moreover, this research would offer additional sources for other researchers who are going to carry out a research about flipped learning 3.0 and self-regulated learning.