

## **CHAPTER I**

### **INTRODUCTION**

In this chapter, it covers the research background, identification of the problem, the scope of the study, research question, research objective, and research significance.

#### **1.1 Research Background**

Technology is defined as an equipment to help humans face difficulties in life (Ozdamli, 2017). It is created to provide the item that needed for survival and comfort of human life. The development of technology gives positives impacts on all sectors in human life. It includes a positive impact on the education field that using technology in the learning process such as using PowerPoint in the teaching process. Technology becomes necessary to part of modern education. The development of information technology creates a resource for education as content (Gorgoretti, 2019). It could support both teacher and student in the learning-teaching process. The teachers could gain the content for teaching material. They could create an interesting teaching-learning process from the various resource that provides information technology. On the other hand, the students could gain the information that they do not receive at school. The student can find a piece of additional information from another resource from an online source. Besides, the students could develop their interest by themselves with information that provides information technology.

The resources that are provided by the rapid development of technology makes the process of English teaching becomes more smooth (Yan-xia, 2017). It is the potential to reform the approach that teachers use in the English teaching process (Englund, Olofsson, & Price, 2017; Yan-xia, 2017). The students do not only learn a language in the learning process, but they also develop their language through online activities, such as blogging, chatting, watching the video, listen to the music, and browsing the English web. They are motivated to learn language personalized by using technology (Jiang, 2016). To associate the technology that exists and the English teaching-learning process, the teachers also change tools and techniques significantly to make students more motivated in learning (Basal, 2015).

As the development of technology changes the way humans work and live, English teaching also reforms. Traditional teaching focuses on classroom activity reform to use technology in learning activities and does not focus on classroom activity. As a technology teaching base, English teaching is improved effectively by flipped learning (Fan, 2018). Flipped learning is one of the English teaching reforms which is a technology teaching method that reverses the role of homework and class instruction (Köroğlu & Çakır, 2017). It provides video or other material that should be learned before the class and the class time is used to do discussion and exercises. Amiryousefi, (2019) states that, through flipped learning, the students receive the knowledge anywhere they want by watching the video, slides prepared, and the other material provided by the teacher. It makes the class activity more productive and gives more time to the students to practice inside the class. Moreover, the students will have prior knowledge before entering

the class and engage in higher-level discussions with their peers and the teacher in the class activity.

Based on K ro lu &  akır (2017,) in flipped learning, the role of the teacher changes significantly. The teacher's role is to help the learner to fill the gaps of information of the students' understanding, instead of presenting the based information of the material. Flipped learning gives more chances to the teacher to apply various methodologies to create an interactive learning activity. It will create an enjoyable and active learning environment for students.

In recent years, some study has been conducted to investigate flipped learning in developing specific language competence. One of them is speaking performance. Speaking performance is the way the speaker to use the target language in spoken form (Quyen & Loi, 2018). Speaking is very important that is used by people to communicate with each other. By using words together in a meaningful way, people can express and share ideas, feelings, and opinions (Hengki, Jabu & Salija, 2017). It should be mastered because speaking is a part of daily life. According to K ro lu &  akır (2017), speaking performance is a complex skill in learning English. The students should pay attention to some aspects, such as vocabulary, grammar, pronunciations, fluency, etc. It makes the students should practice continuously to make sure they make good communication with others.

By considering the importance of speaking performance, Indonesian students still lack speaking performance (Marzuki, 2017). Indonesian students still have difficulty in using English in communication. Lack of vocabulary, bad pronunciation, and shy is the main problem of them. They also prefer to use their

mother tongue in learning English than using English itself. Besides, a survey by English First showed that Indonesian has a lower position in speaking English in South Asia. The lack of awareness of the importance of English is the main problem of this situation (Marzuki, 2017). Besides, the Indonesian education is not good enough. There is limited time in learning space in Indonesian education. Most of the teachers still focus on delivering material to the students and give small time to practice using the language itself in-class time. It makes the perspective of students know the language instead of using the language.

In the flipped learning model, class time is more for practicing language than delivering the material. Flipped learning can improve students' speaking performance (Köroğlu & Çakır, 2017; Amiryousefi, 2019; Quyen & Loi, 2018; Lin & Hwang, 2018; Fan, 2018; Kaur et al., 2018). Some studies show that flipped learning gives a good impact on developing speaking performance. In Europe, it was found that Turkish students substantially improve their speech in term of fluency, coherence, grammar, pronunciation, and accuracy, when implemented flipped learning (Köroğlu & Çakır, 2017). Besides that, Amiryousefi (2019), Quyen & Loi (2018), Lin & Hwang (2018), Fan (2018), and Kaur et al., (2018) also investigated the effect of flipped learning in Asia. They found that the beneficial effect of flipped learning toward speaking. All those studies showed the students could improve their speaking by practice routinely and resources that were provided by the teacher and/or the technology that supports their practice. Besides that, learning material that was provided by the teacher makes the students had prior knowledge before entering the class. It made the students could perform better in the class by learning before entering the class.

Besides good result that was found by the implementation of flipped learning from some researchers, there were also found that flipped learning did not give a significant difference on students' achievement. Cabi (2018) found that flipped learning made no a significant difference in the achievement of the students. She encountered three main problems in the implementation of flipped learning in her study. Those were motivation, content, and learning. Moreover, Havwini & Wu (2019) who implemented flipped learning in EFL classrooms in Taiwan found that there was no significant difference in students' English proficiency between the students who were taught through flipped learning and traditional learning. However, the students who were taught through flipped learning had better performed in the class.

Alongside flipped learning gives a positive and negative impact on English teaching, the increasing development of technology-enhanced language learning pedagogy has changed the form of flipped learning. Flipped learning keep developed to adapt to the global condition. Mennella (2018) explained that flipped learning has evolved in three ages, from 1.0 framework to its current 3.0. In the first age, flipped learning 1.0 is more about the video. In this age, the video is made by the teacher. The teacher creates video by recording him/herself about the learning material for students. It makes students who do not attend the class can gain leaning material from their teacher. But at this age, group-space time is only given small attention. The teacher more focuses to deliver the material by using video. Then, the development of technology evolves flipped learning into the second age. Flipped learning 2.0 uses the online class to design it. The video lesson is more flexible than the first age. The teacher has used a video available in



the online sources, such as using video on YouTube. It makes the video more attractive to students and the teachers have more time to design online class activity. In the third age, flipped learning 3.0 has been developed to collaborate and innovate with the global condition. The implementation of the flipped learning become more effective by the operating system and group-based activities. In this age, flipped learning becomes a meta-strategy that uses technology to support all active learning strategies in a group space. The live online meeting tool becomes important to support the global interaction for students.

According to Bergmann (2017) flipped learning 3.0 is not static. It means no notion that flipped learning is about video and homework like another two current frameworks. It is all based on the way the teacher applies this strategy. The teacher can collaborate with this strategy with the global condition and teacher's teaching style. That makes flipped leaning evolving. Through the development of technology and education, flipped leaning change and evolve to the better form. This evolving is because of three key areas. They are research, innovation in the class space, and technology. Researcher finding, teacher innovation, and development technology give a huge impact on developing flipped learning 3.0. It makes flipped learning 3.0 collaborate and innovates with the global condition. Besides that, flipped learning also becomes meta-strategy. Meta-strategy is the main strategy that determines other strategies used in a certain situation. As a meta-strategy flipped learning becomes a foundation strategy that the teacher uses in the teaching processes. It can transform the entire

system of teaching and learning processes if flipped learning can be implemented well.

Although positive impacts of the flipped learning on the development of students' speaking performance have been well evidenced by some studies, the successful of the student's development of speaking performance comes from their responsibility in learning. The students' responsibility to control their learning goal, learning strategy, and monitor their goal progress is a significant aspect that describes the success of students' learning. It is known as self-regulated learning (Kızıl & Savran, 2018). The implementation of self-regulated learning involves students' metacognitive, motivation, and active participation in their learning.

Carneiro, Lefrere, Steffens, and Underwood (2011) state that the students with good self-regulated learning are possible to achieve a better result of the study because they recognize a need to learn, make a wise choice to that need, and satisfy that need efficiently and affordably. Otherwise, students that have poor self-regulated learning possible to achieve the worst result of the study because they do not know their needs. The study by Geduld (2016) found that the students with high achievement were more self-regulated than low achiever. It is necessary to create an awareness to the students about self-regulated learning to support their learning. Besides that, Wang & Chen (2019) conducted the study about self-regulated learning to the students that used YouTube as learning media for learning English. It enhanced learning strategy for the students for using technology in their learning. It made students increase their motivation to watch content of YouTube. As the result of this study, it assisted students in learning

language. Their self-regulated learning increased while doing something that they liked.

Zimmerman and Moylan (2009) describes that there are three phases and processes of self-regulated, those are forethought phase, performance phase, and self-reflection phase. It covers task analysis and belief in self-motivation during the forethought phase. In the performance phase, it covers self-control and self-observation. In the self-reflection phase, it covers self-judgment and self-reaction. This theoretical framework is the key process for students to aware and develop their self-regulated learning. But each student has a different ability in implementing self-regulated learning. Therefore, some students have high and low self-regulated learning (Carneiro, Lefrere, Steffens, and Underwood, 2011).

Despite the positive effect of the flipped learning and self-regulation on students' achievement, flipped learning 3.0 which is the newest age and self-regulated learning has never been conducted for high school in Bali, especially in speaking performance. Moreover, there is no research that collaborate flipped learning 3.0 and self-regulated learning that conducted in Bali, especially for speaking performance for tenth-grade students. Thus, the effect remains unclear. Whether it gives significant effect or not to students' speaking performance. To support this research, a pre-observation and informal interview with an English teacher was also conducted at SMA Negeri 1 Sukasada by the researcher. It has been found that the students are allowed to use mobile phones that can support the research. It means this school is appropriate place to conduct a research to check whether flipped learning 3.0 and self-regulated learning give significant difference on tenth grade students' speaking performance.



## 1.2 Identification of the Problem

Based on the background, speaking performance is important to socialize with individuals. Although the value of speaking is important, Indonesian's students still lack of speaking performance. Limited time in learning space which the teachers still focus on delivering material than practicing language in class time. Through flipped learning, the learner receives the knowledge before entering the class which makes the learners have prior knowledge before entering the class. It makes the students can practice more in the classroom. Some studies show that flipped learning has a positive impact on students' outcome especially in students' speaking performance. Although the positive impact of flipped learning, the role of self-regulated learning also influences the successful of the study. The successful of the student's development of speaking performance comes from their responsibility in learning. Despite the positive effect of the flipped learning and the role of self-regulated learning to the students' achievement, 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 tenth-grade students. It makes the result is still unclear. Whether flipped learning 3.0 and self-regulated learning give significant difference or not on the students' speaking performance.

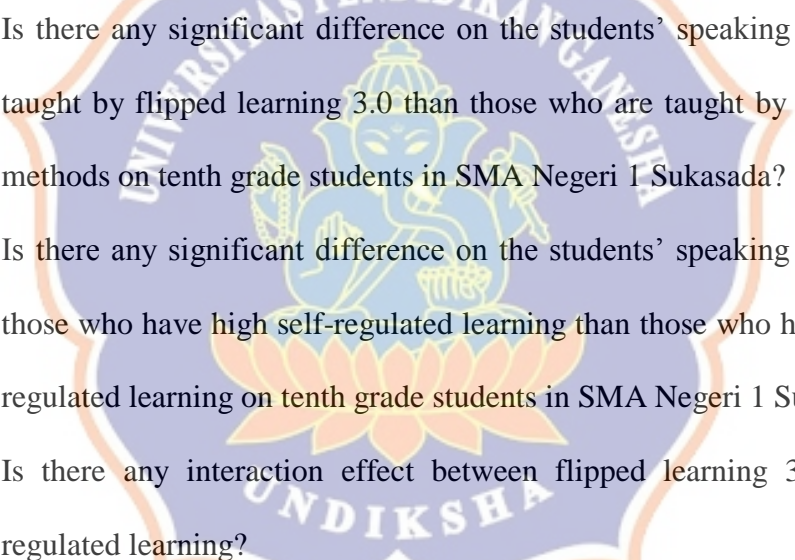
## 1.3 Scope of the Study

This research focused on investigating the simple and interaction effect of flipped learning 3.0 and self-regulated learning on speaking performance among 10<sup>th</sup> grade students of SMA Negeri 1 Sukasada, Buleleng, Bali. To limit the

scope of the study, there was two classes that used as a sample of this study. One class was treated as an experimental group and the other one was a control group. The experimental group was taught by using flipped learning 3.0 while conventional strategy was used to teach the control group was taught. The study focused on the students' speaking performance that could be seen through the score of their speaking performance.

#### **1.4 Research Question**

Based on the explanation above, the research question can be formulated as follows.

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- a. Is there any significant difference on the students' speaking performance taught by flipped learning 3.0 than those who are taught by conventional methods on tenth grade students in SMA Negeri 1 Sukasada?
  - b. Is there any significant difference on the students' speaking performance those who have high self-regulated learning than those who have low self-regulated learning on tenth grade students in SMA Negeri 1 Sukasada?
  - c. Is there any interaction effect between flipped learning 3.0 and self-regulated learning?

#### **1.5 Research Objective**

The aim of this research formulated as follows.

- a. To know the significant difference of the students' speaking performance who were taught by flipped learning 3.0 and conventional method on tenth grade students in SMA Negeri 1 Sukasada in the academic year 2019/2020.

- b. To know the significant difference of the students' speaking performance those who have high self-regulated learning than those who have low self-regulated learning on tenth grade students in SMA Negeri 1 Sukasada in the academic year 2019/2020.
- c. To know the interaction effect between flipped learning 3.0 and self-regulated learning?

### **1.6 Research Significant**

This research is intended to offer theoretical and practical significance which is describe as follows.

#### **1.6.1 Theoretical Significant**

The result of this research is expected to contribute to the English teaching strategy for speaking performance which is conducted by the teacher especially in simple and interaction effect between flipped learning 3.0 and self-regulated learning in the EFL classroom. Therefore, this research will contribute evidence in proving whether or not flipped learning 3.0 is beneficial to improve speaking performance.

#### **1.6.2 Practical Significant**

The result of this research is intended providing some positive sources to the teacher, students, and other researchers.

#### **Teacher**

The result of this research is intended to provide empirical evidence of the use of flipped learning 3.0 in teaching speaking. This may become a reference for the

teacher in their daily speaking activity in the classroom. Besides, the teacher expected to grows the self-regulated learning on the students.

### **Students**

The result of the research is also expected to give students experience online learning in practice speaking and be aware of their self-regulated learning.

### **Researcher**

The result of this research is also intended to provide the first-hand reference for the further researcher in English pedagogy in general or teaching speaking.

