

CHAPTER I

INTRODUCTION

This chapter covers the background of the study, identification of the problem, the scope of the study, research question, research objective, research significant, and definition of key term.

1.1 Research Background

Technology is an important aspect of human life today. Based on Waddell (2013) technology is the application of knowledge to the practical aims of human life that includes the use of materials, tools, techniques, and sources of power to make human life easier. Basically, technology is a tool that can help to make it easier for humans in various fields. In this 21st century, the development of technology is very rapid and very dynamic. Almost every area of life in this world uses the benefits of technological development. In this 21st century era, technology become an important issue in various fields (Ghavifekr & Rosdy, 2015). Starting from social life, trade, government, and even education take advantage of this very dynamic technological development. According to Koroglu & Cakir (2017), the basic strategic fields such as communication, interaction and education are shaped by technology fast-paced era.

The development of technology has a major influence on various aspects of life, one of which is education. In the educational area, technology helps the teacher in teaching and delivering the material to the students. The fast-paced era gives new challenges to the modern teacher, including for English teachers. English teaching has been changed with the entry of technology (Shyamlee,

2012). Teaching by using technology is very useful for the teacher. There are various ways in technology-based teaching and learning that will affect the process of learning more meaningful such as nstructive video, stimulation, capacity of information, the utilization of databases, mind-mapping, guided disclosure, conceptualizing, music, World Wide Web (www) (Ghavifekr &Rosdy, 2015).

Even though as a universal language, English is still difficult to be taught by the teacher for the students especially for EFL students. There are still some difficulties and challenges in English teaching (Fan, 2018). The difficulties such as hard to find appropriate strategies for the teacher, hard to find appropriate technology and hard to make students interested in the process of learning. Moreover, Fan (2018) also explained that the traditional model of teaching and the different students' abilities lead to a low level of English teaching.

The days of technological developments throughout the world are increasing. The development of technology in Education influences the elements in it. As a result, the teacher should know what the appropriate strategy is that should be used in teaching and may be able to develop technology-based teaching strategy in teaching English. The use of strategies in teaching English skills certainly has its own goals. Teaching English skills certainly has different ways, strategies, and treatments. Strategies that are used in teaching speaking in junior high schools, high school, and college students are might be different and the students also have different problems and needs in teaching.

Every skill must have the right way, strategy, and treatment so that the target of teaching can be achieved by the teachers. That is why the strategy of

learning with technology in teaching should be developed. Flipped learning could be an interesting development in guidelines techniques which is one of the English instructing changes and one of the renewed instructional innovations that potential to transform conventional classes (Amiryousefi, 2019). Flipped learning is one of the English's showing changes which is an innovation encouraging model that switches the job of schoolwork and the class guidance that can help students in acing the learning material (Köroğlu and Çakır, 2017). Besides, Amiryousefi (2019) likewise clarified that flipped learning could be a proper model to improve language capacities which are intuitive and viewed as hard to produce for EFL (English as an unknown dialect) student.

Flipped learning could be implemented in all English's skills. Yet, sometimes most of EFL students have some problem when they perform speaking in the discussion session or when the students talk to the teachers. Sarasyfa (2018) explained that some of the problems experienced by students in learning English, especially speaking English, include the environment that is less supportive to speak English, limited time to practice, differences in students, and the rarely use of the language itself. Besides, in order to teach English especially teaching speaking, the teachers usually use a conventional way such as teacher centered rather than use an innovative way.

There are several studies conducted about speaking skills on the flipped learning model. The study was conducted by several researchers such as: (Bezzazi, 2019; Köroğlu & Çakır, 2017; Li and Suwanthep, 2017; Quyen & Loi, 2017; sarasyifa, 2018). In all of the mentioned studies on the subject, it was

revealed that flipped learning gives a good effect on the students speaking skills. Those studies showed the effect of flipped learning on speaking skills in general, but there are no specific studies that showed the effect of flipped learning 3.0 on students speaking performance yet.

The impact of flipped learning on students' speaking performance is essential to be known, and there is one perspective that demonstrates fruitful learning on the understudy, it is self-regulated learning (Kizil and Savran, 2018). As indicated by Tsai, Shen and Fan (2013), self-regulated learning is the strategy where the students actuate and bolster data that is methodically masterminded toward the achievement of their destinations of learning. Self-regulated learning concentrated on the implementation of self-guideline to issues of discovering that make the students conceivable to set goals for their learning and afterward attempt to screen, direct, and control their insight, motivation, and conduct, guided and compelled by their targets (Wolters, Pintrich, and Karabenick, 2003).

Self-directed learning is a work of a person's want to acknowledge in their of have learning (Brak, Lan and Paton, 2010). It is significant for language students to get autonomous for their own learning (Chien, 2016). Self-directed learning permits understudies to deal with their own learning procedures and focus of discovering that they need to accomplish in the learning procedure in the study hall. On the off chance that understudies can encourage self-managed learning inside themselves, at that point the outcomes that accomplished additionally will be generally excellent. This is on the grounds that understudies recognize what they need to realize and understudies realize the objectives to

be accomplished in the learning procedure. The other way around, understudies who have low self-managed learning may deteriorate results, it is on the grounds that they don't have the foggiest idea what they need to realize and what targets are they need to accomplish.

There are several studies conducted about students self-regulated learning on learning process. The study was conducted by several researchers such as: (Abadikhah, Aliyan & Talebi, 2018;Chien, 2016; Wang & Chen, 2019;). Those all mentioned studies was revealed that self-regulated learning (SRL) give impact on the students on students learning process, but there are no specific studies that showed the effect of self-regulated learning on students speaking performance yet. This study aimed at investigating the effect of flipped learning 3,0 and self-regulated learning on speaking performance at the high school level. Moreover, there is no study in the literature about the effect of flipped learning 3,0 and self-regulated learning on speaking performance at the high school level. Therefore, there is rarely found to examine more about the effect of flipped learning 3.0 and self-regulated learning on speaking performance at the high school level.

The explanation above showed that the contribution of flipped learning and self-regulated learning in the education area. However, the effects of flipped learning 3.0 in speaking skills have never been conducted yet especially in speaking performance for twelfth-grade students. It shows that the research of the effect of flipped learning 3.0 in speaking performance for twelfth-grade students is still infrequently conducted, whether it has a positive impact or negative impact on students' speaking performance. It means that this study is

very important to be conducted. That is why the e aimed of this research to investigate the flipped learning 3.0's effect on speaking performance in senior high school students' in Buleleng. Besides, the aimed of this research is also to find the self-regulated learning of the students. To support this research, a pre-observation was conducted at a school in Buleleng, Bali. The result of pre-observation showed that this school is an appropriate school to conduct this study, because in this school English is taught and speaking is emphasized. Besides, the students also allowed to bring their smart phone to school and in this school also there is proper internet connection, because this study is using technology especially smartphone and internet connection. This study is important to be conducted to know the effect of flipped learning 3.0 and self-regulated learning on students' speaking performance in high schools in Buleleng, Bali.

1.2. Problem Identification

The background above shows that learning model and self-regulated learning are influence students' motivation in learning. Sarasyfa (2018) stated that some of the problems experienced by students in learning English, especially speaking English, include the environment that is less supportive to speak English, limited time to practice, differences in students, the rarely use of the language itself, etc. Besides, in order to teach English especially teaching speaking, the teachers seldom to use an innovative way. It also influences the speaking performance of the students. Many innovative ways can be used by the teacher in teaching English especially teaching speaking. One of the innovative ways is a flipped learning 3.0 model. This research will try to find

the effect of the implementation flipped learning 3.0 on twelfth grade students speaking performance. Flipped learning allows students to gain knowledge before it enters and allow students to understand the material to be taught before they enter the classroom. Moreover, students sometimes have a lack of motivation in speaking English. The lack of motivation of the students could be seen from their self-regulated learning. The positive results generated through the process of flipped learning and self-regulated learning have not necessarily provided sufficient empirical evidence to the author regarding the interaction effects of flipped learning 3.0 and self-regulated learning on students' speaking performance for high school students especially twelfth grade students in Buleleng. This shows the unclear interaction effect of flipped learning 3.0 and self-regulated learning, whether they have a positive or negative interaction effect on students' speaking abilities. So, this study is important to be conducted to know the effect of flipped learning and self-regulated learning on speaking performance of twelfth grade students in Buleleng.

1.3. Scope of the Study

This study focused on investigating the effects of flipped learning 3.0 on speaking performance in twelfth-grade students of SMA Negeri 1 Sukasada, Buleleng, Bali. There are two classes in this study, each of which functions as an experimental class and a control class. The experimental class taught using flipped learning 3.0, while the conventional method is taught in the control class in which the teacher is become the centered of the study.

1.4 Research Questions

The research questions are formulated, as follows.

- a. Is there any significant difference on the students' speaking performance taught by flipped learning 3.0 than those who are taught by conventional method on twelfth grade students of SMA N 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 in twelfth grade students at SMA N 1 Sukasada?
- c. Is there any interaction effect between flipped learning 3.0 and self-regulated learning?

1.5. Research Objectives

The research objectives could be formulated as follows.

- a. To know the significant difference on the students' speaking performance taught by flipped learning 3.0 than those who are taught by conventional method on twelfth grade students of SMA N 1 Sukasada.
- b. To know the significant difference on the students' speaking performance those who have high self-regulated learning than those who have low self-regulated learning in twelfth grade students at SMA N 1 Sukasada.

- c. To know the interaction effect between flipped learning 3.0 and self-regulated learning.

1.6 Research Significance

The significance of this research are, as follow:

1.6.1 Theoretical Significance

This research theoretical significance can support English teaching about flipped learning 3.0 and self-regulated learning theory. This research also can contribute evidence about the effect of flipped learning 3.0 and self-regulated learning on speaking performance and show teaching process in the class especially teaching speaking more beneficial and interesting.

1.6.2 Practical Significant

This research is important to be conducted because it gives benefits to students, researchers, and further researchers. Its significances would be described below:

1.6.2.1. For the Students

From this research, students are able enhance the speaking skills by learning more by using flipped learning 3.0 and students aware of their self-regulated learning. The result of this research also can give the students a new environment in study.

1.6.2.2. For the Teacher

From the result of this study, it could be used to know whether the used of flipped learning 3.0 could give beneficial effect

for students' speaking performance and self-regulated learning or not. This research also beneficial for the teacher as the reference in teaching especially teaching speaking.

1.6.2.3. For the further Researcher

The result of this research could be a reference for other researchers if the other researchers want to conduct the related topic.

