CHAPTER I

INTRODUCTION

Chapter I presents the background, problem identification, purpose, and significance, as well as the scope of the study.

1.1 Background of the Study

Reading is an essential skill for EFL learners in the tertiary level of education that has an important role in language learning (Nasri & Biria, 2016) and also a language-based skill that involves cognitive process (Anjomshoa & Zamanian, 2014). Moreover, Yee (2010) believes that the ability to read helps readers to feel confident when they are reading an English book and successful in accessing information from the targeted sources used in educational contexts. However, Students typically encounter some difficulties in getting meaning from written texts even after years of getting to know a foreign language (Grabe & Stoller, 2011). It is a very crucial thing because not being able to either read or comprehend will result in a deep sense of feeling detach and uselessness (Celce - Murcia, 2001). Thus, teachers have to teach proper reading strategies to help students' reading comprehension ability.

Teaching English reading skill is not an easy job to do. Ilin, Kutluay, & Kutlu (2013) stated that teaching English is a process needed to be learned step by step and a lot of practice. Hermida (2009) stated that the teacher should be able to apply the appropriate teaching strategy to help students use a deep approach in reading academic texts. In Indonesia, Permendikbud No.59 Tahun 2014 organizes about

reading comprehension. It presents the three main aspects to be competent in reading comprehension. First is to be able to comprehend the social function of the text related to the social context and real life. The second is to be able to comprehend the structure of the text. It is about how the information in the written texts are organized. The third main aspect is to be able to comprehend the language features of the text which support the meaning such as structure, vocabulary, phrase, sentence, punctuation, and figurative language. Those three aspects become the focus of teachers in Indonesia to maximize the reading comprehension of students in English subject. Therefore, the teacher should follow those aspects as guideline and approach students with the appropriate strategy for the success of teaching reading comprehension.

These days are the time for the millennial which are referred to as digital natives (Prensky, 2001). Students no longer gather the information from the teacher as the class is started. Millennials have been exposed to information technology from a very young age. Their access to technology, information, and digital media is greater than that of any prior generation. McMahon & Pospisil (2005) stated that the characteristics of millennial students are that they have unlimited information connection and multitasking environment. Their access to technological and collaboration experience is what distinguishes them from previous generations. The technology advancements have transformed the style of learning processes from passive to active learning (Zainuddin, 2017). Wells, De Lange, & Fieger (2008) also have suggested that technological advancements have significantly change the ways

educators teach and students learn. Those characteristics validate the urgency to adopt alternative methods of instruction to engage students with active learning using technology.

Furthermore, concerning about the teaching time, the teacher has a very limited class time to cover some materials in one semester for English subject. Based on the preliminary interview result with the teacher in SMAN 1 Singaraja, it was found that English subject only has a meeting in a week in which only 90 minutes of class time. This limited time is not enough to get a depth understanding and creating the high order thinking skill (HOTS) atmosphere in the classroom. Finding out the alternative teaching technique which provides a chance for students to maximize the effectiveness of classroom time is necessary.

Therefore, it is interesting to apply the alternative technique that is integrated by maximizing the use of technology that can extend the learning time for the students. The strategy used in this study is Flipped Learning. This technique is a blended learning model where students are expected to watch provided video, along with other online materials to learn concepts and complete assignments at their own pace outside the classroom (Webb & Doman, 2016). It is a relatively new teaching strategy attempting to improve student engagement and performance by moving the lecture outside the classroom via technology and make the classroom session as the active discussion to deepen their understanding (Bergmann & Sams, 2012; Tucker, 2012). In flipped learning, there will be more time for problem-solving activities. The students no longer spend most of their time only taking notes in the classroom

(Bergmann & Sams, 2012). According to Sharp & Sharp (2017), flipped learning is a very good method since it can maximize the use of technology which is suitable for nowadays students. It also has a positive impact for the students' learning and achievement compared to the traditional instructional approaches (Bishop & Verleger, 2013; Mokhtar, Osman, & Jamaludin, 2014; Sharp & Sharp, 2017; Singla, Saini, & Kaur, 2016).

In recent years, many experts have conducted research related with flipped learning strategy. Flipped learning was investigated on several disciplines such as engineering (Mason, Shuman, & Cook, 2013), mathematics (Charles-ogan & Williams, 2015), English and many more. In English discipline for the university students, flipped learning has a positive effect on listening (Ahmad, 2016), speaking (Köroğlu & Çakir, 2017), writing (Soltanpour & Valizadeh, 2018) and reading skills (Abaeian & Samadi, 2016; Karimi & Hamzavi, 2017).

Based on the explanation previously and the result of previous research, this current study is conducted on the different grade of students with the previous study to investigate the effect of flipped learning on reading comprehension. This study is conducted in SMAN 1 Singaraja. This school was selected because it is found form the preliminery observation that in SMAN 1 Singaraja, the students mostly had difficulty in comprehending English texts. The other reason is that SMAN 1 Singaraja provides the learning process supported by technology such as LCD projector and wi-fi. Most of the students are also familiar with ICT for E-learning practice and the school regulation for students is allowed them to use their mobile

phone in the learning process which supports the implementation of the flipped learning which requires the students as the center of the learning. Thus this study is an experimental study about the effect of flipped learning on reading comprehension of the eleventh-grade students of SMA N 1 Singaraja.

1.2 Problem Identification

From the preliminary interview with the English teacher of SMAN 1 Singaraja and the explanation in the background of the study there are some problems found in the teaching and learning process such as the use of technology provided like the permission to be able to bring mobile phone to the school should be maximize by integrating the use of it, and the limited teaching time in the classroom.

Teaching students by using flipped learning for the reading comprehension is needed. This strategy can help the students to get their deepest understanding because of flipped learning will give students more of discussion time in the classroom because they already prepared and exposed by the material before they are in the classroom, so they will have a chance to be more in-depth with the discussion rather than just they are lectured in the class. However, previous studies about the effect of flipped learning on reading comprehension were only done in university (Abaeian & Samadi, 2016; Karimi & Hamzavi, 2017). Thus, this study is aimed to find out the significant difference of student's achievement in reading comprehension between the flipped classroom and traditional classroom in higschool especially the eleventh grade students.

1.3   Problem Statement

Based on the background of the study, the problem statement can be formulated as follows,

"Is there any significant difference between the flipped learning and the conventional strategy on reading comprehension achievement of the eleventh grade students of SMAN 1 Singaraja?"

1.4   Purpose of the Study

In line with the research problem, the purpose of this study is to investigate the effectiveness of flipped learning for the students' achievement on reading comprehension. By discovering whether or not there is a significant difference between the students taught using flipped learning and without flipped learning on the reading comprehension of the eleventh-grade students of SMAN 1 Singaraja.

1.5   Significance of the Study

1.6.1   Theoretical Significance

This study is expected can be an insight into the use of flipped learning as the method in the learning process for EFL high school students. This current study is very important since we also have to know the effect of flipped learning to psycholinguistic class for the EFL high school students, while the previous studies only investigate in higher education level. For researchers, although flipped learning has been widely used in research, there are only a few researchers who are using flipped learning for EFL senior high school students.

This study might provide some insight into the research in this field. Therefore, this study can be used as a reference in the future study.It is expected that this study will be a useful reference for the other researchers who want to conduct a study with a similar issue and give a contri bution to the development of the research about the effect of flipped learning.

1.6.2   Practical Significance

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

   a. For teachers, the findings of this study might give a clear picture of how to implement flipped learning that can improve the effectiveness of reading comprehension teaching and learning for the eleventh-grade students.
   b. For students, the results of this research are expected to involve students in full of enjoyment and meaningful learning process which improve their achievement in learning.

1.6   Scope of the Study

This study is focused on investigating the effect of flipped learning on the reading comprehension of students by seeing the difference in students' final score when they are taught using flipped learning and conventional learning.