

CHAPTER I

INTRODUCTION

1.1. Background of Study

Technology has changed rapidly in our lives today. It has created amazing tools and resources which are very useful for human life. Everybody can access any kind of information from over the world and share it as a product to inform or communicate something, to introduce a brand of a company, or even to educate others. Technology has been used to improve education or usually called as digital learning. Roesser (2019) in her article at schoology.com stated there are 5 simple reasons why digital learning should be introduced in the classroom. Firstly, Learning Management Systems (LMS e.g schoology) promotes teacher collaboration in student engagement, assessment, and learning. Secondly, digital tools can help students built their confidence to be active in the learning process. Thirdly, digital tools let student to improve their self-monitoring which means they have their control over their classroom progress and be critical in their learning. Fourthly, digital tools can improve students' creativity. At last, Educational technology or Edtech tools can save teacher's time to provide valuable feedback for the students where they can directly respond to students through a discussion board in the platform (Roesser, 2019). In addition, students do not only learn from LMS but in this era there are several technologies in the forms of applications that can be used by the students to learn English, such as online dictionary, online newspaper in English language, Podcast, YouTube or any website that shares videos in English or using English subtitles, Minilyric, any

social media, text to speech, and audiobook (Language Center (LC) Kampung Inggris, 2016).

Learning English as a foreign student in Indonesia is not easy. The Director of Training of Courses and Training of the Ministry of Education and Culture of Republic of Indonesia, Yusuf Muhyiddin as cited in Priherdityo (2015) responded about Indonesia's achievements which left behind Singapore, Malaysia, India, and Vietnam in speaking English because Indonesian people do not practice enough, even though learning about English grammar is often given at school. He also stated most of Indonesian students who want to improve their ability will take an English course outside the formal school because it cannot fulfill all kinds of student needs. These mean Indonesian students need more time to practice using the language at school and not only learns the English grammar forms.

Nowadays, the right method in teaching English is needed so that the students can learn well and receive lessons from the ideal learning process that taken place (Prasetyo, 2016). The importance of integrating multimedia tools in schools as the implementation of 21st century curriculums and instructions are very necessary to prepare the students for their future life career in this age (Alismail & McGuire, 2015). Furthermore, the 21st century learning is not teacher center learning but more students center learning where the teacher only facilitate the students to learn. Teacher is a facilitator in learning who has qualities as a guide philosopher for the students, a counselor who helps the students to solve their problems, an information provider who provides updated subject or material

for the students from any resources and let them be creative and active learners (Jagtap, 2016).

To make the class hours be more effective, a new learning method was designed by Aaron Sams and Jonathan Bergmann namely Flipped Learning. It helps the teacher gains more face-to-face time with students to maintain real personalized learning, and challenge the students to take responsibility for their learning rather than spend more time to learn theories in the classroom (Sams & Bergmann, 2014). This means Flipped Learning might be an option for teaching and learning in Indonesia where the people do not have a lot of time to practice using the language because they tend to learn the grammar content during the class hours. Moreover, Flipped classroom gives some benefits for the students, they get less frustration with their homework, they can have more time to ask questions and get immediate targeted answers during the class hours, they can explore subjects in a deep manner, and they can catch up with their partner faster and easier using flipped classroom model rather than the standard one (Mihai, 2016). The students can have more space to learn deeply about the subject or material every where and time which is very flexible for them (Flipped Learning Network, 2014).

Bali Province Government as cited in Ramadhani & Maharani (2017) stated that a system of electronic learning or e-learning should be implemented at every school in Bali. The former governor of Bali, Made Mangku Pastika as cited in Ramadhani & Maharani (2017) said the system should be applied by every school in Bali, starting from Senior High School in city area and considering adequate human resources and infrastructures. This statement shows that the

government has tried to support the development of technology for education by influencing the schools to implement any kind of e-learning activities even though limited by facilities and infrastructures. The e-learning activities have been applied in SMA Negeri Bali Mandara. A representative of SMA Negeri Bali Mandara, Made Rustiana as cited in Ramadhani & Maharani (2017) said the school had been applied the e-learning activities since 2015 with system credit unit called Satuan Kredit Sistem (SKS) based on Standard Operational Procedure (SOP). These statements encourage the researcher to do preliminary survey to some schools that might have applied e-learning and found out whether they had used flipped learning method or not in their e-learning approach such as SMA Negeri Bali Mandara, SMA Negeri 1 Singaraja, SMK Negeri 1 Singaraja, SMK Negeri 3 Singaraja, and SMK Negeri 1 Tabanan.

In the final decision, the researcher choose SMA Negeri Bali Mandara as the research subject because it is in accordance with the research purposes which aimed (1) to describe the perspectives of EFL students towards learning English through flipped learning, (2) to identify challenges or problems that the students might have during the courses, and (3) to identify possible solutions or suggestions that the students have when they face the challenges or problems during the courses.

1.2.Limitation of Problem

This study focused on investigating the perception of the students toward the use of flipped learning method in SMA Negeri Bali Mandara, especially in English class. The researcher was focused in a certain place only where the data was taken. So the analysis of the data was limited to the research subject.

1.3.Statements of Research Problem

This study might answer the following questions:

1. How is the perspective of EFL students toward learning English through flipped learning?
2. What are the challenges that the students have during the courses?
3. What are the possible solutions or suggestions that the students might have when they face challenges during the courses?

1.4.The Objectives of The Study

The objectives of the study are:

1. To describe the perspective of EFL students toward learning English through flipped learning.
2. To identify challenges or problems that the students might have during the courses.
3. To identify possible solutions or suggestions that the students have when they face the challenges or problems during the courses.

1.5.The Significant of The Study

The significant of the study is expected to be useful for teacher, pre-teacher, people who worked in education field, and other researchers who interested in the similar study. For teacher, pre-teacher, and people who worked in education field, this study is expected to be useful as a consideration before conducting the study for their class and creating more creative and innovative learning. For other researcher, this study is expected to be useful as a consideration for future research.

The researcher had conducted interview to English teachers at SMA Negeri Bali Mandara who have implemented flipped learning in their classrooms. They currently used some Edtech tools to teach the students such as Blogspot, Schoology, Quipper, Quizizz, and YouTube. They encourage the students to learn the content of the subject outside the classroom through a learning set called Unit Kegiatan Belajar Mandiri (UKBM), some articles from websites, online classes in Schoology, and videos from YouTube. Then they practice the language through quizzes, direct discussions in classroom, online discussions, and project based activities. However, the teachers also said they often need to explain more about the content of the subject when the students cannot follow the learning process.

