CHAPTER I

INTRODUCTION

1.1 Research Background

The term of 21st century has brought changes to human development in every aspect, science, education, economic, technology and communication system. According to (National Education Association, 2012) life today is totally different than before; it is more complicated and complex than 50 years ago. Since the information and technology have expanded, students require higher level of knowledge to be mastered. The rapid changes of technology, lifestyles and communication are the characteristics of the 21st century (Chu et al., 2016).

In living alongside the characteristics of the 21st century, the competencies expected from the partnership for the 21st century skills become important in this era. Life and career skills are one of the competencies which require students to live and work in diversity and complex environment (Ball et al., 2016). In addition, the interest of inserting of technology and the Internet into the teaching and learning processes has significantly increased (Filiz & Benzet, 2018; Uzunboylu & Karagozlu, 2015). As millennial students belong to the virtual world, using a pedagogy which is adjusted to their own interest is crucial for its success (Soliman, 2016). Thus, a digital learning which engage the 21st century learning that supports students' learning intention should be applied. In order to make the classroom student-centered not teacher-centered, inserting Information and Communication Technologies (ICTs) is required (Trucano, 2005).

The insertion of ICTs provides students the availability to study anywhere and everywhere (Evseeva & Solozhenko, 2015). It provides students the

opportunities to involve actively in the classroom. However, the classroom situation does not exactly align to the 21st learning expectation. Most of the class time is used by the teacher to explain the learning material (Afrilyasanti et al., 2019) which is considered as teacher-centered learning (Bjork, 2005). This situation cannot support students to think critically since they are totally helped by the teacher. In term of writing especially, students are lectured the materials in the classroom and are assigned to create the writing itself at home as a homework. Students put an extra effort of writing at home without any assistance by the teacher. In this learning situation, students act passively in the classroom while teacher explain the lectures in front of the classroom.

Students should not be filled with abundant of knowledge from the teacher for the rest of their learning, but they should find new knowledge and experiences by themselves (Evseeva & Solozhenko, 2015). When students are lectured by the teacher, listening and memorizing occur. Students could not develop their skills in terms of creativity. Learning by doing instead of listening passively involved students into the learning process (Saglam & Arslan, 2018). Thus, in order to fulfil the students' learning requirements, teacher as an educator should be familiar about the learning features that promotes students' effective learning (Santosa, 2017).

The teaching and learning process which is accurate and successful happen when the learning is developed into internet learning (Naimie, et al., 2010 in Saglam & Arslan, 2018). Meaning that in the process of learning, the usage of inserting internet affects the learning progress. Finding the learning sources which are considered to be easier and faster could be done. Therefore, in order to face the 21st

century requirements, student-centered learning is highly enhanced (Alsowat, 2016; Lou & Li, 2018).

In this era, technology becomes the key role in human life and education. Everything which is done by human is affected by technology. Based on this case, flipped classroom is a learning model which utilizes Learning Management System (LMS) as the technology used, thus, it is compatible to be applied in learning writing. Flipped classroom model reverses the activities which are usually done at school into the activities which are done at home (Herreid & Schiller, 2013). It reverses the traditional classroom activity where teacher delivers the materials in the classroom. When the students watch learning videos at home, teacher has more time to carry out the classroom activity better since more discussion are available.

The activities which are usually done at school like lecturing and taking notes are conducted at home and students are provided video and sources by the teacher with the help of technology. Students can watch the video many times and highlighted the important point of the video. While at school, students are involved in the writing activity. Since the process of writing is conducted at school under teacher's assistance, the writing process could be managed properly. As stated in Basal (2015), flipped classroom offers students opportunity in personalizing their learning as students have different capabilities in acquiring knowledge, student-centered learning, and constructivism.

A number of studies dealing with flipped classroom have been done previously. There were several studies which investigated the effect of implementing Flipped Classroom Model toward students' English achievement (Afrilyasanti et al., 2019; Ahmed, 2016; Sojayapan & Khlaisang, 2018; Soltanpour & Valizadeh, 2018).

Those studies mainly proved that the students who were taught English using Flipped Classroom experienced improvement compared to traditional class. Students' attitudes who learned using Flipped Classroom were also observed (Ahmed, 2016; Norazmi et al., 2017; Sun, 2017). The studies showed that the students perceived positively toward the learning. Moreover, the implementation of Flipped Classroom fostered students critical thinking and it was able to engage students in term behaviour and emotion. The implementation of Flipped Classroom also affected to high and low achieving students' attitude. In term of their attitude, both of the high and low achieving students showed positive attitude and the positive attitude even affected more for the low achievers (Yang et al., 2016). In addition, a research by Sun (2017) found out that there is positive result of implementing flipped classroom which foster students' critical thinking. However, the teacher finds a larger gap between high and low achievers. The low achievers' achievements are getting worse at the end of the semester. Moreover, in term of students' attitude both the high and low achievers show positive attitude and even affect more for low achievers.

From the above researches, the effect of implementing flipped classroom and students' attitudes toward flipped classroom are examined. There have not been any researches which reveal what the teacher actually does in implementing flipped classroom model. There also a few researches which compare between the low and high achieving students' in term of their attitudes. SMP Sapta Andika Denpasar is a Junior High School which implement Flipped Classroom for teaching English. Based on the preliminary research which has been done, the seventh grade English teacher has been implementing Flipped Classroom for teaching. Therefore, this study is aimed to observe how teacher implement flipped classroom model in teaching

English; students' achievement in learning English toward the implementation of flipped classroom; and opinion among low achieving and high achieving students toward flipped classroom model.

1.2 Problem Identification

As stated previously that most of the researches observed students' achievement and attitude toward the implementation of flipped classroom model without explaining the steps of using flipped classroom which affected students' achievement. Meanwhile, how teachers implemented the flipped classroom model was an important thing which had to be examined and this had not been explored in the previous researches. In addition, students' opinion was also an important part to be observed. However, the differences in term of opinion between high and low achieving students had not been explored.

1.3 Limitation of the Research

This study was focused on exploring how teacher implement flipped classroom model which consisted of teachers' preparation and the steps applied. The study also observed students' English learning achievement and opinion during the implementation of flipped classroom. The study observed the differences of low achieving and high achieving students' opinion. The study was intended to distinguish whether any differences arise among different level of students.

1.4 Statement of the Problem

According to the above issues, the problem could be proposed into the following questions.

1. How does the teacher implement Flipped Classroom Model in teaching English?

   a. What kinds of preparation are made before the process of teaching?

   b. What steps of teaching are implemented?

   c. What are the problems faced by the teacher when teaching flipped classroom?

2. How does Flipped Classroom affect students' achievement?

3. What are the students' opinions toward the use of flipped classroom?

4. Is there any difference in term of their opinion between high and low achieving students?

1.5 Research Objectives

Based on the statement of the problem which had been proposed about the implementation of flipped classroom, the study was aimed:

1. To investigate what the teacher actually does in implementing flipped classroom model;

2. To examine students' English achievement toward the implementation of flipped classroom;

3. To obtain students' opinion toward the implementation of flipped classroom;

4. To find out whether any difference in term of opinion between high and low achieving students.

1.6 Research Significances

Theoretically, the study was significance for facilitating English teaching and learning which concerned on flipped classroom. It enriched the literature on learning using technology.

Practically, the study was significance for students, teachers and future researchers. Students were assisted on their English due to their learning had improved by the implementation of flipped classroom. Meanwhile, as flipped classroom dealt with technology that supported the learning in the 21st century, the teachers were beneficially assisted since they were able to modify the learning using flipped classroom. This study was also significance for the future researchers because the result obtained in this study could be used as a reference of the implementation of Flipped Classroom.

1.7 Definition of Key Terms

1. Conceptual Definition

a. 21st Century Learning skills are considered as the core competencies for learning and innovation which is believe to assist students in today's digital era (Partnership for 21st Century Skills, 2016).

b. The 2013 curriculum is an educational response which is required by the nation for the development of the human resource standards in Indonesia based on the Act No. 20/2003 about Indonesian National Education.

c. Flipped Classroom Model is an action of reversing the classroom activity with the home activity (Bergmann & Sams, 2012)

2. Operational Definition

a. 21st Century Learning is defined as learning in which the students benefit the existence of technology in everyday learning.

b. The 2013 curriculum is the main curriculum which is used at the school where the present study conducted.

c. Flipped classroom model is a teaching model which is implemented to the Junior High School students in which the classroom activity like delivering the learning material is reversed with the home activity where the assignment taken place.