

CHAPTER I

INTRODUCTION

1.1 Research Background

The twenty-first century is an era where information can be obtained easily since technology is well-developed, especially in education. A conventional approach is no longer appealing to students in this era. Students' interest in the learning process is growing by the use of technology or media. The rapid development of technology describes the situation in this period. Many aspects of learning have changed in the twenty-first century. With more digital natives in the classroom, teachers and students will be more effective in applying and developing an efficient learning process.

Students in the twenty-first century live in a technologically advanced and media-driven environment. Information can be easily obtained from various sources with just one tap, student in the 21st century known as Post-millennial or Generation Z (Henceforth, Gen Z). As with other generational cohorts, various shaping factors have influenced this group, contributing to its unique and defining characteristics (Carter, 2018). Students in this era are referred to as Digital Native Learners. Digital natives are born during or after integrating technology into the classroom, also known as the "digital age." (Riegel & Mete, 2018).

Digital native learners must deal with the digital learning process itself. Teachers are expected to deliver information and knowledge innovatively, attractively, and guarantee that the learning process runs smoothly. Traditional teaching methods are no longer effective in preparing teachers to transform

information based on the students' needs. In the effort of getting a better way of transforming information, the teacher used flipped learning strategy to teach the students and used the videos as the media in teaching senior high school students in order to provide a new type of teaching strategy, especially in teaching English. This helped the students to experience a more engaging learning process. After the teacher teach the students using this strategy, the researcher collected the data through interview to get the data and analyzed used descriptive qualitative research as the method in order to answer the research question.

According to Bergmann & Sams (2014), flipped learning is a pedagogical approach in which direct instruction is shifted from the group learning space to the individual learning space. This results a dynamic and interactive learning environment, allowing teachers to create and apply a creative and engaging concept in giving guidance to the students regarding the subject matters.

Flipped learning has four important pillars known as F-L-I-P. According to Bergmann & Sams (2014), these are the four important pillars of flipped learning:

F: *Flexible Environment.* Teachers often physically rearrange their learning spaces to accommodate a lesson or unit to support both group and individual work. They create flexible learning environments where students can choose when and where they want to learn. Furthermore, teachers who flip their classes are more flexible in their expectations of students' learning timelines and assessments.

L: *Learning Culture.* The teacher is the primary source of information in the traditional teacher-centered model. The flipped learning model, on the other hand, purposely shifts instruction to a learner-centered approach. Classroom time is dedicated to provide various insights and topics from students and create rich learning opportunities. As a result, students take an active role in knowledge construction by participating and evaluating their learning in a way that is personally meaningful to them.

I: *Intentional Content.* Flipped learning teachers are constantly considering how they can use the flipped learning model to help students develop both conceptual and procedural fluency. They decide what to teach and materials that students should investigate independently. Depending on the grade level and subject, teachers use intentional content to maximize classroom time in order to implement student-centered and active learning strategies.

P: *Professional Educator.* In a flipped classroom, the role of being a professional educator or teacher is even more critical and often more demanding compared to a traditional classroom. During class time, they constantly observe their students, provide them with immediate feedback, and grade their work. Professional teachers are self-aware, collaborate with one another to improve their teaching, accept constructive criticism, and tolerate controlled chaos in the classroom. Moreover, professional educators or teachers play a less visible role in a flipped classroom, but they are still a necessary component for flipped learning to take place.

The participants of this study were the twelfth-grade students of SMA N Bali Mandara. The researcher conducted this study during academic year 2019/2020 which in curriculum K-13. In curriculum k-13 was more focused on student-centered learning, the teacher were guarantee to conduct interesting learning process in order to increase students' motivation in learning the material, by using media as the material of the learning, it helped the students to understand the material that given by the teacher. In this study the teacher used a flipped learning strategy combined with video as the learning material. The teacher gave the students videos related to the material in the next meeting in this study, which is a flipped learning strategy in teaching through video. Students learned primary content in the form of instructional videos before class in a flipped learning strategy. The teacher would instruct the students on how to use the video, and assign homework or introduce the material to the students. The use of video could increase students' interest in learning and help them to achieve their goals.

Video has become increasingly popular and widely used media in education in many countries. The use of video makes the learning process more engaging for students, particularly in the pre-class period. Prior to a class, there is a pre-class, usually used by the teacher to give a prior introduction towards a subject. In the flipped classroom model, video is frequently used as pre-class learning material (Davies et al., 2013) This is usually used by the teacher to introduce the material before the classroom discussion. Pre-class is critical for students who are unable to participate actively in the learning process in the school. The goal of the pre-class learning phase is to better meet the needs of individual students (Bergmann, J., & Sams, 2012). For a communicative English class, using videos

demonstrating communicative skills would enable students to watch and practice before joining a class. As an example, a video could be made with native or non-native English speakers showing how to express an opinion during a conversation. Students could watch a variety of short videos demonstrating the correct and incorrect way of expressing an opinion before the class.

Regarding the research background above, this study was intended to determine the role of video in the learning process in the context of flipped learning-based English to introduce the learning material before the classroom discussion.

1.2 Research Problem

Based on the background of the study, the research questions were formulated as follows.

1.2.1 How do this online ways contribute to students learning process at SMA N BALI MANDARA?

1.2.2 What are student's perceptions of the roles of video in students learning in the context of flipped learning-based English in SMA N BALI MANDARA?

1.3 Research Objectives

The objectives of this research are explained as follows.

1.3.1 To know how online video contributes to students' learning process at SMA N BALI MANDARA in the academic year 2019/2020.

1.3.2 To know students' perception of the roles of the video in context flipped learning-based English in SMA N BALI MANDARA in the academic year 2019/2020.

1.4 Research Significance

The significance of this study is divided into two categories namely theoretical and practical significance. Theoretical significance is presented to future researchers who want to conduct similar research. Students, teachers, schools, and other researchers will also gain benefit from this information.

1.4.1 Theoretical Significance

The theoretical significance of this research is it could be used as a preliminary step for further research of teaching English for adult learners. In this digital native era, students are expected to be able to master the English language, especially on learning English skills properly by using innovative learning media in the form of flipped learning designed by using video. The use of flipped learning strategy using video as a medium can make the process of learning more engaging and interesting. This study revealed how how the online ways contribute to students learning and what are students' perceptions regarding this method.

1.4.2 Practical Significance

1. For Students

The result of this study is to give the students a review about the use of flipped learning through online video on their learning process. The result of this research shows how far the effects of flipped learning through online video enhance students' skills or ability, students' learning time, etc.

2. For Schools

The result of this study is expected to give factual information for the school-related use of flipped learning through online video as the strategy for teaching English. Thus, the school can recognize whether to support or lessen the use of flipped learning in teaching and learning process at school.

3. For other Researchers

The result of this study is expected to provide a reference for other researchers who are interested in conducting research on the use of flipped learning through online video as the strategy for teaching English.

