CHAPTER I

INTRODUCTION

This chapter presents the background of the study that describe the reason shy the writer conducts the study. It also contains the problem of the study, objective of the study, research hypothesis, scope and limitations of the study and significance of the study. Next, significance of this study is provided. Finally, the definitions of the key term are given to avoid misunderstanding of those terms.

A. Background of the Study

English, as international language is a language that is mostly used by people in the world. Mostly all books about technique, engineering, science and journals even tutorials to make something are written in English. It means that learning English is very important to understand the content of the books, especially for student. In school curriculum, English is one of the subjects for students in every level of study especially for junior high school. Based on curriculum based school, the objective of teaching English at the Junior High School/Islamic Junior High School (SMP/MTs) is the students can develop their communicative competence in both oral and written forms to achieve a certain functional stage¹. It involves four others skills; those are speaking,

¹ Depdiknas. *Kurikulum Tingkat Satuan Pendidikan* (School Based Curriculum). 2006. Jakarta: Depdiknas

listening, reading and writing. By learning these skills, students are prepared to be able to communicate with other people around the world.

From those four English skills, reading is the most important skill which is enable to support the process of mastering the other skills because reading can help the students' ability to speak English fluently, increase the vocabularies, comprehend the English text, compose writing skill, and also can improve knowledge². Reading comprehension is an important activity in every language class, but we can say it is the most pleasurable activity and a means of outspreading knowledge³.

Reading comprehension is complex development challenge that we know to be intertwined with many other developmental accomplishment: attention, memory, language and motivation⁴. Reading is also a cognitive process which is consists of a reader, a text and the interaction between them both, the reader and the text. In mastering reading text, the basic step that students should do is to comprehend the text. According to Goodman the essence of reading is comprehension – ascertaining meaning⁵. Readers know they are success in reading if the readers understand what they read. Furthermore, reading is proposed to: a) search for simple information, b) skim quickly, c) learn from

² Firdaus. *Strategies in Teaching Reading at The Eight Grade of SMP Negeri 2 Buduran Sidoarjo.* (Surabaya: State Institute of Islamic Study Sunan Ampel, 2012), p. 2

³ Ahmadi, M R. *The Relationship between Students' Reading Motivation and Reading Comprehension*. Journal of Education and Practice. 2013. p. 13

⁴ Snow, C.F. *Preventing Reading Difficulties in Young Children*. (Washington DC: National Academy Press) 1998, p 15

⁵ Goodman Learning Reading, 1986

texts, d) integrate information, e) search for information needed for writing, f) critique texts, and g) to get general comprehension⁶. In conclusion, the meaning of reading is to enable the reader to get the information from the text.

Brown states that teaching and learning reading comprehension can be done through micro skills⁷. Those micro skills which is related to the reading objective at high school are: a) recognize grammatical word classes (noun, verbs, etc), systems (e.g., tenses, agreement patterns and rules), b) inferring context that is not explicit by using background knowledge, c) inferring connections between events, and detect such relation as main idea, supporting idea, new information, and generalize and d) distinguish between literal and implied meanings.

Teacher may face some problems in teaching English for junior high school because English is not first language in this country. So that teacher should understand about the learning strategy which can they use in teaching learning. According to Nunan, strategies are defined as the mental and communicative procedures learners use in order to learn and use language⁸. Strategies may also help students elaborate language confidently, less time and energy. Learning strategy, according to Oxford, are the action taken by students to make learning easier, faster, more self-directed, more effective, and

⁶ Grabe and Stoller. *Teaching and Learning Reading Comprehension*. 2002

⁷ Brown, H. D. *Teaching by Principles: An Interactive Approach to Language Pedagogy*. Third edition. New York: Addison Wesley Longman Inc. 2007

⁸ Nunan, D. Second Language Teaching & Learning. Boston: Heinle&Heinle. 1999

transferable to new situations⁹. Teacher should choose a learning strategy that enable students more active in learning process or student-centered method.

The traditional or conventional teaching strategies are teacher-centered and include the use of lesson and discussions while the problem solving element is presented by and/or discussed with the teacher, the syllabus, the teaching materials and the students asessment are determined by teacher and transmitted to students in various lectures¹⁰. A teacher stands in front of the classroom, delivering a lecture and writing on a white board, students are taking notes on their table quietly. At the end of the lesson, students write down the night's homework assignment on their book, which consists of reading pages from a thick textbook and answering the questions at the end of the chapter. The teacher is exactly aware of many students who do not understand the lesson of the day but does not have time to meet with them individually during the 45minute class period. The next day, the teacher will ask the student to collect the homework and review the homework briefly. If students have questions there won't be enough time to explain everything in details. The class have to follow schedule because there is a lot of material to learn before the test at the end of the lesson.

Teachers have been working to change the teacher-centered instructional model with the students-centered instructional model by changing the focus

⁹ Oxford, R. Language Learning Styles and Strategies. 1990

¹⁰ Cottel & Millis, Cooperative Structures in The Instruction of Accounting Issues in Accounting Education, 1993. p. 40

from the curriculum guide to student learning needs. They are, increasingly, turning to an alternative model of instruction called Flipped Learning in which digital technologies are used to change direct instruction from the group learning space to the individual learning space, usually via videos.¹¹

The flipped classroom is a new pedagogical method, which employs a synchronous video lectures and practice problems as homework, and active, group-based problem solving activities in the classroom. In this strategy allows teachers to reconsider how to maximize individual face-to-face time with students¹². There is enough time for students to work with peers on projects, engage content more deeply, practice skills, and receive feedback on their progress. Teachers can give more time to control their students, help them to develop their fluency if needed, and inspiring them with challenging projects which give them greater control to their learning.

The flipped classroom is an innovative teaching strategy that encourages students' active learning through accessing instructional contents outside the classroom and focusing the class time for practice, reinforcement, and review of the core contents¹³. In the flipped classroom, the teacher's role changes from lecturer and deliverer of content to learning coach, guiding through a series of engaging and experiential-learning activities. The focus is on learning rather

¹¹ Hamdan & friends, A Review of Flipped Learning, 2013. p. 3

¹² Bishop & Veleger. *The Flipped Classroom: A Survey of the Research*, 2013. p 2

¹³ <u>http://www.educause.edu/southeast-regional-conference/2013/flipping-classroom-blending-pedagogy-and-technology-effective-instruction</u> retrieved on October 21th 2016 12:51 pm

than teaching and the approach has been found to increase overall interaction among students and between students and teacher¹⁴. Flipped classroom allows the students to get more time in understand the material deeply rather than listening teacher explanation.

According to Yu Jung Han in his journal research entitled "Successfully Flipping the ESL Classroom for Learner Autonomy", he stated that most of ESL students expected that they could master English in a limited time¹⁵. To make the students' expectations, the instructor conducted a flipped classroom to teach English four skills to the adult community English language program which is contain of 14 students from different country. And the result of the research was the students could be more focus to English outside the classroom with the assistance of technology and the flipped classroom structure required students to be more actively engaged in learning.

Nowdays, almost all the people have a gadget on their own, especially for student in junior high school. They use the technology to make them easy to access information from many online sources. This technology can help the student to get more explanation about their lesson outside the class to make them more understand.

¹⁴ Philips, Trainor, R. C. *Millennial Students and the Flipped Classroom*. Las Vegas: ASBBS annual conference. Vol 1(1). 2014

¹⁵ Han, Y. J. Successfully Flipping the ESL Classroom for LEarnenr Autonomy. NYS TESOL Journal.Vol 2(1). 2015

B. Research Questions

Based on the background study described above, the researcher formulated the problem as the following question:

Is there a significant difference in the reading comprehension skill between the third grade students of MTs Unggulan Waru Sidoarjo who were taught using flipped classroom and those who were not?

C. Research Objective

The researcher achieved objective to answer the problem of the research. Based on the problem above, this study is aimed to find out the effectiveness of flipped classroom to improve student reading comprehension to the third grade students at MTs Unggulan Al-Jadid Waru Sidoarjo.

D. Hypothesis

Donal Ary explain that when making a hypothesis, a researcher is predicting what the outcome of study will be¹⁶.

Develop from the research problem in the previous section, the hypothesis in this study is: teaching reading comprehension using flipped classroom strategy is effective to improve students' reading comprehension to the third grade students in MTs Unggulan Al-Jadid Waru Sidoarjo

¹⁶ Ary, Donal. *Introduction to Research in Education Eight Edition*. (Canada: Wadsworth Cengange Learning, 1990) p. 96

E. Significance of Study

This study tries to know the reading English practices at MTs Unggulan Al-Jadid, Waru, Sidoarjo, by Flipped Classroom.

The research is expected to give contribution to:

- The students of MTs Unggulan Al-Jadid, Waru, Sidoarjo; this research can be used to know the student English achievement, especially to improve their reading competence
- The teacher of MTs Unggulan Al-Jadid, Waru, Sidoarjo; this research can be used for measuring the students' reading competence
- 3. Especially for researcher; the research can be information in order to increase her knowledge and experience in teaching English using flipped classroom

F. Scope and Limitation

The scope of this study is reading comprehension skill of the students in MTs Unggulan Al-Jadid. In this research, the researcher was used Narrative text as the topic of teaching reading comprehension using flipped classroom.

This study only covered a limited number of students for the subject of study in the third grade students of MTs Unggulan Al-Jadid, Waru, Sidoarjo. This study was done in 3 times meeting because of the time limitation. For this study, the focus was on improving students' reading comprehension through flipping classroom so that students might show progress in the end of the study. The population of this research was the third grade of Junior High School in MTs Unggulan Al-Jadid, Waru, Sidoarjo.

G. Definition of Key Terms

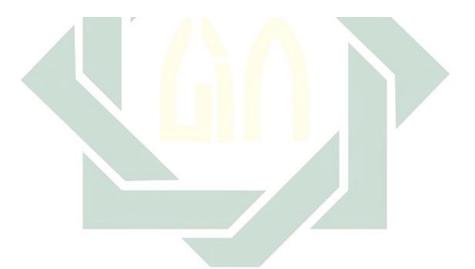
It is important for the researcher to make clear the terms used in this paper as this followings:

- 1. Effectiveness : Sharon stated that effectiveness teaching practice begins with the thoughtful and intentional design of learning that engages the students intellectually and academically ¹⁷. The effectiveness is when the strategy can improve the students' score of reading comprehension. The effectiveness itself was measured by the score of pre-test and post-test. This research meant for effectiveness as an achievement of treatment goal.
- 2. Flipped Classroom : Herreid and Schiller in their research also stated that flipped classroom is doing something that usually done in the class changed as homework and what is usually done as homework is changed as an activity inside the class. Both activities are flipped or

¹⁷ Sharon, Friesen. What Did You Do in School Today? Teaching Effectiveness: A Framework and Rubric. Canada: CEA, 2009. p 4

inverted ¹⁸. In this research, students watched the English learning material through the video at home, and done many activities when they were in class.

3. Reading comprehension : Reading comprehension is the ability to process the information and to understand the meaning of text¹⁹. In this research, it was measured by using the score of pre-test and post-test with an aim to know the students' reading comprehension.



¹⁸ Herreid, C.F and Schiller, N.A. *Case Studies and the Flipped Classroom*. Journal of College and Science Teaching, 2013. Vol 42(5). 62-66.

¹⁹ Woolley, G. *Reading Comprehension: Assisting Children with Learning Difficulties*.Springer Science & Bussiness Media B.V. 2011, p. 15