

CHAPTER I

INTRODUCTION

A. Research Background

English was a foreign language for Indonesian country. It was taught from elementary level to college. It was one of the government efforts to create the young generation in order to be able to face the globalization era that was fully signed by knowledge and technology. The goal of English teaching and learning in Indonesia mainly reflected in the area of development in both written and spoken aspects, especially for skills that learners must be achieved. However, in the process of development, the unfortunately fact happens when the most teaching processes in Indonesia were unable to reach the goal.

Including English skill are: reading, listening, writing, and speaking. Therefore, in this research, the writer Would like to discuss about speaking skill that focused on telling narrative text. In the teaching learning process, there must be an interaction between the teacher and the students. The teacher Would not be the one who did the communication but the students also did it through giving a story in their class. The problem was not all learners Could speak English fluently.

In speaking skill, there were some parts that the students had to be mastered. Those were dialect, grammar, vocabulary, fluency, and comprehension.¹ But the most important thing was the habit. Because speaking English was difficult for those who were

¹ Arthur Hughes, *Testing for Language Teachers* (New York: Cambridge University Press, 2003), 131.

not accustomed to speak English. In fact, however people had doctoral degrees but they never practice to speak, they would not be able to speak fluently as the people who use the language in their daily life.

This research was originated from the problems above. The researcher got some complaint from one teacher on Darul Muta'allimin Sidoarjo junior high school; she said that her students could not talk English because of some factors. One of them was afraid, shy, and they had no enough time to practice because it was not their daily language.

According to Penny Ur, there were several factors that obstruct the implementation of speaking skill; 1) the limit time and opportunities to practice speaking English at school, 2) the students did not talk using English but using their own language or mother tongue use, and 3) some of the students were afraid of having mistaken when they speak in the class, and some students dominate the class in speaking activity.²

The problems had been mentioned also happen on 8C grade learners of SMP Darul Muta'allimin. They did not had enough time to practice their skill in speaking. They also shy to speak in front of the class. Teacher often asks learners to speak in front of the class to perform their skill. It was so heavy for their age to speak in front of public. In addition, they also had a fear to make a mistake when they speak in English. When it happens, oftentimes the laugh would appear from their classmate.

² Penny Ur, *A Course In Language Teaching* (New York: Cambridge University Press, 1996), 121.

Flipped classroom was the right solution for those problems. With flipped classroom, they would had much time to practice their skill ability. In addition, because they speak with their friend individually or in small group, their feel of shy and anxiety of making mistakes would decrease.

This study was conducted in second grade at SMP Darul Muta'allimin, Sidoarjo. Some reason that the researcher chooses this school were because: SMP Darul Muta'allimin recently use the flipped classroom method. Moreover, the writer has been doing the preliminary research beforehand when the researcher helps the teacher as the assistant teacher at this school. Furthermore, the writer wants to did this research because the students Could decide their own pace in this flipped method. For example, if they did not understand the materials they could look at it all over repeatedly because they learn it at home, for the proving that they had learned in their home, they should share their ideas about the topic and if they don't understand the video, text or power point slide which given they could asked the teacher on the next meeting. It also gives the students more time in the classroom to activate the knowledge since the process of engaging the knowledge happened in their home.

Therefore, the writer wants to discuss and analyze the implementation of flipped classroom, the teacher's perception and the students' response of implementation flipped classroom in SMP Darul Muta'allimin Sidoarjo.

The focus of this research was the using of flipped classroom on learning narrative text. This focus was chosen because this material was argued as the easy and enjoyable material to be practiced by the learners on junior high school, because they had an imagination on it.

A descriptive statistic was used to analyze the data was come from the questionnaires and interview question which adopted from Marion Engin Journal. The questionnaire was objected for the learners and the interview was prepared for the teacher.

B. Research Questions

The purpose of this research or the research's aim was to analyze the implementation and the responds of flipped classroom in telling narrative text. Therefore, the leading research questions that the researcher proposes to pursue are:

1. How was the implementation of flipped classroom on telling narrative learning at 8C class in SMP Darul Muta'allimin Sidoarjo?
2. What was the teacher's perception about the implementation of Flipped Class on telling narrative learning at 8C classroom SMP in Darul Muta'allimin Sidoarjo?
3. How was the students' Perception about the implementation of flipped classroom on telling narrative learning at 8C class in SMP Darul Muta'allimin Sidoarjo?

C. Objective of the Study

Based on the background of the study that has been explained above, the research objectives that the writer wants to achieve by this study are:

1. To describe the implementation of flipped classroom on telling narrative learning in SMP Darul Muta'allimin Sidoarjo.
2. To know about the teacher's perception about the implementation of Flipped Class on telling narrative learning in SMP Darul Muta'allimin Sidoarjo.
3. To explain the students' perception about the implementation flipped classroom on telling narrative learning in SMP Darul Muta'allimin Sidoarjo

D. Significance of the Study

1. For the author, this study would be so valuable as the knowledge and sources in teaching English especially in teaching speaking or narrative text. Therefore, the author may apply this knowledge in the future when she becomes the English teacher.
2. For the teacher, this research could be a reference to develop their teaching method, so they could build up their knowledge and activate their ability in learning language.
3. For the students, this study would help them to increase their motivation in learning English and make them to had enough time to practice their English skill. So, they could master English with their own pace and joyful, it would be easier for them.
4. For the next research, it could be a reference to develop an efficient method related to another focus teaching-learning field.

E. Scope and Limits of the Study

This research focuses flipped classroom and narrative telling story. The media used of this method was video and Power points were given to the students to be learned at home.

It was purposed for learners in order to they had enough time to learn narrative story then performed it individually or Cooperatively in the class in the next meeting. In addition, by using this method, the teacher could control and measure their skill development periodically and efficiently.

The objects of this study were 32 females of the second year's learners of Darul Muta'allimin Junior High School Sidoarjo in 8C class and the teacher of this class.

F. Definition of Key Term

There were several important keywords to define in this study that help the researcher acts the research and understand the concept of the study clearly.

1. Flipped classroom

In the flipped classroom model, the normal activities in class and the activities as homework were switched or flipped. Strayer stated that in this model, the introduction or material giving occurs outside of class, while the engagement occurs inside the classroom.³

³ Jeremy F. Strayer, "The Effect Of The Classroom Flip on The Learning Environment: A Comparison in Learning Activity in A Traditional Classroom and A Flip Classroom That Used in Intelligent Tutoring System" (The Ohio State University, 2007), 2.

In some earlier studies, flipped class was assumed as the online class which all learning activities were implemented via internet or technology. But in the some of the new study, it was argued as the blended class because it more effective. The blended classroom was implemented by using technology as the media to learn and using class as the media to activate it (baker as cited in Strayer).⁴

2. Telling Narrative Story

a. Story Telling

In general storytelling has a meaning as the way to communicate by the story. According to Collin Cobuild Dictionary, it was the activity of telling or writing stories.⁵ But in educational research, storytelling was assumed as the media or method has significant contribution on learning and teaching process to build speaking, writing, reading and listening skills.⁶

b. Narrative

In simply narrative shows a series of events.⁷ However there was many definitions of narrative according to the context, it always relates to the series of event. According to this study content, narrative assumed as the story containing the series of event had to learn by the learners. It was usually correlated with the fairy tiles and others.

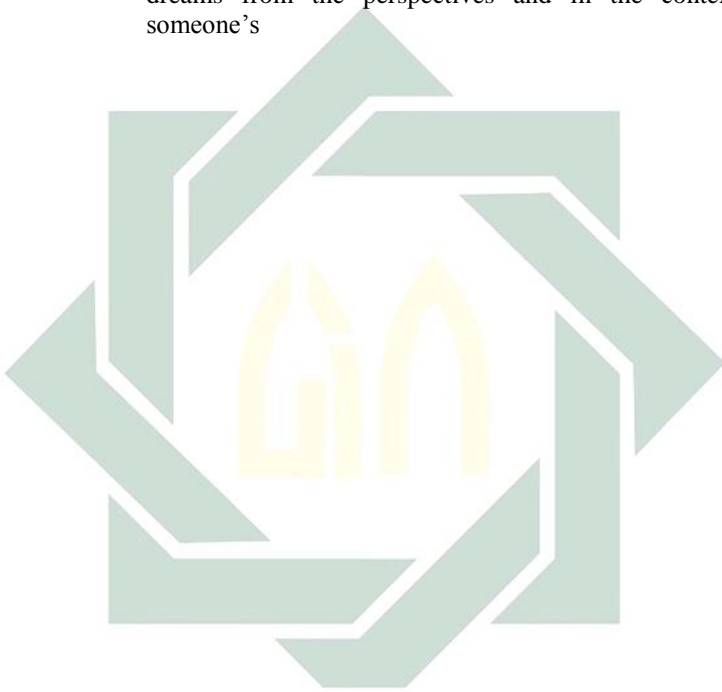
⁴ Jeremy F. Strayer, "The Effects of the Classroom Flip on the Learning Environment: A Comparison of Learning Activity in a Traditional Classroom and a Flip Classroom That Used an Intelligent Tutoring System" (The Ohio State University, 2007), 1.

⁵ Collin Cobuilt, "Collin Cobuilt," 2006.

⁶ Fikriah Fikriah, "Using the Storytelling Technique to Improve English Speaking Skills of Primary School Students," *English Education Journal* 7, no. 1 (2016): 89.

⁷ Collin Cobuilt, "Collin Cobuilt."

Another study assumed that narrative was the way to learn the chronological event, the humanity value, and the way to communicate well.⁸ It involves facts, ideas, theories, and dreams from the perspectives and in the context of someone's life.⁹



⁸ Heeok Heo, "Story Telling and Retelling as Narrative Inquiry in Cyber Learning Environments," in *Beyond the Comfort Zone: Proceedings of the 21st ASCILITE Conference*, 2004, 375, <http://www.ascilite.org/conferences/perth04/procs/heo.html>.

⁹ Ibid.

