CHAPTER I

INTRODUCTION

This chapter is divided into several parts: Background of the Study, Reasons for Choosing the Topic, Research Question, Objectives of the Study, Limitation of the Study, Significance of the Study, Definition of Key Terms, and Outline of the Study.

1.1 Background of the Study

Language is used as a tool of communication among the nations in all over the world, it means language is very important things in communication. In this 21st century, as an international language, English is important and has become as the dominant conversation in many aspects. The data is showed by British Council (2013) that reported about a quarter of world population or 1.75 billion people using English as a dominant conversation language. The dominant role of English can be seen from several aspects such as in communication, information, business, diplomacy, science, technology and also education. Indonesia is one of countries that make English as a primary foreign language in educational domains. To achieve an educational outcome, in teaching and learning English process, teachers are expected to have an ability to create and manage an effective instructional classroom.

According to Erben (2009), there are five principles for creating the effective language learning environtment such as giving opportunities to use English, drawing the attention of its patterns, giving time to use English,

noticing their errors and correcting English, and constructing to interact each other in English. In consequently, the English teachers are required to create more suitable and efficient use of the classroom to cover four English skills such as reading, listening, speaking, and writing to be taught to the students. Although, speaking is not tested in National Examination (UN), but, it is importance skill for the students, many teachers in Indonesia have tried to train the students in speaking but they faced some problems which related to the 21st century in English as a Foreign Language (EFL) context which used Communicative Language Teaching (CLT) approach. The problems can be identified such as the time to practice is limited, inactive students in classroom, the students' differences in motivation and learning style in learning English, a large number of students, etc. Based on the researcher observation at State Senior High School, it also happened and related to some of those problems above. First, in teaching and learning speaking, the teacher still uses uninteractive learning method which the teacher manage an instructional classroom such as, the teacher teaches or gives the new material in class. Therefore, the students have fewer opportunities to share their ideas, practice speaking as a communication, and interact to each other using English during the lesson.

Second, the large number of students and the time to practice speaking is limited. Allocated time on English subject at ten grade level is 4x45 minutes per week and the large number of students in the class commonly consists of 36 students. However, the teacher is difficult to train those students and tends to be more focus on those four skill especially in speaking skill. In conclusion, it is less

effective to facilitate and give many opportunities for students to speak English in the class.

Third, many students are lack of prior or background knowledge when the teacher asks them to discuss spontaneously the topic in peer or group. It can be concluded that the students less of preparation, they do not know what they are going to say. Thus, what they need is preparation, so they have background knowledge about the topic before coming in the class and can discuss the topic freely using English.

Fourth, many students' complaints about having too much homework. This is one of the main challenges that almost every teacher has to deal with on a daily basis. Students want to learn in comfortable way and less of homework, because they actually not really understand what their teachers taught in the classroom, therefore, they have to study again to finish the homework.

The last problem, based on the interview with many students, the students' have low motivation such as, tend to be more passive in the learning process, tend to be shy and afraid to speak English, and they have an assumption that English is difficult. The result is they get low grades in exam.

Based on those problem above, there is an interesting way to solve the problems in teaching speaking. The interesting way comes from Bergmann and Sams (2012) who flipped their class as a transition to the deep learning model. They named this model as Flipped Classroom Model. They recorded the video of explanation and students could watch the video at home. The next day, in the classroom, students did homework and exercises assisted by the teacher. The

result, their students not only get better score on tests and personalize their own learning but also they get truly understand the chemistry at deeper level and allowed the teacher interact more often with their students. Furthermore, there is Khan (2018) who founder of Khan Academy, he uploaded his first video start the concept of flipped classroom up to now amount 7.5000 videos, he suggested to the teachers, to flip the traditional classroom with many videos, because the data of statistic in Top 20 most popular android apps 2016 (2019), showed around 1.33 billion people use YouTube and it increase in each month. It means videos has become popular to sharing everything in this world. Khan supported the Flipped Classroom Model because he wanted everyone can be comfortable and flexible to access learning and this model is very suitable to make the students focus on important skill such as speaking in learning English. Flipped classroom means invert teaching methods, where teachers deliver instruction to watch video outside of the class and move homework to be done in the classroom. The flipped classroom also inverts traditional classroom which is low of activity in the class to be active in interaction such as dialogue practice, group discussions, etc. Hence, the students can spend more time to explore their ideas and knowledge and interact more often each other.

Moreover, there are many researchers who investigate about students' perception of flipped classroom and they get positive feedback from their students, those researchers are Santikarn (2018) and Johnson (2013). They conducted that this model learning become the most favorable and effective in learning language and can improve student's speaking skill.

From researcher's explanation and various problems of the teaching and learning speaking, the writer intends to conduct research to find out students' perceptions about flipped classroom and also whether or not the students' speaking skill can be enhanced through the flipped classroom method, by the title "Students' Perceptions toward the Implementation of Flipped Classroom in Learning Speaking Skill."

1.2 Reasons for Choosing the Topic

This study takes consideration for following reasons, they are:

1. Based on researcher's observation during teaching practice in SMAN 11 Semarang, many students get difficulties in learning speaking such as; passive, afraid to speak, low vocabularies, less practice, and lack of background knowledge about the material.

2. In learning speaking skill students should give their participation to make a good atmosphere in classroom. Flipped classroom is a creative method in teaching learning speaking skill.

3. Based on the first point, the researcher tried to find out students' perceptions toward the implementation of flipped classroom in learning speaking skill by doing the research in order to know students perceptions and also whether or not the students' speaking skill can be enhanced through the flipped classroom method.

1.3 Research Question

In relation to the explanation above, the question to be answered in this research is "How do the tenth grade students of MA NU Mranggen perceive the implementation of flipped classroom in speaking learning?"

1.4 Objectives of Study

The objective of this research is to describe students' perceptions toward the implementation of flipped classroomin speaking learning of the tenth grade of MA NU Mranggen, in academic year 2020/2021.

1.5 Significance of the Study

This researcher hopes that this study may give the following :

a. Practical Significance

1. For the students

This study is beneficial for the students to enhace their speaking skill, and to give them information about flipped classroom model as a comfortable and flexible model to enhance their speaking skill, it is expected that they would be motivated in speaking English.

2. For the teacher

This study may motivate the teachers to use flipped classroom model as a suitable model for teaching speaking. This model may also benefical for them to vary the ways in teaching English, especially in teaching speaking which is rarely considered by teachers in common classes.

3. For the researcher

This study may offer the next researcher ways of teaching speaking to solve the speaking problems or can be a guidance in speaking learning process in the classroom for the future.

b. Pedagogical Significances

This study hopefully gives English teachers and tenth grade students of State Senior High School knowledge and experiences to improve their speaking teaching-learning skill by using flipped classroom method in English speaking skill.

1.6 Definition of Key Terms

To avoid misunderstanding in this reserach, it is necessary to give explanation for some significant words as follows:

a. Flipped classroom

Flipped classroom is inverts teaching methods, delivering instruction online outside of class and moving homework into the classroom (Bergmann & Sams, 2012). In the flipped classroom method, students learn the material of the subject outside of the classroom by watching video lectures from the teacher, while in class, students focus on discussion and exercises about the material learned from the videos.

b. Speaking

Speaking is an activity where students practice real speaking event rather than just using speaking to practice specific language points (Harmer, 2007). In the rules of speaking activity, students divided into several discussion group. Then, they discuss about the material they

learned through video. In the other hand, students should present the result of the exercise from the teacher.

1.7 Limitation of the Study

The researcher focuses on the students' perception on the implementation of flipped classroom in the students' in learning speaking skill. It is also only limited to the tenth grade students of State Senior High School in the academic year 2020/2021.

1.8 Outline of the Study

This final project started with introduction in chapter 1 which included the Background of the Study, Reasons for Choosing the Topic, Research Question, Objectives of the Study, Limitation of the Study, Significance of the Study, Definition of Key Terms, Outline of the Study.

Chapter II presented review of related literature, which consisted of Speaking, The Nature of Speaking, Speaking skill, The Role of Speaking, Problems of Speaking, Flipped Classroom, Characteristics of Flipped Classroom, The Advantages of Flipped Classroom, The Procedures of Teaching Speaking Using Flipped Classroom, and Previous Related Study.

Chapter III was the research method. It consisted of Research Design, Subject of the Study, Data and Instruments of the Research, Data Collection Technique, Procedures. and Data Analysis.

Chapter IV was research result and discussion. It consisted of Research finding, Result of Observation and Questionnaire and also Discussion.

Chapter V was conclusion and suggestion. This chapter was the epilogue. It consisted of conclusion and suggestion. The conclusion provided the main finding

of this study, while suggestion provided the next action on what extent this study should go on.