

CHAPTER I

INTRODUCTION

This chapter presents the background of the study, reason 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 very useful in daily life to communicate to one another. There are many languages used to communicate in all over the world. One of them is English. Nowadays, English becomes the international language, most people in all over the world use it to communicate and everyone should learn English. Since English is important and becomes an international language, more and more people learn English as early as possible.

In Indonesia, before the children enter the playgroup, they already learned English. When they are still in two or three years old there is a special class for them. The children's optimum age for learning English is when they are still young it supports those cases (Yuliana, 2003). Therefore teaching English to young learners (TEYL) becomes popular nowadays.

The definition of young learners according to Cameron (2001) are those who are under 14 years old, while according to Pinter (2006), young learners are widely applied to describe children learning English from the age of 3 all the way up to 14 years of age. In addition, the definition of young learners is mainly based on how many years they spend in the primary or elementary school before

enrolling the secondary school. Therefore, the ages of the young learners can be varied from a country to the others.

Teaching English to young learners begins from listening. For learners, listening is the methods by which talked dialect moves toward becoming info, since it is the main stage to take in another dialect. Teaching listening to young learners is more entrancing than demonstrating adults, in light of the fact that energetic learners tend to change their perspective each other minute and they find it to an extraordinary degree hard to sit still. On the other hand, youths indicate more noteworthy motivation than adults to do things that interest to them (Klein, 2005). From this opinion, it can help teacher to do some interesting activity or technique in teaching listening to young learners, such as flipped classroom, song and many more. In this research, the researcher tried to observe the teacher's and students' opinion towards use of flipped classroom in teaching listening to young learners.

Flipped classroom is known by different names including the transformed classroom and all the more basically, the flip. Beginning stories vary, however most credit, Bergmann and Sams, secondary school science educators from Colorado, who started utilizing recorded addresses in 2006. The flip developed out of a background marked by experimentation with the idea of half breed or mixed learning and issue based learning, utilizing dynamic learning strategies and advancements to connect with students. The flipped classroom has two characterizing parts: moving the address outside of class, generally conveyed through some electronic means, and moving the down to earth application assignments, some time ago homework, into the classroom (Educause, 2012).

Since this is such a new technique, in this study the researcher would like to investigate the teacher's and students' opinion towards the use of flipped classroom in teaching listening to young learners.

1.2 Reasons for Choosing the Topic

The reasons why the researcher chose the topic are:

1. Listening is the first stage for children to learn language, because children often can not read or write at all yet. So, the first stage to teach new language for children is listening.
2. Teaching listening to young learners is more interesting than teaching English to adult, because young learners indicate more noteworthy motivation than adults to do things that interest to them.
3. Flipped classroom can be such a new and interesting technique in teaching listening to young learners.

1.3 Research Question

Related to the background of the study above, the researcher intended to answer the following problem:

How is the use of flipped classroom in teaching listening to seven grade students of SMP Al Fattah Semarang based on teacher's and students' opinion?

1.4 Objective of the Study

From the previous discussion in the research question, the objective of the study is to describe the use of flipped classroom in teaching listening to seven

grade students of SMP Al Fattah Semarang based on the teacher's and students' opinion.

1.5 Limitation of the Study

This study focused on the description of teacher's and students' opinion towards the use of flipped classroom in teaching listening to young learners. Besides, the treatment was only given to seventh grade students of SMP Al Fattah Semarang, especially class 7B.

1.6 Significance of the Study

The main outcome from this study is expected to be useful, and motivates:

1. Students

For students, they are expected to be able to construct their understanding in listening skill by using flipped classroom.

2. Teacher

For teacher, this study can be another reference of teaching, especially in teaching listening.

3. Researcher

For the researcher, this study may give a new experience of teaching listening to young learners using flipped classroom.

1.7 Definition of Key Terms

To avoid ambiguity on the terminology used in this study, each term will be clarified as follows:

1. Flipped Classroom

Flipped classroom is known by different names including the transformed classroom, and all the more basically, the flip. Beginning stories vary, however most credit Bergmann and Sams, secondary school science educators from Colorado, who started utilizing recorded addresses in 2006. The flip developed out of a background marked by experimentation with the idea of half breed, or mixed learning and issue based learning, utilizing dynamic learning strategies and new advancements to connect with students. The flipped classroom has two characterizing parts: moving the address outside of class, generally conveyed through some electronic means, and moving the the down to earth assignments, some time ago homework, into the classroom (Educause, 2012).

2. Young Learners

The definition of young learners according to Cameron (2001) are those who are under 14 years old, while according to Pinter (2006), young learners are widely applied to describe children learning English from the age of 3 all the way up to 14 years of age. In addition, the definition of young learners is mainly based on how many years they spend in primary or elementary school before enrolling the secondary school. Therefore, the age of young learners can be varied from a county to the other.

3. Listening

Listening is the open utilization dialect, and since the objective is to understand the discourse, the attention is on significance as the oppose to dialect (Cameron, 2001). While according to Jalongo (2008), listening is the way toward taking in data through the feeling of hearing and making

significance from what was listened. Listening perception plans children for later reading understanding.

1.8 Outline of the study

Chapter 1 presents introduction. It includes background of the study, reasons for choosing the topic, research question, objective of the study, limitation of the study, significance of the study, definition of key terms, and outline of the study.

Chapter II presents review of related literature. It includes definition of flipped classroom, implementation of flipped classroom, definition of listening, stages of listening, teaching listening, definition of young learners, characteristics of young learners, teaching listening to young learners, review of previous studies, and frame of thought.

Chapter III presents research method. It includes research design, place and time of the study, subject of the study, population and sample, instrument and technique of collecting data, validity and reliability of the data, procedures of the study, and technique of analyzing the data

Chapter IV presents research finding and discussion. It explains the description of the school, the respondents, analysis of the validity and reliability of data, analysis of the classroom observation result, analysis of the interview result, the application of flipped classroom in teaching listening to young learners, and the teacher's and students' opinion toward the use of flipped classroom.

Chapter V presents conclusion and suggestion.