

CHAPTER I

INTRODUCTION

This chapter provided background of the study, reason for choosing the topic, research formulation, objective of the study, significance of the study, limitation of the study, definition of key terms, and outline of the study.

1.1 Background of the Study

Nowadays, people become interested in studying a foreign language, especially English; it is not only a means of communication but also a key to science and technology. English also becomes a trend among people in the world especially Indonesian. As we see, young, adult and also old people learn English today. They learn English for different purposes, such as for business, teaching, and passing examination in school.

In Indonesia, the teaching of English begins from the basic level. People are not exactly able to master English. They begin to learn by empowering the vocabularies, English patterns or grammar, then they try to speak by using correct utterances or pronunciation. Thus, in mastering language, they may need processes. However the process of acquiring language also needs time.

To produce qualified Indonesian students, the government has to prepare them in having good ability in mastering English language. In this case, the government has done something to improve English language mastery of Indonesian students. One of them is choosing English as the first foreign language. It is taught as a compulsory subject to the students from junior high school until the third year of senior high school. In Indonesia, English has been taught as a foreign language.

Because English is still as a foreign language, many Indonesian students find that it is very difficult to learn English especially in speaking. The main focus of English learning and teaching is still in improving grammar and vocabulary.

Whereas speaking skill in learning a language is very important. It can express ideas and makes easier to communicate with other people. But most students still get difficulties in being a good speaker because they feel ashamed and afraid to speak English. Moreover, they never practice and use the language orally in the classroom or their daily lives. Teacher has to motivate the students to speak English in the classroom and make them comfortable speaking English in the classroom. To some extent, this also happens to students of SMP Islam Sultang Agung 1 Semarang. In some cases, teacher only teaches English textually without focusing on oral performance to make students able to speak. And also, most teachers rarely use English during the teaching learning process. As a result, students cannot improve their ability in speaking.

Therefore, the need of a creative strategy in teaching speaking is really urgent and crucial. Flipped classroom is one of alternative strategies to teach speaking. Flipped classroom is shifting the way teachers provide instruction by inverting traditional teaching methods to engage students in the learning process. Using technology, lectures are moved out of the classroom and delivered online as a means to free up class time for interaction and collaboration (Shimamoto, 1999, p. 1).

Based on the facts and theories above, the researcher would like to give a big effort to describe the use of flipped classroom in teaching speaking to the ninth grade students of SMP Islam Sultan Agung 1 Semarang.

1.2 Reasons for Choosing the Topic

This study takes consideration for the following reasons, they were:

1) Speaking is one of important skills to be mastered. It was because speaking could improve ability in learning language. 2) A tool to get communication with others. It was because without speak we could not transfer or share something to others directly. 3) Students get difficulties in learning speaking. Moreover, in learning speaking students should give their attention and their participation to make a good atmosphere in classroom. 4) An alternative and creative strategy in speaking learning was needed. 5) Flipped classroom was a new creative method in teaching learning speaking to the students.

1.3 Research Question

Based on the background of this study and the reasons for choosing the topic, this study tries to answer this following question: How is the description of using flipped classroom in teaching speaking of the ninth grade students of SMP Islam Sultan Agung 1 Semarang?

1.4 Objective of the Study

The aim of this study is to describe the use of flipped classroom strategy in speaking learning of the ninth grade students of SMP Islam Sultan Agung 1 Semarang.

1.5 Significance of the Study

The result of this study is expected to give contributions to:

1. Pedagogical significance

This study may help the English teachers as a reference method for teaching and learning process in understanding the structure of flipped classroom in teaching and learning speaking.

2. Practical Significance

a) For Teachers:

The result of this study may lead the teachers dealing with creative, innovative and interesting teaching, especially in helping students recognize the structure of flipped classroom in teaching and learning speaking.

b) For Students

This study may facilitate the students in understanding how to describe their speaking ability using flipped classroom.

c) For Readers

The researcher hopes that after reading this research, the readers will get more information from it. This study also can be used as a reference for others who want to conduct a similar study.

3. Theoretical Significance

This study may give references of theories dealing with flipped classroom for those who are concerned with this topic.

1.6 Limitation of the Study

This study will focus on describing the use of flipped classroom in speaking learning and teaching to the ninth grade students of SMP Islam Sultan Agung 1 Semarang.

1.7 Definition of Key Terms

1. Flipped Classroom

The flipped-classroom model is a pedagogical approach that has become something of a buzzword in the last recent years. In its essence, learners prepare for classes by watching videos away from class, allowing the classroom encounter to focus on discussion, exercises, and discourse on the basis of what students learned from the videos. The origin of the flipped-classroom approach is attributed to a number of researchers and teachers. For example, the researcher Baker wrote about Classroom Flipping in a paper from 2000 described the evolution of the classroom teacher from “the sage on the stage” to “the guide on the side”.

1.8 Outline of the Study

In order that this study is easy to follow, it is organized within the five chapters as follow. In this proposal writing, the researcher discusses three of them.

Chapter I was deal with the introduction. This includes background of the study, reason for choosing the topic, research question, objective of the study, significance of the study, the limitation of the study, definition of key terms and outline of the study.

Chapter II was review of related literature. This chapter describes definition of speaking, the elements of speaking, types of speaking, teaching speaking, reasons for teaching speaking,

the goal of teaching speaking, strategies to promote speaking, definition of flipped classroom, advantage and disadvantage of flipped classroom, implementation, review of previous study, and frame of thought.

Chapter III was research method. This chapter explains research design, subject of the study, population, sample, instrument of the study, observation, interview, validity and reliability of the instrument, procedure of the study, and data analysis.

Chapter IV was the research finding and discussion. This chapter concerned with the result of the data analysis from the first activity to the last activity. It was discussed the respondents, validity and reliability of the instruments, research finding, and discussion.

Chapter V was the 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.