CHAPTER I

INTRODUCTION

This chapter presents the background of the research that describe the reason why the writer conducts the study. It also contains the problem of the research, objective of the research, research hypothesis, scope and limitation of the research, and definition of key terms.

A. Background of the Research

Reading is the most important things in language skills. It is supported by Glynis Hanell's (2008: 26) statement that reading is an important life skill. The importance of reading becomes an aspect that should be considered among language skills. Reading is an interactive process that goes on between the reader and the text, resulting in comprehension (Kalayo Hasibuan and Fauzan Anshari,2007: 114). Therefore, to find out the information of reading text, the reader should have a good comprehension. A good reading comprehension will guide the reader to find out the meaning of the context, whether literal or implied meaning. Besides, a good reading comprehension will show the reader reading ability. Therefore, a good comprehension is necessary in comprehending the meaning what the writer writes.

In Indonesia, English is one of the compulsory subjects taught in Junior High School. 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 function stage (Depdiknas, 2006).

Reading is very important skill that the students must master, because the reading cannot be separated in the process of teaching and learning. Reading is the most important activity in any class, not only as a source of information, but also as a means of consolidating and extending ones idea and knowledge of language (River:1968:24)   the purpose of reading is to understand the meaning (interpersonal, ideational, textual) in some written texts that have communicative purpose, structural, text, and certain linguistic (Depdiknas, 2003: 16). Therefore, a reader should have the best strategy to obtain a good comprehension of the message in reading text. That is why, reading learning process is necessary to get a well comprehension. In learning process, a teacher uses several reading strategies in teaching reading. As defined by David Pearson and his colleagues, reading comprehension strategies are conscious and flexible plans readers apply and adopt to a variety of text and tasks (Michael F. Graves, 2001: 310). Therefore reading is skill that needs a concentration to get a good comprehension.

Although K-13 curriculum has been applied, some teacher are still use teacher centered, in which the teaching materials and the students assessment are determined by teacher and transmitted to students in

various lectures (Cottel & Millis, 1993:40). As usual teacher stand in front of class to deliver materials and write on a white board. Students are taking notes on their book quietly. At the end of the lesson, students write down the homework assignment on their book. The teacher aware that many students who do not understand the lesson of the day but does not have time to meet with them individually during the 45 minute class period. The next day, the teacher will ask the students to collect the homework and review the homework briefly. If students have questions about the homework, the teacher can't explain in more detail because the time is limited. The class have to follow schedule because there is a lot of materials to learn before the test at the end of lesson.

Furthermore, based on interview with the teacher of MTs Al-Huda Bandung it revealed that students face problems in appropriate meaning of text and lack of vocabulary. When students were ask to read and give meaning in some text, it look quite a long time to think about what the meaning of the text. They always give meaning the text appropriate with the mean of word in dictionary not the context of the text. The factor aroused because students had low motivation and passion in reading. The low motivation in reading made students have a limited energy to read text. In addition, lack some aspects of reading also made students difficult to develop their reading skill because they did not know what the meaning of text.

Based on explanation above, the difficulties may happen because of the use of monotonous teaching technique which make students feel

bored and less enthusiasm. So, the teacher can use strategies or models to make students more interesting in reading. Teachers have been working with student-centered instructional model by changing the focus 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 by videos (Hamdan & friends, 2013:3).

The flipped classroom is a new pedagogical method, which employ a video from lecturers and doing the task as homework, active (always doing the instruction or task), group-based problem solving activities in the classroom. In this strategy allows teachers to reconsider how to maximize individual face-to-face time with students (Bishop & Veleger, 2013:2). There are many misconceptions about what the flipped classroom actually is. Some misconceptions about the flipped classroom are that student spend the entire time in front of a computer screen, students work without structure, videos replace the teacher, students work in isolation, or that a flipped classroom is an online course. An effective flipped classroom is one that, the time normally spent lecturing, is used for in-class activities, discussions, problems, and group projects. The students are then required to come prepared for class, which is spent solving hand-on problems that are related to the video (Ashish Amresh, Adam R. Carberry and John Femiani, 2013). There is enough time for students to work with peers on projects, engage contents more deeply, practice skills, and receive

feedback on their progress. Teachers can give more time to control their students, help to develop their fluency if needed, and inspiring them with challenging projects which give them greater control to their learning.

In the flipped classroom, the teacher's role changes from lecturer and deliver of content to learning coach, guiding through a series of engaging and experimental-learning activities. The focus is on learning process than teaching process and the approach has been found to increase overall interaction among students and between students and teacher (Philips, Trainor, R. C., 2014:1). flipped classroom allows the students to get more time in understand the material deeply rather than listening teacher explanation.

Some researcher had conducted some research about flipped classroom. Some of them said that flipped classroom can contribute and solve the problem in teaching. Like research conducted by Assist. Prof Dr. Ahmet BASSAL with the title " The Implementation of a flipped Classroom in Foreign Language Teaching". The result in this research is Flipped classroom can contribute to personalization with video lectures, which present to watch or re-watch lessons as needed. The next researcher is Dewi Surya Agustina entitled "The Use of Flipped Classroom for Teaching Story Telling to the Tenth Grades". She is find out the effect of flipped classroom in their teaching. That is different score between the experimental group and control group.

Related the phenomena above, the writer wonder whether flipped classroom will be able to help the students solve the problem in reading

comprehension. Based on the reason of researcher, full-day has full program that finished in class from 7 AM up until 4 PM (Muhadjir, Effendy, Education and Culture Minister). They haven't time to develop their reading skill. In the class, they are forced for race the materials. So, hopefully this strategy suitable for students in the full-day class to develop their skill individually.

According the explanation above, the researcher conducted an experimental research to research the effectiveness of flipped classroom in reading comprehension. So, the researcher takes the title "The Effectiveness of Flipped Classroom Toward Reading Comprehension Achievement at the Eighth Grade (Full-Day Class) Students of MTs Al-Huda Bandung.

B. Research Problem

According to the background of the research, this research is aimed at giving answers on the following problems:

"Is there any significant difference on the students reading recount text achievement before and after being taught by flipped classroom at the eighth grade (Full-day class) of MTs Al-Huda Bandung?"

C. The Purpose of the Research

Based on the problem of the research, the purpose of the research is to find out whether the flipped classroom strategy is effective in teaching reading comprehension in the junior high school level or not.

D. Research Hypothesis

The hypothesis of this research are:

1. Null Hypothesis: There is not an effectiveness of flipped classroom toward students' reading recount text.

2. Alternative hypothesis: there is an effectiveness of flipped classroom toward students' reading recount text.

E. Significance of the Research

The researcher expects that the results of this research will be significant to teachers, students, and other researcher.

1. Teacher

The researcher hopes that the result of this research can be used by the teacher especially those having study with the same problems as those revealed in this research, so that their students reading problem can be effectively solved. Moreover, this research can be used for measuring the student's reading competence.

2. Students

This research is expected to help the students' memorize the vocabulary they have learned, and to motivate students to develop their reading skill.

3. Other researcher

For the other researchers, the result of this research can be used as an input by those who want to conduct related research about flipped classroom as reference.

F. Scope and Limitation

The scope of this research is reading comprehension skill of the students in MTs Al-Huda. In this research, the researcher used recount text as the topic of teaching reading comprehension using flipped classroom. This study only covered a limited numbers of students for the subject of study in the eighth grade (full-day class) students of MTs Al-Huda Bandung. The population of this research was the eighth grade (full-day class) of Junior High School in MTs Al-Huda Bandung.

G. The Definition of the Key Terms

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

1. Effectiveness

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.   Reading Comprehension

Reading comprehension is the ability to process the information and to understand the meaning of text (Woolley G, 2011: 15). 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.

3.   Recount Text

Recount text is a text that telling the reader about one story, action, or activity of the writers' experience in the past.

4.   Flipped Classroom

The flipped classroom is blending method between the conventional classroom and modern classroom. In this research, students watched the English learning material through the video at home, and done many activities when they were in class.

5.   Full-Day Class

Full-day program is a program from government to all students that want to join. The program is designed to keep students in state and private school in class from 7 AM up until 4 PM.