

CHAPTER I

INTRODUCTION

This chapter presents background of the study, statement of the research problem, objectives of the research, significance of the study, research hypothesis, scope and limitation of the study, and definition of the key terms.

A. Background of the Study

English is one of international languages and it is also as both a second and a foreign language of many countries in the world. Therefore, many people need to learn it to enable them to interact with people from other countries. In Indonesia as a foreign language, English is one of the compulsory subjects taught in every level of study, especially in Junior High School. Based on the school curriculum, the objective of teaching English in Junior High School/Islamic Junior High School (SMP/MTs) is to facilitate the students to develop their communicative competence in both oral and written forms to achieve a certain functional stage (Depdiknas, 2006).

Reading is one of important skills that must be learned by the students. Being proficient in reading skill practically can support other skills, for example, writing, speaking, and even listening. Reading is also a fun activity and it is a means of expanding knowledge. In addition, reading can also improve or increase the vocabulary. So, the students can improve their listening, writing and speaking skills. This is also supported by Hannell (2008: 26) saying that reading is an important life skill. The importance of reading becomes an aspect that should be considered among language skills.

Practically, people read many kinds of written materials such as newspaper, magazines, academic book, and so on. So, reading can help the students get any information, knowledge, and even problem solution. According to Grabe and Stoller (2002: 9) reading is the ability to draw meaning from the printed page and interpret this information appropriately. It means that the students need to be able to interpret the meaning of the text they read in order to get the understanding. Thus, without comprehending and interpreting the meaning of reading the text it is useless.

According to Snow (2002) reading comprehension is the process simultaneously extracting and constructing meaning through interaction and involvement with written language. It means that reading comprehension is defined as the level of understanding of a text. A student may read in order to gain information or verify existing knowledge of language being read. Reading comprehension does not occur by only extracting meaning from text (Snow, 2002). So in understanding text, the students may have different interpretation among each other. It depends on their experience and background knowledge that will help them constructs the meaning in interpreting to build a new knowledge. This was also stated by Deen (2009) who defines reading comprehension as the ability to communicate a text leading to an integrated process that involves decoding vocabulary and sentences, employing prior knowledge relevant to the text in order to make sense and to get the target message of the author wants to convey.

Thus, comprehension is the main goal of reading skill. That is why the teacher attempts to help the students to be able to read and comprehend the text. Comprehension has three elements that are linked together and cannot be separated. The first element is the readers who to understand the text. At this point, one's skill and background influence the reading. Second, the text is an object that should be comprehended by the readers. That text may be in the form of printed or electronic book used for read. The third element is the reading activities. This activity includes the goals, processes, and consequences associated with reading activities (Snow, 2002).

Furthermore, the newest curriculum has been used is K-13. The curriculum emphasizes on students' center. It means that the work is centered on students and the teachers as facilitators. In addition, the eighth grade Junior High School students especially at MTsN 4 Tulungagung, must also be able to understand several types of texts that have been taught, one of which is recount text. In the basic competence curriculum, it is stated that students must be able to capture or understand the meaning of the recount text. Recount text is retelling the past event that intends to entertain or inform others about what happened in the past.

Moreover, recount text is a piece of text that retells past events, usually in the order in which they occurred (Anderson and Anderson, 1998: 24). The purpose is to tell the past event and give information to the readers. Recount text has three elements, it begins with an orientation that gives the background of knowledge for the reader in order to understand about the text

such as who was involved, where it happened, and when it happened. Then, recount text unfolds with a series of events. At the last stage there may be some personal comments on the event which is called reorientation. In this research, the researcher will use recount text to do research.

Then, to more easily understand learning about recount text, the students must have ability to read or a good comprehension of the message in reading text, mastering vocabulary, and even having a high motivation in learning. So in this case, a teacher needs a learning strategy with a pleasant atmosphere, a more effective teaching practice to facilitate students to understand a text, especially recount text.

Even though K-13 has been implemented, practically there are some teachers who are still the center of learning. As usual, the teacher explains the material in front of the class, then the students make notes about the material, and at the end of the session the students are given homework. However, this practice is less effective because in reality many students do not understand the presented material and have difficulty in doing homework due to the limited learning time in class. Moreover, the lack of time to re-discuss material is another practice that needs to be improved. In the teaching and learning the students need to be facilitated with good materials and an inviting learning atmosphere. They also need more time to practice their analysis. That is why an appropriate strategy is needed to support the students learning. One of the strategies is Flipped Classroom or it also can be called

Flipped Learning. It is a learning strategy or model that usually uses video or power point as the media.

The Flipped Classroom is a new pedagogical strategy which employs a synchronous video in teaching and practices problems as homework, and active group-based problem solving activities in the classroom. This strategy allows teachers to reconsider how to maximize individual face-to-face time with students (Bishop and Veleger, 2013: 2). In addition, in the Flipped Classroom, the teacher's role changes from lecturer and deliverer of content to learning coach, guiding through a series of engaging and experimental-learning activities. The focus is on learning process than teaching and the approach has been found to increase overall interaction between students and between student and teacher (Phillips and Trainor 2014: 521). So, it allows students to get more time to understand the material in depth rather than just listening to the teacher's explanation during the learning process that seems short.

There are many misconceptions about the way to implement Flipped Classroom; (1) The students spend the entire time in front of a computer screen, (2) The students work without structure, (3) The videos replace the teacher, (4) The students work in isolation, and (5) Flipped Classroom is an online course. Actually, for implementation of Flipped Classroom is by sharing videos in teaching learning about the material to be learned to the students which is shared online and the students learn it outside the class (Szparagowski, 2014). The students are then required to come prepared for

class, which is solving hand on problems that are related to the video (Amresh, Carberry and Femiani, 2013). This argument is supported by Fulton (2012: 13) the “flipped” part of the Flipped Classroom means the students watch or listen to lessons at home and do their “homework” in the class. So in the class, there is enough time for the students to work with peers on projects, engage contents more deeply, practice skills, and receive feedback on their progress. The 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.

So far, there have been some studies about Flipped Classrooms that have been conducted by some researchers. Dibiso, Hambali, and Erlina (2019) conducted a study entitled “Teaching Reading Comprehension by Using the Flipped Model of Instruction to the Students of SMK Negeri 2 Malang”. The result showed that there was a significant effect of Flipped Classroom on students’ reading comprehension. The second study was conducted by Danker (2015) entitled “Using the Flipped Classroom Approach to Explore Deep Learning in Large Classroom”. The result of this research indicated that the students could comprehend what they learnt by themselves. The third study was conducted by Jannah (2017) entitled “The Effectiveness of the Flipped Classroom to Improve Students’ Reading Comprehension to the Third Grade Students of MTs Al-Jadid Waru Featured Sidoarjo”. The result of the post-test showed that the score of the experimental group was higher than the control group.

Those previous studies showed that Flipped Classroom had a positive effect to teach reading comprehension. Therefore, the present study is also intended to verify or to prove whether Flipped Classroom is also effective on students' mean score in reading recount text achievement under the title **“THE EFFECTIVENESS OF FLIPPED CLASSROOM ON STUDENTS' READING RECOUNT TEXT ACHIEVEMENT OF THE EIGHTH GRADE STUDENTS AT MTsN 4 TULUNGAGUNG”**.

B. Research Problem

Based on the research background above, the research problem is formulated as the following:

Is there any significant difference mean score of reading recount text achievement between the students taught by using Flipped Classroom and those taught by using a conventional strategy of the eighth grade at MTsN 4 Tulungagung?

C. Objective of the Study

Based the research problem above, the objective of the research problem is:

To find out the significant difference mean score of reading recount text achievement between the students taught by using Flipped Classroom and those taught by using a conventional strategy of the eighth grade at MTsN 4 Tulungagung.

D. Significance of the Study

To finding of study can be contributed for the students, the teachers, and for the future researchers:

a. For the students

The finding can be used as different way to learn reading which is more interesting, can easily help the students to remember the vocabulary they have learned in a text, and can enhance their reading ability. So, they are not bored and they will be interesting in following reading class. At least, they can achieve the learning objectives effectively.

b. For the teachers

The finding can be used as an alternative strategy in teaching reading and can easily help the teachers to teach. Therefore, it can be references for the English teachers to use various strategies in teaching English.

c. For the future researchers

The finding can be used by the future researchers who want to conduct an experimental research design. After reading this research, the future researchers get a lot of knowledge about the use Flipped Classroom in teaching reading. It can be sources as references in conducting the similar research. Besides, it can be comparison which as consideration in conducting another research. So, this study is helpful and useful for the next study.

E. Research Hypothesis

Before conducting this research, the researcher proposed two hypotheses:

1. Null hypothesis (H_0) states that there is no any significant difference mean score of reading recount text achievement between the students

taught by using Flipped Classroom and those taught by using a conventional strategy of the eighth grade at MTsN 4 Tulungagung.

2. Alternative hypothesis (H_a) states that there is any significant difference mean score of reading recount text achievement between the students taught by using Flipped Classroom and those taught by using a conventional strategy of the eighth grade at MTsN 4 Tulungagung.

F. Scope and Limitation of the Study

The scope of the study is limited to the subject and object of the study. The object of this research is English skill that is reading comprehension. In Junior High School, there are many texts that should be learned by the students, such as descriptive text, narrative text, and etc. However in this research, the researcher uses recount text as the topic of teaching reading comprehension achievement using Flipped Classroom. This research is conducted at MTsN 4 Tulungagung and for the subject of this research only for the eighth grade students of MTsN 4 Tulungagung. The researcher took two classes of the eighth grade. The first class was experimental group taught by Flipped Classroom. Meanwhile, the second one was the comparative class, as the control group taught by a conventional strategy.

G. Definition of the Key Terms

In order to avoid misunderstanding of the terms used in this study, the researcher defined some terms as follows:

1. Effectiveness

The definition of effectiveness here is when the strategy or model of learning can improve the students' mean score of reading comprehension achievement. The effectiveness itself is determined by the result of statistical computation showing the P-value sign is ≤ 0.05 .

2. Reading Comprehension

Reading comprehension is a process of interaction between the reader with the text and the reader relates the idea from the text to prior experiences and their knowledge.

3. Recount Text

Recount text is a piece of text which tells the reader what happened in the past. The content of the text can be a sad or happy story, an action, an experience, or an activity.

4. Flipped Classroom

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