# CHAPTER I

# INTRODUCTION

## A. Background of the Study

The incorporation about technology in education has developed the concept of blended learning. Blended learning organizes instruction to enable teachers and students to make both online and face-to-face during the learning process. It allows for more learning to take place because the process of learning can take place. The focus about blended learning is not only on how to conduct online teaching and learning activities, but also on how to adjust the technology used in instruction and learning objectives (McCarthy, 2016). As a result, all blended learning activities should help students achieve their learning objectives.

Teaching techniques have evolved to change the way students learn new material in the past decades. Generally, a lot about time of class degrees of learning has been enjoyed for the explanation concept of the teacher. Then, students back home with their notes and do their homework. This framework can bring about aloof students who battle to get done with responsibilities all alone (Shimamato, 2012). All students, including teacher training students, should see guidance as valuable, invigorating, and utilizing. Flipped instruction is a fascinating and new methodology that supports this learning.

Educational opportunities in the flipped classroom are critical for regulation of learning. The flipped classroom expects students to indicate time to procuring comprehension and getting ready for learning in the classroom (Burke, 2017). Porcaro (2016) featured that extremely sure evaluation of videos by more than 80 % of students, exhibiting that they very good to go to classroom. Different research have observed that visual

audio emphatically affects learning (Arguel and Jamet, 2009) and increases students inspiration to go on with their showing cycle (Bravo, 2011). Regardless, the primary goal of instructive video design ought to be the delivery excellent videos (Plantak Vukovac, 2016). As regards, factors like length, content sort, plan, narrative style, picture incorporation, text position on screen, and subtitle integration all have an effect (Arguel and Jamet, 2009).

Reading comprehension turns to earlier knowledge about the word. Words are used to express prior knowledge (Duffy, 2009). According to Sadler, flipped is utilized reading to decide kind disposition, expression, amusing, and earlier learning, the students might feel more inspired by the point and to assist conversation. Interest is the center of the aspect in reading. It tends to be known the number of the students' knowledge. Indeed, it is the correct method for assisting students to develop their understanding.

A several study about flipped classroom of the research has been conducted by some researchers. Shimamoto (2012) demonstrated that flipped classroom can possibly cause a huge chasnge in teaching methods. With the assistence of technology, an instructor can give an answer for showing techniques by joined blend teaching method. Tirtasanjaya et al. (2012) discovered that using the flipped classroom is very benefical in the future. Roehl (2013) led concentrate millenial students in utilization of flipped classroom and present a fresh method that is moved from teacher and students's thoughts; the teacher needs to complete an examination. It reflects compelling learning. Students' creative thinking skills will improve as a result. Another study, conducted by Mok (2014), found that after implementing the flipped classroom, students can learn independently. Abdelrahman (2017) conducted study and found that students' writing competence and satisfaction improved as a result of their

association and corresponding activities with the created book of section composing.

However, some researchers also found that there is not effective of the flipped classroom in learning process. According to Smith (2015) found that flipped classroom was not advancement in students that flipped classroom hall permitted students to take an interest effectively in their learning. Egbert (2015) exhibited that flipped guidance was not fitting for students with respect to teachers' educational course.

There are still shortcomings or limitations in previous study about the utilized of the flipped classroom. Shimamoto (2012) directed the main review, which just spotlight on option in contrast to conventional based learning models. The subsesequent riview was directed by by Tirtasanjaya (2012), who just centered around varieties in the directedinquiey on flipped classroom at the most minimal and most extensive level of Bloom's Taxonomy. The third riview is by Roehl (2013), which just spotlights on creating the creativity of the student. Mok (2014), and it is principally worried about a trial and error of the programming a learning movement in the classroom. Smith (2015) utilized a blended strategy research plan to examine student achievement among studnets in flipped classrooms. The sixth is by Egbert et al. (2015), it is just spotlights on the investigation of flipped classroom of instructor' educational course thought educators utilizing a plan. Abdelrahman (2017), which centers around further developing composing involving flipped classroom in Sundanese School and the utilized of the passage composing module.

Based on the riviewing of previous study (Shimamoto (2012), Mok (2014), Tirtasanjaya (2012), Smith (2015), and Egbert (2015)) the concluding finding is inconsistent. Thus, the researcher will conduct a test to find out the Influence of Using Flipped Classroom towards Students'

Reading Comprehension on Narrative Text on the tenth Grade of SMK MAARIF NU Jatirejo.

**B.   Formulation of Research Question**

The researcher formulated the following problem:

"Is there any influence of using flipped classroom towards students' reading comprehension on narrative text at the tenth grade of SMK MAARIF NU Jatirejo?"

**C.   Purpose of the Study**

The researcher formulated the purpose of the research to know the influence of using flipped classroom towards students' ability in writing narrative text at the tenth grade of SMK MAARIF NU Jatirejo.

**D.   Formulation of Hypothesis**

The hypothesis of this research is formulated as follows:

Null Hypothesis (H0)          : There is no significant influence of using flipped classroom towards students' reading ability on narrative text at the tenth grade of SMK MAARIF NU Jatirejo.

Alternative Hypothesis (H1)  : There is no significant influence of using flipped classroom towards students' reading ability on narrative text at the tenth grade of SMK MAARIF NU Jatirejo.

## E. Significance of the Research

1. Theoritical benefits

   a. The result of the research is expected in improving students' fluency in reading narrative text through flipped classroom.

   b. This study provides some benefits, particularly to the researcher, respondents, and all students, in terms of their ability to read narrative text.

   c. As a references for the next researcher who want to research through flipped classroom towards fluency in reading narrative text.

2. Practical benefits

   a. For teacher

      This research assists teachers in enriching their understanding about the teaching English method, particularly narrative text and to solve the problem of students. It will be enjoyable and interesting in reading learning, particularly read narrative text.

   b. For students

      This research was supposed to assist the students answer their difficulty especially reading. The students will understand the structure rules and construct sentence correctly. The students also enjoy English lesson.

## F. Scope and Limitation of the Research

There are many kinds teaching reading that can be used. The research centered on the impact of flipped classroom towords students' difficulty in reading particularly read narrative text. The research deeded at tenth grade students of SMK MAARIF NU Jatirejo.

## G.   Definition of Key Terms

1. Flipped Classroom

    The flipped classroom is a learning method that advances autonomous advancing students, trailed by exercise in riview, habit, and present criticism on what students learned.

2. Reading comprehension

    Reading comprehension is conceptual information that develops and separates by the reader from the text. This implies that centers around expanding theoritical information about the text.

3. Narrative Text

    A narrative text is a story shaped by the creativity of the author mind from the events of the story at the start, middle, end.