

CHAPTER 1

INTRODUCTION

1.1 Background of the Research

Learning English as a foreign language in a school context improves reading to become the skill that is important to the students. Reading is a necessity for students if they want to enlarge their knowledge. Among reading, students absorb useful information. The information that the students have read will improve their knowledge. Thus, it is truly helpful for the students to build their background knowledge in order to get ready in the classroom learning process.

Reading skill are necessary for a person to be able to lesson from text and are essential for lifelong learning. An effective way to understand texts thoroughly is to use reading strategies (MC Namara, 2009 in Koch 2010, p.2). In reading class, most reading activities are focused on reading comprehension. The students' skill in comprehending text leads them to expand their knowledge and obtain information. Furthermore, reading comprehension is generally used as a student's achievement in English, like in the school examination. in which reading has a relatively large portion. when students have weakness in comprehending a text, deficiency of comprehension could influence the result limitation of the capability of the student in using appropriate strategies in reading. (Susanti, 2013, p. 84). The students need to be able to understand how to find the factual information in the text, finding topic and

main idea, vocabulary in context, reference words in order to get and to share the information from the reading text. When they do the examination, they encounter many kinds of text types. According to ArterIt and Dorgler in Koch (2010, p.2.) If students do not have a good reading comprehension, they may lack comprehension and will fail the examination. Students do not usually learn reading strategies incidentally. Therefore, they must be taught directly. Hence, teachers should focus on teaching reading strategy programs. Currently, scientifically based reading instruction programs are still not implemented very often in the classroom by teacher Koch and sporer (2016, p.2)

Before conducting the research, the researcher conducted interview with an English teacher on SMP 3 Bondowoso in 24th January 2022. The aim was to know the problems of the students in reading comprehension. Based on the short interview, the problems of students are lack of vocabularies, bad concentration and the students were confused in determining the correct information from the text, so they have lacked comprehension.

recently the Covid-19 outbreak has forcefully closed school buildings. the classroom teaching has been replaced by distance for teaching and learning process. The student will have limited time to study at school. Related to this condition. Both teacher and student have an important role. The teacher should change an appropriate way to teach reading comprehension during Covid-19. According to Lindawati (2020, p.62) state that the teachers need to adapt modern learning approaches by

implementing online learning (e-learning) and students need join commitment at the beginning of learning to be able of determinate appropriate application and learning media in learning activities.

E-learning actually has been popularized since 1960 where the University of Illinois set up a system called as PLATO (Programmed Logic for Automatic Teaching Operation) and operated until the mid-1990s. 1999 is the beginning of the presence of web-based e-learning applications. The development of web-based e-learning applications from LMS is very significant. At this time LMS (Learning Management System) began to be integrated with several information sites and newspapers. The content in web-based e-learning is also increasingly attractive with the presence of multimedia such as videos, as well as very attractive and interactive display forms. From there, various online learning media developed until now.

One method that can be used with this current Covid-19 situation is flipped classroom. Flipped classroom is a learning method which is learning activities where using tools from video, article and other media for the student learns material (Johnson & Renner, 2012, p.53). They learn at home or before the class starts. The classroom activities will use a kind of group discussion to solve problems, questioning each other and engaging in collaborative learning. This method is also used by teachers when there are students who are not present in class for some reason. The teacher can make a video of what he teaches and give it to those who are not in the class.

Flipped classroom with online video have largely replaced Traditional face to face content and consist of students watching online teaching video previews before class this and teachers using class session to guide students through assignments, problem solving, learning activities, group discussion and interactive classroom achievement According to Hsieh et, al (2017) Flipped implemented on students from english major which was considered from upper and intermediate level. Flipping was a good way to lead to more participants, and this was a very convenient way of learning. By flipped classroom they can enjoy working in pairs, it builds a lively learning atmosphere and feeling accomplishment. The flipped study technology gives the opportunity to change the learning approach from passive to active. As a result, students are well prepared for their future career and comprehend the material deeper. It is help to use the teacher and students effectively.

The modern learning process main requirement is to make the students more active. it helps to form their active life style, independence, interest in a subject to make their knowledge and skill better. During Covid-19 most of the learning process change into online. so, during the lectures the students often try to comprehend all the material they hear. they have no possibility to stop and think the information over because they can miss some important thing. that is why they try to written down the lecture.

The flipped classroom concept is based on such ideas active learning, students' occupation in the general activity, combined learning system. the flipped

classroom is important because the learning time is used for a group study. where the students can discuss the concept of lecturer, check their knowledge and interact with others. the students whose function used to be passive comprehension of the prepared material should change. In the flipped classroom, the students take more responsibility of their learning to aim the learning with the help of practical shift. what makes the flipped classroom special is the shift of priorities from giving the prepared material to the work on its improvement. so, the students can watch, reviewed or fast it forward the way they need.

The flipped class can be more interactive. It can emphasize time on task. In the Flipped classroom, students engaged in discussion's activities, problem solving and group of work. Since student have prior knowledge, they could learn the lesson more easily.

The method is suitable for increasing reading comprehension, because the materials were presented in the group. Some activities were done including brainstorming, question or answers. Finding the main ideas.

In addition, the student was required to read each text before coming to the class and discuss if with their classmate. Beside the student listen the audio text several times at home via their smartphone. In the flipped classrom when the student attend to the class, the teacher elicited some information related to the text, asked from question and gave them test. The student in the flippd classroom interacted more deeply and cohesively (Namazkandost. & Ehsan, 2018, p 671)

Based on the background above, the researcher is interested in conducting research entitled “The Effect of flipped classroom on student’ reading comprehension”

1.2 Problem of the Research

Based on the background of the research above, the formulation problem that can be taken is formulated as follows “Is there any significant effect of Flipped Classrooms on the eight-grade student's reading comprehension at SMP Negeri 3 Bondowoso in the 2021/2022 academic year.

1.3 Purpose of the Research

Based on the problem of the research above, the objective of the research is formulated as follows: To know whether or not there is a significant effect of Flipped Classroom on the eight-grade student's reading comprehension at SMP Negeri 3 Bondowoso in the 2021/2022 academic year.

1.4 The Operational Definition

1.4.1 Reading Comprehension

This research refers to the comprehending generic structure, word, sentence and paragraph. The reading comprehension test used narrative text as the reading material.

1.4.2 Flipped Classroom

Flipped classroom is a learning model in which students before studying in class learn the material first at home according to the assignments given by the teacher.

1.4.3 Narrative Text

Narrative text which is text that tells the past story. Narrative text contains three parts. They are orientation, complication and resolution. The objective is to amuse and educate the reader.

1.5 Significance of the Research

The results of this research are expected to give some benefits to the theoretical significance and practical significance to students and teachers. The description as follows:

1.5.1 Theoretical Significances

The result of this research could give a lot of information on the application using Flipped Classroom method to the learning success in reading class. Therefore, the model will be seen as an important factor in determining the success or failure of learning. Then, this information is also useful for other researchers who want to examine the same model in a different way in the future.

1.5.2 Practical Significances

1.5.2.1 The English Teacher

For the teachers, the researcher hopefully that can be used an action to improve learning methods by using flipped classroom model in their teaching reading regarding with this pandemic situation.

1.5.2.2 Future Researcher

This research can be used as a reference for other researchers who are going to conduct further research dealing with flipped classrooms with different levels of students, different design or materials (variety of text) used in the research.

1.6 Scope of the Research

The subject of the research is the eight (8th) grades of SMPN 3 Bondowoso in the academic year 2021/2022 This research is limited on the students' reading comprehension by using Flipped Classroom method.