

## **CHAPTER 1 INTRODUCTION**

In this chapter, the topic that will be discussed about: background of the research, problem of the research, objective of the research, operational definitions, significance of the research, and scope of the research.

### **1.1 Background of the research**

According to Ramadhianti and Somba (2023) reading skills are the cognitive process that a reader uses to make sense of a text. It means that reading is an active activity that requires cognitive process in order to comprehend what is being read correctly. These skills include the ability to understand, analyze and evaluate written text effectively. In an educational environment reading skills are often considered the foundation for students to develop other skills such as writing, speaking and listening, because through reading students can expand their knowledge, vocabulary and critical thinking. When students are reading, they should be finding out some information from the text. Students have different abilities to understand the text, some students need a short time to get the main idea of the text but some students need a longer time to get the main idea, besides that the ability to memorize the information is also different among the students. High school students in Indonesia as EFL (English Foreign Language) learners, often have difficulties understanding the meaning of the text they read. One of the challenges that come up in the reading activity is that EFL Learners often lack vocabulary knowledge. A study by Satriani (2018) found that students' low of motivation, their limited reading cause there is no reading habit for students and

also become one of reason why students get difficulties in comprehending reading text. Flipped classroom can be considered as an active learning as it is a pedagogical method that involves students in their learning process. According to Bishop (2013) flipped classroom basically has two concepts, there are online teaching (outside the classroom or home) and offline (in the classroom). The flipped classroom provides flexibility for students to access and study learning material outside the classroom, while inside the classroom students are focused on discussion, text analysis, and other activities to increase their understanding.

A phenomenon that often occurs now is that when teachers give homework, students often discuss their homework with their friends via chat messages so that the answers of all students are the same. This phenomenon can be a problem for English teachers because teachers do not know which students understand the material and which students do not understand. When the flipped classroom is implemented, students can discuss directly with their friends in class, whereas at home they only need to study the material they need. given by the teacher. By using this method students will be trained to read learning materials outside of the class or at home before participating in classroom learning activity. Firnata (2024, p.61) states when students learn materials ahead of time, they are better prepared for class and are expected more actively during the learning process.

The novelty of this research compared with previous study that has been discussed by Reflianto et al (202), this study aims to determine whether there is an effect of online flipped classroom in covid 19 era. The result of this study shows flipped classroom through WhatsApp and Microsoft Team provides students

reading comprehension performance. Previous research by Fulgueras (2020) showed that the implementation of flipped classroom through Facebook the research using true experimental research design that provides significant differences in reading comprehension level, with the flipped classroom approach more effective in developing students' reading skills compared to traditional teaching. Another study by Putri & Nurkhamidah (2023) In this study researcher used the Classroom Action Research (CAR) method and used one class with 18 students as the participant. The instruments in this research use observation interviews and reading tests. The result shows that the implementation of flipped classroom in reading learning is beneficial to develop students' reading skill. The differences between the previous researches and this research are that this research will use experimental pretest posttest research design and using google classroom as the media for online flipped classroom activity. Based on the background problems in above to solve the problems related to students reading skill on implementing flipped classroom to read and produce a thesis entitled "The Effect of Implementing Flipped Classroom in High School Students' Reading Skill"

## **1.2 Problem of the Research**

Based on the research background above, the formulation of the research problem is as follows: Is there any significant effect of implementing flipped classroom on high school students' reading skills?

## **1.3 Objective of the research**

The purpose of this research is to find out whether there is a significant effect of implementing flipped classroom on high school students' reading skills

## **1.4 Operational Definition**

Some definitions of terminology that will be used in this research are important in order to prevent misunderstandings. The operational definitions that contained in this study are:

### **1.4.1 Flipped Classroom**

Flipped classroom refers to a type of learning method that combine online and offline learning, in watch videos or other resources provided by the teacher by Google Classroom. Meanwhile in the classroom the learning activities are discussion, problem solving, and collaborative activity. These activities allow students to apply their knowledge that they already learned before.

### **1.4.2 Reading skills**

Reading skill is an ability to understand, interpret and analyze written text effectively. This activity involves cognitive processes that include recognition fluency in reading, and understanding the content structure of the text. This skills are include lexical inference, anaphor resolution, bridging inference, causal inference, and knowledge based inference.

## **1.5 Significance of the Research**

The result of this research is expected to make improvement in education especially for teaching English. This Research also hopefully can give contribution for teacher, students and other researcher. There are two major significances that highlighted; those are theoretical significance and practical significance:

### 1. Theoretical Significance

This research hopefully will be able to enrich the theories of teaching Reading strategy. The researcher also hopes that the result of this research will become the supporting theory to other related research and can be the reference for future research.

### 2. Practical Significance

The result of this research gives a strategy to solve problem in English teaching, especially in reading and learning. And researcher highly expects that English teacher can consider implementing flipped classroom as the method in teaching activity.

#### **1.6. Scope of the Research**

This research will focus on whether there is any difference before and after using flipped classroom on students' reading skill. This research will be carried out in MAN 2 Jember.