CHAPTER I
INTRODUCTION

This chapter represents an introduction of the research. It consists of six sub chapters. The sub chapters are background of the study, research questions, and aims of the research, significance of the research, classification of key terms and organization of the research.

1.1 Background of the Study

In the late 1970s, there was a growing recognition of the importance of teaching listening skills in language learning programs, as communicative competence became the primary goal (Yildirim & Yildirim, 2016). However, despite the significance of listening skills, many EFL educators still face uncertainties in effectively facilitating their students' listening development (Goh, 2005). Traditional listening lessons often fail to address the challenges faced by students as listeners, leading to limited progress in this vital language skill (Field, 1998). The fast pace of delivery and the presence of unfamiliar terminology and complex concepts within listening materials are common obstacles (Flowerdew & Miller, 2005; Hasan, 2000). Additionally, time constraints in traditional classrooms hinder teachers from adopting more effective teaching models (Khoiriyah, 2021).

Flipped learning has garnered recognition as an efficacious instructional model within the English as a Foreign Language (EFL) context, providing a viable solution for addressing time constraints (Ebadi et al., 2022), but its application specifically for teaching listening skills has received limited research attention (Khoiriyah, 2021). While flipped learning has been primarily utilized for teaching speaking and writing skills, experimental studies have shown positive effects on students' listening comprehension abilities (Ahmad, 2016; Amiryousefi, 2019; Vaezi et al., 2019a). However, qualitative research exploring the detailed activities and experiences of flipped learning in the EFL context, particularly in listening instruction, is lacking (Turan & Akdag-Cimen, 2020).

Qualitative studies provide valuable insights into the utilization of flipped learning in EFL classrooms, offering guidance and ideas to educators seeking to incorporate this model effectively (Turan & Akdag-Cimen, 2020). By exploring the experiences and successes of both teachers and students, qualitative research can shed light on

best practices and strategies for optimizing the flipped learning models in listening instruction.

In addition, the emergence of English non-formal education institutions adopting the flipped learning approach provides an unusual research context that requires further exploration considering the significant growth of English tutor in Indonesia (Purnamasari, 2017). While formal education contexts have received considerable research attention, NFE settings lack comprehensive studies with robust methodological approaches and theoretical foundations (Romi & Schmida, 2009). Conducting a qualitative investigation within a specific NFE institution can address this literature gap and contribute valuable insights to English language education in non-formal settings.

Despite the positive impact of flipped learning, there are challenges in effectively implementing this model. Teachers' familiarity with the flipped classroom model and the preparation required for creating a flipped learning environment can hinder successful adoption (Lo & Hew, 2017). However, research specifically focusing on the challenges faced by Non-Formal English teachers in teaching under the flipped learning context is limited, necessitating a comprehensive exploration of these challenges.

Facilitating listening comprehension through flipped learning presents a promising avenue for EFL educators. However, there is a need for qualitative research to delve into the detailed activities and experiences of flipped learning in the context of listening instruction. Moreover, examining the challenges faced by Non-Formal English teachers in implementing flipped learning will provide valuable insights for successful adoption. By addressing these research gaps, this study aims to contribute to the effective implementation of flipped learning in EFL classrooms, particularly in NFE settings.

1.2 Aims of the Study

The present study is an effort to fill the lacuna mentioned before by:

1. Exploring and understanding how flipped learning can facilitate students' listening comprehension by investigating the practice of flipped learning among teachers in non-formal education (NFE).

2. Investigating the challenges faced by teachers when utilizing flipped learning to facilitate students' learning.

1.3 Research Questions

Revisiting the key issues above, two research questions can be identified and formulated as follows:

1. How does flipped learning facilitate EFL students' listening comprehension in a non-formal education setting?
2. What are the challenges encountered by teachers in utilizing flipped learning in a non-formal education?

1.4 Scope of the Study

This study aims to address the research gap in non-formal education (NFE) by focusing on teachers' practices in utilizing flipped learning to facilitate students' listening comprehension and challenges teachers encountered in utilizing this model. The limited research and lack of methodological approaches in the NFE context highlight the need for further investigation in this area. In Indonesia, there is a growing trust in NFE institutions to support English language education, as evidenced by the increasing number of such institutions.

The study was conducted in a well-established English NFE institution with multiple branches across Indonesia. One specific branch was selected as the research site. The teachers in this institution teach four language skills, and this study focuses solely on the teaching of listening skills. The specific listening skill observed was the understanding of short talks. The participants of the study are general English classes for elementary and pre-intermediate level. These levels are identified as foundation levels. Most students who enrol in this institution will be placed at these two levels as a result of their placement test. The students were high school students in formal education. Out of the four units taught in the semester, two units were selected for observation based on agreements with stakeholders and administrators.

1.5 Significance of the Study

This study aims to contribute to various aspects, including theoretical implications, practical applications, and professional development related to the

utilization of flipped learning in English as a Foreign Language (EFL) classrooms, both in non-formal and formal education settings.

First are theoretical implications. By conducting research and generating findings, the study aims to meet the theoretical needs of the field by providing insights into the application and effectiveness of flipped learning models in EFL contexts. The study builds upon the work of Bergmann and Sams (2012), who have highlighted the customizability and reproducibility of flipped learning models. Therefore, the study's findings are anticipated to align with these characteristics and contribute to the existing theoretical understanding of flipped learning in EFL contexts.

Second is practical applications. From a practical standpoint, the study's results are expected to serve as a valuable reflection tool for English teachers who are considering or already utilizing flipped learning in their classrooms. The findings of the study can provide insights and guidance for teachers seeking to redefine and redesign their EFL instruction using flipped learning approaches. By understanding the specific implications of flipped learning in the context of EFL classrooms, teachers can enhance their teaching practices and improve student outcomes. The study's practical implications aim to support teachers in effectively utilizing flipped learning models and making informed decisions regarding instructional strategies.

Third is professional development. Additionally, the study has implications for professional development in the field of EFL education. It can serve as a foundation for identifying effective practices and revising strategies that may not be as successful when utilizing flipped learning, particularly in the context of teaching listening comprehension. In the studied institution, where flipped learning is implemented as an institutional policy, there might be predefined rules that limit teachers' creativity. This research provides valuable insights for non-formal education stakeholders, such as administrators and curriculum developers, enabling them to further enhance and refine the flipped learning program in the future. By understanding the strengths and challenges of utilizing flipped learning in EFL classrooms, professional development initiatives can be designed to support

teachers in acquiring the necessary skills and knowledge for successful implementation.

Overall, the study's results are expected to have a multifaceted impact. Firstly, they contribute to the theoretical understanding of flipped learning in EFL contexts, expanding the existing literature and addressing research gaps. Secondly, the findings provide practical guidance and insights for English teachers who are interested in implementing or improving flipped learning in their classrooms. Lastly, the research contributes to the ongoing development and improvement of flipped learning programs in non-formal education settings by informing decision-making processes and allowing for customization and refinement of instructional strategies.

1.6 Clarification of the Key Terms

To avoid misunderstanding and misconception, several fundamental operational terms frequently mentioned in this study should be clearly defined as follows:

Challenges: As described by Hornby (2010), challenges refer to challenging tasks that test an individual's abilities and skills. The author further illustrates the word through the phrase 'to face a challenge,' which means that a challenge is something one must deal with. In the context of this research, 'challenge' signifies the difficulties that teachers encounter and must deal with when s/he utilizes the flipped learning approach.

Facilitate: In general, the word facilitate refers to an action to make something or a process possible or easier (Hornby, 2010, p.523). In the context of teaching, the term "facilitate" is also frequently employed in discussions about student-centered learning. When educators facilitate, they create an environment that allows students to actively participate in their own learning, offering them meaningful opportunities to take on significant roles in the learning process (Estes, 2004). The use of this word is considered most appropriate since flipped learning is advocated by many researchers and educators to promote student-centered learning (Betihavas et al., 2016).

Flipped learning: Flipped learning is an instructional model that involves two steps were firstly, students interact with teaching material, such as watching lectures or

listening to audio, before attending class and secondly, in the classroom, teachers engage students in various activities that facilitate the application and practice of the concepts learned at home (FLN, 2014).

Flipped Material: To clarify this term's definition, it is explained in two parts. The first part is material and the second part is the concept of flipped learning itself. Material plays an important role in the instructional process. In language teaching, material is anything which can be used by teachers or learners to facilitate the learning. Materials may be linguistic, visual, auditory, or kinesthetic, and they may be presented in print, audio or video form, on CD-ROMS, on the Internet or through live performance or display (Richards & Schmidt, 2010). In the context of flipped learning, the learning process has two steps that are "flipped." The lecture and understanding of concepts, which typically occur in the classroom, take place in the student's personal space, while the practice time occurs in the classroom (Bergmann & Sams, 2012). Based on the definition of material and flipped learning, it can be concluded that flipped material refers to material prepared to facilitate students' comprehension of concepts that they can access in their personal space prior to coming to the in-class sessions.

In-class activities: In language teaching, activity refers to any classroom procedure that requires students to use and practice their available language resources (Richards & Schmidt, 2010). The term "in-class" is widely used when discussing flipped learning. In-class time is the one mentioned that should be considered by flipped learning teachers to be evaluated and redesigned (Bergmann & Sams, 2012). In another work, in-class activities refer to the learning activities that take place inside the classroom after students complete the out-of-class activities that emphasizes active learning, peer learning and problem-solving (Abeysekera & Dawson, 2015).

Listening Comprehension: It refers to the process of understanding speech in a first or second language. The study of listening comprehension processes in second language learning focuses on the role of individual linguistic units (e.g., phonemes, words, grammatical structures) as well as the role of the listener's expectations, the situation and context, background knowledge and the topic. It therefore includes both top-down processing and bottom-up processing. Listening comprehension

activities typically address a number of listening functions, including recognition (focusing on some aspect of the code itself), orientation (ascertaining essential facts about the text, such as participants, the situation or context, the general topic, the emotional tone, and the genre), comprehension of main ideas, and understanding and recall of details (Richards & Schmidt, 2010).

Out-of-Class Activities: According to Bartkus, Nemelka, Nemelka, and Gardner (2012), out-class activities encompass efforts beyond the conventional classroom, with the potential for integration into regular coursework and operation under institutional guidance.

Non-Formal Education: It refers to a structured and planned educational endeavor, conducted outside the boundaries of formal education systems, designed to offer specific types of learning to specific groups of individuals (La-Belle, 1982). In this study an English course-place is identified as a non-formal education institution.

Teacher's Practice: According to Hornby (2010) practice means a way of doing something that is the usual or expected way in a particular organization or situation and it also means habit or custom, a thing that is done regularly. For the purpose of this study, it refers to the coordinated activities of teachers in doing their real work as it informed by the institution.

Utilizing: It means to use something, especially for practical purpose (Hornby, 2010, p 1629). The Cambridge online dictionary (2023) defines utilize specifically. It means to use something in effective way. For this latter meaning, utilize is chosen rather than use. The role of the teacher in the flipped learning model is emphasized to be more capable in providing more engaging activities during in-class time (Basal, 2015), thus enabling students to enhance their learning.

1.7 Organization of the Study

This study is organized into five chapters as follows:

Chapter I is introduction, this chapter presents several notions including the rationale or background of the study, the aims and research questions, the scope of the study, the significance of the study, the clarification of terms, and the organization of the study. Chapter II is literature review. In this chapter, the theoretical foundation and dimensions relevant to the study are elaborated. This foundation was used as the basis of references to maintain alignment with the study.

It served as the foundation for developing research instruments, guiding data analysis and collection, and drawing conclusions from the study's results. Chapter III is research methodology. The research design employed to answer the research questions is outlined in this chapter. It consists of describing the research design, specifying the participants, explaining the data collection methods, and detailing the data analysis procedures. Chapter IV is findings and discussion. This chapter explores the findings and discussions derived from the data collected through various data collection techniques. The findings are analyzed based on the study's literature review, providing a comprehensive examination of the research results. Chapter V, conclusions, limitations, and recommendations, contains the conclusions drawn from the findings and discussions. The limitations or weaknesses of the study are acknowledged, providing reflections for pedagogical practices and offering recommendations for further studies related to the topic.

Each chapter plays a crucial role in the overall structure of the study, guiding the reader through the research process and presenting the findings and analysis in a coherent manner.