

CHAPTER I

INTRODUCTION

This research aims on the implementation of flipped classroom on EFL students' performance and perception at secondary school in writing class. This chapter introduces the underlying principles of this research; these include background, research questions, aim of the research, scope of the study, significance of the study, clarification of the key, and organization of the paper.

1.1 Background of the Research

Recent phenomena indicate that conventional learning or teacher-centered learning still dominate the learning process in Indonesia (Hanafiah, 2010; Mularsih, 2010; Sanjaya, 2007). In Indonesia, the implementation of the teacher-centered learning is still much going on many subjects including English even though it has shifted the learning paradigm from the teacher-centered to the student-centered as demanded by the current curriculum, curriculum 2013 (Faridi et al, 2016).

Traditional teaching is almost teacher-centered which conflicts with the constructivist approaches to teaching and learning (Brooks, 2002). Traditionally, much of class time at all levels of education is spent with the teacher explaining concepts through lecture. Students listen and take notes, and then they take those notes home to refer to while working through homework assignments. This system can create passive learners who may struggle through tasks unassisted (Shimamoto, 2012 as cited in Egbert et al., 2015).

The problem with traditional lectures, especially in secondary education, is a matter of pacing. For some students, the information presented in class may be known for them; other students may have trouble taking in information so rapidly, or they may lack the prior knowledge needed for understanding the concepts presented (Goodwin & Miller, 2013). Because of these problems, competence and

proficiency in English among high schools are generally low, although English is officially taught throughout secondary schools. (Lie, 2007).

Writing skill is a complex process because it requires the skillful coordination of both cognitive and linguistic processes and resources, focusing on higher level skills of planning and organizing with high the amount of time (i.e. generating and organizing ideas) as well as lower level skills of spelling, punctuation and word choice can be a daunting task (Richards & Renandya, 2002). As a result, teaching second language (henceforth, L2) writing skill is not only very important but also challenging for L2 writing instructors (Farah, 2014).

Based on those problems, a language teacher should create more student-centered classroom in which learning is more personalized and collaborative that can improve students' performance in writing because flipped classroom can cooperate the class time can incorporate a variety of activities, group work, and interactive discussion (Basal, 2015; Danker, 2015; Egbert et al., 2015; Muldrow, 2013). For this research, the researcher adapts flipped classroom in order to create learning activities that emphasizes student-centered in classroom. The flipped classroom is defined as a pedagogical model in which the lecture and homework elements of the course are reversed (Bergmann & Sams, 2012 as cited in K ro lu &  akır, 2017). The flipped classroom enables students to be familiar with the English language outside the classroom by watching educational videos. The first part takes place before the lessons through prepared videos of course content that are handled by students at home, in addition, students do homework, practice and fill information gaps in students' understanding at school with the help of teacher (Bergman & Sams, 2012).

Numerous studies have been conducted by researchers related to flipped classroom. Some studies explored students' perceptions and attitudes toward using flipped classrooms (AlRowais, 2014; Basal, 2015; Mehring, 2014). Obari & Lambacher (2015) aimed to investigate using mobile technologies in a flipped classroom and revealed that flipped classrooms had a positive impact on English language achievement. Lankford (2013) stated that the flipped classroom model allows facilitators to use time primarily in the top layers of Bloom's taxonomy like application, synthesis, evaluation and analysis. Moreover, flipped classroom

model has created a deep learning environment, meaningful learning as well as the development of critical thinking and advanced learning (Huong et al., 2018).

However, fewer empirical studies have been carried out to investigate the implementation of flipped classroom for EFL senior high school students in Indonesia. The researcher aims to focus on the implementation of flipped classroom on students' performance in writing skills and perception toward flipped classroom.

1.2 Research Questions

Based on the background of this research, the purpose of the study is intended to answer these questions:

- 1.2.1 How does flipped classroom help EFL students to improve their performance in writing skill?
- 1.2.2 What are EFL students' perception toward the implementation of flipped classroom?

1.3 Aim of the Research

As stated in the research questions above, the study is focused on the implementation of flipped classroom on students' performance and perception in writing class at secondary school.

1.4 Scope of the Study

Given the research questions and the aim of the study, this research is about the implementation of flipped classroom on students' performance and perception in writing class by using instructional video and select ready-made educational videos. This study will be conducted in senior high school level; significantly in 11th grade level.

1.5 Significance of the Study

The result of this study is to provide teachers with the description of flipped classroom. Theoretically, the study is conducted to contribute in enhancing the literature studies on flipped classroom model. Furthermore, it is

expected to be one of the valuable references for other researchers to conduct further research in the same field since there has been few studies about flipped classroom.

Practically, the result of this study are expected to offer valuable contributions for teachers in understanding how to implement flipped classroom, specifically in writing class. The researcher also expects that the research could contribute in developing teaching and learning strategies concerning students' performance in EFL classroom. It is also expected that English teachers would consider on implementing flipped classroom their teaching and learning process in EFL classroom.

1.6 Clarification of Terms

The terms below will be frequently used in this study. Therefore, to avoid misconception and misunderstanding, below are the clarifications of the terms used in the study:

- **Flipped classroom**

Flipped classroom is a pedagogical approach in which the typical activities of classroom lectures followed by homework in traditional teaching procedures are reversed in order, and often supplemented or integrated with instructional videos (Bergmann & Sams, 2012).

- **Writing skill**

Writing is a form of communication that allows students to put their feelings and ideas on paper, to organize their knowledge and beliefs into convincing arguments, and to convey meaning through well-constructed text.

- **Flipped Writing Classroom**

Flipped writing classroom is the implementation of flipped classroom model in writing class which could free up time in-class activities for every step in the writing process (i.e., brainstorming, outlining, drafting, revising, and editing) without explaining the materials again because students has watched the materials before class with the given videos.

1.7 Organization of the Paper

This research paper is presented in five chapters as listed below:

Chapter I Introduction

This chapter presents background of the research discussing the recent issues regarding the topic of the research. It covers research question, aim of the research, scope of the study, significances of the study, and clarification of the key terms.

Chapter II Literature Review

This chapter discusses the theories from the experts grounding the investigation of this research. This chapter contains the nature of writing, flipped classroom, an EFL flipped classroom model, the characteristics of flipped classroom, the implementation of flipped classroom, benefits and challenges in flipped classroom, and previous research.

Chapter III Research Methodology

This chapter presents further explanation of research methodology used in this research. It covers research design, site and participant, data collection, and data analysis.

Chapter IV Findings and Discussion

This chapter discusses the result of findings of the research obtained from the methodology.

Chapter V Conclusion and Recommendations

This chapter presents the conclusion and recommendations of this research.

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FLIPPING WRITING CLASSROOM AT SECONDARY SCHOOL: EFL STUDENTS' PERFORMANCE AND PERCEPTION

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