CHAPTER I
INTRODUCTION

This chapter discusses about: background of the study, limitation of the study, statement of the problem, purpose of the study, significant of the study.

A. Background of study

Flipped learning is a learning method that allows students to read, study, or view content or learning materials through videos, recordings, or other media supervised by the teacher (Heiss & Oxley, 2021). This method has existed since the beginning of the 21st century (Mortensen & Nicholson, 2015). It was rediscovered by Jonathan & Aaron (2017), who found how the reverse mastery approach helps students learn content better, as well as helps students to become better learners. Furthermore, flipped learning is a flexible method that allows students to learn in their time preferences. Students can do their learning activities either in or out of the classroom. Therefore, its give positive combination learning method and very suitable for its benefits for students (Chen Hsieh et al., 2017).

Previous research show that flipped learning gave many benefits to the students, such as increasing students' interest and curiosity about the material provided by the teacher (Karabulut-Ilgu et al., 2018). This learning approach makes students become well prepared before having materials in their class (Brewer &

Movahedazarhouligh, 2018). They are instructed to learn the materials they will have in the class at home. Furthermore, Birova and Lenka (2021), found that students also have the opportunity to be able to explore information about the material being studied from various types of learning contents. The other studies found that flipped learning is an effective learning model and helps students in processing the ability to analyze subject matter (Hwang et al., 2015).

According to Johnson and Brent (2013) express that flipped learning has implications for instructional delivery in 21st century classrooms. It was also found that technology can provide a self-paced instructional setting that can effectively support mastery learning for students (Johnson, 2013). Additionally, educators who use the Flipped Learning can add additional supporting elements like assessment for learning, problem-based inquiry, strategies for differentiation, and can create, overall, an environment for instruction that is more flexible than traditional classroom settings.

In addition, it was also found that flipped learning can help students who cannot attend class to view and review the materials independently (Yurtseven Avci et al., 2022). In addition, students who cannot attend the class can still access what the teacher discusses in the classroom. Finally, the flexible time given by this method can provide maximum time for students to learn in their time spent with and without the teacher around them.

(Mohamed Jamrus & Razali, 2019). found that time-consuming is considered one of the keys to success in their learning

process. The more time spent, the more students can explore the material that makes students understand better. In line with this, earning a language takes time, because in Indonesia English is a second language so it takes time to understand its contents (Nufus, 2019). so it takes time to learn outside the classroom first.

In addition, reading and digging for information outside the classroom will make students more easily understand the subject they will learn in the classroom (Cochran et al., 1993). According to Afrilyasanti (2017) the students felt that the application of the flipped classroom model was meaningful and the students also felt that their writing skills improved as a result of the application of the flipped classroom model. Thus, it is hoped that students will engage in their online independent learning more intensively. Despite students' positive perceptions of the two areas of inquiry, students' confidence in their writing skills was promoted. First, the teacher must be prepared with some precautions. Before applying, the teacher must ensure that all students understand the concept of the inverted classroom model and its procedures (Afrilyasanti et al., 2017). Second, teachers must also get sufficient support from both the school and parents. Finally, in the implementation process, the teacher must always reflect and revise the implementation. Meanwhile, after the implementation process, it is necessary to evaluate so that the implementation of the flipped classroom model is more successful.

Previous research regarding the perception of the application of flipped learning in general in writing classes shows the effectiveness of learning time. but research on reverse learning in reading classes does not yet exist.

B. Limitation of study

This study focuses on searching the student perspectives of Flipped learning especially on reading.

C. Research Question

Based on the background above therefore the statement of the problem for this research are formulated as follow :

1. What makes English department students interested in the implementation of Flipped Learning model in Reading class?

D. Purpose of study

The purpose of this study are to know what makes students interested in Flipped learning model and how the flipped learning in the reading class should be implemented appropiately.

1. To find out English Department students interested in the implementation of Flipped Learning model in reading class.

E. Significance of the study

The result of this research is expected to give contribution for the stake holders mentioned below:

For students, this study can propose a new way of learning in more engaging way. For teachers, this study is hoped to give insight on the implementation of teaching using flipped learning. As Flipped learning give more contribution for the students, therefore the school leaders are expected to implement flipped learning in order to improved reading. Furthermore, this study is expected to contribute of knowedge to the researcher about flipped learning.

F. Definition of the Key Term

1. Student Perception

Perception is a process of the formation of an opinion and is linked to experience, expectations and the general impression Devito, 2009, p. 56. Steward and Stylvia 1974 also stated that perception is a process as one selectively perceiver, organizes, and interpretation based on experinces. Similar with that opinion, Demuth 2013 stated that perception is the result of considerable intelligence and it influenced by the perceivers history. According to Forgus and Melamed 1976, perception is the process of information extraction to determine how individuals interpret their surrounding. In other words, perception can be formed when the individual has the experience or knowing the surrounding.

2. Flipped Learning model

Flipped learning is a methodology that helps teachers to prioritize active learning during class time by assigning students lecture materials and presentations to be viewed at home or outside of class. email facebook twitter One of the most exciting advancements in the modern classroom is flipped learning. It hinges on the idea that students learn more effectively by using class time for small group activities and individual attention. Teachers then assign students lecture materials and presentations to be viewed at home or outside of the classroom day, prioritizing active learning. According to Kari M. Arfstrom, cofounder of the Flipped Learning Network, flipped learning is all about creating opportunities for active engagement. Its a pedagogical approach in which direct instruction moves from the group learning space to the individual learning space, and the resulting group space is transformed into a dynamic, interactive learning environment where the educator guides students as they apply concepts and engage creatively in the subject matter.

3.Reading Various Genre

The more we expose our readers to various genres, the more comfortable and confident they will become. Reading different genres helps with overall comprehension. For example, if it is a fiction book, your brain will be

focusing on characters, setting, plot, and theme. If it is a nonfiction book, your brain will be focused on helpful text features and learning real-life facts. If you are reading historical fiction, you know that the events are real, but the characters are not. When it comes to fantasy, your child will understand that there will be elements and events that cannot happen in real life. Each genre has unique characteristics and exposing your reader to them will help them understand and enjoy any book they might choose.

G. Assumption

Flipped Learning model is a learning model that can be applied in the English Department because the Flipped Learning model is in great demand by students because students have preparation before entering the class, can improve students' skills, have enough time to study and explore learning mateials with tecnhnology and creating active classroom.