

CHAPTER I

INTRODUCTION

A. Background of the Research

The 21st century is the digital era. The learning process has made use of technology, therefore the teachers need learning models that are in accordance with the current trend one of which is the flipped classroom learning model. The flipped classroom is an innovative instructional approach which is the opposites of traditional teaching and learning process (Lai & Hwang, 2016). Learners preview the online learning materials before the class, and do projects or participate in the argument or other activities in the class with the teacher's guidance (Bergmann & Sams 2015). Bergman & Sams (2012) stated that flipped classroom is an instructional strategy that opposites the traditional lecture by sending material to students via instructional videos before the class. According to Bergmann Overmyer & Wilie (2015) flipped classroom is changing direct instruction with videos and inspiring students to focus on important learning activities with their teachers inside the classroom. Moreover, flipped classroom is a learning model which students understand the material at home through videos and note things that are not understood to ask the teacher when in the class, so that the learning process becomes interesting. Flipped classroom also supports learning this era because it is suitable with this era 21st which teaching and learning process encourage students centered.

Flipped classroom instruction is defined as an instructional model that provides lectures outside of class for learners and creates a student-

oriented as well as in-class active learning (Bergmann & Sams, 2013). Strayer (2012) states that the flipped model moves the learning process outside the classrooms and uses learning activities to move practice with concepts inside the classroom. Butt (2014) states that the flipped classroom is moving the delivery of material outside of formal class time (through the use of extensive notes, video recorded lectures and other appropriate means) and using formal class time for students to undertake collaborative activities relevant to the material. In flipped learning or flipped classroom, the teacher make a video about the material that will be delivered to the students, and the students must learn about material at home. While in the classroom the teacher will give time for the students to ask and discuss about the material. The flipped classroom approach in EFL and ESL setting shapes teaching and learning activities by employing technological tools such us playing a video during the in-class teaching and out-of-class teaching process (Harreid & Schiller, 2013). In addition the flipped classroom learning model is suitable for learning in the class because in the implementation of learning centered on students and this learning model utilizes technology that supports learning materials and the researcher utilizes a social media, i.e. YouTube and WhatsApp.

YouTube is considered a source of online material that can play a key role in the teaching and learning process. YouTube is being easily used by instructors to teach the English language (Duffy 2008). The researcher choose YouTube because YouTube is more popular in all people, especially in among teenagers and adults they are seldom using YouTube to looking information, videos and then researcher choose

YouTube to take videos because YouTube easy to access and there are some relevant videos, besides that YouTube is very popular social media in right now. Researcher choose WhatsApp application because WhatsApp application is popular in this era and then WhatsApp application is widely used by people and also easy to access for all ages.

This aforementioned statements are in line with Amshah and Thabian (2017) study, which found that the to preferred social media among 450 students at the Jordanian universities was Facebook 88 %, WhatsApp 78.7%, YouTube 51.6%, Instagram 32.4%, Viber 26.9% and Twitter 13.6%. The students used WhatsApp for sending text messages, pictures, music and videos (10.7 %) while 16.7 % used them to share ideas with friends with friends. In their study, 96.33% of students chat with classmates and less than 1% chat with neighbors, parents and teachers.

From the explanation above, the researcher uses flipped classroom learning model by utilizing social media YouTube and WhatsApp and the researcher focus on teaching writing. It is one of language skills that have to be learned in learning English. According to Richards & Renandya in (Mahendra & Rosa, 2015) say that the difficulties of understanding writing skill are not only in creating ideas and organizing ideas, but also translating these ideas into clear next. it is crucial to be mastered since communication is delivered through both spoken and written Nunan (2003) Writing is used to prove that students have mastered a particular grammatical rule. Essentially students were expected to be able to write a good text with good gratified and coherence, but in fact students still find it difficult to convey their ideas and also make many mistakes especially in

the use grammar and word order. Suparno &Yunus (2006) stated that writing is an activity in delivery message (communication) like idea, concept, experience or information in written form to other people. Therefore, the students should have good writing skill so that they can think deeply and express their ideas in the form of sentence or paragraph easily.

In this era, based on pre-observation most of the teachers of Vocational High School have not applied flipped classroom. However there are found two teachers encourage to implement flipped classroom. They utilize YouTube and WhatsApp in doing flipped classroom. There are one teacher in Vocatioanal High School Mojoagung and one teacher in Vocational High School Tamansiswa Mojokerto. They choose flipped classroom because it is suitable with this curriculum which students centered, besides that students can better understand about the material that will be given, before the class start students must look videos in YouTube related the material that will be given by the teacher and in the class students can ask the teacher about the material that aren't understand and when in class the teacher will conduct an evaluation about the material.

In relation to this phenomenon, some previous studies have proved that the use of flipped classroom by employing social media in teaching writing. Arifani et al (2019) conducted a research entitle Individual or Collaborative WhatsApp Learning a Flipped Classroom Model of EFL writing instruction. The results showed that using flipped classroom model through WhatsApp group is effective to learners' cohesion in teaching

writing using a flipped classroom. Mas'ud & Surjono (2018) conducted a research, entitle The Implementation of Flipped Classroom Learning Model Using Moodle to Increase Student's Higher Order Thinking Skills. The results shows that using flipped classroom model with moodle positively affect the students higher order thinking skills. However, learning model using flipped classroom through moodle is positively affect the students higher order thinking skills. Pavendi (2018) conducted a research entitle The Flipped Classroom: A Mixed Method Study at Academic Performance and Student Perception in EAP Writing Context. The researcher use questionnaire, post-test and pre-test as a data collection. The results showed that his study demonstrated that the application of the flipped classroom model can enhance student academic performance. Students learn and construct their own knowledge through group interaction and guidance from the teacher in in-class activities. Furthermore, students perceive the learning experiences positively as they engage in the learning process. The flipped classroom is considered to be an innovative teaching approach to learning. Oznacar et al (2019) conducted a research and the results showed that the use of Edmodo through flipped classroom model can engage students participation in learning. The last research was conducted by Afrilyasanti et al (2016) the results showed that there is significant difference on the students after the implementation of flipped

classroom model and the results of the post test scores as observation on the students writing strongly vindicated that the students achieve better writing ability as the results of the treatment.

For this reason, the researcher is triggered to explore and explain how the teachers implement the flipped classroom, their perspectives towards the students' response and the challenges in implementing the flipped classroom.

B. Formulation of the Problem

1. How did the teacher implement the flipped classroom by utilizing YouTube and WhatsApp in teaching writing?
2. What is the teacher's perspective towards the students' response in implementing the flipped classroom by utilizing YouTube and WhatsApp in teaching writing?
3. What are challenges in implementing the flipped classroom by utilizing YouTube and WhatsApp in teaching writing?

C. Objective of the Research

1. To describe the implementation of the flipped classroom by utilizing YouTube and WhatsApp in teaching writing.
2. To know the teacher's perspective towards the student's response in implementing the flipped classroom by utilizing YouTube and WhatsApp in teaching writing.
3. To know the challenges in implementing the flipped classroom by utilizing YouTube and WhatsApp in teaching writing.

D. Significance of the Research

The results of the research is expected to be use both theoretically and practically

1. Theoretically

The findings of the research is expected to give information about flipped classroom and several ways of applying it using the flipped classroom learning model.

2. Practically

a. For English teacher

Based on the research by implementing social media teacher can consider using the flipped classroom learning model because it is proven that by using flipped classroom students become more active, creative and innovative.

b. For the students

The researcher expects the students will interest in learning English by using flipped classroom learning model to teach writing.

c. For the researcher

By doing the research, researcher expects that the teacher are triggered to apply the trend of learning model in this era.

d. For the readers

By conducting this research, the researcher gives more information about flipped classroom learning model. Hopefully the readers could improve the techniques to teach writing narrative text at vocational high school.

E. Definition of Operational of the key terms

1. Flipped classroom

Flipped classroom is a part of blended learning in which this learning model utilizes technology for delivering the material which it must be learn and studied at home. In the class, the students and teacher discuss the material. Here this learning model encourages students centered.

2. Social media

Social media is a communication tool in of applications media such us WhatsApp, facebook, Instragam, line and others. Social media utilize an internet connection to be able to connect with each other apart form that also social media is one of the access to communication and search for a complete information where everyone can access video, message, image and others. Here this research using YouTube and WhatsApp.

3. Writing

Writing is one of the conducts to express things in our mind, feeling, ideas or thought. Moreover, writing is an activity to process a word or sentence into a paragraph

F. Scope and Limitation of the Research

This research focuses on the use of flipped classroom by employing social media in teaching writing at vocational high school in the academic year of 2019/2020. The researcher wants to know teacher perception that using flipped classroom by employing social media to teaching writing. Therefore, the researcher limits the use flipped classroom model and utilizes social media YouTube and WhatsApp.