

CHAPTER I

INTRODUCTION

A. The Background of the Study

In education, learning process must be student centered not teacher centered and it can be a relationship to the teachers and students to interact each other. Hamalik (2007: 57) states learning is a combination that involves human elements, materials, facility, equipment and procedure that influence each other and support to reach the purpose of learning. Teaching and learning process must have feedback between students and teacher. It shows that the students must have a role in teaching and learning process. The implementation of learning activities in the classroom is teacher's duty to create the situation between teacher and students. Nowadays, many teachers still implement conventional method as teacher centered in the classroom and it is happened because the teachers don't know the latest method to implement in the classroom.

Conventional method from the teachers makes the teachers in the classroom more dominant have a role than the students. Therefore, students prefer to be passive participants during the English teaching and learning process. Sometimes, they do not understand the material and they also cannot say their difficulties to the teacher. It creates a silent teaching learning process, because there is no interaction between the teacher and the students and also the interaction among students during the English teaching and learning process.

Those are some problems happening in many English teaching and learning processes, like in SMA Negeri 1 Percut Sei Tuan in which the English teaching and learning activities is not effectively conducted.

It showed when the students do the assignment from the teacher, not all students got a good score, especially if the teacher gave the individual assignment. When teachers ask the students to do an assignment, there is mistake found in their assignment. Especially in grammar and in the content, but when the students do the group assignment in the class, it is better than they do alone.

The teacher did not use interested method to support his explanation during the English teaching and learning process, it was a boring situation for the students. The teacher only gives common method. After the teacher gives the explanation, she just gives an assignment and it will be collected in the next meeting. On the appendix 1 showed that teacher as centered in the classroom. Teacher just explained the materials to the students and teacher gives the assignments to the students.

Based on the interview to the English teacher, Mrs. St stated that:

“The students don’t seem interesting to learn about English. They look so bored to learn about text, for example: when they learn about procedure text, they always get the explanation from teachers and then they do the exercise to make the text like in the books. So, it looks flat along teaching learning process. Sometimes, I ask them to do the exercise in the groups, so they can do the interaction with their friends. But I hope I can find a new method to make the students to be more active”.

After the researcher found this case, it can be considered that the teachers need a new method to develop in the classroom. One of methods that can be developed in the classroom is Flipped classroom.

Garza (2014) states the flipped classroom is a teaching method that delivers lecture content to students at home through electronic means and uses class time for practical application activities may be useful for information literacy instruction. There are many characteristics of the flipped classroom in teaching method which is illustrated with examples from current higher education and giving examples like video. Pedagogical benefits of the method are highlighted along with potential challenges to its use. As one of the factors in the success of the English teaching and learning process in the class, the teacher needs to use different method in giving the materials to make the explanation clearer and more understandable.

In this research, the researcher wants to develop Flipped Classroom and intends to combine Flipped Classroom in reading procedure text in Senior High School. It can be a good solution to make the students to be more active in the classroom. Then, they can interact with their friends in a group and they can learn at home and the students repeat all the materials that are given by teachers.

B. The Problems of the Study

Based on the background above, the problems of the study are designed as follows:

- 1) How does a Flipped Classroom method engage the students in learning reading procedure text for eleventh grade students of SMA Negeri 1 Percut Sei Tuan?
- 2) What are the response and result from the students after Flipped Classroom is implemented in the classroom?

C. The Objectives of the Study

The objectives of this study are to analyze:

- 1) the use of flipped classroom method in reading procedure text for the eleventh grade students of SMA Negeri 1 Percut Sei Tuan,
- 2) the response and result of the students when flipped classroom is implemented in the classroom.

D. The Scope of the Study

This study will cover procedure text with implemented Flipped classroom method in teaching learning process. This recommended method will be relevant to the students and the material also appropriate with the curriculum implemented for odd semester of eleventh grade of SMA Negeri 1 Percut Sei Tuan. This method is used based on the needs analysis of the learners which will support their understanding about procedure text. The method also supports them to get an

interaction in the classroom. They also will be limited to only procedures texts since this genre will be taught in the odd semester.

E. The Significances of the Study

This study is expected to give some valuable contributions theoretically and practically, as follow:

1. Theoretically, this study will extend and enrich some theories which related to the areas on how to implement the flipped classroom method in the class in reading procedure text.
2. Practically, this result of the study can be the recommended method for the teachers of SMA Negeri 1 Percut Sei Tuan, as it motivates their enthusiasm in teaching learning process in the classroom. Besides, it will ease the teacher to teach English to the students.