

CHAPTER I

INTRODUCTION

A. Background of the Study

There are four skills in English teaching and learning: listening, speaking, reading and writing. These skills are interrelated and must be mastered. Therefore, students are required to master these four skills. Reading is one of the four language skills that are very important for learning (Dibiso, et al 2019). Through reading, students grasp useful information, reading ability is also important because some of the student material is in the form of the text. Reading comprehension is not just reading English texts, but reading to get a deep and thorough understanding. Therefore, learning and mastering reading comprehension requires maximum effort. Students may need more efficient reading strategies to improve their ability to understand the main content of the text (Phung, 2020).

The basic competence of reading in 2013 Curriculum for Senior High School students grade eleven stated that the students should be able to compile the text with pay attention to social functions, text structure, elements language, respond the meaning of short functional texts both formal and informal accurately, fluently, and acceptably to get knowledge in the forms of report, narrative, description, news item, discussion and analytical exposition text.

The researcher selected analytical exposition text for the research. Based on the interview with the English teacher and some students of

SMA Negeri Unggul Binaan Bener Meriah, the teacher states that analytical exposition text is one of the difficulties students learn when understanding English text. The students had difficulties in determining the main idea, generic structure and language features and this genre is also the most common type of text in exams. Some students say that understanding English text is difficult, they lack of vocabulary, they also often feel bored and less interested in learning English text especially analytical exposition text.

However, the curriculum 2013 demands the teacher to use various media and strategy in teaching. It means that, teachers are important role in the learning process. So that, in this era the teachers are also required to master technology as one of media, as supported by Aziz (2019), he states that this era requires teachers to have the ability to integrate information and communication technology into the learning process. For example, in reading teaching, in addition to using various texts in textbooks, students can also be provided with articles or learning videos from the Internet. In addition, in order for students to have more understanding when reading the text, teachers can show slides, videos or short movies related to the topic. Teachers can obtain many sources of materials from the Internet, and teachers only need to select suitable materials. However, if every step must be completed in school, this kind of teaching takes time. Although we know that the time allocation in class is limited. And the time allocation is not enough to allow teachers to master the basic competence listed in the curriculum.

The Flipped Classroom Model has the potential to become an effective and beneficial educational method. Bergmann and Sams (2012) claimed that in the Flipped Classroom Model, students obtain initial information outside the classroom and use classroom time to build their knowledge base. Media that is often used as input for self-study can include videos, e-books, Power Point slides, podcasts, etc. The media can be used as content to convey material and ensure students are fully prepared for classroom learning before they come to class and they start discussing, exchanging knowledge, problem solving, with the help of other students and teachers.

In the Flipped Classroom Model students will be given prior reading, or prior knowledge before students come to class. it is related to strategies in learning reading comprehension as supported by Duffy (2009) pointed out that reading comprehension depends on prior knowledge or knowledge about the world expressed in words. Prior knowledge will determine what the student already knows about the content being asked. From this we know how much the student's knowledge has improved. In fact, this is the correct way to help students develop their reading comprehension skills.

This research will be conducted in eleventh grade at SMA Negeri Unggul Binaan Bener Meriah, some reasons that the researcher chooses this school were because: SMA Negeri Unggul Binaan Bener Meriah used the Flipped Classroom Model. Moreover, the researcher has been doing an interview with English Teacher and some students in this school. The

teacher said that they used Flipped Classroom Model in English subject. The students said that their teachers delivered the material through WhatsApp or Google Classroom and the teacher asked them to study the material at home next to discuss in the next meeting. Therefore, the researcher motivated to analyze the types and the process of Flipped Classrooms that have been used on student's reading comprehension especially on analytical exposition text.

B. Problems of the Study

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

1. What is the type of Flipped Classroom Model used on students' reading comprehension at SMA Negeri Unggul Binaan Bener Meriah?
2. How is the Flipped Classroom Model used on students' reading comprehension at SMA Negeri Unggul Binaan Bener Meriah?

C. The Objectives of the Study

In relation to the formulation of the problems, the objectives of this research are:

1. To know the type of Flipped Classroom Model used on students' reading comprehension at SMA Negeri Unggul Binaan Bener Meriah
2. To investigate the Flipped Classroom Model used on students' reading comprehension at SMA Negeri Unggul Binaan Bener Meriah

D. The Scope of the Study

Based on the above background and problem identification, the researchers focus on analyzing the type of Flipped Classroom Model used and investigate the Flipped Classroom Model used on students' reading comprehension specifically analytical exposition text at eleventh grade students in SMA Negeri Unggul Binaan Bener Meriah.

E. Significance of the Study

In relation to the research problems and objectives, the finding of the research may be beneficial not only theoretically, but also practically.

The uses of the research are as follows:

1. Theoretically, the result of this research can be develop and improve the theory related to Flipped Classroom Model used by the teacher in English classroom activities

2. Practically, the findings are useful for:

- a. To the teachers

This research can be used as a reflective, so it can support and stimulate the students in the teaching and learning process

- b. To the Students

The students are hopefully able to know and understand the information about the Flipped Classroom Model in their classroom activity.

- c. To the Future Researchers

This research giving experience and expertise in analyzes the use of the Flipped Classroom Model towards students' reading comprehension