

## CHAPTER I INTRODUCTION

### A. Background

One of the UN's sustainable development agendas is widespread education. Therefore, digital technology is used as a tool to achieve this goal, the recent COVID-19 phenomenon has expanded the use of technology in education. This technological advancement has changed the paradigm of education, where teachers are not only educators but also media and information providers, as well as mentors for students (Haleem *et al.*, 2022). Along with the rapid advancement of technology, therefore this not only helps in the world of education but has also changed the routine of human life. With the existence of technology, the communication process has become easier, people are not required to meet face to face, but communication can be done only through cellphones (Hashim and Shaari, 2020). The use of technology in the world of education is currently still the center of attention, with the use of this technology education has begun to change from initially still applying the teacher-centered method has now switched to student-centered (Rahman *et al.*, 2019).

Due to the rampant increase in technology, the massive influx of foreign cultures that we cannot avoid is thought to reduce the appreciation of the younger generation, especially school children, for local culture. In fact, local culture can still be taught in an integrated manner by incorporating local wisdom into the texts used as learning materials and media, especially in language subjects (Hartati, 2021). This technological development has also triggered the development of learning methods, models and approaches, one of which is the flipped classroom model. This Flipped classroom model has received high interest which can be used as a strategy to engage students in the learning process (Santhanasamy and Yunus, 2022). Flipped classroom is often referred to as a method that reverses traditional teaching while changing the initial form of blended learning. According to Lee, (2023). Flipped Learning is an instructional strategy in which assignments that are usually done in class are

now done at home, while homework is completed in class. And in the world of education, especially in English education, it is not only the use of technology and the application of good approaches or methods that we must focus on, but also the mastery of skills (S. N. Sari and Aminatun, 2021). In learning English, the remaining students need improvement in four skills in English (Kicha, 2023).

One of the English language skills that must be mastered by students is reading. Reading is an activity aimed at building a deep understanding of words and sentences. It involves recognizing individual words and sentences to form new interpretations or insights about the text (Prasidya Hidayati & Fahri, 2021). Sadha *et al.*, (2023) also state that reading is a crucial activity for students, involving the process of comprehending text and uncovering its purpose, which demands advanced skills. It is commonly linked to books or various types of technological materials. Therefore, based on the concept above, the researcher chose reading ability in this research to integrate the concept of Flipped Classroom in learning reading for class XI students' of SMAN 1 Kota Bengkulu in improving their ability in english, especially in this reading skill.

Unfortunately, based on observations that have been made by researchers in July 2024, researchers found that there is still a lack of motivation to learn the language of students, students' difficulties in understanding the material that is quite complex, students' lack of independence in learning, and of course the lack of understanding of students in language skills, especially in reading abilities of students' at class XI SMAN 1 Kota Bengkulu. The issues identified above reflect common challenges in the learning process, particularly in mastering language skills. One of the main challenges in the learning process is the lack of student motivation. According to Risma, low learning motivation leads to students being passive, having difficulty concentrating, and showing little enthusiasm in achieving their learning goals. This condition often makes students reluctant to participate optimally in learning activities, especially if the material taught is considered

difficult or uninteresting. Low learning motivation can also be influenced by a less supportive learning environment or the lack of utilization of relevant and interesting tools. In addition, fear of making mistakes, anxiety, or feelings of insecurity can also worsen the situation, making students feel uncomfortable and not enjoy the learning process. Therefore, creating a conducive environment, providing support, and utilizing innovative learning methods can help increase students' motivation to learn (Risma, 2021).

Second, students' difficulty in understanding complex material also poses a challenge, especially if the material is not delivered using methods that align with their learning styles. This can hinder comprehension and leave students feeling overwhelmed (Koeswanti, 2021). Third, the lack of independence in learning language indicates that students have yet to develop the initiative to learn autonomously or seek solutions when facing difficulties. Lastly, the limited understanding of language skills among students shows that they need more guidance and effective learning approaches to enhance their abilities. Addressing these factors is crucial to ensuring a more effective learning process and improving student outcomes.

Based on the problems above, the researcher assumes that the method that can be applied to reduce these problems is the application of the flipped classroom. Some previous research on the flipped classroom is that the flipped classroom is very significant in helping students to improve their skills in learning english. Yang and Liu in the research of “Effects of flipped classroom on high- and low-achievers' english vocabulary learning”, which aims to verify the feasibility and effectiveness of the flipped classroom model in high school education and compare its effects with the conventional lecture-based teaching method on students with different levels of English vocabulary acquisition. The results show that both teaching methods are effective in improving students' vocabulary acquisition. However, the flipped classroom is better able to reduce performance variation among students in a class with diverse abilities. The flipped classroom method had a greater impact on low-ability students, who showed significant improvement. In addition, although this models requires



additional workload, students, both high and low achievers, showed positive attitudes towards learning using the flipped classroom. These findings suggest that the flipped classroom can be an effective approach, especially in classes with a large variation in student ability (Yang *et al.*, 2019).

The second research is a research conducted by Nhac in the form of “Effects of Flipped Classroom on Students' Academic Achievement in Legal English Learning Context” This research aims to examine the effect of flipped classroom on students' academic achievement in the context of legal English learning at Hanoi Law University. The results showed a statistically significant difference in achievement test scores between the two groups, which favored the experimental group. In addition, a survey questionnaire was also administered to the experimental group students to find out their views on the implementation of flipped classroom in legal English learning. The data showed that the majority of students found the flipped classroom effective. It is hoped that these findings can encourage English teachers to use modern teaching strategies, particularly the flipped classroom, to improve the English teaching and learning process (Nhac, 2021).

And the last one is a research from (Diningrat *et al.*, 2023) in a research entitled “The Effect of an Extended Flipped Classroom Model for Fully Online Learning and its interaction with Working Memory Capacity on Students' Reading Comprehension” The research results in the document show that the Extended Flipped Classroom Model has a significant effect on improving students' reading comprehension skills compared to the Original Flipped Classroom. This research also found that working memory capacity affects student learning outcomes in reading.

From the results of the above research, we can see that the research using the flipped classroom learning model is quite effectively applied to improve student learning outcomes, especially in english language learning, therefore researcher chose the flipped classroom to improve student reading ability at SMAN 1 Bengkulu City, which still needs to improve the english language skills of class XI students' in order to meet academic and practical

demands in language. Based on the above background, this research aims to determine The Effect of The Flipped Classroom Model Toward Students' Reading Ability In Class XI Students' At SMAN 1 Bengkulu City In The 2024/2025 Academic Year.

Using a true-experimental method, this research is expected to provide insight into the effectiveness of the flipped classroom model as an alternative to traditional english teaching methods, so that it can contribute to the overall improvement of students' language skills. the application of flipped classroom in this research will use a blended learning system which reverses the traditional education system by delivering material through a game, video or book text and will be done outside the classroom. this research is focused on looking at the concept or general insights and techniques of using flipped learning in improving students' english reading ability.

## **B. Identification of the Problems**

Based on the research background, the researcher identified some research problems such as:

1. There is a lack of student motivation in learning English, particularly concerning their reading ability.
2. Students encounter difficulties in comprehending complex texts during reading activities.
3. Students demonstrate limited independence in learning English, especially in developing their reading skills.
4. Students possess an insufficient understanding of key concepts in English language learning, particularly those related to reading comprehension.

## **C. Limitation of the Research**

This research is limited on the Implementation of Flipped Classroom Model in order to see it's effectiveness on students' Reading Ability at Grade XI SMAN 1 Bengkulu City Academic Year 2024/2025.

#### **D. Research Question**

Based on the background above then the research question can be formulated as: Is there any significant effect of Flipped Classroom Model toward students' Reading Ability?

#### **E. The Objective of the Research**

Based on the Background above then the objective of the research is aimed to see the effectiveness of Flipped Classroom Model toward students' Reading Ability at Grade XI SMAN 1 Bengkulu City Academic Year 2024/2025.

#### **F. Significances of the Research**

This research holds significance for several key reasons:

1. Educational Contribution: This research contributes to the growing literature on innovative teaching methods, particularly flipped learning, and their application in higher education.
2. Practical Implications: The findings can provide valuable insights for educators in the English Department and other similar programs, assisting in designing more effective teaching strategies.
3. Policy Impact: This research can inform educational policy makers and curriculum developers about the potential of flipped learning in improving students' language skills, thus encouraging wider adoption of this learning model.

#### **G. Definition of Key Terms**

Here are explanations for key terminology used in this research to ensure that all readers have the same understanding. These explanations also seek to avoid any misconceptions between readers and researcher. The terms are explained as follows:

1. Flipped Learning Classroom is is the latest learning model used by changing the traditional classroom setting into a more interactive one by utilizing technology in the learning process.
2. Reading ability refers to an individual's capacity to effectively process written text, encompassing skills such as decoding, word recognition, reading fluency, and comprehension. It involves the integration of

cognitive processes that enable a reader to understand and interpret written material.

