

Chapter One

Introduction

This chapter presents the introduction of the research. There are several important points mentioned in this chapter. In this chapter, it provides the background of the research, identification of the problem, delimitation of problem, research question, objective of research, and significance of research. In the last part of this chapter, the researcher mentions the outline of this research.

Background of the Research

Teaching strategies are necessary for teachers to implement their course subject. It can be implemented both inside and outside of classroom. One of teaching strategy models is a Blended Learning where the teaching and learning activities use the technology as the tool to deliver the material. In Blended Learning model still uses traditional class where the teachers still have a speech and give an explanation in front of the class. Under the Blended Learning, there is a model of teaching and learning which also adopts the technology called as Flipped Classroom.

Flipped Classroom is a model of teaching and learning process which has been already used by the teachers in this era. Flipped Classroom has a unique model of teaching and learning process. In traditional class, the students get used to have a practice from the teachers. As the fact in Flipped Classroom, the students have to flip their learning independently such as by watching an online learning video and reading some chapters of the book, article, or journal a day before attending the class on the next morning. This model can be the best way for the teachers who have limited time to do face-to-face meeting course with their students owing to the fact that the students have to watch online video learning before attending the class. From the statement mentioned, the students will have a schema before joining the course. The

teachers should also have a well preparation to make their students enjoy the course. For example, each chapter of the book must be read by the students, and the students should also watch the online video lecturing. Therefore, the teachers should also measure the videos which do not include the negative impact for the students so that they have to be careful to give the learning material to the students.

In addition, the Flipped Classroom has the potential way as an effective and beneficial method of education. In a Flipped Classroom, there are two models in teaching and learning such as online learning and offline learning. In online learning, the students watch an online learning video and book or journal which has been uploaded in website learning, and they do some forum discussion and answer some provided questions. In offline learning or traditional learning, the students have to watch online video lecturing and read a book first. Then, they should come to the class while doing some activities in the classroom.

At English Language Education Department (ELED) of an Islamic private university in Yogyakarta, the researcher found that there were some of the teachers who use Flipped Classroom models in their classroom based on the researcher's observation. Besides, the students should read a lot and watch an online video learning before attending the class. The teachers implement Flipped Classroom in order to make their students to be active and feel interested in joining the class. Also, the teachers should know the problems which probably come and how to solve them, so they can prepare the subject material before the class as well. Therefore, the researcher is interested in conducting a research to investigate the problems faced by lecturer and students in a Flipped Classroom on English language learning at ELED of an Islamic private university in Yogyakarta regarding the phenomena mentioned above.

Identification of the Problem

Based on the researcher's observation and informal interview with the teachers and the students at one of private universities in Yogyakarta, there were only some lectures who had applied Flipped Classroom in a certain subject of the course. Besides, not all the students could face the problems or benefits in Flipped Classroom. When the students got the teachers who applied Flipped Classroom, they might face some problems in learning process. It can indicate that the students had the different problems, and each student did not have the same problem. Following this, some students said that there were several difficulties and many benefits in a Flipped Classroom because in Flipped Classroom, the students should read the material and watch video learning before coming to the classroom.

Furthermore, there are also some impacts of the implementation of Flipped Classroom probably faced by the lecturer and the students either in negative or positive way. The teachers also get challenges to apply this model, and they said that the implementation of Flipped Classroom is not easy. Regarding the statement mentioned, the teachers have to do many things which they should not have to do in a traditional classroom. Due to the importance of Flipped Classroom, it can inhibit the teaching and learning process, and this study immediately focuses on investigating the problem to either prevent or solve the problem in the implementation of Flipped Classroom.

Delimitation of the Problem

From the background and identification of the problem above, the researcher only focuses on finding out the problems on the implementation of Flipped Classroom in two perspectives from the teachers and students. Those two perspective will answer

teacher's problem on teaching in Flipped Classroom, and students's problem on learning in Flipped Classroom.

Research Questions

This research is intended to answer the following questions:

1. What are the problems faced by teachers in a Flipped Classroom of English language learning at an Islamic private university in Yogyakarta?
2. What are the problems faced by the students in a Flipped Classroom of English language learning at an Islamic private university in Yogyakarta?

Objectives of the Study

Based on the research questions, the objectives of the research are:

1. to reveal the problems faced by the teachers in a Flipped Classroom of English language learning at an Islamic private university in Yogyakarta.
2. to explain the problems faced by the students in a Flipped Classroom of English language learning at an Islamic private university in Yogyakarta

Significances of the Research

This research is aimed to give positive advantages for some parties such as students, lecturer, and future researchers.

For the students. The students can know the problems faced by the students in a Flipped Classroom. Students are able to know the problems faced by the students, and they can have a preparation to join a Flipped Classroom. Hence, they can be active and participate the teaching and learning process.

For the teachers. The lecturer can know the problems faced by the teachers in a Flipped Classroom, so the lecturer will be able to avoid the same problem and decrease the problem in teaching and learning process. From the problem found,

hopefully the teachers can know the learning aspects which they need to apply towards the Flipped Classroom in the classroom activity. Besides, the teachers can also know the problem faced by the students. Therefore, the lecturer will anticipate and need to spend more time in controlling the students.

For future researchers. Conducting this research, other researchers can know the information of Flipped Classroom in teaching and learning process. Besides, the other researchers can use the findings of this research as the theoretical overview of further research on the same topic and might become recommendation of further research. Therefore, by conducting this research, it can also encourage the researchers to conduct the research towards the strengths and weaknesses of Flipped Classroom related to the same area of this research.

Outline of the Study

This research consists of five chapters which explain an overview of each research chapter. The first chapter presents the introduction of the research. In introduction, there are six parts namely background of the study, statement of the problem, delimitation of the research, research question, objective of the research, significance of the research and outline of the research.

The second chapter of the research is a literature review. This chapter provides all the information and basic theory which cover a topic discussion the use of Flipped Classroom. In the literature review, it highlights some theories related to this research. Besides, this chapter two covers Flipped Classroom (the definition of Flipped Classroom and the concept of Flipped Classroom), problems in a Flipped Classroom (lecturer's problem in Flipped Classroom and student's problem in Flipped

Classroom) and review of related studies. In the following of the chapter two, it includes conceptual framework.

In the chapter three, it discusses about research methodology. This chapter gives clear illustration of how this research is conducted and how the data are collected. Besides, this chapter three consists seven parts of methodology namely research design, research setting, research participant, data collection method, data collection procedure, data analysis, and data analysis.

In chapter four, it discusses the research finding and discussion. This chapter provides the detailed information about the data gathering from the conducted research and analysis of the data. Besides, the researcher also relates the finding to the relevant literature reviews or theories provided in this research to be the discussion of the research.

Chapter five includes the conclusion and suggestion. In this chapter, researcher presents the conclusion of the research finding related to the research problems. In addition, this chapter contains the suggestion for some parties related to this research.

