

## **Chapter One**

### **Introduction**

This chapter includes several aspects. The aspects in this chapter are background of the research, statement of the problem, delimitation of the problem, research questions, objectives of the research, and significance of the research.

#### **Background of the Research**

The development of technology brings positive effect for education. One of the positive effects of this development is the emergence of new concepts for education, called blended learning. Blended learning is a formal education program that uses online learning for students, including content and instructions, where place, time and speed can be accessed by students, but it is still balance with face to face meetings (Staker & Horn, 2012). Blended learning has several categories that become learning models to be applied. Some of them are the Rotation model, Flex model, Self-blend model, and Enriched-virtual model. The Rotation model has several small programs, namely: Station-Rotation Model, Lab-Rotation Model, Flipped-Classroom Model, and Individual-Rotation Model (Staker & Horn, 2012).

One of the familiar models is flipped classroom. Flipped classroom is the process of moving lecture content from face to face class time before class by assigning it as homework (Moss, 2017). Therefore, the teaching system used will be inverted, when students in the class, they will conduct small discussions about a material that the teacher has previously given. The flipped classroom has purpose to give material before in-class activity. The purpose of giving the material before the class starts is to help students to learn independently and have more time to deepen the material. Basically,

the teacher who does flipped classroom usually uses videos taken from the internet or videos that contain the teacher themselves to deliver the material. Besides, the teacher can also use the book as reading material to be discussed in a face to face meeting.

The flipped classroom model can also be a new strategy that can be used to teach. If the teacher can understand the concept of flipped classroom, the teacher will give new experience to students. Then, students can feel the difference with other learning models. Tucker (2012) said that flipped classroom has many benefits if the teacher applied this model. Some of the benefits that can be obtained when implementing flipped classroom are: the time possessed becomes effective; students are involved in collaborative learning; instructions that are usually given in the classroom can be accessed at home; the material provided can be video; and students can understand the lesson before class starts.

Based on the researcher's observations at a private university in Indonesia, there are several lecturers who implemented flipped classroom models. However, the flipped classroom method is a new method for students. Some students said that they do not really understand this method. Moreover, not all lecturers who apply this method want to explain about the method being used. This makes it hard for students to recognize the flipped classroom method. From the results of the researcher's prior observation and interviews of some students joining flipped classroom learning, flipped classroom were not as beautiful as those in theory. In fact, some of these students said that there were several problems faced when joining flipped classroom. From the statements of some students regarding these problems, these problems must be followed up. The researcher also interviewed one of lecturers who implemented flipped classroom about her experiences while implementing that models. That lecturer said that there are some

benefits and challenges that she gets from applying flipped classroom. Therefore, the researcher was interested to explore the flipped classroom implementation in the department.

### **Context of the Study**

This research was carried out at a private university and focused on one of the subjects implementing flipped classrooms. In that course, there are 5 different classes and all of these classes apply flipped classroom, because they use the same syllabus. The course is a skill-based course that sharpens students' listening and speaking skills. In the syllabus, there are 4 topics that related to the flipped classroom system. The researcher got the syllabus from a lecturer who taught one of the classes. Based on the course syllabus, the first topic is business invitation. On the first topic, the lecturer team provides online material that is related to the next meeting. Students are given 1 week to do the online course and study the material. After that, the teacher and students return to the in-class course to practice and review the material that has been given in the previous online class. Then in the next meeting, the teacher and students conduct in-class meetings again to do an assessment for the results of the practice at the previous meeting.

The second topic is formal telephoning. This topic also has the same pattern as the first topic. Students are given 1 week to study the material in the form of an online course then the next meeting is to do an in-class course for reviewing and practicing the material. Then, they also assess this topic. The third topic is formal / business meeting, and the fourth topic is formal emceeing. Each of these topics has the same pattern as the previous topics.

From the several topics in that syllabus, the course has the same pattern as a flipped classroom. The syllabus states that before in-class lectures, students are given time to study material through online video which is also called pre-class. Then, the lecturer also provides an assessment for students at the end of the topic before starting a new topic. This is the same as what was said by McLaughlin et al. (2016) that the flipped classroom has several characteristics, namely: pre-class, in-class, and assessment.

### **Identification of the Problems**

When students get lecturer who apply flipped classroom model, they may face some problems while joining the lesson. Besides facing problems, they might get benefits that cannot be obtained in other learning models. Thus, it can indicate that the readiness of students will not be the same. Some students said that there are several difficulties in the readiness of students when participating in learning using flipped classroom, because in flipped classroom students are required to study material before in-class activity.

Some of the difficulties might also be faced by teachers and students. This difficulty also becomes an important aspect in flipped classroom model, because this model needs more preparation. If the difficulties are not handled, it will hamper the teaching and learning process using flipped classroom. Thus, teachers need to know the difficulties faced in applying flipped classroom. If the teacher already knows the difficulties faced, there must be a way to overcome them. Then besides that, the creation of a learning model must have some benefits obtained from the model. If it goes well, the learning model will provide many benefits for both teachers and students.

## **Delimitation of the Problem**

From the several problems mentioned above, the researcher delimited the problems to be examined. The researcher only focused on finding out the benefits obtained by the students in joining flipped classroom and the difficulties faced by students in joining a flipped classroom.

## **Research Questions**

From the explanation above, the research questions are constructed as follows:

1. What are the benefits of flipped classroom as perceived by the students?
2. What are the difficulties of flipped classroom as perceived by the students?

## **Objectives of the Research**

This research was conducted to answer questions from this study, namely:

1. To find out the benefits of the implementation of flipped classroom perceived by students.
2. To find out the difficulties of implementation of flipped classroom that perceived by students.

## **Significance of the Research**

The researcher hopes; this research will provide several benefits to some parties such as students, lecturers, and future researchers. The explanation is presented below:

**Students.** This research is useful for students who want to join flipped classroom. They can read and consider what benefits they will get if they join flipped classroom. When they already know what benefits will be obtained by flipped classroom, they can prepare themselves to face the learning model more mature.

Students also can have motivation to join flipped classroom. This research also provides an overview of how the difficulties experienced by students when following flipped classroom. If students know what will be a problem in flipped classroom, they can anticipate it in their own way because only themselves know their potential.

**Lecturers.** This study is also useful for lecturers to consider the right way when choosing the decision to use flipped teaching in the classroom learning system. When lecturers know what are the benefits which can be accessed by using flipped classroom, lecturers are able to develop the application of flipped teaching in their classrooms to update their learning models. Then, teachers who already understand the techniques of flipped classroom will be easily understand the difficulties faced by students. So, teachers can handle it.

**Future researchers.** This research can be one source that will direct future researchers to conduct research related to implementing flipped classroom. This research can also be a motivation as research will be taken to further deepen flipped classroom.