# CHAPTER 1

# INTRODUCTION

This chapter discusses the general issue related to the present study. This includes the background of the study, the reason for choosing the topic, the research question, the objective of the study, the scope of the study, the significance of the study, and the definition of terminology.

## The Background of the Study

A flipped classroom is first introduced by Kara, (2015) in journal Saidah, (2019) means as “the concept of a flipping the class in which material is usually studied in class done is now studied at home, and homework which is usually done at home now is done in class. It’s invert sequence of the traditional class which has the content lecture in class followed by homework at home. Therefore, in flipped class the concepts are introduced in video tutorials at home and in-class time is used to work on activities related to the content. Face-to-face time can be used for problem solving and hand-on activities in a student-centered environment, which is the basis of the teaching model(Nouri, 2016) in journal Saidah, (2019).

Flipped classroom is a combination of direct instruction and constructivist learning (Bergmann et al., 2011). It is a scaffolding technique that develops students’ thinking skills and shapes them to become responsible and independent learners (Vygotsky, 1978). In other words, students were able to complete the given tasks through the support and guidance from the teacher, or through working with their peers. Without the teacher’s guidance, the students were claimed not to be able to complete the assigned task.

The flipped classroom model is based on the idea that traditional teaching is inverted in the sense that what is normally done in class is flipped or switched with that which is normally done by the students out of class. Therefore, instead of students listening to a lecture in class and then going home to work on a set of assigned problems, they read course literature and assimilate lecture material through video at home and engage in teacher-guided problem-solving, analysis, and discussions in class.

The flipped classroom becomes one of the new instructional methods in language teaching in this digital era. This method (also known as the inverted classroom) falls under the blended-learning umbrella. It is broadly defined as the integration of in-class learning with online learning technologies (Baker, 2000). Bergman and Sams (2012) have explained the flipped classroom in a broad view. They state that the flipped classroom is a setting where students take charge of their learning. The flipped classroom method then gives priority to students where all students are engaged in their learning, and the teacher becomes the “guide on the side” and not “the sage on the stage” as found out by Baker (2000).

According to Bergmann Overmyer & Wilie, (2015) the traditional definition of a flipped classroom is replacing direct instruction with videos and encouraging students to focus on important learning activities with their teachers inside the classroom. It is argued that there is misinformation about the flipped classroom and this misinformation can be clarified by defining the flipped classroom as personalised education where students take responsibility of their own learning. In addition, the flipped classroom allows the teacher to be a facilitator and also increase interaction and personalized contact time between teachers and students. The flipped classroom is also explained as creating problem-based learning inside the class and replacing direct instruction with videos in order to provide instructional content to be accessed whenever and wherever it is required by students (Bergmann & Sams, 2012; Hamdan, McKnight, McKnight, & Arfstrom, 2013). Hamdan et al. (2013) stated that instruction delivered by recording and narrating screencasts of work on computers, creating videos of teachers while teaching or gathering video lessons from trusted internet sites.

There are some viewpoints on the characteristics of the flipped classroom method. According to the University of Minnesota in Suwarna et al. (2016), the most successful flipped classroom method has three characteristics. First, in-class learning environments are highly structured, which means the educator has to plan for every single minute to keep the students engaged with the lesson. Second, in-class activities need to design in such a way that students solve the problems, answer the quizzes, and apply the content that they learned in the flip video. Last, the students are massively encouraged via grading, in-class activities, and educator expectations to complete out-of-class work and show up for in-person sessions.

Teachers can prepare the students by providing self-guided grammar tutorials and quizzes before class. Thus, class time will be dedicated solely to practicing language used in real life. Reynard suggests that classroom lessons can be used as scaffolding rather than using it as the core instruction as in traditional classes.

Implementing the flipped classroom in the learning process shows a high growing interest (Bergman and Sams, 2012). This method gives a positive impact on the students (Wagner et al. as cited in Long, 2016). It also becomes an alternative model to develop the quality of teaching and learning (Halili and Zainuddin, 2015). In the English teaching context, the research indicates that the flipped classroom allows the students to be more active in the classroom and gives them more opportunities to develop their academic language proficiency and confidence in using the language (Marshall & DeCapua in Abdelshaheed, 2017).

## The Reason for Choosing the Topic

For having more chances to interact and work with individuals, a teacher can easily see the student's points of view and correct misconceptions as well as evaluate students learning.

## The Purpose of the Study

The general purpose of this study is to find out what teacher’s challenges in implementing flipped classroom in EFL Class.

The investigation is guided by the following objectives:

* 1. To find out the challenges of teaching used flipped classroom method.

## The Research Question

The main question for this paper is:

*What are teacher’s challenges in implementing flipped classroom in EFL?*

## Objective of Study

This research is mainly aimed at knowing about the teacher’s challenges in implementing flipped classroom in EFL.

## The Scope of the Study

This research will be conducted in one of the junior high schools in Garut. The reason for choosing this school is because the researcher considered that school is related to the issues of this research. The participant in the study consists of one teacher who applied flipped classroom. The specific purpose of this study needed to obtain the data obtainable meets, which is to expose and to teacher’s challenges in implementing flipped classroom in EFL Class.

## Significance of the Study

Theoretically, this study is expected to make the readers increase their knowledge, including the teachers who know how the implementation of flipped classroom, especially on the challenges faced. Moreover, this study can be used by other researchers as an additional reference. Practically, this study can be practiced for teachers when they know what challenges are faced, they must prepare materials and lessons better and not be hampered by these challenges.

## Theoretically

This study could provide make information on the issue of the teacher’s challenges in implementing flipped classroom in EFL Class.

## Practically

To give issues in practice, contribution, and clear understanding about implementing flipped classroom in EFL Class.

## Professionally

To increase the teacher’s competence through behavior in facing her students.

## The Definition of the Terminology

### **Flipped Classroom**

Flipped Classroom is a type of blending learning that students are introduced to content at home and practice working through it at school. Video is media which always use as an input to learn independently because it can be accessible and allows the student to stop and re-watch content as necessary.

The flipped classroom is the latest pedagogical model that has the potential to change the current traditional way of teaching. Flipped classroom emphasizes learning activities that promote critical thinking and motivation among the students with the assistance of technology. The flipped classroom allows educators to move from ‘the sage on the stage’ to ‘the guide on the side’. The basic and simplest form of the flipped classroom is students are expected to watch digital resources before class. The students are then required to come prepared for class and perform hands-on activities that are related to the digital resources. Digital resources can be in any form such as video, audio, or the internet.

In particular, the rapid development of mobile devices will put rich educational resources into the hands of students at any time and place. Some new tools may emerge to support the curriculum of the flipped classroom. In the face of this situation, there are benefits and challenges to co-existence in the flipped model. The paper gives an evaluation of the flipped classroom and provides some recommendations for colleges and universities to ensure that they can take a hard look at class spaces and support the cooperative and collaborative work running smoothly.

A flipped classroom focuses on developing students’ understanding in class rather than via lecture. In a flipped classroom, students view lessons at home and master the material at school in collaboration with their peers or instructors.

### **EFL**

English as a Foreign Language is learning English in a non-English-speaking-country. This is mainly used to talk about students (whose first language is not English) learning English while living in their own country. Example: an Indonesian learning English in Indonesia. EFL is regarded as English as a Foreign Language.