

# CHAPTER I

## INTRODUCTION

This chapter describes the full content of the research. This chapter explains the background of the research, research questions, research purposes, research significance, research framework, and previous studies.

### A. Background

Technology has become a vital part of education worldwide in the new millennium (Ahmad, 2016). This era is characterized by risen use of the Internet and technological advances. Nowadays technology is utilized to develop, adjust, and even redefine formerly unthinkable learning approaches and is no longer used as an alternative to traditional learning methods. Thanks to the internet, traditional classrooms are possibly reversed so that students can learn the theoretical part outside the classroom and face-to-face with the teacher to learn the practical part in the classroom (Fisk, 2017). (Fiji Ema Prabawanti, 2019) Flipped classroom system becomes the new strategy in the education training field because of this development (Toto & Nguyen, 2009). Providing preparation for learning strategies before and during the course applying activities is the purpose of this new method which increases the quality of face-to-face education (Fezile Ozdamli, 2016). There are several types of Flipped Classroom, one of them is flipped peer instruction or Peer Instruction Flipped Classroom. In this type, by using video, students can learn the basic material before starting the class. When in class after students receive conceptual questions individually, they are given the opportunity to argue with each other regarding the questions to confirm the answers toward their friends and after all that, finally the students are given tests to check their understanding (Steele, 2016)

Even though senior high school students have learned reading English text, students still face difficulties regarding student's ability to understanding in comprehension questions correctly (Hakim, Tanuatmadja, & Hodairiyah, 2022). Students come to school from a variety of family backgrounds, experiences, and

reading skills, so teachers struggle to meet the needs of each student. (Lim et al., 2018). Student reading comprehension is an interactive process between the reader and the text being read. With these assumptions, students with low reading ability benefit significantly less from reading (Lim et al., 2018). To achieve success in school, it is important for students to mastering reading comprehension and fluency (US department of health and human services, 2000). Developing student reading comprehension includes a complex collaboration concerning the teacher's instructional strategy, the learning environment, the reader's background, the individual reader, specific tasks, and the text itself (Yang, 2016).

Different from other research, this study investigates the impact of Peer Instruction Flipped in teaching reading comprehension ability for 11th grade students at SMA PGRI Cicalengka. The use of videos and specific questions stimulates students' comprehension of the explanatory text as well as the text to be read. Furthermore, the method used in this study is quasi experimental.

There are a lot of teaching method in the world that helps teachers to teach English in EFL classes. The meaning of the teaching method is directed to general principles, pedagogy, and management strategies used for classroom instruction (Kolesnikova, 2016). In that case, the writer chooses flipped classroom type Peer Instruction Flipped method to develop students' reading comprehension ability. The title of this study is "DEVELOPING READING COMPREHENSION ABILITY THROUGH PEER INSTRUCTION FLIPPED: A QUASI-EXPERIMENTAL STUDY TO 11TH GRADE OF PGRI SENIOR HIGH SCHOOL IN CICALENGKA ".

## **B. Research Questions**

The question that will be discussed in this study is as follows:

1. What is the students' reading comprehension ability before applying Peer Instruction Flipped treatment?
2. What is the students' reading comprehension ability after applying Peer Instruction Flipped treatment?
3. Is there any influence of Peer Instruction Flipped in teaching

students' reading comprehension ability?

### **C. Research Purposes**

Based on the research questions above, these purposes of research is to know:

1. To find out the students' reading comprehension ability before applying Peer Instruction Flipped.
2. To find out the students' reading comprehension ability after applying Peer Instruction Flipped.
3. To expose any important influence of the application of Peer Instruction Flipped Classroom method on students' reading comprehension ability.

### **D. Research Significances**

The result of this study was expected to be useful theoretically and practically. Theoretically, this study is to enrich the theory of teaching English. Practically, this study is useful for:

1. Teacher, the significances for the teachers are with this research hopefully it will help them to improve the students' reading comprehension ability by using Flipped Classroom type Peer Instruction Flipped.
2. Students, the significances for the students are with this research hopefully by using Flipped Classroom type Peer Instruction Flipped they can improve their reading skill especially their reading comprehension ability.
3. Researchers, the significances for the researchers are with this research will intrigue their curiosity to conduct similar topic with different perspective such as writing, speaking, or maybe from other subject beside English like, Math, Physics, or Chemistry.

## **E. Research Framework**

One of the most important skills in English language learning is reading. Described as a lifelong activity, whether people use reading for academic or recreational purposes (Olasehinde et al., 2015). Reading is an essential tool for every one irrespective of any body's schooling. Reading adds quality to life and provides access to culture and cultural heritage (Awal, 2013). Also (Awal, 2013) reading experiences provide enriched content knowledge. For a language teacher Reading Ability means forms of reading aspects of reader's levels of reading. There are some abilities in reading, which is comprehension ability, fluency ability, and decoding ability. Comprehension ability is called as the process of extracting or creating meaning from a written text (Anderson et al., 1988). Fluency ability is called as the ability to read words rapidly and accurately with proper expression (Hudson et al., 2011). And decoding ability is the ability to gain word knowledge when it comes to letter and sound relationships (Guenin, 2018).

Even though considered as one of the most, reading is still become a problem for most of students. The problem of reading in the Indonesian context lies in several factors such as the difficulty of the text, the student's understanding of the reading material provided the student's lack of awareness of the genre of the reading text, and the lack of experience, students' knowledge of the application of reading strategies and their reading motivation (Hakim, Tanuatmadja, & Hodairiyah, 2022).

As one of teaching strategies, flipped classroom offer a new approach for teachers to prepare a higher quality face-to-face teaching approach by emphasizing on group learning than individual. Based on (Bergmann & Waddell, 2012), practicing face-to-face education time more efficiently in the learning process is the central purpose of the Flipped classroom. To face various situations, there are several types of flipped classroom. Some of them are traditional flipped classroom, and Peer Instruction Classroom. Traditional is the classic way to perform Flipped Classroom when the teachers provide the material for students outside of learning hours. And lastly Peer Instruction is by providing students further question regarding previous material that already given to check their

understanding.

## **F. Hypotheses**

(Fraenkel et al., 2012) stated that —a hypothesis may be a forecast of the possible results of a study. According to (Polit & Beck, 2012) A hypothesis is a statement about the researcher's expectations or predictions about the relationship between the research variables. The researcher's question identifies the concepts being studied and asks how those concepts might be related to the hypothesis that the answer is predicted. When we are formulating hypothesis, we must see these aspects.

1. Tentative solution to problem may or may not be correct.
2. Clear, precise, testable, and consistent with facts.
3. Provide answer to problem, logical simplicity with the data we are providing.

There are two basic types of hypothesis which is null hypothesis ( $H_0$ ) and alternative hypothesis ( $H_a$ ). Null Hypothesis (also called statistical hypothesis) states that there is no relationship between two variables. Different with alternative hypothesis that states there is a relationship between two variables.

In the null hypothesis, the researcher tries to explain that the relationship is random, that there is no statistically significant relationship between the two variables, and that the relationship simply occurs by chance. However, in the alternative hypothesis, we try to show that there is a relationship between the amount of ice consumed and the ambient temperature. Finally, when we accept a hypothesis, the null hypothesis will be refuted.

To know the compelling of Peer Instruction Flipped, the author defines two speculations that will be tried by utilizing a t-test. They are:

1. Null Hypothesis ( $H_0$ ) There is no influence of using Peer Instruction Flipped in developing students' reading comprehension ability among eleventh-grade students of SMA PGRI Cicalengka.
2. Alternative Hypothesis ( $H_a$ ) There is an influence of using Peer Instruction Flipped in developing students' reading comprehension

ability among eleventh-grade students of SMA PGRI Cicalengka.

### **G. Previous Studies**

This section presents previous researches regarding teaching reading comprehension and the implementation of Flipped Classroom type Peer Instructed Classroom. These previous researches are beneficial since they give a reason for researchers to seek information as much as possible regarding the topic of the study.

First, regarding previous studies in teaching reading comprehension. The aim of teaching reading is to develop the students' reading skill so that they can read English texts effectively and efficiently. To be able to read effectively and efficiently, readers should have a particular purpose in their mind before they interact with the text. Thus, effective reading is always purposeful.

(Prihatini, 2020) In her research "An Analysis of Students' Difficulties in Reading Comprehension at SMA Negeri 1 Sukodadi Lamongan" found that the results of the research revealed that some students had difficulty in reading comprehension and that they had difficulty at different levels, namely literal comprehension, deductive comprehension, and critical comprehension.

(Fauzia, 2019) Descriptive analysis of students' difficulties in comprehending a text in English. Research results show that aspects of reading comprehension determine main ideas, find references, understand vocabulary, make inferences, and detailed information.

(HIDAYATI, 2018) Students Difficulties in Reading Comprehension at the First Grade of SMAN 1 Darussalam Aceh Besar. The result of the research challenges includes answering main ideas, making inferences, and finding reference questions. The most difficult aspect faced by the students of SMAN 1 Darussalam, Aceh Besar was finding gist questions because localized gist is difficult to find. In addition, based on the student's answers in the questionnaire, most of them have difficulties in understanding vocabulary, poor grammar, difficulty understanding long sentences, lack of communication literacy, and little support from their families. support, and lack of knowledge

about reading comprehension strategies.

From the previous study above, the researchers can conclude that it is very important that students and teachers both know the difficulties in understanding reading texts. Since each student may have different difficulties in understanding the text they are reading, the researchers came up with the idea of conducting research on this topic.

For the next previous studies regarding Flipped Classroom type Peer Instruction Flipped. There are several research results that deal with the implementation of Flipped Classroom type Peer Instructed Flipped from Indonesia and other countries that will be elaborated below.

The first research was conducted by (Nerantzi, The Use of Peer Instruction and Flipped Learning to Support Flexible Blended Learning During and After the COVID-19 Pandemic, 2019). In her research in The Use of Peer Instruction and Flipped Learning to Support Flexible Blended Learning During and After the COVID-19 Pandemic. The result is Flipped learning and peer teaching can engage diverse students in a holistic way, maximizing opportunities for self-directed learning and peer learning. These approaches can help students establish positive study habits, supported by their teachers, but also lead to empowering learners, as they seamlessly integrate active learning in their own way. Everyone's pace is essential for learning outside of the actual classroom or the physical classroom, thus reinforcing a sense of responsibility among students. Student learning and promote their initiative in a favorable environment. Tutor support and guidance may focus on specific challenges and concepts students face with a particular subject, identified by the student, and received by the tutor through student engagement. Participate in self-paced activities before face-to-face or in-class activities. Instructors should pay particular attention to not only providing specific resources for self-study, but also combining them with specific activities to allow for deeper interaction with the resources. In addition, they should consider involving students in management, but also create resources for peer teaching and reverse learning. In particular, at a time of pandemic, as institutions and practitioners seek to develop programs in new formats that

stimulate active learning in flexible ways, flipped learning should be considered, and peer teaching.

The second research was conducted by (Yusuf, Sudarno, & Sangka, 2021). The research conclusion is: a) there is connection between the applications of peer instruction flipped classroom and digital literacy with student's learning cognitive outcome. It means that peer instruction flipped classroom and digital literacy can raise students' learning result; b) students' cognitive learning abilities increased after using peer instruction flipped classroom. It's means applications of peer instruction flipped classroom has good effect on students' cognitive learning abilities; c) 78% of students are interested in learning by using Peer Instruction Flipped Classroom and 74% students also interested in digital literacy.

The third is research by (Zannah, Implementation of peer instruction flipped classroom to improve self-efficacy of underprivileged students, 2019). The result of her research is by using Peer Instruction Flipped Type increase students' self-efficacy rather than using conventional or traditional one. And based on the findings obtained in this study, suggestions can be adopted that learning using the flipped classroom method can be used as an alternative to self-efficacy.

From three previous research of the implementation of Peer Instruction Classroom, it can be concluded that using Peer Instruction Flipped in teaching students will create an atmosphere that supports the learning process. Through Peer Instruction Flipped, teachers can raise students' learning outcome and understanding of subject that the teachers taught by providing video and questions about the video to deepen their understanding. Furthermore, increasing students' desire to learn because with Peer Instruction Flipped it was the students who will play the active role in most of learning process such as in class, they can share their understanding and finding with their own friends through class discussion. With Peer Instruction Flipped also, it will give the students' access 24/7 to the learning material that prepared by the teacher beforehand, it makes easier to students to learn the material anywhere and everywhere they want,



before the classroom begins. Based on those result from previous study, the researcher are interested in using Flipped Classroom type Peer Instruction Flipped in teaching reading comprehension ability.

