

CHAPTER I

INTRODUCTION

This chapter presents the background of the study, research questions, research purposes, research significance, conceptual framework, as well as the previous studies of the research.

A. Research Background

Listening is the ability to comprehend a message that a speaker desires to convey (Roth & Suppasetserree, 2016). It is a process of understanding and feeling how a conversation or relationship is going on. Djabborova (2020) stated that listening is the first skill that English language learners (ELLs) discover. Language learning begins with listening comprehension skills that allow students to engage in the classroom activity actively.

Unfortunately, only a little attention is paid to this skill; listening is a rarely taught skill and has long been neglected in EFL teaching and learning (Woottipong, 2014). In other words, not much attention was paid to listening skills in the past, although it is the most commonly used language skill in everyday life. Listening accounts for more than 40% of our daily communication time, speaking accounts for 35%, reading accounts for 16%, and writing accounts for only 9% (Burely-Allen, 1995, cited in Miller, 2003).^D While Celce-Murcia's percentage of communication (2001, cited in Solak, 2016) had a slightly different percentage in listening and speaking percentage. It is 45% for listening and 30% for speaking.

Due to many factors, listening skills are challenging to acquire (Khoiriyah, 2021). Some of the issues EFL learners face while listening is caused by unfamiliarity with the language, a lack of vocabulary, a lack of practice, and anxiety (Rintaningrum, 2018). This statement is supported by Graham (2006). He said that a limited vocabulary, grammatical errors, and misinterpretations of listening activities all contributed to learners' issues with comprehension in listening performance. A large number of course books and curricula did not emphasize listening and speaking skills, and the teachers also did not seem to pay consideration

to these skills when designing their lessons (Gilakjani & Ahmadi, 2011).

Due to the growth of the need for listening competence in EFL, the teaching of listening has received much attention, and it is widely recognized that students' listening skills have to become the essence of teaching practice (Gilakjani & Ahmadi, 2011). Consequently, language experts and educators have actively promoted equal or emphasized improvement of listening skills among students (Sejdiu, 2017). A more significant effort to enhance the performance of students' listening skills in and outside the class is needed. To help students become better listeners and overcome listening comprehension challenges could be done by leveraging technology and ICT (Peterson, 2010).

Indeed, offering more time and space to technology in the learning process will aid and provide students with contemporary skills and improve the education system by giving a real education reform (Overmyer, 2014, cited in (Ayçiçek, 2018)). Technology has been reported to make it easier to learn English (Khoiriyah, 2021). Effective material used in EFL classes is an essential aspect of the teaching method for developing listening skills. So that, technology has become increasingly crucial in instructional methods (Woottipong, 2014).

One of the ways for teachers to start integrating more technology into the classroom is by using the flipped classroom model. The flipped classroom means shifting the lecture outside of class, which is generally delivered through video, and moving the practical application task, homework, inside the classroom (Educause, 2012). According to Boyer (2013, cited in Ahmad, 2016), spending a lot of time in class lecturing as in traditional class and then sending students home to struggle through homework without any type of assistance is ironic. Jdaitawi (2019) voiced that flipped classrooms feature the finest use of technology—technologies used in a flipped classroom to deliver content such as video outside of the scheduled class time. A video is one type of technology that provides teacher with a wide range of resource material to use in EFL classrooms to improve students' listening comprehension (Woottipong, 2014).

A flipped classroom was conducted in this research to provide more opportunities for students to interact with their teacher and peers through

discussions, assignments, and group projects to assimilate knowledge that occurs before and during class time. Students learn independently through online readings and video lectures, which are carried out to introduce new materials prior to the class (Afrilyasanti et al., 2017). Some advantages of using this classroom are: the flipped classrooms let students learn at their own pace, which leads to the production of a more profound learning process and offer teachers more opportunities to interact with students and assess their learning (Nouri, 2016).

The research conducted by Khoiriyah (2021) showed a positive result regarding flipped classroom implementation. The flipped classroom has been shown to improve students' listening comprehension skills. Her research was focused on second-year university students. Other research done by Roth & Suppasetserree (2016) voiced that the flipped classroom is suggested positively to be applied in English listening classrooms. Pre-university students selected as the participants of this research revealed positive perceptions concerning this learning model. Butt (2014) stated in his research that after completing the entire course, student's attitudes and perceptions toward the flipped classroom approach improved significantly. However, the flipped classroom model in Indonesia is still considered a new teaching model (Afrilyasanti et al., 2017).

Therefore, this study aims to assess the effectiveness of the flipped classroom model and students' perceptions regarding flipped classroom implementation as a provision for students to improve the performance of their listening skills, focused on students at MTs Miftahul Falah. The research is interested in conducting this model in one of the Islamic Junior High Schools in Bandung, which focuses on improving students' performance of English listening skills.

B. Research Questions

Thus, here are several questions arose regarding the study researched:

1. How is the performance of students' skills in English listening before implementing the flipped classroom model?
2. How is the performance of students' skills in English listening after

implementing the flipped classroom model?

3. Is there any significant improvement in students' performance in English listening skills before and after being taught by implementing a flipped classroom in their English listening skills?
4. What are students' perceptions of implementing the flipped classroom model in their class?

C. Research Purposes

The present study aims at the following:

1. To find out the performance of students' skills in English listening before implementing the flipped classroom model.
2. To find out the performance of students' skills in English listening after implementing the flipped classroom model.
3. To examine the extent to which students' performance of listening skills improved before and after implementing the flipped classroom.
4. To determine students' perceptions regarding implementing the flipped classroom model in their class.

D. The Significances of the Study

This research is expected to provide both theoretical and practical significances. Theoretically, the study provided reference on how students perceive the implementation of the Flipped Classroom Model in their English class, which is the opposite of the general found in Indonesia, the Traditional Model.

Practically, the results of this research can be used as a guideline to help students improve the performance of their listening skills. The Flipped Classrooms Model are able to make a significant contribution to improve students' skill of English listening. Professionally, this study is also expected to help teachers consider implementing the flipped classroom model in their classes to support students' learning. This study provides more detailed information for other researchers wanting to conduct additional research in this field.

E. Conceptual Framework

Listening is a commonly used skill in language learning (Sejdiu, 2017). Therefore, listening skills are essential for gathering information and are considered active rather than passive because a response is required to demonstrate that one has correctly perceived individuals' speech. This skill is viewed as the foundation for speaking skills and is associated with it, and these two skills are inseparable and run concurrently (Vahdat, 2016). Therefore, for English classes where interaction and communication are run effectively using the English language, the performance of listening skills is crucial for the success and continuity of the communication process.

The flipped classroom model aims to maximize the period available in the class to practice and apply the knowledge students have learned outside the class. (Jdaitawi, 2019). However, regular classes tend to be passive. All students should do is listen to the explanation of the writing materials. It is then continued with a noiseless period of the writing process. It could consume longer than expected if students have difficulty listening or capturing the words spoken by the teacher or their peers.

Instead of listening to lectures, valuable classroom time can be devoted to discussion. The flipped classroom will result in more effective instruction and activity throughout class time (Astri et al., 2019). Therefore, the implementation of flipped classroom replaces in-class lectures with collaborative, practical activities and requires students to independently learn and review the course materials (Jdaitawi, 2019). The flipped classroom model refers to a teaching and learning form process in which students are involved not only in in-class activities but also in managing their self-learning outside the class (Nouri, 2016).

By combining online and offline classes, students can learn whether at home or school. Students can collaborate with their peers more and be assisted by their teacher while doing the assignment. A new pedagogical approach that reverses traditional instruction and brings out the best of the use of technology (Jdaitawi, 2019), which can be portrayed as an instructional model (Woottipong, 2014).

Learners' efforts, attempts or willingness to study English can be affected

by their perception in the learning process. Perception is a way of comprehending or interpreting information (Ihsan, 2022). Learners' perceptions in the learning process can help them enhance and increase their English proficiency and choose the most appropriate approaches for language mastery. Thus, Ihsan (2022) stated that positive perception would most likely lead to success. By Finally, having a favorable opinion of this class after experiencing it boosts the likelihood of success in improving students' listening skills.

F. Hypothesis

Creswell (2012) stated that hypotheses are statements in which the researcher makes a prediction or speculation about the eventual result of a relationship between attributes or characteristics used in quantitative research. In this research, the hypothesis was an alternative hypothesis (H_a) and the null hypothesis (H_0).

1. The null hypothesis (H_0) stated that there is no relationship between the independent variable (X) and the dependent variable (Y). It implies that implementing the flipped classroom has no significant effect on the performance of students' listening skills.
2. The Alternative Hypothesis (H_a) is a hypothesis that states that there is a relationship between the independent variable (X) and the dependent variable (Y), implying that there is a notable change within the performance of students' listening skill after getting the implementation of this model learning.

The relationship between variables should be shown in a vivid term. This research included two variables: flipped classroom as the "X" variable and the performance of listening skill as the "Y" variable. The relation of the research hypothesis is proposed as follows: "The Effect of Flipped Classroom Model Implementation on the Improvement of Students' Listening Skills at MTs Miftahul Falah: A Mixed Method Study."

The research expected to obtain a statistically significant difference in listening comprehension between the pretest and the posttest in favor of the posttest in the Ninth grade. If the Flipped Classroom model affects the students' listening skills, then H_0 is rejected.

G. Previous Studies

Several studies of flipped classroom implementation to develop students' listening skills were explored to support this research. Channy Roth & Suksan Suppasetserree (2016) stated in their research entitled "Flipped Classroom: Can It Enhance English Listening Comprehension for Pre-University Students in Cambodia?" that learning English via flipped classroom affects students positively based on the test result. Thirty pre-university students were chosen to be this study's participants. The research generally aims to analyze and explore the effectiveness of the flipped classroom to enhance pre-university students' listening skills. Also, to examine their opinions on the flipped classroom implementation for enhancing their listening comprehension in Cambodia, which resulted positively. The students said they would be delighted to study using a flipped classroom in the other courses, such as mathematics and marketing. The data were collected by conducting tests, questionnaires, and semi-interviews.

A study by Ahmad, S. Z. (2016) entitled "The Flipped Classroom Model to Develop Egyptian EFL Students' Listening Comprehension" that took place among the EFL students at the Faculty of Education, Suez University, revealed a statistically significant improvement in the participants' listening comprehension. The significance arose after administering the pre-test and the post-test. This study is in favour of the post-test. Thus, flipped classrooms had a significant effect on the listening comprehension of Egyptian third-year students are taken as the conclusion. Most participants were initially not accustomed to the flipped classroom experience. So, the participants were given a comprehensive syllabus placed on a wiki, which also included a detailed description for better understanding.

Besides, the following study by Khoiriyah, "Flipping the Classroom to Enhance EFL Students' Listening Skill" (2016), explained in the paper that the studies regarding the flipped classroom model have gained popularity. Still, there are only some researches discussing its use in teaching listening. It involves 51 second-year university students who have approximately eight years of experience learning English and enrolled in a critical listening class with a three-credit course.

This study showed that flipped classrooms enhanced the participants' listening comprehension skills by employing mixed methods. Most participants also expressed positive feedback concerning their experience of implementing flipped classrooms in their learning process.

Fauziah (2018) voiced in her research entitled "The Effectiveness of Flipped Class Model to Improve English Speaking Ability: A Pre-Experimental Study at the 10th Grade of Six Classes Science Students of MAN 1 Bandung in the Academic Year 2018-2019" that a significant difference arose between the pre-test and the post-test score which make the flipped classroom is suggested positively to be applied in the English speaking's classrooms. This study focused on improving students' speaking ability at Bandung's Islamic senior high school. The tenth-grade students were chosen as the subject of this study. The instruments used in this study to collect data were pre-test and post-test; the post-test was administered at the fifth meeting. The research alone used a quantitative method.

The study entitled "University Students' Perception of the Usefulness of the Flipped Classroom Methodology" conducted by Colomo-Magaña et al. (2020) examined university students' perceptions of the usefulness of the flipped classroom. The data was qualitatively gathered using a validated instrument and a sample of 123 university students from the Faculty of Educational Sciences of the University of Málaga (Spain). The findings reflected a favourable assessment of the flipped classroom as a learning model.

While the research of Fauziah (2018) is concerned with speaking skills researched quantitatively, this study is focused on discovering the effect of flipped classroom model implementation to enhance the performance of students' listening skills. Moreover, this study also determined students' perceptions of flipped classroom usage. This study specified the participants to the students at Ninth Grade A of MTs Miftahul Falah. It would elaborate on the general picture about the phases of applying flipped classrooms in the English class. A mixed method is employed to achieve the broad objectives and stronger results of this research.