

## **CHAPTER II**

### **LITERATURE REVIEW**

#### **2.1 Flipped Learning through LINE**

Flipped learning is generally defined as a teaching model where students see learning content before class through video lectures provided by instructors or other pre-class learning material outside the classroom, and time in class is used for student-centered active learning, such as problem solving, collaborative work, laboratory experiments, field trips, and creations (Long, Logan, & Waugh, 2016). apart from them (Overmyer, 2012) states that the Flipped learning model is the whole the class paradigm or homework is reversed using technology, thus, interaction in the class can be maximized. This method is done for students to spend time both inside and outside the classroom to shift learning that must be learned. Therefore, Flipped learning provides online instruction outside the classroom and move homework into class.

Furthermore, (Arifani, 2019) also explained that the Flipped learning model was carried out outside the classroom where students were previously given certain material videos to discuss and study, through small groups or discussions that were given a certain period of time before the lecture model was conducted. With the aim that students are more communicative in learning so that they are no longer the teacher as the central in delivering material.

Flipped learning is not a new research idea, but the development of increasingly sophisticated digital technology allows students everywhere to receive information and contact their peers, so Flipped learning is emphasized again (Bin li, Zheng & Yang, 2017). This is in accordance with Vygotsky's theory where learning carried out with group discussions is able to build the ability of students to communicate and express ideas or ideas with friends or teachers, so as to be able to build their knowledge through interaction in learning.

There were some previous researcher who claimed that flipped classroom was indeed effective (Ahmed, 2017; Chen Sieh at al, 2017; Haghghi, 2018; Suranakaran, 2018; Sarasyifa, 2018; Arifani, 2019; Faridh, Sukestiyarno & Mariani, 2019) one of which mentioned by arifani, 2019 which discussed flipped classroom via

WhatsApp in the collocation material where this strategy is indeed very effective because the result is that the group learning process is better than the individual. Apart from him, (Chen Sieh et al., 2017) also confirmed that this strategy was very effective; they applied this strategy in learning English idiom using the LINE module. Before their research (Sarasyifa, 2018) also included some advantages in the Flipped learning, namely: a) more interactive in the discussion; b.) increasing student involvement in the material; c.) increasing interaction between students and teachers. So that their interactions in Flipped learning can be facilitated through Social interactivity is from a mobile application where features can help students to interact with large amounts of exposure, to exchange various types of content, and to collaborate with classmates and colleagues (Dehghan, Rezvani, & Fazeli, 2017).

In the last years some researcher have focused on models such as the flipped classroom (suranakarin, 2018; Arifani, 2019) they examined the flipped classroom in collocation material which is indeed the result is significant in its outcome or process. Then there are more than (Sarasyifa, 2018) who examine Flipped classroom in speaking skills also show very significant results. Because there is no flipped classroom model in learning articles, therefore researcher wants to know this.

## 2.2 English Articles

Leacock et al (2010, p. 48) state that articles are part of grammar. Zabor in his research stated that English-language articles are "complex semantic notions as existence, references, and attribution; discourse ideas about context and anaphora, and syntactic ideas about number and ability to calculate "(Zabor, 2011).

In English there are three articles **a**, **an**, and **the**. In addition, Azar (1999, p. 112) adds that **the**, **a** / **an** article system is used with a single generic noun. However, it is sometimes used with singular generic count nouns. On the other hand, Fry et al (1993) states that English-language articles (**a** , **an** and **the** ) are considered as the most frequent words in English. Furthermore, Master (2002, p. 2) states that article **the** most frequently displayed and **a** become the fifth most frequent word. In addition Berry (1993) states that almost eight and a half percent of English texts contain **the** and **a**. Knowing in this statistic, it is clear that English articles are an important part of English. Kim and Lakshmana (2007) also say that ESL / EFL learners need more time to obtain an article system than other grammar forms.

Some researcher was support this statement. Arabski (1979) at that time carried out detailed research on the use of articles in Polish ESL learners, in the results of written texts which found that Polish ESL learners from English majors at the University of Silesia had great difficulty in using appropriate articles. Huong (2005) also found in his sample written by ESL Vietnamese students that the writing of Articles is still in the highest presentation of errors.

After the understanding Zabor explained above often depends on the context, for example nouns in English can be counted and cannot be counted: "I have one hair in my soup" ( noun hair can be counted) or "I have black hair " ( noun hair countless).As a result, Zabor argues that "articles are one of the most difficult structural elements for second language learners (L2)" (Zabor, 2011)..According to (Sholihatun , 2017) that articles are very important targets to detect errors because of the most frequent errors in learning English. It can be seen in the results of his research showing that junior high school students in Palembang also still experience errors in the application of English Articles in descriptive texts where they still often experience omission in its application. Then (Abid Tayab, 2016) tried to measure English articles to be learned by Arabs, from their results they had difficulties in applying them because in Arabic it had to emphasize contrastive analysis. But it also (Kyoung Sim & Kim, 2017) tried to examine the use of teaching English article Bundle Lexical followed by high- low-intermediate and intermediate English as a second language students where teaching is still traditional, participant asked to make sentences that have been prepared bundle lexical and still many participants experienced errors that were the faults in applying the English articles.

As already discussed, ESL students still have difficulty applying English Articles in their writing. Previous researcher had not used Flipped learning in their research but (Gillient & Lew, 2018) used e-learning in English Articles learning, namely a binary scheme and a teacher scheme with effective results. But in this thesis research will apply flipped learning through LINE in learning English Articles because researcher want to ensure this strategy is more accessible to students or not and knows the process.

### **2.3 Scientific Approach**

Scientific approach is an approach in learning that requires students to move like a scientist by carrying out a series of activities according to the scientific method. This

is in line with the opinion of Yunus Abidin (2016) which states that learning with a scientific approach is learning that requires students to think in systematic and critical in an effort to solve an analytical problem. This learning will involve students in problem solving activities according to the steps of the scientific method. Likewise, the understanding of the scientific approach formulated in the 2013 curriculum and the National Science Teacher

Association (NSTA) is a scientific approach as learning / teaching science and technology in the context of human experience Scientific approaches in learning include: formulating questions, formulating hypotheses, collecting data (information) to solve problems with various techniques, associating / analyzing data (information), and draw conclusions. The next step is communicating the results of the discussion. These steps can be followed by creating or producing work (Permendikbud No. 103 of 2014).

Active learning strategies are learning activities that are centered on students that require students to 'do something' and think and reflect about what they do (Bonwell & Eison, 1991; Misseyanni, Lytras, Papadopoulou, & Marouli, & 2018). A number of student-centered theories and learning methods that are used to guide the design of activities in the classroom including peer tutoring (peer assistance), cooperative learning, problem based learning, learning collaborative (Bishop & Verleger, 2013). In this way, flipping learning "represents a unique combination of learning theories that were once considered inappropriate. Active problem-based learning activities built on constructivist ideology and instructional teaching derived from direct teaching methods based on behavioral principles "(Bishop & Verleger, p. 1).

Learning English articles by applying the Flipped Classroom strategy with a scientific approach is expected to actively empower students in their potential, to construct their knowledge, then the knowledge that students already have can be applied in solving other English language problems. Henceforth students are expected to be able to work, or entrepreneurship with the knowledge they already have

## **2.4 Lecturing Method**

Suparta and Noer Aly (2003: 170) define lecture is every presentation of information orally, both formal and lasts for 45 minutes as well as the informal and

only takes 5 minutes. In relation to learning, lecture is a teaching method in the form of narrative material verbal lessons. Karo (1984: 8) calls it the lecturing method or telling-method is an oral method of presentation of learning material done by someone (teacher) to another person (students) to achieve teaching objectives. The lecture method is the oldest, most common method used in various situations. Besides being used most often too often criticized. They argue that the lecture method is considered not appropriate for use in the world of education and teaching because contrary to the principle of learning that students must be active. However, that does not mean lecture is a method obsolete, in the sense that it cannot be used anymore. Lecture method no can be judged as good or bad, but must be based on purpose its use.

## **2.5 Previous Related Research**

These results support the findings of previous researcher by Arifani, (2019) Sarasyifa, (2018) and Hsieh et al. (2017) use flipped class models influencing student learning especially in the EFL context. However, this study is different from Arifani , (2019) examined the effect of group work in the flipped class material Collocation model using WhatsApp. This study is specific in English articles material and using LINE. It is the implementation of the experiment is the same as being done for six meetings. The previous research was previously conducted by Hsieh et al. (2017) used the same LINE in an flipped class model but to improve oral and written idioms. The experimental group use flipped classroom where it was conducted over a period of 12 meetings. The controlled class is taught by a traditional method model in which lessons are delivered during class and additional exercises are given outside of class time. In line with this research mainly in the procedure but has several modifications to the application of the flipped model and also the material is different. Previous research conducted by Gillient & Lew, (2017) .They find problems in learning English articles because students are often confused in using them so they use a number of e-learning strategies applied in schools. Because the use of e-learning is limited in schools, in this study the researcher wanted to maximize activities outside the classroom as well, by using a flipped class model.