CHAPTER I

INTRODUCTION

1.1. Background of the study

To follow the era 4.0 that is so rapid, researcher In recent years, found a strategy that can utilize social media as a means of delivering second language learning material (hereafter L2) is a flipped classroom example (ZaferUnal&AslihanUnal 20017, Yi-Bin Li, Wen-ZhiZheng& Fan Yang 2017, Biwen lee 2017) refer to (Bergmann &Sams 2012, Herreid& Schiller 2013, Jungić, Kaur, Mulholland &Xin 2015). Those flipped classrooms are teaching facilities that are used by students to learn new content through technology as they are outside the classroom. As mentioned by learning that is more practical than focusing on a didactic application. Opportunities in flipped classroom eventually empower students to grow and expand the potential of their target language. Reported by Zainuddin and Attaran (2016), flipped classroom are excited rather than traditional ones. Such views have also supported by other researcher such as (Davies, Dean & Ball 2013).

In this strategy also flipped classroom advantages and disadvantages that make the teacher must be able to think creatively. Thaichay & Sittithikul, 2016 from the titled research is "*Effects of Flipped Classroom Instruction on Language Accuracy and Learning Environment: A Case Study of Thai EFL Upper-Secondary School Students*" they are effective on the flipped classroom research. Their teachers can spend more time with students. Students are facilitated by teachers to access classroom content, more easily in a collaborative environment. The family is involved from the beginning of the learning process. Parents also learn about class content. Children are encouraged to develop their autonomy and creativity and do things in a real context. Both of students and teachers will be able to improve the performance in conversation and sharing ideas. Access to videos and other online content can be in any location. It emphasizes the high order thinking skills, resulting in more challenging curriculum and individual control over the learning space. Varied instructional groupings make it easier for students to learn from each other, do joint problem solving and complement each other according to their skill level. As for the disadvantages identified, the teacher must work harder and must be prepared. There

are limitations to knowledge and resources for student learning or content processing. It takes effort and time from the teacher to record lectures. Teachers need different planning for integration in the classroom and outside the classroom. The teacher will be able to improve the use of compatible technology or equipment to make video lessons and students need to spend more time in front of a computer screen.

The application of the flipped learning design is different from the conventional version of teaching. In the old teaching pattern, students usually learn English from class activities with various explanations and exercises given by their teacher. As a result, this causes the class to be more teacher-centered, but under the flipped classroom conditions learners have more flexible learning activities outside the classroom through electronic resources, so they can take the opportunity to learn English outside the classroom in a more flexible way. Therefore, in the model of flipped classroom the teaching-learning process is more student-centered. Previous researcher have examined this strategy there are collocation material from (Suranakkarin, 2017) and (Arifani, 2019), English Idioms (hsieh dkk, 2017) another that, this strategy can also examined in skill writing (Said Ahmed, 2017), and speaking skills (Sarasyifa, 2018). Because the absence of researching for several article materials uses this strategy the researcher will examine the article material using flipped learning trough LINE.

Khan (2018) stated that the founder of Khan Academy was suggested to the teachers, to flip the traditional classroom with many videos. He wanted everyone to access learning in everywhere. His first video uploaded also starts the concept of flipped classroom up to now. In addition, this model is the best way to watch online at home and move videos to be done in the classroom. The flipped classroom is also a traditional classroom which is active in interaction with group discussions. The students spend more time exploring their ideas and knowledge and interacting with each other.

Moreover, the uniqueness of flipped classroom models is the use of technology and social media work in hand. YouTube platform is one of the most uses for integrated technology and social media as alternative resources for educational material. Many videos are available on YouTube for students changing needs that everyone can access freely. Wilson (2015) state that YouTube as a learning resource related to flipped classroom model. In this study researcher will use LINE as an

intermediary to deliver the content that the teacher will convey to students. The use of LINE in Flipped Classroom is very helpful for students in responding to learning material because of students have more time than conventional based teaching. LINE can improve and strengthen students' critical thinking (Hsieh dkk, 2017). Based on research result found that LINE is one of the Social News Sites is very populer by millenial generation (Naldo & Satria,2018) and they also state that LINE succes as an instant massaging application is seen from users who have reached 101 million in 230 countries around the world. LINE has placed 1st in the free application category of 42 countries.

Fry, Kress & Fountoukidis, (1993) state that English articles (a, an, and the) are considered as the most frequent words in English. Furthermore, Master (2002, p. 2) also states that the article is shown to be the most frequent words in the English language and the fifth most frequent word. In addition, Berry (1993) states that almost eight and a half percent of English texts contain language and text. Depending on these statistics, it is clear that English articles are an important part of English. Kim and Lakshmana (2007, p. 103) also say that the English article system, in general, is known to cause learning difficulties for English students as a Second Language (L2). Furthermore, Dulay, Burth and Krashen (1982, p. 165) state that L1 language students, who do not have other languages to transfer, have been found to make many mistakes in the article. Meanwhile, in real life, there are still many students who are still confused using parts of grammar such as using articles. They often make some mistakes when they use articles in sentences such as "a, an, or the" article

According to Sholihatun (2017), the initial study in one agency, eighth-grade students were asked to answer 20 article questions and they were given about 45 minutes to answer all questions. As a result of 61 students, only two students scored above 60. Both of them got a score of 65. Therefore, one student got a score of 60, 3 students got a score of 55 and the last 55 students got fewer scores than that. Errors are mostly substituted where students enter wrong article in the sentence. For example, I have an old car, not that I have an old car. This case is also called Curiosity for researcher to find out the real problem about student errors.

Research conducted on students from different language background shows that grammatical structures that ESL English articles are among the most complex students need to learn (Arabicics 1979, Huong 2005, Masters 1996, 2003, Zabor 2011). The students need to understand the perception of written English quality.

With English being used as a language in academics and business, ESL writer might want to learn about the proper use of English texts in English (Huong 2005). This paper reports on the innovative use of the flipped classrooms (Supiani 2018) to teach is more effective use of English articles. Because Gillian & Lew (2017) had previously examined it using e-learning tools as teaching innovations in delivering English articles.

Furthermore, the effectiveness of teaching English article uses the flipped model remains questionable in terms of the difficulty of monitoring the process of discussion beyond the classroom by using video media, which cannot be assessed and monitored directly. It seems that the teachers tend to focus on the model-based product rather than process-based due process of monitoring has been neglected so far. Learning activities outside the classroom investigated properly. Therefore, mobile applications are offered as a device-based online media to assess the process of the classroom so that the implementation of the process based instruction can be assessed more effectively. This research uses clarified whether teaching English article uses the Flipped classroom instruction via LINE can improve student mastery of the English article EFL learners or not.

1.2. The Scope and Limitation

Researcher make the limitation of the subject is limited to class VIII A & VIII B both men and women. The subject of Madrasah Tsanawiyah (MTs) Asy'ariyah at Tajungsari, Tlogowungu, Pati. The content is the English articles, and researcher use Social Media is LINE.

1.3. Research question

"Is there any significant differences before and after applying the teaching process of Flipped Classroom through LINE to students class VIII A & B of MTs Asy'ariyah?"

1.4. Research purposes

The purposes of this study is to know significant differences before and after applying the teaching process of Flipped Classroom through LINE to students class VIII A & B of MTs Asy'ariyah

1.5. Significance of Research

The researcher hopes that this study will give theoretical, practical, and empirical significance such as:

a. Theoretical Significance

Hopefully, this study gives a theoretical contribution to motivating learners in understanding English articles.

b. Practical Significance

- Teacher

The researcher hopes this study gives new information for teachers in the teaching English articles. They can know how the process of students studying outside the classroom .So teacher plays flipped classroom troughs LINE to make the student interest.

- Learner

Trough this study, the researcher hopes that learners encourage to study English Articles

- Further Researcher

Other researcher can use this study as their literature review and the conduct of the same topic with this study but in different strategies.

1.6. Definition of key Term

- Flipped learning

Flipped learning is generally defined as a teaching model in which students view pre-class learning content through video lectures provided by teachers outside the classroom, and class time is used for student-centered active learning.

- English article

An article is to modify a noun, which is a person, place, a word used object, or idea.

- LINE

LINE is a free instant messaging application that can be used on various platforms such as smart phone, tablets and computers. LINE is enabled by using networks so that LINE users can carry out activities such as sending text messages, sending

pictures, videos, voice messages, and others. LINE is approved as the best-selling instant messaging application in 42 countries