

CHAPTER I

Introduction

A. Background of Study

The current development encourages information and communication technology to experience increasingly rapid developments. Internet is one of the developments in information and communication technology that can be accessed by humans anywhere and anytime. Through the internet, information spreads fast and wide and for now in line with technological developments it is no longer limited to newspaper and news on television, but can also be obtained through the internet.

Internet can be accessed anywhere. In ancient times the only learning resource for students was only teachers who taught in class, especially during the Covid 19 pandemic. Because there is learning from home, it is necessary to learn via the internet or online learning.

Online learning was first recognized for the influence of the development of electronic-based learning (e-learning). Online learning is very different from conventional learning. Online learning requires students and teachers to communicate interactively by utilizing information and communication technology.

In the development of online learning, it can also use a “mixed” or “blended” based method. Blended learning can be used online or face-to-face in class because it combines two learning developments.

The holy Quran *Ibrahim* Verse 4 explained:

امو ازلبر لوسر نم لَ ا ن اسلب هموق لضينا محل ن بديل الل نم اشي يدهبو نم اشي وهو زيزعلا م كحلا

The existence of the verse proves that learning the language is highly recommended because by teaching humans can provide information to others and language as a tool to send it.

Blended learning also has various models, one of which is the Flipped Classroom model in which students study learning material at home in the form of text or videos that have been uploaded to the internet by the teacher, then in class students and teachers discuss things that have not been understood by students from the result of learning at home or it can also be discussed going home due to obstacles that might occur such as the Covid 19 pandemic.

The previous study of this research was about English teachers perceived benefits and challenges of flipped classroom implementation (Ansori&Nahar, 2018). This research was carried out to find out English teachers' responses, benefits, and challenges in implementing the flipped classroom. The findings indicated that English teachers have positive responses to the flipped classroom methodology.

The difference of this research with previous study is this research describes about the process of learning in a flipped classroom and obstacles in using the media in a flipped classroom in the activity for students, especially in the Pandemic Covid 19.

Based on the writer's interview with an English teacher in class seventh at MTsN 5 Hulu Sungai Selatan. The teacher used the Flipped Classroom method for the class, because of the pandemic and also to facilitate learning for students.

B. Statement of Problems

1. How is the implementation of learning in a Flipped Classroom for 7th grade students in English at MTsN 5 Hulu Sungai Selatan ?

2. What are the obstacles learn English with Flipped Classroom for 7th grade student in English at MTsN 5 Hulu Sungai Selatan?

C. Objective of Study

The purposes of the study are through this research:

1. To investigate of Flipped Classroom for 7th grade students in English at MTsN 5 Hulu Sungai Selatan.
2. To find out student obstacles during learn English with Flipped Classroom.

D. Significance of Study

1. Providing information about Flipped Classroom.
2. Giving some information that might have influence to add and improve teaching and learning to use Flipped Classroom.
3. Enriching the writer's experience and knowledge in this specific research.
4. Providing information and consideration for future research.

E. Definition of Key Term

1. Flipped Classroom

Flipped Classroom is technique that has been used in foreign language classrooms for cooperative approach. Flipped Classroom technique is this study used by teacher English at MTsN 5 HSS for seventh grade.

2. Teaching

Teaching qualitative understanding is interpreted as the efficiency of voluntary learning, which is an effort to help facilitate the learning activities of students looking for meaning and understanding themselves (Biggs 1991). Teaching that is related to teaching English at MTsN 5 HSS for seventh grade.

3. Learning

Learning is a change in personality as a new pattern that forms habitual attitude skills (Ngalim Purwanto, 1996:85). Learning that is for teaching English at MTsN 5 HSS for seventh grade.