

CHAPTER I

INTRODUCTION

A. Background of Study

The teaching of English has developed dramatically in recent years due to the impact of globalization, and everyone must understand English as their international language. The development of English education can also be seen in Indonesia, where English begins to be taught earlier to young students. In the past, English was only given to students in junior and senior high schools, but now English lessons are given to first-grade to sixth-grade elementary school students. In elementary school, English is still taught as local content. Teaching English at this level is to introduce and socialize English, and develop English concepts in education.

Development and technology in this modern era are related to the field of teaching English. In the field of education, technology has changed conventional learning systems into modern ones by utilizing information and communication technology, therefore language is very important as a means of communication and can find skin color and regional origin, and ethnicity, as in the verse below.

اَلْسِنَتِكُمْ وَاخْتِلَافُ وَاَلْاَرْضِ السَّمَوَاتِ خَلَقُ اِيْتِه وَاَمِنْ لِّلْعَلَمِيْنَ لَايْتِ ذَلِكِ فِي

اِنَّ وَاَلْوَانِكُمْ

One of the media used to support learning is to use technology that uses the internet. Learning by using the internet is called "e-learning". Students can be more happy and interested in the lessons delivered by the teacher when technology is used in the learning process. Current developments encourage information and communication technology to experience increasingly rapid development. One of the advancements in communication and information technology that anyone can use anytime, anywhere is the internet. Information is swiftly and widely disseminated on the internet, and as technology advances, it is currently also possible to access it online in addition to newspapers and television news.

Internet can be accessed anywhere and anytime. In ancient times, the only source of student learning was teachers who taught in class, especially during the COVID-19 pandemic. It is essential to study online or via the internet because there is home learning available. Online education was originally acknowledged for its contribution to the growth of electronic-based learning (e-learning). Online education differs greatly from classroom instruction. Using information and communication technologies, interactive communication between students and teachers is necessary for online learning.

In the development of online learning, "mixed" based methodologies are also an option. Because blended learning integrates two learning trends, it can be used both online and in person in the classroom. There are many different blended learning methods, including the Flipped Classroom approach, where students can study course content at home in the form of text or videos that the

teacher has posted online, then in class, students and teachers can discuss what they have learned. From the results of studying at home or you can also talk about going home because of possible obstacles such as the Covid 19 pandemic.

The previous study of this study was about the benefits and challenges felt by English teachers from implementing reverse classrooms (Ansori & Nahar, 2018). This study was conducted to determine the responses, benefits, and challenges faced by English teachers in implementing the flipped classroom. The results demonstrate that English teachers respond favorably to the inverted classroom style.

The problem that exists is the lack of students being able to understand the lessons that are directly conveyed without further learning, and also the relative lack of time in one learning process from discussing material to answering some questions then discussing it again plus the Question and Answer chapter between teachers and students, as if making learning a bit difficult to understand, at least for the level of students who are relatively new to the learning, more so if the case is that many students who rarely enter the class miss the subject, then when entering we have to repeat the same discussion for the second time, it makes other students distracted or late to learn the next chapter.

The flipped classroom is a learning method or branch of a mixed room that has flexible time that the material explanation has been videotaped and

can be applied at home, so when in-class assignments students only need to answer questions, discuss, analyze, and so on (Kim, Khera, & Getman, 2014).

There is little research that shows the effectiveness and efficiency of social media in the learning process. However, not all social media can be used in learning because the system required is not like in general for learning to use social media. One of the social media used in online-based classes using applications such as WhatsApp and also Google Classroom. Guided learning activities develop processes that are developed and implemented that complement, summarize, and allow the application of the material contained in the lecture to be seen. Therefore, this discussion discusses the traditional reverse classroom model, to see how the learning works.

This study tries to analyze the class that uses the traditional reverse class model at UPB UIN Antasari Banjarmasin South Kalimantan. The researchers found that the traditional reverse class model in learning English in the classroom is very simple, so it is easy, practical, and interesting to use in learning. and learning can be accessed through a variety of gadgets. Traditional flipped classrooms also don't have to have an account to join, but can be created in the form of privacy, and minimize the use of data quota. In the UPB UIN Antasari Banjarmasin class, students can see the material before meeting the class, answer questions in class because they have seen the material before the lesson takes place, and be reminded.

Researchers found the traditional flipped classroom in learning English at UPB by using this model. The teacher provides learning materials in the form

of videos or podcasts the day before learning begins so that students can learn them first. When learning begins, the teacher will ask questions about the video before going over what they have learned so far. The implementation of the UPB Class at the Islamic University of Banjarmasin in the current situation requires time and more alternatives and creativity so that the learning model at home becomes easy to do without having to enter a special room, so the researchers decided to analyze the UPB Class at UIN Antasari Banjarmasin, South Kalimantan.

This is the accepted structure. Before class, students review by watching quick explanations or tutorial videos. Afterward, while receiving individualized comments, they engage in activities or debates to practice crucial topics. Students evaluate what they learned in class and further their knowledge afterward. Students can see the material before meeting in class, answer questions by watching, and be reminded. Implementation of UPB lectures at UIN Antasari Banjarmasin in the current situation requires time freedom as well as more alternatives and creativity so that alternative applications for studying at home are easy to do without having to enter a special room, so decide to analyze the UPB class.

This study discusses the views and responses of teachers and students to the use of traditional classrooms and also how teachers and students participate in the learning process in UPB UIN Antasari Banjarmasin's class. ICT to teach English to young learners. Data were collected from interviews, narrative framework, and documentation. Therefore, the researcher conducted research

entitled "Exploring Flipped Classroom Use Traditional Model in English UPB class".

B. Definition of Key Terms

To avoid misinterpretation while investigating the topic of this study, the researcher must first define a few essential terms:

1. The flipped classroom approach aims to improve learning efficiency by transferring knowledge to students through video and discussion, group work, and applications while they are learning. The advantage of the flipped classroom strategy is that students are freer to study independently at home and can repeat studying the material so that they understand and are more responsible for what they have learned independently at home, so they are more mature and ready when they enter class and learning begins.
2. Traditional flipped classroom is the standard format. Students prepare by watching short explanations or tutorial videos before the class. They then practice key concepts by doing exercises or debating while receiving personalized feedback. After the class, students review what they learned and expand their knowledge.
3. Media is a means of delivery or intermediary that functions to convey messages or information from a source to the recipient of the message. Another view says that the definition of media is any form of the channel that can be used to convey information or messages.

C. Research Question

Based on the above, the researcher proposed the following problem statement:

1. How do the lectures implement flipped classroom model in teaching English UPB?
2. How do the students perceive the use of the traditional flipped classroom model in UPB class UIN Antasari Banjarmasin?

D. Objectives of Study

The purposes of the study are through this research :

1. To explore the process of Traditional Flipped classroom in UPB class UIN Antasari Banjarmasin
2. To find out student responses in using the Traditional Flipped classroom model in UPB class UIN Antasari Banjarmasin

E. Significance of the Study

The results of this study are expected to provide benefits for teachers, researchers, and other researchers.

1. For teachers

Through this research, teachers can improve the teaching of English Language Learning better, find out the causes of the process traditional flip classroom model in English Learning, and how students anticipate reducing the process in English Learning.

2. For Researchers

Through this study, researchers will increase their knowledge in teaching and increase their knowledge in the process traditional flipped classroom model in English Language Learning.

3. For other researchers

Other researchers can use the results of this study as a comparative study.