

CHAPTER I

INTRODUCTION

A. Background of Study

One of the essential aspects of foreign language teaching is teaching grammar. Grammar competence is essential for students to support their English language skills. Learning and exploring more about grammar has an impact on learners in the skills of constructing sentences that are better and structured in speaking and writing skills. Good grammar knowledge will also have an impact on students in making sentences with clear meaning (Panou, 2013).

Good grammar competence will make students communicate well too. It will affect the views of listeners and readers to capture the message to be communicated. Grammar is one of the fundamental foundations for more advanced language learning. Therefore, grammar is a crucial subject to learn by students (Cahyono, Widiawati, & Yudi, 2011).

Grammar is one of the most challenging aspects of language that is hard for students. Therefore, teacher hold an essential role; teachers must have a learning model to understand the taught material quickly. The teacher must be creative to find and imply the model in teaching. The learning model used by the teacher in teaching grammar plays a significant role in the acceptance of students' competence in grammar (Onesty & Fitrawati, 2013).

Currently, many teachers use a monotonous way of teaching grammar to students. It impacts students who cannot receive the material as a whole well, and ultimately learning becomes ineffective. Learning and teaching strategies of the teachers in the classroom could be one of the factors that can reduce then implement a learning model to allow students to understand the subject matter well. Moreover, the challenge for tutors in the current era is how to balance this millennial era. Teachers are required to apply independent activities for students so that they are also active in learning, one way is to adjust learning strategies according to the character of current students by utilizing technology functions which are currently very easily accessible (Ramadhan, Mansur, & Utama, 2021)

Therefore, as a response to those problems, this study discusses the learning model that can help a teacher with the students' problems with their grammar competence. It is Flipped Classroom model. This learning model is not a new concept in learning, but it has been utilized since the 1990.

The study that the research conducted time took place at UIN Antasari Banjarmasin. UIN Antasari students must take Intensive English Language classes for two semesters to improve students' English skills. This intensive learning is held six days a week. English lessons are held three days a week. Therefore, this learning model can be applied and is suitable for use.

This research was carried out in one of the classes in the Intensive English Program of UIN Antasari Banjarmasin and applied the qualitative-case study research method. The researcher chooses one class in this program that implements the Peer-Instruction Learning as one of type Flipped Classroom Model. The tutor implemented Flipped Classroom as one of the teaching strategies applied to Grammar teaching materials, especially in Grammar mastering. Therefore, the researcher took this class as a research subject.

The researcher re-examined the Flipped Classroom method, which was implemented in the Intensive English Program in the previous grammar teaching, precisely on the Perfect Present Tenses, where research has not been found in research. Therefore, this study focuses on using the Flipped Classroom method to Present Perfect material on grammar material in the Intensive English Program of UIN Antasari Banjarmasin, which refers to the Intermediate class group.

Allah said in Q.S Al-Qur'an on An-Nahl:125:

أُدْعُ إِلَى سَبِيلِ رَبِّكَ بِالْحُكْمَةِ وَالْمَوْعِظَةِ الْحَسَنَةِ وَجَادِلْهُمْ بِالَّتِي هِيَ أَحْسَنُ
إِنَّ رَبَّكَ هُوَ أَعْلَمُ بِمَنْ ضَلَّ عَنْ سَبِيلِهِ وَهُوَ أَعْلَمُ بِالْمُهْتَدِينَ

Quraish Shihab in Tafsir Al-Misbah explained that Q.S An-Nahl: 125 contains various methods of learning that must be adapted to the target. The application of methods in the educational process must be adapted to the

conditions that occur in the educational process, specially adapted to the ability of educators to use the method and the condition of the students. It is related to the flipped classroom model that tutors can apply to teach grammar and improve students' grammatical skills.

Based on the background above, this study investigates the implementation flipped classroom model in teaching grammar. This learning is one of the strategies of the tutor to make learning effective.

B. Research Questions

Based on the background of the study presented above, the research question of this research are:

1. How is the Peer- Instruction type Flipped Classroom model implemented to teach grammar in Intensive English Program at UIN Antasari Banjarmasin?
2. What challenges do tutors face while implementing Peer-Instruction type Flipped Classroom model to teach grammar in Intensive English Program at UIN Antasari Banjarmasin?

C. Objectives of Study

Based on the background of the study and the research question presented above, the purposes of this research are:

1. To observe the implementation of Peer-Instruction type Flipped Classroom model in teaching grammar in Intensive English Program at UIN Antasari Banjarmasin.
2. To discover tutor challenges while implementing Peer-Instruction Flipped Classroom model to teach grammar in Intensive English Program at UIN Antasari Banjarmasin.

D. Significance of Study

The results of this study are expected to provide the advantages both theoretically and practically, elaborated in the following section.

1. Theoretically

The research results are expected to support theories dealing with the implementation of flipped classroom model learning. The flipped classroom's theoretical study helps better understand the fundamental concepts and principles of the method and forms the basis for the development of effective models. It also helps to identify the factors that influence the success of implementation and to expand understanding of the effectiveness of these methods.

2. Practically

The results of the research are expected to provide some significant benefits and contributions to:

a. The Teacher

The results of this research are beneficial in providing information to English tutors or teachers, especially teachers or tutors who teach grammar. The results of this research can help them design effective learning styles, choose the right tools and technologies, manage class time well, and interact effectively with students. Real-life research can provide more insight into what works and what doesn't work in flipped classroom implementations in everyday classrooms.

b. The Students

The results of this research are beneficial to make students master and interested in grammar which is needed to be understood more by applying the Flipped Classroom model to English grammar learning. This research shows that this approach can provide various benefits for students, including increased engagement, deeper understanding, development of independent working skills relevant to diverse learning styles and enhanced collaborative skills.

c. The Researcher

The results of this research are intended to offer the other researcher some helpful insights and resources to conduct further research on how to foster students' grammatical competence.

Fieldwork allows researcher to identify contextual factors influencing successful roll-out classroom implementation. Factors such as the learning environment, student characteristics, administrative support and available resources can be better grasped through hands-on research. This information is essential to optimize implementations and tailor the flipped classroom approach to specific contextual needs and challenges.

E. Definition of Key Terms

In order to reflect the research items, some terms are used by the researcher in doing this research to make it clear. The researcher gives some definitions, elaborated in the following section.

1. Flipped Classroom

The Flipped Classroom model is is one part of blended learning where in its implementation it turns the classroom inverted. This means that students are introduced to learning concepts that will be learned (via the internet, videos, or audio-visual recording, etc) outside the traditional Instruction space (at home, in the library, or wherever teaching materials are accessible) (Bergmann & Sams, 2012). This learning model emphasizes types carried out in reverse, where the class mechanism is exchanged for

what is usually done in class behind or exchanged for what students usually do outside the classroom.

2. Intensive English Program

The Intensive English Program is a program designed for non-native students to develop their English language skills. Focuses on high-level English for everyday communication and academic learning and presents a variety of student proficiency levels. The Intensive English Program is designed for a specified period of time.