

CHAPTER 1

INTRODUCTION

1.1 Background of the Study

In the 21st century, the flipped classroom has become a trend in several countries. As several researchers said, flipping the classroom has become a popular pedagogical technique in several countries, such as in the USA, Australia, and Malaysia; flipped classroom has positive responses such as increasing the students understanding, interest with the assignment increases productivity and achievement (Hoffman, 2014; Forsey, Low, & Glance, 2013; Osman, Jamaludin, & Mokhtar, 2014). Based on the results of the research above, it is proven that the flipped classroom has positive impacts on students. However, in Indonesia few people know about the implementation of this method, so it is still necessary to conduct the research on the use of the flipped classroom. According to Afrilyasanti (2017) flipped classrooms in Indonesia are a relatively recent innovative teaching method. Therefore, this research was conducted at a university in Indonesia and this lecturer had innovation in implementation of flipped classroom in TELL class. He implements flipped classroom using Canvas as media. Moreover, some activities are included while implementing flipped classroom such as completing modules, giving the point of the material, group discussion, games, and quizzes.

In Indonesia, the flipped classroom is still in its early stages. The lack of research included in international journals regarding the flipped classroom in Indonesia is one of the factors that the flipped classroom in Indonesia is still relatively new. As stated in Husnawadi (2021), she said that new research on the subject was published in internationally high-indexed journals. One of the international journals about flipped classroom from an Indonesian researcher is from Zainuddin (2017), he found that the usage of flipped classroom more actively involved students in individual and collaborative learning online, pushed them to study, provided more opportunities to learn before FTF class, and provided

immediate feedback from the lecturer. Therefore, further research is needed on teaching methods using flipped classroom in Indonesian context.

On the other hand, the recent study about flipped classrooms there are Zainuddin & Attaran (2015) that investigated the students' Malaysian perception about the flipped classroom and the result of the study is the flipped classroom has a positive impact on the students because flipped classroom gives a chance to the students who feel shy and quiet in the class. But, this research focused on the students' perceptions and the present research will be focused on steps of flipped classroom implementation. Additionally, Akçayır & Akçayır (2018) was investigating the advantages and challenges of the flipped classroom for the teacher and the students and the result is the use of flipped classroom can enhance student's achievement and student's satisfaction. However, the steps of implementation about this method were not described. Then, Aburezeq (2020) investigated the impact of flipped classrooms and the student's perception of the use of the flipped classrooms. Then, as a result of the study, the flipped classroom became a successful teaching method for developing language education and developing students' language and obtained a positive response from the students. This research was conducted in Zarqa City in the speaking course. Therefore, this research was conducted in the Indonesian EFL university setting.

The flipped classroom teaching method can be investigated deeply, because this method of teaching responds to the technological requirements in language teaching including English. Furthermore, some researcher (Akçayır & Akçayır, 2018; Aburezeq, 2020; Zou, 2020; Zainuddin & Attaran, 2015; Fauzan & Ngabut, 2018) recommended the implementation of the flipped classroom in different skills or contexts. However, the previous studies have very limited research on how teachers implemented the flipped classroom method, especially in the EFL university context. Hence, to fulfil this gap this research investigated the implementation of the flipped classroom in EFL university class.

1.2 Formulating of the problem:

In this study the researcher addressed the following question:

How does the Indonesian English teacher implement the flipped classroom in university?

1.3 Operational definitions:

To avoid the bias of the definition flipped classroom in this study, the researcher provides the definition related to the study, as follow:

Flipped classroom	Also known as inverted classrooms, are a teaching method that gives the students materials before class as homework. In-class time focuses on discussions, interactive exercises, and independent work that would have previously been completed at home all under the direction of the teacher and answer if there are any questions from the students. And this research is focused on the implementation of flipped classroom in EFL university class.
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English as a Foreign Language (EFL)	English as a Foreign Language (EFL) refers to English users by non-native speakers in countries where English is not the first language. One of the EFL countries is Indonesian and the research context is in one of the universities in Tasikmalaya, Indonesia.
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1.4 Aim of the study:

Therefore, the aim of the present study such as:

To investigate the implementation of flipped classroom in the EFL class.

1.5 Significant of the study:

1. Theoretical use : This study provides the description of implementation of the flipped classroom in EFL class.
2. Empirical use : This study gives empirical insight in implementation of flipped classroom in EFL class.

3. Practical use : This study served the readers about how to implement flipped classroom in EFL class.