CHAPTER I

INTRODUCTION

A. Background of The Study

Vocabulary is an important part of foreign language learning because without vocabulary, we cannot do listening, speaking, reading, and writing. Laufer & Nation (1999) explain that mastery of vocabulary is very important for successful foreigners in language use and plays an important role in the formation of complete spoken and written texts. Learning vocabulary items plays an important role in all language skills for example listening, speaking, reading, and writing (Nation, 2008). Fisher & Frey (2014), explain that classroom vocabulary is the most challenging aspect of communication and is labelled the most problematic area by teachers. Even though learners know the language's grammar, communication will break down if they do not know the correct word (Rashid, Lan & Hui, 2022).

Through learning vocabulary, we know how to use the language properly. In fact, there are many obstacles in learning vocabulary at school. It is due to laziness in memorizing words, and lack of interest in learning vocabulary, especially in junior high school students. The students' vocabulary problems must be solved because it may be difficult for them to continue to the next level or class. Also, students may have low motivation in learning English because they feel English is difficult. Furthermore, students will experience boredom in English class. According to Hutchinson & Waters (1993) the discrepancy between students' conceptual or cognitive capacities and students' English proficiency level often causes problems for students because students' learning styles and teacher's teaching approaches are not suitable and also English language courses are not related to students' needs and interests. Susanna (2007) also states that weak students usually have poor strategies and give up easily when they encounter struggles. Therefore, the teacher as a facilitator for students must be able to make it as interesting as possible to be motivated in it and learn vocabulary. one of them is the use of reverse class media.

Flipped classroom is one of the learning models in which students get the first stimulus outside classes (usually through reading material or electronic learning resources) to then during class meetings, students do many knowledge assimilation activities such as problem solving, discussion, and so on (Nederveld & Berge, 2015). The flipped classroom is pedagogically convincing because it supports the principles of personalization,

differentiated learning, student-centred instruction, and constructivism. In the inverted class, the whole class structure is flipped, and that is why it is called an inverted class (Overmyer, 2014). The main purpose of flipping classes is to increase the face-to-face time between teachers and students (Gross, 2014). The basic principle of the inverted classroom model is to have more attention on students and their learning without wasting class time needing to include new content (Lafee, 2013). The benefits of reverse classes focus on higher-level thinking skills and challenging content. Therefore, the inverted classroom model increases student engagement, motivation, and improves academic achievement (Tucker, 2012).

English is a subject that must be studied for students, especially at SMP N 1 kartasura. But, it does not rule out some students at SMP N 1 Kartasura are not proficient in English because it is a foreign language for them even though they have been taught basic since elementary school. For this reason, English teachers at SMP N 1 Kartasura are expected to be able to master English to face a better future considering English as an international language. Based on the results of initial observations at SMP 1 Negeri Kartasura, it is known that in language learning, especially in teaching vocabulary, teachers only use monotonous media, so that students are less motivated to follow the existing learning, besides that students also still think that English is a very complicated foreign language, so students have difficulty in learning English. Therefore, it is necessary to have a creative approach in teaching vocabulary to students.

Based on the above background, the researcher is interested in conducting a research entitled "The Implementation of Flipped Classroom Model in Teaching Vocabulary During Covid-19 Pandemic at SMP N 1 Kartasura 2020/2021 in Academic Year". this study describe the implementation flipped clasroom model in teaching during covid-19 qualitatively.

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B. Research Problem

Based on the background of the research that has been stated previously, there are several research problems proposed by the researcher, as follows:

1. How is the implementation of Flipped Classroom Model in teaching vocabulary during the covid-19 pandemic at SMP N 1 Kartasura for the 2020/2021 academic year?

2. What are the problems faced in implementing the Flipped Classroom Model in vocabulary learning during the covid-19 pandemic at SMP N 1 Kartasura for the 2020/2021 academic year?

3. How do the teacher overcome the problems in the implementation of the Flipped Classroom Model in vocabulary learning during the covid-19 pandemic at SMP N 1 Kartasura for the 2020/2021 academic year?

C. The Objectives of The Research

Based on the research problem proposed by the researcher, the research objectives can be formulated as follows:

1. To describe the implementation of Flipped Classroom Model by teachers in teaching vocabulary during the covid-19 pandemic at SMP N 1 Kartasura for the 2020/2021 school year.

2. To identify the problems faced in implementing the Flipped Classroom Model in vocabulary learning during the covid-19 pandemic at SMP N 1 Kartasura for the 2020/2021 academic year.

3. To describe how the teacher overcome problems in the implementation of the Flipped Classroom Model in vocabulary learning during the covid-19 pandemic at SMP N 1 Kartasura for the 2020/2021 academic year.