

# CHAPTER I

## INTRODUCTION

### A. The Background of Study

In the era of globalization, the ability to engage in intensive reading has become a crucial skill for students. According to Brown, intensive reading enables students to deeply comprehend texts, expand their vocabulary, and enhance critical thinking skills. Brown emphasizes that this skill is essential for understanding complex academic texts, which plays a significant role in formal education.<sup>1</sup> Intensive reading not only aids students in grasping academic content more thoroughly but also sharpens their critical and analytical thinking abilities. However, traditional learning methods often limit the time available for intensive reading, preventing students from fully leveraging its potential. To address these time constraints and improve the quality of learning, the flipped learning model was introduced. This model reverses the traditional learning process by having students study basic materials at home through platforms like Google Classroom, while class time is devoted to discussing, analyzing, and applying those materials. Consequently, students can make better use of classroom time for

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<sup>1</sup> Brown, H. Douglas. *Teaching by Principles: An Interactive Approach to Language Pedagogy*. 2nd ed. New York: Longman, 2001, 312-316.

interactive, outcome-focused activities such as discussions and projects.

Technology has influenced almost all aspects of human life, including education. The use of technology in education focuses on digital devices, applications and platforms to enhance the learning process. Technology in education can be defined as the use of the internet and digital media to facilitate and enhance students' learning experience as well as teachers' teaching effectiveness.<sup>2</sup> The use of Google Classroom in flipped learning allows teachers to provide complete and structured learning materials, as well as monitor students' progress effectively. Students can access the learning materials anytime and anywhere, so they can start intensive reading before the class meeting. Thus, students can strengthen conceptual understanding and improve critical thinking skills through intensive reading more effectively and efficiently. Therefore, the implementation of flipped learning and Google Classroom can be an effective strategy to improve students' intensive reading skills, as well as improve the overall quality of learning.

Based on research at SMPN 2 Cilegon, students tend to have difficulties in understanding English learning materials, especially in intensive reading comprehension. It shows that many students are passive

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<sup>2</sup> Yulhedri and Tuti Kurniawati, "Web-Based Flipped Learning in Learning at Universitas Negeri Padang," *Journal of Educational Research* (2019): 1–12.

in English learning because they do not have time to read the material to be taught. Teachers have to spend more time explaining, as students only pay attention, take notes, and disturb their friends. Therefore, researcher are interested in applying flipped learning by using Google Classroom as a media to improve intensive reading comprehension. Bregmann and Sams stated that flipped learning is a pedagogical approach in which students are introduced to the learning material before class starts, and during class they deepen the material through discussion or problem solving.<sup>3</sup> The flipped learning strategy is a method where students acquire basic knowledge outside the classroom by using digital resources such as videos and reading materials. This approach allows students to engage in interactive activities such as discussion, collaboration and problem solving at home.

## **B. Identification of The Problem**

1. Lack of understanding of context.
2. Limited intensive reading skill of students of SMPN 2 Cilegon.
3. Lack of effective teaching techniques and approaches used by teacher to build student engagement in English intensive reading comprehension.

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<sup>3</sup> Jonathan Bergmann and Aaron Sams, *Flipped Learning: Gateway to Student Engagement* (Washington, D.C.: International Society for Technology in Education, 2014).

### **C. Scope and Limitation of Problem**

The implementation of the flipped learning strategy was the focus of this research. The researcher applied flipped learning to the experimental class to determine whether this strategy was effective in improving students' intensive reading skills. This research was conducted at SMPN 2 Cilegon. The scope of the study involved the researcher applying the flipped learning strategy in class VII E and the scientific approach in class VII B. The results of the application of these strategies were then compared. Additionally, the test results of the experimental class and the control class were also compared.

### **D. Formulation of Problem**

1. Is The Flipped Learning Strategy Effective in Improving Students' Intensive Reading Comprehension?
2. How do students respond to The Implementation of Flipped Learning Strategy in Improving Students Intensive Reading Comprehension?

### **E. Objective of Study**

1. To find out whether The Flipped Learning is Effective in Improving Students' Intensive Reading Comprehension.
2. To find out how students' respond to The Implementation of Flipped Learning Strategy in Improving Students' Intensive Reading Comprehension.

## **F. Significance of Study**

### 1. For Teachers:

This study helps teachers understand how flipped learning and Google Classroom can improve students' intensive reading comprehension. It provides practical insights for integrating technology to enhance classroom engagement and teaching effectiveness.

### 2. For Students:

The study highlights how flipped learning empowers students to access materials flexibly, improving their reading comprehension and critical thinking. It encourages independent learning and better preparation for classroom activities.

### 3. For Researcher:

This study contributes to research on flipped learning and educational technology, offering a basis for further studies on its effectiveness in improving academic skills and student engagement.

## **G. The Previous Study**

There are several previous studies related to this research. The first study entitled "Implementation of Flipped Classrooms to Develop Students' Reading Skills," was conducted by Jessica Sania Putri and

Neni Nurkhamidah in 2023.<sup>4</sup> This study found that the implementation of flipped classrooms can significantly improve students' reading skills. The research method used involved the use of a flipped classroom in teaching, focusing on the use of online resources and interactive discussions in class. The results showed a significant improvement in students' reading skills after the implementation of the flipped classroom.

The second study titled “The Flipped Classroom: Improving Critical Thinking for Critical Reading of EFL Learners in Higher Education” by Ryani Yulian (2021).<sup>5</sup> This study found that the implementation of the flipped classroom can improve critical thinking skills in critical reading in English as a foreign language (EFL) learners in higher education. The research method used involved combining the flipped classroom with other learning techniques, such as group discussions, structured assignments, and formative evaluations. The results showed a significant improvement in critical thinking skills for critical reading after the implementation of flipped classroom.

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<sup>4</sup> Jessica S. Putri and Neni Nurkhamidah, "The Implementation of Flipped Classroom to Develop Students' Reading Skill," *Acitya: Journal of Teaching and Education* 5, no. 1 (2023): 156–170.

<sup>5</sup>Ryani Yulian, "The Flipped Classroom: Improving Critical Thinking for Critical Reading of EFL Learners in Higher Education," *Studies in English Language and Education* 8, no. 2 (2021): 508–522.

The third study was titled “Flipped Classroom with Collaborative Learning Approach in Enhancing Writing Skill of Indonesian University Students” by Kheryadi, M Suseno, and N Lustyantie (2024).<sup>6</sup> This study found that the implementation of a collaborative learning approach with a flipped classroom significantly improved the writing skills of Indonesian university students. The research methods used included collaborative learning design, flipped classroom implementation, and the use of various evaluation techniques. The results showed significant improvement in students' writing skills, especially in terms of writing structure, clarity of ideas, and ability to argue academically.

The fourth study was titled” Examined the application of the flipped learning model using Google Classroom in improving learning outcomes and students' independent attitudes” by Datuk Dwi Saputro and Rusnilawati (2024).<sup>7</sup> Using a quantitative approach, they measured learning outcomes through pre-test and post-test and used a survey to evaluate students' independent attitude. The results show that the use of Google Classroom effectively supports the flipped learning model, improves student understanding, and encourages independent learning habits. In addition, there were improvements in academic performance

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<sup>6</sup> Kheryadi, M. Suseno, and Nur Lustyantie, "Flipped Classroom with Collaborative Learning Approach in Enhancing Writing Skill of Indonesian University Students" (2024).

<sup>7</sup> Datuk Dwi Saputro, "Flipped Learning with Google Classroom in Improving Learning Outcomes and Independent Attitudes," *Journal of Education and Teaching* (2023).

and student satisfaction, demonstrating the potential of this model in enhancing the learning experience in the digital age.

The fifth study was titled "Flipped-Learning: A Model in Improving Reading Comprehension" by Muhaiminah Akib, Ahmad Wael, and Dian Saputra (2022), investigates the implementation of the flipped learning model to enhance students' reading comprehension skills. The research aims to explore the effectiveness of this model, particularly in an English as a Foreign Language (EFL) context.<sup>8</sup> The study utilized a quasi-experimental design, comparing the performance of a control group and an experimental group exposed to flipped learning. The findings demonstrated significant improvements in reading comprehension among students who engaged in the flipped classroom approach, suggesting that this method provides more active learning opportunities and better engagement with reading materials compared to traditional methods.

The previous studies are related to this study, which explains the use of flipped learning technique in education. However, these studies focused more on the effectiveness of flipped learning techniques in general in the learning process, particularly in higher education and

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<sup>8</sup> Akib, Muhaiminah, Ahmad Wael, and Dian Saputra. "Flipped-Learning: A Model in Improving Reading Comprehension." *Lembaran Ilmu Kependidikan* 51, no. 1 (2022): 33-37.



students' critical thinking and writing skills. In this study, the researcher will describe more specific issues related to how new research emphasizes on students' responses to the implementation of flipped learning strategies, the role of Google Classroom in flipped learning to improve students' intensive reading skills, and the focus on intensive reading comprehension applied at the junior high school level.

As a researcher, the researcher is interested in raising the title of the Implementation of Flipped Learning Strategy in Improving Students' Intensive Reading Comprehension by referring to the works of previous researchers. The previous research discussed the effectiveness of flipped learning implementation in critical thinking and writing skills, while in this study, the researcher focuses more on intensive reading comprehension. In addition, previous studies only tested the effectiveness of the strategies used without looking at students' responses to the implementation of flipped learning strategies. In previous studies, no one has used Google Classroom in flipped learning to improve students' intensive reading comprehension, so further research is needed.

The main objectives of this study were to overcome students' passivity and improve students' intensive reading skills. The researcher tried to overcome this problem by using flipped learning combined with

Google Classroom media. In this study, the researcher attempted to overcome students' passivity through the utilization of technology and strategies applied to create a more active learning environment in English language learning.

This study aims to show whether the flipped learning technique designed by the researcher can also be successfully implemented in SMPN 2 Cilegon.

## **H. Writing Organization**

This paper is divided into five chapters which contains several point that clarify respective chapters.

**Chapter I**, it contains the background of the research, previous studies, identification of the problem, scope and limitation of problem, formulation of problem, objective of study, and organization of writing.

**Chapter II**, it contains theories from several sources obtained from previous studies as well as the expert opinions related to the topic of this research.

**Chapter III**, it contains research method, place and time of research, population and sample, instrument, data collection, data analyzing, and scoring system.

**Chapter IV**, it contains data description and interpretation data of the research.

**Chapter V**, it contains the conclusion and suggestion from the researcher based on the analysis in chapter four.