

CHAPTER I

INTRODUCTION

This chapter discusses the background of the study, research question, research purpose, research significance, research scope and limitation, and definitions of key terms.

A. Background of The Study

Writing is one of the basic skills of English. In writing skill, it is necessary to pay more attention to some aspects of language. Such as word usage, sentence structure, spelling and punctuation and for those that contain higher level of accuracy. These aspects are very important to consider in order to write and complex compared to other skills. Beside that, we always involve thinking skill and creative skill in writing. Writing is not always easy and may be a challenge even for the best student. We have to choose appropriate vocabularies to arrange words to be sentence and develop it to be paragraph. So that, mastering vocabularies and tenses become the main key to get a good writing.

In teaching English, the teacher must understand how to teach the four skills to the students. It is very important to teach those skills especially in writing skill. Teaching writing skill as well as important with other skill because when students find the new word, they often think and write it for their language. From studying about writing, the students will know how the students use the punctuation, grammar, vocabulary and all about writing. In teaching writing, the teacher should be able to make the students write their ideas well. The teacher should consider writing skill that the students have to master.

Based on the researcher's observation at SMA Negeri 1 Grogol, the difficult skill to learn English is writing, the students find difficulties in digging their idea and imagination in writing recount text. The researcher has observed, when students were working on their writing, the researcher found that they did not understand the structure and the language features of the text. In addition, students also lack of knowledge in using correct grammar and the way of arranging a good text. They lack of vocabularies and they do not know how to make a good sentence. English teacher of SMAN 1 Grogol still use traditional method to teach writing. Traditional method is teaching without using technology and the teacher use textbook when teaching learning process. It can make the students bored in the class because the method is monotonous and make the students are passive.

Based on the problems above, the researcher found a solution to solve students' problems. The researcher implementing flipped classroom to improve students' writing skill. According to Bergman & Sam (2012), innovative educational approach, namely flipped classroom is a learning method that focuses on students by reversing the traditional classroom learning system that teachers have carried out. The flipped classroom method has many benefits. The benefits could be seen from the class preparation. According to Tucker and Roehl (2013), the students use class time to problem-solve, develop concepts and participate in collaborative learning. So that the students will have positive opinions and get new knowledge, be more active, more independent, and creative. Then they will be more critical in dealing with the problem in some instances.

The flipped classroom could include teaching media such as interactive video, web, e-book, PowerPoint, and learning applications. The researcher will implement the flipped classroom using video as self-study media to make the student's access and playback the English video material by their needs. Khan (2011) suggested the teacher flip traditional classes through video. It is aimed to make students could access the video everywhere. Besides that, this method is innovative with instruction, watching learning videos at home or before class begins, and doing their homework. If students have a problem when they learn the material, they can ask their friend or teacher directly, and the problem can be solved. This method also can promote traditional class into better class activities. The active interaction in class, such as group discussion, so that the student will spend the time to explore their ideas and knowledge.

Some previous studies can support this research. Some previous studies can support this research. Mella (2018), applying flipped classroom made the students more enthusiastic, more enjoyable, more confident, and unafraid to discuss spontaneously with each other. It could be contributed well towards their vocabulary, pronunciation, and fluency, and background knowledge. Basal (2015), the result of the article, concluded that flipped classroom was beneficial in terms of four categories: learning at one's own pace, advancing students' preparation, overcoming the limitations of class time, and increasing participation in the classroom. The article also provides recommendations for integrating LMS into courses in other English language teaching departments and implementing flipped classrooms in language teaching. Atiqah, Tutuk, Umi (2018), The flipped

classroom can be applied, but the teacher needs some preparation such as the lesson plan and varied teaching activities.

Based on the background of the study above, the researcher interested in conducting research on improve students' writing skill using flipped classroom by the title "Improving Students' Writing Skill by Implementation Flipped Classroom for The Tenth Grade Students at SMA Negeri 1 Grogol".

B. Research Question

Based on the background of research, Research tries to clarify the research question: "How can flipped classroom improve students' writing skill at the tenth grade students of SMA Negeri 1 Grogol"?

C. Research Purpose

The purpose of this study is to improve students' writing skill by using flipped classroom at the tenth grade students of SMA Negeri 1 Grogol.

D. Research Significance

This study aims to provide useful information for students, English teachers, and next researchers.

For the students, the result of this study will expect to improve their writing skill and also can be a motivation for learning English. For English Teacher, the teacher can make the learning activities more fun. Furthermore, as the connection between the students and knowledge, the teacher can be better and not monotone.

Schools are formal institutions where you can acquire knowledge. Therefore, if the school has a good teaching process, students will be happy to acquire

knowledge and achieve the best results. The last, The next Researcher is expected to use the results to do better research in the same field.

E. Scope and Limitation

The focus of this study is improving students' writing skill by implementing flipped classroom method for the tenth grade students at SMA Negeri 1 Grogol. The scope and limitation of the study are limited to the subject and object research. The research subject is limited at the tenth grade students of SMA Negeri 1 Grogol. The research object is limited on the students' writing skill by using flipped classroom.

F. Definition of Key Terms

To avoid misunderstanding of some of the terms used in this study, the main terms are defined as follows:

1. Writing is one of the English skills that need to acquire when using a language. It is because writing skill play an important role in improving communication skills in language learning.
2. Teaching Writing is teach writing skill to make students can express their idea.
3. Flipped Classroom is a teaching strategy that uses a blended learning approach by reversing the traditional learning model and providing video material to previous students. Then, the students can watch videos of material presented by the teacher based on the material being studied. After that, the students can prepare the questions or problems they get when studying the material. When

the students are in class, they participate in several activities, such as asking questions, discussions, and group activities.