

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter explained some theories which related to this research those are, definition of writing, definition flipped classroom and previous studies.

A. Writing

This part explains some theories such as definition of writing, aspects of writing and teaching writing.

1) Definition of Writing

Writing is one of the skills that must be developed over time. It is one of the ways to express your thoughts and share your thoughts and views with others. Writing is one of the most important things in education. Lindawati et al stated that Good writing is clear, light, easy to understand, and has a continuous beginning and end. Furthermore, writers can show interest in the topic they are writing and grab the attention of their readers. When a person communicates his thoughts in the form of a letter, message or invitation for communication, he simultaneously expresses his thoughts and clears his mind..

Writing skills are special abilities that help writers verbalize their thoughts in meaningful ways and interact mentally with their messages. There are various definitions of writing as described by different linguists. According to Harmer (2007), writing is an integral part of larger activities focused on other things, such as language practice, acting, or speaking.

Brown (2003) stated that writing is the nature of the writing process. Written products are often the result of a process of deliberation, drafting, and revision that requires specialized skill, which is not developed naturally by all presenters. Defining writing based on the above explanation is the process of devising an idea, thinking about how to express it, and organizing it into sentences and paragraphs, and for this purpose, other people, students, and the desire to express it are obtained.

2) **Aspects of Writing**

Hosseinpour (2014) divides writing into five aspects: content, structure, vocabulary, grammar, and mechanics.

a) Content

Hosseinpour (2014) argues that content is about writing, that is, the experience of a core idea, a collection of related statements presented by the author as a single subject. Content can be defined as a unity of topic sentences and driving ideas. Each sentence should relate to the topic and develop control ideas in one paragraph. If the suggestion is not related to the idea, it should be deleted. Content includes educational knowledge, thesis development, topic matching, detail relevance, content and detail writing quality.

b) Organization

Hosseinpour (2014) stated that organization leads to logical organization (coherence) of content. Organizations contain sentences that are logically structured and flow smoothly. Logical rules indicate the order of sentences and

ideas. Flows are fluid to the extent that one idea or proposal leads to another. The problem of organizing activities relates to the organization of ideas, clarity of expression of ideas, structuring and developing ideas, support, smooth expression.

c) Vocabulary

Vocabulary focuses on the choice of words that match the content. It started with the idea that the writer wants to express ideas as clearly and directly as he could. As a general rule, the main goal is clarity. The choice of words that express meaning correctly is considered a lot. Furthermore, Hosseinpour (2014) states that vocabulary corresponds to accuracy, range, choice of words or idioms, mastery of word forms, accuracy of registers, effectiveness in conveying meaning.

d) Grammar

Grammar focuses on the correct structure and construction of sentences, the correct use of conventions, tenses, numbers, pronouns, negation, prepositions, articles, and word order (Hosseinpour, 2014). Using language refers to creating logical relationships in paragraphs by modifying grammar and syntactic patterns or by separating, combining, and grouping ideas in phrases, sentences, and sentences.

e) Mechanic

Hosseinpour (2014) stated that the steps of punctuation, hyphenation, capitalization, spelling, and paragraph indentation are a mechanical race in the use of conventional language graphics.

B. Teaching Writing

When mastering a student's second language, the teacher's role in teaching the language is critical to the student's comprehension process. Teachers as characters also play an important role in teaching students to communicate accurately, clearly and effectively in a second language as they will contribute to their success in school and their future success. Brown (2001) argues that learning should guide and facilitate learning, enable learners to learn, create a learning environment, and demonstrate or help someone learn how to do things.

In other words, teaching is the process a teacher must perform in order to transfer knowledge to students using the experience materials, knowledge, and materials that the teacher prepares for the curriculum. Writing requires a thinking process, so when teaching writing, teachers need to make students think about something. Before writing, students must find and develop their own thoughts in their minds. It does not end at this stage and the student must translate his thoughts into words in a specific language. So they also had to translate the process of every keyword that came to mind. It turned out that in a short time it was impossible to write. So teaching writing also requires steps to help students manage their thoughts more easily.

Hyland (2004) explained that writing is a way to share personal meaning. People build their own views on the topic. They will share their views on a topic. One person's view may differ from that of another. That depends on their beliefs. When it comes to building up a view, then person must make it understandable and acceptable.

The student must use their own ability to write. Teachers must also provide constant motivation for them to be willing to write with their own ideas. Teachers must help students by using learning media such as mind mapping to motivate them in writing, which is believed to increase students' understanding. According to Nunan (2003), the use of mind mapping can make students confident and can increase students' interest in writing. From its purpose, writing is viewed as a commonly used means of communication to express and impress. That is the writer prepared his writings for a purpose. It is to express what is on their minds and to impress readers with their writings.

C. Flipped classroom

The flipped classroom is related to a 21st-century education. Mutmaninah (2017), 21st-century education can build a knowledge-based society with skills to use technology as a media, critical thinking skills, problem-solving skills, active communication skills and cooperative skill. Education is expected to be able to bring students to possess all five skills. One of the innovative learning models that teachers can use to participate in the learning process is flipped classroom.

1) Definition of flipped classroom

Flipped classroom is a reversal of traditional classroom learning by utilizing the internet. Where in a conventional classroom, learning material is carried out in class and assignments related to learning materials are done by students at home. In Flipped Classroom learning, the students understand the materials at home, both text or videos that teacher uploaded to the internet. While in-class, students and teachers discuss things that students still do not understand from their learning

at home or doing homework. Practice the questions in class with a higher problem difficulty level than when working on questions independently at home. The flipped classroom use in schools is expected to help students who have learning difficulties. So that with the application of the Flipped Classroom learning model, students who have learning difficulties or are left behind can take part in learning well and be able to pass the exam of learning material.

Johnson (2013), Flipped Classroom is a way of the learning process that reduces the capacity of teaching and learning activities in the classroom class by maximizing interaction with each other, namely teachers, students and their environment. The Flipped Classroom utilizes learning media that can be accessed online that can support student learning materials. This model is not just learning to use learning videos but emphasizes how to use class time so that learning is more quality and can improve students' knowledge and thinking skills.

2) Procedures of flipped classroom

Apriyanti (2017), the teacher carries out several procedures in applying the flipped classroom. First, Teach students how to access or watch the video material. It is very important before doing learning in class to teach students how to access learning videos and important things from videos that need to take note. Second, Direct students to watch videos about the material they will study at the next meeting. The concept of the flipped classroom is to learn the material at home. Before starting lessons on certain materials, direct students to study the video material at home. These videos can use existing videos which are customized to learning needs, as well as videos made by the teacher. Third, Ask

students to ask interesting questions in class to determine whether the student has watched the learning video or not from the questions given. Each student has at least one question that will ask during the lesson. From these questions, students will discuss with each other and answer questions. Forth, Giving tasks both individually and in groups. Giving tasks aims to make students understand more about the subject matter. In carrying out these tasks, the teacher helps students who have difficulties understanding and doing things the task. Fifth, Instruct students to help each other. As explained, the focus of this learning strategy is not on the teacher, but the learning process itself, so it is possible for students to help each other if needed there are difficulties. The role of the teacher is still needed to further clarify the learning material. Sixth, reflect on the lessons that have been studied. After all the tasks have been done, the teacher and students review the learning that has been carried out. The teacher can direct students to take notes about the important things of the lesson.

3) **The type of flipped classroom**

Flipped classroom are classes into some kinds. The types are traditional flipped classroom and the peer instructions flipped (Steele, 2013). Traditional flipped classroom models are often used by teachers who have never used flipped classroom models before. On traditional flipped classroom, teacher ask students to watch a learning video or other media at home on previous studies. Students prepare to follow the learning in class by studying at home first. Next, students come to class to do activities and perform assignments related to the learning materials. In class, students apply skills in projects or other simulations. Activities

that take place in class can be guided by using the students' worksheet. Related assignments are also given in students' worksheet. The next activity is measuring students' understanding by taking a quiz at the end of learning.

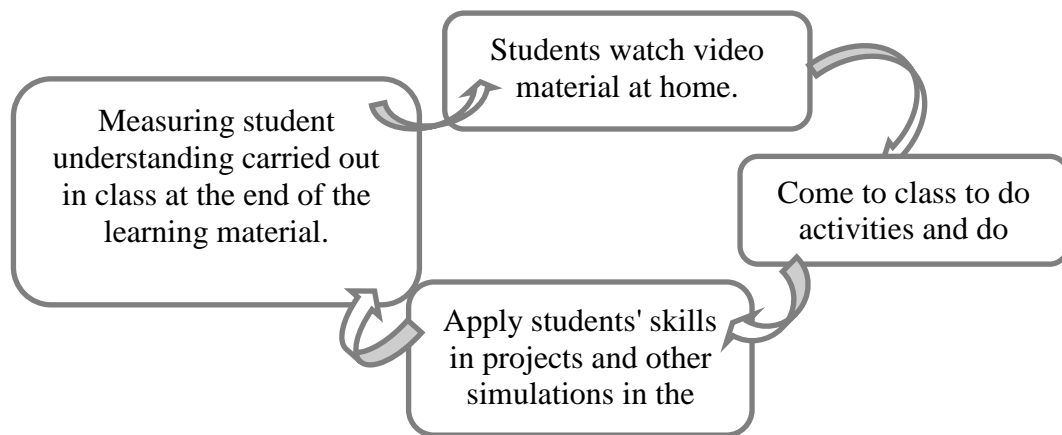


Figure 1. procedures of traditional flipped classroom (Steele, 2013)

The flipped peer instruction models are done by using smarter students to help students who are still having difficulty learning, so they are like peer tutorials. As for the peer instruction flipped model, students are asked to watch home learning videos. In class, the teacher gives the first individual test questions. Students debate with each other about their answers and apply learning to strengthen concepts. If students have finished the first test, then continue with the second test until the study time is over. At the end of the lesson, the teacher measures a student's understanding through a quiz.

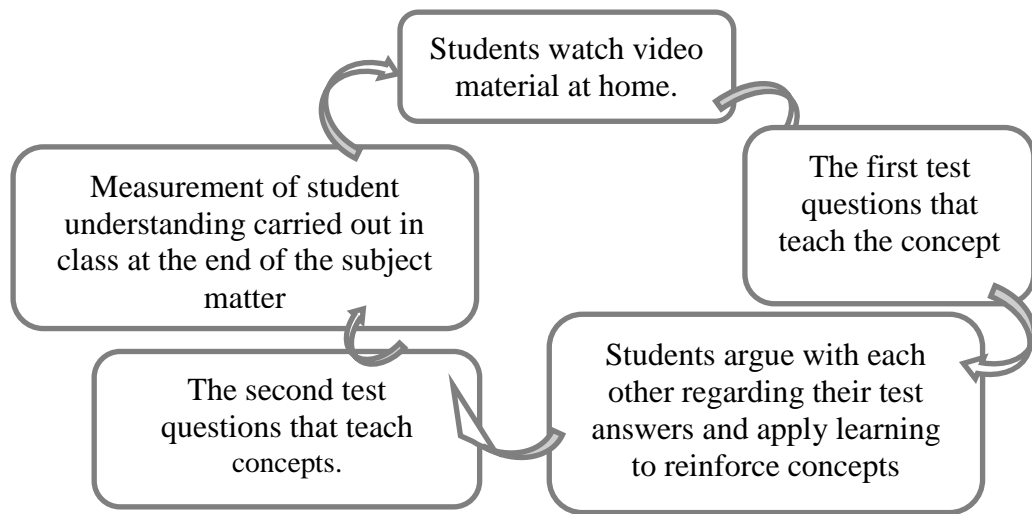


Figure 2. Procedures of flipped peer instruction (Steele, 2013)

4) **Characteristic of flipped classroom**

According to Abeysekera and Dawson (2015), several characteristics of the flipped classroom learning method distinguish it from other teaching methods. First, the time of use in class that has changed is only used for discussion. Second, The use of time outside the classroom has also changed to understand and fully understand the material through learning videos. Third, Homework that used to be done at home, students do together in class. Fourth, Teaching and learning activities usually done by teachers in class are carried out by students independently at home. Fifth, The learning process in class is only focused on discussion activities, question and answer questions, etc. Sixth, Utilization of the latest technology in the learning process, such as videos.

The main thing in a flipped classroom is whenever studying in class or independently to increase students' knowledge and understanding of the subject matter. Based on this explanation, the researcher wanted to examine how flipped classroom learning can improve students' English achievement.

5) Advantages of flipped classroom

Avgerinou (2008) explains three important reasons a teacher would prefer to apply a reverse class over online or classic learning: better learning increases access and flexibility, and cost increases. A student centered approach to teaching shifts the focus of the teacher's need to the student. And this is what's supported by the upside-down class model. Studies prove that classroom learning models prove to be more effective in improving the quality of learning and students' activities in a learning process and giving better learning results. This strategy is also very useful to teachers and students because they can perform their duties accompanied by teachers. Before moving on to the next material, the teacher may ensure that each student has understood the concept/material to be mastered, the student's learning motivation increases in collaboration, speaking out and working with a friend, that students may learn again or self-study if they cannot attend the class, while teachers can more freely review and renew the RPGS performed, and communication between teachers and students is well intersected.

Enfield (2013) stated that classroom classrooms can increase students' motivation to follow classroom learning, interact intensively and thus develop learning independence. It effectively helps students learn the material and increases their ability to solve problems on their own. Interactions in the class can occur intensively, and each learning difficulty can quickly be overcome, resulting in self-reliance and learning motivation, which will eventually enhance student achievement.

6) disadvantages of flipped classroom

Schiller (2013) explained that there is a classroom shortage. First, students who are new to this method need adaptation because they are learning on their own at home. As a result, they are not prepared to study actively in the classroom. The solution to the problem is quiz one of them online, giving homework to reference information in class. Second, homework (reading and video) must be carefully adjusted to prepare them for class activities. Third, making quality teaching is very difficult. Based on the above opinion, students need to adapt to learning to be self-reliant at home. It takes extra time for them to understand the material at home. Students search for helpful information regarding materials, both textbooks and the Internet, because students dig into it at home. The flaws of this strategy are the difficulty of designing materials that are easily understood by students and of high quality.

D. Previous studies

The researcher found some previous studies that were related to the study. Subagia (2017), flipped classroom method can improve student achievement. This is supported by student achievement results in the first cycle of 72.22, increasing to 74.38. With classical completeness in the first cycle of 80.08 percent and the second cycle of 91.89 percent. Learning with flipped classes can streamline the learning process because learning activities usually completed in class are done at home, and vice versa. Learning activities usually done at home are completed in class. This learning model refers to the education system in the 21st century.

Praseno and Hidayat (2021) combined the flipped classroom with Edpuzzle, a learning media that provides content from renowned education channels that teachers can customize and use freely. The combination of Flipped Classroom strategy and Edpuzzle has proven to be successful in improving students' participation in learning activities (30.5%) and their achievement in writing (17%). Therefore, teachers are suggested to implement and adopt this practice in their class while considering the competence to be mastered and students' needs and characteristics.

Handayani, et al (2021), Their study was conducted in Public High School 9, Bengkulu City, Bengkulu Province, Indonesia. The population was 76 tenth graders of Mathematics and Natural Science Class. As many as 25 students of Class X-I were chosen as the samples using purposive sampling. The research instrument was pre-test and post-test, consisting of 10 questions to assess learning outcomes. The average pre-test score was 64.6, and the average post-test score was 87.8. Learning outcomes were normally and homogeneously distributed. The hypothesis testing produced a significance value of $0.000 < 0.05$. Therefore, the flipped classroom model using a scientific approach and e-modules significantly affected the learning outcomes of the chemistry subject. The research result showed that the implementation of the flipped classroom model positively affected and improved the learning outcomes on the chemistry subject, particularly on electrolyte and non-electrolyte solutions.