

CHAPTER I

INTRODUCTION

The first chapter discusses about the introduction of the study. It consists of some parts, namely background of the study, research problem, research objective, hypothesis, scope and limitation, the significance of the study and definition of key terms.

A. Background of the Study

Writing is a conveying of thoughts and feelings that are put into words. Writing is a manifestation of the art of reading, creating and modifying (Brown, 2010). Writing is a form of activity in communicating ideas to someone by applying structured written language, which aims to build an understanding and inform the readers about what the author write. The learning of writing teaches students to capture the moment of life with total appreciation and is interpreted through the text mechanism. Writing with a good structure and grammatical style can be easily understood and give a meaningful message to the reader. Because if one is lacking in structure and grammar, it gives a different meaning. In addition, writing to test the competence and development of student critical thinking (McKinley, 2018). So, the more students write, the more knowledge is learned. Thus, the overall process of writing can train students to think systematically and increase intellectual capacity.

Teaching writing is a skill from the language aspect, which is important to learn and master in their educational process. Teaching writing or composing cannot be separated from the role of the teacher in guiding and directing students

to express and imagination to create writing that is in accordance with the elements and rules of writing. As (Afrianto , Edwar , & Ali, 2021) said that effective writing is learning to master vocabulary, interesting topics and up to date. Through the concept of learning can help students learn, how students learn, enjoy the learning process and appreciate their education (Ball & Loewe, 2017). Giving innovative approaches in learning is essential to developing student creativity. So that the preparation of a good plan and in accordance with learning conditions will be effective for all, especially for students and teachers to move forward.

In the process of teaching and learning activities required appropriate learning media and in accordance with the conditions of students. The media that suitable for students' needs are media that can increase enthusiasm and motivation in their learning. According to Indonesian Ministry of Education and Culture, Nadiem Makarim, said that in the current era education in Indonesia is modernized with technology (Prasetya, 2019). Good technology in an education system will provide convenience during the learning process. In the current generation, the application of digital devices such as smartphones, tablets, and laptops is very useful for everyday life. In the field of education, teachers can use that digital technology in both offline and online learning. For students through technology makes learning, flexible and unlimited only in the classroom but can be done at anytime or anywhere.

From the results of observations, the researcher found some background of the problems in this study. First, the duration of learning is very short, the teacher spends too much time in transferring material so as to lack the time for

discussion, interaction and assignments. So that learning does not effectively and efficiently. Because students lack writing practice, as a result, they are trapped in bad writing habits. Second, students face difficulties in developing descriptive paragraphs. This is caused by lack of knowledge of vocabulary, mastery of language structure, and spelling. This can be seen when given a writing assignment, need a rather long period of time to think, imagine and interpret about what they will write. This happens because the motivation and enthusiasm of students are very low in writing. Finally, it resulted in students not being able to write stories well.

Therefore, the solution and focus in this research is to use or apply the flipped classroom method in teaching writing. According to (Bergman & Sams, 2012) the basic concept of the flipped classroom is to reverse traditional classes carried out at home by sending material in the form of videos before class and in the classroom learning focuses on discussion and practice. The flipped classroom strategy is innovative, self-directed learning, and student-centered learning using digital technology. The teacher prepares videos related to the material to be studied and student study materials from home independently. During face-to-face learning, students and teacher ask questions related to points that are not yet understood. This provides space for students to collaborate, discuss and assignments. The teacher acts as a guide and feedback provider.

Furthermore, in this digital era, the existence of social media is widely used in education. As (El-badawy & Hashem, 2015) state that social media has a positive impact on the development of student education. In flipped classroom learning, researchers determine YouTube and WhatsApp as media for learning to

write. Choose YouTube because there are many source online materials related to learning, videos are easily accessible anytime, anywhere, and popular among today's teens. While WhatsApp is an application that is simple and easily accessible to all circles. In the world of education, WhatsApp groups make it easy to communicate between students and teachers, send videos, pictures, and so on. So after the teacher gets the right teaching materials, then the teacher share the material through WhatsApp group and students are ready to study independently at home.

There are studies conducted by several researchers related to the problem of flipped classrooms used to solve writing problems. The First research was conducted by (Monika, 2020) with the objective of the study is to identify the effect of flipped classroom on students' ability in writing narrative text. The researcher use a quasi experimental with quantitative approach. She found that using flipped classroom can improve the student's ability in writing narrative text. Second, the research was conducted by (Efendi, 2020) with the objective of the study is to know the effectiveness of the flipped classroom strategy in the teaching of writing skill. The researcher used a quasi-experimental design with a quantitative approach. He found that using flipped classroom the students got good achievement in writing skill. The third research was conducted by (Rizkiyah, 2017) with the objective of the study is to test which method is more effective between the flipped classroom and direct instruction in teaching writing. The researcher uses an experimental research approach with factorial design and found that the flipped classroom was effective to improve students' writing skill.

From the background, the authors are interested in conducting research on the application of flipping classrooms in writing learning. So, the focus of this research is *"The Effectiveness of Using Flipped Classroom in Teaching Writing Descriptive Text Text of the Tenth Grade Students at SMKN 1 Grogol"*.

B. Research Problem

According to the background of the study, the research question can be formulated as follow “Is there any significant different score on writing descriptive text of the students taught by using flipped classroom and those taught by using direct instruction method?”

C. Research Objective

The main objective of this study is to find out the effectiveness of using flipped classroom in teaching writing descriptive text. Whether the students who are taught writing descriptive text by using flipped classroom have better writing ability than the students who are taught by using direct instruction method.

D. Hypothesis

Based on the objective of the study, this research wants to know the effectiveness of using flipped classroom in teaching writing descriptive text. Thus the researcher builds the hypothesis to make purpose of this study. The hypothesis is:

1. The null hypothesis (Ho)

There is no significant difference on writing ability between students who are taught writing descriptive text by using flipped classroom and students who are taught by using direct instruction.

2. The alternative hypothesis (Ha)

There is a significant difference on writing ability between students who are taught writing descriptive text by using flipped classroom and students who are taught by using direct instruction.

E. Scope and Limitation

This study focused on the effectiveness of using flipped classroom method in teaching writing descriptive text of the tenth grade students at SMKN 1 Grogol. The scope of this research is writing ability of the students in SMKN 1 Grogol. In this research, the researcher used Descriptive text as the topic of teaching writing using flipped classroom.

F. Significance of the Study

The result of the study is expected to bring some significant, positive contribution and useful for teacher, students, and other researchers. There are some uses in this research as follows:

1. For teacher

For teacher, the author hope this research can help teacher as a general guide in developing learning strategies. In particular, they can apply the Flipped classroom method to the whole teaching, especially in writing to their students.

2. For students

The use of the Flipped Classroom method can be interesting and fun in teaching writing descriptive paragraph. It is expected to increase students' motivation and learning outcomes in writing activities.

3. For the future researchers

This research can be used as a reference for other researchers when conducting

research related to the flipped classroom method, especially in teaching writing descriptive text.

G. Definition of Key Terms

This aims in order to clarify the key terms that used in this research, some definitions are put as follow:

1. Writing

Writing is an activity to communicate thoughts and ideas by using the arrangement of symbols in writing language into a readable text.

2. Teaching Writing

Teaching writing is an effort made by a teacher to prepare and develop students' learning experiences in the writing process.

3. Descriptive text

Descriptive text is an activity to explain or describe something in detail in the form of text, that seen or known from the surrounding environment can be in the form of objects, places, people, or animals.

4. Flipped Classroom

Flipped classroom is a form of blended learning that applies technology support with a flipped learning system through a combination of online and offline or face-to-face learning. Learning materials become homework that can be accessed online, in the class maximizes teacher and student interaction.

5. Direct Instruction

Direct Instruction is direct teaching using a teacher-centered learning approach. The teacher applies and implements the lecture method to demonstrate or deliver the material directly to student