

also assume that writing skill is considered one of the many abilities of language which are deeply quantifiable determine the quality of one's thinking ability.

From the explanation above, it can be concluded that writing is important skills that have to be learned by students all over the world, especially foreign language learners. But in many cases, writing is regarded as a difficult assignment in language learning process because students must have extensive knowledge if they want to write something (Leaver, 2005:13). In learning writing, students must not only understand language structure but also must have vocabulary enrichment and good spelling. Moreover, writing also needs mastery of thinking and arranging words to make an understandable sentence.

Teaching is one of educative activities which is done by teacher determined by the philosophy of education, teaching style, approach method and strategy. It is very important in educational system because it is an interaction between teachers and student occur to learn. According to Webster dictionary, there are two definitions of teaching. They are an action of a person who teaches or profession of teacher and something taught, percept, doctrine or instruction. The successful teaching learning process is caused by several factors. One of them is teacher who is the main implementer of education. Then quality of teacher both academic and non-academic also effects the quality of learning (Hassan, 2018).

In teaching writing, especially for student of junior high school, teachers should focus not only on how they can employ an appropriate technique but also on how the technique can be accepted by students (Dunsloky, 2013). The goal of learning is to make the teaching learning process can be accepted,

understood, interesting, and motivated so that students can be active and creative in learning writing.

Unfortunately, teaching writing especially in junior high school is not easy to do. According to a study conducted by Mahrus (2020) indicated that students' writing skill was still poor. They had very poor ability in organizing some sentences in logical order and fair ability in producing a good paragraph. It can be concluded that writing is a difficult subject at school because there are problems for students such as how to find idea, how to start writing, how to develop a topic, how to use grammatically correct sentence, how to choose a good sentence, how to arrange the vocabulary and etc. It strengthened by Richard's statement (2014), "Writing is the most difficult for second language learner to master of putting together strings of grammatically correct sentences". Moreover, writing is not only about putting sentences together and grammatically correct, but also the idea in the sentences need to be arranged in a logical way so that they can make a coherent text so that the reader can read and understand easy. That is why many students feel that writing is difficult to be learned.

Most students also think that writing is the most worrying activity in learning English. They cannot think of anything to write about. Even if the teachers give them topics, students still feel confused when they start writing. It is not because they do not like the topics, but because they do not know how to start it and they do not know enough to write about it. It is called lack of ideas. Therefore, to solve these problems teachers can use flipped learning in teaching writing, since teaching process can change from teacher-centered

learning to student-centered learning (Hamdan, McKnight, McKnight, & Arfstrom, 2013). As result, the students will can solve their own problems in writing autonomously.

In this era, people recognize mobile devices such as cellular phones, smartphones, tablet, and laptop as essential tools in their daily life, also for students to support their learning process. So, teachers can utilize online learning as a model in teaching learning process. One learning model that can be employed by teachers in teaching writing is flipped learning that is a class activity where students learn the material at home or outside of the class before and do the homework or assignment in the classroom (Kara, 2015). In the flipped learning, teacher's role transforms from conveying the material passively to student to learning instructors, guiding through a sequence of interesting and experimental-learning activities because the focus is on the learning process, not the teaching process. Flipped learning also allows students to get more time for understanding the lesson briefly rather than listening the teacher explanation (Clark, 2016).

According to the result of some experimental researches were conducted by some scholars, flipped learning have a big contribution to improve students' English skill because the teacher has already prepared well the materials for student using online platform supported by videos, reading materials or songs. It also provides students to learn material from many resources. (Rintaningrum, 2016). Moreover, student can study and understand the material at home, then if they don't understand, they can re-watch the videos, re-read the reading texts or finding other resources related to the material given by teachers. Before the

class, doing some exercises also can help student to find their difficulties in the material studied. While, in the class, they can share with their peers and teacher about the problem they found in learning writing. As a result, flipped learning is the appropriate model for teaching writing to improve student writing skill.

In this case, the researcher will conduct a research at first-grade level students of Junior High School of MTsN 1 Kota Blitar. MTsN 1 Kota Blitar is a school investigated by researcher. Based on the observations of researcher in second-grade level students of Junior High School, many students are still not good at writing. Therefore, alternative ways are needed to improve students' writing skills.

Based on the explanation above, the researcher assumes that applying flipped learning influences students' writing skills because it can motivate and improve students' writing skills in learning writing actively. It can also help students to share their ideas in written form and to organize their ideas related to the topic correctly and effectively. So the researcher is interested in conducting a research to improve students' writing skills entitled "The effect of Flipped Learning in Teaching Writing at MTsN 1 Kota Blitar".

B. Statement of the Problem

Based on the background mentioned, the researcher conducts a research concerning the effect of flipped learning in teaching writing. The question of this research is "Is flipped learning effective in teaching writing of descriptive text for the seven students at MTsN 1 Kota Blitar?"

C. Objective of the Research

In relation to statement of the problem, the specific objective of the study is: “to investigate whether applying flipped learning is effective in teaching writing of descriptive text for the eighth students at MTsN 1 Kota Blitar.

D. Research Hypothesis

Based on objective of the research, the researcher formulates the null Hypothesis (Ho) and alternative Hypothesis (Ha):

Ho : There is not any significant difference on writing skill between students taught by using Flipped Learning and students taught by using Direct Learning.

Ha : There is significant difference on writing skill between students taught by using Flipped Learning and students taught by using Direct Learning.

E. Scope and Delimitation of the Research

Based on the background and the statement of the problem above this research focused on investigate of using Flipped Learning in Teaching Writing skill of Descriptive Text. This research is limited to the sevent grade students of MTsN 1 Kota Blitar.

F. Significance of the Research

The research hopes that the research will be useful for:

1. The English teachers.

The result of the research is expected to enrich the teachers' knowledge in teaching writing by using flipped learning at the seventh grade students of MTsN 1 Kota Blitar.

2. The students.

The result of the research is expected to create their learning process more effective, so that it can improve their writing skill.

3. The school

The result of this research is expected to have a positive impact on teaching and learning process in junior high school.

4. Further researchers.

The result of this research can be a basic consideration and information to do further research. Furthermore, the results of this research is expected to be able to have positive impact in teaching-learning process in Junior High School.

G. Definition of the Key Term

In this part, there are some explanations from the topic of the research and the title mentioned in the previous item to help readers in order to get better understanding. The definition of key terms as follows:

1. Teaching Writing

An activity where the teacher gives information systematically about how could student produce an expression, letter, or information in written word.

In this research, the teaching writing focuses on teaching writing a descriptive text.

2. Flipped Learning

A type of blended learning which students are assigned to read and understand the material or given a question at home or outside of class and asked to take notes it. In the class, students discuss it and are asked to write a text. In this research, students are asked to write a descriptive text based on the topic given individually.