

## **CHAPTER I**

### **INTRODUCTION**

This chapter discusses the background of the study, the research problem, the scope and limitation of the research, objectives of the research, the significance of the research, and the definition of key terms.

#### **A. Background of the Study**

Writing is one way to communicate each other. It means that we can express and share our ideas, opinion, and feeling in form of written communication. Writing is a skill in which we express ideas, feeling and thought which is to be arranged in words, sentences and paragraph (Raimes, 1983:76). In conclusion, writing has important role in communication because not all information can be delivered by oral but also in written form such as paper, text, and many others.

In English language learning, writing is one of language skill that must be mastered by students. Writing skill is one of another skill (listening, reading, and speaking) which also determine the success of learned English. In other hand, writing is known to be one of the most difficult skill to be mastered. According to Connelly (2012:3), at school students write papers, reports, and essay examinations to demonstrate your knowledge and skills.

Writing descriptive text requires the students to describe the particular person, place or thing in the detail sentence. Students also have to make clear the structure and the language feature of descriptive text. When the students

describe something, they have to make sure that the sentence that they write is appropriate. In describing students have to describe. Because of if there is missing something in describing, it will give a different meaning.

Beside that, in writing descriptive text students need to master vocabulary, grammatical roles, accuracy, building the ideas, and condition of learning. The students need some condition that can make them feel comfortable and can increase their interest in material. Feel comfortable is very important for students because it can make them easy to accept the material from teacher. One of the important thing to conduct a comfortable situation is work together with their friends. It can decrease their difficulties in doing the work especially in describing a particular person, things or place. So that, it is needed some method or technique in the learning of descriptive text. The use of cooperative learning in learning process can motivate the student to be more active and comfortable during the teaching and learning process.

According to Nunan (2003: 34) “the work in cooperative learning teams is structured so that there is positive interdependence among the members in group : the learners feel that they are work together for mutual benefit”. In cooperative learning, the students can share the information and knowledge to each other. Besides that, they also learn how to work together in team and try to give their contribution for the success of their team. Gillies (2003:69) states that group learning leads to academic and cognitive benefits. Group learning promotes student learning and achievement, increase the development of critical thinking skills, and promote greater transfer of learning.

To develop writing skill in descriptive text, the students could bring their imagination or their knowledge to be practiced into writing. But, it is not easy to write because some students still face some difficulties. In general, the students have difficulty in telling story and develop paragraph of descriptive. It is because they lack of vocabulary, grammar, spelling, etc. Based on writer's observation when teacher training (PPL), many students are still encountered with the problems in content, organizing vocabulary and grammar when they do the task in writing descriptive text. When students were asked to write, it took quite a long time to think about what they were going to write. This factor aroused because students had low motivation and passion in writing. As a result, the students are not able to write their story in a good form.

To help students write better, the writing teacher should be able to be more creative and innovative to help the students in writing. In this case, the teacher can use appropriate strategy to support teaching learning process and make the students more interesting with writing. One of strategy that teacher can use is Flipped Classroom Strategy. This strategy allows teachers to reconsider how to maximize individual face-to-face time with students (Bishop & Veleger, 2013:2).

The flipped classroom is a new pedagogical method, which employ a video from lecturers and doing the task as homework, active (always doing the instruction or task), group-based problem solving activities in the classroom. In this strategy allows teachers to reconsider how to maximize individual face-

to-face time with students (Bishop & Veleger, 2013:2). There are many misconceptions about what the flipped classroom actually is. Some misconceptions about the flipped classroom are that student spend the entire time in front of a computer screen, students work without structure, videos replace the teacher, students work in isolation, or that a flipped classroom is an online course. An effective flipped classroom is one that, the time normally spent lecturing, is used for in-class activities, discussions, problems, and group projects. The students are then required to come prepared for class, which is spent solving hand-on problems that are related to the video (AshishAmresh, Adam R. Carberry and John Femiani, 2013). There is enough time for students to work with peers on projects, engage contents more deeply, practice skills, and receive feedback on their progress. Teachers can give more time to control their students, help to develop their fluency if needed, and inspiring them with challenging projects which give them greater control to their learning.

In the flipped classroom, the teacher's role changes from lecturer and deliver of content to learning coach, guiding through a series of engaging and experimental-learning activities. The focus is on learning process than teaching process and the approach has been found to increase overall interaction among students and between students and teacher (Philips, Trainor, R. C., 2014:vol.1). flipped classroom allows the students to get more time in understand the material deeply rather than listening teacher explanation.

So far, there are many studies about flipped classroom have been conducted by some researcher. First study conducted by Ahmed (2015) with title “The Implementation of flipped Classroom in foreign Language Teaching”. The researcher studied about the benefit of using video lecture in aided reading and writing. Based on comments from participant, a flipped classroom can contribute to personalization with video lectures, which present to watch or re-watch lessons as needed. The second research was conducted by Agustina (2015) entitled “The Use of Flipped Classroom for Teaching Story Telling to the Tenth Grades”. She is find out the effect of flipped classroom in their teaching.

Due to various problems of the teaching and learning writing and also many studies have conducted about the model, the researcher intends to conduct a research to find out students’ opinion about the application and also whether or not the students’ writing skill can be enhanced through the flipped classroom model, by the title “The Effectiveness of Flipped Classroom On Students’ Writing Ability In Descriptive TextOf The Eighth Grade At SMPN 2 Sumbergempol.” An Exploratory Sequential Design at the Eighth Grade of SMPN 2 Sumbergempol, in academic year 2019/2020.

## **B. Research Problem**

According to the background of the research above, the formulated research problem was: “Is there any significant difference score on writing descriptive of the students taught by using Flipped Classroom and those taught by using a conventional strategy of the eighth grade students at SMPN 2 Sumbergempol?”

## **C. Objectives of the Research**

Related to the research problem above, the purpose of this research was: “to know if there is any significant difference score on writing descriptive of the students taught by using Flipped Classroom and those taught by using a traditional strategy of the eighth grade students at SMPN 2 Sumbergempol?”

## **D. Scope and Limitation**

Based on the research problems above, it is impossible for the researcher to study all that stated problems because of the limited time. Therefore, this research was focused on the process of teaching learning toward student's writing ability in writing descriptive text by using Flipped Classroom.

## **E. Significance of The Research**

The findings of this research are important for a variety of reasons. For the teacher, the teacher can use flipped classroom to stimulate and create creatively for students in order to increase student's desire in writing. Using

Flipped Classroom can be interesting technique in teaching writing skills. While for the researcher, the reasearcher would get knowledge about the effectiveness of flipped classroom in teaching learning process and also this matter can be improve the student's writing descriptivetext at SMPN 2 Sumbergempol.

#### **F. Research Hypothesis of the Study**

In this research, the researcher has two kinds of hypothesis, they are :

1. Null hypothesis states that there is no significant differences scoreon writing descriptive text of the students taught by using Flipped Classroom and those taught by using a traditonal strategy.
2. Alternative hypothesis states that there is significant difference scoreon writing descriptive text of the students taught by using Flipped Classroom and those taught by using a traditonal strategy.

#### **G. Definition of Key Terms**

In order to avoid misunderstanding of the terms used in this study, they need to be defined as follows:

##### **1. Writing Skill**

Writing is an important skill to be mastered in learning English as a foreign language. It means that writing is not only for communication, but to share our views, thought, and express our feelings.

## 2. Effectiveness

Effectiveness is the capability of producing a result and to test whether the strategy is effective or not.

## 3. Flipped Classroom

Flipped classroom model is the whole Classroom or homework paradigm is flipped through infusing the technology, thus, the interaction in the classroom could be maximized.

## 4. Descriptive text

Descriptive text is a text which says what a person or a thing is like. Its purpose is to describe and reveal a particular person, place, or thing.