

## CHAPTER I

### INTRODUCTION

#### A. Background of the Study

Teaching English has become very important. According to (Sianipar et al., 2020) English is an international language widely used in numerous countries. It is regard as crucial for everyone to learn due to its global prevalence. In Indonesia, English is taught to learners from middle school into university as a mandatory subject and proficiency in English is expect to be attained by all students. English is the first foreign language that is considered important for accessing information, absorbing and developing science, technology, arts, culture, and fostering relations with other nations. The reason why students must be taught English from an early age is so that they understand that English is a world language. English skills taught at school can be very beneficial for children to increase knowledge innovation and creativity. English proficiency must be supported by basic English skills, one of which is writing. In this case, the students are trained to think critically and express their ideas easily. The habit of critical thinking makes students actively write everything they get.

Curriculum development is the innovative step or reform that requires the government in the field of national education to provide a solution in several cases or problems in education. Curriculum development in Indonesia is recovering and improving the quality of education by developing and promoting

Indonesian science and technology (Mazuflah et al., 2021). The teaching and learning process must be carried out as effectively as possible following the applicable curriculum. In the English curriculum in junior high school, there are four basic English skills: writing, reading, listening, and speaking. These four basic skills have been implemented at every level of education, from elementary school, junior high school, and senior high school. Students must be able to master these abilities effectively. However, one of the most important of the four basic skills is writing. According to (Humairoh, 2021) writing is a way of organizing your thoughts expressed. After that, writing is seen as a process of discovery that students try to discover in their own way as they struggle to think, put together, and connect their ideas. Writing is an excellent medium for conveying information in general, which sometimes seems difficult and complex. The students often experience some problems in writing. They have difficulty in making a choice of words and putting words together because students still have low vocabulary. It depends on the purpose of writing and the situation to create creativity in the text.

To achieve competence in writing, the students have to master writing skills as one of four skills in English. Writing is a productive thing to train students' ability to convey their ideas and mindset. According to Wallace et al. (2004). These steps include taking notes, identifying the main idea, sketching, outlining, and editing. This means that writing is a difficult skill. It involves many steps to go through before creating a good piece of writing. It seems so

complicated with its sub-skills, but it can be fun to learn. It is also very important because it is a documentation of the history of human life.

In order, teach writing at this level related to text type one of them is recount text. Recount text is a type of text whose main task or communicative purpose is to tell the reader or listener about an experience (Lestari et al. 2023). The purpose of the text is to tell about a past event or tell a story about someone's life in chronological order. Recount text is a social genre that retells events to inform or entertain an audience. The recalculated text uses the past tense. Retelling has the social purpose of reconstructing past experiences by re-explaining events in their original sequence. These stories can be found in a variety of contexts, such as personal letters, police reports, insurance claims, and incident reports. This recount text is rooted in personal experience and uses direct and clear language. In many situations, recount text is used to describe memories of a series of events, such as in scientific travel journals or everyday stories from various times or cultures.

Based on the Merdeka curriculum in the eighth grade of junior high school, the basic competencies that students must achieve in English writing subjects include the ability to develop, understand, analyze, and apply simple functional written texts in descriptive texts, recount texts, and narrative texts. Students often have difficulty writing correctly, especially in writing recount text. According to Kharimah et al. (2023) stated that the implementation of the Merdeka curriculum must be integrated into learning in the classroom. Lessons must be completed by direct implementation of the exercises done by the

students. Thus, students feel that learning progress and benefits. The researcher conducted a pre-observation while observing the teaching and learning process in the classroom to provide more details. The researcher carried out pre-observations on August 30<sup>th</sup> 2023. Students often complain that they can't think a important topic to write. They spend a lot of time in the planning stage but are still confused about how to start their writing. They don't know how to organize their thoughts, some of them even have no ideas at all. The problem is increase because teachers generally use writing materials and activities that come from textbooks, which are less effective in encouraging and supporting student learning. Therefore, there is an urgent need for teachers to adopt innovative teaching methods to develop and improve students' writing skills in recount text.

Based on students' problems in writing recount text the researcher offers the flipped classroom method as one of the learning methods that can be done for school at this time. According to Dassa et al. (2019), the flipped classroom is a pedagogical approach in which direct instruction moves from the group learning space to the individual learning space, and the resulting group space is transformed into a dynamic, interactive learning environment where the educator guides students as they apply concepts and engage creatively in the subject matter.

The interesting alternative learning method is founded by Bergmann & Sams A who flipped their class as a transition to the deep learning model. Bergmann calls this model the flipped classroom method. In practice, he uses this model to teach students. He recorded a video of his explanation, which

students could then watch at home. On the following day, in class, students do assignments and exercises assisted by the teacher (Bergmann & Sams A, 2011). Furthermore, Khan, the founder of Khan Academy, advocates for teachers to replace the traditional approach with more videos. He supports the flipped classroom model because he wants to ensure access to learning for everyone wherever they are. The first video he uploaded also became the basic for the flipped class concept to this day. This method is suitable for all students, both those who can quickly understand the material and those who need more time. They can replay any material whenever they need it (Supiani et al., 2021).

In addition, this model is the best approach to find effective teaching methods by delivering instructions via online videos at home and moving homework to be done in class. The flipped classroom concept also reverses traditional classroom dynamics which often have minimal interaction in class into active interactive sessions, such as group discussions. Students have more opportunities to explore their ideas, knowledge, and interact directly with each other.

Furthermore, there have been several earlier studies on the use of flipped classroom methods to improve students' writing. Numerous previous studies are similar to current research; nevertheless, there are basic distinctions that distinguish previous research; it could come from teaching and practical writing using the flipped classroom model by (Tao & Yan, 2019). It also arises from different innovations of instruction in writing by (Junio & Bandala, 2019). It

could come from instruction in an EFL context in general and in writing classrooms in particular by (Zhao & Yang, 2023).

Tao & Yan (2019) The purpose of this study is to emphasize language output, requiring students to focus on diction, sentence building, and paragraph organization. In their research Junio & Bandala (2019) the study showed that flipped learning was more enjoyable than traditional lecture-based writing classes, and students' active involvement was fortified.

Zhao & Yang, (2023) found the effect of flipped instruction on the writing performance and anxiety of EFL students. This study use two writing tasks and a writing anxiety inventory to collect data from the participants. The results of descriptive and inferential statistics show that the experimental group based on reverse writing instruction significantly improve their writing performance. Moreover, they revealed that the flipped classroom substantially reduced participants' writing anxiety. The implications of these findings have been outlined for EFL research and practice.

The concept behind the flipped classroom is that students in the eighth grade of SMP Islam Al Azhaar Tulungagung need this method to improve their writing skills, especially on recount text. The students of this grade still have a low vocabulary to conduct a good paragraph on recount text. Based on the explanations above, the researcher is motivated to conduct research with the title **"Improving Students' Writing Recount Text By Using Flipped**

## **Classroom Method For The Eight Grade At SMP Islam Al Azhaar Tulungagung”.**

### **A. Formulation of the Research Problem**

Based on the background above, the formulation of the research problem of this study is :

How can the flipped classroom method improve students' writing skills recount text at SMP Islam Al Azhaar Tulungagung?

### **B. The Purpose of the Study**

The purpose of the study is to improve the students' writing recount text after using the flipped classroom method in VIII grade at SMP Islam Al Azhaar Tulungagung.

### **C. Significance of the Study**

The contributions of this research are conveyed to :

1. First, for teachers, it offers an alternative solution to teach writing skills
2. Second, for the students, it assists them in solving problems related to writing texts and helps them improve their writing skills.
3. Third, for the SMP Islam Al Azhaar Tulungagung, it can be beneficial to improve the education quality.

### **D. Scope and Limitation of the Research**

The scope of this study focuses on implementing the flipped classroom method to enhance students' writing of recount texts. The researcher has chosen VIII-

grade students from SMP Islam Al Azhaar Tulungagung for the academic year 2023/2024 as the subjects of the research. The limitation of this study is that it only examines use the flipped classroom method in improving writing skills in recount text of students from SMP Islam Al Azhaar Tulungagung. The scope of the research is specifically limited to the eighth grade at SMP Islam Al Azhaar Tulungagung. The researcher only examined the implementation of the flipped classroom method and whether it could affect students' writing recount text.

#### **E. Definition of Key Terms**

To avoid misunderstanding and misinterpretation on the content of the study, the writer will give a clear description of the terms used in this study :

##### **1. The Flipped classroom**

The flipped classroom is learning strategies that provide a variety of learning resources to be accessed by students before learning. This makes it possible to train active and participatory learners in classroom learning. In other words, a learning method and strategy that involves students learning more dominantly and more actively. The flipped classroom is a learning model where students study the material first at home before attending class according to the assignments given by the teacher. This method is also used by teachers when a student is absent from class for some reason.

##### **2. Improving**

Improving means to refine, enhance, or bring closer to a standard, and apply to what can be improved regardless of its current quality. Using



the flipped classroom method was effective get improving the higher score in writing recount text to reach the criteria of success.

### **3. Recount Text**

Recount text is social genre that retells events to inform or entertain an audience. The recalculated text uses the past tense. Retelling has the social purpose of reconstructing past experiences by recounting events in their original sequence. Stories can be found in personal letters, police reports, insurance claims, and incident reports. The recount text is based on personal experience and the use of a foreign language. In most subjects, recalculation is used to demonstrate memory of a series of events, such as in scientific travel journals or everyday life in a different time or culture.