

# CHAPTER I

## INTRODUCTION

This chapter discusses about background of the research, research questions, research objectives, operational definitions, significance of the study, scope of the research.

### **1.1 Background**

Writing is one of the language learning skills in English which needs to be focused. Students must focus on writing as a language skill because it requires special skills in applying. Writing is a skill that involves the use of certain brain processes to arrange ideas for written expression (Selvaraj & Aziz, 2019, p.452). Therefore, writers require the ability to imagine and be creative while creating or organizing words in order to effectively communicate its message to the reader. Furthermore, since students enter Elementary School until Senior High School, they must have the ability to write. There are many kinds of text that students learned in Senior High School, one of them is descriptive text.

Descriptive text is a text that describes a person, places, thing. According to Emilia (2008, p.82) descriptive text is a type of text where the purpose is to inform the reader about something or someone. In writing a descriptive text, students are required to detail a specific person, place, or thing in one sentence. Apart from the purpose of descriptive text and its generic structure, there are also other components in descriptive text called the language features. Language features are the characteristics of language relating to specific categories of vocabulary and grammatical rules (Emilia & Christie, 2013, p.114). Furthermore,

when writing descriptive texts, students must be aware of vocabulary, grammatical functions, accuracy, ideas development, and learning condition (Agustiari et al., 2023, p.2).

Based on the research by Purbania et al. (2020), the difficulties faced by students in writing descriptive text are difficulties in expressing ideas, developing words into sentences, determining good and correct spelling and concentration in learning. The success of learning is directly related to the function of the teacher as a mediator, evaluator, mentor, facilitator, and learning resource because innovative educators who design instructive, efficient, and enjoyable learning experiences for their students will help them achieve their learning objectives. One of the methods that teacher can use is flipped classroom method. Flipped classroom can be used as a learning method for teachers to improve students' technical skills. In addition, the flipped classroom is also can foster higher-order thinking skills (Lai & Hwang, 2016, p128).

Flipped classroom is by for one of teaching methods used comfortably by teacher. Sams & Washington, (2012, p.14) states that flipped classroom is a way in the learning process that reduces the capacity of learning activities in the classroom by maximizing interaction with each other teachers, students and the environment. Flipped classrooms combine online and offline teaching methods. Students are engaged with concepts in the classroom under the guidance of a teacher. while watching online courses, participating in online discussions, or conducting study at home. During class, time is spent on discussions, solving problems, and working on projects that make use of previously taught material. In conventional classroom learning, most of the time explaining teaching materials

and students are rarely given enough time to complete the teacher's analysis. The implementation of the flipped classroom learning model in the learning process aims to make students independent in learning and the learning process is focused on students.

Some studies has discussed about this topic. A research by (Siswanto, 2021) discussed about The Implementation of Flipped Classroom to Improving Students' Writing Skills at University of Brawijaya. In this research, the researcher used a pre-experimental design, by One-Group Pretest-Posttest and used field notes, video documentation, a questionnaire list, pretest and posttest (Siswanto, 2021). Further analysis showed that the mean score of the students' perception of the flipped classroom in improving their writing skills is 73.56, categorized as high. The difference between this research and previous research is the previous research focused on writing skills on argumentative essays focused on English students while this research implemented to writing skills for Senior high school students with the help of online learning as a support for material delivery. The difference between this research and previous research is the previous research focused on writing skills on argumentative essays focused on English students while this research implemented to writing skills for Senior high school students with the help of online learning as a support for material delivery.

Based on the information above, the writer eager to know how student's skill of writing a descriptive text and whether or not the difference score of using flipped classroom in teaching writing descriptive text. Based on the background above, to solve the problems in writing descriptive text by taking a flipped classroom method in write and produces a thesis entitled **“The Effect of Flipped**

## **Classroom Method on Students Writing Skill in Descriptive Text in Tenth-Grade at Student SMK Muhammadiyah 4 Kalisat”.**

### **1.2 Research Questions**

Based on the background of the study described above, the researcher poses the following research question, as follows “Is there any significant effect of the use flipped classroom method on student’s writing skill.

### **1.3 Research Objectives**

Based on the background of the research above, the research objective is to find out whether there is significant effect of the use flipped classroom method on student’s writing skill.

### **1.4 Operational Definition**

#### **1.4.1 Writing**

Writing is the act or process of composing a text. It involves the use of language and certain symbols to convey information, ideas, thoughts, or feelings to a reader. The assessment in writing descriptive text included content, organization, vocabulary, language uses and mechanics.

#### **1.4.2 Descriptive text**

Descriptive texts are texts that give a description of place.

#### **1.4.3 Flipped classroom**

Flipped classroom is a learning approach which students before studying in class learn the material first at home according to the assignments given by the teacher.

## **1.5 Significance of Study**

### **1.5.1 Theoretical Significance**

The result of this study is expected to be one of the inputs for teacher in improving the quality of English learning, especially in writing skill. A teacher can use Flipped Classroom Method with their student's

### **1.5.2 Practical Significance**

For English teachers, this research can be used as a reference of teaching English.

## **1.6 Scope of The Research**

The scope of this research conducted at SMK Muhammadiyah 4 Kalisat Jember grade X academic year 2023/2024. This research is aim to know the effect of using flipped classroom method.