CHAPTER I

INTRODUCTION

This chapter discusses background of the study, statement of the problem, purpose of the study, scope and limitation, significance of the study, hypothesis, and definition of key terms.

1.1. Background of Study

Writing is a difficult term for senior high school students in learning English. To convey the ideas and facts in a clear and accurate way requires appropriate written language (Hashim, 2011). There are four major problems faced by the student in writing class, they are content, vocabulary, grammar, and spelling. The first problem is content. Ni'mah (2015) states that content is the substance of writing. Many students faced this problem because they have difficulty to express their ideas. Hussein (2015) states that content is one of the categories for evaluating writing. The limitation of students' knowledge about the subject and the development of supporting details through personal experiences, facts or opinion still becomes a problem for the students in writing. The second problem is vocabulary. Thanh Huy (2015) states that the most of difficult problem faced by many students is the limitation of vocabulary. This problem can prevent the students improving their writing competence. Manik and Christiani (2016) state that having enough vocabulary can make the students be able to write and produce language easily.

Other problems are grammar and spelling. They are essential factors used to communicate correctly and produce clear meaning. Abbot (2007:6) states that a clear thinking could not be written clearly without using words according to

definite rules. Ridha (2012, p. 44) states grammatical error becomes one of the most serious and common ones. Frodesen (2001:233) and Nasir et al. (2013:29) grammar plays a vital role in the writing process as it can help the students to develop the linguistic resources which are needed to express their ideas accurately and to correct their writing errors. Meanwhile, Msanjila (2005) states using wrong spelling is another serious problem in writing skill because it can cause the words difficult to understand by the readers. Bahloul (2007) states the main cause of spelling which becomes a big problem in developing their spelling proficiency is the irregularity of English writing system.

In addition, the teacher often spends much time to explain the materials, then it makes the students do not have enough time to finish their writing task. To solve those problems, the researcher offers learning method of flipped learning to engage the students doing the activities of writing. So, in the present study, the researcher would like to use flipped learning as a consideration of those problems which are commonly happened in language teaching and learning, especially in writing class.

Many researchers had conducted the studies to know the effectiveness or to know the effect of flipped learning in language teaching and learning, such as a study was conducted by Ahmed (2012) that investigates the effect of a flipping classroom on writing skill in English as a foreign language and students' attitude towards flipping. The result showed that there was a statistically significant difference between experimental group and control group in the post-test of EFL writing. In this study, the researcher explained to the students how the experiment would proceed and the reasons for following the method of flipping. The teacher

gives a video to the students as their homework before coming to the class. The students have to ready with the information based on their homework if the teacher asks them to practice in the class. Expectations from students were described in depth but required around two weeks from proper class implementation. This was due to students' initial resistance in the experimental group to change in the instructional delivery method.

A study was conducted by El-Bassuony (2016) that investigates the effectiveness of flipped learning in improving English grammatical performance in speaking and writing of underachieving language learners. The third result showed that in the control group there were statistically significant differences at 0.01 for underachievers and 0.005 for normal students between the mean ranks of the pre-post grammatical performance in writing test in favor of the post test for both underachievers and normal students in the control group. On the other hand, there was no such improvement in the pre-post grammatical performance in speaking test which might be due to the fact that many students do not pay much attention to speaking skill since it is not evaluated in the educational system.

Other studies were conducted by Afrilyasanti, Cahyono, and Astuti (2015) that investigate the effect in the use of flipped classroom model on the writing ability of EFL students across their individual differences in learning. The results showed that there was a significant difference on the students' post-test score between the experimental and control groups, but there is an adverse result. However, it was gotten from the observation on the students' participation in their class. There was apparently still few of the students who were not participating. The results of the class observation showed that in the first week of the

implementation, more than half students did not complete their online quizzes. Some efforts had been done to invite the students' participation, such as plus points for active participation, praise, etc. Remarkably, more and more the students participated in the following weeks. Nonetheless, still not the whole class participated.

Based on the review above, the previous studies indeed concern on investigating the effectiveness and the effect of flipped learning with various variables, but in the present study, the researcher will combine flipped learning with graphic organizers to make the students more interest in learning English, especially writing skill. Flipped learning itself is considered to be one of the active learning approaches that focus on switching inside the class time with outside the class (at home) practising time through technology. Those studies do not use another technique that can help the students to convey and develop their ideas in writing class. So, in the present study, the researcher would like to combine graphic organizers in the flipped learning as a consideration of these problems. The researcher uses graphic organizers in flipped learning because it can help mitigate the difficulties faced by the students and help them organize their thoughts. The students can also improve planning, organization, word choice and composition coherence in their writing skill (Bishop, 2013). Most of those studies used the students of university level. So, it becomes one of the reasons why the researcher combines graphic organizers and uses the students of senior high school as the subject. In the present study, the researcher chooses the social students of MAN 2 Gresik because this school has the same problems with this study.

Dealing with the problems faced by the students in writing class and the possibility of using graphic organizers in flipped learning to teach this productive skill, the researcher is interested in conducting this study which intends to find out whether applying flipped learning through graphic organizers would have an effect toward writing skill at MAN 2 Gresik

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1.2. Statement of the Problem

Based on the background of the study above, the researcher is formulated into the following question:

Is there a significant effect of flipped learning through graphic organizers toward writing skill at MAN 2 Gresik?

1.3. Purpose of the Study

The purpose of the study is to investigate a significant effect of flipped learning through graphic organizers toward writing skill at MAN 2 Gresik.

1.4. Significance of the Study

The result of the study is expected to give a contribution to the teaching and learning process of writing in English as a foreign language both theoretically and practically.

1.4.1. Theoretical Significance

For theoretical significance, this study gives knowledge and information for the teacher about how writing class to be interesting by applying flipped learning through graphic organizers. So, the students will more interest to develop their writing skill.

1.4.2. Practical Significance

There are three practical significance contributions gained from this study:

a. For the teacher

The teacher can improve the teaching learning process by setting some techniques, teaching media, good preparation and create an interesting way in the class.

b. For the students

The students can develop their writing skill with the view that learning is fun and it will help the students to master the specific working skills. They will more interest and motivate in the learning process, especially on writing skill by applying flipped learning through graphic organizers.

c. For the researcher

The researcher can inspire and develop flipped learning for the students of senior high school with the different way to develop other skills.

1.5. Hypothesis

Based on the statement of the problem above, the hypothesis is formulated as follow:

H_1 = There is a significant effect of flipped learning through graphic organizers toward writing skill at MAN 2 Gresik.

1.6. Scope and Limitation

The researcher conducts the present study with the scope and limitation. The scope of this study is social students of 11th grade at MAN 2 Gresik. Meanwhile, the limitation of this study is focuses on the applying flipped learning through graphic organizers toward writing skill.

1.7. Definition of Key Terms

a. Writing is a productive skill that the students give their ideas, knowledge, and opinions about something into the text.

b. Flipped learning is an instructional approach that focuses on switching in the class time with outside the class (at home) practising time through technology.

c. A graphic organizer is a visual representation of ideas that can be used to mitigate students' difficulties in the writing process and help the students of senior high school to organize their thoughts.