CHAPTER II

REVIEW OF RELATED LITERATURE

In this chapter, the researcher describes about the theories related to this study, such as the nature of writing, teaching writing, the element of writing, the nature of flipped learning, the procedure of flipped learning, the nature of graphic organizers, types of graphic organizers, flipped learning through graphic organizers, previous study, summary, and hypothesis.

2.1. Writing

2.1.1. The Nature of Writing

Writing is a complex skill that should be mastered by the students in learning English. According to Byrne and Heaton (1990) writing is a complex process in which needs at mastery of grammar, conceptual thinking and decision element. Kasihani (2007: 69) stated that writing is one of important skill that must be mastered by the students and for being able to master this skill, the students should have ability in understanding and knowing well some components of writing, such us grammar, vocabulary, and so on. Meanwhile, Pak-TaoNg (2003) suggested that writing consists of a lot of activities which result in understanding. Such an understanding includes a process of thinking about the topic, notes gathering, data collection, etc. which makes a reflective thought for you at the end.

Alsamadani (2010) indicated that writing is a challenging and difficult process as it includes multiple skills such as identification of the thesis statement, writing supporting details, reviewing, and editing. In the same way, Abu-Rass (2001) added that writing is a difficult skill for native and non-native speakers

alike as students should make balance between multiple issues such as content, organization, purpose, audience, vocabulary, punctuation, spelling, and mechanics.

From the explanation above, the researcher concludes that writing is a productive skill that should be mastered by the students in learning English. Besides, writing is an important skill that have to learn because it can helps the students to express their ideas, experiences, feeling, and also everything on their mind in written form to communicate with others.

2.1.2. Teaching Writing

Writing is one of the productive skills besides speaking and teaching writing is different from teaching speaking. One of the goals of teaching writing is to facilitate students in learning, career development and communicate with the others. In writing, students are able to put together combination of letters rather than sounds to form words, phrases, clauses, and sentences, and put sentences together to make a coherent text (Lindsay & Knight, 2006:85).

In this study, the researcher has some principles of teaching writing, such as the teacher teach the students to write, the students work individually, the students develop their ideas by giving and answering questions to the teacher, the students practice to write based on the graphic organizers and they can share their ideas the other students. Meanwhile, according to Lindsay & Knight (2006:95), the process of teaching writing is divided into three stages:

1. Pre-Writing Stage

   In this stage, the teachers set the task. According to Harmer (2001:268) the teachers can do some activities such as:

a. Choose an interesting topic.

It is important for the teachers find the type of tasks and the topic material which will engage the students. The teacher can choose a topic based on the students' favourite topic to make the students more interest to write.

b. Create interesting topic

The teachers can create an interesting topic by communicating or ask the students about their opinion related to the topic.

c. Activate schemes

Sometimes the students still find difficulty in unfamiliar genres of the task. Therefore, the teachers can show to them the examples of typical letters written.

d. Vary topics and genres

It is important that the teachers are not only applying the activity that they ask the students to be involved in. Teachers can offer some topics in order to provide the variety of interests in the class.

e. Provide necessary information

In order to achieve the success, the teachers can give the information to the students before they start to write.

2. Writing Stage

In this stage, the teachers should monitor and also give advice to the students when they are writing their task. At the same time, the teachers should let the students work as individually as possible.

3. Post-Writing Stage

When the students share or display their task, the teachers can follow up the students' task.

2.1.3. The Element of Writing

In writing process should combine some elements to create good product. According to Cohen (1994:328-329), there are five elements in writing process, those are:

1. Content

This element consists of information related with the topic, the development thesis, the development of information and so on. The topic should be from writer opinion.

2. Grammar

Here, the students have to show how they use grammar in their writing because the grammar is very important role in writing activity. It is supported by Harmer (1999:12) said that grammar is an important role in writing because oral and written language is constructed by grammar.

3. Vocabulary

Vocabulary is words which the writer uses in their texts. In vocabulary they need to understand the meanings, forms and the functions of the words, and also have to know how the words are used in sentences and how the words relate to one another.

4. Organization

This elements show how well, fluent, and cohesive students in organizing their writing to be good text because every kind of text have different organization in writing, commonly it is called generic structure of the text.

5. Mechanism

It shows the students' ability to use the right spelling, punctuation, capitalization, paragraphing, and hand writing.

Based on the explanation above, the researcher only focuses on the content, grammar, vocabulary and mechanism, but in the mechanism element, the researcher will focus on the students' ability to use the right spelling.

2.2. Flipped Learning

2.2.1. The Nature of Flipped Learning

Huereca (2015) describes flipped learning as an instructional approach to teaching that integrates technology and intends to enhance learning. Meanwhile, Clark (2013) refers to flipped learning as an instructional approach that intends to improve student engagement and performance by moving direct classroom instruction outside the school with the help of technology tools and moving homework and tasks with concepts inside the classroom via learning activities.

In a flipped learning, information transmission happens outside the classroom which generally delivered through videos (Bergmann & Sams, 2012). Classroom time is used to build conceptual understanding and develop cognitive skills through active and collaborative learning (Baepler, Walker, & Driessen, 2014). There are two key advantages in a flipped learning. The first is the students have the flexibility to move their own speed as they work through out of class

elements, perhaps focus on different materials as appropriate to their levels and interests. It can encourage students' differentiation and personalisation in learning (Bergmann & Sams, 2012; Davies et al., 2013; Gerstein, 2012). Besides, data produced on the students' activities and accomplishments which finally feed into learning (Enfield, 2013; Thompson, 2011).

The second advantage is the more traditional elements of education happening outside the classroom and the students' awareness when they arrived in the class to study (Sams, 2013), in the class time, the students are free to do a discussion, interaction, collaborative inquiry and hands-on activities (Educause, 2012; Gerstein, 2012; Milman, 2012). Therefore, with the content transmission needful lower-order skills having been removed from the class time, higher-order skills also can be involved in the class where the students have teacher and peer support (McGivney-Burelle & Xue, 2013). The teachers can also pay much more personalized attention to the students, especially those who are struggling and need extra help (Rosenberg, 2013; Tucker, 2012). In other hand, it is not materials alone are important, but how they support the overall learning design (Tucker, 2012).

From the explanation above, the researcher concludes that flipped learning is an instructional approach that can enhance the students' learning by switching inside the class time and outside the class (at home) practising time through technology. In the present study, the researcher will combines graphic organizers as the students' practice in developing their writing skill.

2.2.2. The Procedure of Flipped Learning

A flipped learning can be divided into two learning environments. They are inside and outside the classroom. Both of sides must be perfectly integrated for this model to be effective. Therefore, the researcher explains some procedures of flipped learning which consist of four steps as follows:

1. Choose the lesson

    The researcher chooses the lesson to be flipped because not all lessons can be flipped.

2. Designs the content

    The researcher designs the content related to the material and delivers it to the students before come to the class by using technology, such as computer, laptop, mobile phone, etc.

3. Create an active learning

    The researcher should create an active learning inside the class. The students are engaged in active learning activities, such as discussions, collaborative learning, and critical thinking skills, etc.

4. Give the project

    At the end of the lesson, the students have to do projects or assignments related to the material. These activities are evaluated by the teacher to make sure that the learning outcomes are achieved. Finally, every step of flipped learning is evaluated to give a feedback for the whole lesson.

    In the present study, the researcher skipped the first step because the teacher indeed teach English lesson in the class. The second step is designs the content. Here, the researcher designs the content by giving reading material

followed by some questions. The researcher carries out this step outside the class and delivers it to the students before come the class. Third step, create an active learning. Here, the researcher uses discussion and presentation to make the students more active inside the class because most of them are passive students.

2.3. Graphic Organizers

2.3.1. The Nature of Graphic Organizers

Graphic organizers are defined by Bishop (2013) as visual displays of key content information designed to guide learners and to enhance their comprehension. They are sometimes mentioned as concept maps, cognitive maps, or content maps, but they are all used to serve one purpose. They are intended to help the students clearly how the ideas are organized within a text or surrounding a concept (Baxendell, 2003). Through the use of organizers, the students get the structure of abstract concepts.

A graphic organizer is a visual graphic display that shows the relation between facts, terms or ideas within a learning task (Hall & Strangman, 2002). The visual representation of graphic organizers provides learners with a structural framework of information to be learned. This helps to direct the learners' attention to key concepts and conceptual relationships. The use of such organizers, thus promotes understanding, and enhances organization and long term retention of information. It stresses meaningful learning which serves to facilitate learning and minimize boredom (Janssen, et al, 1993).

From the explanation above, the researcher concludes that a graphic organizer is a visual representation of ideas that can be used to mitigate students'

difficulties in writing process. In addition, it can help the students of senior high school to organize their thoughts.

2.3.2. Types of Graphic Organizers

Graphic organizers could be presented in six different pattern which are hierarchical, conceptual, sequential, evaluative, relational and cyclical (Gil-Garcia & Villegas, 2003).

1. Hierarchical map which consist of categories and subcategories, matrix, plot, tree, and pyramid.

2. Conceptual map which consist of description, mind map, concept map, and concept chart.

3. Sequential map which consist of time line, chronology, process or product, cycle graph, and line graph.

4. Evaluative map which consist of agreement scales, satisfaction scales, and evaluation chart.

5. Relational map which consist of fishbone, pie chart, cause and effect, and characteristic chart.

6. Cyclical map which consist of cycle graph, life cycle, and repetitive events.

From the explanation above, in the present study, the researcher only selects the types of graphic organizer supposed in developing writing skill for the students of senior high school. They are hierarchical map, sequential map, and cyclical map.

2.4. Flipped Learning through Graphic Organizers

Flipped learning is one of active approach to enhance learning. If the teachers try to use flipped learning, may the students like it, but it is not a sufficient reason for initiating flipped instruction Deubel (2013). The teachers should be asking in order to ensure the best outcomes for students. To know the students viewed the video and got anything out of it, she used reflective activity which includes a graphic organizer, such as Know Write Learn (KWL) chart or a thinking map. It might take the form of completing a few related practice problems to check for understanding, or answering reflection questions related to the video's content, or writing a summary of notes taken. Meanwhile, Faraci (2012) states that flipped learning can going on by watching a video as homework and used a graphic organizer to take notes from the video. So, when the students arrived at class, they are ready to apply knowledge and information from the video to group work.

From the explanation above, the researcher concludes that graphic organizers is useful and match if applied in flipped learning, but in the present study, the researcher will use graphic organizers in different way. If most of flipped learning delivered through video, in the present study, flipped learning will delivered through graphic organizers. So, the researcher also concludes the procedure of flipped learning through graphic organizers itself.

First, the researcher designs the content by preparing reading material followed by some questions related to the material and delivers it before come to the class by using technology, such as computer, laptop, mobile phone, etc. So, the students have to read and understand it outside the class (at home). Next step

is creating an active learning. Here, the researcher uses discussion and presentation to make the students more active inside the class. For the last, the researcher gives a project to the students and gives feedback for the whole lesson.

2.5. Previous Study

In this part of the study, some previous studies related to this study will be reviewed. The first 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 subject of this study consists of 60 students at Qassim University and was divided into two groups, 30 students for the experimental group and 30 students for the control group. The instruments of this study are an EFL writing test and a questionnaire to measure students' attitude towards flipping. The results of this study showed that the experimental group outperformed the control group in the post-test of EFL writing and there was statistically significant difference between the mean scores of the pre and post application of the questionnaire of the experimental group in favour of the post application.

The second 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 participants of the study consisted of 49 first year secondary stage students at Port Said military secondary school for boys in Port Said Governorate. The pre and post-test quasi-experimental design was used. The instruments of the study included the verbal intelligence test and the pre post grammatical performance in speaking test and grammatical performance in writing test. The results of the

study showed that flipped learning significantly developed English grammatical performance in speaking and writing of both underachieving language learners and their normal peers.

The third study 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 subject of this study is 62 students at an Indonesian secondary school level who were distributed into two intact groups: experimental and control. Pre-test and post-test were administered to collect quantitative data, and the students' writing was observed to verify the results of the quantitative data. The results showed that there is a significant difference on the students' post-test score between the experimental and control groups.

The fourth study was conducted by Zakareya (2016) that investigates the effect of the flipped classroom model on Egyptian EFL students' listening comprehension. A group pre and post-test design was adopted. 34 EFL students at the Faculty of Education, Suez University, were pretested on listening comprehension before the experiment and then post tested after it. Paired samples t-test revealed a statistically significant improvement in participants' listening comprehension between the pre and post-test in favour of post-test. Therefore, it was concluded that the flipped classroom had a significant effect on the listening comprehension of Egyptian EFL students.

The fifth study was conducted by Marlowe (2012) that investigates the effect of flipped classroom on student achievement and stress. The subject of this study is 19 students in the Environmental System and Societies (ESS) course.

This study used a test were analysed by using ANOVA. The result of this study indicated that through the implementation of flipped classroom model was successful.

The sixth study was conducted by Tayib (2015) that investigates the effectiveness of graphic organizers on students' writing ability as well as their attitudes towards this essential language skill. The sample of this study was composed of 24 Saudi male subjects registered in the preparatory program at Umm Alqura University during the academic year 2012- 2013. The results of this study showed that graphic organizers had significantly improved the students' writing ability and had positively impacted their attitudes towards this skill. These results suggest that graphic organizers can be an effective support in teaching writing of learners of English as a foreign language.

The seventh study were conducted by Zaini, Mokhtar, and Nawawi that investigate the effects of graphic organizers on students' learning in school. The subject of this study is the students of University Putra Malaysian, faculty of Educational Studies. The result of this study showed that graphic organizers had effect on the improvement of students' comprehension, performance and motivation in learning.

Based on the previous study above, the researcher assumed flipped learning as an active approach which helps to enhance learning. The differences between those studies and the present study are the researcher combines flipped learning with graphic organizers which focuses on writing skill.

2.5. Summary

Based on the review of literature above, the researcher concludes that writing is a complex skill that needs to be mastered by the students in learning English. Many students have some problems and difficulties in writing process, so as the teachers have to set and select an appropriate strategy to build students' interest in learning English. In the present study, the researcher will use flipped learning and combine it with graphic organizers. By applying this learning model, it can help the students to develop their writing by express the ideas, knowledge, and opinions to the text.

2.7. Hypothesis

Based on those problems faced by the students above, the researcher formulated the hypothesis that there is a significance effect of flipped learning through graphic organizers toward writing skill at MAN 2 Gresik.