

CHAPTER ONE

INTRODUCTION

1.1 Background of the Study

Nowadays, the use of English as an international language has proven to be increasing in various fields around the world. English is an international language that plays multiple roles in diverse countries' daily lives. Despite the fact that Indonesians do not speak English as their first language (L1), the country requires all students in Senior High School to learn it as a foreign language. At the senior high school level, English is one of the group topics that must be completed (Permendikbud, 2018). According to Lauder (2008), as mentioned in Mattarima and Hamdan (2011), English is taught for three years in both Junior High School and Senior High School. English is the most widely spoken foreign language in Indonesia, and the importance of teaching English as a foreign language is growing in significance (Mattarima and Hamdan, 2011). For purposes of this definition, a foreign language is a language that is not commonly used in a country as a means of everyday communication. It is consistent with the viewpoint expressed by Allard, Bourdeau, and Mizoguchi (2010), who believe that a foreign language is a language that is not extensively spoken and utilized by the inhabitants of a community, society, or nation. Without a doubt, English is one of the subjects taught in many Indonesian schools with the goal of helping students grow and improve their English abilities in a context-sensitive manner so that they may become accepted into everyday life. It aims to produce a form of learning English that is more relevant to students' language needs. Still, English learners or students in Indonesia

must be extra hard to learn English since this language is not used in everyday conversation in this country (Mandasari & Wahyudin, 2021). English subject at senior high school aims to develop the potential of students to have communicative competence in interpersonal, transactional, and functional discourse, using a variety of spoken and written English texts (Permendikbud, 2014). Writing, listening, speaking, and reading are all required abilities in English.

The writing abilities of senior high school students are the subject of the present research project at this time. As part of the English as a Foreign Language (EFL) curriculum in Indonesian senior high schools, writing is one of the English skills that students study (Inayah and Nanda, 2016). Writing is a method of expressing one's thinking to produce an idea and how to say it in good writing, which is then poured and arranged in clear statements and paragraphs. According to Handayani and Aminatun (2020) stated that writing is thought to be a reflection of the writer's cognition because the writing will represent the writer himself or herself. Writing also has its difficulties in learning, where which will be a challenge for every teacher so that every student can meet the indicators of competency achievement and learning objectives. According to Putri and Sari (2021), English teachers must know the best strategies that must be applied to teach English because teachers are the key to teaching and learning activities and have a strong bond to student success. Thus, innovative and engaging teaching strategies are required to provide students with more flexible time and to encourage them to actively participate in the writing process in order to improve their writing skills (Wahyudin, 2018). During the pre-research observation, the researcher noticed that most students said writing is the most challenging skill to learn. This is consistent with Ahmed's (2016) assertion

that writing is a difficult skill to master. Writing ability is a fundamental requirement for English learners' academic achievement. The majority of EFL students are less proficient in writing than in other language abilities because they view writing as a more difficult ability to master than reading and listening.

English learners have challenges in their writing skills, such as finding the proper words to express their ideas, remembering grammatical features and linguistic factors (choice of words or vocabulary, use of plurals/ singular of nouns, articles/determinants, spelling, punctuations, prepositions, and agreement between subject and verb). They have difficulty connecting their ideas and producing proper target language. Since writing is a productive skill, students must learn how to acquire and develop ideas, as well as how to express those ideas in writing. According to Ayu and Zuraida (2020) stated that learning to write down can be difficult since it is a multi-skilled process that requires pupils to learn how to recognize, analyze, and create ideas. Writing can also reveal various meanings in interactional oral texts and monologues through descriptive, narrative, recount, procedure, explanation, report texts. These texts are also part of the senior high school English language competency standard. Some of the problems students faced were caused by a lack of discussion time. Students are less active in asking questions and uninteresting learning strategies used in conventional teaching methods. Thus, students require interaction in the classroom because it is a key pattern in which teachers and students interact to convey information and knowledge, particularly in language classrooms (Rido & Sari, 2018).

For pupils to learn the target language (English) successfully, particularly in writing skills, and to increase their writing skills, the teacher must get their solutions that are in line with the challenges they faced. This is because teachers cannot ignore their students' comprehension or characteristics in any teaching or learning activity (Oktaviani & Sari, 2020). Teachers may boost their own and their students' learning processes by establishing learning techniques for themselves and their pupils (Utami, Aminatun & Fatriana, 2020). Thus, the researcher employ flipped classroom models to improve students' writing skills. Therefore, the flipped classroom was investigated in this research. Most of today's students are more interested and enthusiastic about modern technology or technology-based learning. Since the first industrial revolution, the usage of technology has increased fast in our daily activities, and its features have been increasingly alluring (Oktaviani, Mandasari & Maharani, 2020). It is not uncommon for teachers and students to also run out of time to have direct discussions together in the classroom. Moreover, based on the researcher's opinion, the flipped classroom model is considered adequate to help improve students' writing abilities because students can study writing material first at home and have direct discussions with the teacher in the classroom regarding the problems they encounter while studying the material provided through modern technology such as WhatsApp group and Youtube video. This is in line with the statement of Aminatun and Oktaviani (2019) that in today's world, teachers can use a variety of media to teach in each meeting.

The flipped classroom model is one of the learning methods that implement blended learning where the material was given through online media. Meanwhile, assignments and discussions were carried out in the classroom, which will make

students more active when learning in class; this is because active learning practices are utilized in a flipped classroom situation (Betihavas et al., 2016). The flipped classroom is expected and targeted to assist students in becoming more engaged in their learning. Therefore the researcher wants to use this learning model in a writing class at one of the high schools in Bandarlampung to prove whether this learning model can improve students' writing skills.

This study differs from earlier studies where this study examines whether there are significant improvement in the achievement of students' writing ability between students taught using the flipped classroom model and lecturing teaching method, as well as whether students' writing ability increased or decreased after the implementation of that treatment (flipped classroom model). Meanwhile, the earlier studies looked at the influence of flipping the classroom on students' ability to write in English as a foreign language and how they feel about it.

To sum up, learning English is essential even though it can be tedious. Hence, the learning model offered in this study is expected to help create a positive atmosphere in the classroom. The flipped classroom model was used to assess the students' writing ability. The researcher was ascertain whether or not there is a significant difference between the experimental and control groups following the implementation of the flipped classroom concept. Additionally, the researcher can ascertain whether or not the flipped classroom improves students' writing abilities.

1.2 Research Question

The following question was addressed in this present research:

“Is there any significant improvement of the tenth-grade students’ writing ability after being taught through Flipped Classroom Model at SMA Al-Azhar 3 Bandarlampung?”

1.3 Research Objective

In accordance with the research question, the purpose of this study was to do the following:

“To discover whether the tenth-grade students’ writing ability at SMA Al-Azhar 3 Bandarlampung was significantly improved after the implementation of Flipped Classroom Model”.

1.4 Uses of the Study

As a consequence of this research, the study was put to use in two ways:

a. Theoretically

This analysis can be an alternative for other researchers with equivalent topics. The knowledge during this research facilitated other researchers as a reference and further information for their research.

b. Practically

This research is anticipated to yield findings that may be used to inspire and enlighten students and instructors participating in English learning activities utilizing the flipped classroom approach. Teachers were prepared to use their imagination and creativity in their teaching processes, particularly when it comes to English subjects taught in or out of the classroom.

1.5 Scope of the Study

This study places a premium on students' writing abilities and the flipped classroom style. The purpose of this study was to enhance students' writing abilities through the use of a flipped classroom paradigm. This research did not look at students' abilities in other disciplines, Except for writing. The participants in this study were from SMA Al-Azhar 3 Bandarlampung's tenth grade. The investigation was carried out from January to February 2022 with two classes (Experimental and control) as the research sample consisting of 62 students. The classes used in this study were the tenth grades (X MIPA 3 and X MIPA 4). This research utilized descriptive text as the primary title of the content. It described tourist spots for the pre-test and famous people for the post-test. Researchers also provided material about describing animals as the treatment.