

## **CHAPTER TWO**

### **LITERATURE REVIEW**

#### **2.1 Previous Studies**

The researcher highlighted several previous studies that were relevant and supported what the researcher wants to do in the current research. Previous studies were literature reviews or previous research that has the same theme as this research to compare and find out which research areas were different and had not been studied in previous studies. Previous studies that the researcher has analyzed were relevant to what the researcher wants to do. The first study was entitled “Effect of Flipped Classroom Model on Indonesian EFL Students’ Writing Ability Across and Individual Differences in Learning” by Afrilyasanti, Cahyono, and Astuti (2016). The purpose of this study was to determine the effect of a flipped classroom model on the writing abilities of EFL students while taking into consideration their unique learning characteristics. It included 62 secondary school students from Indonesia who were randomly allocated to one of two groups: experimental or control. Students took a pre-test and a post-test, and their writing was watched to ensure the quantitative data findings were accurate. The outcomes of this study indicate that there is a substantial difference in the interaction group of students between the pre- and post-test.

The second research relevant to the current study is “The flipped classroom: for active, effective and increased learning—especially for low achievers” by Nouri (2016). Students’ perspectives of flipped classroom education in university courses were investigated in this study. Students were given a survey to measure their

feelings about the flipped classroom model generally, and a total of 240 students from Stockholm University in Sweden took part in the study. The findings revealed that the vast majority of students thought flipped classrooms had a positive attitude. Successful learning, increased motivation and learning engagement are strongly influenced by videos, moodle and positive attitudes that exist in the series of flipped classroom models.

The third article, entitled “Effect of Online Flipped Classroom on Students’ Writing Development at Senior High School” was Submitted by Sarani, Zarei, and Navidinia (2020). The purpose of this study was to evaluate the effect of flipped classrooms on the writing development of Iranian EFL students in senior high school. 48 male EFL high school students from Birjand, Iran, participated in the study. They were chosen from 80 pupils using a convenient sampling method. The online flipped form has a beneficial impact on students’ writing topic, structure, and vocabulary; nevertheless, there was no significant difference in language use and mechanics.

The fourth article, entitled “The Effect of Flipped Learning through Graphic Organizers toward Writing Skill at MAN 2 Gresik,” was done by Vitanova and Anwar (2017). It is similar to the title that this research was written with the reason to find out whether the application of flipped learning with a graphic organizer has an effect on writing skills at MAN 2 Gresik. In this study, a quasi-experimental design is how it was done. The eleventh grade was used as a sample or subject. The number of samples itself consists of two classes with 77 students. This study found

that flipped learning using graphic organizers improved writing skills at MAN 2 Gresik.

The fifth article, entitled “The Effect of Flipped Classroom Instruction in Writing: A Case Study with Iraqi Efl Learners” by Qader and Arslan (2019). Evaluating how Iraqi EFL students’ writing skills were changed by Flipped Classroom Instruction (FCI) was the purpose of this study, with the 66 students of Salahaddin University’s Language English Department as the participants. Pre- and post-writing tests, a questionnaire for both groups, and interviews with the experimental group were all part of the study’s data-gathering technique. The findings revealed a statistically substantial distinction between the control and experimental groups, as well as the fact that students in the experimental group outperformed those in the control group on writing assessments.

Based on several previous studies, the researcher concludes that there are many similarities between the previous study and the current study or research that researchers want to do in this study. According to some previous studies, students’ writing abilities improve after they participate in a flipped classroom model of the writing class. Students’ favorable opinions about the flipped classroom model and a statistically significant difference between the control and experimental groups attested to this. Several differences between the studies include the effect of the flipped classroom on students’ writing ability, the statistically significant differences between flipped classroom and non-flipped classroom classes, and the various approaches to implementing the flipped classroom in the classroom used by each study, with some utilizing moodle and others utilizing videos. Meanwhile,

a very noticeable difference between the five previous studies and this one is that this study examines whether there are significant differences in students' writing ability attainments between students taught using the flipped classroom model and students taught using the lecture teaching approach, in order to emphasize the distinctions between the two groups (experimental and control). Additionally, this is to determine whether the experimental group's writing talents increased as a result of the flipped classroom deployment. The instrument utilized in this study is distinct from those used in earlier studies, as this research relies heavily on descriptive text. As a means of executing the flipped classroom, this current study used Youtube videos and the PPT provided by the teacher via WhatsApp group. According to Sari and Putri (2019) Students can develop individual learning experiences by utilizing social networking applications like WhatsApp.

## **2.2 Theoretical Framework**

### **2.2.1 The Concept of Writing**

This part talked about writing in detail. The pieces described in this section are related to writing, such as definitions of writing, writing ability, the process of writing, kinds of writing text and the purpose of wiring. Writing itself is included in the range of skills in learning English in the education area. It is because people in the modern era use their writing skills practically every day through e-mail, phone short messaging services, and social media chatting ( Aminatun, Ngadiso & Marmanto, 2018).

### **2.2.1.1 The Definition of Writing Ability**

Having the ability is everyone's destiny. Ability is the power (capable) of doing something. Individual differences in a given threshold level of task difficulty are termed as ability. According to Robbins and Judge (2011), ability refers to a person's ability to do a variety of job activities. Meanwhile, according to Hasibuan (2005), as cited in Petrik and Andreani (2015), a person's ability results from work in carrying out the tasks assigned to him based on skills, experience, sincerity, and time. Several factors influence the ability, including to their physical and mental well-being, as well as their abilities and skills. Ability, according to some, is the capacity to accomplish and generate whatever it takes to meet its stated goals.

One of the most important abilities in learning English as a foreign language is the ability to write in English (EFL). Another approach for determining a foreign language learner's competency is to have him or her write something (Gulo & Rahmawelly, 2018). There are many efforts made to improve the writing skills of high school students. Inayah and Nanda (2016) file that the most considerable percentages of students' issues were in the area of language use, whereas the lowest rates were in the area of content. Giving written comments on all elements of writing, including mechanics, language use, vocabulary, structure, and content, was the teacher's most common correcting effort. Writing has a crucial role in everyone's life because writing is one of the ways people communicate besides speaking. However, writing is not synonymous with spoken communication. When we write, we must consider a variety of factors to ensure that our message is easily received by our communication partners, including proper punctuation and

linguistic patterns. Thus, writing demands abilities in managing/compiling the use of language, as well as the ability to organize grammar and ideas in a methodical and solid manner. According to Abbas (2006), the ability to express thoughts, feelings, and opinions to others through written language is known as writing skills. Meanwhile, according to Virdyna (2016), writing skills are the ability to use vocabulary to develop ideas and communicate without facial expressions, gestures, or body language (written language). Based on the preceding viewpoints, writing can be defined as an activity that involves expressing ideas, opinions, and feelings in written language so that other people who read the writing can understand the contents.

Writing ability is an ability that is needed and must be owned by everyone in the world. In addition to using oral communication, written communication is also needed in certain circumstances, such as in more formal situations that require valid validation. So it can be concluded that writing ability is someone's capability to perform and produce ideas, opinions, and feelings in the form of written language with the aim that other people who read the writing can understand the contents of the text well.

#### **2.2.1.2 The Definition of Writing**

One of the crucial components of learning English as a foreign language is writing (EFL). Almost every aspect of ordinary people's daily lives was conducted verbally/orally. But in a more formal life, such as business dealings, data, legal documents, and political and military engagements were all written by experts in their fields. As a result, writing is a skill reserved for scribes, researchers, and

scholars working in educational or religious institutions. According to Tarigan (1994), as cited in Faisal and Suwandita (2013), writing is a productive skill for writing an indirect communication using graphic symbols (letters of the alphabet, punctuation, and spaces) so that people can understand it. It is automatically has a very significant difference with oral communication, where the delivery method is done directly.

Similarly, writing, according to White (1986), is the process of communicating concepts such as ideas, information, knowledge, and experience to others while also analyzing the writing in order to gain knowledge or information to give and learn from it oneself. There are so many opinions related to what writing is, and almost all of these opinions have something to do with or relate to each other. Every argument or idea conveyed by experts or researchers has the same main idea, whereas writing is a process to express views, thoughts, and feelings in writing with the aim that the reader can understand it.

### **2.2.1.3 The Process of writing**

Several significant steps must be completed to create writing. Each of a writer's writings should go through four stages. They are plans, drafts, edits, and the final draft. Before entering into these stages, the writer must first think about the topic he wants to discuss. The four stages mentioned have been explained by Harmer (2004) as follows:

- Planning: In this stage, the writer led to make a list of ideas related to the topic. Make a plan about what they should and will write in the beginning. At this stage, there are also three things that must be considered, including the purpose

of writing, determining the audience, and structured content to make it easier to sort the facts, ideas, or arguments you want to convey.

- Drafting: This is the stage that you should do after planning. Here you will actually start writing (first draft) your ideas without noticing or paying attention to making mistakes.
- Editing/ Revising: The first draft should be revised at this step to get better results since writing the first paragraph or draft without flaws is impossible. When correcting errors in writing and improving the quality of writing, editing or revision is required.
- Final Version: At this stage, you have to rewrite the revised draft into a better and clearer draft because the previous editing process has been done. Then you can send your writing to the publisher or supervisor.

#### **2.2.1.4 Kinds of Writing Text**

It is not easy for students to study English as a foreign language where the language is not commonly spoken. According to Kurk and Atay (2007), cited from Sarani, Zarei, and Navidinia (2020), stated that one of the most difficult language skills to master is writing. According to George E. Winston and Julia M. Burks, Narration, description, argumentation, and persuasion are several types of writing text. Words, phrases, sentences, and textual units are all linked together in a text (Afrianto, 2017). The following is a short explanation of each kind of writing text:

- Narration: Narration or narrative text, the author uses the form of an essay and narrates the account of a sequence of events that have occurred, and is arranged chronologically according to the order of time. According to Anderson (1997),



as cited in Indrawati and Purbani (2020), “narration or narrative text refers to a story text to entertain the readers.” Based on this definition, To summarize, the narration is a form of a written story that tells events that occurred at particular times.

- Description: Description or descriptive text is used to describe a particular thing, such as a person, place, or even units of time. According to Pardiyono (2006), as cited in Janarko (2014), “descriptive text presents a description of something that is alive or not to the reader.” It means that the description or descriptive text is specifically designed to tell about the subject according to the facts without including personal opinions.
- Argumentation: Argumentation is a text to persuade and convince others of the opinion being argued. This text contains explanations of opinions based on evidence from actual events that strengthen a reason. It aims to persuade and convince the reader about the argumentative text that the author gives.
- Persuasion: Persuasive text is a kind of text that aims to persuade and convince readers by presenting a particular point of view. It is done to ensure that the reader follows through on the writer’s suggestions. As a result, it can be inferred that persuasion or persuasive text is a written inducement for the reader.

#### **2.2.1.5 The Purpose of Writing**

There are several purposes in writing according to Hugo Hartig in H.R. Tarigan’s book as cited from Lubis (2014) as follows :

- Assignment Purpose: In this purpose, the author writes based on a request or assignment from another party. It implies that the writer’s inspiration for writing

- does not come solely from himself. For example, students are required to write articles as a requirement for submitting a thesis title.
- Altruistic purpose: By reading the works he has created, the writer hopes to entertain the readers, minimize or avoid their misery, and make them feel that life is easier.
  - Persuasive purpose: That is writing that attempts to persuade the reader that the concepts or ideas expressed are true.
  - Informational Purpose: This is writing that aims to provide or give information to the reader.
  - Self-expressive Purpose: Showing or revealing the author to the reader is the goal of this purpose.
  - Creative Purpose: It strives to achieve artistic norms or artistic values.
  - Problem-solving Purpose: The writer writes an article to solve a problem that exists in the reader's environment.

### **2.2.2 The Concept of the Flipped classroom**

The flipped classroom is one of the learning models that can be applied by teachers to save time in class and make the classroom atmosphere more interactive. This model usually uses online media as a tool for its implementation. This model is applied by providing learning materials at home in accordance with the material to be taught in class. Susanti and Pitra (2019) stated that flipped classroom refers to a learning strategy by flipping a conventional learning environment using a mixed learning approach or blended learning that provides learning content inside and outside the classroom (online). This method can also be used by teachers when

students cannot attend school face to face. Meanwhile, according to Singay (2020), Flipped learning is an educational approach whose learning changes from group learning to individual learning and from inside the classroom to outside the classroom (home). The materials provided in this approach were applied through smartphones, videos, podcasts, and handouts in advance to read, watch, and listen to at home.

The flipped classroom certainly has some differences from the lecturing teaching method. Here are some distinctions between flipped classroom model and the conventional teaching method:

**Table 2. 1. The Distinction between Flipped Classroom Model and Conventional Teaching Method**

| No | Conventional Teaching Method   | Flipped Classroom Model   |
|----|--|---|
| 1  | <ul style="list-style-type: none"> <li>- Inside the classroom, the method used is usually explaining/demonstrating to deliver the material.</li> <li>- Outside the classroom, students acquire problem-solving skills and complete assignments.</li> </ul> | <ul style="list-style-type: none"> <li>- Inside the classroom, students acquire problem-solving skills and complete assignments.</li> <li>- Outside of the classroom, a video or PowerPoint presentation can be used to convey the contents.</li> </ul> |
| 2  | Teacher's role :<br>Provide instruction, serve as a source of knowledge, and respond to students' queries.   | Teacher's role :<br>Teachers become developers, researchers, helpers, guides of students and prepare their material at home.  |
| 3  | Students' role :<br>Being inside the classroom and going out of class.   | Students' role :<br>Students do analysis and think critically.  |
| 4  | Teaching tools :<br>Boards, projector, marks adjust classroom settings.  | Teaching tools :<br>Storages, social media applications, or management learning systems.  |

Looking at the differences between the conventional teaching method and the flipped classroom model, clearly, there are multiple benefits to implementing and using the flipped classroom model. In the flipped classroom, students can ask the teacher for help if they find difficult topics after studying the material given previously and can do assignments directly at school to discuss with the teacher about things they do not understand. This is reinforced by the statement by Ahmed (2016) that the Flipped classroom helps in many ways, including making students more active in class and having more discussion time than having to take notes. As we know, if we use a lecturing teaching method where instruction is delivered through a demonstration, the teacher may spend time just explaining the material, so students have to do exercises or solve problems at home without the help of the teacher or instructor. Students are often trapped and have difficulty doing homework, so they cannot complete the task given. They have to wait the next day to ask directly and get a clear explanation from their teacher. However, the activities that were done at home in the flipped classroom are watching videos and reading *PowerPoint* that contains material that will be reviewed in class. Normally or traditionally, pupils are required to fight alone at home with difficult schoolwork, but in this flipped classroom model, the teacher presents to help with the complex homework, which will be done inside the classroom.

To sum up, a flipped classroom is one of the learning styles that teachers can apply to use time more effectively in class and make the classroom atmosphere more interactive. It is done through contemporary technology as a medium for its application. This learning style aims to make students more understanding and interactive when doing actual classes. Because they have studied the material before

the class starts, of course, they have understood the material and found problems that will be asked to the teacher to be discussed in class. Thus it is hoped that the flipped classroom can also improve every student's ability at school.

### **2.2.3 Research Hypothesis**

When analyzing hypotheses quantitatively, the theoretical hypothesis should be based on the Null hypothesis and its alternatives. The Null Hypothesis was tested to see if it was valid (accepted) or rejected. The researcher formulates the following null hypothesis (Ho) and alternative hypothesis (Ha):

Ho: There was no significant improvement in using Flipped Classroom Model in students' writing ability achievement at SMA Al-Azhar 3 Bandarlampung.

Ha: There was a significant improvement in using Flipped Classroom Model in students' writing ability achievement at SMA Al-Azhar 3 Bandarlampung.