

## **Chapter 1: Introduction**

This chapter introduces the current issues and challenges around the educational process in the 21st century within the EFL context. This section contains the elaboration of the background of the study, which introduces a brief overview of the present situation in teaching writing and a brief overview of the flipped classroom. Furthermore, this chapter also presents the research questions employed in this study.

This study aims to investigate the EFL students' achievement toward the implementation of the flipped classroom, particularly in corresponding to the EFL-writing activities inside and outside of the class, which requires the use of technology in relation to the application of the flipped classroom. Furthermore, this research aims to investigate some problem statements that followed some research questions, the aims, the significance of the research, and the scope of research. Finally, this chapter is completed with the operational definition of some terms by this "Skripsi".

### **Background to the Study**

Writing has been considered as one of the essential skills that should be mastered by the students to compete in this globalization era. However, many EFL students consider writing skills as one of the complex skills to master since English is not their first language. In line with this view, Murray & Moore (2006) stated that writing is the most vital and most complex skill to master. Some researchers have discussed that writing could potentially be one of the most difficult of all skills within the English learning process. It requires an intricate combination of neurological, physical, cognitive, and affective competencies. Nunan (2003, p. 88) stated that writing is a mental work by developing the ideas and thinking how to express as well as organizing them into statements and paragraphs for the readers.

Nowadays, the qualification of writing has developed into an obligatory skill in the international of a well-educated community. Based on this view, the writing skill according to Brown (2004, p.218), more on the elementary level, it is needed to achieve work in many walks of life and be taken for granted in literacy culture.

In the global community, the ability to write effectively is becoming increasingly important. Thus, there is an assumption that instruction in writing increases the role of second and foreign language education. (Weigle, 2002, p. 1). There are many reasons to encourage the students to write, both inside and outside of the class. First of all, writing gives students more time to think rather than discussing an unplanned conversation. This condition permits the students to have many opportunities for language preparation, that is contemplating the language, regardless of whether they are engaged with study or achievement (Harmer, 2007, p.112). Therefore, it is important to ensure that learners are involved in focusing on the meaning, language, and fluency development when writing skill is combined with the other skill of listening, speaking, and reading. It is vital to ensure that the usage of writing employs a variety of practices that students will utilize in their daily lives. These can consist of filling forms, making a list, composing well-disposed letters and business letters, note-taking, and academic writing. Each of these types of writing involves particular ways of organizing and presenting the writing, and this presentation also deserves attention. (Nation, 2009, p.113).

Teaching writing is essential for students. As stated in the curriculum of 2013, students are determined to master writing skills to prevent plagiarism. As a matter of fact, those EFL students find some problems in learning writing skills. Firstly, the students are required to develop, organize and explore their ideas properly, including the mechanics of writing and the grammar structures. Moreover, they are reluctance and can get discouraged as they are not attracted to writing's topics. They also do not have opportunities for being corrected as well as consulting to their teachers about the writing difficulties individually

during the class time due to the limited time for teaching and learning. Finally, they can feel boredom and have less motivation to write, consequently they tend to prevent writing activities and exercises.

In line with this views, Gebhard 1996 (as cited in Khoiriyah & Permana Aji 2017) revealed that the problems faced by EFL teachers in writing instruction are: firstly, approaching the less proficient students, the teachers tend to use ineffective teaching writing strategies and struggle to help students how to write well, dealing with student's negative attitude on writing. They lack in enthusiasm as well as lack of confidence in themselves as writers. The last is dealing with the effectiveness of teachers' on their writing products. The students have limited time to consult, get a comment, and feedback from their teacher due to the lack of teachers and parent's assistance for students learning at home.

Besides, Richards & Renandya (2010) stated that the writing difficulty does not lie only in generating and organizing ideas into paragraphs, but also in translating some ideas into readable text. Hence to overcome these problems, the EFL students need some motivation to trigger themselves to write. Thus, teachers are responsible for giving a significant contribution to improve their student's quality of learning and assist the students to maintain their motivation by applying sophisticated and interactive teaching. One of them which have been recognized is the flipped classroom as it is appropriate in teaching writing because it might increase the students' achievement in learning English especially for writing skills.

In the flipped classroom, teachers can ask the students to watch recorded lesson videos from internet or the teachers can also create their videos and give them to the students as the material that the students need to watch and learn prior to the class and use the time in class for the dynamic learning practices and direct engagement with students.

Further, Cockrum (2013), mentions that, in improving student-centered learning, the design of the flipped classroom utilizes technology to deliver direct instruction with a nonsynchronous approach as the attempt to extricate class time. Therefore, the primary goal of the flipped classroom is to provide the students more time to practice project-based learning, analysis, proficiency, peer instruction, constructivism, and more.

The flipped classroom has many advantages in the teaching and learning process. By implementing the flipped classroom, the teachers can optimize their time out of class to make the students keep in touch with their learning; consequently, the parents of the students themselves can assist their children's progress in the learning process. Instead of some teaching methods that have been utilizing by teachers for this decade, the flipped classroom has been accommodated and emphasized by the integration of communication and information technologies into the educational process, which relies on fulfilling the needs of 21st learning in the teaching process to the millennia's students. By that explanation, it can be assumed that the students' achievement will be improved by using a flipped classroom. In the era of 21st-century, learning activity has been eventually transformed the classroom, as well as changed student's behavior into the digital natives in the class; so, both educators and students face a changing classroom that should accommodate different learning paces, styles, and needs.

Comparing to the implementation of conventional teaching patterns in the English classroom, the teacher plays a predominant role, so the students tend to be passive. Conventional teaching patterns are set up for the students to pay attention to the teacher teaching in class while listening to lectures, and students tend to be quiet and record essential things from the lesson. Students will then be assessed for homework to demonstrate mastery based on the topic given.

Teachers have found that the in-class lecture continues to prevail as the dominant instructional strategy in most classrooms nowadays. Being a today's teacher is more challenging than the past. In this 21st centuries, it needs an extraordinary teacher that can build up a new teaching strategy in the teaching and learning process. The teacher needs to deliver the role of a facilitator to upgrade the students' achievement in learning, including learning writing, while stimulating them to participate more inside and outside of the classroom.

Furthermore, in the teaching process, the teacher should present some strategies that can increase the students' involvement in the learning process to improve their achievement (Bergmann & Sams; 2012). The notion of the ideal learning process should be interactive, so the teacher needs to consider the strategy that could stimulate students' participation in class when they are learning English. Furthermore, many strategies have been implemented by the teachers for the teaching and learning process in the EFL classroom. Alessi & Trollip (2019) argue that the use of videos is very helpful in the educational process owing to the additional video media that will not make students get bored or not saturated in the learning process. Video can also be used as a mediator for capturing or recording the teaching and learning process in the classroom.

### **Research Question**

Regarding the background presented before, the researcher formulates the research question:

- Can the implementation of Flipped Classroom improve students writing achievement in learning English at the ten grade of SMA Negeri 3 Gorontalo?

### **Research Objective**

Pertaining to the research questions mentioned earlier, hence the objective of this study was to investigate whether the flipped classroom implementation can improve the students' achievement.

**Research significance**

In general, this study will scrutinize the current issues and challenges that EFL teachers have been facing in creating a more effective and exciting English teaching classroom. Notably, this notion of utilizing the recent technological advance this study proposed, combined with a different class activity which put emphasis on the student's participation and learning outside the classroom, would be a new teaching strategy in Gorontalo. This research is projected to provide input to the development of online-based learning infrastructure in the school.

For the success of teaching practice to take place, a teacher must adopt a great strategy. A teacher has numerous options when choosing a style by which to teach. The teacher may write lesson plans from other teachers, According to Shoon (2013), the modernization of learning in the 21st century will ultimately be crucial for any education system to survive in the age of rapid technology.

Therefore, teachers should be familiar with the use of technology to meet the demand of the modern English teaching era. Consequently, the findings of this research will benefit teachers and serve as a reflection to refine and to reinvigorate their teaching practice in English teaching classroom. Teachers would have more diverse options of teaching method, which previously most of the teaching methods are dependent on the traditional approach. By introducing the flipped classroom, teachers could use the emerging technological system to underpin the teaching process and use it to enhance the engagement of the students to the provided materials.

For EFL students, the implementation of the flipped classroom in teaching writing would provide them with a more engaging learning method where the students could actively access and work on the learning material. This study would provide a strategy to increase the portion of the student's independent learning outside the classroom and group work activity

in the class. Consequently, this research is expected to build a new learning attitude that would improve their English writing skill.

Lastly, this research would theoretically contribute to the development of English teaching methods that focused on the integration of technology and the enhancement of students learning experience. The findings of this study would open a new avenue for similar commencement research in Gorontalo.

### **Scope of Study**

In the field of educational research, delimitation is used to narrow the scope of a study Creswell (2014). This study was to focus on the issues of English learning instruction to maintain the manageability of the study, below are the limitations.

1. As mentioned in the objective, this study is focused on investigating the students' writing competence after the implementation of the flipped classroom and the transformation of the students' learning behavior before and after that implementation.
2. In terms of the participant, the study is purposely designed for senior high school of SMA Negeri 3 Gorontalo, especially for the first grade. Considering that the level of self-managed learning of senior high school students has significantly developed.
3. In terms of learning media, this study would only consult video-based learning materials combined with provided readings and slides due to the noticeable limitations of technology devices that are available in the school.
4. English material organized in the flipped classroom focuses on writing a descriptive text.

### **Hypothesis**

The hypothesis used in this research is that the use of the flipped classroom can improve the students' achievement in writing. This hypothesis will be evaluated throughout

the whole study as elaborated in the following chapters using Paired T-Test Analysis.

Statistically, if the value of the students' average score ( $p$ ) equals or more than 0.05, as the significant value, the hypothesis is not justifiable. This hypothesis could only be justified when the  $p$ -value is smaller than 0.05.