

CHAPTER I

INTRODUCTION

A. The Background of the Study

English is an international language is used as a means of communication among many people in the world. As the most well-known international language used by global society, English bridges everyone in the world (Kumar, 2009). By knowing the important of English in the world today, students in the school need to master English to communicate with people from another country. In learning English, there are four skill that should be mastered by students in learning english namely listening, speaking, reading, and writing. Speaking and writing are productive skills. Listening and reading are receptive skills. Each skill has an important role to complete someone's ability in using language.

A 21st century education is about giving students the skills they need to succeed in this new world, and helping them grow up self confidence to practice those skills. There are four skills must be achieved in 21st century education that are creativity, critical thinking, communication, and collaboration. A long with the times, the greater the challenges of teachers in teaching. Teachers are required to be able to create and adapt new things, such as, how to use technology for learning, and make media interesting for students. The use of technology is expected to increase the closeness of teachers and students, viceversa. The point of learning in the 21st century is about digital based on education. The learning

process can conduct anytime and anywhere. It doesn't need face to face interaction between the teacher. It is can be done through video media, but it's better guided by the teacher. Thereby the learning becomes interesting and students are active in learning because students can find learning resources and learn independently. In the 2013 curriculum it is hoped that 21st century learning can be implemented in English teaching learning process.

In education, based on 2013 Curriculum (K 13) English teaching learning process must be student-centered. It makes the students more active and creative in order to master English skills.

The flipped classroom is a part of the blended learning model in which students have some controls of time, place, path, and/or pace (Staker & Horn, 2012). According to Bergmann and Sams (Basal 2015), a flipped classroom can be described as a setting where that "which is traditionally done in class is now done at home, and that which is traditionally done as homework is now completed in class". In other words, the sequence is inverted. According to Lage, Platt, and Treglia (Basal 2015), "Inverting the classroom means that events that have traditionally taken place inside the classroom now take place outside the classroom and viceversa". A successfully flipped classroom involves more than just recording didactic content and sending it to students before a lesson. Additionally, the flipped classroom approach emphasizes student-centered learning (SCL) activities, which require mastery of concepts and skills as opposed to memorization of them (Bergman & Sams, 2012). In Flipped Classroom, material is first given through learning videos that students must see in their homes. The other hand, learning time in class is used for group discussion and do

the homework (assignments). Here the teacher acts as a coach or advisor. It means students are required to learn independently. This case that often occur during learning, students often feel bored and lack enthusiasm in receiving the material delivered by the teacher. When delivering material to students the teacher should first determine the learning model that is as attractive as possible so students are interested in the learning. The flipped classroom also inverts traditional classroom which is low of activity in the class to be active interaction such as group discussions. The student spend more to explore their ideas and knowledge and interact with each other.

However, the students have difficulties in mastering those skills, especially writing that needs vocabulary, grammar, and organization of the text. Harmer (2001 :31) states that writing encourages students to focus on accurate language use because they think as they write. Therefore, many students find the difficulties to produce a written text. The difficulties are caused by several things such as, they cannot write without guided by someone; they cannot write without the appropriate method; and they also have difficulties when writing the text individually, especially in writing descriptive text. In addition, many teachers in the some schools still use and implement the conventional method as teacher-centered in the classroom and it is happened because the teacher did not know the latest method to imp lement in the class.

Based on researcher's experience during the teaching training practice for tenth grade students at SMA Swasta Amir Hamzah was found that the teacher still focused on teacher-centered learning during English teaching learning prosses in teaching writing descriptive text, and the teacher only implements the

conventional classroom method. The method used has not been suitable with K13 that should be students-centred learning.

In other words, by using conventional method makes the students felt bored and the students are not interested to learn English especially writing descriptive text that makes the learning objectives can not be achieved well. Since the teacher only gives the common method. In class, the teacher talks or the teacher usually gives the material or topic that want to learn and the students take knows. After the teacher gives the explanation, she just give an assignment and it will be collected in the next meeting. In conventional classroom, there are some of students got a bad or low score in writing descriptive text, especially if the teacher gave the individual assignment. When teachers ask the students to do an assignment, there is mistakes found in their assignment. Especially in vocabulary, grammar and in the content, but when the students do in the group assignment in the class, it is better than they do individually.

In the firsts year of senior high school, the basic competences that should be achieved in writing, English subject is the ability to develop and produce simple functional texts in the form of descriptive, recount, and narrative text.

Descriptive text is one of the functional text which is difficult to be learnt by the students. According to Dirgeyasa (2014:3) description or descriptive etymologically is derived from the word describe. Describing means to draw, to illustrate or to picture object, place, person in order to have visual appearance of the object described. Descriptive text consists of identification and description.

Identification is the part of paragraph that introduces the character, and description is the part of paragraph that describes the character.

Related with the writing descriptive text cases, the teacher should use appropriate method, so the learners can write easily and motivate to write well. The new various methods of teaching writing can be applied by the teacher. One of them is flipped classroom and it is very appropriate in teaching writing.

After the researcher found this case, it can be considered that the teachers need a new method to develop in the classroom. One of methods that can be develop in the classroom is Flipped Classroom. And the researcher interested to do the research by the title “ **Developing Flipped Classroom Method in Writing Descriptive Text for Tenth Grade Students of SMA Swasta Amir Hamzah**”

B. The Problem of the Study

Based on the background of the study above, the problem is: **How is a flipped classroom method in teaching writing descriptive text for the tenth grade students of SMA Swasta Amir Hamzah developed ?**

C. The Objectives of the Study

The objective of the study is to develop a flipped classroom method in teaching writing descriptive text for tenth grade students of SMA Swasta Amir Hamzah.

D. The Scope of the Study

The scope of the study is developing flipped classroom method in video form and focus on writing of descriptive text. This method is used based on need

analysis of the learners which will support their understanding about descriptive text particularly only describe person . And also this method recommended to the students and the material also based on curriculum. It will be implemented in tenth grade students at SMA Swasta Amir Hamzah.

E. The Significances of the Study

The study is expected to have theoretical and practical perspective, as follow :

1. Theoretically : this study will expand and enrich some theories which related to the areas on how to develop and implement the flipped classroom method in the class in writing descriptive text.
2. Practically :
 - a. For students, the research will encourages their motivation, enthusiasm and increase their interest in writing descriptive text.
 - b. For teachers, the finding of this research can be useful and recommended method for the teachers of SMA Swasta Amir Hamzah in teaching learning process in the classroom, Besides, it will ease the teacher to teach English to the students.
 - c. For the other researcher, this study can be used as the reference to further related study.