

CHAPTER 1

INTRODUCTION

A. Background

In writing a text, we think about the vocabulary and grammar in order to make a good paragraph. According to Wilkins in Zhang, ell, (2016) Vocabulary, as the foundation of any language, holds an important rank in the linguistic systems. Wilkins points out: “Without grammar, very little can be conveyed; without vocabulary, nothing can be conveyed. So, when we want to be master in English, it would be better if we have much vocabulary.

More vocabulary will make more variative in writing. We can know that writing is a complex skill. We have to know the meaning of many vocabulary and also good enough in understanding grammar. In this opportunity, the writer wants to know the effectiveness of flipped classroom to improve vocab and writing competence to the students. Helping the students to improve their vocab and writing competence through appropriate method. Limited of time is also as the factor which make student difficult to develop their skill in writing. The students of SMK Muhammadiyah Bumiayu as EFL learners feel difficult in writing by using correct grammar. they are also got difficulties in developing writing topics. they do not have opportunities for consulting and being corrected of the teacher because of limited time in classroom, not enough material and feel boring and less motivation. Its condition makes the writer interested to make a research to know the effectiveness of flipped classroom teaching model to improve students' vocabulary and writing competence. The government also

suggest that development of a designed reading and writing culture to develop a fondness for reading diverse understanding reading, and expression in various forms of writing. (PERMENDIKBUD, 2016)

According to Ahmed (2016), students will need English writing skills ranging from a simple paragraph and summary skills to the ability to write essays and professional articles. As students enter the workforce, they will be asked to convey ideas and information in a clear manner. If students' writing skill is developed, it will allow the students to graduate with a skill that will benefit for life.

Teaching SMK students is chalanging. They are preparing to get work after school, so they are more focus to prepare just what subject that they will need to use in their life. They feel difficult in learning English especially in writing skill. According to (Kurk, 2007) It has been found that writing is one of the most difficult language skills to master. It also happens in students of SMK Muhammadiyah Bumiayu. They have less vocabulary, difficulty in understanding grammar, and do not enthusiasm in ELT. Because of that the writer want to give solution in teaching model to improve students' vocabulary and writing. To overcome the difficulties of writing, flipping would be used in this study.

The writer chooses flipped model because in this 4.0 era we usually use technology in our life, it is closed to us and our students. They usually use handphone and internet in every time and everywhere. According to Hennie, 2004; Roehl, Reddy, & Shannon, 2013 in (Namhe Kang, 2015) in 21st century of digital technology affords serendipitous learning that permits teachers and

students to be more likely to transform their class in a manner of less teacher-centered and more learner-centered environment and to amplify collaborative setting alongside with self-directed and self-regulated learning, which causes to reposition teachers' roles as a coach and a facilitator.

According to (Ahmed, 2016) there was statistically significant difference between his experimental group that was taught using flipping while the control group was taught using the traditional method. The mean scores of the pre and post application of the questionnaire of the experimental group in favor of the post application. This difference can be attributed to using flipping.

Arnold-Garza, 2014, p. at (Iyitoğlu, 2017) state that the Flipped Classroom Teaching Model developed "out of a history of experimentation with the concept of hybrid, or blended learning and problem based learning, using active learning techniques and new technologies to engage students" stands as a response to the call of recent teaching model compatible with the needs of the age. Also according to Lage, Platt, Treglia, 2000, p. 32 in (Iyitoğlu, 2017) known as inverted classrooms, the flipped classroom-teaching model is simply defined as "events that have traditionally taken place inside the classroom now take place outside the classroom and vice versa" (Lage, Platt, Treglia, 2000, p. 32).

from there the researcher are interested in conducting research whether by flipped the learning model will be effectively applied at Muhammadiyah Bumiayu Vocational High School to improve vocab skills and writing. for that the author made the research title "THE EFFECTIVENESS OF FLIPPED CLASSROOM TEACHING MODEL TO IMPROVE STUDENTS'

VOCABULARY AND WRITING COMPETENCE (Quasi Experiment at X
Class of SMK Muhammadiyah Bumiayu at 2019/2020)

B. Statement of The Problem

The problems of the study are;

- a. What is the effect of a flipped classroom teaching model on student's vocabulary competence?
- b. What is the effect of a flipped classroom teaching model on student's writing competence?

C. Objective of the study

This study aimed at two main goals:

- a. Measuring the effect of flipping classroom on students' vocabulary competence.
- b. Measuring the effect of flipping classroom on students' writing competence.

D. Significant of the Study

There are some elements that will get the significances of this study;

1. The English Teacher
2. Establish spaces and time frames that permit students to interact and reflect on their learning as needed. Continually observe and monitor students to make adjustments as appropriate. Provide students with different ways to learn content and demonstrate mastery. It will useful to the teacher transferring the material to the students out the class.

3. The students

give students opportunities to engage in meaningful activities without the teacher being central. Give them chance more time to learn English out the class. Scaffold the activities and make them accessible to all students through differentiation and feedback.

E. Outline of the thesis

This paper is composed of five chapter. The first chapter is an introduction of the study that describes background of the study, statement of the problem, object of the study, significant of the study and thesis outline.

The second chapter is literature review that give detail information about vocabulary and writing. It also describes flipped method in classroom teaching model such as definition, procedure, advantages and disadvantages, it is also explained relevant study, conceptual frame work, hypothesis of the research.

The discussion about the research methodology and finding is describe in the third paragraph. It includes objective of the study, place and time of the research, method of the research, population and sample of the research, instrument of the research, procedures of collecting the data, and technique of data analysis.

In the fourth chapter, the writer provides the research findings, data description, test of hypothesis and data interpretation,

At the end of paper, the writer gives a conclusion of her study and tries to offer some suggestion to all readers.