**CHAPTER II**

**LITERATURE REVIEW**

1. **Theoretical Framework**

**1.** **Essay Writing**

Writing is a challenging task that requires both effort and skill. During the learning process, English as a foreign language and English as a second language (EFL/ESL) learners face many obstacles, such as learning how to do the mechanics of writing. The concept of writing mechanics aims at making “the writing systematic and is concerned about how to be correct in punctuation and spelling” (Cornnell, 1980, p. 20). In high school and college classes the students usually learn writing, the writing typically academic writing. Also, the students should take care to write complete sentences and to organize them in a certain way (Oshima A. & Hogue A., 2006, p.3). “Competent writing is frequently accepted as being the last language skill to be acquired for native speakers of the language as well as for foreign/second language learners.” (Hamp and Heasly, 2006: 2).

According to Muslim (2014. p.105) students nowadays have very little interest in writing which is so important to fulfil the education requirements. This may be due to technology progress which has its negative effect on students‟ skills of writing because of the availability of ready-made assignments spelling” (Cornnell, 1980, p. 20). EFL learners‟ success in English writing brings them benefits not solely in their English learning but also in their life-long careers as Glazier (1994, p.3) contends, “Being able to write in English is essential in college, and it probably will be an asset in your career.” For numerous EFL learners, nonetheless, English writing appears to be challenging (Harmer, 1992, p.53) Although, a few of students who interest and master writing. According to Muslim (2014. p.105) students nowadays have very little interest in writing which is so important to fulfil the education requirements. This may be due to technology progress which has its negative effect on students‟ skills of writing because of the availability of ready-made assignments.

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Based on Joyner, et. Al., (2014, p. 30) their study revealed that few students like writing. Less than 40% of the respondents reported they liked writing. On the other hand, the majority of students in this study maintained writing was boring, physically painful, time consuming, and lengthy. They also reported they often did not have ideas as writing topics, especially When topics were teacher-assigned and beside of that the learner also did not like to revise and edit their writing. According Tjalla et al., (2015, p. 315) one of the sources of the students‟ writing problem was inadequate knowledge of topics to write for them. According Tjalla (2015, p. 317) stated that most students were interesting to write topics about their real life. This shows that they functioned language as the representation of reality as stated by Halliday (1973, cited in Brown, 1994).

# 1.1 The definition of Essay

An essay is a piece of writing several paragraphs long instead of just one or two paragraphs. An essay is a piece of writing that informs or persuades its audience. Essay are non-fictional but often subjective; while expository, they can also include narrative. Essay can be literary criticism, political manifestos, learned arguments, observations of daily life, recollections, and reflections of the author. (UKessays.com).

# 1.2 Main parts of Essay

According to Oshima and Hogue (2007, p.147) there are three main parts of an essay, they are an introductory paragraph, a body and a concluding paragraph. The introductory paragraph stimulates the reader's interest and tells what the essay is about. Usually the last sentence in an essay introduction is the thesis statement. The body of an essay consists of one or more paragraphs. Each paragraph develops a subdivision of the topic. The conclusion, like the concluding sentence in a paragraph, is a summary or review of the main points discussed in the body.

# The Introductory Paragraph

The introductory paragraph, or introduction, is the first paragraph of an essay. Two functions of introduction are: (1) It attracts the reader's interest, and

(2) it introduces the topic of the essay (Oshima and Hogue, 2007, p.150). The introduction consist of two parts, the one is general general statements, its give the reader background information about the topic of the essay. They should lead your reader gradually from a very general idea of your topic to a very specific idea. Each sentence that follows becomes more and more focused on a specific topic. Another, the thesis statement, the reader will find it in the last of introductory paragraph. The thesis statement is the most important sentence in the introduction. According to Oshima and Hogue in ( Nirwanto, 2013, p.69) the thesis statement has three purposes. (1) it states the specific topics and (2) list the subtopics that will be discussed in the body of the essay such as chronological order or order of importance. (3) it may also mention the method of organization.

# Body Paragraphs

The body of an essay is made up of one or more paragraphs. Each body paragraph has a topic sentence and several supporting sentences. It may or may not have a concluding sentence. Each body paragraph supports the thesis statement (Oshima and Hogue, 2007, p.152).There are five characteristics of Body Paragraph according to Gardness in (Nirwanto, 2013, p.72) each paragraph in the body of an essay should be clearly expressed, well unifield, developed, organized and coherent.

# The Concluding Paragraph

The conclusion in essay, like the concluding sentence in a paragraph, is very important part of the essay. The concluding paragraph is the last paragraph of an essay. It has three purpose:

* 1. It signals the end of the essay.
  2. It reminds the reader of your main points.

It leaves the reader with your final thoughts on the topic (Oshima and Hogue, 2007, p.152).

**2. Descriptive Essay**

A descriptive essay is describes something to make readers can feel, smell, see, taste, or hear what is described. The writer illustrates or describes an object, place, person, plant, or animal in detail so that those who read or listen can feel what is written.

**2.1 General Structure of Descriptive Text**

The descriptive text structure is below:

a. Identification

In identification, the writer introduces the main subject.

b. description

This section the writer explains in detail the characteristics of the subject. Such qualities, and characteristics, that describe phenomena in parts, size, physical appearance, abilities, habits, and everyday life.

**2.2 Types of Descriptive Text**

Most of the writing contains a description. The following are several types of writing that rely heavily on descriptive language (Amstrong, 2001).

a. Descriptions of people, places, or things contain sensory details that animate or make people feel the writing that is written, be it descriptions of actual people, places, and things.

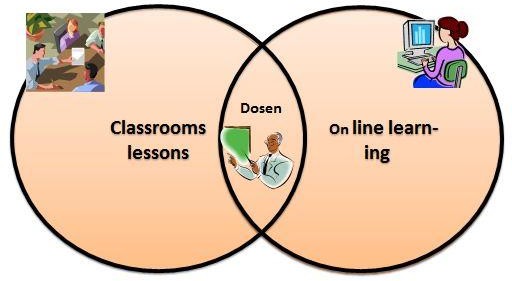
b. Observation describes the events witnessed by the author. Usually, these observations last for a long time.

c. descriptive contains factual information as well as persuasive language to encourage tourism.

d. the description describes the fictional characters—their appearance, personality, hopes, and dreams.

1. **Blended Learning Learning Model**
2. **The concept of Blended Learning**

Blended learning comes from the words blended and learning. Which blend means mix and learning means learning. Blended learning combines face-to-face learning in class and online learning to increase active independent learning by students and reduce the amount of face-to-face time in class. According to Husamah (2014), blended learning is learning that combines various ways of delivery, teaching models, as well as a variety of various technological media. Therefore, students are expected to be active learners and able to understand the material.



**Figure. 2.1 Blended Learning**

From the figure above, the writer concluded that lecturers and students can study at 2 times, namely online learning and classroom lessons. This will make it easier for lecturers and students to achieve learning, because the time for learning is not limited. For example, when students don't understand a material during classroom lessons, students can ask directly through online media that has been determined by the lecturer.

In addition, the concept of Blended Learning can be seen in the figure below.



face to face

learning

Independent

learning (online)

Mixed learning

(face to face / offline & online)

**Figure 2.2. Learning Concept of Blended Learning**

From figure 2.2 above, it can be concluded that there are 3 concepts of blended learning, the first is face-to-face learning, where lecturers and students learn face-to-face in the classroom, and the second is mixed learning which is lecturers and students study at 2 times, namely face-to-face and online learning. and the third is independent learning, which trains students to study independently without a lecturer.

Blended learning is one of the newest learning strategies in education in the development of globalization and technology. Many institutions or practitioners have developed and provided definitions in their language, according to the typology of blended learning practice itself. According to Rusman (2013) that: Blended Learning is a combination of the characteristics of traditional learning and an electronic learning environment Blended Learning, by combining such as web-based learning, video streaming, and synchronous and asynchronous audio communication with traditional face-to-face learning.

It can be concluded, in simple terms blended learning is said to be a combination or combination of various aspects of learning, including web-based learning, video streaming, audio, and communication with traditional learning systems, and also includes methods, learning theories, and pedagogic dimensions. which the learning model will be more effective in developing students' writing skills.

The definition of blended learning according to Driscoll (2002) refers to four different concepts, namely:

* 1. Blended learning is learning that combines or incorporates various web-based technologies to achieve educational goals.
  2. Blended learning is a combination of various learning approaches (such as behaviorism, constructivism, cognitivism) to produce an optimal learning achievement with or without learning technology.
  3. Blended learning is also a combination of many learning technology formats, such as video tapes, CD-ROMs, Web Based Training, films) with face-to-face learning.
  4. Blended learning combines learning technology with actual work task orders to create a positive impact on learning and work.

Graham (2005) mentions the definition of blended learning that is most often put forward, namely:

* 1. A definition that combines various learning media modalities.
  2. A definition that combines various methods - learning methods, learning theories, and pedagogical dimensions.
  3. A definition that combines online learning with face to face (face to face learning).

Based on the groupings and definitions described above, the blended learning model in this paper is based on the 3 (three) definitions from Driscoll and Graham, namely; The combination of the characteristics of conventional learning and electronic learning or E-Learning. The blended learning model is a learning activity that combines face-to-face learning activities with online learning activities from the aspects of learning theory, approaches, and learning models to achieve learning objectives. According to Bersin, (2004) blended learning: The combination of different training "media" (technologies, activities, and types of events) to create an optimum training program for a specific audience. The term (Blended) means that traditional instructor-led training is being supplemented with other electronic formats. In the context of the book Blended Learning, the program uses many different forms of E-Learning, perhaps complementing instructor-led training in other live formats.

Based on Bersin's opinion above, it can be concluded that blended learning is a combination of the characteristics of traditional learning and an electronic learning environment or blended learning. Combining aspects of blended learning (electronic format) such as web-based learning, video streaming, synchronous and asynchronous audio communication with traditional "face to face" learning. Graham (2005) stated: "we can be pretty certain that the trend toward blended learning systems will increase". The success of blended learning does not happen automatically, the main factors in the success of blended learning are considering pedagogy and instructional design related to the best way to utilize technological tools, how to facilitate interaction between students and teachers, how to motivate students, and arrange the best material delivered through the internet than face to face.

1. **Step of Blended Learning**

Blended learning is designed as a student-centered learning process. which resources and support are needed in this study. Resources and support include appropriate assignment guides, study guides, FAQs, web links, media files, etc. Blended learning strategies vary according to discipline, year level, student characteristics, and learning outcomes, and have a student-centered approach to learning design, promote the development of active learning, and achieve better student experience and learning outcomes.

The Blended learning in question is as follows:

a. face-to-face and online learning activities

b. conventional face-to-face classes with different models, such as weekend, intensive, external, trimester

c. technology such as lecture capture, and/or with social media and technology

d. simulations, group activities, web-based learning, and practicals (Saliba, Rankine, & Cortez, 2013).

Based on the conclusions from the definition of blended learning according to experts, blended learning has several steps according to the learning.

* 1. **Face To Face Learning**

Face-to-face learning as a form of conventional learning model is carried out between lecturers or teachers and students in a room for learning with learning stages. According to Alessi and Trollip the learning model of blended learning in English learning consists of 4 instructional stages, namely

1. Stage one (presenting information)
2. The second stage (guiding the learner)
3. The third stage (practicing) and
4. The fourth stage (assessing learning) uses web-based learning (web- based learning).

The model for successful instruction must involve four activities or phases of instruction: (1) present information; (2) guiding students; (3) practice; and (4) assesses learning. "They went on to say," because web-based learning can combine various types of educational software - tutorials, hypermedia, simulations, exercises, etc. This can develop every phase of teaching.

**2.2** **Online Learning Learning**

Blended learning is a learning model that can be used to develop students' writing skills to be more effective in the learning process using modern technology. The most frequently used model is a combination of online and face-to-face learning.

According to Ally (2007) that asynchronous online learning students can access subject matter at any time, while synchronous online learning allows real time interaction between students and other students, for example during discussions in forums in E-Learning.

E-Learning can include both formal and informal. Formal e-learning, for example, is learning with a curriculum, syllabus, subjects and tests that have been arranged and arranged based on a schedule that has been agreed upon by the relevant parties (e-learning administrators and students themselves).

It can be concluded that online learning is a learning environment that uses internet technology and is web-based in accessing learning materials and allows learning interactions between fellow students and lecturers anywhere and anytime. The learning media in the blended learning model used by the writer are:

* + 1. **Google Meet**

Google Meet is a video conference application from Google that allows users to make video calls with 25 other users who have Google accounts or more in one meeting (Febriyanti, 2020; Rustaman, 2020). Google meet has advantages such as being easily accessible by teachers and students, free of charge, besides that Google Meet has a very useful interface with a size that is not heavy and fast, prioritizes efficient management, and is easy to use (user friendly) so that it can be applied by all users easily (Sawitri, 2020). So, Google Meet is an application that many people use as a learning medium.

Google Meet is a learning media that makes things easier for students and teachers because it is more efficient and its use is not limited by time, such as Zoom meetings which only take 40 minutes per meeting. Audiovisual displays allow teachers to display screens in the form of learning material or videos so that students can pay attention and focus on learning and not feel bored. Apart from that, teachers can also control students' activities by telling them to open the video while learning is taking place. Learning via Google Meet can also build an active class with lots of interaction and discussion both with the teacher and between students. However, in the process, there are still several etiquettes that teachers must instill in students when learning via Google Meet, such as turning off the microphone when not speaking, speaking after being permitted and so on.

The Google Meet application is an application that is popularly used among schools and the community. The sophistication of this application is adapted to the needs of society and the times. Provides features that are attractive, easy to access, and easy to understand.

The advantages of researchers using this application are:

1. Has an attractive user interface

This application provides an attractive, unique and functional interface. This application is efficient to use because it is light in size and easy to manage, although young people will not find it difficult to access this application.

2. Provide convenience for users

This application will make things easier for users because it is a video conference application.

3. Can invite quite a lot of participants

Like Zoom, this application can also be used with quite a large number of participants, ranging from 25 to 30 participants.

4. Can be accessed by all platforms

You can use this application via a PC or desktop or with an Android-based mobile device. In this way, this application can be used anywhere and anytime.

5. Can display live text.

When communication is taking place, it is easy for participants to show a presentation, but if it is a video, sometimes it cannot be played.

Online learning activities using the google meet platform at STKIP Usman Safri Kutacane, are carried out with the lecturer as the host providing a room for students to meet at google meet online.

This application makes it easier for lecturers and students who use it to communicate directly, because we can see directly the people who are in the Google Meet. This will make it easier for lecturers to provide learning material that is not clear or not understood by students during classroom lessons. Because the lecturer can explain and provide examples of essay writing in this application by making presentations on this zoom application. Through google meet teachers can deliver learning materials supported by learning media such as power points. So that students can still listen and listen to explanations while watching powerpoints such as the offline learning process. In addition, students can also discuss with the teacher and other students to discuss the material at that time.

Here students can see directly without having to write again, and presentation materials will also be distributed after learning is over. On Google Meet, the lecturer will also conduct questions and answers with the students to find out whether they understand the learning material provided.

* + 1. **Google Classroom**

Google Classroom is an application that uses the internet network using a computer and/or mobile phone (Judge, 2016). Google Classroom is an application in the form of a classroom that is connected via an internet connection and takes place in cyberspace (Faruq, Dafik and Suharto, 2018).

According to Wikipedia, there are several features offered in Google Classroom, including an assignment feature, a measurement process (grading) with different assessment schemes, two-way communication between teachers and students is also supported by Google Drive, this application is also can be accessed using Android and IOS devices. Google classroom is an online-based learning method aimed at improving the quality of education as a form of learning process that is limited by space and time (Blundo, 2011).

Google Classroom is an application for creating classrooms in the virtual world. Apart from that, Google Classroom is also a means for carrying out learning as well as submitting assignments and even grades that have been collected by students (Herman in Hammi, 2017).

Google Classroom provides easy preparation. Teachers can enter students directly to share the code with their class so they can join via WhatsApp Group. thus, providing efficient time because it can provide assignments briefly and makes it possible for teachers to directly correct assignments that have been submitted and provide assessments directly. Apart from that, Google Classroom can build good communication in the classroom, making it easier for teachers to make announcements and start learning directly and making it easy to coordinate students to be directly involved in all their tasks, and the material that the teacher has sent will be automatically stored in the Google Drive folder, and makes it easy for anyone who uses it because it is practical and efficient.

Google Classroom can activate students in the learning process because this media can display text, images, and videos during the learning process. In addition, this application can simplify the activities of creating, distributing, and assessing student assignments without having to meet face-to-face (Mahayoni, 2020; Okmawati, 2020); 2) have conversations about assignments and teachers can find out student progress (Beal, 2020); 3) become a medium of interaction between teachers and students or students with other students (Liu & Chuang, 2016); and 4) accommodate and manage the time for collecting assignments by the teacher which will foster a sense of discipline and responsibility for students in doing assignments.

In this application, students will make essay writing assignments given by their lecturers both from classroom lessons and face-to-face learning, so they enter this application using a code that will be given by their lecturers through the WhatsApp Group. This application will be more effective for lecturers to reduce the level of cooperation or cheating with other students. And students will feel they have more time to do the assignment because they can find writing ideas that they will write and give freedom in thinking. In this case, students are required to study independently. Independent learning is a form of learning model activity in blended learning, namely individualized learning, where students can learn independently by accessing information, materials, or lessons online via the internet. It does not mean learning alone, but independent learning means learning on the initiative with or without the help of others in learning. So, it can be concluded that Google Classroom will be very effective in giving assignments to students because there are many advantages for lecturers and students themselves.

* + 1. **WhatsApp Group**

Grover et al. (2020) states that WhatsApp groups create a condition where students can interact with each other more actively, can discuss with others better and can help each other among themselves, both during the process preparation, learning, evaluation, and feedback. This can happen because students tend to feel more confident, more courageous, and less intimidated when have to express their opinion in whatsapp group.

According to Prajana (2017), in the use of whatsapp groups for learning media. according to Muh Murtaqi Makarima (2020): 6 states Whatsapp functions as a means of evaluating, both evaluating activities, evaluating values tests, as well as evaluating students' attitudes during the learning process at school. As an evaluation of activities, for example in ceremonial activities. A teacher can provide constructive suggestions when students become implementers. For example, by saying that his appearance is good, but needs to be improved or needs to be maximized when raising the flag, or when reading the constitution his voice intonation needs to be improved or other forms of praise. Like when giving criticism within the local group regarding the implementation of the ceremony. A teacher should use the Whatsapp group as a means of conveying polite input in criticizing the results of student activities.

There are several features in this application that can be utilized. Among others are:

1. Group Chat

This feature can be used for integration and communication between students and students.

Teacher, either directly or indirectly. It is very profitable because both students and teachers can always reread if there is information that want them to learn more.

2. Document Share Facility

This facility is used to send documents in the form of written files, images, audio and video

3. Camera

This feature can be used to divide several activities to require picture taken in an activity

4. Gallery

This feature can be used to share or send images/videos that have been uploaded previously saved. Some research results show that the use of whatsapp groups as a English learning media online can create a condition more relaxed and conducive learning that can encourage students to be more motivated in learning the material provided. Students also tend to be more daring opinion because the opinions expressed are written so that they are more have many opportunities to think and arrange words before being delivered in group chat. As one of the research results which states that WhatsApp Groups as English learning media provide space for students to practice language, especially in improving writing skills, encourage students to stay involved in the learning atmosphere even outside the classroom, and motivate them to learn from each other (Ahmed, 2019).

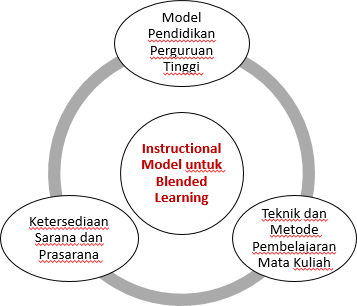
In several features in this application has the same in the Google Classroom, but why the writer choose the different application ?.

It is to avoid full student cellphone memory because material, photos or videos that will be sent via WhatsApps automatically in all students cellphones. And this will cause their cellphones to be slow and quickly damaged. So, why the lecturer choose different application between give the assignment and discussing.

In this application, the teacher only use to discussing about the material by using WhatsApps Groups. And sometimes they will also send videos or photos of the material provided. This will be a medium of interaction for questions and answers for lecturers and students regarding the material provided if the material is not understood. Lecturers announce assignments or quizzes via the WhatsApp group and students will work on assignments or quizzes from Google Classroom.

1. **Development Writing Skill by Instruction Blended Leaning**

In determining the appropriate learning model for a tertiary institution, based on the results of observations and group discussion forums on the STKIP Usman Safri Kutacane collage, what is considered is the suitability between the educational model implemented, the techniques and methods of learning subjects, and the availability of learning facilities and infrastructure.



***Figure 2 .3. Skema Penentuan Instructional Model***

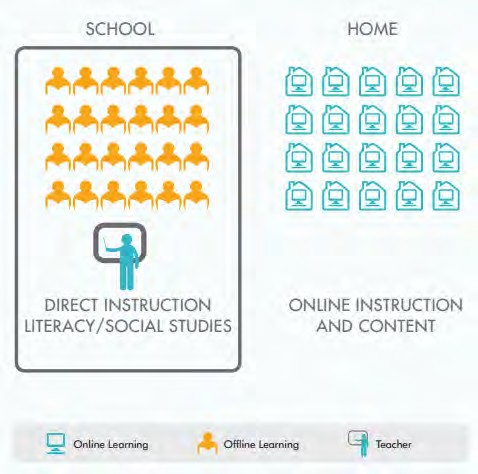
The writer has explained that writing skill is an ability that must be possessed by every student. To develop writing skills, the writer has prepared essay writing materials in the form of descriptive essays, by looking at students' difficulties in writing essays and difficulties in such a short time, the writer uses the blended learning model as a development of students writing skill instructional. One of the blended learning models is the flipped classroom (reverse learning).

* 1. **Flipped Classroom Learning**

According to Fradila Yulietri, Mulyoto, Leo Agung (2015) p.6, Flipped Classroom is a model where the teaching and learning process is not like in general, namely in the learning process students study subject matter at home before class starts and teaching and learning activities in class take the form of doing assignments, discuss material or problems that students do not understand.

By doing assignments at school, it is hoped that when students experience difficulties they can immediately consult with their friends or teachers so that the problem can be solved immediately. Basically, the concept of the Flipped Classroom learning model is when learning that is usually done in class is done by students at home, and homework that is usually done at home is completed at school.

Flipped Classroom is a way that educators can minimize the amount of direct instruction in their teaching practice while maximizing interaction with each other. Students prepare learning materials in advance before attending face-to-face lecture schedules. Face-to-face activities in class are used to assess student understanding individually with interactions between lecturers and students, which can be done one-on-one, in small groups, or large groups in one workgroup. The learning target of the flipped classroom is to help students deepen their understanding of descriptive essays without a time limit. The learning design with the flipped classroom model looks like Figure 4.4.



***figure 2.4. Flipped Classroom Model***

Bergman & Sams (2012), stated that the flipped classroom has the basic concept that everything that is done in class in conventional learning is done at home and everything that is done as homework in conventional learning is done at home.

From the picture above, lecturers and students are faced with 2 different situations, namely in the classroom and at home. A flipped classroom is a setting in which students are introduced to pre-recorded concepts (via the internet, video, or audio-visual recording authors) outside of the traditional instructional space (at home, in the library, or wherever instructional materials are accessible) ( Bergmann & Sams, 2012). After students have watched the material, they are expected to come to class, usually the next class meeting and collaborate with their friends and the teacher on the learning material that has been determined (Saunders, 2014). Students in flipped classrooms are also expected to complete in-class homework and discuss, explain, and expand on concepts they learn from online materials during instruction. So, what students traditionally do at home becomes what students do in the classroom, and vice versa.

Online learning, making information possible using various multimedia, namely by combining text, diagrams and images with video and sound, really supports the ability to transmit meaningful and virtual information.

The advantages of virtual classes are to:

1) provide learning opportunities that can be done anytime and anywhere by saving time and costs,

2) improve students' information technology usage skills so that students are more creative and increase students' interest in learning,

3) maximizing each student's abilities by learning outside of face-to-face/direct classes.

The role of the teacher as an educator must be rethought, and various research results show that if learning is dominated more by the teacher, it will provide less encouraging learning results than actively involving students. Learning that positions the teacher as a facilitator is the best choice in the classroom for successful learning. Flipped learning is an embodiment of active learning and can be said to be constructivist learning, where teachers require students to be actively involved in their learning rather than receiving information passively.

Determining learning using the flipped classroom model must be based on the need to:

a) Help students master certain concepts or knowledge that are complicated and not mastered adequately through current learning methods;

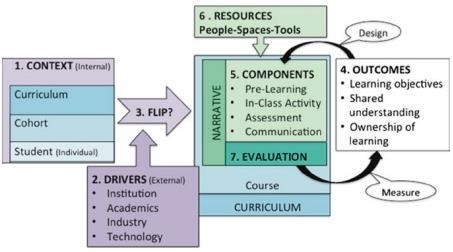
b) Engage students with material that may have been considered 'boring' or 'uninteresting' by past groups; and/or,

c) facilitate the development of skills that use new knowledge or concepts.

Independent learning is one component of the flipped classroom learning model, because in online learning there is an independent learning process. According to Wedemeyer (1973) in Chaeruman (2007) independent learning is learning that changes behavior, resulting from activities carried out by students in different places and times and in different learning environments from school. Students who study independently have the freedom to learn without having to attend lessons given by their teacher in class. Students have broad autonomy in learning.

* 1. **Flipped Classroom Learning Steps:**

By definition, the flipped classroom is constructivist in that it requires students to be actively involved in their learning rather than passively receiving information. The focus is to shift from teachers to students, and the challenges inherent in this learning need to be taken into consideration, because learning is different from what has previously been done. The flipped classroom design and its elements are depicted in the following chart (Reidsema, et.all., 2017).



**Figure 2.5. Elemen Desain *Flipped Classroom***

In the flipped classroom design, there is an interconnection between elements as shown in Figure 2. The numbering of each element in the figure is primarily for identification and is not interpreted as a mandatory or linear sequence. The ordering of design elements, however, emphasizes the importance of focusing on both things, namely context (internal) and drivers (external) as a basis for deciding whether flipping is appropriate or not. Situation analysis of context and drivers occurs simultaneously with a series of results to be achieved. As with any design process diagram, interconnection is a fundamental characteristic, even more so once the decision to flip (Element 3) has been made. It should also be noted that looking at context (Element 1) will most likely occur simultaneously with basic knowledge about study results or outcomes (Element 4). There should also be ongoing comparative analysis occurring regarding differences between current and best practices.

Flipped classroom or reverse class is a model where the situation is reversed. When usually learning in class is carried out, but it is reversed to online learning. for example, lecturers spend time teaching, in class, in discussions, in problems, and groups. but the activity is changed or reversed by learning online. Students are asked to prepare for the class which is spent solving immediate problems related to writing descriptive essays then working on them from home and submitting assignments to Google Classroom that have been prepared by the lecturer. so teachers have plenty of time to work on descriptive essays at home with engaging applications to practice skills and receive feedback on their progress. lecturers can give their students more time to control, help develop their writing skills and inspire them with challenging materials that give them more control over their learning. In a flipped classroom, the teacher's role changes from that of lecturer and delivery of material to that of a learning coach, guiding through a series of interesting and experimental learning activities. The focus is on the learning process rather than the teaching process and the approach has been found to increase the overall interaction between students and between students and teachers (Philips, Trainor, R.C., 2014:vol.1). Reverse class allows students to get more time to understand the material in depth rather than listening to the teacher's explanation.

**3.3 Flipped Classroom Steps are :**

1. The lecturer distributes lecture material and assignments.

lecturers distribute learning materials through google classroom for students to study at home, or for students to find their learning material that has been determined by the lecturer. The material can be in the form of videos or e-books.

2. Lecturers Accompany Students to conduct discussions

The lecturer conducts discussions as a form of assistance by using the WhatsApp group feature for material that is not understood. Lecturers can start question-and-answer activities to ensure that students understand what must be done to complete the assignments given.

3. Lecturers give tests to determine the level of understanding of students.

students can upload their study results in the Google Classroom feature and the lecturer makes corrections to the results of independent learning carried out by students from home.

4. The lecturer reinforces the material given face to face.

This reinforcement is given when students and lecturers receive face-to-face learning on campus.

|  |  |  |  |
| --- | --- | --- | --- |
| Minggu 1 | Pokok bahasan | Rincian Pokok Bahasan | Waktu |
| 1 | Introduction | Description of the course, the competence students have to acquire,the teaching and learning process, and assignments | 100 minutes |
| 2 | The essay | The essay body outlining Parts of an essay: introductory, body, and concluding paragraphs | 100 minutes |
| 3 | Patterns of Essay organization (1) | Chronological order | 100 minutes |
| 4 | Patterns of Essay organization (2) | Chronological order | 100 minutes |
| 5 | Patterns of Essay organization (3) | Logical division of ideas | 100 minutes |
| 6 | Patterns of Essay organization (4) | Logical division of ideas | 100 minutes |

**Table 3.3 *silabus writing II at STKIP Usman Safri Kutacane***

from the steps above the writer concluded from the syllabus table of STKIP Usman Safri Kutacane that at the first meeting, the lecturer explained in general what essay writing was, one example was descriptive essay then students were asked to make descriptive essays by looking at examples from the internet and then sending them via Google classroom. the google classroom code will be sent via the WhatsApp group, and the WhatsApp group is an application for discussion if there are lessons that are not understood.

In the second meeting, the teacher devided student be 2 groups, the first group look for what is descriptive essay and all about descriptive essay which will be presentation in front of class. And, the next meeting, second group look for example of descriptive essay. And the next meeting the will give treatment by how to make a good descriptive essay by sent the material in WhatsApps Group and the teacher will give task which will be sent to google classroom. Treatment will be given by whatsApps application by send examples of descriptive text and share difficult of they felt. Then the lecturer stimulates students with several questions related to descriptive essays to test the extent of their understanding. This aims to make it easier for students to write descriptive essays. In the fifth and sixth meetings, the lecturer measures individual abilities in front of the class to describe their writing either with objects or directly speaking in front of the class. This is considered very effective because lecturers can see student progress in writing descriptive essays. and this also motivates students to be more creative and innovative in writing essays.

The steps that will be used in research on implementing the Flipped Classroom learning model will be explained in the following table :

**Table 3.4**

**Flipped Classroom Learning Steps**

|  |  |
| --- | --- |
| **Stage** | **Teacher Behavior** |
| Stage 1 | Before learning begins, students are asked to study independently at home regarding the material for the next meeting, where the material has been sent via WhatsApp Group by the teacher. |
| Stage 2 | In classroom learning, students are divided into 2 group. |
| Stage 3 | The teacher gives quizzes or assignments that are appropriate to the material that has been studied through Google Classroom. |
| Stage 4 | The teacher appoints one of the groups to present to the class with material determined by the teacher. |
| Stage 5 | The teacher asks other students for responses about the percentage being carried out by the group of friends in front. There will be a question and answer session between the person presenting and the audience. However, if the student has difficulty answering or the answer given is inappropriate, inaccurate, or silent, then the teacher asks other questions whose answers are a guide to completing the answer. |
| Stage 6 | The teacher appoints a different audience participant with a new question to find out whether the learning has really been conveyed and understood by all students. and if the learning is not complete, the teacher will continue learning via Google Meet. |

* 1. **Advantages of flipped classroom learning :**

Avgerinou (2008) explains three important reasons why a teacher would prefer to implement a flipped classroom compared to online or classical learning, namely: better learning, increased access and flexibility, and increased cost-benefit. A student-centered approach to teaching shifts the focus from the teacher's needs to the students. And this is what is supported by the flipped classroom model. Various studies have proven that the flipped classroom learning model is proven to be more effective in improving the quality of learning and student activity in the learning process and providing better learning outcomes as well. This learning model is also very useful for teachers and students, because:

a. Students can do their assignments accompanied by their teacher.

b. Before moving on to the next material, the teacher can ensure that each student understands the concepts/material that must be mastered.

c. Students' learning motivation increases in collaborating, expressing opinions and doing assignments with their friends.

d. Students can study again or study independently if they cannot attend class, while teachers can more freely review and update the learning plans that have been carried out.

e. Communication between teachers and students can be established well.

Enfield (2013) states that the flipped classroom learning model can increase students' motivation to participate in class learning, interact intensively so that learning independence is formed. This model is effective in helping students learn material and improve their ability to solve problems independently. Interaction in class can occur intensively, any learning difficulties can be resolved immediately, so that independence and motivation to learn is formed which will ultimately improve student learning achievement.

**E. Relevant Studies**

There have been many studies conducted to find the improving of Blended Learning on students' writing skills. The first is a study conducted by Yoga Gede Permana (2017) by the tittle : The effect of using blended learning strategy toward the 8 grade students’ writing competency. Jakarta:Ganesha University of Education*, Journal of Psychology and Instruction*, Undiksha Press (1)1,78-87. The results of his study showed that there were some improvements in student scores in writing while doing the learning process through the Blended Learning system.

The second is a study conducted by Hadi Baskoro, (2018). *Pemanfaatan Aplikasi Whatsapp Pada Pembelajaran Berbasis Blended Learning di SMK N 1 Sragen,* Sragen. The results of his research on the use of blended learning through Whatsapp application in the learning process showed a significant improvement because students use Smartphone in the scope of learning; this suppresses the misuse of Smartphone among students. Furthermore, the third is research conducted by Isti'anah, A (in a journal entitled The Effect of Blended Learning to the Students' Achievement in Grammar Class in his research also shows an increase in understanding of Grammar on the second semester students of the English Letters Department, Sanata Dharma University.

The third is Muthoharoh Nurul, B(2017).by the tittle : Pengaruh penggunaan teknologi pembelajaran blended learning terhadap hasil belajar menulis teks fungsional pendek bahasa inggris*.* Universitas Indraprasta PGRI, *DEIKSIS*, (09)03 There was a significant increase in the use of Blended Learning learning technology on learning outcomes of writing functional short English text in grade VII students of SMPN 98 South Jakarta.

Then, Wahyuni, S. (2018). By the tittle : The effect of blended learning model towards students’ writing ability. J-SHMIC : *Journal of English for Academic*, 5(2), 97-111, she stated there was a significant increase in students' writing abilities in experimental groups who were taught using the blended learning model. She also revealed that Blended learning helped many students to be more metacognitively aware of their English writing process.

Research result from Kadek Ari Yuliani, Made HerySantosa and Nyoman Pasek Hadi Saputra entitled “The Effect of Project-Based Flipped Learning on Writing Competence of the Eleventh-Grade Student of SMA N 4 Singaraja in Academic Year 2017/2018”. It was concluded that there was a significant difference in students writing competency between students taught by using Project based-learning and students taught by using conventional media. In addition, the result of the interview showed that the students had a positive perception of the implementation of project-based flipped learning.

**F. Research hypothesis**

Base on the research problem above, the hypothesis can be stated as follows:

Ho : There is no significant deveopment of student’s writing skill through blended learning at STKIP Usman Safri Kutacane.

Ha : There is significant development student’s writing skill throught blended learning at STKIP Usman Safri Kutacane.