**CHAPTER I**

**INTRODUCTION**

1. **Background of the Problem**

Writing is one of the 4 skills in English. Writing is also important in teaching English. Writing is a person's expression while the mouth cannot speak. “Writing is a very important learning tool because it helps students understand ideas and concepts better” (Voon Foo, 2007, p. 4). Many people express their life by writing. Through writing, one feels free and expresses ideas, thoughts and freedom. Usually someone writes down their daily life or activities in books, articles, and journals and simple writing is in a notebook. However, many people find it difficult to write for several reasons, for example in writing English, such as not being confident, afraid to write for fear of being wrong, low grammar and vocabulary, not having motivation to write, and confused. about choosing the right words, and there are still many other problems or difficulties for students in writing.

In order for students to achieve good writing skills in the learning process, the teacher needs to choose a learning method that can encourage the achievement of an optimal learning process. But in writing, it is necessary to develop students' writing skills. Several types of research can be carried out, one of which is research and development (R&D). This research has been widely used in education.

Sugiyono (2009) argues that research and development methods are research methods used to produce certain products, and test the effectiveness of these products. To be able to produce certain products, needs analysis research is used (using survey or qualitative methods) and to test the effectiveness of these products so that they can function in the wider community, research is needed to test the effectiveness of these products (using experimental methods). This method is considered very suitable for developing writing skills. because this research and development aims to produce new products through the development process. The development of writing skills in this study was developed in the form of textbooks, presentations, or instructional video media. In this study, students will be asked to write a descriptive essay. However, to develop writing skills, many students find it difficult and bored in the learning process, for example at STKIP Usman Safri Kutacane. Because many teachers use conventional learning, the teacher only provides material but does not have a learning model in teaching.

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So the writer chooses modern learning to improve students' writing skills. One of them is the Blended Learning model. Blended learning emerges as an alternative teaching practice that must be embraced by teachers to help students improve their performance (Vernadakis, Giannousi, Derri, Michalopoulos, & Kioumourtzoglou, 2012). According to Mosa, Yoo, & Sheets (2011), mixed learning patterns are two main elements, namely classroom learning and online learning. It combines online and classroom learning activities and optimally uses resources to improve student learning outcomes and address important institutional issues (Garrison & Kanuka, 2004). The point is the combination of the two learning approaches to create a new learning model to increase student participation. The reason the writer chose the blended learning model is that STKIP Usman Safri Kutacane students are low in writing and have limited time in teaching, and save time in studying.

The writer will provide teaching materials in the form of descriptive essay. Descriptive essay is an essay that discusses the description of a subject or object by involving the five senses. In a descriptive essay, the writer will explain a topic completely and in detail so that students will understand it more easily. Students should also make clear the structure and language features of a descriptive essay. In addition, in writing descriptive essays students need to master vocabulary, grammatical roles, accuracy, building ideas, and learning conditions. When students describe something, they have to make sure that the sentences they write are appropriate. In describing students must describe. Because if something is missing in the description it will give a different meaning.

In writing, students need more time to write descriptive essays, because they need to think about writing ideas so that the writing can look perfect. So, the writer uses a blended learning model to develop students' writing skills. because the blended learning model is learning that is carried out online and face-to-face learning. This learning model will be more effective than conventional learning. because blended learning gives a lot of time to write. Descriptive essays will be carried out through an application that has been determined by the lecturer.

Based on this statement, the writer conclude that teachers continue to develop models, teaching methods, techniques, and strategies for teaching writing to develop students' writing skills. They don't think they are bored in learning, and the way students think. This will be combined with technology-based learning. This has an impact on traditional learning because it is more interested in technology-based learning. To be precise, in the conventional learning model, students play a passive role in learning activities and the teacher acts as a learning center, source of information, and a versatile person. The teacher also uses lecture methods such as explaining theories and concepts of writing even though the time is limited so students do not have enough time to discuss. This is also caused by learning English which is not only focused on writing.

The application of the blended learning model requires special efforts. One of the blended learning models is the flipped classroom (reverse learning). Reverse class is a setting where students are introduced to pre-recorded concepts (via the internet, video, or making audio-visual recordings) outside of traditional instructional settings (at home, in the library, or wherever teaching materials are accessible) ( Bergmann & Sams, 2012).

Besides, if the English teachers apply a blended learning model, the teaching media should facilitate various activities of online English learning. Of the many types of learning media, the research use google Meet, google classroom, and WhatsApp group to develop students' writing skills. It enables management and control of the educational process, the measurement and evaluation of learners' performance, and the improvement of the overall level of educational attainment while providing an attractive learning environment (Shomali, 2007).

 Whereas learning is not only done in the classroom. By utilizing technology, students and teachers can integrate face-to-face learning and online learning. Which can be used to develop student's writing skills and use technology in a positive direction. So, the writer is interested in conducting research that is intended to find a development of students writing skills through a blended learning model at STKIP Usman Safri Kutacane Academic Year 2022/2023). So, that is why the writer uses a blended learning model. Because it will be fun for students to write and enjoy their time writing.

1. **Identification of the Problem**

Based on the background of study, there are several problems which can be identified as follow:

1. Teachers only implement conventional teaching-learning activities without any part of using the internet to develop their media.

2. Students miss use in using the internet, not for academic purposes.

3. Students' low motivation to write.

4. limited Time for teaching writing in school.

5. the teacher does not use the right method for developing students' writing skills

**C. Limitation of the Problem**

As previously stated, there are several problems causing students’ low in writing Descriptive Text. From the problems, the writer will focus on the development of students’ writing Descriptive Text through the blended learning model.

**D. Formulation of the Problem**

1. How is the development of students' writing skills through blended learning at STKIP Usman Safri Kutacane.

2. What writing materials are used in blended learning to develop writing skills at STKIP Usman Safri Kutacane.

3. How blended learning develops students' writing skills through blended learning at STKIP Usman Safri Kutacane.

**E. Objective of the Study**

The objective of study are :

1. To development of students' writing skills through blended learning at STKIP Usman Safri Kutacane.
2. To find out whether blended learning can develop students' writing skills through blended learning at STKIP Usman Safri Kutacane.
3. To explain the process of developing writing skills using blended learning.

**G. Significance of the Study**

The writer expects the significance of this study can provide useful information for:

1. The writer, the significance of study will improve the writer’s knowledge in creating students learning e-learning media as the combination of face-to-face learning activity.
2. English lecturer of STKIP Usman Safri Kutacane, the result of this study can help them as an alternative model in teaching learning activity that they can choose and improve the lecturer quality in teaching by modern technology.
3. Students at STKIP Usman Safri Kutacane who learn English in writing skill, this study attempts to help them increase their skill in writing and have motivation to write.
4. Further writer who want to conduct similar research. The result of this study may hopefully can help them as a previous study for their research.