

CHAPTER I

INTRODUCTION

1.1 Research Background

English is an international language used by the global community to communicate. That is because, in the current era of globalization, English has a very important role that is used to communicate by the world community in various fields. For example in the technology sector, health sector, education sector, and so forth. According to Nishanthi (2018), English as an international language helps to connect every individual in their personal and professional live in the global world. Therefore, having good English skills is a must for every individual in the 21st century.

There are four main skills basic skills in English, namely speaking, writing, listening, and also reading. Those four skills have the same important position and cannot be separated from each other. The four basic skills must be integrated in teaching English in high school to produce an effective teaching and learning process (Nan, 2018). Those four basic skills in English have a very important role to prepare students to have qualified English skills. One of the basic skills in English that is emphasized in the education system is writing. Writing skills are very important as one of the requirements to complete the education process and to get a good job (Rao & Durga, 2018). Therefore, writing skills is one of the basic skills that must be mastered by every individual in this era.

The same thing is also stated by Hosseini et al. (2013), who stated that one of the main factors for achieving success in the academic field is writing skills. That is because, in the teaching and learning process, students are required to be able to communicate both verbally and non-verbally. In other words, students not only communicate well in the form of speaking directly in the class, but students are also expected to be able to communicate well through writing. It is also stated in each basic competency in the learning objectives of tenth-grade students' English books that stated students must be able to apply the material that has been learned in written form (Widiati, Rohmah, & Furaidah, 2017). Therefore students are expected to have good writing skills and they have to understand the importance of having writing skills.

In contrast to this, nowadays many students feel difficult and bored in writing. Many students also feel unenthusiastic, afraid, and have difficulties in writing. According to Abderraouf (2016), students have difficulties beginning to write and difficult to develop ideas. Most EFL students also experience coherence and cohesion problems when writing (Belkhir & Benyelles, 2017).

Students' problems in writing are caused by several factors. Huy (2015) stated that the factor that underlies students' difficulties in writing is the use of several aspects of language such as grammar and they often experience problems in punctuation when writing. Besides, there are also intrinsic factors to the students such as learners' motivation that affect students' writing abilities (Dhanya & Alamelu, 2019). Therefore, several important factors must be considered by the teacher to overcome students' problems in writing.

According to Fareed et al. (2016), ineffective teaching methods is one of the main factors of students' writing problem. Rico (2014) also stated that the most relevant factor influencing students' writing ability is teachers' methodology in teaching. That is because learning methods can influence students' interest in learning, especially in writing. The use of learning methods can also affect the quality of students' writing and students' motivation. Thus, teachers have to try new teaching methods other than traditional methods to achieve learning goals (Adas & Bakir, 2013).

There are various learning methods used by teachers from ancient times until now. These teaching methods include the audio-lingual method, community language learning, silent way, suggestopedia (Freeman, 1990). In line with the development of science and technology, new and more effective learning methods are starting to emerge. One of the newest teaching methods that are starting to be applied nowadays is blended learning method.

Blended learning is one of the learning methods that combines face-to-face learning in the classroom and online learning that uses electronic media. Blended learning provides several features which include social interactions, technology quality, and face to face support (Tawil, 2018). Therefore, blended learning can complement a conventional teaching and learning process that lasts only a few hours in the school.

According to Sulisworo et al. (2016), flexible learning opportunities in blended learning can improve students' writing skills. Through blended learning, students can access the material anywhere and anytime on the internet and can discuss

without time limits. Lalima and Dangwal (2017) stated that the blended learning method can develop the personality of students through responsibility, discipline, self-motivation. Based on previous research on the blended learning method conducted by Qindah (2018), it was found that blended learning had a positive impact on students' grammar scores. Furthermore, Qindah (2018) also suggested for other researchers to examine the effects of blended learning methods on different language skills such as writing.

Based on the background above, blended learning is one of the latest learning methods that are still not much studied in Indonesia. Therefore the researcher conduct a study to determine the effect of blended learning methods in English recount text writing for senior high school students and to examine students' perceptions toward the implementation of the method.

1.2 Problem Identification

One important factor influencing the achievement of learning objectives is the teachers' methodology in teaching. In relation to this matter, teachers have to try new teaching methods other than traditional methods to achieve learning goals (Adas & Bakir, 2013). According to Geta and Olango (2016), the blended learning method more effective than the traditional lecture method in developing students' writing skills. Besides, based on previous research on the blended learning method conducted by Qindah (2018), it was found that blended learning had a positive impact on students' grammar scores. Futhermore, Qindah (2018) also suggested for

other researchers to examine the effects of blended learning methods on different language skills such as writing.

1.3 Study Limitation

This research was limited in analyzing the influence of blended learning method on tenth-grade students' competence in writing English recount text and describing the students' perceptions towards the implementation of blended learning method on the teaching of English recount text writing. The method has been applied for tenth-grade students at SMA Lab Undiksha academic year 2019/2020.

1.4 Research Questions

Based on the rational above, there are statement of the problems that have been formulated:

- a. Is there any significant effect after the implementation of blended learning method on tenth grade students' competence in English recount text writing?
- b. How are the students' perceptions towards the implementation of blended learning method on the teaching of English recount text writing?

1.5 Research Objectives

This study aims to know the effect after the implementation of blended learning method on senior high school students' competence in writing recount text and

know students' perceptions towards the implementation of blended learning method on the teaching of English recount text writing.

1.6 Significance of study

Based on the objective above, the significance of the study can be stated as follows:

1.6.1 Theoretical Significance

This study can be used as the references for the other researchers who are interested in doing research in the field of writing. This study also gives solution and inspiration for teachers regarding one of the effective teaching methods in teaching, especially in teaching English recount text writing.

1.6.2 Practical Significance

- a) For the students, teaching English by using blended learning can motivate students and create new atmosphere in teaching and learning process. Therefore, students become more enthusiastic in learning especially in developing their writing skills.
- b) For the teachers, the result of this study can provide an evaluation for the teachers in using teaching method and it can provide benefits to improve their methods and media in English language teaching especially in teaching English recount text.