

CHAPTER I

INTRODUCTION

1. Background

Writing is an essential skill that goes beyond the mere transmission of information. Pereira et al. (2023) emphasize that writing reflects creativity and critical thinking, while Lin (2024) defines academic writing as a complex process involving adaptation to academic norms. Furthermore, Bosnia and Herzegovina (2024) link writing to literacy and digital competence. Writing is significant as it serves as a tool for reflection and the exploration of ideas (Weatherall and Bridgman, 2025), as well as supporting academic credibility (Malham and Mobbs, 2024). Without writing, modern education would lose its primary instrument for evaluation and knowledge dissemination (Rogers et al., 2023), individuals would struggle to express emotions (Myhill et al., 2023), and students would lack guidance in organizing academic ideas (Haskel-Shaham et al., 2020).

Previous studies have generally aimed to examine the influence of cognitive, emotional, and linguistic factors on writing skills. Findings indicate that writing skills not only affect academic achievement but also contribute to learners' emotional expression and creative capacity (De Vicente-Yagüe Jara et al., 2023). Johansson and Rijlaarsdam (2023) further argue that reading ability and linguistic competence

significantly influence writing fluency, particularly among bilingual learners. Similarly, Caemmerer et al. (2023) conclude that cognitive skills and basic reading ability serve as strong predictors of writing performance. These findings position writing as an academic skill closely associated with cognitive and linguistic dimensions.

In addition, a number of recent studies have explored writing practices in digital contexts, focusing on how technological transformations shape writing instruction in education. The primary aim of these studies is to understand the role of technology in improving the effectiveness of writing instruction in digital learning environments. Research findings reveal that digital platforms facilitate collaboration in writing activities and enhance learning efficiency (Devitt et al., 2023). Ramadhan et al. (2024) emphasize that digital tools such as grammar software and plagiarism detection systems can improve the quality of students' academic writing. Moreover, Laidlaw (2022) highlights digital literacy as a core competence in modern education. Consequently, the integration of digital technologies has expanded access, increased efficiency, and enriched writing practices in educational contexts.

On the other hand, other studies draw attention to the consequences of inadequate writing instruction in education and society. These studies underscore the negative impact of

insufficient support for writing instruction, including reduced motivation, lower self-confidence, and weak academic literacy skills. Unsupportive learning environments may diminish students' interest in writing (Myhill et al., 2023), while many pre-service teachers experience a lack of confidence in academic writing due to limited instructional support (Amo Sánchez-Fortún et al., 2024). Marzuki et al. (2023) also caution that excessive reliance on artificial intelligence may restrict creativity and critical thinking in the writing process. Therefore, ineffective writing instruction strategies may weaken educational quality and literacy competence more broadly.

Although numerous studies have examined paragraph writing as an important component of students' academic competence, most have focused on the influence of cognitive, emotional, and linguistic factors on writing ability (De Vicente-Yagüe Jara et al., 2023; Johansson and Rijlaarsdam, 2023; Caemmerer et al., 2023). Several recent studies have also emphasized digital contexts, highlighting how digital platforms and tools support collaboration and efficiency in writing instruction (Devitt et al., 2023; Ramadhan et al., 2024; Laidlaw, 2022). These findings reinforce the understanding that writing skills are essential in both traditional and digital learning environments.

Nevertheless, a research gap remains concerning the integration of innovative instructional models, particularly the Flipped Classroom Model, into paragraph writing instruction for EFL (English as a Foreign Language) students. While technology has been shown to enhance learning processes, instructional designs that specifically support paragraph writing in the EFL context remain limited. Moreover, the absence of structured and systematic writing instruction contributes to low motivation, limited confidence, and weak writing competence among students and pre-service teachers (Myhill et al., 2023; Amo Sánchez-Fortún et al., 2024; Marzuki et al., 2023).

Therefore, it is necessary to design paragraph writing instruction that integrates innovative pedagogical approaches and digital literacy, particularly through the Flipped Classroom Model. This model offers opportunities to promote learner autonomy, encourage active engagement, and improve writing outcomes by shifting learning activities from teacher-centered instruction to student-centered learning.

To identify the specific needs of EFL students at MTsN 1 Kota Bengkulu in learning paragraph writing, the researcher conducted preliminary research through classroom observation and an interview with the English teacher on November 4, 2025. The observation results showed that

students generally understood the basic structure of a paragraph, including the topic sentence, supporting sentences, and concluding sentence. However, students' ability to develop the main idea into a coherent and well-organized paragraph was still limited. Their use of vocabulary and grammar was at a fair level, indicating the need for more guided practice and continuous feedback. In terms of learning engagement, students were moderately active during classroom activities, but their readiness before writing lessons was still low, as most students were not accustomed to studying the material independently at home. Furthermore, the observation revealed that the use of initial materials or media could help students understand paragraph writing, and class time could be used more effectively for writing practice and discussion, indicating the potential implementation of the Flipped Classroom model (see Appendix 2 for the observation instrument and Appendix 10 for the observation results).

Meanwhile, the interview results supported the observation findings. The teacher explained that the main challenge faced by students in writing English paragraphs lies in developing a main idea into a complete and logically connected paragraph. This difficulty is influenced by limited vocabulary, insufficient grammatical mastery, and a lack of step-by-step writing practice. The teacher emphasized that

students need clear paragraph examples, simple explanations of writing procedures, gradual exercises, and constructive feedback to improve their writing skills. In addition, the teacher viewed the Flipped Classroom model positively, particularly when learning materials are provided in advance through engaging media such as instructional videos or simple text examples. This approach allows students to become familiar with the material before class, enabling classroom time to focus more on writing practice, discussion, and direct guidance from the teacher (see Appendix 1 for the Interview instrument and Appendix 9 for the Interview results).

This research is urgently needed because it addresses important gaps in English paragraph writing instruction at the junior secondary level, particularly related to students' difficulties in idea development and limited learning autonomy. Traditional classroom practices often rely heavily on teacher explanations during class time, leaving insufficient opportunities for students to practice writing and receive meaningful feedback. Integrating the Flipped Classroom model offers a pedagogically relevant solution by encouraging independent learning outside the classroom and maximizing in-class time for active learning, collaboration, and teacher support. Preliminary findings at MTsN 1 Kota Bengkulu indicate that while students possess basic

knowledge of paragraph structure, they still require instructional strategies that support idea development, coherence, and writing confidence. Therefore, this study is essential for designing an effective and contextually appropriate learning model that integrates the Flipped Classroom approach to enhance students' paragraph writing skills and overall engagement in the EFL learning process.

2. Identification of the Problem

Based on the background and preliminary research results, the problems identified in this study are as follows:

1. Paragraph writing instruction still relies heavily on in-class teacher explanations, which limits students' opportunities to practice writing extensively and receive continuous, meaningful feedback.
2. Students' ability to develop a main idea into a coherent and well-organized paragraph remains limited, even though they generally understand the basic structure of a paragraph, including topic sentences, supporting sentences, and concluding sentences.
3. Students experience difficulties in organizing ideas logically and elaborating supporting details due to limited vocabulary mastery, insufficient grammatical control, and a lack of step-by-step writing practice.
4. Students' learning autonomy is relatively low, as most students are not accustomed to studying paragraph

writing materials independently before classroom instruction.

5. The Flipped Classroom Model has not been systematically integrated into paragraph writing instruction, despite its potential to optimize classroom time for writing practice, discussion, and direct teacher guidance.

3. Limitation of the Problem

To focus the research and prevent overly broad discussion, this study is limited to:

1. The research subjects are EFL students of MTsN 1 Kota Bengkulu at the junior secondary school level.
2. The skill focus examined in this study is English paragraph writing, particularly students' ability to develop a main idea into a coherent and well-organized paragraph.
3. The instructional model applied is limited to the Flipped Classroom Model as an approach to support paragraph writing learning.
4. The learning materials and media are limited to teacher-prepared instructional videos, example texts, and guided writing exercises used in the Flipped Classroom setting.
5. The scope of the research focuses on identifying students' learning needs and exploring the integration of the Flipped Classroom Model in paragraph writing

instruction, without examining other language skills such as speaking, listening, or reading in depth.

4. Research Questions

This study is focused on addressing the following research questions:

1. What are the characteristics of paragraph writing instructional materials required by EFL students at MTsN 1 Kota Bengkulu?
2. What instructional materials, learning activities, and media are needed to support paragraph writing instruction through the Flipped Classroom model at MTsN 1 Kota Bengkulu?

5. The Purposes of the Research

Based on the research questions, this study aims to analyze the instructional material needs of EFL students in learning paragraph writing at MTsN 1 Kota Bengkulu. Specifically, the objectives of this study are:

1. To identify the instructional material needs of EFL students in learning paragraph writing at MTsN 1 Kota Bengkulu.
2. To analyze the instructional materials, learning activities, and learning resources required to support effective paragraph writing instruction for EFL students at MTsN 1 Kota Bengkulu.

6. The Significance of the Research

This study holds both theoretical and practical significance, particularly in relation to previous research on writing instruction and flipped learning. Theoretically, this research contributes to the existing body of literature on EFL writing instruction by providing insights into how the Flipped Classroom Model can be applied to paragraph writing. It extends previous studies on digital and student-centered learning by focusing on the alignment between students' learning needs and instructional design in writing classes. The findings are expected to enrich theoretical discussions on innovative teaching models in EFL writing contexts.

Practically, this study offers valuable implications for teachers and students. For teachers, the findings can serve as a reference in designing paragraph writing instruction that integrates pre-class learning materials and active in-class practices. This approach may help teachers maximize classroom time for guidance, feedback, and discussion. For students, the Flipped Classroom Model can promote learner autonomy, improve engagement, and support a better understanding of paragraph structure and organization. Overall, this research provides practical insights for improving the effectiveness of paragraph writing instruction in EFL classrooms.

7. Operational Definitions of Key Terms

Several key terms need to be defined to ensure a more precise understanding within the context of this study. These terms are as follow:

1. Flipped Classroom Model refers to an instructional approach in which learning materials are provided to students before class, while classroom time is used for practice, discussion, and feedback. In this study, the model is applied to support paragraph writing instruction.
2. EFL students are learners who study English as a Foreign Language in a non-English-speaking context. In this research, EFL students refer to students learning paragraph writing in a formal classroom setting.
3. Paragraph writing is the ability to compose a coherent and unified paragraph that includes a topic sentence, supporting details, and a concluding sentence. This study focuses on paragraph writing as a foundational writing skill.
4. Learning needs refer to students' difficulties, preferences, and requirements in learning paragraph writing, including linguistic, cognitive, and instructional aspects identified through preliminary research.
5. Writing instruction is the process of teaching students how to plan, organize, and express ideas in written form.

In this study, writing instruction is examined through the integration of the Flipped Classroom Mode

