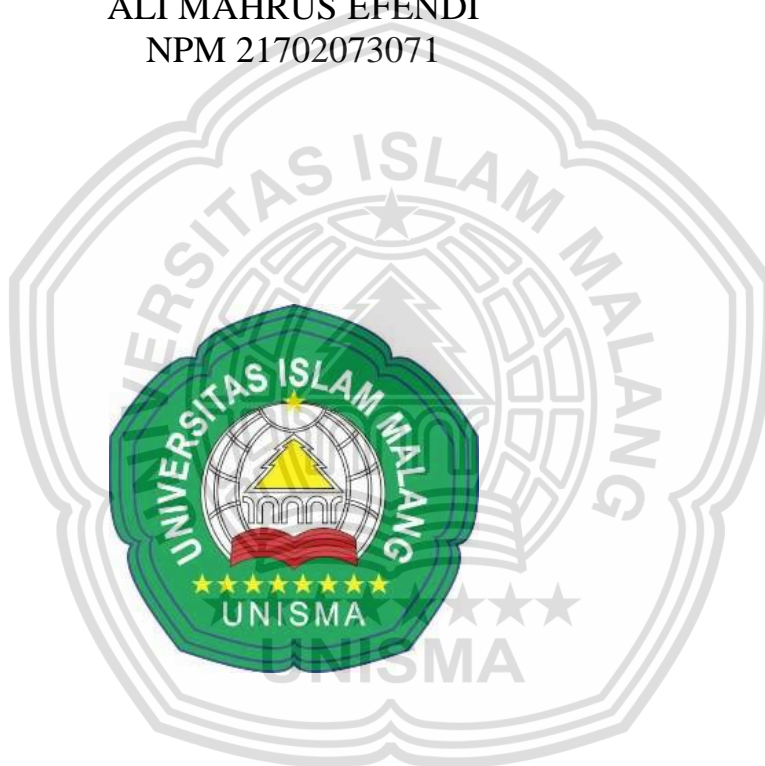




**THE EFFECTIVENESS OF FLIPPED CLASSROOM
IN THE TEACHING OF WRITING SKILL**

THESIS

BY
ALI MAHRUS EFENDI
NPM 21702073071



**UNIVERSITY OF ISLAM MALANG
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ABSTRACT

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Writing is an activity of expressing idea in the written form. Writing a complex skill in English because it requires some aspects to be mastered. The use of Flipped Classroom model could create a condition that help the students write with high motivation. Flipped Classroom Model is an innovative teaching strategy that reverses traditional teaching rather than lecturing, teachers assign video as homework to introduce the topic. In flipped Classroom Model, the material given first through the learning video to watch at home. Student watched the video instruction as many they wanted to understand the topic and complete the task in class where the teacher is available to assist with question to check the students' comprehension. The present study was intended to test whether or not Flipped Classroom Strategy was effective to improve students' score in writing descriptive text.

The formulation of research problem was: "Is there any significant difference score on writing descriptive of the students taught by using Flipped Classroom Strategy and those taught by using a conventional strategy?" The research used quasi experimental design with quantitative approach. The Population was eighth grade of MTsN 8 Banyuwangi. The researcher took two classes as the sample. Purposive sampling technique is a type of non probability sampling where the researcher consciously selects subjects for addition in a study so as to make sure that the elements will have certain characteristics pertinent to the study. The samples were VIII A class consisted of 38 students as the control class and VIII B class consisted of 38 students as the experimental class. The control class is taught by using conventional strategy and the experimental class is taught by using flipped classroom strategy. There was outside classroom and inside classroom treatment. The data sources was gathered from the pre-test and post test. Those score then being analyzed using independent t-test in SPSS 23.. The result of the post test reveals that The mean score of Experimental was 80.32 with the standard deviation is 3.786. The mean score of control class was 78.45 with the standard deviation is 3.600. The independent sample t-test result is 2.205 ($p=0.031$). Because the significance value is lower than 0.05. It means there was the significant difference in the post-test scores between the controlled class and the experimental class. It means that there was significant difference score of the descriptive writing skill between students' taught by using Flipped Classroom Strategy and those taught by using Conventional Strategy.

Efendi, Ali Mahrus, 2020. *Efektivitas Flipped Classroom pada Kemampuan Menulis Siswa dalam Teks Deskriptif Siswa Kelas VIII di MTsN 8 Banyuwangi pada Tahun Akademik 2019/2020* ". Sarjana Tesis. Departemen Pendidikan Bahasa Inggris. Fakultas Tarbiyah dan Pelatihan Guru. Universitas Islam Malang .

Pembimbing: Dr. Zainul Mujahid, M.Pd

Kata kunci: *Flipped Classroom, Efektivitas.*

Menulis adalah kegiatan mengekspresikan ide dalam bentuk tertulis. Menulis keterampilan yang kompleks dalam bahasa Inggris karena memerlukan beberapa aspek yang harus dikuasai. Penggunaan Flipped Classroom Strategy dapat menciptakan kondisi yang membantu siswa menulis dengan motivasi tinggi. Flipped Classroom Strategy adalah strategi pengajaran inovatif yang membalikkan pengajaran tradisional daripada memberi kuliah, guru menugaskan video sebagai pekerjaan rumah untuk memperkenalkan topik tersebut. Dalam Strategi Kelas terbalik, materi diberikan pertama melalui video pembelajaran untuk ditonton di rumah. Siswa menonton instruksi video karena mereka ingin memahami topik dan menyelesaikan tugas di kelas di mana guru tersedia untuk membantu dengan pertanyaan untuk memeriksa pemahaman siswa. Penelitian ini dimaksudkan untuk menguji apakah Strategi Kelas Terbalik efektif atau tidak untuk meningkatkan skor siswa dalam menulis teks deskripsi.

Rumusan masalah penelitian adalah: "Apakah ada perbedaan skor yang signifikan pada penulisan deskriptif siswa yang diajar dengan menggunakan Flipped Classroom Strategy dan yang diajar dengan menggunakan strategi konvensional?" Penelitian ini menggunakan quasi eksperimental desain dengan pendekatan kuantitatif. Populasi adalah siswa kelas VIII MTsN 8 Banyuwangi. Peneliti mengambil dua kelas sebagai sampel. Teknik pengambilan sampel Purposive adalah jenis pengambilan sampel non probabilitas di mana peneliti secara sadar memilih mata pelajaran untuk ditambahkan dalam studi sehingga memastikan bahwa elemen akan memiliki karakteristik tertentu yang berkaitan dengan penelitian. Sampel penelitian adalah kelas VIII A yang terdiri dari 38 siswa dan kelas VIII B terdiri dari 38 siswa.

Hasil post test diperoleh nilai mean skor eksperimen 80,32 dengan standar deviasi 3,786. Skor rata-rata kelas kontrol adalah 78.45 dengan standar deviasi 3.600. Hasil uji independent sample t-test adalah 2,205 ($p = 0,031$). Artinya, terdapat perbedaan yang signifikan pada nilai post-test antara kelas kontrol dan kelas eksperimen. Artinya, terdapat perbedaan yang signifikan skor keterampilan menulis deskriptif antara siswa yang diajar menggunakan Strategi Flipped Classroom dan siswa yang diajar menggunakan Strategi Konvensional.

CHAPTER I

INTRODUCTION

This Chapter discusses the background of the study, the research problem, objectives of the research, the scope and limitation, significance of the research, research hypothesis of the study, and the definition of key terms.

1.1 Background of Study

Writing is one way to communicate each other. It means that we can express and share our ideas, opinion, and feeling in form of written communication. Writing is a skill in which we express ideas, feeling and thought which is to be arranged in words, sentences and paragraph (Raimes, 1983:76). In conclusion, writing has an important role in communication because not all information can be delivered by oral but also in written form such as paper, text, and many others.

In English language learning, writing is one of language skills that must be mastered by students. Writing skill is one of another skill (listening, reading, and speaking) which also determines the success of learned English. In other hand, writing is known to be one of the most difficult skills to be mastered.

Writing descriptive text requires the students to describe the particular person, place or thing in the detail sentence. Students also have to make clear the structure and the language feature of descriptive text. When the students describe something, they have to make sure that the sentence that they write is appropriate. In describing students have to describe. Because of if there is missing something in describing, it will give a different meaning.

Beside that, in writing descriptive text students need to master vocabulary, grammatical roles, accuracy, building the ideas, and condition of learning. The students need some condition that can make them feel comfortable and can increase their interest in material. Feel comfortable is very important for students because it can make them easy to accept the material from teacher. One of the important thing to conduct a comfortable situation is work together with their friends. It can decrease their difficulties in doing the work especially in describing a particular person, things or place. So that, it is needed some method or technique in the learning of descriptive text. The use of cooperative learning in learning process can motivate the student to be more active and comfortable during the teaching and learning process.

According to Nunan (2003: 34) “the work in cooperative learning teams is structured so that there is positive interdependence among the members in group : the learners feel that they are work together for mutual benefit”. In cooperative learning, the students can share the information and knowledge to each other. Besides that, they also learn how to work together in team and try to give their contribution for the success of their team. Gillies (2003:69) states that group learning leads to academic and cognitive benefits. Group learning promotes student learning and achievement, increase the development of critical thinking skills, and promote greater transfer of learning.

To develop writing skill in descriptive text, the students could bring their imagination or their knowledge to be practiced into writing. But, it is not easy to write because some students still face some difficulties. In general, the students

have difficulty in telling story and develop paragraph of descriptive. It is because they lack of vocabulary, grammar, spelling, etc. Based on writer's observation when teacher training (PPL), many students are still encountered with the problems in content, organizing vocabulary and grammar when they do the task in writing descriptive text. When students were asked to write, it took quite a long time to think about what they were going to write. This factor aroused because students had low motivation and passion in writing. As a result, the students are not able to write their story in a good form.

To help students write better, the writing teacher should be able to be more creative and innovative to help the students in writing. In this case, the teacher can use appropriate strategy to support teaching learning process and make the students more interesting with writing. One of strategy that teacher can use is Flipped Classroom Strategy. This strategy allows teachers to reconsider how to maximize individual face-to-face time with students (Bishop & Veleger, 2013:2).

Sparks and Honey (2014) states that "Generation Z is the demographic cohort following the Millennials. There are no precise dates for when this cohort starts or ends; demographers and researchers typically use starting birth years ranging from the mid-1990s to early 2000s and ending birth years ranging from the late 2000s to early 2010s". In fact, Generation Z students tend to thrive when they are given the opportunity to have a fully immersive educational experience and they even enjoy the challenges of being a part of it. For instance, 51% of surveyed students said they learn best by doing while only 12% said they learn through listening. These same students also mentioned they tend to enjoy class

discussions and interactive classroom environments over the traditional dissemination teaching method.

This Generation is completely comfortable with learning alongside other students, even outside of their own school, using digital tools such as Skype and online forums. Additionally, Generation Z students expect that these learning tools be available on-demand and with low barriers to access. For them, learning isn't limited to just the classroom; it's something that can take place at any time, anywhere.

The flipped classroom is a new pedagogical method, which employ a video from lecturers and doing the task as homework, active (always doing the instruction or task), group-based problem solving activities in the classroom. In this strategy allows teachers to reconsider how to maximize individual face- to-face time with students (Bishop & Veleger, 2013:2). There are many misconceptions about what the flipped classroom actually is. Some misconceptions about the flipped classroom are that student spend the entire time in front of a computer screen, students work without structure, videos replace the teacher, students work in isolation, or that a flipped classroom is an online course. An effective flipped classroom is one that, the time normally spent lecturing, is used for in-class activities, discussions, problems, and group projects. The students are then required to come prepared for class, which is spent solving hand-on problems that are related to the video (AshishAmresh, Adam R. Carberry and John Femiani, 2013). There is enough time for students to work with peers on projects, engage contents more deeply, practice skills, and receive feedback on

their progress. Teachers can give more time to control their students, help to develop their fluency if needed, and inspiring them with challenging projects which give them greater control to their learning.

In the flipped classroom, the teacher's role changes from lecturer and deliver of content to learning coach, guiding through a series of engaging and experimental-learning activities. The focus is on learning process than teaching process and the approach has been found to increase overall interaction among students and between students and teacher (Philips, Trainor, R. C., 2014:vol.1). flipped classroom allows the students to get more time in understand the material deeply rather than listening teacher explanation.

So far, there are many studies about flipped classroom have been conducted by some researcher. First study conducted by Ahmed (2015) with title "The Implementation of flipped Classroom in foreign Language Teaching". The researcher studied about the benefit of using video lecture in averted reading and writing. Based on comments from participant, a flipped classroom can contribute to personalization with video lectures, which present to watch or re-watch lessons as needed. The second research was conducted by Agustina (2015) entitled "The Use of Flipped Classroom for Teaching Story Telling to the Tenth Grades". She is find out the effect of flipped classroom in their teaching.

Nowadays, mobile devices such as cellular phones, smartphones, tablet, and laptop are recognized as essential tools for our daily lives. The teacher can utilize online learning as model for teaching learning process. One learning model that has been used by teachers in teaching learning process is flipped

classroom. Bergmann (2012) said that they flipped his class as a transition to the deep learning model. He named this model as Flipped Classroom Model. Flipped classroom method is once solution that can solve the problem.

1.2. Research Problems

According to the background of the research above, the formulated research problem was: “Is there any significantly different score on writing descriptive text of the students taught by using Flipped Classroom and those taught by using a conventional strategy?”

1.3 Objective of study

In relation to the problem statements above, the specific objective of the study was: “to know if there is any significantly different score on writing descriptive text of the students taught by using Flipped Classroom and those taught by using a conventional strategy?”

1.4 Limitation of the Study

Based on the research problems above, this research was focused on the process of teaching learning toward student’s writing ability in writing descriptive text by using Flipped Classroom. The subject of this research is the eighth grade students of MTs Negeri 8 Banyuwangi Academic Year 2019/2020.

1.5 Significance of the Study

The findings of this research are important for a variety of reasons. For the teacher, the teacher can use flipped classroom to stimulate and create creatively for students in order to increase student’s desire in writing. Using Flipped

Classroom can be interesting technique in teaching writing skills. While for the researcher, the reasearcher would get knowledge about the effectiveness of flipped classroom in teaching learning processin writing descriptive text at MTsN 8 Banyuwangi

1.6 Research Hypothesis of the Study

This research has two kinds of hypothesis, they are :

1. Alternative Hypothesis (Ha):. There is significantly different score on writing descriptive text of the students taught by using Flipped Classroom strategy and those taught by using a conventional strategy
2. Null Hypothesis (Ho):There is no significantly different score on writing descriptive text of the students taught by using Flipped Classroom strategy and those taught by using a conventionall strategy.

1.7 Definition of Key Terms

For the purpose of avoiding misunderstanding, the following terms need to be operational defined are:

1. Flipped Classroom

Flipped classroom model is the whole Classroom or homework paradigm is flipped through infusing the technology, thus, the interaction in the classroom could be maximized.

2. Effectiveness

Effectiveness is the capability of producing a result and to test wether the strategy is effective or not.

3. Writing Skill

Writing is the process of using symbols to communicate thoughts and ideas in a readable form

4. Descriptive text

Descriptive text is a text which says what a person or a thing is like. Its purpose is to describe and reveal a particular person, place, or thing.



CHAPTER V

DISCUSSION

Based on the research finding, it showed that the mean scores between pretest and posttest of control group and experimental group was different. The objectives of the study was to know the effectiveness of using Flipped Classroom Strategy toward students' descriptive writing skill and to know the significance different score of the students' descriptive writing skill between students' taught by using Flipped Classroom Strategy and those taught by using Conventional Strategy.

In this research, students who were taught by using Conventional Strategy did not reveal significant improvement. It looked that the gain of mean score in experimental class higher than the gain of mean score in control class. The mean score of both groups also look difference value, the result shows that the posttest of experimental group was better than posttest of control group. Then, based on the result of the statistical computation, showed that the result of experimental group after taught by using Flipped Classroom Strategy, the significance value was lower than the significance level 0.05 ($0.02 < 0.05$). Therefore, the null hypothesis saying that there was no a significant difference score of the students' descriptive writing skill between students' taught by using Flipped Classroom Strategy and those taught by using Conventional Strategy was rejected and alternative hypothesis saying that there was a significant difference score of the students' narrative writing skill between students' taught by using Flipped

Classroom and those taught by using Conventional Strategy was accepted. It means there was a significance different score of the students' descriptive writing skill between students' taught by using Flipped Classroom Method and those taught by using Conventional Method. From the result above, the conclusion was the students get good achievement in descriptive writing skill after taught by using Flipped Classroom Method. So Flipped Classroom Method was effective toward students' descriptive writing skill.

From the explanation above, it can be seen from the score of the students after being taught by using flipped classroom reading is better and higher. It can be seen in the treatment process that the students more interested when the researcher applied this strategy in class. According to Bretzmann (Bretzmann, 2013: 10) the students has much time to understand the material and looking for another resources which is related to the topic at home. They can do it individually or with friends to share their idea and understanding about the topic in the video learning. Then, the class time is used to do the harder work of assimilating the knowledge through strategies such as discussion. It can be seen in the third meeting that each group has different answer and idea from the discussion.

Regarding on the result of data analysis, it is also strongly support with previous study as an effective for students' reading comprehension achievement in reading text. The research was written by Afrilianasari (2017), the research was conducted in quasi experimental research design. The result of the research above,

that Flipped Classroom is effective to improve students' reading comprehension in narrative text at eight grade.

According to Agustina(2015) statements Flipped Classroom strategy increased the interaction between the teacher and the student and between the student and another student. Interactive learning strategies in the classroom have to be planned out and revised accordingly as the dynamics is different from class to class, so as to develop higher-order thinking skills and, ultimately, for students to become life-long learners. Students could do this at their own paces. However, students will need to take the initiative and take responsibility for their own learning. By using flipped classroom strategy, students spend more class time to focus on higher thinking levels such as applying, analyzing and evaluating (learning objectives of Bloom's Taxonomy) what they have learned from the video that they have watched at home.

This strategy can be implemented in teaching learning process in order to support students more understand and easy in writing. In general, the implication of flipped classroom in teaching and learning process can support both teacher and students in many aspect. Beside this strategy make enjoyable in learning, it can make students more receptive and cooperative in the classroom.

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