

**The Effect of Flipped Classroom Method on Students Writing Skill in
Descriptive Text**

¹ Disha Firnatha, ² Widya Oktarini, ³ Nurkamilah

¹(English Department, Faculty of Teacher Training and Education, Universitas Muhammadiyah Jember, Indonesia)
²(English Department, Faculty of Teacher Training and Education, Universitas Muhammadiyah Jember, Indonesia)
³(English Department, Faculty of Teacher Training and Education, Universitas Muhammadiyah Jember, Indonesia)

Article Info

Keywords:
Keyword 1; Writing
Keyword 2; Flipped Classroom
Keyword 3; Descriptive Text

Article History:
Received : 30/06/2024
Revised : 09/07/2024
Accepted : 20/07/2024
Available Online: 31/07/2024

Abstract

This study is aims to determine the effect of flipped classroom method on students writing skill in descriptive text. The subject of the study was tenth grade of student BDP 1 and BDP 2 of SMK Muhammadiyah 4 Kalisat Jember consisting of 40 students from 2 classes. The results showed that there is a significant difference in writing descriptive text between of students who are taught with a flipped classroom method and those who are taught conventional method. This is based on the results of the mean score from the post-test of the experimental group and the control group. From the post-test it is known that the average value for the experimental group (X BDP 2) is 77.95. The results of the independent t-test have a significance difference of 0.000, which means that there is a significance average difference between the experimental group and the control group. So, it can be stated that the use of flipped classroom method can be an alternative solution to overcome the student's difficulties in writing a descriptive text.

Introduction

Writing is one of the language learning skills in English which needs to be focused. The students must focus on writing as a language skill because it requires special skills in applying. Writing is a skill that involves the use of certain brain processes to arrange ideas for written expression (Selvaraj & Aziz, 2019, p.452). Therefore, writers require the ability to imagine and be creative while creating or organizing words. in order to effectively communicate its message to the reader. Furthermore, since students enter Elementary School

until Senior High School, they must have the ability to write. There are many kinds of text that students learned in Senior High School, one of them is descriptive text.

Descriptive text is a text that describes a person, places, thing. According to Emilia (2008, p.82) descriptive text is a type of text where the purpose is to inform the reader about something or someone. In writing a descriptive text, students are required to detail a specific person, place, or thing in one sentence. Apart from the purpose of descriptive text and its generic structure, there are also other components in descriptive text called the language features. Language features are the characteristics of language relating to specific categories of vocabulary and grammatical rules (Emilia & Christie, 2013, p.114).

Furthermore, when writing descriptive texts, students must be aware of vocabulary, grammatical functions, accuracy, ideas development, and learning condition (Agustiari et al., 2023, p.2). Based on the research by Purbania et al. (2020), the difficulties faced by students in writing descriptive text are difficulties in expressing ideas, developing words into sentences, determining good and correct spelling and concentration in learning. The success of learning is directly related to the function of the teacher as a mediator, evaluator, mentor, facilitator, and learning resource because innovative educators who design instructive, efficient, and enjoyable learning experiences for their students will help them achieve their learning objectives. One of the methods that teacher can use is flipped classroom method. Flipped classroom can be used as a learning method for teachers to improve students' technical skills. In addition, the flipped classroom is also can foster higher-order thinking skills (Lai & Hwang, 2016, p128).

Sams & Washington, (2012, p.14) states that flipped classroom is a way in the learning process that reduces the capacity of learning activities in the classroom by maximizing interaction with each other teachers, students and the environment. Flipped classrooms combine online and offline teaching methods. Students are engaged with

concepts in the classroom under the guidance of a teacher. while watching online courses, participating in online discussions, or conducting study at home. During class, time is spent on discussions, solving problems, and working on projects that make use of previously taught material. In conventional classroom learning, most of the time explaining teaching materials and students are rarely given enough time to complete the teacher's analysis. The implementation of the flipped classroom learning model in the learning process aims to make students independent in learning and the learning process is focused on students.

The novelty of this research is from previous research conducted by previous research has discussed The Implementation of Flipped Classroom to Improving Students' Writing Skills at University of Brawijaya. In this research, the researcher used a pre-experimental design, by One-Group Pretest-Posttest and used field notes, video documentation, a questionnaire list, pretest and posttest (Ridwan Adi Siswanto, 2021). The results of the questionnaire analysis, the students' perception is categorized high, with 26 students categorized the activity as positive, while one student classified it as very positive. Further analysis showed that the mean score of the students' perception of the flipped classroom in improving their writing skills is 73.56, categorized as high. The difference between this research and previous research is the previous research focused on writing skills on argumentative essays focused on English students while this research will be implemented to writing skills for Senior high school students with the help of online learning using Google classroom applications as a support for material delivery.

Based on the information above, the writer eager to know how student's skill of writing a descriptive text and whether or not the difference score of using flipped classroom in teaching writing descriptive text. Based on the background above, to solve the problems in writing descriptive text by taking a flipped classroom method in write and produces a

thesis entitled **“The Effect of Flipped Classroom Method on Students Writing Skill in Descriptive Text in Tenth- Grade at Student SMK Muhammadiyah 4 Kalisat”**.

Method

The design of this research is a quasi-experiment research. The aim is to find out whether there is any significant difference in students' writing descriptive text taught by using Flipped Classroom and those who are taught using conventional teaching method SMK Muhammadiyah 4 Kalisat Jember. Static group comparison design will be implemented collaboration with English teacher SMK Muhammadiyah 4 Kalisat Jember. This research will conduct by selecting two classes. The two classes include an experimental class group that uses flipped classroom strategy and other class that do not use flipped classroom strategy. This research uses two parts of the group. The first group will receive an experimental stimulus and the second group not receive a stimulus as a control. The research subject will be Ten-th grade of students from 30 student's Business and Marketing 1 and 27 students from Business and Marketing 2 at SMK Muhammadiyah 4 Kalisat Jember. In this research, the researcher did not use all populations to be sampled. Therefore, purposive sampling used to take samples. According to Sugiyono (2019, p.133) purposive sampling a technique for sampling that requires thoughtful consideration. This indicates that the researcher has predetermined criteria or factors that are the basis for sampling. Additionally, the purpose of using purposive sampling was to help with the establishment of research limitations.

Findings and Discussion

The study data description describes all the data that the researcher found during the study. The research was conducted on April 29, 2024 and the data of writing skill students' of writing descriptive text is taken from the objective test in writing test through 20 students of X BDP 1 and 20 students of X BDP 2 at SMK Muhammadiyah 4 Kalisat Jember.

1. Pre-Test and Post-Test Result of Control Group and Experimental Group

The score of pre-tests was taken without any treatment. While, the post-tests score was taken after the researcher gave the treatment using flipped classroom method.

Table 1 The Descriptive Statistics Analysis

Descriptive Statistics						
	N	Range	Minimum	Maximum	Mean	Std. Deviation
Pre-Test Experimental Group	20	21	28	49	38.20	7.083
Post-Test Experimental Group	20	25	65	90	77.95	7.423
Pre-Test Control Group	20	40	28	68	42.30	10.697
Post-Test Control Group	20	31	42	73	58.10	9.153
Valid N (listwise)	20					

In the control group, the lower score for the pre-test was 28, the highest score was 68, and the mean was 42.30. for the post-test the results lowest score was 42, the highest score was 73, and the mean was 58.10. Meanwhile, in the experimental group for the pre-test results the lowest score was 28, the highest score was 49, and the mean was 38.20. meanwhile, for the post-test results, the lowest score was 65, the highest score was 90, and the mean was 77.95.

2. T-test Finding

Hypothesis testing was carried out using the t-test through the spss 27. The aim of knowing whether the unrelated samples have different average values. The T-test used is the Independent Sample T-test, with the following decision-making criteria:

- Probability value >0.05 then H_0 is not rejected.

b) Probability value <0.05 then H_0 is rejected

Table 2 Output Independent Sample T-test

Independent Samples Test									
	Levene's Test for Equality of Variances		t-test for Equality of Means						
	F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
Equal variances assumed	.720	.402	7.533	38	.000	19.850	2.635	14.515	25.185
Equal variances not assumed			7.533	36.446	.000	19.850	2.635	14.508	25.192

Based on research at SMK Muhammadiyah 4 Kalisat Jember in class X BDP 1 and X BDP 2 it was found that there is a significant difference in writing descriptive text between of students who are taught with a flipped classroom method and those who are taught conventional method. This is based on the results of the mean score from the post-test of the experimental group and the control group. From the post-test it is known that the average value for the experimental group (X BDP 2) is 77.95. The results of the independent t-test have a significance difference of 0.000, which means that there is a significance average difference between the experimental group and the control group. So, it can be stated that the use of flipped classroom method can be an alternative solution to overcome the student's difficulties in writing a descriptive text.

This research has proven that many students find difficulties in expressing ideas, developing words into sentences, determining good and correct spelling and concentration in learning. Based on previous study by Guhir (2022) entitled “The Effect of The Flipped Classroom Model on Students Writing Skill in Class XI SMA Negeri 18 Academic Year 2022/2023”. In her research, students still had difficulty in choosing vocabulary. It is relevant with the researcher problem that many students find difficulties in expressing ideas. When students are lacking in vocabulary, then the students have difficulty in writing what they will write when they first make an initial sentence in a paragraph.

In research conducted by Guhir (2022), In the classroom, students have difficulty choosing vocabulary because of the lack of vocabulary they master. that way, she prepared material about narrative text that she made a video and used the treatment using the flipped classroom method. in the video, she made a material about narrative text and also material about vocabulary which contains a collection of vocabulary that relates to narrative text material which will be tested by students in a test which will make it easier for them when doing the post test.

To solve the difficulties in expressing ideas, students can study material independently through videos, reading, or other learning resources at home. This gives them a chance to understand the material better before coming to class. Studying at home allows students to take the necessary time to reflect and process information, so they are better prepared for discussions in class with more opportunities to discuss and convey ideas, students will become more confident in expressing their thoughts. To solve the problem of developing words into sentences, the researcher provides material about descriptive text which is then studied by students, in the material there are several vocabularies that are proposed by researchers for students so that students find out the meaning of the word. Then, the researcher gave assignments to students to make sentences from the words that had been

given by the researcher. This helps students to develop the skill of organizing words into sentences effectively. In determining good and correct spelling, the researcher provide opportunities for students to discuss in groups and check each other's spelling and grammar in their writing so it can help the students determining good and correct spelling. In the classroom, more time is spent on discussions, questions and answer and collaborative activities. This increases student engagement and allows them to understand concepts more deeply.

Therefore, the conclusion is that in teaching English writing through flipped classroom method can increase student writing skill and the use of flipped classroom method in teaching writing descriptive text was effective. The use of flipped classroom learning model can also help students in expressing ideas, developing words into sentences, determining good and correct spelling and concentration in learning and write descriptive texts correctly because learning materials that can be accessed at home and studied before entering the class will deepen their understanding of the material and come to class with a good understanding of the material.

Conclusions

The result of the research, there is significant difference in writing descriptive text between of students who are taught with flipped classroom method and those who are taught with conventional method, which is means flipped classroom method have positive effect in writing descriptive text. Overall, the flipped classroom method has proven to be effective in improving the quality of learning and student engagement and also can also help students in in expressing ideas, developing words into sentences, determining good and correct spelling and concentration in learning. However, successful implementation requires careful planning, adequate technological support. This research recommends that teachers consider implementing this method to achieve better learning outcomes.

REFERENCES

- Agustiari, T. A., Ammade, S., & Parepare, U. M. (2023). *Flipped Classroom in Teaching Writing at SMP Muhammadiyah Parepare*. 6, 1–17.
- Arikunto, S. (2010). Metode penelitian. *Jakarta: Rineka Cipta*, 173.
- Bishop, J. L., Beach, D., & Engineering, B. (2013). *The Flipped Classroom : A Survey of the Research The Flipped Classrom : A Survey of the Research*.
- Emilia, E. (2009). *Menulis tesis dan disertasi*. Alfabeta.
- Emilia, E., & Christie, F. (2013). Factual genres in English: Learning to write, read and talk about factual information.
- Gawise, G., Tarno, T., & Lestari, A. A. (2021). Efektifitas Pembelajaran Model Flipped Clasroom masa Pandemi Covid -19 terhadap Hasil Belajar Siswa di Sekolah Dasar. *Edukatif: Jurnal Ilmu Pendidikan*, 3(1), 246–254. <https://doi.org/10.31004/edukatif.v3i1.328>
- Harmer, J. (2008). *How to teach English* (Vol. 62, No. 3, pp. 313-316). Oxford University Press.
- Hyland, K. (2019). *Second language writing*. Cambridge university press
- Johnson, G. B. (2013). *Student perceptions of the flipped classroom* (Doctoral dissertation, University of British Columbia).
- Lai, C. L., & Hwang, G. J. (2016). A self-regulated flipped classroom approach to improving students' learning performance in a mathematics course. *Computers and Education*, 100, 126–140. <https://doi.org/10.1016/j.compedu.2016.05.006>
- Purbania, B., Rohmadi, M., & Setiawan, B. (2020). Kemampuan Menulis Teks Deskripsi Siswa Sekolah Menengah Kejuruan. *Basastra: Jurnal Bahasa, Sastra, Dan Pengajarannya*, 8(1), 63. <https://doi.org/10.20961/basastra.v8i1.41963>
- Sams, A., & Washington, O. (2012). *Jonathan Bergmann flip your classroom*.
- Selvaraj, M., & Aziz, A. A. (2019). Systematic Review: Approaches in Teaching Writing Skill in ESL Classrooms. *International Journal of Academic Research in Progressive Education and Development*, 8(4). <https://doi.org/10.6007/ijarped/v8-i4/6564>
- Subandi, A. U., Satrijono, H., & Suhartiningsih. (2014). Meningkatkan kemampuan menulis karangan narasi sugestif dengan menggunakan media gambar seri siswa kelas V SDN Arjasa 02 Jember Tahun Pelajaran 2012 / 2013. *Jurnal Edukasi UNEJ*, 1(1), 1–4.

Sukmadinata, N. S. (2011). *Metode Penelitian dan Pendidikan*. Bandung:PT Remaja Rosdakarya.

Wardani, I., Hasan, B., & Waris, A. (2014). Improving the ability in writing descriptive text through guided-question technique. *Journal of English Language Teaching Society*