THE EFFECTIVENESS OF FLIPPED CLASSROOM
IN THE TEACHING OF WRITING SKILL

ALI MAHRUS EFENDI

English Language Teaching Study Program
Postgraduate School, Universitas Islam Malang, Indonesia
Email: ipunkme@gmail.com

Abstract

Writing is an activity of communicating thought within the composed shape. The use of Flipped Classroom demonstrate may make a condition that help the understudies type in with tall inspiration. Flipped Classroom Demonstrate is an imaginative instructing methodology that reverses conventional educating instead of lecturing, teachers allot video as homework to present the subject. The display study was expecting to test whether or not Flipped Classroom Strategy was effective to progress students' score in composing descriptive content.

The research used quasi experimental plan with quantitative approach. The Populace was 8th grade of MTsN 8 Banyuwangi. The samples were 8 A class consisted of 38 students as the control group and 8 B class consisted of 38 students as the experimental. There was outside classroom and inside classroom treatment. The data sources was gathered from the pre-test and post test and being analyzed using independent t-test in SPSS 23. The result of the post-test was 80.32 with the standard deviation is 3.786. The mean score of conventional class was 78.45 with the standard deviation is 3.600. The independent sample t-test result is 2.205(p=0.031). Since the significance value is lower than 0.05. It implies that there was significant difference score.

Keywords: Flipped Classroom,Writing, Descriptive

Writing is a ability in which we express thoughts, feeling and thought which is to be organized in words, sentences and passage(Raimes, 1983:76). In English language learning, writing become one of language ability that must be aced by understudies. Writing descriptive text requires the to describe the specific individual, place or thing within the detail sentence. Beside that, in writing descriptive text students need to master vocabulary, grammatical roles, accuracy, building the ideas, and condition of learning. So that, it is needed some method or technique in the learning of descriptive text. To develop writing skill in descriptive text, the students could bring their imagination or their knowledge to be practiced into writing. To assist students write better, the writing teacher ought to be able to be more creative

and imaginative to   assist the students in writing.   In   this   case,
the teacher can utilize suitable technique to bolster educating learning process and
make the understudies more curiously with writing. One of strategy that teacher can use
is Flipped Classroom Strategy. Sparks and Honey (2014) states that "Generation Z is
the statistic cohort taking after the Millennial. 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 finishing birth a long time extending from
the late 2000s to early 2010s".In truth,Generation Z understudies tend to flourish 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   conventional spread instructing strategy.   .   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, anyplace.

The flipped classroom is a new educational strategy, which employ a video from lecturers
while doing the task as housework, active (always doing the instruction or task), group-
based problem solving exercises within   the classroom.   In
this procedure allows teachers to reexamine how to maximize person face- to-face time
with understudies (Bishop &Veleger, 2013:2).

In   the flipped   classroom,   the   teacher's role changes
from teacher and convey of substance to   learning   coach, directing through
a arrangement of locks   in and   experimental-learning exercises.   The center is   on
learning handle than instructing handle and the approach has been found to extend in
general interaction   among understudies and
between understudies and educator (Philips, Trainor,R. C., 2014:vol.1)

 Teachers can flip their classrooms by asking their understudies to studied a given text in
their own time, along with watching supplemental videos and problem solving. This
facilitates the integration of online materials with face-to-face instruction. The flipped
classroom includes an element of blended learning, giving students additional time for
learning before, during and following lessons (Bergmann & Sam, 2012). This strategy
consists of four main pillars: (1) a flexible environment; (2) a learning culture;
(3) purposefulness substance; and (4) the presence of a proficient teacher (FLN, 2014).

In connection to   the issue explanations above,   the particular objective   of   the think
about was: "to   know if there's any significantly different score
on composing expressive content of   the understudies instructed by utilizing Flipped
Classroom   and   those   taught   by employing   a conventional strategy?"   From   this
classroom educating issue towards the millennial understudies. Concurring to Bergmann
and Sams (2012:13), the introductory concept of this demonstrate which is homework

traditionally done at home modifies to be wiped out the classroom, at that point it is called as The Flipped Classroom Model

METHOD

Regarding purpose of the study for developing visual learning style materials, the researcher decides that the appropriate research design used is a Quasi-Experimental as the design of the research by This study uses Quasi-Experimental research by Creswell (2012:309)

Pre-and Post test Design were used by the researcher to collect the data In this study, the. Creswell (2012:310) states that there are two types in Quasi- Experimental. They are Pre-and Post test Design and Posttest-Only Design.

The study is conducted in the second grade of Junior High School at MTsN 8 Banyuwangi which has around 342 students'. The school has eight second grade classes. They were VIII A, VIII B, VIII C, VIII D VIII E, VIII F, and VIII G, VIII H,and VIII I in academic years of 2019/2020 and each class was consist with different number of students' criterion the sample of this research was the students' of VIII A as a control group and VIII B as a experimental group in which total of VIII Aclass was 38 students' and VIII E was 38students'. So, the total sample was 76 students'.

The fundamental feature of the flipped classroom consists of the instruction taking place outside the classroom, followed by related activities during the lesson. The content was designed by the researcher, who was teaching students on the course. Three days before a class, the students were asked to either watch a short lecture video delivered by their own teacher (between six and seven minutes) or a YouTube Video. This was followed by recommended exercises, worksheets and online quizzes and reading materials related to the assigned lesson (see Table 1). The students were encouraged to post comments on the videos and engage in discussions with their classmates. They were also asked to keep a study log (to be handed over to the teacher before each class) confirming they had watched the videos and read the materials. The study log included various questions designed to measure the students' engagement with the materials outside the classroom. The lesson itself was divided into three main sections, each consisting of half an hour, as follows: (1) discussion; (2) writing; and (3) peer feedback. The discussion section required students to discuss the macro structure of their essay, based on the information acquired from the videos. This was followed by being asked to work individually to write the required paragraphs. Once they had completed this task, they exchanged their drafts with each other for the process of friend notes. For the research instruments, the writing test was given twice, within the pre-test and the post-test to answer the key point of research question in arrange to explain the viability of the flipped

classroom,The analyst conducted preparatory examination some time recently analyzing the t-test information. It was conducted to see whether the information was regularly disseminated and homogeneous or not. The researcher used Microsoft Exceed expectations to input the information of the students' score and utilized IBM SPSS 23 statistical analysis platform program to analyze the normality and homogeneity.

Test of Normality

The test of normality was conducted in order to know whether the dissemination from the two classes (the exploratory and the controlled class) were normal or not. This test utilized Shapiro-Wilk table which ought to be over 0.05 to have normal distribution data. The normality of the data was accumulated from the pre-test score and the post-test score of the controlled class and the experimental lesson. The steps to input the information in SPSS 23 program, Further, the result can be seen as follows:

The Normality Pre-test table

group		Kolmogorov-Smirnova			Shapiro-Wilk		
Statistic	Df	Sig.		Statistic		Df	Sig.
Controlled Class .171	38	.007		.943		38	.051
Experimental Class .168	38	.009		.944		38	.05

Based on the Table 3.7, the significance of the controlled group was 0.051 and the significance of the experimental group was 0.058. The result revealed the significance of these group was more than 0.05. Hence, the distribution of pre-test score was normal.

The of normality post-test

group			Kolmogrov-Smirnova			Shapro-Wilk		
Statistic	Df	Sig.		Statistc	Df	Sig.		
Controlled Class .155		38	.022		.942	38	.058	
Experimental Class	.125		38	.143		.974	38	.526

Based on the Table the significance of the controlled group was 0.058 and the significance of the experimental group was 0.526. The result revealed the significance of these classes was above 0.05. Hence, the distribution of post-test score was normal.

group Kolmogrov-Smirnva Shapro-Wilk Statistc Df Sig. Statistic Df Sig. Controlled Class .171 38 .007 .943 38 .051 Experimental Class .168 38 .009 .944 38 .058 a. Lilliefors Significance Correction Class Kolmogorov-Smirnova Shapiro-Wilk Statistic Df Sig. Statistic df Sig. Controlled Class .155 38 .022 .942 38 .058 Experimental Class .125 38 .143 .974 38 .526 a. Lilliefors Significance Correction

Test of Homogeneity

The homogeneity test was also done in order to know whether the data from two classes (experimental and conventional class) are similiar or had different kinds. This examination used Levene's table which Sig. score should be more than 0.05 to have homogeneity distribution data. The steps to input the data in SPSS version 23 software program, could be seen in appendix.

The homogeneity of variances pre-test score

Levene Statistic	df1	df2	Sig.
.059	1	74	.809

The homogeneity of pre-test was calculated using Levene statistic in SPSS 23. The researcher determined to use the significance value 0.05. The table above showed the significance of pre-test score was 0.809, which was more than 0.05 or 0.809>0.05. In this way, the information of pre-test was homogenous.

Table 9. The Variances Post-Test of Homogeneity Test

Table 9. Test of Homogeneity of Variances Post-Test

Levene Statistic	df1	df2	Sig.
.173	1	74	.679

The homogenity of post-test was calculated using Levene statistic in SPSS 23. The researcher determined to use the significance value 0.05. The table above gave the informationthat the significance of post-test score was 0.679, which was higher than 0.05 or 0.679>0.05. Thus, the result of post-test was homogenous.

Levene Statistic	df1	df2	Sig.
.173	1	74	.679

The homogenity of post-test was calculated using Levene statistic in SPSS 23. The researcher determined to use the significance value 0.05. The table above showed the significance of post-test score was 0.679, which was higher than 0.05 or 0.679>0.05. Thus, the data of post-test was homogenous.

RESULTS AND DISCUSSION

Findings

The Table below showed the comparative data of pre-test score in the controlled group and the experimental group. The Table consisted the number of students was 38. The controlled group showed the meanwas 76.89 and the experimental class was 76.08.

Table 6 The Statistics of Pre-test Score class

Class	N	Mean	Std. Deviation	Std. Error Mean
Controlled Class	38	76.89	3.237	.525
Experimental Class	38	76.08	3.174	.515

Table 7 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 Lower	Upper
Pre Test Score	Equal variances assumed	.059	.809	1.109	74	.271	.816	.735	-.649	2.281
	Equal variances not assumed			1.109	73.972	.271	.816	.735	-.649	2.281

The Table 7 appeared the result of independent sample test or t-test analyzed utilizing SPSS 23. The researcher tried the homogeneity variance utilizing Levene's test. The result appeared that F=0.59 and p=0.809. The significant value of homogeneity data was 5%=0.05 which p>0.05 or 0.809>0.05. In addition, the researcher used the equal variances assumed because the data result was homogeneous.

The table 7 also shows that the result of comparison of the two means shows that the t score is 1.109 (p = 0.271). Because the significance value is higher than 0.05 (0.271> 0.05), it implies that within the beginning, there was no difference between the control group and the experimental group within the ability of writing descriptive text.g

Post-Test Score

The post-test score was also analyzed by the researcher to see the improvement after the treatment was done in the experimental group, and without the treatment in the controlled group. The result appeared that the mean of two classes were increasing. The controlled group got mean-score enhancement from 76.89 in pre-test and 78.45, whereas within the test course got mean-score enhancement from 76.08 to 80.32.**Table 8 Group Statistics of Post-test**

Group	N	Mean	Std. Deviation	Std. Error Mean
Controlled Group	38	78.45	3.600	.584
Experimental Group	38	80.32	3.786	.614

Table 9 Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means					95% Confidence Interval of the Difference	
		F	Sig.	T	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
Post	Equal variances assumed	.173	.679	-2.205	74	.031	-1.868	.847	-3.557	-.180
	Equal									

variances not assumed		-2.205	73.813	.031	-1.868	.847	-3.557	-.180

Table 9 Showex the significant value of Levene's test was 0.679. The significant value of homogeneity data was 5%=0.05 which p>0.05. Therefore, 0.679>0.05 meant the score of post-test was homogenous and the researcher could use the row of equal variances assumed. The comparison results of the two mean scores shows that the t score is 2.205 (p = 0.031).

DISCUSSION

Based on the research finding, it appeared that the mean scores between pretest and post-test of control class and experimental group was different. The objectives of the study was to know the effectiveness of utilizing Flipped Classroom Methodology toward students' descriptive writing ability and to know the significance different score of the students' descriptive writing skill between students' instructed by utilizing Flipped Classroom Methodology and those instructed by utilizing Conventional Strategy.

In this research, students who were instructed by utilizing Conventional Methodology did not uncover significant enhancement. It looked that the gain of mean score in test lesson higher than the pick up of cruel score in control course. The mean score of both groups too see difference value, the result appears that the posttest of test gather was higher than post-test of control class. At that point, based on the result of the statistical analysis, appeared that the result of experimental group after taught by utilizing Flipped Classroom Methodology, the significance value was lower than the significance level 0.05 (0.02 < 0.05). Hence, the null hypothesis saying that there was no a significant difference score of the students' descriptive writing ability between students' taught by utilizing Flipped Classroom Strategy and those instructed by utilizing Conventional Procedure was rejected and alternative hypothesis saying that there was a significant difference score of the students' descriptive writing ability.

CONCLUSION

The empirical evidence of applying flipped classroom model to enhance students' writing has been presented in the previous chapter. This Flipped Clasroom strategy make the students learn to write descriptive text more enjoyable. They feel more Confidence in writing their idea. , This strategy also help the students to enhance their mastery in

writing components such as Contents, Organization, vocabulary, Mechanic, language uses, and has deep understanding about the topic

Further, the result which the significance of post-test within the experimental group (p=0.031) has the smaller value than 0.05 or 0.031<0.05. It implied there was the significant different post-test score between the tconventional group and the experimental group. In addition, the mean score of post-test within the experimental group (80.32) has the higher value than the mean score of post-test within the conventional group (78.45).

Finally, the result of the research showed that there was significantly different score between student taught with flipped classroom model and the conventional strategy. It support the previous study which shows that the Flipped classroom model is better than the conventioan model in teachingwriting desriptive .

REFERENCES

Bergmann, J., & Sams, A. 2012. *Flip your classroom: Reach every student in every class every day*. Washington, DC: Internal Society for Technology in Education.

Bishop, J. L., & Verleger, M. A. 2013. The flipped classroom: A questionnaire of the research. Paper presented at The American Society for Engineering Education, Atlanta, GA.

Brame, C.J.2018.*Flipping the Classroom: Center for Teaching and Learning*, retrieved March 2018, from https://cft.vanderbilt.edu/guides-subpages/flipping-the-classroom/

Bretzmann, J. 2013. *Flipping 2.0: Practical strategies for flipping your class*. NerBerlin, WI: The Bretzmann Group LLC.

Brown, H.D.2007.*Teaching and Principles (and Interactive Approach to Language Pedagogy)*, third edition, United State of America: Pearson Education.

Cobb, L. & Steele, C.2014. *Exploiting the fringe: flipping, microcredentials, & MOOCs*. Carrboro, NC: Tagoras.Cohen, Louis., *et al.* 2007.*Research Methods in Education*. Sixth Edition. New York: Routledge.

Creswell, J W.2012.*Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research*. Fourth Edition. Boston: Pearson.

Erben, T., *et al.*2018.*Teaching English Language Learner through Technology*.

Flipped Learning Network.2014. *The four pillars of F-L-I-P*. Retrieved from

Fraenkel, Jack R., & Norman E. W. 2008.*How to Design and Evaluate Research in Education*. Seventh Edition. New York: McGraw-Hill.

Gulsum, A.2017. *Flipped classroom approach.*Department of Computer Education and Instructional Technology, Near East University, Nicosia, Cyprus.

Hamdan, Noora et al.2013.*The Flipped Learning Model: A White Paper Based on the Literature Review*, A Review of Flipped Learning, Arlington, VA: Flipped Learning Network.

Harmenita, R. Y., Tiarina. Y.2013.*Teaching writing a descriptive text by using an environmental observation strategy*. Journal of English Language Teaching Vol. 1 No. 2, September 2013,

Harris, David P.1969.*Testing English as a Foreign Language*, (New York: Tata McGraw-Hill Publishing Company Ltd..

Harris, J.1993. *Introducing Writing*. London: Penguin English.

Heaton, J. B.1988.*Writing English Language Tests*. New Edition. Hongkong: Longman Group.

Hornby, A. S.2010. *Oxford advanced learner's dictionary of current English (8th ed*). Oxford: Oxford

https://www.researchgate.net/publication/309890120_Flipped_Classroom_ Approach [accessed Nov 09 2019].

Khan, S.2018.*Let's Use Video to Reinvent Education*, *at* TED2011. https://www.ted.com/talks,

King, A.1993.From Sage on the Stage to Guide on the Side,*College Teaching,* 41.

Li, Shuangjiang., & Suwanthep, J. 2017.Integration of Flipped Classroom Model for EFL Writing, *International Journal of Learning and Teaching*. 3,

Lo Castro, V.1994.*Teachers helping themselves*: Classroom Research and action research

Mattarima, Karim., & Hamdan, A R.2011.*The Teaching Constraints of English as a Foreign Language in Indonesia*: The Context of School Based

Curriculum, *SOSIOHUMANIKA Article*. 4,

Mujis,D.2004.*Doing Quantitative Research in Education with SPSS*. London: Sage Publications Ltd. New York and London: Routledge.

Nunan,D. (1992) *Research Method in language learning*, Cambridge University Press.

Raimes, A. 1983. *Technique in Teaching Writing*. New York. Oxford University press.

Stone, B.2012.*Flip Your Classroom to Increase Active Learning and Student Engagement*. *28ᵗʰ Annual Conference on Distance Teaching & Learning*.

Subramaniam, Suwarna R. and Muniandy.2016.Concept and Characteristics of Flipped Classroom, *International Journal of Emerging Trends in Scienceand Technology*, 3,

Suranakkharin, T.2017.*Using the Flipped Model to Foster Thai Learners' Second Language Collocation Knowledge*, The Southeast Asian Journal of English Language Studies, 23,

Williams, J D.2003.*Preparing to Teach Writing: Research, Theory, and Practice*. Third Edition. London: Lawrence Erlbaum Associates.