

**THE USE OF FLIPPED CLASSROOM TO IMPROVE STUDENTS'  
ACHIEVEMENT IN WRITING A DESCRIPTIVE TEXT**

**(Undergraduate Thesis)**

**By**

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## **ABSTRACT**

### **THE USE OF FLIPPED CLASSROOM TO IMPROVE STUDENTS' ACHIEVEMENT IN WRITING A DESCRIPTIVE TEXT**

**By**

**BELA ADILLAH PUTRI**

This research aims to investigate whether the flipped classroom method is capable of increasing students' writing achievement in writing descriptive text. To achieve the objective of the research, the researcher conducted the research using quantitative approach, with one group of pre-test and post test design. The population of the research is the first grade of SMA Negeri 9 Bandar Lampung, and the sample is the class of X4 which is decided through cluster random sampling. After following through the process of research at the school, the researcher proceeded to analysis the data using paired sample T-test. Through the result of the T-test, it was found that the flipped classroom has increased the students' score significantly with the p-value  $<0.05$ . Hence, the implementation of flipped classroom is useful in increasing students' writing achievement in writing descriptive text.

**Keywords:** *flipped classroom, students' writing achievement, students' writing, writing test, content, mechanics.*

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By

**Bela Adillah Putri**

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Submitted in a Partial Fulfillment  
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DEPARTMENT OF LANGUAGE AND ARTS  
FACULTY OF TEACHER TRAINING AND EDUCATION  
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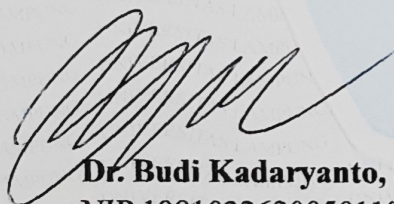
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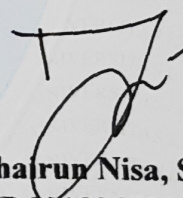
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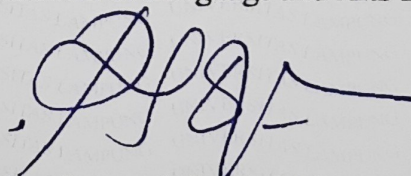
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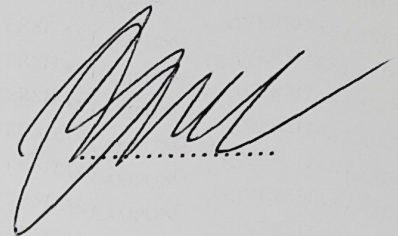
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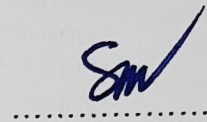
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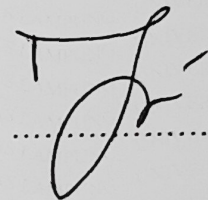
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Bandar Lampung, 2 Mei 2024

Yang membuat pernyataan,

A handwritten signature in black ink is written over a rectangular revenue stamp. The stamp is blue and white with the number '10000' in large blue digits. It also features the Garuda Pancasila emblem and the text 'REPUBLIK INDONESIA' and '10000'. Below the stamp, the alphanumeric code '1B4ALX165992456' is visible.

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## **CURRICULUM VITAE**

Bela Adillah Putri, the daughter of Sholihan and Rita Erlina, was born in July 26<sup>th</sup> 2002. She is the last child among three siblings, with two elder brothers named Agung Sastra Negara and Chandra Binardo.

She started her study from kindergarten at Taman Kanak-Kanak Darma Wanita, in Bumi Dipasena Jaya. Then, she attended SDN 01 Bumi Dipasena Jaya located in the same village. After graduating from elementary school, she proceeded to attend SMP Al-Kautsar in Bandar Lampung to begin her journey away from home. Afterwards, she chose to study in Serang, to be exact at Islamic Boarding School of Daarul Ilmi, that integrates two foreign languages into its curriculum. Thus, she was interested in foreign language and decided to continue her study about language in English Education Study Program of Lampung University.

At the university, she has studied courses related to English and education, actively engaged in several organization, and followed through the program of Kuliah Kerja Nyata (KKN) and the program of Pengenalan Lapangan Persekolahan (PLP). After completing that journey, she has gained extensive knowledge and practical experience in language proficiency, education, and organizational management.

## MOTTO

.....وَلَمْ أَكُنْ بِدُعَائِكَ رَبِّ شَقِيًّا

“... and I have never been disappointed in praying to You, My Lord.”

Q.S. Maryam: 04



## **DEDICATION**

This script is dedicated to:

My beloved father and mother

My dearest brothers and sisters

My honorable lecturers in English Education Study Program

My Almamater, University of Lampung

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*Bismillahirrahmaanirrahiim*

First of all, through saying *alhamdulillah rabbil 'aalamiin*, the researcher would like to express gratitude to The Almighty God, Allah Swt., who has given the researcher strength, blessing, and guidance throughout the journey of this research. With His helps, the researcher was able to complete this study. May His blessing and salvation also be upon His prophet, Muhammad Saw. who has become the motivation and role model for the researcher.

This script is entitled “The Use of Flipped Classroom to Improve Students’ Achievement in Writing A Descriptive Text”, containing research of the implementation of flipped classroom in teaching and learning descriptive text. The script is written to fulfill the requirement of undergraduate study in University of Lampung.

Through the whole process of writing this script, the researcher understood that this script will not be completed without being helped by numerous people. Therefore, the researcher would like to express deep gratitude for:

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Surely, this script cannot be said to be perfect, due to the mistakes, errors, and the ignorance of the researcher. Hence, the researcher will gratefully accept any kinds of critics and suggestion for improving this script. For all of the critics and suggestion, the researcher would like to express numerous gratitude. Hopefully, this script can be of help to many people.

Bandar Lampung, 2<sup>nd</sup> May 2024

Author

Bela Adillah Putri

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## **I. INTRODUCTION**

In the introduction chapter, the researcher introduced the background of the research, research question, objectives of the research, uses of research, scope of research, and the definition of terms as the overview of the whole research.

### **1.1. Background of Research**

Indonesia is a nation which is included within the expanding circle of world English. Expanding circle of world English consists of those which are affected by western and learning English as an additional, adjunct, or foreign language for a wide range of reasons (Kachru:1997). In Indonesia, English which was established as foreign language is needed for numerous reasons such as gaining knowledge through English books, passing exams, use of technology, career improvements, and so on. Thus, English subject in Indonesia is a compulsory subject.

Along with the development of education in Indonesia, English teaching and learning in Indonesia have experienced complicated developments. Until this day, Indonesia's English teaching and learning has changed from implementing Grammar Translation Method (GTM) to Kurikulum Merdeka. The Kurikulum Merdeka is a curriculum that focuses on learning outcomes. For English subject itself, the curriculum has the aim to strengthen the language skills of the students and produce proficient students. In order to achieve the aim of the curriculum, English subject needs to include several language skills, including writing skill.

Acquiring proficiency in writing is an obligatory due to its role as a productive skill for writing an indirect communication. And because of the nature of the character is distinct from that expressed by verbal communication, writing need to be taught

both formally and informally. Tarigan (1994: 3) states that writing is an activity to produce or draw graphic symbols which represent a language that is understood by people. Regarding writing being an activity, other scholars have stated another opinion which focused more on how the writing is an activity. Suparno, and Jonah (2006:14) explains that writing is a series of activities going on and involve several phases, the preparatory phase, the content development and review, as well as revisions or improvements posts. Besides him, Nation (2009:112) also expresses that writing is an activity that can usefully be prepared for by practicing other skills of listening, speaking, and reading. This preparation can make it possible for words that have been used receptively to come into productive use.

Due to the nature of writing skill, that is an activity to produce graphic symbol as a way to communicate indirectly, writing has become distinctive compared to speaking skill. As a result of the distinctive nature, writing becomes an ability to help us communicate without the barrier of space and time. People are allowed to express their idea with no limitation of space and time as long as the writing last. Thus, writing plays an important role in transferring knowledge for a long period of time.

However, the nature itself cause some restriction on writing. First of all, it is because there will be no writing without the symbols itself, and the second one is because the symbols are a set of character that has been recognized and learned by people to represent the language. Hence, writing skill need to be taught to help overcome the restriction.

In teaching writing, there are several texts that need to be taught. One of them is descriptive text. According to Knapp and Watkins (2005), descriptive text is a text used by the writer to explain about a certain object, individual, animal, location, or incident to a reader or listener. Coupled with the idea presented by Gerot and Wignell (1994) who explains that descriptive text gives the reader information that can be felt through senses about the objects, it can be concluded that descriptive text provides detailed information that allows the reader to have imaginary taste, mental picture, smell, etc. of the object. Thus, the purpose of writing descriptive



text is to allow the readers to understand the object without them seeing it by themselves.

In order to write descriptive text, the students should understand the important part of the text itself. Mursyid (2005) explains that there are three important aspects of descriptive text, they are: 1) The social function of the text which is to describe a particular person, place, or thing; 2) The generic structure which consist of identification and description; 3) The language features that is comprised of grammatical aspects of use simple present tense, focus on specific participant, use of attributive and identifying process, using adjective, using classifier in nominal group. In regards to the structure of the descriptive text itself, Mursyid is inline with Knapp and Watkins (2005) who propose that descriptive text adheres to specific structural guidelines. Typically, it comprises two fundamental components: identification and description. Therefore in developing the text, the students need to follow through the specific structure to be able to write a descriptive text.

In the process of writing descriptive text, students may find difficulties. According to Apriliana (2020), students' find difficulties in writing descriptive text such as developing ideas, organizing the ideas into descriptive text, difficulties in grammar and lack of vocabulary (Apriliana et al., 2020). Therefore, the teacher has to implement the most suitable teaching method in order to help the students learn the skill effectively, one of the most suitable methods is Flipped Classroom.

Flipped classroom is a method that invert the conventional classroom where the teacher will design a pre-class activity and in-class activity for the students. Jeffrey Mehring (2018) states that the teacher-created materials featuring instruction of new concepts are viewed outside of scheduled time (pre-class activity), in turn freeing teacher-student time for more collaborative efforts in class (in-class activity). This method will help the students to prepare enough ideas, structure, grammar, and vocabularies for writing the descriptive text in the class. Thus, it will help them counter their difficulties in writing descriptive text.

Thus, it is no wonder that several previous study in regards to the implementation of flipped classroom in improving students' writing skill or achievement has yielded

a good result. One of those studies is carried on by Buitrago, and Diaz (2018). They intends to use flipped classroom in teaching writing lesson to optimize the time in the classroom. Their study takes place in University of Columbia, where they flipped writing lessons to teach compare-and-contrast essay. The findings in their research paper suggests the effectiveness of flipped classroom in helping the students learn how to write their essay.

Another study regarding the impact of flipped classroom on writing lesson was done by Abedi (2019) in Iran. Through his study, he examines the effects of flipped classroom instruction on Iranian EFL learners' writing skill. The result shows that the flipped classroom helped the students improve in their writing skills, regarding the ideas and content, organization, voice, and style. The flipped classroom also provide the students with the opportunity to learn in a more differentiated fashion rather than linear and didactic learning. The students appreciate the chance to digest the learning materials when they deemed necessary, as long as it is before the next meeting started. Such chance also help them use their class time more effectively.

Nevertheless, flipped classroom still has its own disadvantages. The flipped classroom which has to invert the traditional classroom, will create new learning environment for the students and may cause new obstacles along the process. One of the obstacles can be the surprise that the amount of workload in pre-class activity brings to the students. Mehring (2015) find that workload is one area that participants felt was a negative aspect of the flipped classroom. Additionally, the teacher may have to give clear example on how to do the pre-class work so the students can do it correctly.

The case where the flipped classroom's disadvantage affected the students happened in research done by Sastri and Anwar (2019). They investigated the effects of flipped classroom towards students' writing ability of recount text in senior high school in Indonesia. In their research, they found that the mean score of the experimental class taught with flipped classroom is higher than the control class, however there is no significant difference. It happened due to the students' low motivation. Such low motivation may be caused by the different learning environment in flipped classroom, especially the amount of workload in the class.

This research proves that the disadvantage of the flipped classroom may affect the students, resulting in low motivation of the students and insignificant improvement.

Due to the fact that most of the study in regards to the implementation of flipped classroom in improving students' writing skill or achievement abroad is successful with significant improvement in the students' score, while the one conducted in Indonesia isn't able to reach the same result, this research intended to investigate the implementation of flipped classroom to improve students' writing achievement in writing descriptive text in Indonesia.

### **1.2. Research Question**

Regarding the background above, the research question was formulated as follows:

Is there any significant improvement of students' achievement in writing a descriptive text after the implementation of flipped classroom?

### **1.3. Objectives of Research**

Based on the research questions, the main objective of this research were as follows:

To investigate the improvement of student's achievement in writing a descriptive text after the implementation of flipped classroom.

### **1.4. Uses of Research**

This research sought to contribute benefits in regards to the study of flipped classroom method. Hence, the uses of this research are as follows:

1. Theoretically, this research helps to support the theories of the implementation of flipped classroom in teaching and learning writing.

2. Practically, this research becomes an evidence and can be used as reference for the teacher who wants to implement the flipped classroom method in the class.

### **1.5. Scope of Research**

This research used quantitative approach, because it was focused on the effect of flipped classroom implementation towards teaching and learning of writing descriptive text and the aspect that improve the most after the implementation. The descriptive text is chosen because the researcher has found that the students tend to find difficulties such as developing the ideas, organizing the ideas into descriptive text, difficulties in grammar, and lack of vocabulary in the process of writing descriptive text. Such difficulties can be solved through enough preparation before doing the writing task at school. Therefore, flipped classroom is chosen to accommodate the students in writing the descriptive text.

### **1.6. Definition of Term**

The definition for some of the terms in this research were provided in order to give the basic understanding of the related variables and concept. Those definitions are as follows:

1. Writing

Writing is a productive skill for writing an indirect communication and the nature of the character is very different from that expressed by speaking directly, therefore writing is included as an ability or skill (Tarigan, 1985:5)

2. Descriptive Text

According to Knapp and Watkins (2005), descriptive text is a text used by the writer to explain about a certain object, individual, animal, location, or incident to a reader or listener.

### 3. Flipped Classroom Method

The flipped classroom method flips the traditional instructional format of a classroom-based course. This method has two indispensable steps within, namely the pre-class activity where the students digest the learning materials outside of the formal class, and the in-class activity where the students assimilate their newly acquired knowledge in the formal class.

Thus, this chapter had provided the information about the background research; research question; objectives of research; uses of research; scope; and the definition of term. The information should be used as prior knowledge to understand the research.



## **II. LITERATURE REVIEW**

This chapter provide the theories and further explanation about the topic of this paper compared with the previous introduction chapter. Consequently, there will be sub chapters about the concept of writing, aspects of writing, teaching and learning writing, descriptive text, the flipped classroom, the procedure of the method, the advantages and disadvantages of the method, previous studies, theoretical assumption, and hypotheses.

### **2.1. Concept of Writing**

As an essential skill of language, writing has become an important part in our life. It functions as indispensable means of communication and help us convey any kinds of information. Due to such functionality, some experts have expressed their idea regarding writing skill as a means for communication. According to Jonah (2006:29) writing can be used as an indirect means of communication to others to convey information. Harmer (2001:79) express that writing is a form of communication to deliver thought or to express feeling through written form. White (1986:10) explains that writing is the process of expressing the ideas, information, knowledge, or experience and understand the writing to acquire the knowledge or some information to share and learn. Writing is a way of indirect communication which is done through written form of a language.

Communication through indirect means there might be a hurdle in some ways, but actually this sort of way will accommodate people to express their idea with no limitation of space and time. It is possible because the writing may last longer compared to the writer, and other people may copy the information and preserve it

because it is written. Therefore, the ideas or information can be kept safe until the future.

Writing also has distinctive feature which made it special than the other skills. Tarigan (1985:5) expresses his opinion on this matter. He said writing is a productive skill for writing an indirect communication and the nature of the character is very different from that expresses by speaking directly, therefore writing is included an ability. Tarigan (1994: 3) states further that, writing is an activity to produce or draw graphic symbols which represent a language that is understood by people, so that other people can read the graphic symbols presented. From his explanation, the distinctive feature of writing is the way it conveys ideas through written symbol. Nevertheless, the symbol itself should not be random symbols, instead a system that has been recognized as the representation of the language in written form and learned by the public.

As what has been explained above, the writing is a complex means of communication, it is not all about pen and paper. Other experts state another opinion which focused more about how the writing is an activity. Suparno, and Jonah (2006:14) explain that writing is a series of activities going on and involve several phases, the preparatory phase, the content development and review, as well as revisions or improvements posts. Besides him, Nation (2009:112) also expresses that writing is an activity that can usefully be prepared for by work in other skills of listening, speaking, and reading. Thus, writing is a complex and ongoing activity with almost no end. It requires more than just a pen and paper. People who want to write have to prepare everything; from their knowledge of their topic, to the knowledge of writing itself. In the end, the writing itself has to be improved again and again to the point of “no end” because writing will never be perfect. However, although writing is hard, it is an essential skill that need to be learned by everyone.

In conclusion, writing is a complex ability that has to be gained through endless activity which involve several phases, which are the preparatory phase, the content development and review, as well as revisions or improvements posts, with the purpose to communicate or convey information through graphic symbol that has been recognized and understood by the public.

## 2.2. Aspects of Writing

According to Li (2008), to complete a writing in English, the writers are required to conceive the ideas, choose the appropriate words and material to construct the paragraphs complete the sentences in logical order, and use certain writing techniques and doing the revisions from preparing the writing to its completion. Besides that, there are also several aspects involved in the process of writing that should be understood and applied by the writers, in this case is the students. Jacobs et al (1981) have proposed that when assessing a composition of writing, there are five aspects that should be considered, as follows:

- **Content**  
It relates to the topic of the text, the development, and how the main idea should be reflected in each paragraph. Thus, the content refers to the substances of writing which is the topic or main idea.
- **Organization**  
The creation of a well-organized text, requiring the writer to understand the flow of the content and how each idea can be stacked in the text smoothly. Therefore, it is about the coherency of the text.
- **Vocabulary**  
It refers to the selection of words, including idiom and expression, that should be suitable with the context.
- **Language use**  
It is about how to form appropriate phrases, clauses, sentences, and paragraphs, by applying the use of correct grammatical and syntactic pattern on combining and constructing the ideas.
- **Mechanics**  
It is related to the usage of punctuation marks, spelling, and capitalization in the paragraph that will have influence on the meaning of the text. In other words, the mechanics refers to the graphic conventional of the language.

Adequate understanding of the content, organization, vocabulary, language use, and mechanics will help to construct a good quality of writing. Hence, this research will use the writing aspects proposed by Jacobs in evaluating the student's writing.

### 2.3. Teaching and Learning Writing

Teaching and learning writing essentially are a process where the teacher will teach the students, while the students learn, about how to communicate or convey message in written form. Although teaching writing and learning writing essentially is a different activity, however in the class it will happen at the same time. When the teacher teaches the student about writing, the student will learn about it, because they are basically the giver and the receiver. Therefore, we will not really differentiate between those two, however it inevitable that we will focus more on the teaching writing because it is our topic.

In accordance with teaching writing, Hyland (2009) states that writing is learnt and not taught. Even though we previously have conveyed that a teacher is a giver, that is in a basic situation, while in a more advanced situation the teacher cannot directly act as the giver. They must guide the student to gain the knowledge by themselves, or in other words they will be the facilitator. In this way, the student will be stimulated to learn more by themselves in the right way under the guidance of the teacher.

In this research, the researcher will follow the writing process proposed by Mappe. He proposed four main elements as the stages of writing which should be passed by the student if they want to complete their writing. Those stages are described, as follows:

1. Pre-writing

This is the stage of preparation. The student has to consider what they are going to write, who are the reader, what is their purpose, and how to construct the text.

2. Drafting

Writing can not be done just once, therefore there will be draft. It is the initial product of their writing and can be developed further through the stage of editing.

3. Revising

After finishing their draft, student can do reflection and revising in the next stage, to check whether there are mistakes or not, especially regarding how

their main topic has been described through their writing. It is about whether the idea has been conveyed properly or not. Besides that, the student may also do peer correction to see their friend's reaction of their writing. This correction may help the student to improve on things that they have overlooked.

#### 4. Editing

After the student fixed their works completely, the result will be the final version. The final version is the version which is ready to be published to others. Although it is called final, still there should be revision from time to time because the world's development.

Therefore, the stages above have to be completed by the students in order to complete their descriptive text.

### 2.4. Descriptive Text

Descriptive text is a text that provides description of particular thing, animal, person, and so on. Siburian (2013) defines descriptive as a paragraph that is defined as a group of sentences that are closely related in thought and which serve one common process often used to describe what a person looks like and acts like, what a place looks like, and what an object looks like. The group of sentences convey information about the particular object through detailed words that could allow the reader to get imaginary detail such as shape, taste, smell, and so on. Thus, descriptive text is a text that aims to describe person, place, or thing for the reader. According to the curriculum, there are three types of descriptive text: 1) descriptive text of person; 2) descriptive text of place; and 3) descriptive text of object. In this research, the researcher aims to help the students learn about the descriptive text of place.

In order to achieve the aim, there are indispensable aspects that need to be learnt by the writer, or in this case is the students. Mursyid (2005) explains that there are three aspects of descriptive text, they are: 1) social function to describe a particular person, place, or thing; 2) generic structure which consists of identification and

description; 3) language features that consists of grammatical aspects of use of simple present tense, focus on specific participant, use of attributive and identifying process, using adjective, using classifier in nominal.

However, despite the clarity of the purpose, structure, and language features, the students still find some challenges in writing descriptive text. Because the process of writing descriptive text involve developing the ideas into a paragraph by identifying the topic and generating the details. Hence, the process does not involve only the language system. Therefore, the students tend to found difficulties such as developing ideas, organizing the ideas into descriptive text, difficulties in grammar and lack of vocabulary (Apriliana et al., 2020).

The difficulties in developing and organizing the idea may happen because writing a descriptive text involves not just the language system. The process also put challenge for the students' memory and thinking. However, such difficulties can be overcome by putting all their information into a long-term memory. Still, this method may cause another problem regarding the accessibility of the information. Therefore, there is a need to prepare the information before the students write down the descriptive text.

On the other hand, the problems in grammar and lack of vocabulary may be caused by the students' weakness in understanding their second language. In the process of writing the descriptive text, students have to produce content, drafting the ideas, revising text while involving the second language. Therefore, they may not fully capable of processing everything at once. Thus, they need to be prepared before writing the descriptive text.

Due to all those conditions, the teacher has to find the most suitable method to teach the students how to write descriptive text. one of the methods is flipped classroom.

## **2.5. Flipped Classroom**

Flipped classroom is an inverted version of traditional classroom. In the traditional classroom, students will go through the learning process in the classroom, while activities such as homework has to be done outside of the class and school hours.

However, in the flipped classroom, the learning process that previously take place in the class will be restructured for the outside of classroom activities before the school hours, while the task such as homework will be restructured to be done in the school hours. This is a two-step process of the flipped classroom, namely pre-class activity and in-class activity.

According to Lambert (2012), the flipped classroom views education as a two-step process: the transfer of the new information, and the student's ability to make sense of and assimilate the information. The first step will take place in pre-class activity where the students get the first exposure of the new knowledge, while the second step happen in the in-class activity where the students can assimilate their new knowledge through collaboration with their classmates and the teacher. Through this method, the teacher has the chance to give immediate response to the student's effort in learning the new knowledge.

Flipped classroom are quite known to be related to technology especially video. Because of the pre-class step that takes place outside the class, the teacher will need adequate media to help and control the students through their first exposure of the new knowledge. Thus, technology will be helpful. Nevertheless, technology is not a requirement in the flipped classroom. The main focus of the classroom is to create a student-centered learning environment, where lessons and contents are accessible, students have more control of their own learning, and they have time to reflect upon and become more critical learners (Mehring: 2018). Thus, the requirement of the flipped classroom is to focus on the pedagogical change, not the technological one.

## **2.6. Procedure of Flipped Classroom**

The flipped classroom method in this research stands as the variable that will give impact to students' skill in writing descriptive text. Therefore, the procedure is adopted to be more suitable for teaching writing descriptive text.

Flipped pedagogy having two processes, which are the transfer of the new information, and the students' ability to make sense of and assimilate the information. There will be two steps of flipped classroom

### 2.6.1. Pre-class Activity

Pre-class activity is the steps where the students will learn the new knowledge. So as to accommodate the students in gaining the new knowledge, the teacher will prepare material to be learn by the students prior to the formal class at school. Han et al has studied many possible choices of pre-class material that can be prepared by the teacher, which are: 1) reading assignment; 2) video lectures; 3) and other materials such as multimedia e-learning sources like quizzes and kahoots. In order to suit this research, the researcher chooses two pre-class materials:

- Reading Assignment

Reading assignment is one of the most used materials in pre-class activity. In this activity, the students will read their assigned materials to gain the necessary knowledge before they proceed to the in-class activity. There are three kind of reading assignment which can be done by the students, they are: 1) textbook reading; 2) guided reading; and 3) primary literature/guidelines.

In the research, the researcher will use the guided reading materials, specifically the instructor developed text. According to Persky (2017), 85% of the students have strong preferences towards instructor-developed text compared with textbook reading. Thus it is deemed to be suitable for pre-class reading assignment and to help the students learn descriptive text.

- Video Lectures

The students are assigned some video materials which they need to watch and understand. Video as lecture materials in pre-class activity has the benefit of being more succinct and that there is the chance to pause, rewind, and re-watch the lectures. However, generally the students only accept short videos under the length of 60 minutes, and it will be better if the video materials are shorter or broken down into several parts.



The video lectures in this research will consist of three kinds of topic, such as: the use of descriptive text in daily life; how to use the language features of descriptive text; and how to write descriptive text.

#### 2.6.2. In-class Activity

In-class activity is the steps that requires the students to make sense of and assimilate the information that they have learned beforehand. Although it sounds like it is a challenge for the students, nevertheless the teacher still has the obligation to create and implement active-learning-based activities. Such activities are the most suitable to help them in improving their language skills such as writing skill, because they are engaged in the learning process and has bigger number of instances to use English as a way to communicate. Therefore, in this research, the researcher designed several activities for the in-class activity:

- Checking for understanding

Before the teacher move on to the core activity in the in-class session, the teacher should check the students' understanding regarding the materials they have been given in the pre-class session. The teacher may check the understanding through several ways such as quiz or brainstorming. This activity will help boosts the students' attention and responsiveness to the next activity in the class. It will also help motivate them to learn and do better in the in-class activity.

- Group discussion

The students will be divided into several groups. Each group will do several task according to the lesson plan, such as completing their assignment sheet, and filling an incomplete text. These task stand as the exercise to prepare the students for writing descriptive text.

- Writing descriptive text

The students will write descriptive text according to their knowledge acquired from the pre-class activity. In this part, they have to go through

the stages of writing, namely the planning, drafting, editing, and the final version.

## **2.7. Advantages and Disadvantages of Flipped Classroom**

Due to the design of flipped classroom that implement two stages of learning, which are pre-class and in-class activities, the flipped classroom method will be a great alternative method to teach writing. Through the pre-class activity, the students can be facilitated to overcome their difficulties in writing descriptive text such as developing the idea, organizing the ideas into descriptive text, and using the correct grammar and vocabulary. They will be more prepared in writing the descriptive text through the pre-class activity. While in-class activity can provide them enough time to assimilate their knowledge to writing descriptive text under the guidance of the teacher.

Besides that, flipped classroom can increase the engagement and communication between the teacher and the students because of two main reasons. First, the communication is not restricted only in the class activity, but the communication extended outside the class through remote communication everytime the students have to ask something to the teacher. Second, the in-class activity that is focused on helping the students integrate their knowledge to their writing provides enough time for students and teacher's engagement such as communicating the instruction, giving guidance, etc.

Still, the flipped classroom that changes the conventional ones will create a new learning environment. One of the most apparent changes is the amount of workload. Mehring (2015) has studied this aspect and found that workload is one of the areas that is burdening the students. the participants of his study mentioned that in the beginning of the flipped classroom implementation, the class is so difficult. Therefore, the teacher must implement the method step by step. The amount of workload should not be too much at the beginning as to not make the students feel worried, but it can slowly increase to make the students become accustomed to the learning process.

## 2.8. Previous Studies

A lot of research regarding the implementation of flipped classroom for teaching and learning writing has been done. Majority of the studies shows positive result where they could prove that the method can increase the participants' writing skill and the participant slowly accept and get better perspective of the method.

In the study conducted by Ahmed (2016) at Qassim University, a good result was found. He investigates the effect of flipped classroom on writing skill in English as foreign language and the students' attitude towards flipping. In the process, he divides the participants into two group which are experimental group and control group. After conducting the study, he finds out that experimental group has outperformed the control group. The flipped classroom also helped improve students' gains in writing and their attitudes and belief towards the writing skill itself.

Similar result also happened in the study conducted by Buitrago and Diaz (2018) about the implementation of flipped classroom for writing lessons. They found that all participants successfully improve their writing skill, except for those who has reached to maximum score since the pre-test. Additionally, the participants also gain better view of flipped classroom after the course.

Abedi et al (2019) have also studied the impact of flipped classroom instruction for writing skill on Iranian Upper-intermediate EFL learners. They found that the flipped classroom is advantageous because it expands the skill of writing significantly and more successfully compared to those who are taught through traditional instruction. The reason is because the instruction can provide the students with an opportunity to learn in a more differentiated fashion rather than linear and didactic.

The study of the implementation of flipped classroom has also been done in Indonesia. The study regarding the flipped classroom was performed by Sastri and Anwar (2019) to understand the effects of flipped classroom towards senior high school's students' ability in writing recount text. They found that there is difference

between the result of experimental group and control group. However, it is not a significant difference. This is due to the obstacles that happened in the process, which are students' low motivation, low interest to discuss, and the feeling of discomfort to the flipped classroom. The low motivation may happen because of the challenge in the implementation of flipped classroom method, which is the amount of workload. According to Mehring (2015), the amount of workload is one of the areas in flipped classroom method that burdens the students.

Because the study in Indonesia has not able to reach the same result as the studies abroad, where those studies has proven that flipped classroom can help the students improve their writing achievement significantly, the researcher intended to investigate further whether the flipped classroom can truly improve students' writing achievement in writing descriptive text in Indonesia.

## **2.9. Theoretical Assumption**

In order to improve students' achievement in writing descriptive text, the teacher should understand the obstacle faced by the students. The students tend to found difficulties such as developing ideas, organizing the ideas into descriptive text, difficulties in grammar and lack of vocabulary (Apriliana et al., 2020). All those stated problems faced by the students, can be solved through enough preparation before they write descriptive text. Thus, the teacher can help them by preparing the right method in teaching, and one of the suitable methods is flipped classroom. Flipped classroom consists of two steps, which are pre-class activity and in-class activity. The problem which has been mentioned above, can be helped in the pre-class activity where students were given material before the in-class activity, and they have enough time to learn the material and prepare for the process of writing in the in-class activity. Hence, the researcher believes that the implementation of flipped classroom will help the students in improving their achievement in writing descriptive text.

### **2.10. Hypotheses**

Based on the research problem, hypotheses are proposed as the provisional answer towards the problems. Regarding the theoretical assumption, the researcher formulated the hypotheses, as follows:

H<sub>1</sub>: there is significant improvement of students' achievement in writing a descriptive text after the implementation of flipped classroom.

H<sub>0</sub>: There is no significant improvement of students' achievement in writing a descriptive text after the implementation of flipped classroom.

This chapter has provided explanation of various theories related to the research topic. These theories serve as references that guide and inform the methodology and approach used in conducting the research.

### **III. RESEARCH METHODS**

In this chapter, the researcher explained about the methods applied in conducting the research. Thus, the chapter covered topics about the research design, variables of research, population and sample, instruments, validity and reliability, procedure of the research, procedure of the treatment, data analysis, data treatment, and hypothesis testing.

#### **3.1. Research Design**

This research inquired about the function of flipped classroom in improving students' achievement in writing descriptive text, whether there would be any significant improvement in the students' writing achievement after implementing the flipped classroom. Because there were needs to gain numerical data and statistical analysis in the research, the researcher conducted it through quantitative approach, specifically through quasi-experimental research with one group pre-test and post-test design. The pre-test is designed to find out the score to understand the initial achievement of the students before the implementation of flipped classroom, while the post test is used to find out their final score after the implementation. Below is the design of the research:

T1 X T2

Where:

T1 means pre-test

T2 means post test

X means the treatment which is the flipped classroom.

Hence, the research need students as the object of the research. Thus, the researcher chose to conduct the research at SMA N 9 Bandar Lampung. The research was done through the month of November, with five meetings in total. The pretest was administered in the first meeting, followed by three consecutive meeting of the treatment, while the last meeting is where the post test took place.

### **3.2. Variable of Research**

In a research, data can be classified based on the characteristic into several independent units. The classification based on the characteristic of the data is variable. According to Setiyadi (2018:87) Variable is a characteristic of a community, whether it is the behavior, or the environment that varied from one individual to another. In this research the variables were the flipped classroom and the students' achievement in writing descriptive text. It was assumed that the students' achievement in writing descriptive text was a dependent variable and would be affected by the flipped classroom which stood as the independent variable.

### **3.3. Population and Sample**

In this research, the population included the first-grade students of SMAN 9 Bandar Lampung. The population was divided into several classes of students. Due to such situation where there were several classes that made up the whole first grade students, the researcher chose the sample through cluster random sampling. According to Sugiono (2012) Cluster random sampling is an area sampling technique used to determine the sample if the object to be studied is very large. Therefore, the researcher took the class of X 4 as the sample representing the whole population.

### **3.4. Instrument of Research**

Instrument of research is a tool to collect the data (Setiyadi:2018). There are three kinds of instruments for quantitative research, which are: 1) language proficiency test; 2) language knowledge test; and 3) personality variable measuring test. In this research, the language proficiency test in a form of writing test is chosen as the instrument

The writing test is the instrument that aims to get the students' score of writing ability as the representation of the students' writing achievement. Because of the design of the research, there are the writing test was done twice as the pre-test and the post test. The pre-test was administered to get the score of the students' writing before the treatment of the flipped classroom, therefore it was done before the treatment or in the first meeting. While the post-test aimed to get the score after the treatment was conducted.

### **3.5. Data Collecting Technique**

In order to collect the data, the research used two data collecting techniques, as follows:

#### **1. Pre-test**

The pre-test was organized to be done in the first meeting. The purpose of the test was to get the data of students' initial achievement before they receive treatment. In the test, the students were instructed to write down descriptive text based on the theme decided by the researcher.

#### **2. Post test**

The post-test was given to the students after the treatment was done. The purpose was to check how much improvement the students had gotten since the treatment was first registered. The form of the test was the same as pre-test which was the descriptive text.



### **3.6. Validity and Reliability**

The instruments used in the research to gain the data, were not chosen recklessly. Previously, the researcher had made sure to prove and fulfill the aspect of validity and reliability of the instruments. This is in accordance with Setiyadi (2018:11) who says that validity and reliability are two aspects that cannot be separated in the research regarding the measuring instruments of the research.

The purpose of checking the validity and reliability of the instruments was to prove whether the instruments are appropriate for collecting the data. Hence, in this section, the researcher explained the aspects of validity and reliability to fulfil the criteria of good instruments.

#### **3.6.1. Validity**

According to Hatch and Farhady (1982), validity is an extent to which the instrument can measure the skills or the object which intended to be measured and suitable with the criteria. In another words, the instruments should measure what supposed to be measured.

A good validity of the writing test is divided into two kinds, the content validity, and the construct validity. Mujis (2004) states that validity is the most important aspect of the design of any measurement instrument in educational research. Due to the importance of validity, the two types of validity below shall provide the base to achieve the validity of the test:

- Content Validity

The content validity is the extent or the degree to which the tests must cover all aspects in accordance with the syllabus. Thus, the researcher enlisted the data from the syllabus to make judgments about the degree to which the test items matched the test objectives. The enlisted data consist of the learning outcomes, learning objectives, the involved elements, learning materials, and the criteria for achieving learning goals.

To further ensure the validity of the measuring instrument, the researcher has invited a professional english teacher of SMA Negeri 9 Bandar Lampung to review the test based on the existed curriculum. Therefore, the test was considered valid in terms of content validity, based on the module of Kurikulum Merdeka and the objective in the curriculum of the first grade students at SMA Negeri 9 Bandar Lampung.

- Construct Validity

The construct validity is the degree to which the tests can be used to check the student's competency according to the theory being taught. It means that the test items or tasks should be written based on the theory of what is being tested (Nurweni, 2018). In this research, naturally the theory is about the writing skills. Since the researcher implements the Jacobs' statement about five aspects of writing, the test should include the assessment of students' ability to create the content, the organization, the vocabulary, the language use, and the mechanics. Therefore, the researcher invited a professional teacher to review the test to make sure that all aspect of writing proposed by Jacobs is covered.

### 3.6.2. Reliability

Setiyadi (2018:13) states that reliability is the instruments' consistency of the gained score. In other words, a reliable instrument will give a consistent result in measuring the subjects although it is checked at different time. In this research, the consistency will be proved through inter-rater reliability. Inter rater reliability is a means to measure the level of agreement between multiple judges or raters, which in this case is the researcher and the teachers. Hence, the researcher collaborates with a professional english teacher in checking the consistency of the writing test. In order to see the correlation between the raters, the researcher used Rank-order Correlation, and the formula that will be used is:

$$p = 1 - \frac{6 \cdot \sum d^2}{N(N^2 - 1)}$$

Note:

$p$  : Coefficient of rank order

$d$  : Differences of rank correlation

$N$ : Number of students

1-6: Constant number

After finding the coefficient of the result of the test, the researcher analyzed the coefficient of reliability based on the standard of reliability from Setiyadi (2013) as follow:

- a. 0.000-0.200 refers to very low reliability
- b. 0.200-0.400 refers to low reliability
- c. 0.400-0.600 refers to medium reliability
- d. 0.600-0.800 refers to high reliability
- e. 0.800-1.00 refers to very high reliability

- **Reliability of Pre-test**

Before going through the process of counting, the researcher has previously counted the differences of rank correlation ( $d$ ) which will be needed in the formula. Thus, the researcher has got 17,49285568 as the value of the differences, while the number of the data is 23. After gaining the necessary elements, the researcher counted the reliability as demonstrated below:

$$p = 1 - \frac{6 \cdot \sum d^2}{N(N^2 - 1)}$$

$$p = 1 - \frac{6 \cdot \sum 17,49285568^2}{23(23^2 - 1)}$$

$$p = 1 - \frac{6.306}{23(529 - 1)}$$

$$p = 1 - \frac{1836}{12144}$$

$$p = 1 - 0,1511857708$$

$$p = 0,848814229$$

Based on the provided calculation, the correlation coefficient is 0,848. Following Setiyadi's (2013) classification, a range of 0.800 to 1.000 indicates a very high level of reliability, consequently the reliability between the scores of the first rater and the second rater is deemed to be very high.

- **Reliability of Post Test**

Prior to the counting process of the post test's reliability, the researcher also calculated the differences of rank correlation ( $d$ ), and determined the value to be 17,8465683, based on the dataset comprising of 23 entries. With the required components finally complete, the researcher calculate the reliability as demonstrated below:

$$p = 1 - \frac{6 \cdot \sum d^2}{N(N^2 - 1)}$$

$$p = 1 - \frac{6 \cdot \sum 17,8465683^2}{23(23^2 - 1)}$$

$$p = 1 - \frac{6.318,5}{23(529 - 1)}$$

$$p = 1 - \frac{1911}{12144}$$

$$p = 1 - 0,1573616601$$

$$p = 0,8426383399$$

Almost similar to the pre-test correlation analysis, the post test ones also showed that the reliability of the raters is high with a value of 0,841.

Because the value of the coefficient correlation of the pre-test and post test have reached the range of high reliability, it is concluded that the score of the pre-test and post test are reliable.

### 3.7. Procedures of Research

To achieve the objectives of the research, the researcher has conducted several steps which will be explained below:

1. Composing the research question

Research question is the foundation of the research. To be able to compose the question, the researcher began with identifying the problem through literature review. After reading through several previous study, the researcher found problem about students who faced difficulties in writing descriptive text regarding the development of the idea, and the language features used in the descriptive text. In order to help the students overcoming the problems, the researcher chose the flipped classroom method, and formulate the research question.

2. Determining the population and sample

Because the researcher intended to study the students' writing achievement in writing descriptive text, the population of the research covers the first grade of senior high school students. The first grade was chosen because in the English subject for the first grade, descriptive text will be taught according to the Kurikulum Merdeka and the syllabus. The first grade of senior high school was divided into several class, and the researcher proceeded the research with one class as the sample. To give equal chance for all classes to participate in the research, the researcher chose the sample by using cluster random sampling.

3. Selecting material and determining research instruments

The researcher chose the learning material about descriptive text based on the syllabus. Therefore, the instrument used is writing test that will be conducted twice, as a pre-test and post-test. The test was composed based on the material of writing descriptive text in Kurikulum Merdeka.

4. Administering pre-test

The writing test that had been designed as the pre-test, was administered in the first meeting because the purpose of the test was to understand the initial achievement of the students before any treatment was done. In the pre-test,

the students were asked to complete the designed test by the researcher with their prior knowledge regarding the descriptive text.

5. Conducting the treatments

After understanding the students writing achievement, the researcher implemented the method of flipped classroom. So, the researcher will prepare the lesson plan according the flipped classroom and syllabus. There will be two kind of activities which are the pre-class activity and in-class activity for each lesson plan, and the students have to do all the activities to gain the needed knowledge.

6. Administering post test

To find out whether there is improvement in students' writing achievement to write descriptive text, the researcher administered a post test in the last meeting after all the treatment was done. In the post test, the students had to complete the designed test, assigned by the researcher.

7. Analyzing the data

In order to answer the research question, the researcher analysed the result of the writing tests from before and after the implementation of flipped classroom. The analysis was done through Paired Sample T-test and was assisted by SPSS. The result showed the significancy value of the increase between the post test and pre-test, and answered the research question.

### 3.8. Procedure of The Treatment

In order to achieve the aim of the research, the flipped classroom method would be adapted into the procedure of teaching and learning writing.

**Table 3.1. The Procedure of The Treatment**

First Meeting		
Pre-class Activity	Learning The Materials	In the pre-class activity of the first meeting, the researcher provided learning materials in a form of reading assignment and video lecture. The

		reading assignment consist of materials about descriptive text, while the video lecture gave extended explanation on how to write the descriptive text.
	Pre-writing	After the students had learned the materials, the researcher gave a task for them to make an outline of their descriptive text. The outline should include relevant information of the object they wanted to describe.
In-class Activity	Checking Understanding	In the in-class activity, the researcher began with checking the students understanding about the previous learning material. Thus, the researcher invite the class for short discussion about descriptive text.
	Drafting	After the checking was done, the students wrote the draft of descriptive text based on their understanding and the outline they had prepared in the pre-class activity. In the end, the students submitted their draft to the researcher.
Second Meeting		
Pre-class Activity	Learning The Materials	The researcher provided further learning materials about writing descriptive text. The material was presented through instructor developed text to help the students deepen their understanding and as the guide for writing descriptive text.
	Revising	After the students had learned the materials, the researcher instructed them to do peer correction. The purpose of the peer correction is to give the

		students a chance to re-evaluate their and other's work through exchanging feedbacks. Additionally, to prevent any misinformation, the researcher also provided feedbacks for them. After getting those feedbacks, the students will begin the editing process in the class.
In-class Activity	Checking Understanding	The researcher checked the students understanding. The checking assessed the students knowledge of the materials and task which were given in the pre-class activity.
	Editing	After going through the checking, the students revised their descriptive draft based on the feedbacks they have gotten from their peers and the researcher. The result of the editing was the final version of descriptive text. This version was ready to be submitted to the researcher.
Third Meeting		
Pre-class Activity	Pre-writing	In the pre-class activity of the third meeting, the students were asked to write an outline based on the athlete they wish to describe.
	Drafting	After the students have completed their outline, they have to develop a draft of the descriptive text based on the outline.
In-class Activity	Checking Understanding	The researcher began the class by checking the students knowledge. The purpose is to ensure the students understood what they have done in the previous meeting and what they need to do in the class.



	Revising	After completing the tasks of the previous session, the students will pair up with their chair mate to do peer correction. Additionally, the students also got another correction or feedback from the researcher.
	Editing	The students need to revise their draft according to the correction given by their friends and researcher. The final result will be the second descriptive text they made.

This procedure of the treatment was designed to be in the lesson plan as the guide to conduct the implementation of the treatment in the research process.

### 3.9. Data Analysis

In order to get the result from the research, the collected data will be analyzed through the steps below:

1. Calculate the writing test score of each student
2. Sum up the score of all the students from the pretest and post-test respectively.
3. Obtain the mean of both test by calculating the result using this formula:

$$Md = \Sigma d / N$$

Md : mean (average score)

$\Sigma d$  : total students' score

N : number of students

4. To get the result of student's improvement, the researcher will use the formula below:

$$I = M2 - M1$$

I : the improvement of students' writing achievement

M1 : the average score of pre-test

M2 : the average score of post-test

5. The researcher will conduct Normality Test and Paired Sample T-Test to find out whether the improvement is significant or not.

6. Composing the discussion based on the result gained from the calculation.

7. Conclude the result of the research to get the answer of the research question.

### 3.10. Hypotheses Testing

Hypothesis in research is statements about the distribution of the variable. It functions as the temporary answer of the research question. Hence, the hypothesis needs to be checked before we draw a conclusion from the research.

The formula to prove the hypothesis in this research is:

$$H_i = \text{Sig.} < 0.05$$

H<sub>1</sub>: there is significant improvement of students' achievement in writing a descriptive text after the implementation of flipped classroom.

H<sub>0</sub>: There is no significant improvement of students' achievement in writing a descriptive text after the implementation of flipped classroom.

In short, this chapter covered the methodology of the research which was concerned with research design, variables of research, data collecting technique, data source,

instrument, validity and reliability, research procedures, data analysis, data treatment, and hypothesis testing.

## **V. CONCLUSION AND SUGGESTION**

Based on the data that has been shown in the previous chapter conducted on the class of X4 of SMA Negeri 9 Bandar Lampung, this final chapter contained two crucial elements that are used as the final of the research, namely: conclusion and suggestion for English educators and fellow researchers who are aiming to implement the use of flipped classroom method to enhance students' writing achievement.

### **5.1. Conclusion**

This research aimed to find out whether the implementation of flipped classroom method could improve students' writing achievement on writing descriptive text. Thus, after the conducted research, the researcher concluded as follows:

1. The students' writing achievement had increased after the implementation of flipped classroom method. The flipped classroom method had provided the students the chance to personalize the process of understanding the new knowledge through pre-class activity, and the chance to assimilate the new knowledge while discussing with their peers and teacher in the in-class activity. Thus, through the process in flipped classroom method, the students had gained higher score by the end of research. It was also found through paired sample t-test that the gain of the writing score is significant. Therefore, it was proved that the flipped classroom method has been able to improve the students' writing achievement significantly.
2. After the implementation of flipped classroom method, it was found that all aspect of writing has improved. Based on the data, the aspect that had gained the biggest points is vocabulary, followed by organization, content, language use, and mechanics. Vocabulary aspect had the highest gain due to

the condition of the students before and after the implementation. Before the implementation, students rarely had the chance to be exposed to sports-related knowledge. However, through the implementation of the method, the students were able to discover more regarding the knowledge of sport, specifically about the athlete they wish to describe. While mechanics gained the smallest increase because the convention of written language used in writing descriptive text is commonly used daily. Thus, the students were quite proficient in using the convention except the spelling because English is their second language. And after the implementation of the treatment, the students acquired further understanding on how to use the written convention of language including the advance in their spelling.

3. Through the research, the students were observed to have some difficulties in writing descriptive text, notably the difficulties in vocabulary, content, and organization aspect. Because of how unfamiliar the topic of the descriptive text is, the students tend to have small range of vocabulary related to the topic which is athlete. The unfamiliarity subsequently affected the writing of content because they know only little about the athlete. Further than that, they also weren't able to develop their writing in a well-organized manner, mostly because the information was lacking. Therefore, after going through the implementation of flipped classroom method, the students were exposed to the unfamiliar knowledge and guided to assimilate the said knowledge into their writing, and they were able to achieve significant increase.

## **5.2. Suggestion**

After going through the whole process of the research, the researcher has some suggestion for fellow researcher and educators.

### **5.2.1. Suggestion for Educators**

After the study of this topic, below are the suggestion proposed by the researcher:

1. The flipped classroom can be the alternative of the traditional classroom in teaching and learning writing. Because the research has proved that the implementation of flipped classroom in teaching students to write descriptive text has been able to increase their achievement significantly, educators can use the method as an alternative in teaching writing. Through this method, the students will go through two-step process including pre-class activity and in-class activity. The pre-class activity them the chance for them to gain new information through a personalized learning, and the in-class activity provided a place where they can learn further about the new information together with their classmate and the teacher. So, the students are more prepared to learn and able to gain comprehensive understanding regarding the learning material.
2. Maximize the pre-class activity through utilization of messaging platform such as whatsapp and telegram. Pre-class activity is the first process of flipped classroom method, where the students have the chance to be exposed to the new knowledge outside the school hour. To avoid misunderstanding and maximize the learning within the pre-class activity, the teacher and researcher may use online messaging platform to monitor the activity. Consequently, the implementation of flipped classroom method itself will be more effective.
3. Make the in-class activity effective by maximizing support within limited time of the school hour. Despite flipped classroom method providing personalized learning for the students, that doesn't mean the teacher needs to pay attention to each of the students all the time, especially within the in-class activity. There are too many students who need attention within the limited time. Therefore, the teacher has to give effective support. The researcher has observed through the pre-test and learning process that most of the students actually face the same problem. Hence, the teacher can address problem faced by a student by giving demonstration in front of the whole class instead of explaining only in front of the student. It will help preventing

misunderstanding by other students who experience the same problem and maximize the time in the class.

#### 5.2.2. Sugestion for Researchers

The researcher suggest fellow researchers to broaden the study in regards to the implementation of flipped classroom by developing study towards other skills. Because several study on the implementation of the method on writing skills are already available, fellow researcher can develop their study for researching other skills such as speaking, listening, and reading.

Finally, this chapter encompassed both the conclusion of the research findings and the researcher's recommendations for fellow educators and researchers. Here, the study's outcomes were concluded, offering insights into the implications of the implementation of flipped classroom towards students' writing achievement in writing descriptive text. Additionally, suggestions for further exploration were provided to enrich the resources for future study.

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