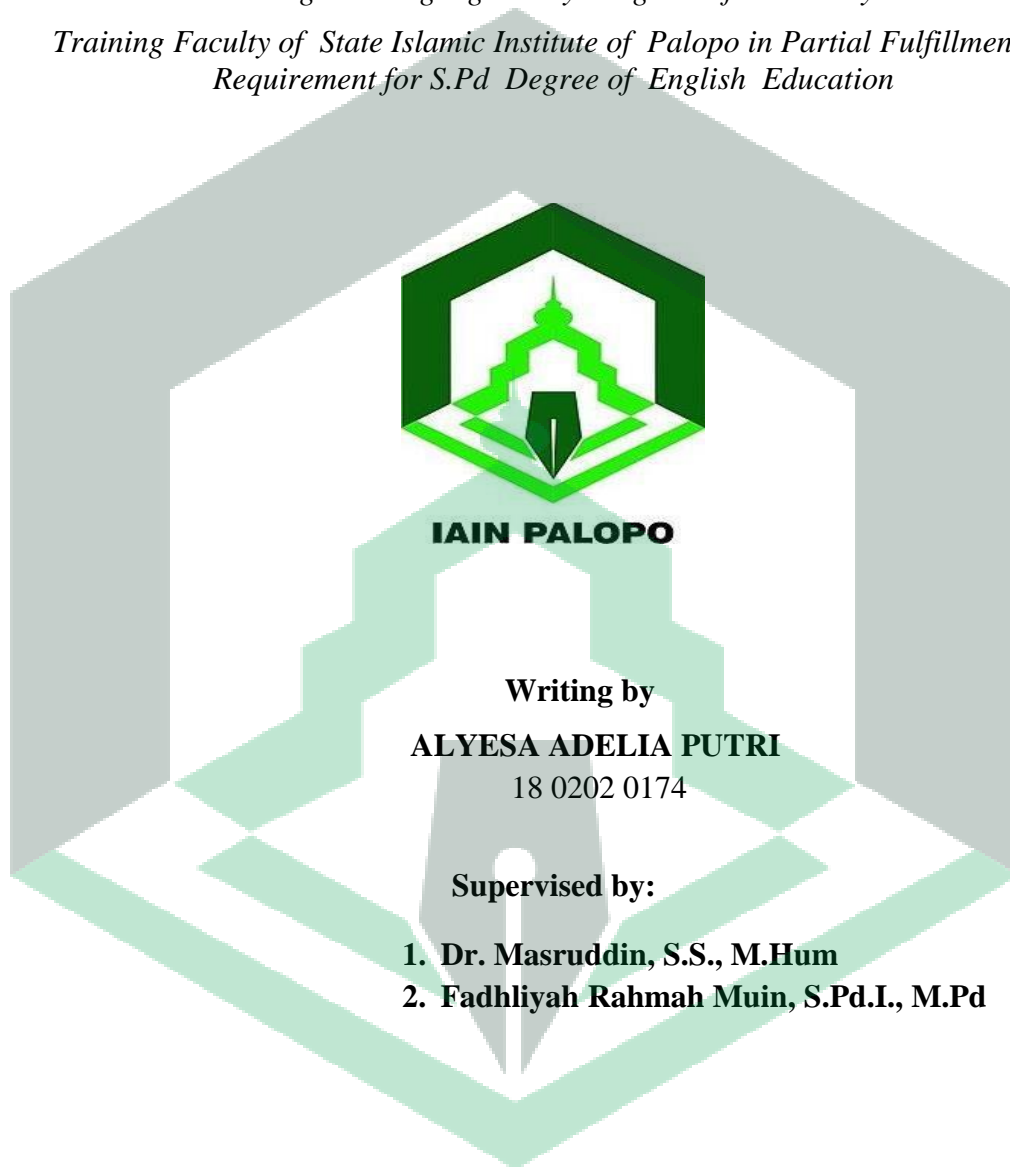


USING FLIPPED LEARNING TO ENHANCE THE STUDENTS' ABILITY IN WRITING IN THE CLASSROOM

A Thesis

Submitted to the English Language Study Program of S1 Tarbiyah and Teacher Training Faculty of State Islamic Institute of Palopo in Partial Fulfillment of Requirement for S.Pd Degree of English Education



IAIN PALOPO

Writing by

ALYESA ADELIA PUTRI

18 0202 0174

Supervised by:

- 1. Dr. Masruddin, S.S., M.Hum**
- 2. Fadhliyah Rahmah Muin, S.Pd.I., M.Pd**

**ENGLISH LANGUAGE EDUCATION STUDY PROGRAM
EDUCATION AND TEACHER TRAINING FACULTY STATE
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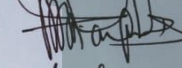
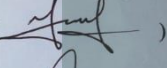
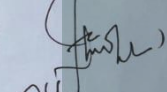
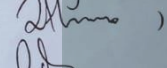

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THESIS APPROVAL

This thesis entitles “Using Flipped Learning to Enhance the Student Ability in Writing in the Classroom”, which is written by Alyesa Adelia Putri, Reg. Nim 18 0202 0174, English Language Education Study Program of Palopo and has been examined and defended in **Munaqasyah** session which is carried out on, November 25th 2022. Coincided with Jumadil Awal 1st 1444 H, it is authorized and acceptable as fulfillment for undergraduate degree in English Language Education Study Program.

Palopo, November 30th 2022

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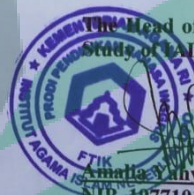
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| 1. Amalia Yahya, S.E., M.Hum. | Chairman | () |
| 2. Muhammad Iksan, S.Pd., M.Pd. | Examiner I | () |
| 3. Husnaini, S.Pd.I., M.Pd. | Examiner II | () |
| 4. Dr. Masruddin, S.S., M.Hum. | Consultant I | () |
| 5. Fadhliah Rahma Muin, M.Pd.I., M.Pd. | Consultant II | () |

Approved by

The Dean of Tarbiyah and Teacher
Training Faculty



Dr. Nordin Kaso, M.Pd.
NIP. 19681231 199903 1 014



The Head of English Education
Study Program

Amalia Yahya, S.E., M.Hum.
NIP. 19771013 200501 2 006

STATEMENT OF AUTHENTICITY

I, who undersigned below:

Name : Alyesa Adelia Putri
Registration Number : 18 0202 0174
Faculty : English Language Education Study Program
Study Program : Tarbiyah and Teacher Training

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CF225AKX273659517

Alyesa Adelia Putri
18 0202 0174

EXAMINER APPROVAL

Thesis Entitle : *Using Flipped Learning to Enhance the Students' Ability in Writing in the Classroom*

Written By

Name : Alyesa Adelia Putri

Reg. Numb : 18 0202 0174

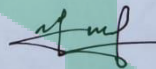
Faculty : Tarbiyah and Teacher Training

Study Program : English Education

Has been corrected and approved to be examined Munaqasyah thesis.

Palopo, Nov 30th 2022

Examiner I



Muhammad Iksan, S.Pd., M.Pd

NIP. 19860327 201801 1 001

EXAMINER APPROVAL

Thesis Entitle : *Using Flipped Learning to Enhance the Students' Ability in Writing in the Classroom*

Written By

Name : Alyesa Adelia Putri

Reg. Numb : 18 0202 0174

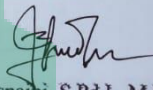
Faculty : Tarbiyah and Teacher Training

Study Program : English Education

Has been corrected and approved to be examined Munaqasyah thesis.

Palopo, Nov 30th 2022

Examiner II



Husnaini, S.Pd.I., M.Pd.

NIP. 19840820 200902 2 007

CONSULTANT APPROVAL

Thesis Entitled : Using Flipped Learning To Enhance The Students Writing Ability In Classroom.

Written By :

Name : Alyesa Adelia Putri

Reg. Numb 18 0202 0174

Faculty : Tarbiyah and Teacher Training

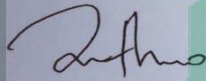
Study Program : English Education

It has been corrected and approved to be examined.

Palopo, 19 October, 2022

Approved

Consultant I,



Dr. Masruddin, S.S., M.Hum
NIP. 19800613 200501 1 005

Consultant II,



Fadhliah Rani Muin, S.Pd.I., M.Pd
NIDN. 2001018701

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Palopo, October 19, 2022

The Researcher,

Alyesa Adelia Putri

TABLE OF CONTENT

ACKNOWLEDGEMENTS	i
TABLE OF CONTENT	viii
LIST OF TABLE	x
ABSTRACT	xii
CHAPTER I	1
INTRODUCTION	1
A. Background	1
B. Research Question.....	4
C. The objective of the research	4
D. Significance of Research.....	4
E. Scope of Research	5
F. Operational Definition	5
CHAPTER II	8
REVIEW OF RELATED LITERATURE	8
A. Previous Related Findings	8
B. Literature Review	12
C. Conceptual Framework	31
D. The hypothesis of the research.....	31
CHAPTER III	47
RESEARCH METHOD	47
A. Research Design.....	47
B. Research Variable	48
C. Research Participants	48
D. Research instrument.....	50
E. The procedure for Collecting Data.....	50
F. Technique for analyzing the data	56
CHAPTER IV	61
FINDING AND DISCUSSION	61

A. Findings.....	61
B. Discussion	72
CHAPTER V	76
CONCLUSION AND SUGGESTION	76
A. Conclusion	76
B. Suggestion.....	76
BIBLIOGRAPHY	78



LIST OF TABLE

Table 3. 1 Research Design.....	47
Table 3. 2 Population of class VIII SMP Negeri 8 Palopo	48
Table 3. 3 Scoring of Content	57
Table 3. 4 Scoring of Organization	57
Table 3. 5 Scoring of Vocabulary	58
Table 3. 6 Scoring of Grammar.....	58
Table 3. 7 Scoring of Mechanics.....	59
Table 3. 8 The Score Classification	59
table 4. 1 Pre-test and Post-test scores of Experimental Class.....	61
table 4. 2 Scoring Classification Pre-test in Experimental Class	63
table 4. 3 Scoring Classification Post-test in Experimental Class	63
table 4. 4 The Mean Score and Standard Deviation of the Pre-test and Post-test in the Experimental Class.....	64
table 4. 5 The Paired Sample Statistics of the Pre-test and Post-test	65
table 4. 6 The Paired Sample Correlations.....	66
table 4. 7 The Paired Samples in Pre-test and Post-test	66
table 4. 8 Pre-test and Post-test scores of Control Class	67
table 4. 9 Scoring Classification Pre-test in Control Class	68
table 4. 10 Scoring Classification Pre-test in Control Class	69
table 4. 11 The Mean Score and Standard Deviation of the Pre-test and Post-test in the Control Class.....	70
table 4. 12 The Paired Sample Statistics of the Pre-test and Post-test	71
table 4. 13 The Paired Sample Correlations.....	71

table 4. 14 The Paired Samples in Pre-test and Post-test 72



ABSTRACT

Alyesa Adelia Putri 2022. *“Using Flipped Learning to Enhance the Students Ability in Writing in the Classroom”* A thesis of English Education Study Program at Tarbiyah and Teachers Training Faculty, Stated Islamic Institute of Palopo (IAIN Palopo) Under supervisor, Dr. Masruddin, S.S., M.Hum. as the first consultant and Fadhliyah Rahmah Muin, S.Pd.I., M.Pd. as the second consultant

This research aimed to find out whether the use of flipped Learning is effective or not in teaching writing to the eighth-grade students of SMP Negeri 8 Palopo. In this research, the research applied a quasi-experimental design by conducted the treatment in four meetings. The researcher conducted a pretest treatment and posttest in the experimental class and control class. The population of this research was the eighth gade students of SMP Negeri 8 Palopo. The researcher used a total sampling technique from classes VIII (I-VIII). The instrument used to collect data was writing test. Both pretest and posttest results were calculated using SPSS 22 to determine the frequency of mean scores, standard deviations, and student scores. The results of the analyzed data were used to determine the hypothesis, whether the hypothesis was accepted or rejected. The finding of this researcher shows that teaching writing descriptive text using flipped learning is enhance the students' writing descriptive text of SMPN 8 Palopo. It is proven by the significant difference between the students' mean score on the pretest and the post-test in the experimental class, the mean score of the students on the pretest is 59,17 and the mean score on the post-test is 85,20. Moreover, the statistical test using SPSS shows that $t_o(t_{count}) : 11,071$ bigger than $t_t(t_{table})= 2,045$, it means that the alternative hypothesis (H_1) is accepted ($t_o > t_t$. Meanwhile, the mean score of the students' pre-test in the control class is 40,40 and the mean score of the post-test is 75,03. Moreover, the statistical test using SPSS shows that $t_o(t_{count})=11,071$ is bigger than $t_t(t_{table.})= 2,045$, which means that the alternative hypothesis (H_1) is accepted ($t_o > t_t$).

CHAPTER I

INTRODUCTION

A. Background

One of the most traditional contextual achievements of the human race is writing. It enables us to preserve information and tell stories that go beyond the present moment.¹ Writing skills include the ability to employ words to create acceptable phrases and arrange them in a paragraph, you may organize your ideas and emotions. In reality, writing skills are less liked and receive less attention from students. This is because writing activities are considered one of the most important skills classified as difficult, so it requires special skills or skills from student.

Writing is important for students. Writing makes it easier for students to think creatively and actively and be able to provide a positive reaction to developments in an environment that is always dynamic. Through writing activities, students can practice their skills to organize and clarify various concepts or ideas; by writing, students can generate new ideas. In writing, students can help absorb and process information and helps active thinking by generating new ideas in writing. Students can use an expression of feelings in a paragraph that will be used in an essay.

Apart from the other skills, writing is a vital component of English. While writing skills are critical, it does not receive adequate time allocation or attention during the learning process. According to the KTSP 2006 (Kurikulum Tingkat Satuan Pendidikan), learners must understand the aspects of writing to produce

¹ Henry Rogers. *Writing Systems: A Linguistic Approach*. (Oxford: Blackwell Publishing: 2005), p. 1

good writing. Additionally, writing is one of the most challenging skills students canmaster. They are expected to comprehend and write short essays and available texts such as descriptive, narrative, and recount to connect with others in their actual activities. Therefore, teachers must be able to lead learners in writing correctly, as this is not an easy task for learners.²

Based on the preliminary observation in SMP Negeri 8 Palopo On 22nd February 2022, the researcher found several problems those are; (1) learners are lack habitual in recognizing the words in English, (2) learners are lack vocabulary and still confused about structure, and (3) learners have no motivation or idea in writing. The teacher also stated that learners are more active and more interested in studying when they use strategy or media in the learning process.

According to the teacher, the researcher needs to develop engaging instructional materials, so learners look forward to class. Innovative strategies are needed to teach English writing skills to overcome the problems. One strategy that can be used is the Flipped Learning strategy. This research will focus on applying Flipped Learning teaching strategies to improve students' writing skills. This strategy allows students to share information briefly and regularly. In addition, students have many opportunities to process information and improve their writing skills. Therefore, the Flipped Learning strategy is expected to facilitate learning and improve students' English writing skills.

The learning video is filmed or obtained from another source, according to Bergman and Sams, then presented to the students outside of class time later as

² Sintawati Yulianti, Siska Nuraeni & Aseptiana Parmawati, "Improving Students' Writing Skill Using Brainswriting Strategy," *Edu academia Journal* 2, no 5 (Setember, 2019): 715.<http://doi.org/10.25273/jipm>.

fodder for their discussion when class time begins.³ Flipped learning is a strategy where the teacher will give assignments in the form of studying the material at the house before entering the classroom by watching videos on YouTube or videos sent by the teacher. Then, students will learn about the material, and after being in class, the teacher will immediately give assignments to students to check how well students understand what they have learned and apply it directly.

First, the flipped classroom model makes for a more engaging environment in the classroom because students can complete their assignments and participate in class activities after learning the subject at home. They will have plenty of time to converse in group or peer discussions.⁴ , second, allow students to control their time and workload.⁵ For instance, until they comprehend the information presented in the movie, the students could repeat the material that suits their needs. Therefore, based on the justification provided, it might help students improve their writing abilities. Additionally, if the students are familiar with the subject before class, it will be simpler for the teacher to assist the students in understanding the lesson material.

The advantages of Flipped Classroom Model are; first, more interactive in the classroom because when the students know about the material at home, they just do the homework and exercise in class. They will have much time to interact

³ Jonathan Bergmann, Aaron Sams, *Flip Your Classroom*(Reach Every Student in Every Student in Every Class Every Day), (Washington DC :Eugene Oregon, 2012) P. 13

⁴ Siti H. Hailili and Zamzami zainuddin, Flipping the Classroom: What We Know and What We Don't, *The Online Journal of Distance Education and Learning*, Vol. 3 (1), 2015,p.17

⁵ Jonathan Bergmann and Aaron Sams, *Flip Your Classroom: Reach Every Student in Every Class Every Day*, p.83.

in peer or group discussions.⁶ Second, allow students to manage their time and workload.⁷ For example, the students could repeat the material suitable to their needs until they understand the material provided in the video. Hence, from the explanation above, it could give students' achievement of better writing skills. In addition, when the students have known the material before the class, the teacher would be easier to help the learners mastering about the learning material in class.

Based on the explanation above, the researcher is interested in composing a thesis titled **"Using Flipped Learning to Enhance the Students Ability in Writing in the Classroom."**

B. Research Question

Referring to the background of the study previously presented, the researcher formulated the research question as follows: does the use of Flipped Learning enhance the students writing ability in the classroom at SMPN 8 Palopo?

C. The objective of the research

The purpose of this study is to determine whether the use of Flipped Learning enhances the students writing ability in the classroom at SMPN 8 Palopo.

D. Significance of Research

The study's results are expected to contribute to English teachers, students, schools, writers, and the next researcher.

1. For the students

⁶ Siti H. Hailili and Zamzami zainuddin, *Flipping the Classroom: What We Know and What We Don't*, *The Online Journal of Distance Education and Learning*, Vol. 3 (1), 2015,p.17.

⁷ Jonathan Bergmann and Aaron Sams, *Flip Your Classroom: Reach Every Student in Every Class Every Day*, p.83.

The findings of this study can provide students with additional learning opportunities, particularly in the area of writing. It is hoped that the research would help people learn English effectively. The researcher also anticipates that this study's findings will help pupils understand the value of technology and students can use technology better so that students can study at home and school regularly and can divide their time well.

2. For the English teachers

The findings of this study can provide students with additional learning opportunities, particularly in the area of writing. It is hoped that the research would help people learn English effectively. The researcher also anticipates that this study's findings will help pupils understand the value of technology.

3. For the next researcher

It can be consulted as a guide for conducting additional studies to create a different strategy for encouraging students to write in English.

E. Scope of Research

The day before the English subject, students in this study see a video about the material they will be studying in class as part of a flipped learning method or assignment. Based on the content, the researcher focused on the students' writing skills which focused on the content, organization, vocabulary, language, and mechanics. Based on the material used in this study, descriptive text

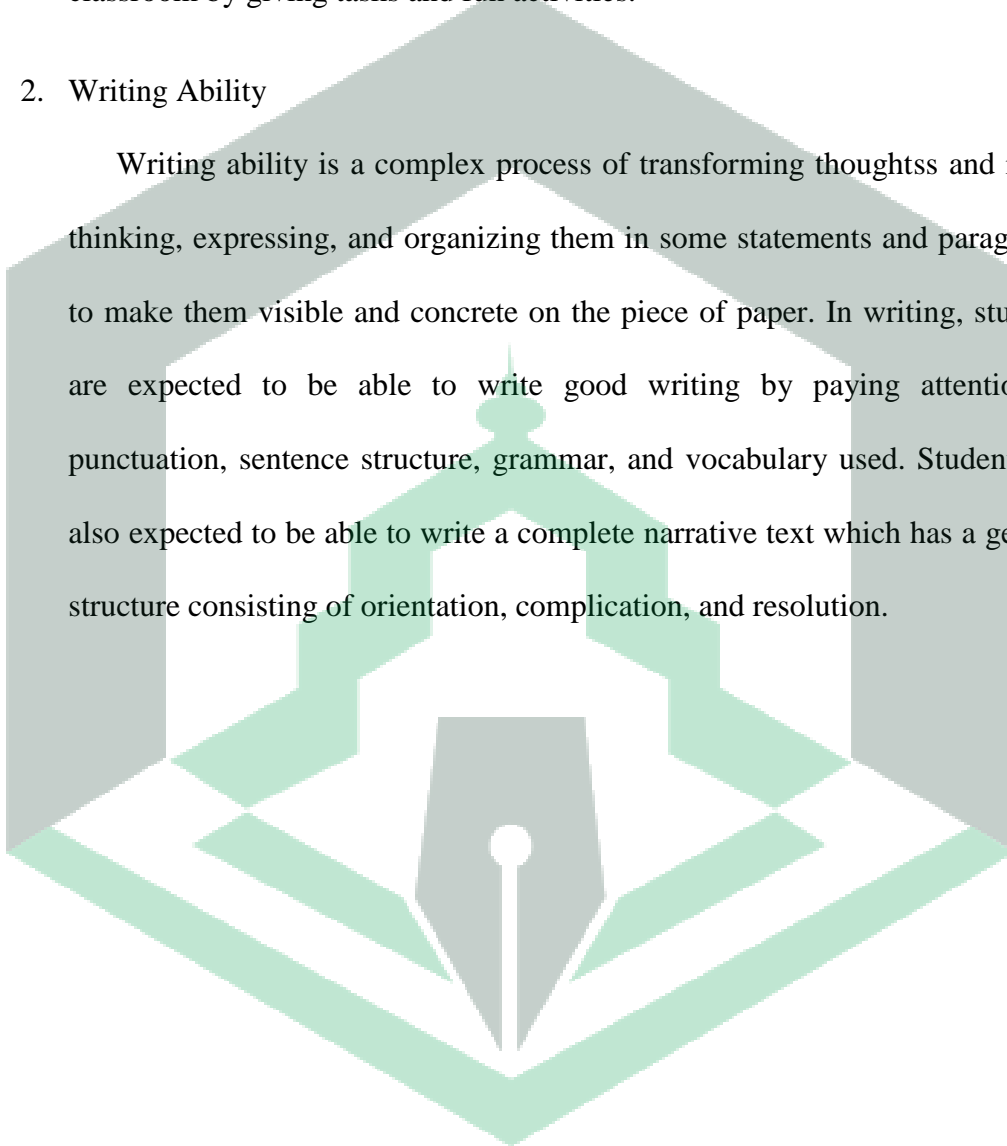
F. Operational Definition

1. Flipped Learning

The flipped classroom is a learning model which involves both online learning and face-to-face meeting where students are given the lesson materials at their homes so the teacher more focuses on strengthening it in the classroom by giving tasks and fun activities.

2. Writing Ability

Writing ability is a complex process of transforming thoughts and ideas, thinking, expressing, and organizing them in some statements and paragraphs to make them visible and concrete on the piece of paper. In writing, students are expected to be able to write good writing by paying attention to punctuation, sentence structure, grammar, and vocabulary used. Students are also expected to be able to write a complete narrative text which has a generic structure consisting of orientation, complication, and resolution.



CHAPTER II

REVIEW OF RELATED LITERATURE

A. Previous Related Findings

The researcher presents several pertinent data from earlier studies by other researchers in this study.

The first research was conducted by Ridwan Adi Siswanto. The title is *“The Implementation of Flipped Classroom to Improving Students’ Writing Skills at the University of Brawijaya.”* This study aims to investigate the effect of the flipped classroom on students’ writing skills, active involvement in the classroom, and students’ perception of flipped classrooms. By using a pre-experimental design, this study involved 27 fourth-semester students of Class B, Educational English Department of the Faculty of Cultural Studies, University of Brawijaya Malang, in the academic year 2019-2020. The participants were selected through random cluster techniques. The data was collected from pre-test and post-test questionnaires, field notes, and video documentation. The results suggest that the student’s writing skills were improved by 26.222 mean scores by using flipped classrooms, from 52.44 scores in pre-tests to 78.67 scores in the post-test. Besides, flipped classroom method has been observed to help the student be more active in self-learning online. The student also presents a positive perception of flipped classrooms in improving writing skills, with a score of 73.56.⁸

The second research was conducted by Alaá Ismael Challob. The title is *“The effect of flipped learning on EFL students’ writing performance, autonomy,*

⁸ Ridwan Adi Siswanto. *“The Implementation of Flipped Classroom to Improving Student’s Writing Skills at University of Brawijaya”*. (Vol.27, no 2 2021).

and motivation.” This study uses flipped learning on students’ English writing performance, autonomy, and motivation in learning English. It also discusses the factors available in the reverse English writing learning environment that contribute to this effect. Fifteen male and female third-year students in the English department at the University of Anbar-Iraq were purposely selected to participate in writing three writing assignments. A qualitative case study design was used in which triangulation of pre- and pre-study writing tasks, post-study interviews, diaries, and observations were applied. The data were analyzed qualitatively by using content analysis and thematic analysis. The findings show that this learning environment has an impact on improving students’ English writing performance, autonomy, and motivation. In addition, the findings reveal that the interactive nature of the learning environment, flexibility of time and place, teacher and peer feedback, and multiple learning resources are the main factors that help students improve English writing performance, autonomy, and motivation. The study concluded that flipping English writing classes created a user-friendly collaborative learning environment due to the large amount of knowledge and writing gained. As a result, students’ writing performance, autonomy, and motivation in writing English increased along with students’ ability to practice writing comfortably.⁹

The third research was conducted by Mandala Putra. The title is *“The Use of Flipped Classroom in Teaching Writing: An Experimental Study.”* The purpose of this research is to investigate the influence of flipped classrooms on the ability

⁹ Alaa Ismael Challob. *“The effect of flipped learning on EFL students’ writing performance, autonomy, and motivation”*. (Vol. 39, no 3 2020).

of the students to write a descriptive text. This research used quasi-experimental research as a research design. The tenth-grade students of SMAN 1 Kutacane were the population of this research. Cluster random sampling was used to select the sample. There were 59 students to be the sample of this research. The flipped classroom was used in the experimental class, and the conventional technique was used in the control class. A T-test was used to analyze the data. The results found that there was a significant difference in the average students' writing scores in the experimental class (85.20) and the control class (65.15). In short, the flipped classroom provides a more significant effect than conventional techniques on the ability of the students to write a descriptive text.¹⁰

The fourth research was conducted by Zeni Monika an *title "The Effect of Flipped Classroom Model on EFL Students' Ability in Writing Narrative Text At SMA Negeri 01 Pasemah Air Keruh"*. The objective of this research was to get empirical evidence about the effectiveness of Flipped classroom model on students' writing ability. This research used a quasi-Experimental method. This research had been conducted at SMA Negeri 01 Pasemah Air Keruh. The Population of this research was the Eleventh-grade students of SMA Negeri 01 Pasemah Air Keruh. After ensuring the Sample Random sampling, two classes were finally chosen as the sample of this research: X IPA I as the experimental class and X IPA II as the control class. Both classes consisted of 36 students with almost homogenous scores. The experimental class was treated by using Flipped

¹⁰ Mandala Putra. "The Use of Flipped Classroom in Teaching Writing: An Experimental Study". (Vol. 579 2020).

classroom model, while the control class was used the conventional way. The pre-test was given to the two groups before giving the treatment.

The result of the pre-test showed the mean score of the experimental class was 48.83 and the control class was 48.64. After giving the treatment, a post-test was given. The result of the post-test showed the mean score of the experimental class was 62.67 and the control class was 60.19. In other words, H_0 was rejected and H_a was accepted. In summary, It could be stated that students' who were taught writing ability by using flipped classroom model were more effective than those using the conventional ways. So, it can be concluded that flipped classroom model has a positive effect on the Seventh Grade Students at SMA Negeri 01 Pasemah Air's writing ability.¹¹

Overall, this research will be different from the studies above. The difference from previous research is that this researcher focuses on improving students' writing skills with other materials, in this research focuses on writing descriptive text, especially in class VIII. This study will use the Flipped Learning strategy to improve the writing skills of VIII students at SMPN 8 Palopo. while the eighth-grade students from elementary school to junior high school. They still love to play. So this research wants to know whether the application of Flipped Learning strategy can improve the writing ability of eighth-grade students of SMPN 8 Palopo or not.

¹¹ Zeni, Monika January 2020. The Effect of Flipped Classroom Model on EFL Students' Ability in Writing Narrative Text At SMA Negeri 01 Pasemah Air Keruh. (2019)

B. Literature Review

1. Writing

a. Definition Of Writing

In the "Oxford Learner's Pocket Dictionary," writing is defined in its simplest form. Writing is the process of creating documents like books and articles. generally speaking, an author's written works ¹².

Tricia Hedge asserts that the purpose of writing is to convey ideas that a speaker may convey through gesture, body language, facial expression, pitch and tone of voice, stress, and pause.¹³ It means that people express their ideas and emotions through writing when they communicate with one another.

It implies that writing is a common form of interpersonal communication. Writing is one of the key abilities in teaching and studying English, according to Nunan, because it allows pupils to cover at least three different topics. First of all, writing is a method of learning and a crucial part of language acquisition. Second, writing allows us to think clearly and respond to a variety of real-life situations. Third, writing involves linguistic learning, including summarizing, narrating reports, and taking notes in class. This implies that any component of any written language will form a cohesive, composed, and structured whole that will respond to other components.¹⁴

¹² Oxford Learner's Pocket Dictionary, New Edition, (New York: Oxford University Press, 2005), 502.

¹³ Tricia Hedge, *Resource Books for Teachers Writing*, (Hongkong: Oxford University Press, 1988), 5.

¹⁴ David Nunan, *Practical English Language Teaching*, (Singapore: The Mc Graw Hill, 2003)

The researcher draws the conclusion that writing is a difficult process that enables authors to express concepts, ideas, feelings, opinions, and other ideas in writing so that readers may comprehend what the author is trying to convey. It is the fourth English proficiency skill. Writing allows us to assess our skill level and extent of knowledge. Writing ability covers a wide range of topics. They are coherence, content, vocabulary, organization, and punctuation. So learning to write is a crucial ability.

b. Writing Skill

The capacity to perform a task successfully is the definition of skill. Thus, the capacity to combine letters into words and sentences is what is meant by the term "writing competence". The linguistic features take into account how sentences are put together, including word spellings and sentence constructions, to communicate or share ideas with others.¹⁵

Both academic and non-academic areas require fundamental writing abilities. Writing activities can teach your pupils a skill that will help them achieve in their future academic endeavors because demonstrating one's knowledge through writing is a must in the classroom.¹⁶

Numerous factors should be taken into consideration while writing, as may be seen from the aforementioned sentence. One of them is that the writer needs to focus more on the coherence between each sentence as well as sentence structure. It is possible to infer from those sentences that writing is done to exchange thoughts or information.

¹⁵ <https://en.oxforddictionaries.com/definition/skill>, accessed on February 17th 2019

¹⁶ Brown, H. Douglas, *Teaching by Principles Interactive Approach to Language Pedagogy*, (San Francisco State University: Addison Westy Longman, 2001), 340.

c. Writing Process

Writing requires a highly individualized process that expresses thinking and is not simply unique to each individual. Writing requires attention at various levels. According to Birnie, the six stages of writing are as follows:

1. Prewriting

This phase entails planning the writing that will follow, maybe selecting or restricting a topic, choosing a framework, point of view, or method for presenting the material, and even considering specifics, stories, or illustrations that will help the reader understand the material. Reading works that advance the writer's understanding of the issue, watching documentaries, and movies, viewing images that deal with the subject, jotting down thoughts, clustering them, or mapping them, and conversing with others about the ideas are frequent activities during this stage.

2. Planning.

While still "prewriting" in the sense that it typically happens before the actual writing, the planning stage entails outlining a plan for the final product. The plan for the writing can be as rigorous as an outline or as casual as a list, a graphic, or a map.

3. Drafting

The writer establishes a flow of thought during the writing stage by connecting thoughts into phrases or sentences on paper, and if the plan is successful, going on to paragraphs or even chapters. Right now, the writer is not concerned with accuracy; it is more crucial to get the ideas down on paper than it

is to stick to the plan or worry about writing mechanics like spelling, grammar, or capitalization.

4. Revising

The writer improves the piece by revising it. This stage may call for anything from Band-Aids (improving word choice, elaborating on a few details, or combining sentences) to extensive surgery (rearranging paragraphs, filling in blanks left by the drafting, or eliminating entire parts), depending on the state of the draft.

5. Editing.

By editing, the author (or editor) makes the writing mechanically sound. At this point, the focus shifts to the specifics of sentence structure and length variation as well as linguistic standards like capitalization, punctuation, and spelling.

6. Sharing

The writing now reaches its target readership. This step marks the end of the process if the composition accomplishes its goals.¹⁷

2. The Concept of Descriptive Text

1. The Definition of Descriptive Text

Thomas highlighted that descriptive text is about sensory experience, It is about something that looks, sounds, and tastes¹⁸.

¹⁷ Barbara Fine Clouse, *A Troubleshooting Guide Strategies and Process for writers*, (New York: McGraw-Hill, 2005), 5-6.

¹⁸ Thomas S. Kane, *Essential Guide to Writing*, (New York: Oxford University Press, 2000),p. 351

According to Chinthia and Jia, said that description text paints a picture with words so that readers can picture in their minds the object or place you're describing¹⁹. It means that descriptive text describes a particular person, thing, and also place. Furthermore, Alice Oshima, and Ann Hogue Wesley stated that "descriptive writing appeals to the senses, so it tells how something looks, feels, tastes, and sounds²⁰.

It is clear from the aforementioned quotations that the researcher can illustrate from the definitions above an item in the readers' eyes. A concrete or abstract item might be the subject of a descriptive text. A human, an animal, a plane, a car, etc. are among the concrete objects. The existent The concrete object can be felt by human sensory perception. In In contrast, abstract objects include an opinion, idea, love, hate, or Believe. The existence of the abstract object cannot be felt by the human Sensory perception.

2. Kinds of Descriptive Text

As we all know, descriptive text is writing that is used to describe things like people, places, or things. Therefore, it typically manifests in one of three ways:

a. Description of people

People vary, and describing them in writing is no different. Because you have been questioned about various difficulties so frequently, you are probably

¹⁹ Cynthia A. Boardman and Jia Fydenberg, *Writing to Communicate*, (United States of America: Pearson Longman, 2008), p 19

²⁰ Alice Oshima & Ann Hogue, *Introduction to Academic Writing*, (New York: Longman, 2007), 3rd ed, p. 61

already aware of some of them. Depending on the circumstance, you might use identification, an impression, or a character description as a response. Let's investigate each.

1. Identification

Only specific statistical data (height, weight, and age), observable traits (hair, skin, and eye color), and distinctive marks can be used to identify someone (scars, birthmarks).

2. Impression

The impression does not necessarily identify a person, unlike identification, but it does give a general impression of them. The impression may be more successful at capturing an individual's striking or unusual characteristics, even if it is typically less thorough and detailed than identification.

3. Character Sketch.

Character sketches, which provide more detailed depictions of people, are also known as profiles, literary portraits, and biographical sketches. A character sketch, as its name suggests, outlines a person's personality, or at the very least, their key characteristics.

b. Description of places.

When describing a location, such as a room. Organizing the description will help the reader create a detailed mental picture of the scene. You can add the main point, which expresses an opinion or impression about the location being described, to make the paragraph more engaging. Your subject and goal will determine how you arrange the details in your description.

c. Description of things.

When writing a description, the author needs to have a vivid imagination of the subject matter. Additionally, to make our topics as captivating and vivid for our readers as they are for us: use appropriate adjectives and strong verbs.

1. Using Proper Noun.

In addition to concrete details and literary devices, we might also want to include some proper nouns, which are, as we all know, the names of specific people, places, and things. Arizona and the University of Tennessee, for instance. Using appropriate nouns that readers are familiar with can help make our descriptions seem more familiar.

2. Using Effective Verb.

We are all aware of how vital verbs are to narration, but strong verbs can also greatly enhance a piece of description. Reports can be made more precise, accurate, and interesting by using verbs. Additionally, chiseled paints a more precise picture of the activity of the wind for the reader than made does.

3. The Generic Structure of Descriptive Text.

Before writing a descriptive text, the learner should be familiar with the general format. Every reader follows a different general scheme. The description text has the following general structure:²¹

- a. Introducing a subject or thing that is to be explained is called identification.
- b. A description is a part that describes the character of the subject, behavior, and quality.

²¹ Imelda Wardani, HasanBasri, & Abdul Waris, *“Improving The Ability In Writing Descriptive Text Through Guided-Questions Technique”*, (Unpublished: Thesis 2014), p. 2

4. Grammatical Features of Descriptive Text.

The employment of substantial lexical grammatical features in descriptive text, in addition to its social role and generic structure, helps to sustain the form of a sentence.

Descriptive writing could emphasize a particular term, make use of various adjectives, and employ the simple present tense.²²

As previously said, the goal of descriptive writing is to describe a certain person, thing, or location. The reader should be able to visualize the subject of the students' descriptions with the aid of specific details. The topic will be general. However, we can describe a specific person, item, or location, such as my father, my house, my friends, or my school.

The use of many adjectives is another characteristic of descriptive writing. The adjective can describe, categorize, and number things like three tall buildings and a pointed white fang, for instance. The simple present tense is typically used in descriptive writing. As an illustration, I have a friend. As a dancer.

3. Flipped Classroom Model

1. Definition of Flipped Classroom Model

Many experts agree that there are various principles involved in defining the "flipped classroom" approach. According to Jonathan Bergmann and Aaron Sams, a flipped classroom is a type of classroom where students watch video lectures from the teacher or other sources at home before discussing them in class

²²<http://mia-teaching-media.blogspot.com/2011/11/genre-kinds-of-text-in-english-language.html>, May-12-2018

the following morning.²³ It implies that the instructor must show a movie about writing to the class members before beginning the lesson. Then, if pupils have any questions about the video's content during class, they can speak with the instructor. This strategy might therefore be referred to as homework learning for students.

It implies that the instructor must first present a film on writing. Additionally, a flipped classroom is a conventional method of teaching in which students watch a video lecture before class and then work harder in class to grasp and absorb the material through activities like role plays, discussions, problem-solving, etc²⁴. It means, in this model, students take the video lectures recorded by the teacher and watch it at home. Then, other activities like homework and exercise are done during class time.

Drake explained that for students to play videos at home using the flipped classroom paradigm, they must have access to a PC, laptop, or smartphone and be connected to the internet.²⁵ This means that for the teaching-learning process to use technology to watch the video, the instructor and the school must give the amenities. The teacher also needs to create the video content that the pupils demand. The video needs to be engaging, brief, well-produced, and clear. In a nutshell, video and technology are used in this classroom format.

²⁴ Jonathan Bergmann and Aaron Sams, *Flip Your Classroom: Reach Every Student in Every Class Every Day*, (Washington, DC: International Society for Technology in Education, 2012), p.15.

²⁵ Lynne Drake, Micaela Kayser, Robin Jacobowitz, “*The Flipped Classroom: an Approach to Teaching and Learning*”. *Education Journal*, (July 2016), p. 3.

Furthermore, it can be inferred from the aforementioned theories that the definition of a "flipped classroom" is a model of instruction that reverses instruction so that material education is taught using videos watched at home, increasing the number of time students spend interacting with the teacher and other students.

2. Homework: The Video for Flipped Classroom Model

The instructor in the flipped classroom model is required to create high-caliber videos. Bergmann claims that instructors can create their films or use existing ones.

a. Making videos

Create your video, per Bergmann:

Equipment used in making videos includes:

- 1) Screen casting Software
- 2) Pen annotation
- 3) Interactive whiteboard
- 4) Microphone
- 5) Webcam
- 6) Recording software
- 7) Video camera

Phases of producing a video

- 1) Recording
- 2) Editing

3) Publishing²⁶.

b. Using other teachers' video

When teachers are short on time, lack access to screencasting software, or are uncomfortable speaking in front of a camera, Bergmann says they can use the films of other teachers. Consequently, they can utilize videos from YouTube and other video-sharing websites.²⁷

When the instructor makes their films, it can be inferred that there will be clarification over. Because it needs pricey screencasting equipment, it will be quite expensive. As a result, using YouTube videos is less expensive. There are numerous instructive videos available, so we may select the best ones to use as the learning material.

c. Videos that Students Like

Bergmann offers insights into how the instructional video actually functions and is well-liked by pupils:

1. Keep it short; if you are teaching speaking, teach just about writing, and keep videos under 15 minutes.
2. Animate your voice to make them interesting.
3. Collaborate with another teacher when creating a video; Bergmann says the video will be powerful if two people are having a conversation.
4. Add humor; usually, do this at the first minute of each video.
5. Don't waste your students' time; keep on the topic.

²⁶ Jonathan Bergmann and Aaron Sams, *Flip Your Classroom: Reach Every Student in Every Class Every Day*, (Washington, DC: International Society for Technology in Education, 2012), p.37-43.

²⁷*Ibid.*, p. 35.

6. Add annotations, and use annotation equipment to add pen markups.
7. Add callouts that are small text in the box that will appear for a while in the video.
8. Zoom in and out to emphasize a particular item and assist the learners in more focus.
9. If possible, do not let the video be copyrighted because it will be published online²⁸.

Depak Neaupane also offers advice on how to create a student-favored speaking lesson video using the flipped classroom paradigm. The recommendations are:

- a. Videos must be brief, on-topic, and to the point. This means that if a video lecture is intended to teach expression giving advice or suggestions, the film will only cover that topic. As a result, students can comprehend how to offer suggestions and advice. Students won't be interested in watching videos longer than three to five minutes, so this is the best time frame for the video.
- b. In the video, combine your voices. So that the students feel present and acquainted, the teacher should add his or her voice.
- c. Put your voices together in the video. The teacher needs to add c, so. Add humor. Students can enjoy watching the film for a long period in this manner, and it also enables them to focus on it.
- d. Request student comments on the film to determine whether or not the pupils have carefully listened to the content within.

²⁸ *Ibid.*, p. 44-45

- e. Make various points in the films to enable students to quickly locate a few particular items that are appropriate for their needs.
- f. Utilize video analytics to obtain:
 - 1) How many learners played the videos?
 - 2) The number of times they played the video.
 - 3) Which parts are most watched in the video?²⁹

According to the aforementioned justifications, the author chose YouTube videos since they were more reasonably priced and edited them using the writer's voice. The researcher kept the films for about 3 minutes to prevent pupils from becoming bored, thus the writer selected the videos that met those criteria.

3. Characteristics of Flipped Classroom

The flipped classroom model includes the following traits:

- a. The emphasis shifts from being on the instructor to being on the students. switching from a lecture-based to an activity-based teaching style³⁰. As a result, classroom instruction will be interactive, and students will participate in class discussions more.
- b. Prepare the material before entering the class³¹. The material is video downloaded from Youtube, Coursera, etc.
- c. The instructor is not a “sage on the stage” but a “guide on the side.”³² It means the main source is the video lecture, not the instructor.

²⁹ Deepak Neupane, “*Videos Production for Flipped Classroom A Guide for Teachers*”, (a thesis for Degree Program Media engineering Helsinki Metropolia University), p. 14.

³⁰ Suwarna R. Subramaniam and Muniandy, Concept and Characteristics of Flipped Classroom, *International Journal of Emerging Trends in Science and Technology*, Vol. 3 (10), 2016, p. 4669.

³¹ . Brame. C, *Flipping the Classroom: Center for Teaching and Learning*, retrieved March 2018, from <https://cft.vanderbilt.edu/guides-subpages/flipping-the-classroom/>

4. The Procedures of Teaching Writing Using Flipped Classroom Model

There are several steps when using flipped classrooms in training writing.

Based on Bergman and Aaron Sams, the steps are as follows:

- 1) The instructor posts video recordings at night and give question.
- 2) In the morning, the teacher gives a Q&A session with learners about the video from the night before to avoid misunderstanding for about 10 minutes.
- 3) The teacher asks students to complete the questions he gave the night before.
- 4) Students complete the practical assignments, and the teacher is around to help answer students "s questions"³³.

As for the theory on top, it is known that material is given outside of class, and in class is time for practicing writing skills like question and answer and other writing practice activities.

In the meantime, Drakes also arranges some procedures for applying flipped classroom model in training writing as follows:

- 1) Before flipping the class, students spend 30 minutes watching the video lecture and taking notes.
- 2) Spend 10 minutes discussing the material in class.
- 3) The teacher gives a video lecture to the students and then takes it at home,
- 4) Tomorrow in class time, students do the discussion and active learning³⁴.

³² A. King, From Sage on the Stage to Guide on the Side, *College Teaching*, Vol. 41 (1), 1993, p. 30-35.

³³ Jonathan Bergmann and Aaron Sams, *Flip Your Classroom: Reach Every Student in Every Class Every Day*, (Washington, DC: International Society for Technology in Education, 2012), p.16.

³⁴ Lynne Drake, Micaela Kayser, Robin Jacobowitz, "The Flipped Classroom: an Approach to Teaching and Learning". *Education Journal*, (July 2016), P. 7

Based on the statements by Drake over, the writer deduced if the steps of using flipped classroom model for training writing are teacher and students spending 30 minutes introducing the model. Then, the teacher gives video lectures to the students to learn at home. The next day will discuss the video and active learning.

Based on the aforementioned arguments, the author assumes that Bergman's steps are continuous with Drake's steps, where Drake describes the method before entering class and Bergman discusses it while class is still in session. To unite the two theories, the author breaks them down into four steps. The following is how a flipped classroom teaches writing:

- 1) Today, the instructor introduced the flipped classroom style to the students for thirty minutes.
- 2) The teacher gives the pupils a movie to watch at home and gives them two questions about expressiveness along with advice and suggestions. Then, for discussions the following morning, the students take notes.
- 3) For around ten minutes in the morning, the teacher engages in question-and-answer sessions with the class regarding the previous night's video to prevent misunderstandings.
- 4) The instructor requests that the students answer the previous round of questions. Students talk about that.

To acquire detail time and detail activity before and during flipping the classroom, the writer combined the two aforementioned theories. In addition, the writer's reasoning reduces it to 4 steps because parts of Drake's and Bergman's

steps overlap. Drake's steps three and four are identical to steps one through four in Bergman. In addition, the author merges steps 1 and 2 from Bergman and Drake into a single phase that is more straightforward and has detailed time and activity.

5. Models of Teaching Descriptive Text by Using Flipped Classroom

Bloom's received taxonomy of the cognitive domain is the foundation of the flipped classroom design. Six major categories of cognitive processes are provided by this taxonomy, ranging from the lowest to the highest degree³⁵:

1. Recalling or retrieving: In this phase, pupils review or retrieve the details from the movie regarding the illustrative text at home or elsewhere.
2. Understanding: Students comprehend the content, evaluate the data from the movie, and write about a challenge they had after discovering information about a descriptive paragraph from the video.
3. Applying: Students identified and explored the paragraph's descriptive text to get the first paragraph's main idea.
4. Students analyze descriptive writing by asking what happened and using critical thinking to examine the subject or idea.
5. Students evaluate the worth of concepts and the overall learning process, and they interpret and defend their conclusions.
6. Creating: Students can make descriptive texts using their own words.

³⁵ Behtaria Sohnata Hufaruk *levels of cognition in Reading text National Examination year 2005-2011 Based and Blossom Taxonomy*, Vol. 5 (2), 2015.

6. Advantages of Flipped Classroom

For both students and teachers, flipped classrooms provide two benefits.

a. For learners

- 1) Get ready to study before entering the class.

Due to their preparation of the topic before class, the students are more prepared to learn when in class.

- 2) The maximum time for learners to collaborate.

Students have plenty of time to discuss the content in class because it is distributed before class, and more writing practice will make them more doubtful about their writing.

- 3) More time for interaction with a teacher.

Students have already read about the subject outside of class, giving them plenty of time to talk with the instructor. This enables every student to address the teacher specifically.

- 4) Learners learn the material as often as they want.

Students are free to watch the film again as much as they like. For those in particular who struggle to comprehend the topic and write well.

- 5) Learners will not miss the material for several reasons.

They won't fall behind because lessons are delivered online even if they encounter difficulties getting to class.

- 6) Time is flexible.

The lectures are available to students at any time and anywhere.

7) More sources for information.

The internet, e-books, books, periodicals, and other resources are just a few places where students can find more information.

8) Cost-effective.

Because flipped classrooms make use of reusable technology. Consequently, this strategy didn't require a lot of expenses.

9) Parents can be easier monitor their children "more s in the learning process.

Parents may easily check on their kids' progress in learning when a teacher sends them a video. They can also assist their kids in understanding the video.

10) A deeper insight into the topic.

Students can watch videos as many times as necessary until they fully comprehend the content.

b. For Teachers.

1. Less time is spent lecturing by teachers since pupils are more prepared for the class.
2. Since video content can be utilized frequently, the instructor only needs to film the video once.
3. The length of time it takes for students to comprehend the subject can be determined by the professors.³⁶

4. Disadvantages of Flipped Classroom

Although the flipped classroom has numerous benefits, it also has some drawbacks, as listed below.:

³⁶ Deepak Neupane, "Videos Production for Flipped Classroom A Guide for Teachers", (a thesis for Degree Program Media engineering Helsinki Metropolia University), p. 7-8.

a. Time spent in front of a screen.

Students are taught to use technology to enable prolonged viewing of monitors, which is risky for their eye health.

b. Online distractions.

They access other social media platforms like YouTube, WhatsApp, Instagram, and others by using the internet to download videos, which enables them to conduct less important activities on those platforms.

c. Student motivation factor.

If the students do not watch the video, flipping a classroom maybe doesn't work.

d. Decrease in the human element.

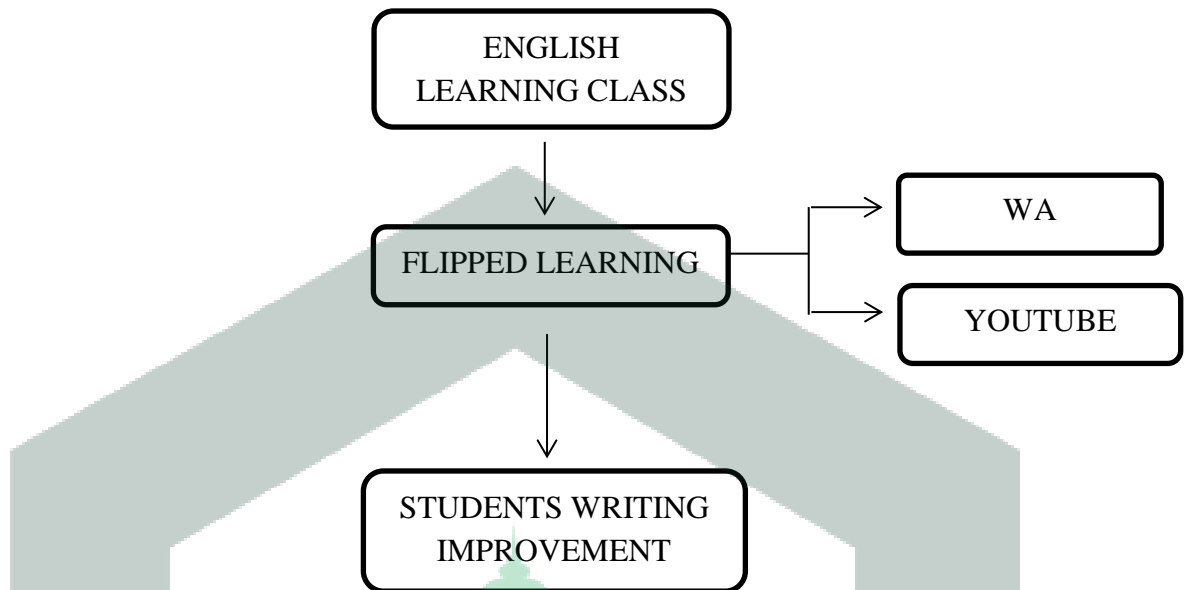
For the kids to watch at home, the teacher posts the video online. A prolonged duration will hurt teachers' ability to teach.

e. Lack of technology and internet.

Some students may not have an internet quota, so flipping a classroom will be ineffective.³⁷

³⁷ *Ibid.*, p. 9-10.

C. Conceptual Framework



In this study, researchers use Flipped Learning with two digital content, namely WA and Youtube. WA is used to share videos or Youtube links with students. When Youtube is used to watch videos about learning materials, students must write based on the topic that the researcher gave them descriptively. This study focuses on improving students' ability to write descriptive text at SMP Negeri 8 Palopo.

D. The hypothesis of the research

The hypothesis that the researcher used are:

1. Null hypothesis (H_0): The use of flipped learning does not enhance the students writing ability in classroom at SMPN 8 Palopo.
2. Alternative hypothesis (H_a): The use of flipped learning enhance the students writing ability in classroom at SMPN 8 Palopo.

CHAPTER III

RESEARCH METHOD

A. Research Design

In this study, a quasi-experimental design was adopted. Although this design includes a control group, it is not fully capable of influencing the external factors that affect how the experiment is conducted.³⁸ The researcher will employ the flipped classroom model in a quasi-experimental; in the control group, the treatment will involve a conventional/traditional teaching strategy.

A non-equivalent control group design was used in the study. Random sampling is used in this study to choose samples for the control and experimental groups.³⁹

Table 3.1 Research Design

Group	Pretest	Treatment	Post-test
Experiment	O₁	X	O₂
Control	O₃	-	O₄

Where :

O₁, O₃: Pre-test for the experimental and control groups.

O₂, O₄: post-test in control and experimental groups.

X: The experimental group's course of treatment

³⁸ Sugiyono.2014.*Metode Penelitian Kuantitatif,Kualitatif,dan R&D*.ALFABETA.(p77)

³⁹ Sugiyono.2014.*Metode Penelitian Kuantitatif,Kualitatif,dan R&D*.ALFABETA.(p 79)

B. Research Variable

The dependent variables in this study are meant to be influenced by the independent factors. The flipped classroom model is the independent variable. A reaction measured in the study is a dependent variable, on the other hand. It refers to how the independent variable affects one or more other variables. The study's dependent variable is the students' capacity to produce descriptive writing, measured by their post-test results.

C. Research Participants

1. Population

A subject or object with certain features and characteristics chosen by the researcher to be investigated and from which conclusions can be formed constitutes the population. According to Gay (1981), a population is a group that research would like its findings to be generalizable.⁴⁰

Table 3.2 Population of class VIII SMP Negeri 8 Palopo

No	Class	Female	Male	Number
1	VIII (1)	13	17	30
2	VIII (2)	15	15	30
3	VIII (3)	18	13	31
4	VIII (4)	23	7	30
5	VIII (5)	16	14	30
6	VIII (6)	15	16	31

⁴⁰ Gay, L. R. *Educational Research: Competence for Analysis and Application*. ed: 2nd. (Columbus: Charlest E., Merril Publishing Company. Abell & Howel Company. 2014).

7	VIII (7)	17	14	31
8	VIII (8)	16	15	31
9	Total	133	111	244

2. Sample

The sample represents a representation of the population's size and makeup. Assume that the population is enormous and that, for example, a lack of time and resources prevents researchers from studying every single population. In that situation, the researcher uses population-based samples, and these samples must be accurately representative of the population.

Sugiono defined systematic sampling as a method for selecting a sample based on the sequential order of population members by providing serial numbers, which is the sampling methodology employed in this study. The sample is chosen by purposive sampling from members of the population who are either odd or even, fold numbers or specific numbers.⁴¹

The researcher sample is the eighth-grade students at SMP Negeri 8 Palopo, 30 students from VIII 4, and 30 from VIII 5. The total number of students is 60. The researcher took two groups as the sample: VIII 4 for the experimental groups VIII 5 and the control group. The researcher selected the sample based on several criteria, including (1) the same English teacher, (2) the same level of proficiency, and (3) a comparison of the pre-test results between the control and experimental classes.

⁴¹ Sugiyono.2014.Metode *Penelitian Kuantitatif,Kualitatif,dan R&D*.(Bandung : ALFABETA).p 84

D. Research instrument

The instrument used in this research was a writing test. The writing test was the instrument the researchers used to get the data. A tool for the experimental group and a tool for the control group are both used in this study. The researcher asks some questions to gauge the writing skills of the students.

To evaluate the writing skills of the children. Utilize the pre- and post-test after that. Before beginning the therapy, students' abilities are assessed using a pre-test, and afterward, the efficiency of the Flipped Classroom models is assessed in the experimental class.

E. The procedure for Collecting Data

The procedures of this research were as follows:

1. Pre-test

The students were first given the experimental and control group pre-tests before beginning the therapy using the flipped classroom model. To determine the students' capacity for writing descriptive prose, the pre-test itself was used.

2. Treatments

The researcher administered the therapies for three meetings to the control and experimental classes following the pre-test. The experimental group used the Flipped Classroom Model, while the control group did not use it. However, both groups received the same amount of time and instruction on the same subjects.

a. Treatments for the control group (without Flipped classroom model)

In the control group, the researcher gave the treatment but without Flipped classroom model. In this group, the researcher taught conventional treatment

based on the steps that usually done by the teacher of SMP Negeri 8 Palopo when teaching in the classroom, and the teaching process are :

1. The researcher explained some points of the descriptive text to the students, before ask them to make a paragraph.
2. The researcher gave the topic about the animal.
3. The researcher asked the students write a descriptive text based on the topic.
4. The last the researcher analyzed the students writing task.

b. Treatment for Experimental Grop (by using Flipped classroom model)

In this group, the researcher researched 8th SMP Negeri 8 Palopo using the Flipped classroom model. Besides, the following treatments were mainly conducted for the experimental group. The steps were as follows :

1) The first treatment

1. In the online learning, the teacher shared a YouTube video link about Descriptive text on the WhatsApp group
2. The teacher shared a link video that showed the meaning of Descriptive text on the WhatsApp group
3. The teacher was giving a quiz about the materials
4. In the classroom, The teacher started the class and checked the attendance of the students
5. The teacher-reviewed the materials by giving some questions about the material that has been discussed in WhatsApp Grup.
6. The teacher divided students into five groups for a discussion about the material

7. The teacher showed some videos and asked students about their videos.
The group that answered many questions got the reward
 8. The teacher gave a fun activity named a guessing game where the teacher gave some questions, and the students worked with their friends to answer the question. The fastest group that answered many questions got the reward.
 9. The teacher gave a piece of paper to each group and asked them to explain again what they knew about the meaning of the descriptive text.
 10. The teacher explained the role of descriptive text and gave them a project assignment to do at their home.
 11. The teacher shared the reward and closed the class
 12. After the class, the teacher assisted the students in their assignments by facilitating consultation sessions about their project assignments in a WhatsApp group.
- 2) The second treatment
1. In the online learning, the teacher shared a YouTube video link about Descriptive text on the WhatsApp group
 2. The teacher shared a link video that showed the generic structure of Descriptive text on the WhatsApp group
 3. The teacher was giving a quiz about the materials
 4. In the classroom, The teacher started the class and checked the attendance of the students

5. The teacher-reviewed the materials by giving some questions about the material that has been discussed in WhatsApp Grup.
 6. The teacher divided students into four groups for a discussion about the material
 7. The teacher showed some videos and asked students about their videos.
The group that answered many questions got the reward
 8. The teacher gave a fun activity named chain card game where the teacher gave a set of cards; one of the cards was a picture of an animal, and the students worked with their friends to arrange the words on the cards into a sentence. The fastest group that could arrange the correct words got the reward.
 9. The teacher gave a piece of paper to each group and asked them to explain again what they knew about the generic structure of a descriptive text.
 10. The teacher explained the role generic structure of a descriptive text and gave them a project assignment to do at their home.
 11. The teacher shared the reward and closed the class
 12. After the class, the teacher assisted the students in their assignments by facilitating consultation sessions about their project assignments in a WhatsApp group.
- 3) The third treatment
1. In the online learning, the teacher shared a YouTube video link about Descriptive text on the WhatsApp group

2. The teacher shared a link video that showed the purpose of Descriptive text on the WhatsApp group
3. The teacher was giving a quiz about the materials
4. In the classroom, The teacher started the class and checked the attendance of the students
5. The teacher-reviewed the materials by giving some questions about the material that has been discussed in WhatsApp Grup.
6. The teacher divided students into five groups for a discussion about the material
7. The teacher showed some videos and asked students about their videos. The group that answered many questions got the reward
8. The teacher gave a fun activity named who am I? game where the teacher gave some animal pictures to each group, and one of the students who saw the picture described the picture to the second student until the fifth student and the last student guessed the animal. The fastest group that could guess the correct animal got the reward.
9. The teacher gave a piece of paper to each group and asked them to explain again what they knew about the purpose of descriptive text.
10. The teacher explained the role and purpose of descriptive text and gave them a project assignment to do at their home.
11. The teacher shared the reward and closed the class

12. After the class, the teacher assisted the students with their assignments by facilitating consultation sessions about their project assignments in a WhatsApp group.

4) The fourth treatment

1. In the online learning, the teacher shared a YouTube video link about Descriptive text on the WhatsApp group
2. The teacher shared a link video that showed the characteristics of Descriptive text on the WhatsApp group
3. The teacher was giving a quiz about the materials
4. In the classroom, The teacher started the class and checked the attendance of the students
5. The teacher-reviewed the materials by giving some questions about the material that has been discussed in WhatsApp Grup.
6. The teacher divided students into ten groups for a discussion about the material
7. The teacher showed some videos and asked students about their videos. The group that answered many questions got the reward
8. The teacher gave a fun activity named word mapping game where the teacher gives the word; then the students mention the related words. The group that got the most words, then they are the one who wins in this English game.
9. The teacher gave a piece of paper to each group and asked them to explain again what they knew about the purpose of descriptive text.

10. The teacher explained the role characteristics of descriptive text and gave them a project assignment to do at their home.

11. The teacher shared the reward and closed the class

12. After the class, the teacher assisted the students in their assignments by facilitating consultation sessions about their project assignments in a WhatsApp group.

3. Post-Test

To determine the impact of the flipped classroom model on the students' capacity to produce descriptive prose, the researcher administered the treatment to the control group but without the post-test. The post-subject tests were the same as what was covered during treatment. The final step was to analyze the writing assignment that the students had been given after completing the post-test. The analysis was carried out to determine whether there are any notable changes between the students who use the flipped classroom model and the students who do not. The researcher then examined the data's score.

F. Technique for analyzing the data

The following is the technique of data analysis:²⁵

1. Classified the learner's writing skill

The objective score is classified into five scales; the components involved

- a. *Content* is the substance of writing, the idea expressed.
- b. *The organization* is the purpose of organization material in writing which happens from beginning to end.
- c. *Vocabulary* is all the words used by the students.

- d. *Grammar* is the correct use of syntactic patterns and structural words.
- e. *Mechanics* is the use of the graphic convention of the language.

Table 3.3 Scoring of Content

No	Score	Classification	Criteria
1	27-30	Very Good	Clear, focused, and interesting detail, complete, rich, and well-focused, the main idea stands out, and secondary ideas do not usurp too much attention
2	15-26	Good	Clear the focus, even though the overall result may not be especially captivating. Support is attempted, but it may be limited or obvious, insubstantial, too general
3	12-14	Fair	Lack of logical sequence and development ideas confusing or disconnected, lacking purpose or theme
4	9-11	Poor	Not fluent, does not communicate, information is very limited
5	5-8	Very Poor	No organization, not enough to evaluate because there is no meaningful

Table 3.4 Scoring of Organization

No	Score	Classification	Criteria
1	18-20	Very Good	Fluent expression, ideas clearly stated. Supporter logical sequencing, well-organized, means the order structure or presentation is compelling and moves the reader through the text. Good introduction, good placement of detail, and a strong conclusion
2	15-17	Good	The reader can readily follow what's being said, but the overall organization may sometimes be ineffective poor to obvious, or the main idea stand out logically be incomplete sequencing
3	12-14	Fair	Lack of logical sequencing and the development not fluent. The writing lacks direction, with ideas, detail

4	9-11	Poor	No communication and transition are very weak, leaving the connection between ideas fuzzy, incomplete or bewildering
5	5-8	Very Poor	No organization, not enough to evaluate, confusing the sender

Table 3.5 Scoring of Vocabulary

No	Score	Classification	Criteria
1	18-20	Very Good	Effective words, choice, and usage, specific and accurate
2	15-17	Good	Adequate range of occasional errors of word/idiom, choice, and usage. Language communication rarely captures the reader's imagination; while the overall meaning is quite clear, some words may lack precision
3	12-14	Fair	The writer struggle with eliminating vocabulary, grouping words
4	9-11	Poor	Many errors in words/idioms, choice, and usage. Language is so vague and abstract, so redundant, devoid of detail that only the broadest, many repetitions, often words simply do not feat the text: verbs are weak and view in number: is, are, was, were, and dominated
5	5-8	Very Poor	Almost the words used are wrong, colorless, not enough to evaluate, and much wrong spelling

Table 3.6 Scoring of Grammar

No	Score	Classification	Criteria
1	23-25	Very Good	Effective complex construction with few errors of agreement, tense, number, word, order/function pronoun, preposition
2	20-22	Good	Effective but simple construction minor problem in complex construction several errors of tense, word error, function, pronouns, and prepositions but meaning is seldom cored

3	16-19	Fair	A significant problem in simple construction frequent errors of hostile, agreement, tense, word, order/function, pronouns, preposition, and fragment. Does not communication
4	9-15	Poor	Dominated by error grammar. Cannot understand and evaluate
5	5-8	Very Poor	Virtually not the master of sentence construction rules

Table 3.7 Scoring of Mechanics

No	Score	Classification	Criteria
1	5	Very Good	Demonstration mastery of convention, not problems with spelling, punctuation, capitalization, paragraph
2	4	Good	Few errors in spelling, punctuation, capitalization, paragraphing
3	3	Fair	Some errors in spelling, punctuation, capitalization, paragraphing
4	2	Poor	Many errors in spelling, functions, capitalization, paragraphing
5	1	Very Poor	Illegible writing

2. To analyze the data, the researcher uses the following steps:

a) Scoring the students' correct answers pre-test and post-test.

$$\text{Score} = \frac{\text{the gain score}}{\text{the maximum score}} \times 100$$

b) Identifying the rate based on the table below:

Table 3.8 The Score Classification

Classification	Score	Indicator
Very Good	81-100	Demonstrates mastery of all the Criteria
Good	61-80	Minor Problems in Criteria

Fair	41-60	Several errors in the Criteria
Poor	21-40	A major problem in the Criteria
Very Poor	≤ 20	No mastery

c) In determining the mean score, standard deviation, test of significance, and standard significance, the researcher calculated it by using the SPSS application.

Calculating the mean score, standard deviation, frequency table of the experimental, and the paired sample statistics of the tests by using Microsoft Office Excel 2010 and IBM SPSS Statistics 22. The result from SPSS 22 was used to determine the acceptability of the hypothesis. The criteria hypothesis of acceptability were:

- a. $t\text{-table} \geq t\text{-count} = \text{rejected null hypothesis}$
- b. $t\text{-table} < t\text{-count} = \text{received null hypothesis}$ ⁴²

⁴² L.R. Gay, Geoffrey E. Mills, and Peter Airasian, "EDUCATIONAL RESEARCH Competencies for Analysis and Applications", 10th ed. (London: Pearson Education, Inc, 2012).

CHAPTER IV

FINDING AND DISCUSSION

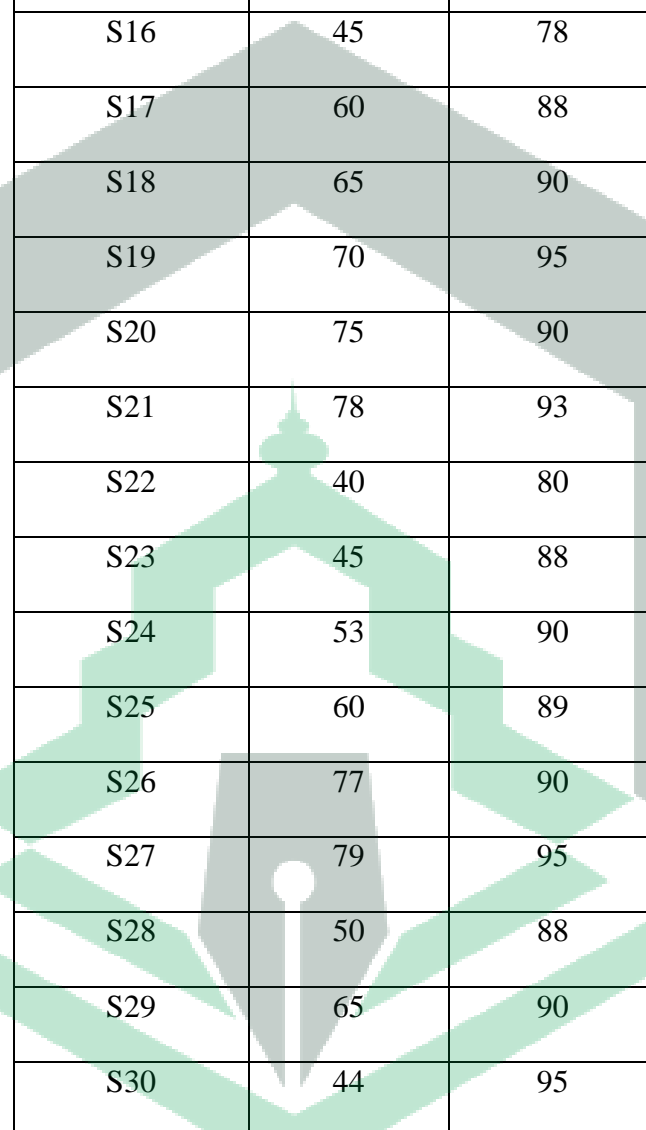
A. Findings

The results of this study's findings were used to describe the outcome of the statistical analysis of the data. Pre-test and post-test results from both the experimental and control classes were used to collect the data from the students. The results of the students' pre- and post-tests in the experimental class cob ET AI are displayed in Table.

1. Experimental Class

table 4.1 Pre-test and Post-test scores of Experimental Class

Students	Pre-test	Post-test
S1	45	80
S2	45	86
S3	40	79
S4	77	80
S5	65	80
S6	30	75
S7	40	79
S8	54	85
S9	68	88
S10	77	80
S11	44	70
S12	57	75



S13	60	80
S14	79	90
S15	77	90
S16	45	78
S17	60	88
S18	65	90
S19	70	95
S20	75	90
S21	78	93
S22	40	80
S23	45	88
S24	53	90
S25	60	89
S26	77	90
S27	79	95
S28	50	88
S29	65	90
S30	44	95

Table 1 shows the lowest and highest scores received by the 30 students in the experimental class. On the pre-test, the lowest score was 30, and the highest was 79. The students took a post-test after the researcher had used flipped learning

to treat them. The statistics showed that a 70 was the lowest post-test score and a 95 was the highest.

Additionally, the frequency distribution score and frequency from the experimental class's students' pre- and post-test results are shown in the following table.

table 4.2 Scoring Classification Pre-test in Experimental Class

No	Classification	Score	Frequency	Percentage
1	Very good	81-100	0	0%
2	Good	61-80	12	40%
3	Fair	41-60	15	50%
4	Poor	21-40	3	10%
5	Very poor	1-20	0	0%
			30	

The table above shows that in answering the descriptive test in the experimental class's pre-test, 0 (0%) students got a very good category. There were 12 (%) students who got good category. There were 14 (%) students who got fair category. There were 3 (%) of students in the got poor category. And there were 0 (0%) students in the very poor category.

table 4.3 Scoring Classification Post-test in Experimental Class

No	Classification	Score	Frequency	Percentage
1	Very good	81-100	18	60%
2	Good	61-80	12	40%
3	Fair	41-60	0	0%

4	Poor	21-40	0	0%
5	Very poor	1-20	0	0%
			30	100%

The table above shows that in answering the descriptive test in the experimental class post-test, 17 (%) students got a very good category. There were 12 (%) students who got good category. And none student got fair, poor, and very poor. It means that the students had good progress after getting treatment.

table 4.4 The Mean Score and Standard Deviation of the Pre-test and Post-test in the Experimental Class

Descriptive Statistics

	N	Minimum	Maximum	Mean		Std. Deviation
	Statistic	Statistic	Statistic	Statistic	Std. Error	Statistic
Pre-test	30	30	79	59,17	2,652	14,527
Posttes	30	70	95	85,20	1,216	6,661
Valid N (listwist)	30					

Table 4 indicates that the standard deviation in the pre-test was 14,527 and in the post-test was 6,661. It also shows the mean score of the students in the pre-test was 59,17, and in the post-test was 85,20. The result of the table above shows that the post-test mean score of students was higher than the pre-test mean score

of students in the experimental class. It concludes that using flipped learning was effective in teaching descriptive text.

The researcher employed test analysis and computed it with SPSS 22 to see whether the pre-test and post-test were statistically different and the viability of this research's hypothesis. A table of paired sample statistics, paired sample correlations, and paired sample tests can be used to display the outcome. It was displayed in the tables below:

table 4.5 The Paired Sample Statistics of the Pre-test and Post-test

Paired Samples Statistics

	Mean	N	Std. Deviation	Std. Error Mean
Pair pretest	59,17	30	14,527	2,652
1 posttest	85,20	30	6,661	1,216

The table paired sample statistics of the pre-test and post-test above indicates that the value of standard deviation in the pre-test was 14,527 and 6,661 in the post-test. Besides that, the standard error mean in the pre-test was 2,652 and 1,216 in the post-test. The table above also shows that the mean score in the pre-test was 59,17 and 85,20 in the post-test.

table 4.6 The Paired Sample Correlations

Paired Samples Correlations			
	N	Correlation	Sig.
Pair 1 pretest & posttest	30	,463	,010

The pre-test paired sample correlations table shows that there is a correlation of 463 between the student's ability before and after treatment. It suggests that there was a strong link between students' use of flipped learning and their capacity to write more descriptive texts.

table 4.7 The Paired Samples in Pre-test and Post-test

	Paired Differences					T	df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% confidence interval of the difference				
				Lower	Upper			
Pair 1 pretest-posttest	-26,033	12,880	2,352	-30,843	-21,224	-11,071	29	<,001

From the table samples tets, the researcher got the data that t_0 (t_{count}) = -11,071 and df (degree of freedom) = 29. The value of t_t = 2,045. It was the standard of signification 0,05(5%) with a degree of freedom (df) = 29. Based on the result, the researcher concluded that t_0 (t_{count}) was higher than t_t (t_{table}), $t_0 > t_t$.

2. Control class

table 4.8 Pre-test and Post-test scores of Control Class

Students	Pre-test	Post-test
S1	45	88
S2	35	65
S3	24	60
S4	37	75
S5	50	80
S6	33	85
S7	48	85
S8	24	60
S9	50	75
S10	55	78
S11	35	88
S12	18	90
S13	57	85
S14	20	60
S15	40	70
S16	50	65
S17	37	77
S18	50	68
S19	50	68

S20	46	60
S21	60	65
S22	57	78
S23	38	76
S24	21	80
S25	28	85
S26	30	65
S27	55	90
S28	46	95
S29	58	65
S30	15	70

Table 8 shows the lowest and highest scores obtained by the 30 students in the control group. On the pre-test, the lowest score was 15, and the highest was 60. The students took a post-test after the researcher had finished teaching them. According to the data, the post-lowest test score was 60 and its highest was 95.

The frequency distribution score and frequency % from the results of the students' pre-test and post-test scores in the control class are also shown in the following table.

table 4.9 Scoring Classification Pre-test in Control Class

No	Classification	Score	Frequency	Percentage
1	Very good	81-100	0	0%
2	Good	61-80	0	0%

3	Fair	41-60	15	50%
4	Poor	21-40	12	40%
5	Very poor	1-20	3	10%
			30	100%

The table above shows that 0 (0%) students got a very good category in the control class's pre-test in answering the writing test. There were (0%) students who got good category. There were 15 (50%) students who got a fair category. There were 12 (40%) students in got poor category. And 3 (10%) students in the very poor category.

table 4.10 Scoring Classification Pre-test in Control Class

No	Classification	Score	Frequency	Percentage
1	Very good	81-100	9	30%
2	Good	61-80	18	60%
3	Fair	41-60	3	10%
4	Poor	21-40	0	0%
5	Very poor	1-20	0	0%
			30	100%

The table above shows that 9 (30%) students got very good on the writing test in the pre-test of the control class. There were 18 (60%) students who got the good category. There were 3 (10%) students who got the fair category. There were

0 (0%) students in the got poor category. And there were 0 (0%) students in the got very poor category.

table 4.11 The Mean Score and Standard Deviation of the Pre-test and Post-test in the Control Class

Descriptive Statistics

	N	Minimum	Maximum	Mean		Std. Deviation
	Statistic	Statistic	Statistic	Statistic	Std. Error	Statistic
Pre-test	30	15	60	40,40	2,434	13,333
Posttest	30	60	95	75,03	1,921	10,519
Valid N (listwist)	30					

Table 11 indicates that the standard deviation in the pre-test was 13,333, and in the post-test was 10,519. It also shows the mean score of the students in the pre-test was 40,40, and in the post-test was 75,03. The result of the table above shows that the post-test mean score of students was higher than the pre-test mean score of students in the control class.

The researcher employed test analysis and computed it with SPSS 22 to see whether the pre-test and post-test were statistically different and the viability of this research's hypothesis. A table of paired sample statistics, paired sample correlations, and paired sample tests can be used to display the outcome. It was displayed in the tables below.

table 4.12 The Paired Sample Statistics of the Pre-test and Post-test**Paired Samples Statistics**

	Mean	N	Std. Deviation	Std. Error Mean
Pair pretest	40,40	30	13,333	2,434
1 posttest	75,03	30	10,519	1,921

The table paired sample statistics of the pre-test and post-test above indicates that the value of standard deviation in the pre-test was 13,333 and 10,519 in the post-test. Besides that, the standard error mean in the pre-test was 2,434 and 1,921 in the post-test. The table above also shows that the mean score in the pre-test was 40,40 and 75,03 in post-test

table 4.13 The Paired Sample Correlations**Paired Samples Correlations**

	N	Correlation	Sig.
Pair 1 pretest & posttest	30	,114	,550

The pre-test sample table pairs sample correlations show that there is a 114-point correlation between the student's ability before and after instruction. This indicates that there was a strong link between pupils' capacity to write better descriptive text.

**table 4.14 The Paired Samples in Pre-test and Post-test
Paired Samples Test**

	Paired Differences					T	Df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% confidence interval of the difference				
				Lower	Upper			
Pair 1 pretest- posttest	-34,633	16,016	2,924	-40,614	-28,653	-11,844	29	<,001

From the table samples tets, the researcher got the data that t_0 (t_{count}) = -11,844 and df (degree of freedom) = 29. The value of $t_t=2,045$. It was the standard of signification 0,05(5%) with a degree of freedom (df) = 29. Based on the result, the researcher concluded that t_0 (t_{count}) was higher than t_t (t_{table}), $t_0 > t_t$.

B. Discussion

In this section, the researcher presented the data analysis result. It discussed the using flipped learning in the eighth class of SMPN 8 Palopo.

1. Experimental Class

After analyzing the data of the students' test in the experimental class, it showed that t_{count} (t_0) with the value (-11,071) was higher than t_{table} (t_t) with the value (2.045) with degree of freedom (df) = 29 and on the level significance 0,05(5%). It means that there was a significant difference between the result of the pre-test and post-test

Before giving treatment, there were 0 (0%) students in the got very good category. There were 12 (40%) students who got a good category. There were 15 (50%) students who got a fair category. There were 3 (10%) students in the got poor category. And there were 0 (0%) students in the got very poor category.

After giving treatment, there were 18 (60%) students got the very good category. There were 12 (40%) students who got a good category. And none student got fair, poor, and very poor. It shows that after giving treatment, through flipped learning, the score of students was better than before giving treatment. It can be said that there was a different significance of the result of the writing text through flipped learning.

The mean score of the students on the post-test (85,20) was higher than the mean score of the students on the pre-test (59,17). This is the alternative hypothesis there in significantly improved writing is accepted. This test value is higher (-11,071) than the t-table value (2,045) with a degree of freedom (df) = 29.

2. Control Class

After analyzing the data of the students' test in the control class, it showed that t_{count} (t_0) with the value (-11,844) was higher than t_{table} (t_t) with the value (2,045) with a degree of freedom (df) = 29 and on the level significance 0,05(5%). It means that there was a significant difference between the result of the pre-test and post-test.

Before the researcher taught descriptive to students in the control class, 0 (0%) students got a very good category. There were 0 (0%) students who got the good category. There were 15 (50%) students who got a fair category. There were

12 (40%) students in the got poor category. And there were 3 (10%) students in the very poor category.

After the researcher taught descriptive text to students, there were 9 (30%) students got a very good category. There were 18 (60%) students who got the good category. There were 3 (10%) students who got the fair category, And none student got poor and very poor. It shows that after the researcher taught descriptive text to students, the score of students was better than before. It can be said that there was a different significance of the result of the descriptive writing text.

The mean score of the students in the post-test (75,03) was higher than the mean score of the students in the pre-test (40,40). This is the alternative hypothesis there is a significantly improved vocabulary accepted; this test value is higher (-11,844) than the t-table value (2,045) with a degree of freedom (df) = 29.

The table showed that the average of the experimental class was 85,20 from 30 students. Meanwhile, the average of the control class was 75,03 from 30 students. The criteria for the hypothesis test are:

If $t\text{-count} > t\text{-table}$, H_0 is rejected, and H_a is accepted.

If $t\text{-count} < t\text{-table}$, H_0 is accepted, and H_a is rejected.

As a result of the experimental class using treatment flipped learning to teach writing descriptive text, there was a significant difference between the experimental and control classes on the post-test.

Based on the data analysis, the researcher came to the conclusion that flipped learning is highly advised as one medium for enhancing students' ability to write

descriptive texts because it has many advantages and can be used for a range of educational goals.



CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the result of this research, the researcher concluded that flipped learning is enhance the students' ability in writing descriptive text in the eighth-grade student of SMP 8 Palopo. The researcher's result demonstrates the improvement of the student's test scores after receiving the treatment using Flipped Learning. The value of the *t-count* is 11.071 with the *df* (degree of freedom) value of 29, while the *t-table* for the standard of significant level 0,05 (5%) on *df* = 29 is 2.045. This means there was a significant difference between the results of the pretest and posttest after the treatment was done. As a final observation, the null hypothesis (H_0) was rejected, and the alternative hypothesis (H_a) was accepted which stated that the use of flipped learning enhance the students writing ability in classroom at SMPN 8 Palopo.

B. Suggestion

Based on the conclusion above, the researcher would like to put forward some suggestions as follows:

1. For the teacher

First, in planning the learning process, backups should be made a plan in case something goes wrong with the original plan. Second, the master must make online classes more interesting and interactive to increase students' interest in learning. Furthermore, in providing online learning, teachers must emphasize that students repeat the teaching material given. In addition,

teachers must improve how to explain student activities with shorter, denser, and clearer efficiency. Although giving group assignments, the teacher should also give more individual tasks to train students' independence. Apart from that, the best choice to cover all four competencies of the 21st century is to assign tasks in project-based assignments.

2. For the students

The most crucial thing in E-Learning is an internet connection and a device to access it, so make sure to have these things before the class begins. The material is given online so that it can be accessed anywhere and anytime, so do not read the material only once; do it repeatedly for better understanding. If there is a problem with the materials, write it and ask it when the offline meeting is held. Last, do not be shy or afraid to ask a question, and don't be afraid to answer it, whether it's in E-Learning or the classroom.

3. For other researcher

The researcher hopes this research can be used by the reader or other researchers as a reference for alternative and interesting ways to teach and learn English, especially writing skills. The researcher also hopes that other researchers will do this study with different object, the researcher can add other materials such as narrative text.

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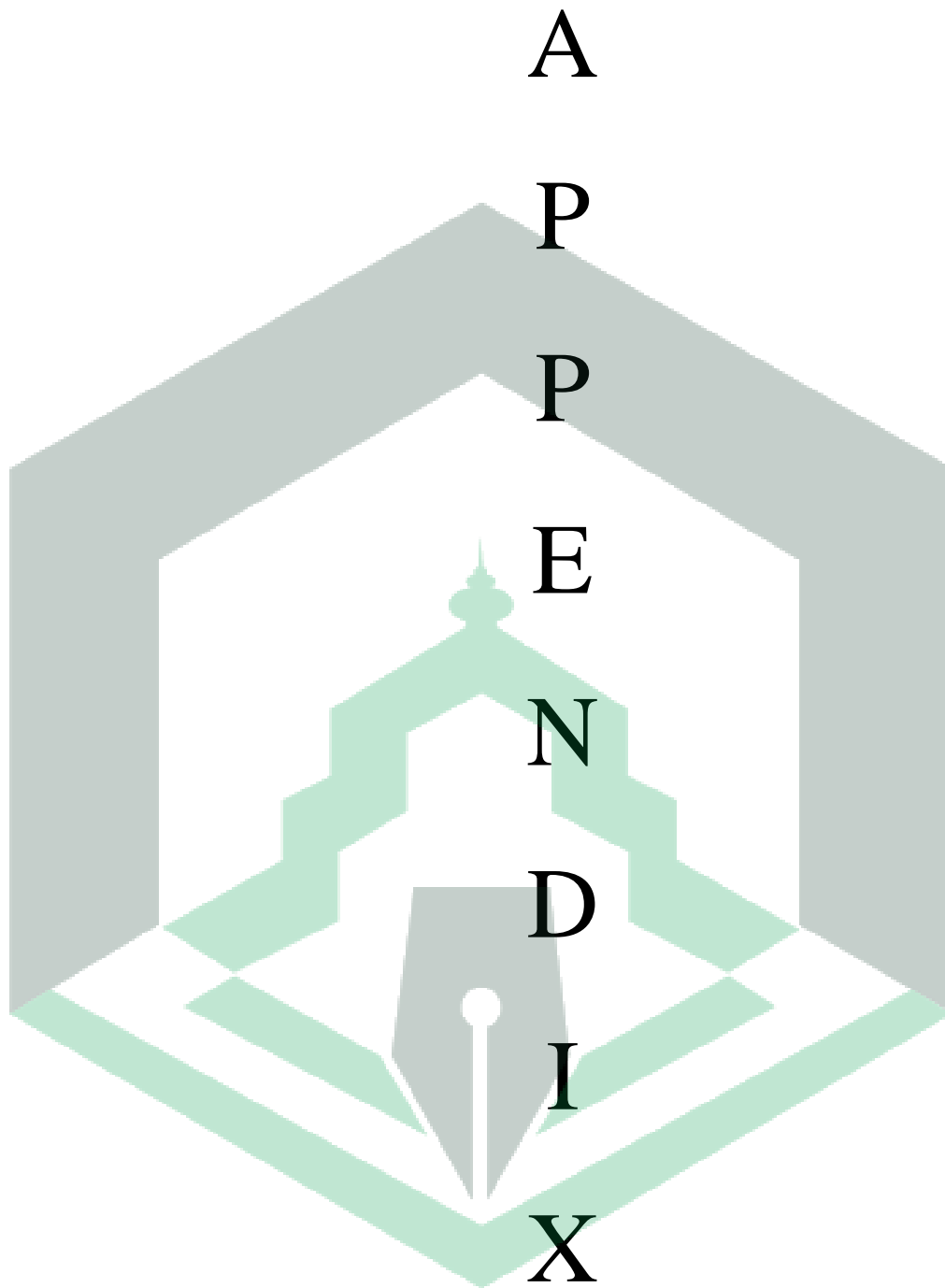
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Appendix 1 : Pre-Test


TEST OF EXPERIMENTAL CLASS

Name : _____

Class : _____

Subject : please describe about a cat as you know! Here the picture!

A photograph of a light-colored tabby cat with dark stripes, lying on a patch of green grass. The cat is looking directly at the camera with a neutral expression. The background is dark and out of focus.



Appendix 2 : Post-Test

TEST OF EXPERIMENTAL CLASS

Name :

Class :

Subject : Please describe about Doraemon as you know! Here the picture!




Appendix 3 : Contoh Pre-Test

TEST OF EXPERIMENTAL CLASS

Name : savira , madina

Class : VIII A

Subject : Please describe about Doraemon as you know! Here the picture!

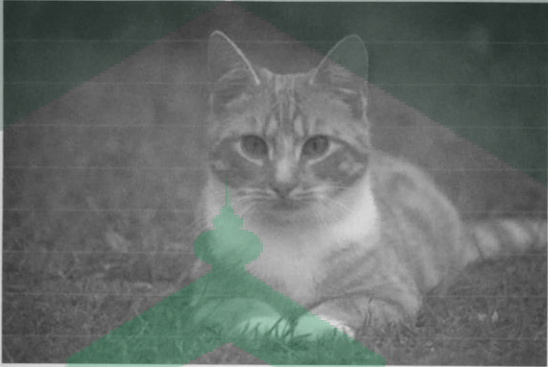


Doraemon like eat kukis, doraemon color, is blue end big eyes,
 end, doraemon like i. Pawlaks, doraemon is cat, is have big body is,
 dora Emon is skin Blue, doraemon is friend nobita, is jagen, sisuka
 -end. like ~~small~~ small,

Appendix 4 : Contoh Post-Test

TEST OF EXPERIMENTAL CLASS

Name : INDAH REZAH
Class : VIII.4 (8-4)
Subject : please describe about a cat as you know! Here the picture!



cat is an animal he is so cute because he has cute face
I like play with a cat because he is so funny. he has
white and orange color and he has long tail. he
has orange eyes he is kind. he has pointy ears
he has a sharp nose he like to eat fish he has
four legs. I like cat I have cat in house

Appendix 5 : RPP

RPP
RENCANA PELAKSANAAN PEMBELAJARAN

Satuan Pendidikan :SMP Negeri 8 Palopo
Mata Pelajaran :Bahasa Inggris
Kelas/Semester :VIII / Ganjil
Materi Pokok :Descriptive Text
Alokasi Waktu :2x30 menit setiap pertemuan (total: 4)

A. Kompetensi Dasar:

- Memahami tujuan, struktur teks, dan unsur kebahasaan dari jenis teks deskriptif lisan dan tulisan, sederhana, tentang orang dan hewan.
- Menyusun teks deskriptif lisan dan tulisan sederhana tentang orang dan hewan, dengan memperhatikan tujuan, struktur teks, dan unsur kebahasaan, secara benar dan sesuai dengan konteks.
- Menangkap makna dalam teks deskriptif lisan dan tulisan sederhana.

B. Tujuan Pembelajaran

- siswa dapat mengetahui dan memahami tentang pengertian dari descriptive text
- Menjelaskan tujuan, struktur, dan ciri-ciri serta menyusun teks lisan dan tulis tentang teks deskripsi.

C. Kegiatan Pembelajaran

- Pertemuan pertama : pengertian descriptive text

Kegiatan	Deskripsi Kegiatan Pembelajaran
Pembelajaran Daring	Pada pembelajaran daring, guru membagikan tautan video <i>YouTube</i> tentang materi pengertian deskriptive text di grup <i>WhatsApp</i>
	Guru membagikan gambar tentang pengertian deskriptive text di grup <i>WhatsApp</i>
	Guru memberikan kuis tentang materi sebagai absensi untuk siswa di grup <i>WhatsApp</i>

Pembelajaran Luring	Di dalam kelas, guru memulai pelajaran dan memeriksa kehadiran siswa
	Guru memeriksa rangkuman siswa dan mereview materi dengan melakukan eliciting
	Guru membagi siswa menjadi lima kelompok untuk berdiskusi tentang materi
	Guru menunjukkan beberapa gambar dan meminta siswa menebak namanya. Kelompok yang menjawab banyak pertanyaan dengan benar yang akan mendapatkan hadiah
	Guru memberikan permainan tebak kata dimana setiap grup memilih 2 orang pemain sebagai penebak dan pengarah. Penebak harus menebak kata yang berada di atas kepalanya dengan menebak ciri-ciri dari kata tersebut. Adapun pengarah akan mengarahkan penebak untuk menebak kata dengan menginformasikan ciri yang diberikan dengan hanya menjawab Yes atau No. Para pemain diberikan durasi 90 detik untuk menebak kata tersebut dalam Bahasa Inggris. Permainan ini menggunakan sistem eliminasi sehingga kelompok yang bertahan sampai akhir akan mendapatkan hadiah
	Guru memberikan selembar kertas untuk setiap kelompok dan meminta mereka untuk menjelaskan kembali tentang pengertian dari deskriptif text menurut mereka masing masing.
	Guru menjelaskan kembali tentang pengertian dari deskriptif text kemudian menginformasikan akan adanya tugas diberikan setelah pembelajaran selesai
	Guru membagikan hadiah dan menutup kelas
Setelah Kegiatan Pembelajaran	Guru mengirimkan tugas berupa sebuah gambar dan meminta kepada siswa untuk mendeskripsikan gambar tersebut sebanyak 50 kata
	Guru menginstruksikan kepada siswa untuk mengumpulkan hasil pekerjaan mereka di <i>WhatsApp</i> grup

- Pertemuan kedua : Tujuan deskriptif text

Kegiatan	Deskripsi Kegiatan Pembelajaran
Pembelajaran Daring	Pada pembelajaran daring, guru membagikan tautan video <i>YouTube</i> tentang materi tujuan deskriptive text di grup <i>WhatsApp</i>
	Guru membagikan gambar tentang tujuan deskriptive text di grup <i>WhatsApp</i>
	Guru memberikan kuis tentang materi sebagai absensi

	untuk siswa di grup <i>WhatsApp</i>
Pembelajaran Luring	Di dalam kelas, guru memulai pelajaran dan memeriksa kehadiran siswa
	Guru memeriksa rangkuman siswa dan mereview materi dengan melakukan eliciting
	Guru membagi siswa menjadi empat kelompok untuk berdiskusi tentang materi
	Guru menunjukkan video tentang materi dan meminta siswa untuk menjawab pertanyaan. Kelompok yang menjawab banyak pertanyaan dengan benar yang akan mendapatkan hadiah
	Guru memberikan permainan kartu rantai dimana guru akan memberikan satu set kartu, salah satu dari kartu itu adalah gambar hewan dan selebihnya adalah kata-kata kemudian siswa akan menyusun kata-kata tersebut kedalam sebuah kalimat. Pada permainan ini siswa diberikan waktu selama 5 menit untuk menyusun kata-kata tersebut. Grup yang paling cepat dalam menyusun kata dan benar mendapatkan hadiah.
	Guru memberikan selembar kertas untuk setiap kelompok dan meminta mereka untuk menjelaskan kembali tentang tujuan dari deskriptif text menurut mereka masing masing.
	Guru menjelaskan kembali tentang tujuan dari deskriptif text kemudian menginformasikan akan adanya tugas diberikan setelah pembelajaran selesai
	Guru membagikan hadiah dan menutup kelas
Setelah Kegiatan Pembelajaran	Guru mengirimkan tugas berupa sebuah gambar dan meminta kepada siswa untuk mendeskripsikan gambar tersebut sebanyak 50 kata
	Guru menginstruksikan kepada siswa untuk mengumpulkan hasil pekerjaan mereka di <i>WhatsApp</i> grup

- Pertemuan ketiga: struktur umum deskriptif text

Kegiatan	Deskripsi Kegiatan Pembelajaran
Pembelajaran Daring	Pada pembelajaran daring, guru membagikan tautan video <i>YouTube</i> tentang materi struktur umum deskriptif text di grup <i>WhatsApp</i>
	Guru membagikan gambar tentang struktur umum deskriptif text di grup <i>WhatsApp</i>
	Guru memberikan kuis tentang materi sebagai absensi untuk siswa di grup <i>WhatsApp</i>

Pembelajaran Luring	Di dalam kelas, guru memulai pelajaran dan memeriksa kehadiran siswa
	Guru memeriksa rangkuman siswa dan mereview materi dengan melakukan eliciting
	Guru membagi siswa menjadi lima kelompok untuk berdiskusi tentang materi
	Guru menunjukkan video tentang materi dan meminta siswa untuk menjawab pertanyaan. Kelompok yang menjawab banyak pertanyaan dengan benar yang akan mendapatkan hadiah
	Guru memberikan permainan siapakah saya? Dimana guru akan memberikan sebah gambar kepada salah satu siswa dalam kelompok, kemudian dia akan memulai menulis sebuah kata yang akan di lanjutkan oleh siswa setelahnya. Kemudian siswa terakhir dalam kelompok akan membaca kalimat yang telah di susun oleh temannya kemudian menebak gambar tersebut. Setiap pemain akan di beri waktu selama 90 detik untuk menulis setiap kata. Grup tercepat yang dapat menebak gambar dengan benar mendapatkan hadiah.
	Guru memberikan selebar kertas untuk setiap kelompok dan meminta mereka untuk menjelaskan kembali tentang struktur umum dari deskriptif text menurut mereka masing masing.
	Guru menjelaskan kembali tentang tujuan dari deskriptif text kemudian menginformasikan akan adanya tugas diberikan setelah pembelajaran selesai
	Guru membagikan hadiah dan menutup kelas
Setelah Kegiatan Pembelajaran	Guru mengirimkan tugas berupa sebuah gambar dan meminta kepada siswa untuk mendeskripsikan gambar tersebut sebanyak 50 kata
	Guru menginstruksikan kepada siswa untuk mengumpulkan hasil pekerjaan mereka di <i>WhatsApp</i> grup

- Pertemuan keempat : ciri-ciri deskriptif text

Kegiatan	Deskripsi Kegiatan Pembelajaran
Pembelajaran Daring	Pada pembelajaran daring, guru membagikan tautan video <i>YouTube</i> tentang materi ciri-ciri deskriptive text di grup <i>WhatsApp</i>
	Guru membagikan gambar tentang ciri-ciri deskriptive text di grup <i>WhatsApp</i>
	Guru memberikan kuis tentang materi sebagai absensi untuk siswa di grup <i>WhatsApp</i>

<p>Pembelajaran Luring</p>	<p>Di dalam kelas, guru memulai pelajaran dan memeriksa kehadiran siswa</p> <p>Guru memeriksa rangkuman siswa dan mereview materi dengan melakukan eliciting</p> <p>Guru membagi siswa menjadi sepuluh kelompok untuk berdiskusi tentang materi</p> <p>Guru menunjukkan video tentang materi dan meminta siswa untuk menjawab pertanyaan. Kelompok yang menjawab banyak pertanyaan dengan benar yang akan mendapatkan hadiah</p> <p>Guru memberikan permainan pemetaan kata dimana guru akan memulai memberikan satu nama hewan kemudian setiap kelompok akan menuliskan kata turunan sebanyak mungkin. Setiap kelompok akan diberikan waktu lima menit untuk menuliskan kata-kata turunan tersebut. Setelah waktu habis ketua kelompok akan menyambung kata-kata tersebut menjadi sebuah kalimat yang mendeskripsikan tentang gambar tersebut. Kelompok yang mendapatkan kata terbanyak menjadi pemenang.</p> <p>Guru memberikan selembar kertas untuk setiap kelompok dan meminta mereka untuk menjelaskan kembali tentang ciri-ciri dari deskriptif text menurut mereka masing masing.</p> <p>Guru menjelaskan kembali tentang ciri-ciri dari deskriptif text kemudian menginformasikan akan adanya tugas diberikan setelah pembelajaran selesai</p> <p>Guru membagikan hadiah dan menutup kelas</p>
<p>Setelah Kegiatan Pembelajaran</p>	<p>Guru mengirimkan tugas berupa sebuah gambar dan meminta kepada siswa untuk mendeskripsikan gambar tersebut sebanyak 50 kata</p> <p>Guru menginstruksikan kepada siswa untuk mengumpulkan hasil pekerjaan mereka di <i>WhatsApp</i> grup</p>

Appendix 6 : Surat Izin Meneliti





1 2 0 2 2 1 9 0 0 9 0 7 9 4

PEMERINTAH KOTA PALOPO
DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU SATU PINTU
 Alamat : Jl. K.H.M. Hasyim No.5 Kota Palopo - Sulawesi Selatan Telpn : (0471) 326048

ASLI

IZIN PENELITIAN
 NOMOR : 794/IP/DPMPPTSP/VII/2022

DASAR HUKUM :

1. Undang-Undang Nomor 11 Tahun 2019 tentang Sistem Nasional Ilmu Pengetahuan dan Teknologi;
2. Undang-Undang Nomor 11 Tahun 2020 tentang Cipta Kerja;
3. Peraturan Mendagri Nomor 3 Tahun 28 tentang Penerbitan Surat Keterangan Penelitian;
4. Peraturan Walikota Palopo Nomor 23 Tahun 2016 tentang Penyederhanaan Perizinan dan Non Perizinan di Kota Palopo;
5. Peraturan Walikota Palopo Nomor 34 Tahun 2019 tentang Pendelegasian Kewenangan Penyelenggaraan Perizinan dan Nonperizinan Yang Menjadi Urusan Pemerintah Kota Palopo dan Kewenangan Perizinan dan Nonperizinan Yang Menjadi Urusan Pemerintah Yang Diberikan Pelimpahan Wewenang Walikota Palopo Kepada Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Kota Palopo.

MEMBERIKAN IZIN KEPADA

Nama	: ALYESA ADELIA PUTRI
Jenis Kelamin	: Perempuan
Alamat	: Jl. Cempaka Balandi Kota Palopo
Pekerjaan	: Mahasiswa
NIM	: 18 0202 0174

Maksud dan Tujuan mengadakan penelitian dalam rangka penulisan Skripsi dengan Judul :

USING FLIPPED LEARNING TO ENCHANGE THE STUDENTS WRITING ABILITY IN CLASSROOM

Lokasi Penelitian	: SMP NEGERI 8 PALOPO
Lamanya Penelitian	: 14 Juli 2022 s.d. 14 September 2022

DENGAN KETENTUAN SEBAGAI BERIKUT :

1. Sebelum dan sesudah melaksanakan kegiatan penelitian kiranya melapor pada **Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Kota Palopo**.
2. Menaati semua peraturan perundang-undangan yang berlaku, serta menghormati Adat Istiadat setempat.
3. Penelitian tidak menyimpang dari maksud izin yang diberikan.
4. Menyerahkan 1 (satu) exemplar foto copy hasil penelitian kepada Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Kota Palopo.
5. Surat Izin Penelitian ini dinyatakan tidak berlaku, bilamana pemegang izin ternyata tidak menaati ketentuan-ketentuan tersebut di atas.

Demikian Surat Izin Penelitian ini diterbitkan untuk dipergunakan sebagaimana mestinya.

Diterbitkan di Kota Palopo
 Pada tanggal : 15 Juli 2022
 a.n. Kepala Dinas Penanaman Modal dan PTSP
 Kepala Bidang Pengkajian dan Pemrosesan Perizinan PTSP



ERICK, K. SIGA, S.Sos
 Pangkat. Penata Tk.I
 NIP : 19830414 200701 1 005

Tembusan :

1. Kepala Badan Kerbng Prov. Sul-Cel.
2. Walikota Palopo
3. Dandim 1403 SWG
4. Kapolres Palopo
5. Kepala Badan Penelitian dan Pengembangan Kota Palopo
6. Kepala Badan Kesbah Kota Palopo
7. Instansi terkait tempat dilaksanakan penelitian

Appendix 7 : Surat Keterangan Penelitian


PEMERINTAH KOTA PALOPO
DINAS PENDIDIKAN
SEKOLAH MENENGAH PERTAMA NEGERI 8 PALOPO
 Alamat : Jl. Dr. Ratulangi No. 66 Balandai Palopo ☎ (0471) 22921
 

SURAT KETERANGAN PENELITIAN
 Nomor: 421.3/113/SMPN.8/IX/2022

Yang bertanda tangan di bawah ini Kepala Sekolah Menengah Pertama Negeri 8 Palopo, dengan ini menerangkan bahwa:

Nama	: ALYESA ADELIA PUTRI
NIM	: 18 0202 0174
Tempat / Tgl Lahir	: Masiku, 12 Agustus 1999
Jenis Kelamin	: Perempuan
Pekerjaan	: Mahasiswi
Program Studi	: Pendidikan Bahasa Inggris
Alamat	: Jl. Campaka Balandai Kota Palopo

Adalah benar telah melaksanakan penelitian di Sekolah Menengah Pertama Negeri 8 Palopo pada tanggal 26 Juli S.D 1 September 2022, untuk kepentingan penulisan Skripsi dengan judul **“USING FLIPPED LEARNING TO ENCHANGE THE STUDENTS WRITING ABILITY IN CLASSROOM”**.

Demikian Surat Keterangan ini kami berikan untuk dapat dipergunakan sebagaimana mestinya.

Palopo, 16 September 2022
 Kepala Sekolah,
 Kepala Urusan Kurikulum

Dr. Made Swena
 NIP. 19680723 199703 1 002



Appendix 8 : Documentation

The First Meeting : Pre-Test



The first meeting is Pre-test.

The Second Meeting : Treatment 1



The second meeting is treatment is treatment I, the material the meaning of Descriptive text.

The Third Meeting : Treatment 2



The third meeting is treatment II, with the material the generic structure of Descriptive text.

The Fourth Meeting : Treatment 3



The fourth meeting is treatment III, with the material the purpose of Descriptive text.

The Fifth Meeting : Treatment 4



the fifth meeting is treatment IV with the material the characteristics of Descriptive text

The Sixth Meeting : Post-Test

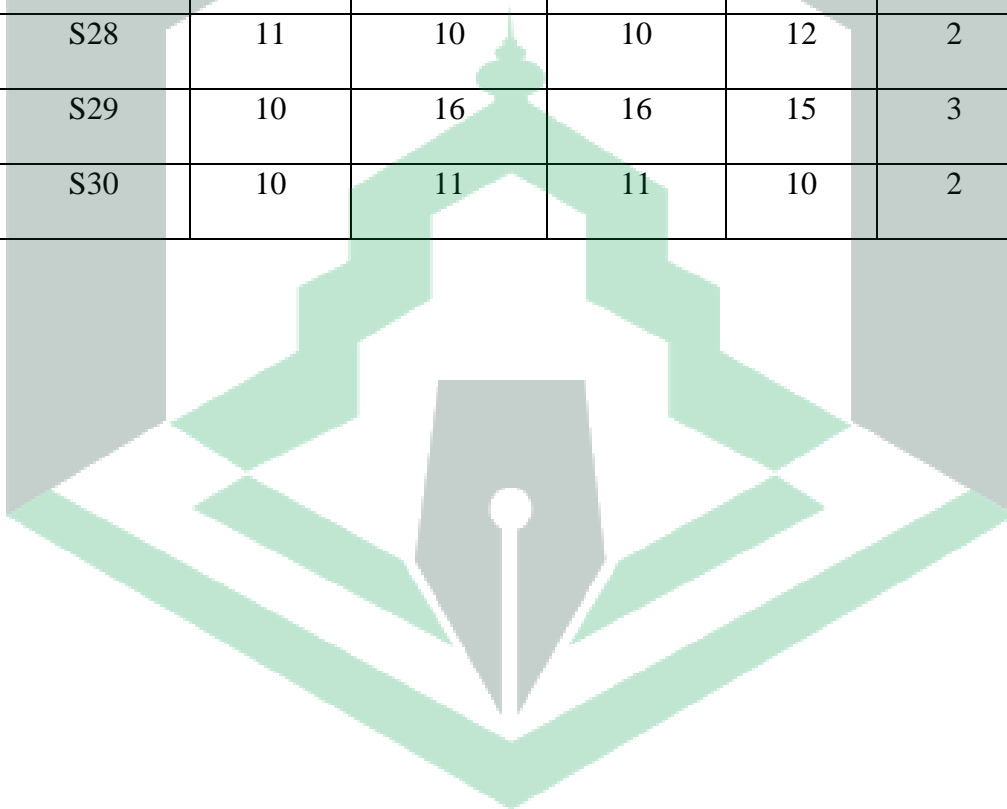


The last meeting is post-test.

Appendix 9: The student's Pre-test and Post-test
Score Pre-test (experimental class)

No	Students	Criteria					Total Score
		Content	Organization	Vocabulary	Grammar	Mechanic	
1	S1	13	10	10	10	2	45
2	S2	12	10	11	10	2	45
3	S3	11	9	8	10	2	40
4	S4	32	15	15	12	3	77
5	S5	22	10	15	15	3	65
6	S6	9	7	6	7	1	30
7	S7	10	10	11	7	2	40
8	S8	20	11	10	11	2	54
9	S9	25	10	20	10	3	68
10	S10	27	20	15	12	3	77
11	S11	11	11	10	10	2	44
12	S12	20	10	15	10	2	57
13	S13	20	10	17	11	2	60
14	S14	26	15	20	15	3	79
15	S15	26	21	13	14	3	77
16	S16	12	10	11	10	2	45
17	S17	20	10	16	12	2	60
18	S18	22	10	15	15	3	65
19	S19	25	15	13	15	2	70

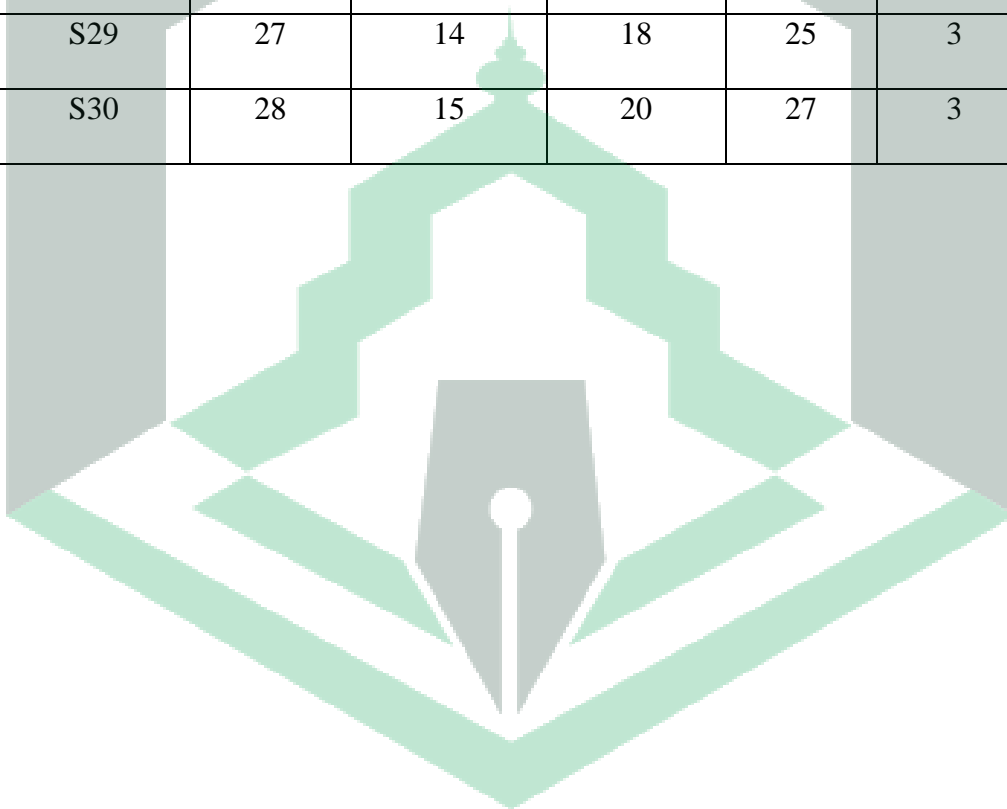
20	S20	27	15	20	10	3	75
21	S21	27	18	15	15	3	78
22	S22	9	8	8	10	2	40
23	S23	10	10	10	10	2	45
24	S24	15	10	10	11	2	53
25	S25	10	17	17	11	2	60
26	S26	21	13	13	14	3	77
27	S27	15	20	20	15	3	79
28	S28	11	10	10	12	2	50
29	S29	10	16	16	15	3	65
30	S30	10	11	11	10	2	44



Score Post-test (experimental class)

No	Students	Criteria					Total Score
		Content	Organization	Vocabulary	Grammar	Mechanic	
1	S1	25	15	16	20	4	80
2	S2	24	17	17	23	3	86
3	S3	26	15	20	15	2	79
4	S4	25	15	15	20	3	80
5	S5	24	15	16	26	4	80
6	S6	27	15	20	10	5	75
7	S7	26	15	20	15	5	79
8	S8	24	17	18	22	2	85
9	S9	25	16	18	25	3	88
10	S10	26	15	15	20	3	80
11	S11	22	15	10	20	4	70
12	S12	27	15	15	15	5	75
13	S13	24	15	15	20	5	80
14	S14	26	17	17	25	2	90
15	S15	26	17	17	25	3	90
16	S16	25	15	15	20	3	78
17	S17	25	16	18	25	3	88
18	S18	26	19	17	23	3	90
19	S19	30	15	20	25	3	95
20	S20	26	19	17	23	2	90

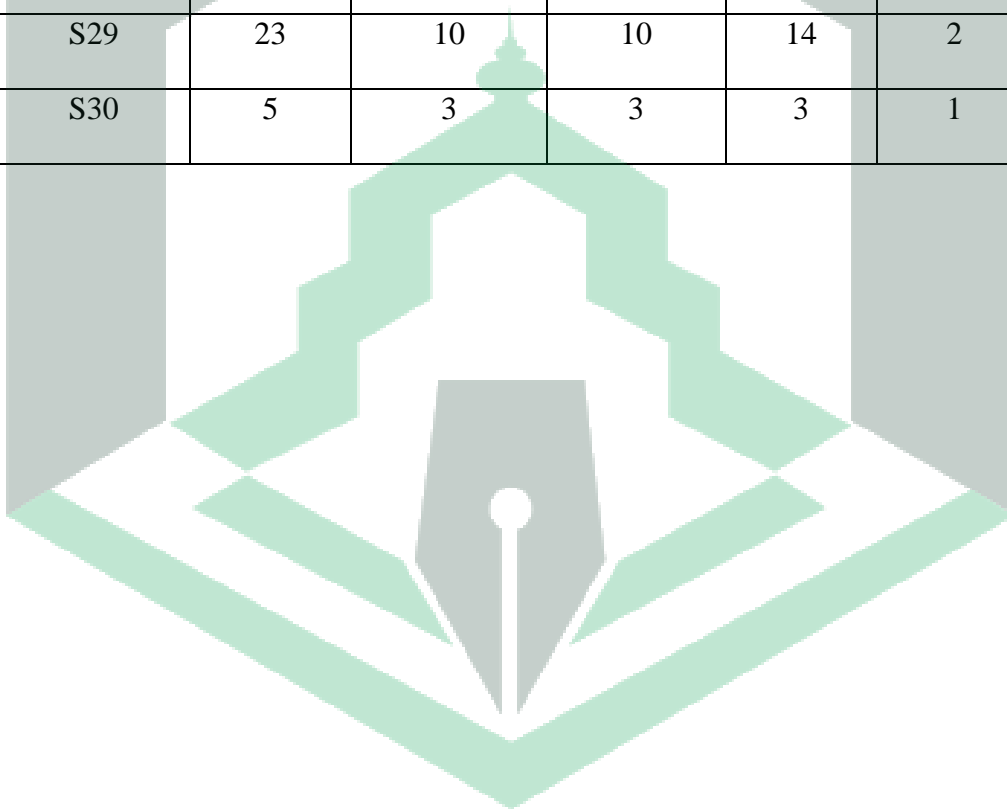
21	S21	31	15	16	25	3	93
22	S22	25	15	16	20	3	80
23	S23	26	15	15	20	3	88
24	S24	26	17	17	25	4	90
25	S25	25	18	17	24	5	89
26	S26	26	18	15	26	3	90
27	S27	30	15	20	25	5	95
28	S28	25	17	18	24	5	88
29	S29	27	14	18	25	3	90
30	S30	28	15	20	27	3	95



Score pre-test (control class)

No	Students	Criteria					Total Score
		Content	Organization	Vocabulary	Grammar	Mechanic	
1	S1	12	10	11	10	2	45
2	S2	8	8	9	8	2	35
3	S3	6	5	6	6	1	24
4	S4	10	9	9	8	1	37
5	S5	13	15	10	10	2	50
6	S6	8	8	8	8	1	33
7	S7	13	12	11	10	2	48
8	S8	6	5	6	6	1	24
9	S9	13	15	10	10	2	50
10	S10	15	10	10	13	2	55
11	S11	8	8	9	8	2	35
12	S12	5	4	4	4	1	18
13	S13	15	12	11	12	2	57
14	S14	5	5	5	4	1	20
15	S15	12	10	8	8	2	40
16	S16	13	15	10	10	2	50
17	S17	11	8	9	8	1	37
18	S18	13	12	12	11	2	50
19	S19	13	12	12	11	2	50
20	S20	12	10	11	11	2	46

21	S21	23	10	10	15	2	60
22	S22	15	12	11	12	2	57
23	S23	9	8	9	10	2	38
24	S24	5	5	5	5	1	21
25	S25	10	5	5	7	1	28
26	S26	10	6	5	8	1	30
27	S27	15	11	11	11	2	55
28	S28	13	10	10	11	2	46
29	S29	23	10	10	14	2	58
30	S30	5	3	3	3	1	15



Score post-test (control class)

No	Students	Criteria					Total Score
		Content	Organization	Vocabulary	Grammar	Mechanic	
1	S1	25	16	18	25	4	88
2	S2	22	10	15	15	3	65
3	S3	20	10	17	11	2	60
4	S4	27	15	10	20	3	75
5	S5	25	15	15	20	4	80
6	S6	24	17	15	25	5	85
7	S7	24	17	15	25	5	85
8	S8	20	10	17	11	2	60
9	S9	27	10	10	25	3	75
10	S10	24	12	14	25	3	78
11	S11	26	15	16	27	4	88
12	S12	26	19	15	25	5	90
13	S13	25	17	15	28	5	85
14	S14	20	10	17	11	2	60
15	S15	22	15	10	20	3	70
16	S16	22	10	15	15	3	65
17	S17	28	16	10	22	3	77
18	S18	22	10	15	18	3	68
19	S19	22	10	15	18	3	68
20	S20	22	10	15	11	2	60

21	S21	20	10	15	17	3	65
22	S22	22	15	15	23	3	78
23	S23	23	15	15	20	3	76
24	S24	26	15	15	20	4	80
25	S25	24	17	18	22	5	85
26	S26	25	10	10	20	3	65
27	S27	26	17	17	25	5	90
28	S28	30	15	20	25	5	95
29	S29	22	10	15	15	3	65
30	S30	22	15	10	20	3	70

