

## THE EFFECT OF THE FLIPPED CLASSROOM MODEL ON STUDENTS' WRITING SKILL IN CLASS XI SMA NEGERI 18 MAKASSAR

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### ABSTRACT

This study aimed to know the effect of the flipped classroom model on students' writing skill in class XI SMA Negeri 18 Makassar. This study focused on pre-experimental research one group pre-test and post-test. The population in this study were students of class XI SMAN 18 Makassar. The writer took 270 students as the population. Random sampling technique was used to take one class as the research sample, totaling 30 students. Data obtained from writing test. The results of this study used inferential analysis of the t-test by SPSS v.16, which showed a significant effect on the students' mean score writing skill between the pretest and post-test. The mean score of the students' writing enhanced from 52.33 in the pretest to 82.03 in the posttest. The significance value calculated 0.000 is smaller than 0.05 ( $P\text{-value} = 0.000 < 0.05$ ). Thus, it can be concluded that the flipped classroom model is effect applied to students' writing skill in class XI at SMA Negeri 18 Makassar.

**Key Words:** Flipped Classroom Model, Writing Skill, Narrative Text

### INTRODUCTION

Along with the increasingly rapid development of the era which resulted in the role of mastery of language, especially mastery of English, it became very important. Therefore, the Indonesian government places English as a compulsory subject from junior high school to the senior high school level. Based on the English Syllabus of 2013 Curriculum published by Kementerian Pendidikan dan Kebudayaan (Kemendikbud) it is stated that the objective of English language teaching aims to develop students' language competence in spoken and written to be able to use it in several daily contexts (Kemendikbud, 2017 in Marsur *et al*, 2020). In learning English there are 4 skills that must be mastered by students. One of them is writing skill which is an aspect of language skill.

According to Masito & Suprijadi (2015) in Hastuti (2020), writing skill is the most challenging and complex language skills because they require broad perception and extensive thought processes. Writing skills require processes and exercises that are carried out regularly and continuously. Writing skill is supporting other skills. Writing is a thought process in terms of finding an idea poured out on paper to turn ideas into words. According to Troyka (1996:17) in Filipp (2021), writing is a process of considering alternatives and making

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sustainable choices. Understanding writing as a multistage process allows one to work efficiently, concentrating on one activity at a time, rather than trying to juggle all aspects of a writing project simultaneously. Therefore, the better students understand the writing process, the better they will write and the more they can enjoy writing.

Many students complain and find it difficult to understand English subjects, especially in writing skill. Therefore, teachers are required to apply and develop various strategies, methods, and appropriate learning models so that they can increase students' motivation and ability to understand the material being studied and develop their potential optimally. The success of learning cannot be separated from the role of the teacher as a learning resource, mentor, facilitator, mediator, and evaluator because creative teachers in create learning that is effective, fun, and liked by students will facilitate the achievement of learning objectives. The enthusiasm of students in participating in learning is to present a model in each lesson.

According to Zubaedi in Mirdad (2020), the learning model can be interpreted as a pattern used for curriculum preparation, organizing materials, and providing instructions for teachers in the classroom. The learning model is a conceptual framework that describes a systematic procedure in organizing learning experiences to achieve certain learning objectives. In learning activities, the model can be interpreted as a pattern or picture that explains various forms of views related to learning activities (Joyce and Weil, 2000:24 in Khodijah, 2012). According to Kemp (1977) in Nurlaelah & Sakkir (2020), defines the learning model as a learning planning (instructional design) is used in determining the aims and objectives of each topic, goals topics, and purposes), analyzing the characteristics of citizens learning (learning characteristics), setting specific instructional objectives (learning objectives), selecting learning content (subject content), conduct pre-assessment, carry out teaching and learning activities/learning resources (teaching-learning/resources), provide support services (support services), carry out evaluations (evaluation), and make revisions (revise).

The flipped classroom is a student-centered learning method consisting of two parts with interactive learning activities during the lesson and individual teaching based on a computer out of the lesson (Bishop & Verleger, 2013 in Ayçiçek & Yanpar, 2018). Sukerti *et al* (2020) in Susana *et al* (2020), said that discussing the potential of using the flipped classroom approach in the study of practical skills, namely writing and speaking.

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In the reverse classroom approach, the teacher prepares several videos about the material to be taught. Students are expected to watch the video before coming to class. The lesson begins with a short question and answer. If there are points in the lesson that the students do not understand, the teacher explains. During study time, students are allowed to learn by discussing. Therefore, the flipped classroom learning model is expected to be a trigger in increasing student interest in participating in the learning process and making students independent in learning. In conventional classroom learning. Generally, a lot of time is spent explaining teaching materials, but very little time for students to carry out the analysis given by the teacher. The implementation of the flipped classroom learning model in the learning process aims to make students independent in learning and the learning process is focused on students.

Based on observations made by writer on students in class XI SMA Negeri 18 Makassar, there are still some students who are less active and enthusiastic in participating in the learning process which has an impact on learning outcomes, or their achievements are low. They were less active and less enthusiastic about participating in learning due to several factors, one of which is the use of learning models that do not involve students actively. The teacher only explains the material and the students listen and then proceed with doing the questions, this is one example of the learning model implemented in class XI. This is what causes students to be less active in participating in the learning process.

Based on observations made by writer, the lack of student activity in the learning process causes student learning outcomes to decrease. Therefore, it is necessary to change the learning model which usually only focuses on the teacher.

Based on the background, the writer implement the flipped classroom model in learning writing skill in class XI of SMA Negeri 18 Makassar. Therefore, the writer conducted research entitled "The Effect of the Flipped Classroom Model on Students' Writing Skill in Class XI SMA Negeri 18 Makassar".

## METHOD OF THE RESEARCH

In this writer, the writer apply experimental research method. The design used is a pre-experimental one-group pre-test post-test. This design involved one group that was given a pre-test (O1), treatment (X), and a post-test (O2). In pre-experimental research one group pre-test and post-test, the first step is to know the sample that used as a research sample and group it into one research class. The next step is to give a pre-test to measure the condition of students' knowledge before being given treatment by applying the flipped classroom

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learning model to improve students' writing skill. Then the final sample was given a post-test to measure the condition of students' writing skill after being given treatment. This research was conducted at SMA Negeri 18 Makassar in the academic year 2021/2022. This research took one month. The population in this research was students of class XI SMA Negeri 18 Makassar in the academic year 2021/2022 which consisted of 270 students divided into nine classes, each class consisting of 30 students. The writer took sample from students of class XI IPS 3 SMA Negeri 18 Makassar. They consisted of 30 students. After collecting the data, the next step analyzed the data. This analyze compare student grades with grades during pre-test, treatment, and post-test. Writer used it for both pre-test and post-test quantitative data analyze.

## FINDINGS AND DISCUSSIONS

The writer conducted a pre-test to know the prior knowledge of the students' writing skill and conducted post-test after giving treatments. The presentation of data in this part was obtained through writing test. Below is the table show the students' scores in a pre-test and a post-test.

**Table 1 The Percentage of Students' Pre-Test and Post- Test**

No	Classification	Score	Pre-test		Post-test	
			F	P	F	P
1	Very good	91-100	-	-	4	13.3%
2	Good	90-76	3	10%	23	76.7%
3	Average	75-61	6	20%	3	10%
4	Poor	51-60	7	23.3%	-	-
5	Very Poor	0-50	14	46.7%	-	-
Total			30	100%	30	100%

**Score: Students' writing score**

The results of data analysis in table 1 show that in the pre-test none of the students were classified as very good, 3 (10%) students were classified as good, 6 (20%) students were classified as average, 7 (23.3%) students were classified as poor category, and 14 (46.7%) students were classified as very poor. In the post-test 4 (13.3%) students were classified as very good, 23 (76.7%) students were classified as good, 3 (10%) students were classified as average, and there no students were classified as poor and very poor. The writer found that in the pre-test, most of the students got low scores. But in the post-test, most of the students can get good grades. The results showed that the flipped classroom

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model was effectively implemented to the writing skill of students in class XI IPS 3 at SMA Negeri 18 Makassar.

Table 2 Students' score classification

No	Students' initial	Pre-test	Classification	Post-test	Classification
1	AIWN	49	Very Poor	76	Good
2	ASR	46	Very Poor	88	Good
3	AAJI	53	Poor	80	Good
4	AFE	47	Very Poor	80	Good
5	AMDA	46	Very Poor	92	Very Good
6	AMM	58	Poor	84	Good
7	NS	34	Very Poor	70	Average
8	AAS	34	Very Poor	84	Good
9	RF	34	Very Poor	84	Good
10	BWN	67	Average	93	Very Good
11	SM	43	Very Poor	78	Good
12	DNS	34	Very Poor	80	Good
13	DAA	63	Average	89	Good
14	IRT	38	Very Poor	73	Average
15	IDA	43	Very Poor	73	Average
16	Kh	34	Very Poor	82	Good
17	MAA	50	Very Poor	76	Good
18	Mu	54	Poor	91	Very Good
19	MDAA	63	Average	78	Good
20	MMA	63	Average	81	Good
21	NFA	51	Poor	81	Good
22	NM	51	Poor	76	Good
23	NF	66	Average	83	Good
24	NSR	43	Very Poor	77	Good
25	RSLs	66	Average	78	Good
26	SP	76	Good	83	Good
27	SNKH	56	Poor	93	Very Good
28	AAA	76	Good	88	Good
29	ARF	76	Good	82	Good
30	MFF	56	Poor	88	Good
TOTAL		1.570		2.461	

Source: Students' writing score

Based on the table 2 above, the classification students' score pre-test and post-test; In the pre-test; 3 (10%) students were classified as good, 6 (20%) students were classified as average, 7 (23.3%) were students classified as poor and 14 (46.7%) students were classified as very poor. In the post-test; 4 (13.3%) students were classified as very good, 23 (76.7%) students were classified as good, 3 (10%) students were classified as average. From the result of classification students' score pre-test and post-test is the score of post-test higher than the score pre-test.

After conducting the students' pre-test and post-test scores in the experiment class, the writer used a t-test for the hypothesis test. The T-test is a test to measure whether or not there is a significant difference between the results of the students' mean scores in the pre-test and the post-test. The using inferential analysis of t-test or test of significance run by SPSS Version 16, the significant differences can be easier to analyze.

In this research, the Null hypothesis (Ho) stated that the implementation the flipped classroom model is not effective on the writing skill of students in class XI IPS 3 at SMA Negeri 18 Makassar. While the Alternative hypothesis (H1) state that the implementation the flipped classroom model is effective on the writing skill of students in class XI IPS 3 at SMA Negeri 18 Makassar. If the value of significance is 2 or sig. (2-tailed) lower than 0.05, H1 accepted and Ho rejected. The t-test of the students' writing skill is presented in the following table:

**Table 3 The Result t-test  
Paired Samples Test**

		Paired Differences					T	Df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error	95% Confidence Interval of the Difference				
Pair			n		Lower	Upper			
1	pret – posttest	2.97000	12.30125	2.24589	34.29336	25.10664	13.224	29	.000

The result of the t-test stated that Sig. (2-tailed) was 0,000. The result provided that the Sig. (2-tailed) the table was lower than the level of significance. So, the alternative hypothesis (H1) was accepted and the null hypothesis (Ho) was rejected. It means that the implementation of the flipped classroom model is

effective on students' writing skill in English class XI IPS 3 SMA Negeri 18 Makassar.

## DISCUSSION

Findings, show that there is an increase in students' writing skill after being given treatment through the implementation of the flipped classroom learning model. Students' writing skill, especially for the five components (Content, Organization, Vocabulary, Grammar, and Mechanics) before treatment were lacking, and after treatment had increased. Students indicated that the implementation of the flipped classroom learning model made them interested in attending the class. They are also more active and creative during the teaching and learning process. Therefore, the writer concludes that the implementation of the flipped classroom model is effective on students' writing skill in English.

In line with the results of statistical analysis on the students' writing skill show that from their pre-test scores; none of the students were classified as very good, 3 (10%) students were classified as good, 6 (20%) students were classified as average, 7 (23.3%) students were classified as poor category, and 14 (46.7%) students were classified as very poor. In the post-test 4 (13.3%) students were classified as very good, 23 (76.7%) students were classified as good, 3 (10%) students were classified as average, and there no students were classified as poor and very poor. There are some students who are not included in the classification because their vocabulary is still lacking and it is difficult to make sentences into a paragraph, and there are also students whose pre-test scores are low but after being given treatment, students feel motivated to learn. When the post-test was given the student's score was higher. The writer found that in the pre-test, most of the students got low scores. But in the post-test, most of the students can get good grades.

The result of the t-test analysis shows that there is a significant difference between the result of the pre-test and post-test. The mean score from the pre-test is 52.33 and is classified as poor. While the total mean score from the post-test is 82.03 and is classified as good. It means that the implementation of the flipped classroom model is effective in students' writing skill in English. The result of the t-test stated that Sig. (2-tailed) was 0,000. The result provided that the Sig. (2-tailed) the table was lower than the level of significance. This result means that there was a significant difference between the results of the pre-test and post-test.

In addition, the implementation of this study was conducted to determine the effect of the application of the learning model of writing skills, namely the effect

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of the flipped classroom model on the writing skills of class XI students of SMA Negeri 18 Makassar. The use of learning models in each learning process will provide a more interesting learning experience for students to increase students enthusiasm for learning. There are various learning models that can be used by teachers in carrying out learning that can be adapted to the material being taught. The learning model is a pattern that has been prepared by the teacher before carrying out the learning process and will be a guide in carrying out the learning process. One of the learning models that can be used in the learning process is the flipped classroom model.

The implementation of research in class XI IPS 3 at SMA Negeri 18 Makassar has several obstacles, but all of them can be solved in other ways, starting from some students who do not have a good internet network and limited internet quota to access learning videos on WhatsApp groups and Youtube, student delays enter into the same classroom to study together. However, all of them did not become a barrier to the smooth running of this research process.

## CONCLUSION

The classification students' score pre-test and post-test; In the pre-test; 3 (10%) students were classified as good, 6 (20%) students were classified as average, 7 (23.3%) were students classified as poor and 14 (46.7%) students were classified as very poor. In the post-test; 4 (13.3%) students were classified as very good, 23 (76.7%) students were classified as good, 3 (10%) students were classified as average. From the result of classification students' score pre-test and post-test is the score of post-test higher than the score pre-test.

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