



## The Effectiveness of Using Flipped Classroom in Teaching Writing Descriptive Text

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### Abstrak

Menulis adalah alat atau sarana komunikasi untuk menyampaikan informasi secara tertulis. Kegiatan menulis merupakan suatu bentuk ungkapan pikiran, perasaan, dan disusun menjadi kata, kalimat, dan paragraf. Penelitian ini bertujuan untuk mengetahui keefektifan flipped classroom dalam pengajaran menulis teks deskriptif. Subjek penelitian di SMKN 1 Grogol, terdiri dari 26 siswa kelas akuntansi 1 sebagai kelompok kontrol dan kelas X akuntansi 2 terdiri dari 27 siswa sebagai kelompok eksperimen. Desain penelitian menggunakan pendekatan kuasi eksperimen dengan pendekatan kuantitatif. Instrumen yang digunakan adalah tes menulis yang terdiri dari pretest dan posttest pada kelas eksperimen dan kontrol. Analisis data menggunakan ANCOVA melalui SPSS 21. Hasil Temuan penelitian membuktikan bahwa hasil ANCOVA diperoleh nilai signifikansi 0,000 yang lebih kecil dari 0,05. Artinya hipotesis alternatif ( $H_a$ ) diterima, yaitu terdapat perbedaan yang signifikan antara kelompok eksperimen dan kontrol. Jadi, flipped classroom menunjukkan pengaruh yang signifikan terhadap kemampuan menulis siswa. Kemudian, hasil rata-rata menunjukkan bahwa dengan menggunakan metode flipped classroom memiliki rata-rata yang lebih tinggi. menyimpulkan bahwa flipped classroom efektif dalam pembelajaran menulis teks deskriptif.

**Kata Kunci:** Menulis, Mengajar Menulis, Teks Deskriptif, Flipped Classroom

### Abstract

Writing is a communication tool or means of conveying information in writing. Writing activity is a form of expressing thoughts and feelings, arranged into words, sentences and paragraphs. This study aims to investigate the effectiveness of flipped classroom in teaching writing descriptive text. The research subjects at SMKN 1 Grogol, consisted of 26 students of accounting class 1 as the control group and class X accounting 2 consisting of 27 students as the experimental group. The research design used a quasi-experimental approach with a quantitative approach. The instrument used was a writing test consisting of a pretest and posttest in the experimental and control classes. Data analysis using ANCOVA through SPSS 21. Results The research findings prove that the ANCOVA results obtained a significance value of 0.000 which is smaller than 0.05. It means that the alternative hypothesis ( $H_a$ ) is accepted, that there is a significant difference between the experimental and control groups. So, flipped classroom shows a significant effect on students' writing ability. Then, the average results show that using the flipped classroom method has a higher average. concluded that the flipped classroom effective in teaching writing descriptive text.

**Keywords:** Writing, Teaching Writing, Descriptive Text, Flipped Classroom

### Introduction

Writing is a communication tool or means of conveying information in writing. Writing is a very important skill to be mastered by students in today's era because it is useful and needed in communicating with the world. Writing is a manifestation of the art of reading, creating and modifying (Brown, 2010). Writing is expressing thoughts, feelings, and arranged into words, sentences

and paragraphs. In addition, writing helps explore and extract the contents of the head and emotions to be shared or informed to the reader. Writing is an activity that provides many benefits for students in practicing creative and systematic thinking. By writing, students learn many aspects of good and correct writing, automatically hone students English communication orally and increase intellectual capacity.

The concept of learning can help students learn, how they know enjoy the learning process and appreciate their education (Ball & Loewe, 2017). Teaching writing is an activity of teaching writing through the role of the teacher in helping, guiding, and directing students to create writing that is by the elements and rules of good writing. In assisting students to be able to write better, teachers must be more creative in the learning process, teaching writing can be done simply but meaningfully, based on topics that interest students to make the work fun and effective. An essential component in learning to write is accuracy in sentence construction, grammatical use, and punctuation. In writing activities, new conditions are needed to allow each individual. So that it helps students in finding their imagination or knowledge to be put into practice in their writing.

Descriptive is one type in writing. When writing descriptive literature, you must provide a detailed account of a certain person, location, or item. a sentence as a whole. The things that need to be mastered in writing descriptive text are ideas or concepts, vocabulary, and grammar. In writing activities, students often experience difficulties at school. These include the lack of time to practice writing in class and difficulties in writing descriptive texts To improve students' writing creativity and imagination. In this case, the teacher can use an appropriate method to support the learning process and make students more interested in writing activities. One strategy educators can do is the reverse class method.

A blended learning model, the "flipped classroom" mixes online and in-person instruction. According to (Bergman & Sams, 2012), the fundamental idea of the flipped classroom is that traditional class time is spent "behind" learning at home by distributing material in the form of videos and face-to-face learning concentrating on discussion and practice. The flipped classroom method is innovative learning, training students to learn independently, and student-centered learning using audio-visual or video content. Especially in this digital era, the existence of social media is widely used in the world of education. As (El-badawy & Hashem, 2015) state social media beneficially advances

student education. In flipped classroom learning, the researcher determines YouTube and WhatsApp as learning media for writing. Taken from YouTube videos because there are many online sources of material related to education, videos are very flexible, easy to access anytime, anywhere, and are popular among teenagers today. WhatsApp is an application that is simple and familiar to all circles.

This study aims to determine the efficacy of using flipped classrooms in teaching descriptive text. Whether students who are taught to write descriptive text in a flipped classroom have better writing skills than those taught in a traditional classroom.

## Method

The purpose of this research is to develop learning methods and learning materials through visual learning models. In addition, to investigate the effectiveness of using flipped classrooms in teaching writing descriptive text. For the research to obtain valid data in accordance with the research problem. This research design uses a quantitative approach by using a Quasi Experiment design. Data analysis used the ANCOVA test using SPSS version 21. The study was conducted at SMKN 1 Grogol, by taking two classes as the experimental and control groups. The experimental group in accounting class 2 (AKL 2) consisted of 27 students and accounting class 1 (AKL 1) as the control group consisted of 26 students. So the total sample used is 53 students. In collecting data using a writing test as an instrument. In this study, there are two types of devices used. First, the pretest was tested before being given treatment. And the last, posttests were given after the completion of treatment.

The treatment procedure is a series of steps in conducting research. In this study, the flipped class was applied to the experimental style and direct instruction was applied to the control class. The learning scheme in the two types is different, the flipped classroom combines online and offline learning by using audio-visual videos and can be learned as homework and in-class

creating a group discussion forum. While in the control class, applying the direct instruction learning method is learning by using the lecture method to provide an explanation related to the material being studied.

Instructions for the flipped classroom learning method are designed outside the classroom and face-to-face. One day before face-to-face learning, students are asked to watch, study, and read lessons sent via WhatsApp group. Students review and summarize the material studied to be submitted and confirm to the teacher that they are responsible for their learning. In face-to-face learning, questions and answers are held and discussions with their classmates.

Learning is divided into three processes, which consist of the following: (1) 30 minutes, conducted for discussion; (2) 60 minutes, practice writing; (3) 30 minutes, of feedback. The process is designed to measure student involvement and responsibility for the material or learning provided by the teacher outside the classroom. The procedure is intended to gauge

student commitment to and ownership of the knowledge or skills that the teacher has supplied outside of the classroom. Discussion is very necessary for students to discuss information obtained from videos and material that students have not understood. Followed by the assignment, students were asked to work individually to write a descriptive paragraph. The writing test instrument is given in the pretest and posttest which aims to address the fundamental problems about the efficiency of the flipped classroom.

### Result and Discussion

This study aims to prove and test the difference whether students taught by the flipped classroom method have better writing skills than students taught by direct instruction. The experimental and control groups used data from the results of the pre- and post-test. You can view the outcomes of the pretest and posttest as follows:

**Table 1. The Result of Score Pre-Test and Post-Test**

Descriptive Statistics						
	N	Minimum	Maximum	Sum	Mean	Std. Deviation
Pretest Experimental	27	56	74	1668	61.78	4.585
Posttest Experimental	27	77	90	2254	83.48	3.817
Pretest Control	26	56	72	1669	64.19	4.445
Posttest Control	26	71	87	2092	80.46	3.839
Valid N (listwise)	26					

Table 1 indicates that the average in the experimental and control classes has increased. The average score in the experimental group increased from the pre-test to 61.78 and from the post-test to 83.48. In contrast, the average score in the control group went from 64.19 on the pre-test to 80.46 on the post-test.

In this study, several assumptions were made before performing ANCOVA.

### Normal Distribution

The normality test assumptions, variance homogeneity, regression homogeneity, and linear correlation between covariate and dependent variable are a few examples. The results can be seen as follows:

**Table 2. The Result of Normal Distribution**

		Tests of Normality					
	Class	Kolmogorov-Smirnov <sup>a</sup>			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	df	Sig.
Experimental and Control	Pretest Experimental	.135	27	.200*	.926	27	.055
	Posttest Experimental	.136	27	.200*	.953	27	.252
	Pretest Control	.144	26	.174	.951	26	.245
	Posttest Control	.106	26	.200*	.971	26	.655

\*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

Based on these findings, the experimental group's significance value for the Kolmogorov-Smirnov pretest was 0.200, while the control group's was 0.200. The significance level for the posttest for the experimental group was 0.174, whereas that

for the control group was 0.200. Since every result has a significance level above 0.05,  $H_a$  is therefore accepted and  $H_0$  is denied. As a result, both the pretest and the posttest passed the normalcy test.

### 1. Homogeneity Test

**Table 1. The Result of Homogeneity Test**

Levene's Test of Equality of Error Variances <sup>a</sup>			
Dependent Variable: Posttest			
F	df1	df2	Sig.
.150	1	51	.700

Tests the null hypothesis that the error variance of the dependent variable is equal across groups.

a. Design: Intercept + Pretest + Class

These results demonstrate that the experimental group and control group's abilities differ from one another. Given that

the significance value of 0.700 is greater than 0.05, it can be said that the experimental and control groups' data variances are homogeneous.

### 2. Homogeneity Regression

**Table 4. Test of Homogeneity Regression**

**Tests of Between-Subjects Effects**

Dependent Variable: Posttest

Source	Type III Sum of Squares	df	Mean Square	F	Sig.
Corrected Model	304.203 <sup>a</sup>	3	101.401	8.813	.000
Intercept	799.626	1	799.626	69.496	.000
Class	5.821	1	5.821	.506	.480
Pretest	182.906	1	182.906	15.897	.000
<b>Class * Pretest</b>	<b>1.932</b>	<b>1</b>	<b>1.932</b>	<b>.168</b>	<b>.684</b>
Error	563.797	49	11.506		
Total	357240.000	53			
Corrected Total	868.000	52			

a. R Squared = .350 (Adjusted R Squared = .311)

Based on these findings, the pre-test class's significance value\* was 0.684 > 0.05. The resultant sig value is more significant than 0.05, indicating that there is no interaction between the

independent variables and pre-test covariates (flipped classroom). Then, based on these findings, it can be continued with data calculation using ANCOVA analysis.

**3. Relationship Between Covariate and Dependent Variable**

**Table 5. Test of Linier Relationship Between Covariate and Dependent Variable**

**Tests of Between-Subjects Effects**

Dependent Variable: Posttest

Source	Type III Sum of Squares	df	Mean Square	F	Sig.
Corrected Model	302.272 <sup>a</sup>	2	151.136	13.358	.000
Intercept	809.003	1	809.003	71.501	.000
<b>Pretest</b>	<b>181.474</b>	<b>1</b>	<b>181.474</b>	<b>16.039</b>	<b>.000</b>
Class	200.079	1	200.079	17.683	.000
Error	565.728	50	11.315		
Total	357240.000	53			
Corrected Total	868.000	52			

a. R Squared = .348 (Adjusted R Squared = .322)

The covariate variable (pretest) has a significance value of 0.000, which is less than 0.05 (0.000 < 0.05), as can be seen from the table. The dependent variable and the covariate have a significant linear connection, according to this statement. It can be said that the

covariate and dependent variable are connected linearly.

#### 4. The Result of ANCOVA

Table 6. The Result of ANCOVA

Tests of Between-Subjects Effects					
Dependent Variable: Posttest					
Source	Type III Sum of Squares	df	Mean Square	F	Sig.
Corrected Model	302.272 <sup>a</sup>	2	151.136	13.358	.000
Intercept	809.003	1	809.003	71.501	.000
Pretest	181.474	1	181.474	16.039	.000
<b>Class</b>	<b>200.079</b>	<b>1</b>	<b>200.079</b>	<b>17.683</b>	<b>.000</b>
Error	565.728	50	11.315		
Total	357240.000	53			
Corrected Total	868.000	52			

a. R Squared = .348 (Adjusted R Squared = .322)

Based on the results of the table 6., the group significance value of 0.000 is smaller than 0.05 (0.000 < 0.05). means that the researcher has clear evidence to reject the null hypothesis (Ho). So it can be concluded that students who are taught using the flipped classroom learning method have better writing skills than students who use the direct learning method.

Based on the data analysis and research findings, it can answer the research question that the experiment affects students' ability to write descriptive texts. In general, students who were taught using the flipped classroom approach fared better than those who weren't. Because students who used direct instruction did not reveal a significant increase in the mean score. It can be seen that the average pre-test score for the experimental group is 61.78 and the average pre-test score for the control group is 64.19. Then, after getting treatment,

the two groups got different mean results. The post-test experimental group obtained an average value of 83.48 while the control group had an average value of 80.46.

First, the ANCOVA assumption can be determined based on the Kolmogorov-Smirnov one sample test results. In table 2. it is explained that the first assumption is the results of the normality test with a normal distribution which can be seen from the results of p 0.200 more than 0.05. Then the second assumption was answered, namely the Levene test results showed that Sig 0.700 was more than 0.05, which means the variance of experimental group and control group is homogeneous or equal. Then, the relationship or interaction between the covariate (pretest) and independent variable (flipped classroom) results. The response was that the homogeneity regression assumption of p 0.684 was larger than 0.05, which indicated that the results were either not significant or that there

was no interaction between the covariates and independent variables. The last assumption is a linear correlation test between covariate (pretest) and dependent variable (post-test), the results prove a correlation between the covariate and dependent variable because the significance value of 0.000 is less than 0.05.

The results of these assumptions can prove that ANCOVA on the subject effect in this study can be used as a reference to assess and respond to alternate theories. Table 6 shows that the subject effect has a significance of  $0.000 < 0.05$ . If a number is less than 0.05 but greater than 0.001, the alternative hypothesis is accepted and the null hypothesis is rejected. Answered,  $H_a$  "There is a significant difference in writing ability between students who are taught to write descriptive texts using the flipped classroom method and students who are taught to write using the direct instruction method in class X SMKN 1 Grogol. From the results above, it can be concluded that students who are taught to write descriptively using the flipped classroom method have better writing skills than those taught using the direct instruction method. So that the Flipped Classroom learning method effectively affects students' descriptive writing ability.

### Conclusion

This study found empirical evidence that applying the flipped classroom method effectively improves students' writing skills for the tenth-grade level, especially at SMKN 1 Grogol. This is answered from the results of the study that there is a significant difference in scores between students who are taught the flipped classroom method and the direct instruction method. Based on the results and discussion, the mean value from pretest to posttest in the experimental group had a significant increase. Then, students who used direct instruction did not reveal a significant increase in mean scores. In addition, the ANCOVA test results show that the subject effects significant value is less than 0.05. It means that there is a significant difference in

writing ability between students who are taught to write descriptive text using the flipped classroom method and students who are taught to write using the direct instruction method. So it can be concluded that the flipped classroom method effectively teaches writing descriptive text.

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