

Flipped Classroom in Teaching Writing at SMP Muhammadiyah Parepare

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ABSTRACT

Writing is one of the English language competencies that, in addition to other skills, must be taught. According to the government's recommended curriculum, junior high school students must study a number of texts. Descriptive text is one of them. A descriptive text is a piece of writing that describes something, someone, or a situation. Most of the students have difficulty with it. They are confused about what to write, despite the fact that they are familiar with the subject. As a result, the researcher tried to use the reverse classroom strategy in this research. The researcher applied a pre-experimental method with two groups, namely, pre-test and post-test. The researcher applies the flipped classroom strategy in presenting the material. The population in this research were seventh grade students at SMP Muhammadiyah parepare in the 2021/2022 academic year. The sample in this research was taken using purposive sampling, consisting of 18 students from one class, taken from the seventh grade student population of SMP Muhammadiyah Parepare as an experimental class. The results of the data analysis showed that the students writing abilities increased, but not significantly. The results of the pre-test got an average score of 45,55% while the post-test got an average score of 79,94%. It means that, teaching writing through the flipped classroom can help some students with their writing texts. In addition, the average post-test score of 79,94 is higher than the minimu criteria at SMP Muhammadiyah Parepare, which is 70. While analyzing the data using the t-test formula, the results show that the test value (0,2144) is lower than the t-table ($\alpha = 0.05$: 1.739). This means that the null hypothesis (H_0) is accepted and the alternative hypothesis (H_1) is rejected. The research concluded that teaching writing through the flipped classroom was able to improve students wr.iting abilities, but not significantly.

Keywords :Flipped Classroom, Writing, Descriptive Text

Introduction

Writing is one way for people to communicate with one another. It means that we can use written communication to share our thoughts, feelings, and ideas. Writing is the process of expressing ideas in a structured format Efendi (2020). In conclusion, writing plays a vital role in communication because not all information can be conveyed orally. Some information must be conveyed in written form, such as text, paper, or a variety of other formats.

Writing is one of the language skills that students must master when learning English. Another skill (along with reading, listening, and speaking) that determines the effectiveness of the English acquired is writing. On the other hand, writing is considered one of the most difficult skills to master. According to Conellly (2012) at school, students write papers, reports, and essay examinations to demonstrate your knowledge and skills.

In writing descriptive text, students must use detailed sentences to describe certain people, places, or things. Students must also make the structure and linguistic characteristics of the descriptive text clear. When students explain something, they have to make sure that the sentences they write are appropriate.

In addition, students must understand vocabulary, grammatical roles, accuracy, the development of ideas, and the conditions of learning when writing descriptive texts. Students require some type of environment that will make them feel at ease and improve their interest in the material. Students should feel at ease since it will make it easier for them to accept the material presented by the teacher. Working together with their buddies is one of the most significant aspects of conducting a comfortable environment. It can help them with their work, particularly when describing a specific person, thing, or location. Therefore, we need a method or strategy for learning descriptive text. Cooperative learning can encourage students to be more involved and comfortable during the teaching and learning process.

To help students with writing more effectively, the writing teacher must be able to be more creative and original. In this case, the researcher can use the right strategy to help the teaching-learning process and make writing more interesting for students. A flipped classroom is one of the strategies used by researchers.

This strategy allows teachers to rethink how they might make the most of their individual face-to-face time with students. Bishop and Verleger (2013).

The flipped classroom is a new educational strategy that uses videos from lectures as homework and active (always completing instruction or assignment) group-based problem solving activities in the classroom.

Using this strategy, teachers can rethink how to make the most of individual face-to-face contact with students Bishop and Verleger (2013). The flipped classroom has a lot of misconceptions. Some misconceptions regarding the flipped classroom include that students spend all of their time in front of a computer screen, that they work without structure, that videos replace the teacher, that they work alone, and that it is an online course. In a successful flipped classroom, the time spent teaching is replaced with in-class activities, discussions, issues, and group projects. The students must then arrive prepared for class, which consists of solving hands-on problems connected to the video Amresh, Carberry, and Femiani (2013). There is sufficient time for students to collaborate on projects with their peers, engage more deeply in content, practice skills, and receive feedback on their progress. Teachers can spend more time controlling their students, assisting them with fluency development if necessary, and encouraging them with demanding projects that offer them more control over their learning.

The teacher's role in the flipped classroom shifts from lecturer to learning coach, directing students through a sequence of interesting and experimental learning activities. By focusing on the learning process rather than the teaching process, the approach has been shown to increase overall interaction among students and between students and teachers Phillips and Trainor (2014). Instead of listening to the teacher explain the material, students can spend more time understanding it deeply in a flipped classroom. Several researchers have found numerous studies on the flipped classroom so far. First, supported by research conducted by Basal (2015), who did research totally based on The Use of Flipped Classrooms in Foreign Language Teaching, The researcher studied the benefits of using video lectures in advanced writing and reading.

Additionally, Based on the results of the researcher study when participating in Credit Transfers on September 2020 in the Philipiness, it shows that the Philipiness lecturers use the Flipped classroom strategy when teaching. We are given material before the lessons begins. 1 week later, lecturer philipiness asked us about the material that had been given through google meet after that we were told to do the assignment, and collect it in google classroom.

In this case, the researcher will implement the flipped classroom as a strategy for teaching writing.. The researcher hopes that by using flipped classroom through

descriptive text students will find it easy to explore their ideas and to explain the contents of the text to the reader in detail so that the reader feels like hearing, feeling, and seeing as experienced by the reader. Students write about characteristics of humans, animals, place, etc. In addition, this strategy is able to generate student learning motivation. Therefore, students will more easily understand it.

Review of Literature

Concept of Writing

Some scholar have defined the concept of writing. The first researcher is Nawawi (2011) who explains that writing is a manner of thinking or communicating messages from the author to the reader, and it is also a form of communication. One way to ensure that communication runs smoothly is to ensure that the listener or reader understands what we are saying. Because we are discussing writing, an author's writing must meet the characteristics of good writing in order for readers to understand it. A writer's language aptitude can also be assessed through writing.

Furthermore, Anisatul (2011) states that writing can generate new ideas and can be used as an evaluation tool and a problem solver. Through writing, a person can absorb and process more information so that their insight and knowledge will increase.

Thus, it can be concluded that writing has a very large function in the world of education. By writing, a person can express new ideas or inspirations that can be consider and act upon. Through writing, one's insight or knowledge can increase.

Concept of Flipped Classroom

A flipped classroom is an instructional strategy and a type of blended learning that has students complete writing tasks at home and work on live problem-solving during class time. This explanation relate to the opinion, Danker (2015) said that flipped classroom encourages students to connect with teachers and to apply and practice what they've learned.

Other research on flipped classrooms reported by Herreid and Schiller (2018) argues that what is typically done in class and what is typically done as homework are flipped or inverted in a flipped classroom. Instead of listening to a lecture on genetics in class and then going home to work on a set of given tasks, students read genetics-related

literature and watch videos before coming to class and then engage in active learning in class utilizing case studies, labs, games, simulations, or experiments. From several previous statements, the researcher concludes that the flipped classroom is a learning strategy that makes it easier for teachers and students in learning activities.

Concept of Descriptive Text

Some scholars have defined the concept of descriptive text. The first researcher is Wardiman (2008), who explains that descriptive language belongs to the genre of factual writing. It has the social purpose of describing a certain person, place, or thing.

Other research reported by Linda argues that writing a description is the process of using words to create visual images and sensory experiences. A description is most typically part of another piece of writing and is designed to inform or persuade an audience to perceive something from the writer's point of view.

Concept of Motivation

the definition of motivation can be interpreted as a goal or impetus, with the actual goal being the main driving force for someone in trying to get or achieve what they want either positively or negatively (Hannula, 2006). The term in the sense of motivation comes from the words of English, namely motivation. Nevertheless, the original word is motive, which has also been used, in Malay language, the word motive that means the goal or all efforts to encourage someone to do something. In addition, motivation is a change that occurs in a person who manifests symptoms of feelings, psychological, and emotional experiences that motivate people to do or act in response to their needs, objectives, and goals.

Learning motivation is any internal effort that sparks learning activities, keeps them going, and directs them toward the intended goals. Learning motivation is a non-intellectual psychological aspect that contributes to people's desire to learn (Winkel, 2003)

Learning motivation is a form of encouragement for the learning process, with the goal of learning being to profit from it. Some children had learning difficulties, which resulted in learning outcomes that did not meet expectations. To address the issues, elements that influence learning outcomes, such as student motivation, must be investigated. Student motivation is an absolute prerequisite for learning and has a significant impact on providing passion or enthusiasm for learning (Puspitasari, 2012).

Learning motivation is the tendency of students to do all learning activities that are driven by a desire to achieve achievement or the best learning outcomes (Alderfer, 2004)

In discussing the issue of learning motivation, it will only be discussed from two points of view, namely motivation originating from within a person called "intrinsic motivation" and motivation originating from outside oneself called "extrinsic motivation" (Winkel, 2003).

Method

This research method applied used pre-experimental design, with one group pre-test and post-test design. The population of this research was students in seventh grade of SMP Muhammadiyah Parepare for the academic year 2021-2022. Which consists of two classes. The sampling of the research was taking by using the purposive sampling technique, and the sample of this research is grade VII Tahfidz, which consists of 18 students from SMP Muhammadiyah Parepare. A research instrument is a tool that a researcher will use to collect data or information that can be used to solve research problems. A test will be used as the research instrument. This test consists of two types of tests: a pre-test and a post-test. A pre-test is will be given before treatment, and a post-test is will be given after treatment. The writing test related to make a descriptive text in the paragraph and questionnaire that will be formed from Google form to find out the students motivation to learn English after implementing the using flipped classroom.

Findings and Discussion

Result

1. The Students' Writing Ability

The rate percentage scores of pre-test

Here is the students writing ability before treatment, as follllows :

Chart 4.1 : the students writing of achievement in pre-test.

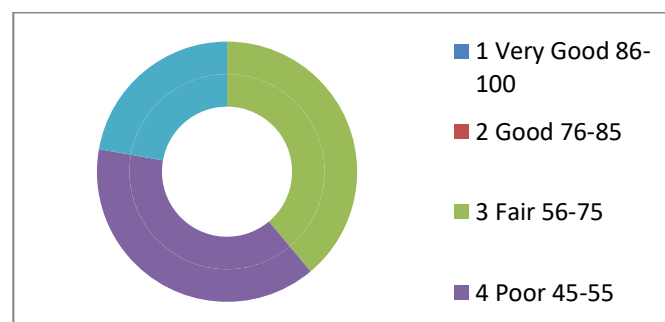


Chart 4.1 above shows the results of 18 students before teaching writing using flipped classroom was placed in poor and fair classification. In this class, some students are classified as being poor and very poor, because some students do not understand the contents of the writing text. Automatically most of their answers are wrong. The writing achievement was still low before giving them a treatment.

The rate percentage scores of posttest

The students writing ability after given treatment was explained in the following chart below :

Chart. 4.2 : the students writing of achievement in posttest.

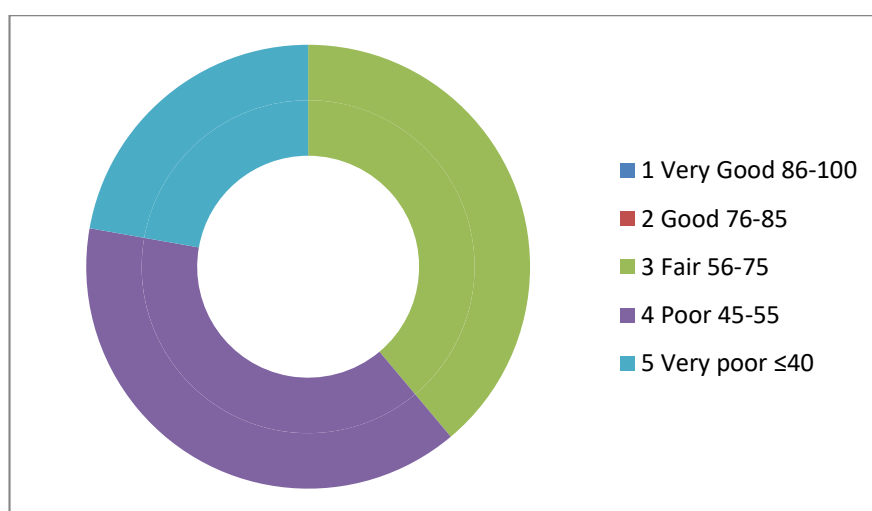


Chart 4.2 above shows the results of 17 students after teaching writing. The researcher got the correct results from the students, but the percentage of students increased. Previously, there were no students who got very good classification, but in the post-test there were 5 students (27.77%) who got very good classification, 9 students (50%) got good classification, 3 students (16.66%) got fair classification, and 1 student (5.55%) got poor and very poor classification.

Based on these results, it means that the students' writing scores and percentages on the post-test are better than those on the pre-test. This means that students' writing skills increase after being taught through Flipped classroom.

Means Score and Standard Deviation of Pre-Test

For determined the students writing ability before and after treatment, the researcher conducted their means score on pretest and posttest as follows:

Table. 4.3: Means score and standard deviation of pre-test

Class	Mean Score	Standard
		Deviation
Pre-Experiment	45,55	17,63

The table shows that the average pre-test score in students' writing in the pre-experiment is still low. This shows that the average value of the pre-experimental class is 45,55. This means that the average pre-test score obtained by students before being given treatment in the pre-experiment class is in the medium category.

The standard deviation of the pre-test in the pre-experiment is 17,63, which is included in the high category. This shows that the students' abilities in writing are still varied.

Means Score and Standard Deviation of Post-Test

Table. 4.4: Means score and standard deviation of post-test

Class	Mean Score	Standard
		Deviation
Pre-Experiment	79.94	12,249

The table shows that students' writing skills have increased, but not significantly. The results of the standard deviation also showed that students did not improve writing skills, with a standard deviation of 17,63 before treatment, and after treatment, there was an increase of 12,249. This is because the application of student writing using the flipped classroom.

The Hypothesis Testing

Hypothesis testing was conducted to determine whether the flipped classroom strategy was successful or not in improving the writing ability of the first graders of SMP Muhammadiyah Parepare.

The following table is the result of statistical analysis of t-test scores. The pre-test and post-test hypothesis testing are explained as follows:

Table.4.5: Results of Statistical Analysis of Students' Writing Achievement.

Types of test	Level significant	T-test Value	T-table Value
Pre-test and Post-test	0.05	0.2144	1.739

The results of the pre-test and post-test researchers found that the t-test value (0.2144) was lower than the t-table value (1.739) which means the null hypothesis (H_0) is accepted and the Alternative Hypothesis (H_1) is rejected.

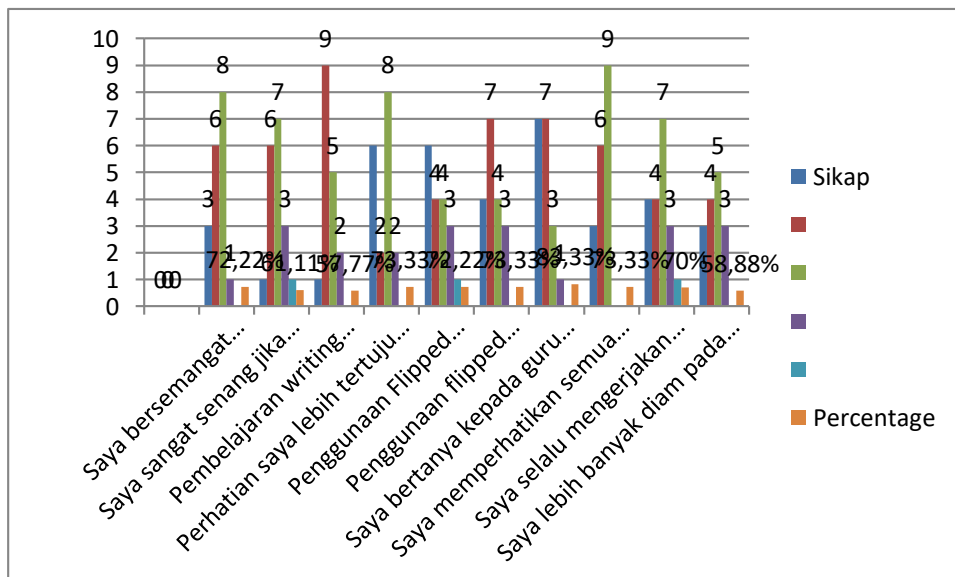
Therefore, the researcher concluded that there was an increase in students' writing before and after the treatment but it was not significant. In this case, the implementation of the flipped classroom is based on learning to write. Finally, the researcher concluded that the Flipped classroom was not effective for improving students' writing.

2. The Students' Motivation

Intrinsic Motivation

Before discuss about the score percentage of the intrinsic motivation, the table 4.6 showed the questionnaire of the intrinsic motivation and percentage

Chart 4.6: The questionnaire of intrinsic motivation



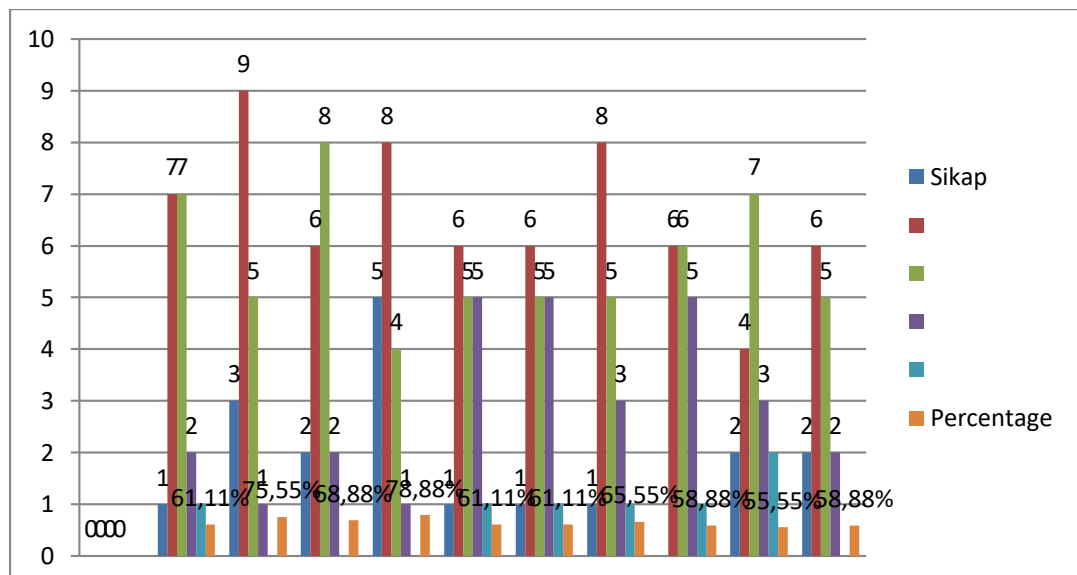
The chart above shows that students intrinsic motivation during learning uses a flipped classroom. It is clear that 80% of students strongly agree that a flipped classroom can motivated students intrinsically. The results of the students' feelings, such as their

motivation, their interest, and their attention, showed changes in students when they were given learning through the flipped classroom. The flipped classroom actually supports them when writing because they are more able to express ideas. The flipped classroom also provides opportunities for them to improve their writing skills, they interact more easily and understand learning more easily, and the flipped classroom motivates them to be more active in doing assignments.

Extrinsic Motivation

This section talking about the score percentage of the extrinsic motivation, the chart 4.7 showed the questionnaire of the extrinsic motivation and its students' frequency that choosed the questionnaire and percentage.

Chart 4.7: the questionnaire of the extrinsic motivation



The chart above shows that students' extrinsic motivation during learning uses a flipped classroom. It is clear that 50-75% of students agree that flipped classroom can motivate students extrinsic, although not significantly. The results of students efforts, such as student participation in learning through the flipped classroom, how students attempt to learn using the flipped classroom, how students look for references and learning resources when they have difficulties, students do not easily give up on assignments, students feel challenged to learn when using strategies from the flipped classroom, and they were more active in the class to answer other students questions, indicate that some students agree and have very moderate motivation compared to students' intrinsic motivation. Then, in items 5,9 and 10 about how students watch learning videos, the flipped classroom strategy makes it easier for them to study

independently, and time files by when they learn to write using the flipped classroom because it is fun.

Discussion

The researcher applied the flipped classroom strategy in teaching writing to the students of SMP Muhammadiyah Parepare. The researcher managed to collect data using tests to answer the researcher questions. There are two purposes for this research, the first is to find out whether the flipped classroom can improve students' writing ability, and the second is to see how the students' motivation changes after studying descriptive text using flipped classroom strategy.

This research, the researcher conducted seven meetings. The first meeting that the researchers conducted in this study was to give a pre-test. The researcher then conducted treatment for four meetings for the class according to the two predetermined materials. After doing the treatment, the improvement in students' abilities. Finally, before the end of the study, the researcher gave a questionnaire containing intrinsic and extrinsic motivation, each of which had 10 statements. The following is a detailed description of the problem in the research.

Students' Writing Ability

The result of pretest was shown that the students' mean score was still under of the minimum scoring standard in English subject of the school(70). It's proved of the students result score in pretest. Most of the 18 students result score was put on fair, poor and very poor classification. The researcher stated that the students writing ability was low. It was caused of the students still did not understand and confusing what should they write on describing themselves. It was also found that the students still lack of vocabularies to write a words and sentences. Links to research by Alfaki (2015) found that the students have various writings problem that similiar with this research findings such as language problems at the levels of morphology and syntax, mechanical mistakes, punctuation and capitalization, lack of several writing development skills and graphomotor problems. Therefore, the researcher was tried to improve the students writing ability by using flipped classroom strategy.

There were many of scholars stated that flipped classroom is a pedagogical approach flipping the roles of direction instruction and activities resulting in a flexible learning environment, active and meaningful learning cultures in the classroom.

Furthermore, Huereca (2015) indicates that flipped classroom integrates technology in a way that allows students to use today's technology outside the classroom and creates a students-centered environment inside the classroom in an attempt to support students learning.

Based on the previous opinions of the experts above, the researcher can said that flipped classrom is one of strategy of learning that can make students more active and more interesting in learning process caused of the use of technology which was the teacher as a fasilitator, supervisor and guider that supported the students ability. In this case, this study aims to improve the students writing ability used flipped classroom strategy.

The researcher had been implemented this strategy as long as seven meetings in grade VII Tahfidz, which consists of 18 students from SMP Muhammadiyah Parepare as a sample. In this study, the researcher did the treatment by online and offline class in the meetings beacuse of pandemic. The offline class was given a pretest to the students while for online class was given a material through whatsapp as media in whatsapp group form.

Based on the result in the previous part, the result of the students in posttest was shown that there was an improvement of the students writing ability. Most of the students score was put on good and very good classification. Although, there was one students still got fair classification. This case was supported by the students mean score. After being treatment, the students got higher score before giving tretment by using flipped classroom.

But, the results of the t-test shown an diffrence statement. After the researcher analized the data by using T-test, it was shows that the t-test value (0,2144) is lower than the t-table value (1,739). That is, the null hypothesis (H_0) is accepted and the slternative hypothesis (H_1) is rejected. So, it can be said that there was an improvement of the students after being treated by using flipped classroom strategy but, its not significantly. The researcher can stated that flipped classroom is quite effective to improve the students writing ability at seven grade of SMP Muhammadiyah parepare. the good point of flipped classroom in learning has provided by many schoolar that can improve the students writing ability like Fathi and Rahimi (2020) on their research found that the results demonstrated that the flipped classroom significantly developed and outperformed the non-flipped classroom on EFL students' global writing performance and writing fluency; however, its effect on the students' writing complexity and accuracy fell short of significance. Based on the findings, implications are provided for EFL writing instruction.

Basically, this research in line with some previous research findings which used flipped classroom. The similarity seen from the focuses of most researchers in flipped classroom strategy in their research. In other side, some previous research finding also shows that there are some specific difference between the researcher's researches with their main. First comes from Yuslika (2019) who identified the flipped classroom method and inquiry class learning in high school. The similarities was seen by the implementation of flipped classroom in high school. While the difference areas was seen in the research design which Yuslika wanted to see the comparison between flipped classroom and inquiry-based learning.

Next research on flipped classroom reported by Efendi (2019). His research focused on effectiveness of flipped classroom in teaching of writing skill. The similarities also place on flipped classroom implementing and also for the students writing ability. But, Efendi has a result that there was significantly difference on his findings stated that flipped classroom was better than conventional strategy in teaching process

Other previous research findings comes from Mella (2018). She researched about the possibility of flipped classroom model in enhancing students speaking. The similarities also seen in the implemented of flipped classroom. But, in this case, Mella was treated the students by flipped classroom to enhancing the students speaking ability while the researcher treated the students to improve their writing ability. However, the result of Mella's stated that flipped classroom model was effective to enhancing the students speaking ability.

Based on the results of this research, the researcher argues that the use of flipped classroom in learning process can improve students' writing abilities, especially in grade VII SMP Muhammadiyah Parepare, but not significantly. This was stated by the researcher because before the treatment, the students could not understand the descriptive through the flipped classroom strategy. However, after the treatment for students, there were some improvements, because in terms of student motivation, students were more interested in what the researchers provided. The teaching system is not monotonous because researchers provide material with the help of Youtube videos so that students can understand more quickly what the material means. In addition to helping improve students' writing, there are other advantages to using the flipped classroom as a medium in the learning process.

Based on the description of learning to write through the flipped classroom, the researcher concludes that using different strategies can make students more interested in

the learning process and the researcher believes that it can improve students writing abilities by using the flipped classroom but it may have a different and more complete implementation experience. So that learning to write can increase significantly.

The Students' Motivation

Students' Intrinsic Motivation

The results of chart 4.6 show in previous part that 18 students as the sample of the research (60-80%) are included in the category of high motivation. It was proved that most of the students agree they had opportunity to express their ideas and help them to motivated their self in writing a text.

They interact and understand learning more easily cause students shown of the table in previous part that they always pay attention to the teacher explanation and they also give a feedback like asked the teachers when they found a difficulties in learning process and the flipped classroom motivates them to be more active in doing assignments cause based on the table intrinsic motivation, 70% students stated that always finished their assignment in learning writing by using flipped classroom strategy.

This means that almost all students are motivated to learn specially in writing process by using flipped classroom strategy. This is also supported by scores before and after treatment. This finding is also supported by the percentage value of students' learning motivation, which is on average 70% and above, which shows that students' intrinsic motivation is included in the category of high motivation. These statement was related with the research findings by Rachel and Isaac (2016) stated that the impact of intrinsic motivation such as the students interest about the technology or application that would be applied motivated them to join and actived in learning process before they were informed by the teacher. They were found a positive correlation between both interest and value and student performance in the flipped classroom.

Students' Extrinsic Motivation

Based on the result in extrinsic motivation chart, most of the students was place in Neutral answers. the students in extrinsic motivation still in standard score but in other hand, there was good statement we can took such as many of students still did not easily to give up in doing their task and easily to study independently. Furthermore, based on the table, many of the students feel interesting when they were taught by flipped classroom

such as they gave big attention and they were feel challenges in learning in learning process by this strategy.

These was also supported by scores before and after treatment. This finding was also supported by the average value of the percentage of students' learning motivation of 50–75%, which indicates that students' intrinsic motivation is in the average category.

Therefore, it can be concluded that the application of the flipped classroom motivates students to use it in learning to write, especially in increasing their intrinsic and extrinsic motivation to write texts. The level of students' motivation in learning through the flipped classroom seems to be in line with the students' writing ability in the sense that the students' writing ability increases after learning to use the flipped classroom and students have the motivation to learn. Based on the findings, it was found that motivated students tend to have fairly high levels of writing ability. On the other hand, we can say that the higher the students' motivation, the better their writing ability. This can be seen from the scores before and after treatment. This statement was supported by Mads Calusen (2015) on his research found that a successful flipped classroom teaching highly depends on the students' capacity for studying new material on their own in order to attend classes well-prepared. In a first year engineering course pencasts were used to help students with this task. Compared to video lectures this is a low cost and easy to use technology. Combined with an enquiry based teaching at class the proposed learning strategy was well-received by students indicating an increase in motivation as well as in learning outcome.

As assumed in this research, students' motivation considered as an output because they are expected to choose the highest motivation through the use of the flipped classroom strategy in learning to write. It can be seen that motivation has an important role in the learning process. In order for students to learn well, a learning environment that motivates them must be created. This means the flipped classroom as a learning tool that is quite capable of motivating, especially intrinsic motivation and being in students' extrinsic motivation, is a good activity or strategy used to improve students' writing ability. It was similiar with the study of Heliyon (2020) that stated the findings on his study have implications for using the flipped classroom in managing the diversity of university students through enhancing equity among them and improving their abilities.

Conclusion

After conducting the Pre-Experimental research about teaching writing through flipped classroom at SMP Muhammadiyah Parepare, the researcher can be drawn the conclusion as follows :

Students' Writing Ability

The results of this study indicated that the students' writing ability improved but not significantly. Based on the previous findings, the evidence from this study showed in students means score before and after treatment. In this case, the researcher can deliver that the students writing ability before being treated by flipped classroom was low. It was supported by the students result score in pretest which was most of the students got poor and very poor classification. It's caused of the students didn't understand the content of writing a text and also they still less of vocabularies. But, after the students being treated by flipped classroom, their writing ability was quite improved. It was proved of the students mean score in posttest. An implication of this is possibility that flipped classroom strategy was made students were more interested in what the researchers provided. The teaching system is not monotonous because researchers provide material with the help of Youtube videos so that students can understand more quickly what the material means. In addition to helping improve students' writing, there are other advantages to using the flipped classroom as a medium in the learning process. However in otherside, the t-test formula showed that null hypothesis (H_0) was accepted and (H_1) Alternative Hypothesis was rejected. Therefore, for this case, the researcher drawn last statement about students writing ability by flipped classroom was improved but not significant.

Students' Motivation

This study has shown that the students who are taught to write using the flipped classroom have high motivation. The results of the study prove that the use of the flipped classroom motivated students to use it when learning to write. the result of this study support the idea that flipped classroom was motivated the students because most of students more attracted in learning writing even though there are some students who do not have significant grades. in addition, some of them are also more flexible and more interested in learning because of the use of technology, namely youtube videos.

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