The use of Flipped classroom to improve students' achievement in writing a Descriptive text

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ABSTRACT

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

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

I. INTRODUCTION

Indonesia is part of the expanding circle of world English, which includes countries influenced by Western culture and learning English as a secondary, additional, or foreign language for various reasons (Kachru, 1997).). In Indonesia, English which was established as foreign language is needed for numerous reasons such as gaining knowledge through English books, passing exams, utilizing technology, and gaining career opportunities. Consequently, English is a mandatory subject in Indonesia.

In the teaching and learning English in Indonesia, based on the existing curriculum, English subject needs to include several language skills, including writing skill. According to Tarigan (1994: 3), writing is an activity to produce or draw graphic symbols which represent a language that is understood by people. Suparno, and Jonah (2006:14) has explained that writing is a series of activities going on and involve several phases, the preparatory phase, the content development and review, as well as revisions or improvements posts. This several phases are the process needed to gain the writing skill as well as gaining writing work.

Besides the process of writing, there are also several aspects involved that should be understood. According to Jacob et al (1981), there are five crucial aspects related to the composition of writing. Those aspects are content, organization, vocabulary, language use, and mechanics. A thorough understanding of all aspects leads to high-quality writing. Therefore, these elements are integral to the writing process itself.

In conclusion, writing is a complex ability that has to be gained through adequate understanding of the involved elements and endless activity which involve several phases, including the preparatory phase, the content development and review, as well

as revisions or improvements posts, with the purpose to communicate or convey information through graphic symbol that has been recognized and understood by the public.

Writing is a unique skill because it involves producing graphic symbols to communicate indirectly, making it distinctive compared to other skills. However, this distinctive feature allows writing to facilitate communication without the constraints of space and time. People can express their ideas without spatial or temporal limitations, as long as the writing endures. Therefore, writing is crucial for the long-term transmission of knowledge.

However, that feature itself causes some restriction on writing. Firstly, writing cannot exist without the use of symbols. Secondly, these symbols are a set of characters that people must recognize and learn to represent the language. Hence, writing skill need to be taught to help overcome the restriction.

In teaching writing, various types of texts need to be covered, one of which is descriptive text. According to Knapp and Watkins (2005), descriptive text is a text used by the writer to explain about a certain object, individual, animal, location, or incident to a reader or listener. Coupled with the idea presented by Gerot and Wignell (1994) who explains that descriptive text gives the reader information that can be felt through senses about the objects, it can be concluded that descriptive text provides detailed information that allows the reader to have imaginary taste, mental picture, smell, etc. of the object. Therefore, the purpose of writing descriptive text is to enable readers to understand the object without directly observing it.

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

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

Therefore, flipped classroom is an inverted version of traditional classroom. In the traditional classroom, students will go through the learning process in the classroom, while activities such as homework has to be done outside of the class and school hours. Conversely, in a flipped classroom, the learning process occurs outside of class before school hours, while tasks like homework are completed during class time. This is a two-step process of the flipped classroom, namely pre-class activity and in-class activity.

In relation to the use of flipped classroom method towards writing skill, previous studies have investigated the implementation of the flipped classroom for teaching and learning writing. Most of these studies have shown positive results, demonstrating that this method can enhance participants' writing skills. Additionally, participants gradually develop a better understanding and acceptance of the approach.

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

A study on the implementation of the flipped classroom has also been conducted in Indonesia. Sastri and Anwar (2019) examined the effects of the flipped classroom on senior high school students' ability to write recount texts. They have found difference between the result of the experimental and control groups, however, the difference is not significant. This was attributed to obstacles such as students' low motivation, lack of interest in discussion, and discomfort with the flipped classroom method. The low motivation may be due to the students' unfamiliarty with the method and the increased workload associated with it.

Since the study in Indonesia did not achieve the same results as studies conducted abroad, which have shown that the flipped classroom significantly improves students' writing achievement, the researcher aims to further investigate whether the flipped classroom can genuinely enhance students' writing skills in descriptive text in Indonesia.

II. METHODS

This research inquired about the use of flipped classroom method in improving the students' achievement in writing a descriptive text. Thus, it was conducted through quantitative approach, specifically through quasi-experimental research with one group pre-test and post test design, to gain the necessary numerical and statistical data. Thus, the research design is illustrated as follows:

T1 X T2
Notes:
T1: Pre-test
X: Treatments (The Implementation of Flipped Classroom)
T2: Post-test

Participant

In order to carry out the research, the researcher has chosen first grade students of SMA N 9 Bandar Lampung as the population, and selected the class of X 4 as the sample through cluster random sampling.

Instrument

In this study, the chosen instrument is languge proficiency test in a form of writing test. The aim is to get the students' score of writing ability as the representation of the students' writing achievement. In adherence with the design of the research, the writing test was conducted twice as the pre-test and the post test.

The research was conducted through a planned period, spanning from October 27th until November 30th. The month-long timeline was decided to ensure that the researcher had enough time to implement the treatment, which included three meetings. This approach ensured the students received sufficient exposure of the flipped classroom treatment. Consequently, the result of the pre test and post test will provide enough data for the research.

Data Analysis

After the month-long experiment, the data were subjected to statistical analysis using paired sample T-test, to discern the significancy of the difference between the pre-test and post test data. This analysis allowed the researcher to gain the necessary answer of the research question.

III. RESULTS AND DISCUSSION

Results

Before commencing the implementation of the flipped classroom method, the researcher has to understand the students' writing achievement before any treatment is done. Therefore, the pre-test was administered in the first meeting. In the pre-test session, the students were tasked with writing descriptive text about an athlete within 70 minutes. Below is the result of the test.

Table 1 The Results of Students' Pre-Test in Each Aspects

Aspects of Writing	Maximum Score	Mean of Pre-Test
Content	30	20.57
Organization	20	14.61
Vocabulary	20	14.22
Language Use	25	16.98
Mechanics	5	3.98
Total	100	70.35

Through the table 1's display, it is evident that the students initially has already gain the ability of writing descriptive text. It is likely due to the prior understanding they have gained through lesson in high school. However, after going through the students' result, the researcher also found that the students faced the same challenges as to what Apriliana (2020) has found. The students' find difficulties in developing their ideas, organizing the ideas into descriptive text, difficulties in grammar and lack of vocabulary. Thus, their average score could only reach 70.35.

After gaining understanding of the students' initial writing achievement, the researcher proceeded with the implementation of the flipped classroom method within three meetings. Each of the meetings is divided into two-step processes: the pre-class and in-class activity. Within the pre-class activity, the students were exposed to new knowledge of descriptive text, writing, and sports which would be useful for their learning. In the in-class activity, the students assimilate their new understanding through completing tasks and discussion with their peers and teacher. Subsequently, they gained deeper understanding and capable of achieving higher score in the post test. The post test was administered after all treatment was done. The design of the post test itself is basically the same as the pre-test, with the only difference that the students should not write the same athlete as whom they had written in the pre-test before. And below is the result.

Table 2 The Results of Students' Post Test in Each Aspects

Aspects of Writing	Maximum Score	Mean of Post Test
Content	30	26.57
Organization	20	18.70
Vocabulary	20	18.74
Language Use	25	20.72
Mechanics	5	4.50
Total	100	89.22

In order to understand the increase gained by the students, the researcher had provided the necessary table of comparison.

Table 3 The Increase of Students' Writing Achievement in Each Aspect

Aspects of Writing	Mean of Pre-Test	Mean of Post Test	Gain	Maximum Score	Percentage
Content	20.57	26.57	6.00	30	20%
Organization	14.61	18.70	4.09	20	20.45%
Vocabulary	14.22	18.74	4.52	20	22.6%
Language Use	16.98	20.72	3.74	25	14.96%
Mechanics	3.98	4.50	0.52	5	10.4%
Total	70.35	89.22	18.87	100	18.87%

The comparison table has proven that the students had gained increase after the implementation of the treatment, and the increase included all aspects of their writing. Notably, there was a remarkable gain of 22.6% in the vocabulary aspect, whereas the lowest increase of 10.4% gained by the mechanics aspect. These advancements of each aspect collectively contributed to the overall score of post test that had increased by 18.87%. This result suggested that flipped classroom method is useful in improving the students' writing achievement. However, to further prove the finding, the researcher proceeded with the statistical analysis using paired sample T-test.

Table 4 The Results of Paired Sample T-Test of Pre-test and Post Test

	Paired Difference					t	f	Sig. (2-tailed)
				95% Confidence Interval of The Difference				
	Mean	Std. Deviation	Std. Error Mean	Lower	Upper			
Pair 1	-18.86957	7.20514	1.50238	-21.98530	-15.75383	-12.560	2	.000

Through the displayed result, the researcher gained the understanding of the T-test. In the result, with the 95% confidence interval of the difference and the degree of freedom is 22, we can infer that the t-table is 2.074, while the t-value is 12.560. With the t-value being higher than the t-table, and the p-value in the significancy table showed the value below 0.05, the difference between the students writing achievement in before and after the treatment is deemed to be significant.

Discussion

Through the shown result in table 3 and table 4, it became evident that utilizing flipped classroom method in teaching and learning descriptive text has improved the students' writing achievement. The improvement is likely due to the two-step process of the method: the pre-class activity and the in-class activity. Through the pre-class activity in the treatment, the students learnt using the learning material and tasks designed by the instructor. Two types of materials were used during the treatment. The first was instructor-developed texts, which offered basic information on descriptive texts, including their social function and structure, as well as covering five aspects of writing. The second was an instructor-developed video lecture on how to write descriptive texts. Both materials were supplemented with tasks designed to stimulate students' engagement with the content and allow them to practice their newly acquired knowledge. These materials and tasks were given several days before the learning

process in the classroom. Therefore, it provided enough time for the students to learn through personalized learning, allowing them to study according to their own schedules and learning styles. As Bergmann and Sams (2012) explain, a flipped classroom facilitates tailored lessons that meet individual needs. This benefit of the flipped classroom is difficult to achieve in a traditional setting, where one teacher must address the entire class.

Conversely, the in-class activities also played a significant role in enhancing students' writing skills. These activities provided students with focused tasks designed to help them assimilate their new knowledge about descriptive texts. By engaging in this activity, the students have the chance to focus on task while also exchanging ideas with their peers, resulting in deeper understanding of descriptive text. Additionally, the instructor also has the time to check individual progress while the students are discussing among themselves. The instructor was able to understand the key point of the students' struggle, and address it accordingly. Bergmann and Sams (2012) have also identified this benefit of the flipped classroom. It enables real differentiation, allowing the instructor can accommodate vast range of abilities in the class. Consequently, all students can meet the class objectives and improve their writing skills, regardless of their individual proficiency levels.

In conclusion, the pre-class session enhanced students' writing skills by introducing them to new knowledge about descriptive texts and allowing personalized learning. Meanwhile, the in-class session deepened their understanding of descriptive texts through collaborative learning with peers and the instructor. As a result, the students demonstrated significant increase in their writing score. This is in line with the findings of Buitrago and Diaz (2018) where they found that the flipped classroom has allowed the students to devote their time for every step in the writing process. Therefore, by the end of the research, the students had gained increase in their writing achievement.

IV. CONCLUSION AND SUGGESTION
Conclusions
This study has achueved the aim to investigate the use of flipped classroom in improving students' achievement in writing descriptive text. This study found that the utilization of the flipped classroom method within this research has proven to be useful in teaching and learning descriptive text. The method could provide the students with a personalized learning environment that imboost their study, resulting in gaining significant increase of writing achievement.

Suggestions
After finding out the use flipped classroom method in improving students' writing achievement, the method is deemed to be effective. With the increasing need of facilitating active learning for the students, this method can be an alternative in teaching and learning descriptive text. The opportunity for students to prepare during the pre-class session, coupled with ample time for discussion and task completion during in-class activities, create personalized learning that motivates them to have active participation and improvement in learning. Therefore, the flipped classroom method is worth considering.

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