

**THE EFFECT OF FLIPPED CLASSROOM STRATEGY ON WRITING
ABILITY OF RECOUNT TEXT AT GRADE X OF SMA SWASTA
MUHAMMADIYAH 8 KISARAN IN 2023/2024 ACADEMIC YEAR**

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Abstract

The research investigated, the Effect of Flipped Classroom Strategy on Writing Ability of Recount Text at Grade X of SMA Swasta Muhammadiyah 8 Kisaran In 2023/2024 Academic Year. Employing a quantitative approach with an experimental pre-test and post-test design. The research focused on students of grades X-3 and X-8, selected through purposive sampling. Oral performance was assessed through pre-test and post-test evaluations to gauge the effectiveness of Flipped Classroom Strategy in enhancing students' writing skills, particularly in recount text. The results revealed a notable improvement in writing ability following the implementation of Flipped Classroom. Statistical analysis using the t- test formula that indicated significant improvements, as evidenced by t-scores surpassing the critical value at a significance level of 0,05. These findings support the efficacy of Flipped Classroom Strategy in enhancing students' writing ability in recount text. The calculation of the scores by using t-test for the degree of freedom (df) 50 at level significance 0,05 where the t-critical value is 2,84. The result of the analysis showed that t-score is higher than t-table $2,01 < 2,84 > 2,68$ at the level of the significance 0,05 with the degree of freedom (df) 50. It means that H_a is accepted and H_o is rejected.

Keywords: *Flipped Classroom Strategy, Writing Ability, Recount Text*

INTRODUCTION

Language as a means of communication plays an important role in the success of learning. Language is expected to help students know themselves about their culture and culture of others, express ideas and feelings, and participate in the society. The presence of English in our society is crucial in this age of globalization. English is now widely used in international communication. English is taught widely because it is important, both in formal educational settings (from junior high school to universities) and in informal settings (such as courses in Indonesia). In the context of education, English has served as a means of daily communication, knowledge acquisition, interpersonal communication, information sharing, and enjoyment of language lessons in English culture.

There are four language skills in English that one must acquire. They are speaking, writing, listening, and reading. One of the four language skills that is crucial to master is writing. Writing is, as we all know, not simple. Writing is the hardest skill to learn because

it requires careful consideration when constructing words, sentences, and paragraphs all at once.

Writing is one of the four skills that students have mastered and is very important. Writing is a skill that allows us to use our hands, eyes, and brains to arrange ideas, feelings, and thoughts into words, sentences, and paragraphs. Hyland also said, students must be able to express their thoughts, emotions, and knowledge in writing. Writing is a means for people to express their own meaning, and writing programs place a strong emphasis on the ability of the individual to form their own opinions. Writing is an activity that involves transferring written ideas or written information, so it follows that writing is one of the crucial skills to learn. so that the information we wish to convey to the reader is understood.

Besides, there are many kinds of writing genre such as recount, narrative, report, descriptive, exposition, and procedure. Each genre differs from the others in a variety of ways; for example, each has a distinct goal, a general structure, a particular linguistic characteristic, and it is shared by people in the same culture. The researcher's sole focus in this study was the recount text because it was included in the syllabus for the second semester of the tenth grade at SMA Swasta Muhammadiyah 8 Kisaran. As Anderson said "Recount as a text that recounts historical events, typically in the chronological order that they occurred. Thus, the chronological writing of the past event in the sequence of events is one of the recount text's unique characteristics. Usually, the text's goal is to describe an event to the reader. Furthermore, its primary functions are to enlighten and amuse."

The researcher found out that there are some problems appeared in writing good English text at Tenth Grade students' of SMA Swasta Muhammadiyah 8 Kisaran. The difficulties that students have in learning recount text are first, difficulty in memorizing English writing formulas. Second, low understanding and lack of vocabulary and ideas. Therefore, to deal with this, this researcher chooses a flipped classroom strategy to give chances to the students to repeat the material over and over again until they really understand it, and will find out how interested students are in using this strategy. This strategy will improve students' ability to write recount text using the flipped classroom strategy

METHOD

A population, in the words of Suryani and Hendryadi (2015:190–191), is a group of individuals, occasions, or things that share particular qualities and are studied as objects.

The population of this study was all students of grade X which consists of 10 classes in SMA Swasta Muhammadiyah 8 Kisaran in 2022/2023 Academic Year.

A sample, as defined by Bickman & Rog in Stockemer (2019, p. 58), is a group of individuals selected by researchers from a subset of the population based on predefined criteria.

This research applied use of the sample is chosen using a deep non-probability sampling technique. Purposive sampling is the method of sampling that is employed. Kriyantono (2020, p. 317) defines Purposive Sampling as the process of

selecting individuals based on the fulfillment of predetermined criteria by researchers.

Based on this, the researcher determined the samples, namely, X-3 and X-8, where X-3 students are the experimental class and X-8 students were the control class.

Table 1. Research Design

No	Classes	Kinds of Groups	The Number of Students
1	X-3	Experimental Class	27
2	X-8	Control class	27
	Total		54 students

Where: **X- 3:** Using Flipped Classroom Strategy

X- 8: Using Conventional Method

In accordance with the ideas, the research follows several research variables. which are as follows:

A concept that is capable of being measured, or, to put it another way, a version of a concept that can be measured, is what Stockemer (2019, p. 13) defines as a variable. The term operationalization refers to the process of translating ideas into variables. The independent (independent variable) and dependent (dependent variable) variables are the two that make up this research. Since the independent variable determines or causes the occurrence of the dependent variable, it must be composed of categorized groups. In the meantime, the dependent variable is the one that is being studied.

There were several steps involved in the information gathering process. The first step is to get the principal of the school to approve you by completing all the necessary administrative paperwork. Conduct the observation in the academic setting (the classroom or the school) after that. After being given permission, they conducted the research and observed in the classroom.

Pre-Test

A pre-test is administrated to the sample before doing the treatment. The pre-test was given to the experimental and control class. The pre-test was given to the group and their task will be scored.

Treatment

Both experimental and control groups learned recount text. The experimental group will use a flipped classroom model to teach recount text, while the control group will use a traditional approach. The treatment has three stages:

- a. Before class
- b. During class
- c. After class

Post Test

following the completion of the pre-test and the students' treatment. Following the completion of the two meetings that made up the treatment, the post-test was administered. The purpose of this test was to determine how the control and experimental groups' mean scores differed from one another. It was employed to determine how the Experimental Group was affected by the Flipped Classroom Model.

In analyzing the data, this research used test formula to analyze the data. To significant test in the effect students' writing ability, so used t-test formula as:

$$t = \frac{Mx - My}{\sqrt{\left(\frac{\sum x^2 + \sum y^2}{N_x + N_y - 2}\right) + \left(\frac{1}{N_x} + \frac{1}{N_y}\right)}}$$

Where:

M_x = the mean of the experimental group

M_y = the mean of the control group

x^2 = the standart deviation score of experimental group

y^2 = the standart deviation score of control group

N_x = the sample of experimental group

N_y = the sample of control group

N_x = the total sample of experimental group

N_y = the total sample of control group

Before using Suharsimi Arikunto's (Laily et al., 2014) t-test formula to analyze the data, the research must first determine the mean and standard deviation for each group so that the data may be concluded using the t-test in this research.

This formula calculates the average score of students' pre-test and post-test in each group, namely the experimental group and the control group. Anas Sudjono mean formula is as follows (Pab & Estate, 2018):

$$M = \frac{\sum X}{N}$$

Where:

$\sum x$: Mean of Each Group.

N : Total of the data (subject) each group.

As a result, this is the formula for computing the mean value of the test's standard deviation. Anas Sudjono's (Pab & Estate, 2018) standard deviation formula is as follows:

$$SD_x = \sqrt{\frac{\sum x^2}{N}}$$

Where:

$\sum x^2$: Multiplication mean of each group.

N : Total of the data (subject) each group.

RESULTS AND DISCUSSION

a. Results

Analysis Students' Differences Experiment Class

Table 2. The Differences Score Between Pre-Test and Post-Test Experiment Class

No	Name	X	Y	Y-X
1.	AAA	75	95	20
2.	AU	60	90	30
3.	BA	65	85	20
4.	DS	60	80	20
5.	DH	65	90	25
6.	DS	60	85	25
7.	GRA	65	80	15
8.	HR	70	80	10
9.	H	70	75	5
10.	IP	60	80	20
11.	IS	60	75	15
12.	K	65	85	20
13.	MFM	70	90	20
14.	MIF	65	85	20
15.	MHH	70	90	20
16.	MRS	70	90	20
17.	MRR	60	75	15
18.	M	65	85	20
19.	NPS	65	80	15
20.	NK	60	85	25
21.	NKH	70	80	10
22.	RA	60	85	25
23.	RP	70	80	10
24.	SFP	65	85	20
25.	VIS	65	75	10
26.	YR	65	80	15
27.	ZA	65	90	25
Total		$\sum X = 1760$	$\sum Y = 2255$	$\sum X - Y = 495$

Based on the analysis above, it can be seen that student score in the post-test higher than the students score in pre-test. It means that the students' writing ability of procedure text

by using flipped classroom strategy is effective. Meanwhile, the mean of differences score between pre-test and post-test is 495.

Analysis Students' Differences Control Class**Table 3. The Differences Score Between Pre-Test and Post-Test Control Class**

No	Name	X	Y	Y-X
1.	AA	60	80	20
2.	AF	55	70	15
3.	AKW	60	75	15
4.	AA	65	80	15
5.	AAL	65	80	15
6.	AAS	65	70	5
7.	AN	60	75	15
8.	DUP	55	70	15
9.	DS	60	80	20
10.	DD	55	60	5
11.	F	65	75	10
12.	FS	60	70	10
13.	IA	60	75	15
14.	J	70	75	5
15.	MGA	50	60	10
16.	MRS	55	75	20
17.	MTA	75	80	5
18.	MSAP	55	70	15
19.	MR	60	75	15
20.	NS	65	80	15
21.	NRT	60	70	10
22.	PA	65	75	10
23.	RP	60	75	15
24.	T	70	80	10
25.	TAL	55	75	20
26.	ZP	65	80	15
27.	ZS	55	70	15
Total		$\sum X =$ 1645	$\sum Y =$ 2000	$\sum X-Y =$ 355

Based on the analysis above, it can be seen that students score in the post-test is higher than the students score in pre-test. But there is no significant effect to the student's scores. Meanwhile, the control class that uses conventional learning to teach student on writing ability in recount text only has a difference in the mean score of 355.

The application of Flipped Classroom Strategy in recount text to experimental class and control class helped the teacher to design teaching materials. After the research data was calculated, the score of experimental class was higher than control class.

Table 4. Mean and Standard Deviation of Experimental Class

$$M = \frac{\sum X}{N}$$

$$M = \frac{1760}{27}$$

$$M = 65,18$$

$$SD_x = \sqrt{\frac{\sum X^2}{N}}$$

$$SD_x = \sqrt{\frac{115200}{27}}$$

$$SD_x = \sqrt{4266}$$

$$SD_x = 65,31$$

Tabel 5. Mean and Standard Deviation of Control Class

To calculated the data by using t-test formula, this research has to determine the mean and standard deviation of control class

$$M = \frac{\sum x}{N}$$

$$M = \frac{1645}{27}$$

$$M = 60,92$$

$$SD_x = \sqrt{\frac{\sum x^2}{N}}$$

$$SD_x = \sqrt{\frac{101075}{27}}$$

$$SD_x = \sqrt{3743}$$

$$SD_x = 61,18$$

Table 6. Paired Sample T-Test Pre and Post-Test

After getting mean and standard deviation of each group, then analyzing the data by using t-test formula:

$$t = \frac{Mx - My}{\sqrt{\left(\frac{X^2 + Y^2}{N_1 + N_2 - 2}\right) + \left(\frac{1}{N_1} + \frac{1}{N_2}\right)}}$$

$$M_x : 65,18$$

$$M_y : 60,92$$

$$X_2 : 65,31$$

$$Y_2 : 61,18$$

$$t = \frac{Mx - My}{\sqrt{\left(\frac{X^2 + Y^2}{N_1 + N_2 - 2}\right) + \left(\frac{1}{N_1} + \frac{1}{N_2}\right)}}$$

$$t = \frac{65,18 - 60,92}{\sqrt{\left(\frac{65,31 + 61,18}{27 + 27 - 2}\right) + \left(\frac{1}{27} + \frac{1}{27}\right)}}$$

$$t = \frac{4,26}{\sqrt{\left(\frac{126,49}{52}\right) + \left(\frac{2}{27}\right)}}$$

$$t = \frac{4,26}{\sqrt{(2,43) + (0,07)}}$$

$$t = \frac{4,26}{\sqrt{2,5}}$$

$$t = \frac{4,26}{1,5}$$

$$t = 2,84$$

So, t-test or t_{score} = 2,84

To know degree of freedom (df) is used the formula:

$$N_1 + N_2 - 2$$

$$Df = 27 + 27 - 2$$

$$Df = 52$$

From the table there is no df of 52. Therefore, we use the closest df, namely 50. With a df of 50 we consult the table of "t" values both at the 5% significance level and the 1% significance level. It turns out that:

At the 5% significance level t_{table} or t_t = 2,01

At the 1% significance level t_{table} or t_t = 2,68

$$2,01 < 2,84 > 2,68$$

b. Discussion

The application of Flipped Classroom Strategy in recount text to experimental class and control class helped the teacher to design teaching materials. After the research data was calculated, the score of experimental class was higher than control class.

The mean of student's score in pre-test was 60,92 and after giving the material by conventional learning the mean of student's score in post-test was being 61,18. Meanwhile, the mean of student's score in pre-test was 65,18 and after giving the material by using Flipped Classroom Strategy the score mean was being 65,31 in post-test. It means that Flipped Classroom Strategy is effective to students' writing ability in recount text.

There are several affected the successful of students' as following below:

1. The students was given treatment by using Flipped Classroom Strategy.
2. The students was active in class
3. The students give attention and listen to the teacher.

The data was analyzed by using t-test formula, the calculation of the scores by using t-test for the degree of freedom (df) 50 at level significance 0,05 where the t- critical value is 2,84. The result of the analysis showed that t-score is higher than t- table.

At the 5% significance level t_{table} or $t_t = 2,01$

At the 1% significance level t_{table} or $t_t = 2,68$

$$2,01 < 2,84 > 2,68$$

The alternative hypothesis (H_a) is accepted. There is significant influence of Flipped classroom strategy on the ability to write recount text.

CONCLUSION

Based on the result of research and discussion in the previous chapter, the researchers conclude:

1. The Flipped Classroom Strategy was effective in learning to write recount text. By using the Flipped Classroom Strategy. The teacher also create an interesting teaching and learning process in the classroom because they could get in involved in the teaching and learning process and they don't want feel get bored.
2. The average post-test score of the experimental class students is higher than the control class. It means that teaching recount text using Flipped Classroom Strategy is better than teaching recount text using konvensional.
3. The result of the analysis showed that t-score is higher than t- table. That, it means that H_a is accepted and H_o is rejected. In addition, learning recount text with the Flipped Classroom Strategy can help students to improve their writing skills. This can be seen during the teaching and learning process, students are very enthusiastic in learning and are more active in the teaching and learning process.

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