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The Effects of Flipped Classroom towards Students' Writing Ability of Recount Text in Senior High School in Indonesia

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Abstract-*The flipped classroom can be a solution to teach English in this digital era especially in teaching writing for students in senior high school. By applying a flipped classroom, the English teachers have a lot of time to interact with the students in the classroom because of the materials sent through digital tools. Therefore, this research aims to investigate the effect of the flipped classroom towards students' writing ability of recount text at the tenth-grade students of science class of SMA N 1 Lintau Buo in 2018/ 2019 academic year. The design of the research was quasi-experimental. The population of this research was the tenth-grade students of science class of SMA N 1 Lintau Buo in 2018/ 2019 academic year consisted of 4 classes (117 students). The samples were chosen by using cluster random sampling. The samples were X IPA 1 students as the experimental class (32 students) and X IPA 2 as the control class (30 students). The instrument used to get the data was writing test of recount text. The normality, homogeneity and hypothesis testing were used to analyze the data. The result of the research showed that there was no significant difference between a flipped classroom and conventional strategy on students' writing ability of recount text. This model did not give a better effect because the students have low motivation in learning online materials independently.*

Keywords: Flipped classroom, Writing, Recount text

I. INTRODUCTION

Writing is one of the language skills that should be mastered by the students in senior high school to achieve their communicative competence in English. As stated in the 2013 curriculum, the goal of English language learning is to achieve students' communicative competence both spoken and written form. The students write various types of text in senior high school. One of them is recount text that is written by the tenth-grade students. Recount text is a text that retells sequence a series of events in the past (Knapp and Watkins, 2005). The students are asked to retell their personal experiences happened in the past. To develop their skill in writing, the English teachers should be creative and innovative to find out the appropriate strategies in this digital era. They should be familiar and have a skill in using technology to ease them to teach writing. A flipped classroom is an appropriate way to teach writing skill in this digital era. The teachers can deliver the materials by using technology through the computer, mobile phones, and etc. By applying the flipped classroom, the students can learn the materials at home before they come to the classroom so that the teachers have a lot of time to interact with the students in the classroom to do their task in writing recount text. In this case, the students write their personal experiences that happened in their real-life, such as, holiday, sad experience, happy experience, embarrassing experience, scary experience, and visiting tourism objects experience.

A flipped classroom is an instructional inversion of the traditional classroom where the students are prepared by instructional materials through digital tools outside of the classroom. The classroom is used to discuss the materials and do exercises (Nouri, 2016). The teachers have a lot of time to interact with the students in the classroom so that they can control the students' activity in writing a recount text. Then, a flipped classroom makes the students actively engage in learning by studying in groups or individually outside in the classroom (Ekmekci, 2017). The role of the teachers is as a facilitator where they can help the students who get difficulties in writing and give feedback when needed. In this way, the students have more chance to revise their writing in the classroom. Besides the benefits of a flipped classroom, flipped classroom relies heavily on the students' motivation in which they have a different motivation (Du, et.al, 2014).

The effect of the flipped classroom towards writing skill has been investigated by several researchers in some countries. Soltanpour and Valizadeh (2018) had conducted research about the effect of flipped classroom technique toward Iranian of EFL learners' argumentative essay. The research found that flipped writing class improved students' writing quality more than the traditional lecture-based writing

instruction. Qader and Arslan in 2019 had examined the effect of flipped classroom instruction (FCI) on Iraqi EFL learners' writing skill. The research was conducted at Salahaddin University in Iraq in teaching writing of paragraph. The result indicated that there was a significant difference between the control and experimental groups and the students of the experimental group performed better on the writing tests than the students of the control group. Ekmekci in 2017 had conducted research entitled The Flipped Writing Classroom in Turkish EFL Context: A Comparative Study on A New Model. This research found that there was a statistically significant difference between the experimental and control groups in terms of their writing performances, and the students of the experimental group at Ondokuz Mayis University in Turkey also had positive attitudes towards Flipped Writing Class Model.

Most of the researches about implementing flipped classroom were conducted in a university in writing an essay. Thus, this research investigated the effect of the flipped classroom on students' writing ability of recount text of the tenth-grade students at SMAN 1 Lintau Buo. This school was chosen because this area had internet access to conduct this research that used technology by using students' mobile phone to deliver the online materials about writing recount text. Besides, this school has applied the 2013 curriculum for almost six years where English subject was only taught two hours a week.

The problem of the research is formulated in this following question: "Is there any significant difference between the flipped classroom and conventional strategy on students' writing ability of recount text at the tenth-grade students of science class of SMA N 1 Lintau Buo in 2018/ 2019 academic year?" In relation to this research question, the purpose of this research was to investigate the effect of the flipped classroom on students' writing ability of recount text at the tenth-grade students of science class of SMA N 1 Lintau Buo in 2018/ 2019 academic year.

II. METHOD

The population of this research was the tenth-grade students of science class at SMA N 1 Lintau Buo. They were 117 students of science class. This research used cluster sampling in selecting the sample. Thus, samples of the research were X IPA 1 as an experimental class (32 students), and X IPA 2 as control class (30 students). They wrote recount text for several topics such as holiday, happy experience, sad experience, embarrassing experience, scary experience, and visiting tourism object experience in six meetings.

The study was quasi-experimental research by using a comparison group for applying the conventional strategy. The independent variable of this study was flipped classroom, and the dependent variable was students' writing ability of recount text. The instrument of this research was a writing test of recount text. The writing test was given to measure the students' writing ability of recount text. The test was given after the treatment.

The data of this research was collected through writing test of recount text. After analyzing the validity and reliability of the test, the researcher distributed it to the students in both classes after giving the treatment. Then the researcher asked them to write a recount text and collected it. Finally, the researcher graded the students' writing with the English teacher by using the analytical scoring rubric of writing proposed by Brown and Abeywickrama (2010). After collecting the data, they were analyzed by using *IBM SPSS Statistics 20 Software* such as normality testing, homogeneity testing, and hypothesis testing.

III. RESULTS AND DISCUSSION

The finding of this research is based on the result of students' writing scores in writing recount text. Statistic formula and *IBM SPSS Statistics 20 Software* were used to analyze the data.

Normality Testing

Normality testing was used to find out whether the data normally distributed or not. The normality testing was analyzed by using Liliefors testing with Kolmogorov Smirnov in *IBM SPSS Statistics 20* with 0.05 for the significance level. The result of normality testing of students' writing score in experimental class and control class could be seen in the following table:

Table 1: The Result of Normality Testing of Students' Writing Score in Experimental Class and Control Class

Class	N	Asymp. Sig. (2-tailed)	Sig. Level	Conclusion
Experimental	32	0.818	0.05	Normal
Control	30	0.538	0.05	Normal

Based on the analysis, it was found that the data analysis of students' writing score in experimental class and control class was normally distributed. The values of sig. (2-tailed) in experimental class and control class were 0.818 and 0.538. Those values were higher than the significance level of 0.05. It meant that the data were normally distributed in both classes.

Homogeneity Testing

The homogeneity testing was used to find out whether the data in both classes were homogeny or not. The homogeneity testing was analyzed by using *IBM SPSS Statistics 20* with Levene Statistic Test with 0.05 for the significance level. The result of homogeneity testing of students' writing score could be seen in the following table:

Table 2: The Result of Homogeneity Testing of Students' Writing Score in Experimental and Control Classes

Levene Statistic	*df1*	*df2*	*Sig.*
.540	1	60	.465

Based on the data above, the significance value of students' writing score in the experimental class and control class was 0.465. It was higher than the significance of alpha 0.05. It meant that the data were homogeneous.

Hypothesis Testing

T-test analysis was used to find out a comparison of the mean score of two variables, and then using t-table to compare it with $t_{observeb}$. The hypothesis was tested to find out whether there is a significant difference between a flipped classroom and conventional strategy on students' writing ability of recount text. The result could be as follows:

Table 3: The Result of t-test analysis of Students' Writing Score in Experimental Class and Control Class

Classification	**Class**	
	Experimental	**Control**
N	32	30
Mean	70.63	65
Dev Stand	10.85	12.37
$t_{observed}$	1.906	
t_{table}	2.000	
Note	$t_{observed} < t_{table}$; H_0: accepted	
Result	H_0: accepted and H_a : rejected	

Based on the data above, H_0 was accepted because $t_{observed}$ was lower than t_{table}. The value of $t_{observed}$ was 1.906, while t_{table} was 2.000. It meant that the null hypothesis (H_0) was accepted, and the alternative

hypothesis (H_a) was rejected. In short, there was no significant difference between the flipped classroom and conventional strategy on students' writing ability of recount text.

Based on the result of the hypothesis above, it could be seen that the mean score of the students' writing score in the experimental class which was taught by flipped classroom was higher than the mean score in control class, but the result of the first hypothesis showed that $t_{observed} < t_{table}$. It meant that there was no significant difference between the flipped classroom and conventional strategy on the students' writing ability of recount text. It was one of the obstacles in implementing the flipped classroom. Du et al (2014) state that flipped classroom relies heavily on the students' motivation in which every student does not have the same motivation. During this research, only some students in experimental research asked about the online materials that the researcher sent to the online group discussion (WA Group Discussion). Most of them only read the message but they did not ask something about the materials. It meant that most of the students in the experimental class did not have motivation in learning the material through online learning. It happened because most of the teachers at this school taught them by using conventional strategy so that they were familiar with that strategy. As stated by Missildine et al (2013); Strayer (2009); Mangan (2013) in Çevikbaş and Argün (2017) the students learn through a flipped classroom model has some challenges such as they want to prefer traditional approaches since they are familiar with these approaches and feel comfortable because of their passive role in the learning process, teachers and students view constructivist approaches as a waste of time, and they approach innovative approaches in a prejudiced manner. In conclusion, the flipped classroom did not run well in this research because most of the students in the experimental class did not have motivation through learning online material and they felt comfortable with their passive role in conventional strategy.

This research had a limitation on internal validity such as history and maturation. For example, some of the students in the experimental class came late to the classroom that made they did not complete their task well. And then, most of the students in the experimental class did not have motivation in learning online materials. Only some of them asked about the material in online group discussion. Some of them did not do their task. It is suggested to the English teachers who teach English in senior high school to use flipped classroom to the students who have high motivation. In addition, the English teachers should pay attention to the aspect of writing when teaching writing such as style, sentence formation, and usage.

IV. CONCLUSION

The result of this research indicates that there was no significant difference between the flipped classroom and conventional strategy on students' writing ability of recount text. It is proven that H_0 is accepted. Based on the theory, the flipped classroom makes the students actively engage in learning by studying individually with their own style at home, and they have a lot of time to interact with their friends and the teacher in the classroom. But it was not proven because there are some obstacles in implementing the flipped classroom. The motivation among the students in the experimental class are different, most of them do not have motivation in learning online materials independently. They feel comfortable with their role as passive students in conventional strategy because most of the teachers at this school teach their subject by using conventional strategy. In otherwise, the students in the control class have high motivation than the students in the experimental class. It gives impact to the students' writing ability of recount text.

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