THE IMPACT OF FLIPPED CLASSROOM ON THE FIRST GRADE STUDENTS' WRITING SKILL OF ENGLISHDEPARTMENT AT NUSANTARA PGRI KEDIRI UNIVERSITY ACADEMIC YEAR 2014 -2015

THESIS

By:
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NPM 11.1.01.08.0207

ENGLISH EDUCATION DEPARTMENT
FACULTY OF TEACHER TRAINING AND EDUCATION
UNIVERSITY OF NUSANTARA PGRI KEDIRI
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Approved by the Advisors to be proposed to
the English Department Examination Committee of
University of Nusantara PGRI Kediri

Kediri, March 23rd 2015

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APPROVAL SHEET

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Approved and Accepted by all its qualification
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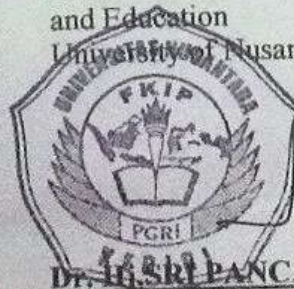
Kediri, August 23rd 2013

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Abstract

Writing skill plays important role in learning language because it is used for a variety of purposes in some different forms. Writing is also used as written communication and indicated as a demanding skill. So that teaching writing to University level is very needed in order they can write in appropriate order. However, the University student will be able to get bored easily with the material if there is no modification in teaching writing. In addition, the time for teaching is limited and because of the different ability that University students have. So, in order to make the University students be able to develop and organize their writing in appropriate order and attract the University students' motivation in writing activity, so the lecturer should give the students appropriate model such as flipped classroom. There are some models of flipped classroom, one that is appropriate to teach writing is traditional flipped.That is why the purposes of this research are to know first grade students' writing score at Nusantara PGRI Kediri University Academic Year 2014/2015 before and after they are taught using flipped classroom and to find outwhether there is any impact of using flipped classroom in teaching writing on the first grade university students' writing skill of English Department at Nusantara PGRI Kediri University Academic Year 2014/2015 or not.The approach of this research is quantitative and the design is experimental research. It was conducted atEnglish Department of Nusantara PGRI Kediri University. The subject of this research is 1 B which consists of 24 students. Data is obtained by using a test, exactly pre-test and post-test.. Then data is analyzed using t-test. At last the findings of this research are those; first, the score is increasing after students are taught using flipped classroom. Second, flipped classroom has significant impacton the first grade students' writing skil of English Department at Nusantara PGRI Kediri University academic year2014/2015. It is proven by t-score test that is 6,06is greater than t-table in level of significant 5% (2,069).

Key Words: Writing, Flipped Classroom, Traditional Flip, University Level

BACKGROUND

Writing is one of skills in learning language must be masteredby learners because writing is a final product after learners have studied about listening, speaking and reading. According to Nation (2009:113), "Writing is an activity that can usefully be prepared for by work in the other skills of listening, speaking and reading". Moreover, writing is important not only for educational but also for business and personal reasons.Weigle (2002:1) explains that the ability to write effectively is becoming increasingly important in our global community and instruction in writing is thus assuming an increasing role in both second – and foreign – language education. Brown (2004:218) also states that the ability to write has become an essential skill for attaining employment in many walks of life.

But in fact, writing is difficult to learn because the students should master aspect of writing (content, organization, vocabulary, language use,and mechanic) and other skills such as listening, speaking reading and they must be able to develop and organize the ideas well. Kendall and Khuon (2006:37) says that "Writing is all about making meaning. Teaching writing to English Language Learners (ELLs) can

be a challenge because they frequently get confused about what they want to say as they work". So the students do not only write an English text, but they also organize the text correctly and the text has to be understandable.

Other problem is that the student will be able to get bored easily with the material. Commonly, the University students feel uninteresting with the material if there is no modification in teaching writing. In addition, the time for teaching is limited and because of the different ability that students have. So, in order to make the Students be able to develop and organize their writing in appropriate order and attract the Students' motivation in writing activity, so the teacher should give the students appropriate model in teaching writing .

Regarding with the writing cases, the teacher should use appropriate model, so that the the students can write well. There are many models of teaching writing, one of the appropiate and the newest model is flipped classroom. Cockrum (2014:27) explains, "Writing seems to be the place where a lot of ELA teachers begin their flipping experience". From those explanation, we can infer that flipped classroom is very appropriate in teaching writing.

Moreover, there are some model of flippped classroom that can be applied in teaching writing. One of them is traditional flip. Traditional flipped is simply front-loading a video of content folowed by problems, activities, or writing in class based on that content (Cockrum, 2014:21). So it is clear that the general activities of this model are students watch the video of the material before they come to the class, followed by some activities in the classsroom such as writing and doing the tasks.

So, from those explanations above the researcher conducts a research by the title The Impact of Flipped Classroom on the First Grade University Students' Writing Skill of English Department at Nusantara PGRI Kediri University Academic Year 2014/2015.

RESEARCH METHOD

In this research, the researcher chooses Nusantara PGRI Kediri University as the place to get the data that is located on Achmad Dahlan street, Number 76 Kediri, especially English Department as the place to get data . The total University students of English Education Department are 580 students. The researcher choose first grade University students in English Department that has 119 University students that are divided into four classes as the object of the population of this research. According to Ary et. al (2010: 148), "A sample is a portion of a population". The class choosen is 1 B that consist of 15 female and 9 male. So, the total sample is 24.

The test used is writing test. Writing test is used to measure students' writing skill. The students must write essay about chronological order: process essays. There are four instructions of each test, the researcher asked the students to write chronological order: process essay and choose one of the three topics given, then the researcher asked them to write the thesis statements, the researcher also asked them to write chronological order: process essays in good structure (introduction, body and conclusion), the last the researcher asked the students to use signal or transition words of chronological order.

Furthermore, There are three processes of the data collecting; pre-test, treatments, post-test. Pre-test was given before the treatments. First, the researcher came to the class. Then, she explained to the students what she had to do. Finally, she asked the University students to do the task. Then, the researcher gave treatment twice, for the students. In this treatment,

the researcher gave video as media. The researcher used tool of learning that is called edmodo. The reseracher also uploaded the video in edmodo. The University student must watch the video before coming to the class in the first and second treatment, so that they had prior knowledge. After that, in the first treatment students should colaborate to discuss and make process essay. Then, they should share their thinking to the class, while researcher was available to answer questions. In addition in the second treatment,the students must write process essay individually. The other students gave comment or suggestion. It is called peer feedback. At last, the researcher gave feedback also to the students. And for the post-test was held after all treatments were conducted. This test was used to measure students' achievement after they were given treatments.

Finally, the result of test was analyzed statistically.The technique of the data analysis that is used is using T – test according to Arikunto (2010)especially T – test for one group because the object of the research is only one class of first grade University students of English Department in Nusantara PGRI Kediri University.

FINDING AND CONCLUSION

A. Finding

After analyzed using t-test, it can be concluded that flipped classroom has significant impact on the first grade students' writing skill, because the score of post-test is higher than pre-test. The researcher also provides the different score of Pre-test and   Post-testby   using   diagram frequency of pre-test and post-test. The diagram can be seen in diagram 4.3 below:

Diagram 4.3

The Diagram Frequency of Pre-Test and Post-Test

Frequency of Pre-test

Frequency of Post-test
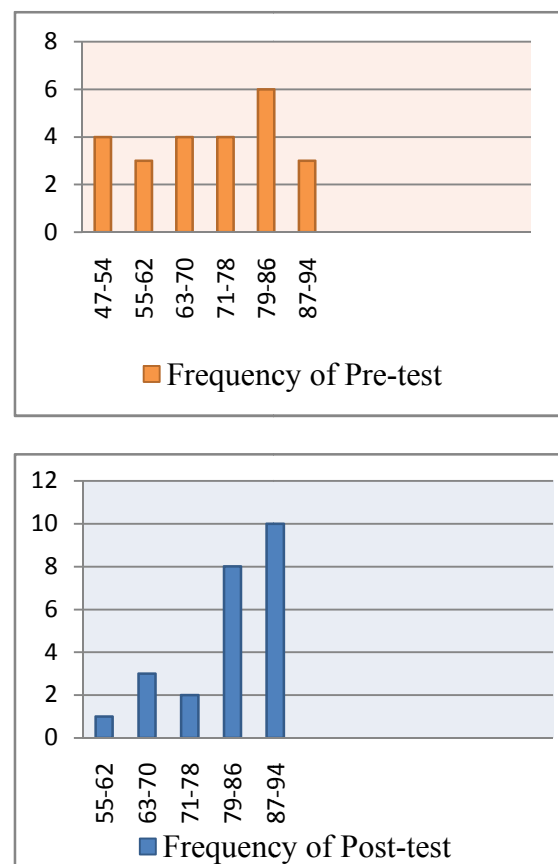
From the diagram frequency of pre-test above, it can be seen that there are 4 students got score 47-54, 3 students got score 55-62, 4 students got score 63-70, 4 students got score71-78, 6 students got score 79-86, and 3students got score 87-94.Then, from the diagram frequency of post-test above, it can be seen that there is interesting score from the students after being taught using flipped classroom. There are 1 student got score 55-62, 3 students got score63-70, 2students got score71-78, 8 students got score79-86, 10students got score87-94.From the diagram frequency above, the reader can seethat frequency of post-test score increase than the frequency of pre-test.

Before the students are taught using flipped classroom, in pre-test the total score is 1694 and the mean of pre-test is 70,58 after they are taught using flipped classroom and doing post-test, the total score is 1990 and the mean of post-test is 82,92 it can be concluded that students score is increasing after they are taught using flipped classroom. Besides, in analyze t-test, t-score is higher than t-table. It is drawn in table 4.8 below.

Table 4.8
The differences level of significancefrom t-table and t-score

t-score	t-table 5%	Ha	Ho
6,06	2,069	Accepted	Rejected

The score of t-score is 6, 06 at the degree of freedom of 23 and t-table is 2,069 at the level of significant of 5% (0,05) and 2,807 At the level of significant 1%. It means that t-score (6,06) > t-table at the level significance of 5% (2,069). So, the null hypothesis (ho) was rejected and the alternative hypothesis (ha) was accepted.

B. **Conclusion**

From the result of the researcher's analysis shows that flipped classroom has significant impact on the first grade students' writing skill of English Department at Nusantara PGRI Kediri University academic year 2014/2015. The result of t-score is 6,06 the t-table is 2,069. So, t-score is higher than t-table. Based on the result, the researcher determines that using flipped classroom gives a better result in student's writing skill.

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