

**THE EFFECT OF USING THE FLIPPED CLASSROOM MODEL
ON THE ABILITY TO WRITE FACTUAL TEXTS
STUDENTS OF THE INDONESIAN LANGUAGE STUDY PROGRAM**

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ABSTRACT

This study aims to examine the effect of the Flipped Classroom learning method on the ability to write factual texts, including reconstruction texts, explanation texts, and procedural texts. The Flipped Classroom method shifts the traditional learning paradigm by moving theoretical learning activities outside the classroom and focusing classroom activities on discussions and practice. This study uses a quantitative approach with an experimental design. The research sample consists of 67 students randomly selected from three different classes. The experimental group used the Flipped Classroom method, while the control group used the traditional learning method. The results showed a significant improvement in the ability to write factual texts in the experimental group compared to the control group. This improvement is attributed to more intensive interaction between students and teachers, as well as opportunities for students to better understand the material through self-directed learning. This study concludes that the Flipped Classroom method is effective in improving students' ability to write factual texts and recommends the application of this method as an alternative in writing instruction.

Keywords: Flipped Classroom, writing ability, factual text

ABSTRAK

Penelitian ini bertujuan untuk mengkaji pengaruh metode pembelajaran Flipped Classroom terhadap kemampuan menulis teks faktual, yang meliputi teks rekonstruksi, teks eksplanasi, dan teks prosedur. Metode Flipped Classroom mengubah paradigma pembelajaran tradisional dengan memindahkan kegiatan pembelajaran teori ke luar kelas dan memfokuskan kegiatan di dalam kelas pada diskusi dan praktik. Penelitian ini menggunakan pendekatan kuantitatif dengan desain eksperimen. Sampel penelitian terdiri dari 67 mahasiswa yang dipilih secara acak dari tiga kelas yang berbeda. Kelompok eksperimen menggunakan metode Flipped Classroom, sementara kelompok kontrol menggunakan metode pembelajaran tradisional. Hasil penelitian menunjukkan bahwa terdapat peningkatan signifikan dalam kemampuan menulis teks faktual pada kelompok eksperimen dibandingkan dengan kelompok kontrol. Peningkatan ini disebabkan oleh interaksi yang lebih intensif antara mahasiswa dan guru, serta kesempatan

bagi mahasiswa untuk lebih memahami materi melalui pembelajaran mandiri. Penelitian ini menyimpulkan bahwa metode Flipped Classroom efektif dalam meningkatkan kemampuan menulis teks faktual mahasiswa dan merekomendasikan penerapan metode ini sebagai alternatif dalam pembelajaran menulis.

Kata kunci: Flipped Classroom, kemampuan menulis, teks faktual

A. INTRODUCTION

The ability to write factual texts is an essential skill that students must master at various educational levels. Factual texts include reconstruction texts, explanation texts, and procedural texts, all of which require analytical, synthetic, and clear and accurate presentation skills. However, traditional teaching methods are often less effective in developing students' writing abilities, as they focus more on one-way delivery of material and provide fewer opportunities for students to practice writing actively.

The Flipped Classroom is an innovative teaching method that can be used to improve students' ability to write factual texts. In this method, theoretical learning activities are moved outside the classroom through videos or reading materials, while class time is used for discussions, Q&A, and writing exercises. Thus, students have more time to understand the material in depth and apply it in writing activities.

This study aims to examine the effect of the Flipped Classroom method on students' ability to write factual texts. This research is expected to contribute to the development of more effective and efficient teaching methods to improve students' writing skills.

1. How does the Flipped Classroom method affect students' ability to write reconstruction texts?

2. What factors influence the successful implementation of the Flipped Classroom method in teaching factual text writing?

The Flipped Classroom Learning Model

The Flipped Classroom learning model is a teaching approach that reverses the traditional order of teaching and learning activities. In this model, students study the material at home through videos or reading materials, while class time is used for discussions, Q&A, and exercises.

According to Bergmann and Sams (2012), the Flipped Classroom allows students to learn at their own pace and provides more time for interaction and collaboration in class (Andrini et al., 2019)

Studies on Flipped Classrooms in Indonesian language learning have not been widely implemented in Indonesia. Some of them include (Asmayanti, 2021)(Widyaningrum et al., 2020) (Hasanudin et al., 2020) The findings show that the flipped classroom model has positive results and benefits Indonesian language learning..

The Ability to Write Factual Texts

The ability to write factual texts includes the ability to compose reconstruction texts, explanation texts, and procedural texts. A reconstruction text presents information or events chronologically. An explanation text presents factual information about an object, event, or phenomenon. A procedural text provides instructions or steps to perform an activity or process. The ability to write factual texts requires analytical, synthetic, and clear and accurate presentation skills.

The Effect of the Flipped Classroom on Writing Ability

Previous research has shown that the Flipped Classroom method positively affects students' writing ability. In the Flipped Classroom, students have more time to study theoretical material at home, allowing them to focus more on writing activities in class. Discussions and Q&A sessions in class also help students better understand the material and develop their ideas in writing. Additionally, the interaction between students and teachers in the Flipped Classroom can increase students' motivation and engagement in writing activities.

Constructivist Learning Theory

The Flipped Classroom is based on constructivist learning theory, which states that learning is an active process in which students construct their own knowledge through experience and interaction with the environment. In the Flipped Classroom, students are actively involved in the learning process through discussions, Q&A, and writing exercises. This aligns with constructivist principles that emphasize the importance of direct

experience and social interaction in learning.

B. METHODOLOGY

1. Research Design

This study uses an experimental design with a quantitative approach. The experimental design was chosen to test the effect of the Flipped Classroom method on students' ability to write factual texts.

2. Population and Sample

The population in this study is students of the Indonesian Language and Literature Education Study Program at Universitas PGRI Sumatera Barat. The research sample consists of 67 students randomly selected from three different classes. The first class will be the experimental group (33 students) using the Flipped Classroom method, while the second class will be the control group (33 students) using the traditional teaching method. These students are taking the Basic Composition course, which includes factual text writing.

3. Research Instrument

The instrument used in this study is a factual text writing test that includes reconstruction texts,

explanation texts, and procedural texts. This test is designed to measure students' writing ability before and after the treatment.

4. Research Procedure

This research was conducted in several stages as follows:

1. Preparation Stage: The researcher prepared learning materials and videos for the Flipped Classroom method and designed the factual text writing test.

2. Pretest Stage: Both groups (experimental and control) were given a factual text writing test to measure their initial ability.

3. Treatment Stage: The experimental group studied using the Flipped Classroom method for 8 weeks, while the control group studied using the traditional teaching method.

4. Posttest Stage: Both groups were given the same factual text writing test to measure changes in their writing ability after the treatment.

5. Data Analysis

The data obtained from the pretest and posttest were analyzed using a t-test to determine significant differences in factual text writing ability between the experimental and control

groups. Data analysis was conducted using SPSS statistical software.

6. Validity and Reliability

The research instrument was tested for validity and reliability before use. The instrument's validity was tested using content validity and construct validity, while reliability was tested using Cronbach's Alpha reliability coefficient.

C. RESULT AND DISCUSSION

1. Research Results

This study was conducted using an experimental design involving two groups of students: the experimental group using the Flipped Classroom method and the control group using the traditional teaching method. The following are the research results obtained:

Let's analyze this data using an independent samples t-test. Here are the steps:

1) Calculating the Mean and Standard Deviation:

- Control Group:
 - Mean (X1): 60.03
 - Standard Deviation (S1):

13.99

- Experimental Group:

- Mean (X2): 69.91

- Standard Deviation (S2):
- 11.69

2) Calculating the T-Value:

$$t = \frac{X_1 - X_2}{\sqrt{\frac{s_1^2}{n_1} + \frac{s_2^2}{n_2}}}$$

Where:

- X1 = 60.03
- X2 = 69.91
- s1 = 13.99
- s2 = 11.69
- n1 = 35
- n2 = 35

Calculating the T-value:

$$t = \frac{60.03 - 69.91}{\sqrt{\frac{13.99^2}{35} + \frac{11.69^2}{35}}} = \frac{-9.88}{\sqrt{\frac{195.72}{35} + \frac{136.68}{35}}} = \frac{-9.88}{\sqrt{5.59 + 3.91}} = \frac{-9.88}{\sqrt{9.50}} = \frac{-9.88}{3.08} = -3.21$$

3) Determining Degrees of Freedom (df):

$$df = n_1 + n_2 - 2 = 35 + 35 - 2 = 68$$

4) Determining the P-Value:

Using a T-distribution table or statistical software, we can determine the P-value based on the T-value and degrees of freedom. In this case, the T-value is -3.21, and df is 68. Based on the T-distribution table, the P-value for T = -3.21 with df = 68 is approximately 0.002.

5) Comparing the P-Value with the Significance Level (alpha): If we

use a significance level of 0.05, the P-value (0.002) is less than 0.05. Therefore, we can conclude that there is a significant difference between the control and experimental groups. Thus, the analysis shows a significant difference between the control and experimental groups.

The research results show that the Flipped Classroom method has a significant positive effect on students' ability to write factual texts. Several factors contributing to this improvement include:

1. Increased Interaction: The Flipped Classroom method allows more time for discussion and interaction between students and teachers in class. This helps students better understand the material and develop their ideas in writing.

2. Self-Directed Learning: Students learning with the Flipped Classroom method have more time to study theoretical material at home, allowing them to be more active in writing activities in class. This self-directed learning also helps students develop the analytical and synthetic skills needed to write factual texts.

3. Motivation and Engagement: The Flipped Classroom method increases students' motivation and

engagement in learning activities. Students feel more motivated to learn because they have greater control over their learning process.

4. Use of Technology: The use of videos and online reading materials in the Flipped Classroom method helps students better understand the material and access relevant information. This technology also allows students to learn at their own pace.

Overall, this study shows that the Flipped Classroom method is effective in improving students' ability to write factual texts. This method provides opportunities for students to be more actively involved in the learning process and develop their writing skills more effectively.

The results show a significant difference in the ability to write factual texts between the experimental and control groups. Students who learned with the Flipped Classroom method showed greater improvement in their ability to write reconstruction texts, explanation texts, and procedural texts compared to students who learned with the traditional method. This indicates that the Flipped Classroom is effective in improving students' ability to write factual texts.

Results:

- Mean Score: The control group had a mean score of 60.03, while the experimental group had a mean score of 69.91.

- Standard Deviation: The control group had a standard deviation of 13.99, while the experimental group had a standard deviation of 11.69.

- T-Value: The calculated T-value is -3.21.

- P-Value: The obtained P-value is approximately 0.002.

- Degrees of Freedom (df): The degrees of freedom are 68.

Class	Mean	Median	Std
2024 A	60,03	63	13,99
2024 B	69,69	72	11,69

Significance: $p < 0.05$

The analysis results show a significant difference between the control and experimental groups. The higher mean score of the experimental group indicates that the Flipped Classroom model positively affects factual writing learning. The P-value, which is smaller than the significance level of 0.05 ($0.002 < 0.05$), indicates that this difference did not occur by chance but rather due to the influence of the teaching model applied.

The Flipped Classroom model allows students to study material independently at home through videos or reading materials, so class time can be used for discussions, Q&A, and writing practice. This provides students with opportunities to better understand the material and apply it in a more practical context.

Discussion

Based on the data analysis, it can be concluded that the Flipped Classroom model significantly affects factual writing learning. Students who learned with the Flipped Classroom model showed better improvement in factual writing ability compared to students who learned with the conventional method. Therefore, the Flipped Classroom model can be considered an effective alternative in factual writing instruction.

Several studies have shown that the Flipped Classroom method is effective in improving students' writing ability. For example, research by Bergmann and Sams (2012) showed that students who learned with the Flipped Classroom method had better writing ability compared to students who learned with the traditional method. Another study by Bishop and Verleger (2013) also found that the

Flipped Classroom can increase students' motivation and engagement in writing activities.

The results of this study align with the findings of Chen et al. (2014) and Zainuddin & Halili (2016), which showed that the Flipped Classroom is effective in improving writing skills. This model provides more time for practice and feedback, which are key to writing instruction.

E. CONCLUSIONS

The Flipped Classroom method positively affects students' ability to write factual texts. By moving theoretical learning activities outside the classroom and focusing class time on discussions and practice, students can better understand the material and improve their writing skills. This study recommends using the Flipped Classroom method as an alternative teaching method to improve students' ability to write factual texts.

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[APPLICATION OF THE FLIPPED
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