

**THE EFFECT OF FLIPPED CLASSROOM METHOD ON STUDENTS'  
WRITING SKILL IN DESCRIPTIVE TEXT**

**THESIS**

**By**

**Disha Firnatha  
NIM 2110231049**



**UNIVERSITAS MUHAMMADIYAH JEMBER  
FACULTY OF TEACHER TRAINING AND EDUCATION  
ENGLISH EDUCATION PROGRAM**

**2024**

**THE EFFECT OF FLIPPED CLASSROOM METHOD ON STUDENTS'  
WRITING SKILL IN DESCRIPTIVE TEXT**

**THESIS**

Presented to

Universitas Muhammadiyah Jember  
in partial fulfillment on the requirements for  
The degree of *sarjana* in English Language Education

By

**Disha Firnatha**  
**NIM 2110231049**

**UNIVERSITAS MUHAMMADIYAH JEMBER**  
**FACULTY OF TEACHER TRAINING AND EDUCATION ENGLISH**  
**EDUCATION PROGRAM**

**2024**

## MOTTO

“If there is a book that you want to read, but it hasn’t been written yet, then you must write it”

**Toni Morrison**



**AGREEMENT SHEET**

This is to certify that the *Sarjana* thesis of Disha Firnatha has been approved by the thesis advisor for further approval by the Board of Examiners.

Jember,

Advisor 1



**Widya Oktarini, S.S., M.A.**

NPK. 1503634

Advisor 2

  
**Nurkamilah S.Pd., M.Pd**

NPK. 1609784

### APPROVAL SHEET

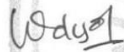
This is to certify that the Sarjana's thesis of Disha Firmatha has been approved by the Board of Examiners as the requirement for the degree of Sarjana in English Language Education on July 06, 2024

Board of Examiners,

  
Indri Astutik, M.Pd

Chair


NPK. 0408639



Widya Oktarini, S.S., M.A.

Member

NPK. 1503634

  
Nurkamilah S.Pd., M.Pd

Member

NPK. 1609784

Acknowledged by  
Dean  
Faculty of Teacher Training and Education

**Dr. Fitri Amilia, M.Pd.**  
NPK. 0709477

iv

## PREFACE

Thanks to Allah SWT for all His blessings and loves. He gave me power to finish my thesis. My thesis focuses on writing skill. This thesis is written to make the readers understand about the effect of flipped classroom method on student's writing skill in descriptive text.

Besides, one of the reasons to conduct this research is intended to know "Is there any significant difference in students' writing descriptive text taught by using Flipped Classroom of the Tenth- grade students at SMK Muhammadiyah 4 Kalisat Jember and those who are taught using conventional teaching method".

It will hopefully give the information of using flipped classroom method instruction more effectively for the students. This thesis will also become consideration for the English teachers to use flipped classroom method process at the school. The researchers realizes that this thesis has weakness, and the correction is hope.

Jember, 2024

The Writer

## ACKNOWLEDGEMENT

Glory to Allah SWT, Most Merciful, Most Compassionate that blessed the researcher with health and tremendous power to finish this research as a partial requirement for getting Sarjana Degree of English Education of Muhammadiyah University of Jember. The researcher would express appreciation to those who have helped, namely:

1. Dr. Fitri Amilia, M.Pd, as the Dean of Teacher Training and Education Faculty Universitas Muhammadiyah Jember.
2. Nurkamilah, M. Pd, as the Head of English Education Program of Faculty of Teacher Training and Education Muhammadiyah University of Jember
3. Widya Oktarini, S.S., M.A as my first advisor, who has patiently guided me in writing my thesis
4. Nurkamilah, M.Pd as my second advisor who taught me to write patiently.
5. All lectures of Teacher Training and Education who have taught me and given me valuable knowledge.
6. Staff of FKIP. Thank you for your best service.
7. The HeadMaster of SMK Muhammadiyah 4 Kalisat Jember and the English teacher of SMK Muhammadiyah 4 Kalisat Jember who gave me permission to do this research.

8. The student class BDP 1 AND BDP 2 SMK Muhammadiyah 4 Kalisat  
Jember for helping my research.

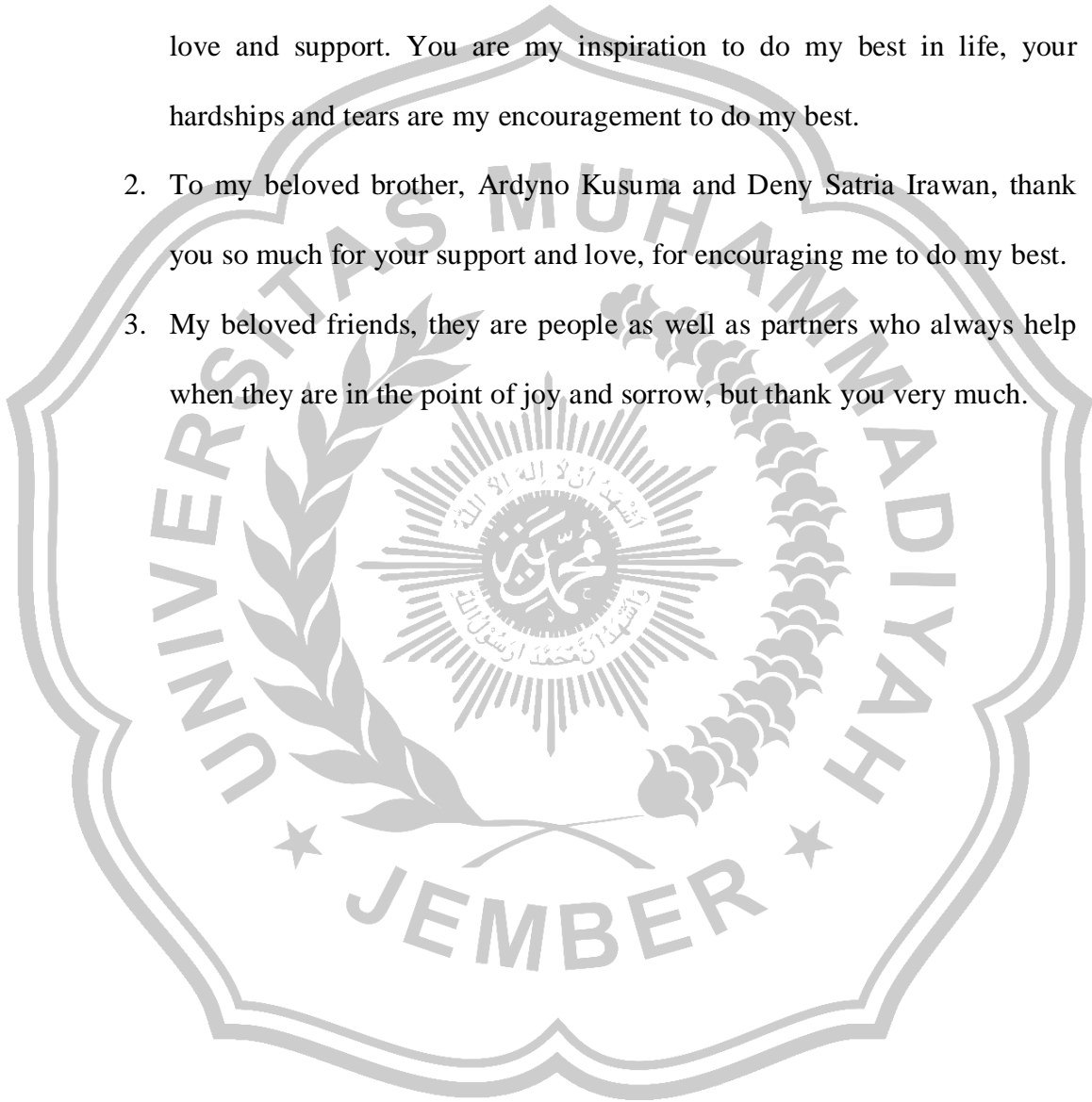




## DEDICATION

My thesis is honourably dedicated to:

1. My parents, Didik Wahyudi and Prawiati, who have given me all their love and support. You are my inspiration to do my best in life, your hardships and tears are my encouragement to do my best.
2. To my beloved brother, Ardyno Kusuma and Deny Satria Irawan, thank you so much for your support and love, for encouraging me to do my best.
3. My beloved friends, they are people as well as partners who always help when they are in the point of joy and sorrow, but thank you very much.



## TABLE OF CONTENT

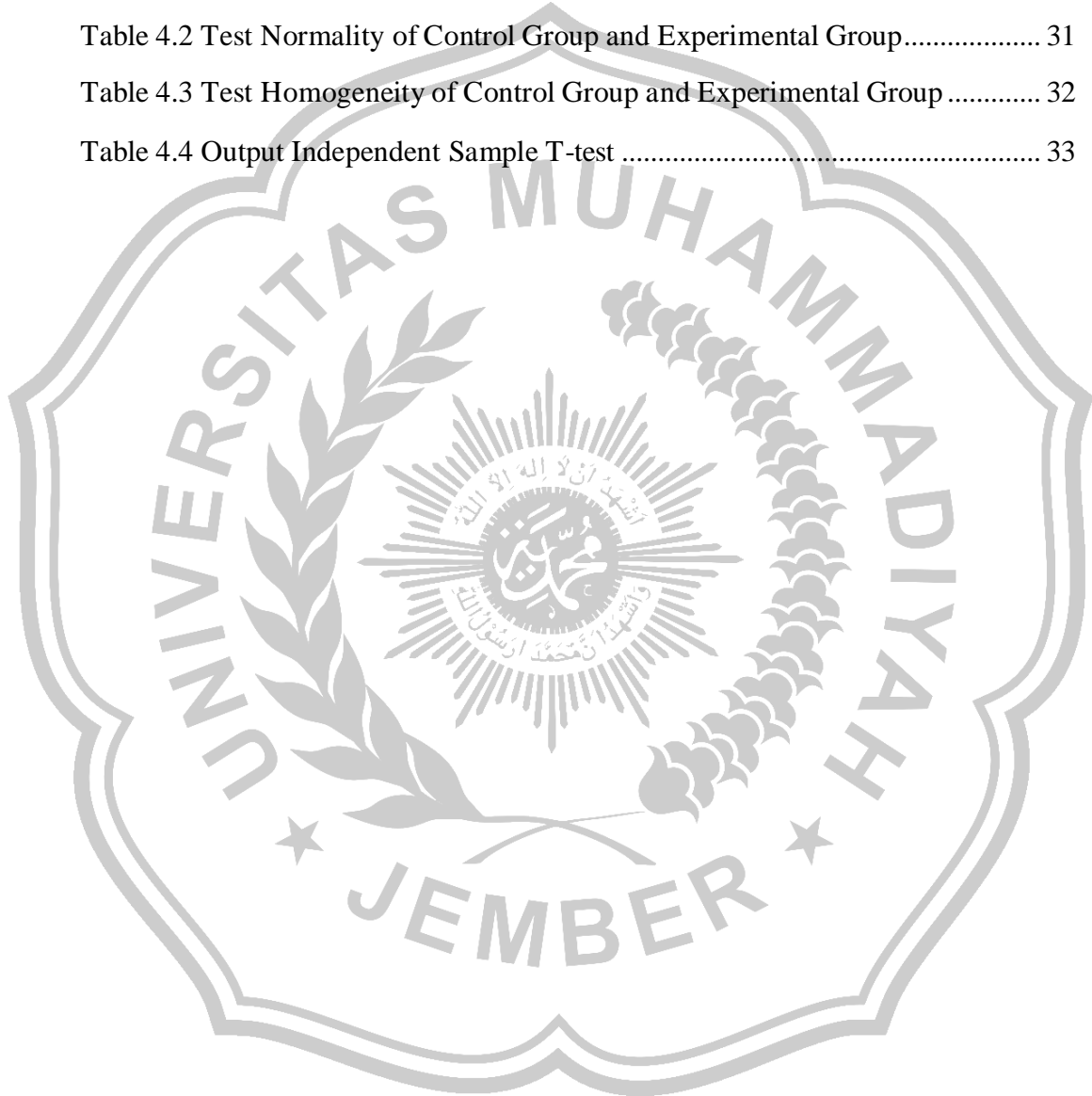
<b>TITLE PAGE</b> .....	<b>i</b>
<b>MOTTO</b> .....	<b>ii</b>
<b>AGREEMENT SHEET</b> .....	Error! Bookmark not defined.
<b>APPROVAL SHEET</b> .....	Error! Bookmark not defined.
<b>PREFACE</b> .....	<b>v</b>
<b>ACKNOWLEDGEMENT</b> .....	<b>vi</b>
<b>DEDICATION</b> .....	<b>viii</b>
<b>TABLE OF CONTENT</b> .....	<b>ix</b>
<b>LIST OF TABLES</b> .....	<b>xii</b>
<b>LIST OF FIGURES</b> .....	<b>xiii</b>
<b>ABSTRACT</b> .....	<b>xiv</b>
<b>CHAPTER I INTRODUCTION</b> .....	<b>1</b>
1.1 Background .....	1
1.2 Research Questions.....	4
1.3 Research Objectives .....	4
1.4 Operational Definition.....	4
1.5 Significance of Study .....	5
1.6 Scope of The Research.....	5
<b>CHAPTER II LITERATURE REVIEW</b> .....	<b>6</b>
2.1 Literature Review .....	6
2.1.1 Definition of Writing .....	6
2.1.2 Process of Writing .....	7
2.1.3 Definition of Descriptive text.....	8
2.1.4 Generic structure of Description text.....	9

2.1.5	Language features of Description text.....	9
2.1.6	Definition of Flipped classroom .....	10
2.1.7	The concept of flipped classroom.....	11
2.1.8	The advantages of flipped classroom .....	14
2.1.9	The disadvantages of flipped classroom.....	15
2.2	Review of Previous Study .....	15
2.3	Hypothesis.....	17
<b>CHAPTER III RESEARCH METHOD.....</b>		<b>18</b>
3.1	Kind of the research.....	18
3.2	Design of the research.....	18
3.3	Procedure of the research.....	19
3.3.1	Pre-test.....	19
3.3.2	Treatment.....	20
3.3.3	Post-test .....	20
3.4	Population and Sample of the research .....	20
3.4.1	Population .....	20
3.4.2	Sample.....	20
3.5	Location and time of the Research .....	21
3.6	Data Collection Technique.....	21
3.6.1.	Pre-test.....	21
3.6.2	Post-test .....	22
3.7	Instrument of the research.....	22
3.7.1	Validity.....	24
3.7.2	Reliability .....	25
3.8	Data Statistical Technique.....	27
3.8.1	Descriptive Statistics .....	27

3.8.2 Statistical Test .....	28
3.8.3 Independent T-test .....	28
<b>CHAPTER IV RESULT OF THE RESEARCH .....</b>	<b>29</b>
4.1 The Description of Research Data .....	29
4.1.1 Pre-Test and Post-Test Result of Control Group and Experimental Group 29	
4.2 Hypothesis Testing .....	30
4.2.1 The Normality Test Data .....	31
4.2.2 The Homogeneity Test Data .....	32
4.2.3 T-test Finding .....	32
<b>CHAPTER V DISCUSSION .....</b>	<b>34</b>
<b>CHAPTER VI CONCLUSION AND SUGGESTION .....</b>	<b>37</b>
6.1 Conclusion .....	37
6.2 Suggestion .....	37
6.1.1 For English Teacher .....	38
6.1.2 For future research .....	38
<b>REFERENCES .....</b>	<b>39</b>
<b>APPENDICES .....</b>	<b>41</b>

## LIST OF TABLES

Table 3.1 Quasi-experimental research design .....	19
Table 4.1 The Descriptive Statistics Analysis.....	29
Table 4.2 Test Normality of Control Group and Experimental Group.....	31
Table 4.3 Test Homogeneity of Control Group and Experimental Group .....	32
Table 4.4 Output Independent Sample T-test .....	33



## LIST OF FIGURES

Figure 2.1 Anderson/Krathwohland Flipped Classroom.....	11
Figure 2.2 The Concept Of Flipped Classroom .....	12



## LIST OF APPENDICES

Appendix 1 Research Matrix .....	41
Appendix 2 Modul Ajar.....	42
Appendix 3 Items of Writing Post-test .....	51
Appendix 4 Results of Post Test from Student .....	52
Appendix 5 Answer Keys.....	53
Appendix 6 Attendant list of Tables .....	54
Appendix 7 Table of Validity of Writing .....	56
Appendix 9 Documentation.....	60
Appendix 10 Statement of Originality of Sarjana Thesis.....	<b>Error! Bookmark not defined.</b>
Appendix 11 Curriculum Vitae.....	62
Appendix 12 Research License.....	63