

**THE EFFECT OF FLIPPED CLASSROOM AND STUDENTS' SELF-  
REGULATION TOWARD STUDENTS' ABILITY TO WRITE  
DESCRIPTIVE TEXT: AN EXPERIMENTAL RESEARCH AT GRADE XI  
STUDENTS OF SMAN 1 KUTACANE**

**THESIS**

*Submitted as a Partial Fulfillment of the Requirements  
to Obtain a Degree in Master of Education*



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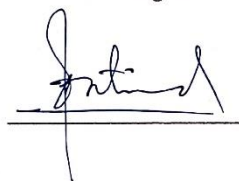
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## ABSTRACT

**Mandala Putra. 2021. The Effect of Flipped Classroom and Students' Self-Regulation Toward Students' Ability to Write Descriptive Text: An Experimental Research at Grade XI Students of SMAN 1 Kutacane. Thesis. English Language Education. Graduate Program of Universitas Negeri Padang.**

The purpose of this research is to see the effect of flipped classroom and students' self-regulation toward students' writing ability of descriptive text at grade XI Students of science class of SMA N 1 Kutacane in 2021/ 2022 academic year. The design of the research was quasi-experimental with 2x2 factorial design. The population of this research was the eleventh grade students of science class of SMA N 1 Kutacane in 2021/ 2022 academic year consisted of 7 classes. The samples were chosen by using cluster random sampling. The samples were X IPA 4 students as the experimental class (25 students) and X IPA 7 as the control class (30 students). Writing test of descriptive text and questionnaire of self-regulation were the instrument of this research. Two ways ANOVA and t-test independent sample analysis were used to analyze the data. The results of the research showed that: (1) flipped classroom gave a significant effect on students' writing ability of descriptive text than conventional classroom, (2) flipped classroom and students who have high self-regulation gave a significant effect on students' writing ability of descriptive than conventional classroom, (3) flipped classroom and students who have low self-regulation gave a significant effect on students' writing ability of descriptive text than conventional classroom, (4) there was no interaction between flipped classroom and conventional classroom and students' self-regulation on students' writing ability of descriptive text. In conclusion, flipped classroom and students' self-regulation gave a significant effect on students' writing ability of descriptive text. Moreover, there was no interaction between teaching models and students' self-regulation toward students' writing ability of descriptive text.

***Keywords: flipped classroom, self-regulation, writing, descriptive text***

## ABSTRAK

**Mandala Putra. 2021. Dampak Flipped Classroom dan Regulasi Diri Siswa terhadap Kemampuan Siswa dalam Menulis Teks Deskriptif. Tesis. Pendidikan Bahasa Inggris. Program Pasca Sarjana Universitas Negeri Padang.**

Penelitian ini bertujuan untuk menemukan dampak pemberian *flipped classroom* dan regulasi diri siswa terhadap kemampuan siswa dalam menulis teks deskriptif pada siswa kelas XI IPA SMA N 1 Kutacane tahun pelajaran 2021/2022. Disain penelitian ini adalah penelitian eksperimen semu dengan rancangan *factorial 2x2*. Populasi penelitian ini adalah siswa kelas XI IPA pada tahun pelajaran 2021/2022 yang terdiri dari 7 kelas. Sampel penelitian dipilih dengan menggunakan *cluster random sampling*. Kelas XI IPA 4 terpilih sebagai kelas eksperimen (25 siswa) dan kelas X IPA 7 terpilih sebagai kelas kontrol (30 siswa). Instrumen yang digunakan untuk mengumpulkan data adalah ujian menulis teks deskriptif dan angket regulasi diri. *Two ways ANOVA* dan *t-test independent sample* digunakan untuk menganalisis data. Hasil penelitian menunjukkan bahwa: (1) *flipped classroom* memberikan dampak yang signifikan pada kemampuan siswa dalam menulis teks deskriptif dari pada strategi menulis di kelas konvensional, (2) *flipped classroom* dan siswa yang memiliki regulasi diri yang tinggi memberikan dampak yang signifikan pada kemampuan siswa dalam menulis teks deskriptif dari pada strategi menulis di kelas konvensional, (3) *flipped classroom* dan siswa yang memiliki regulasi diri yang rendah memberikan dampak yang signifikan pada kemampuan siswa dalam menulis teks deskriptif dari pada strategi menulis di kelas konvensional, (4) tidak ada interaksi antara *flipped classroom* dan strategi kelas konvensional dan regulasi diri siswa terhadap kemampuan siswa dalam menulis teks deskriptif. Jadi, *flipped classroom* dan regulasi diri siswa memberikan dampak yang signifikan terhadap kemampuan siswa dalam menulis teks deskriptif. Sebagai tambahan, tidak terdapat interaksi antara kedua model pengajaran dan regulasi diri siswa terhadap kemampuan siswa dalam menulis teks deskriptif.

**Kata kunci:** *flipped classroom, regulasi diri, menulis, teks deskriptif*

## **CHAPTER I**

### **INTRODUCTION**

#### **A. Background of Research Problem**

Flipped classroom is one of alternative ways for English teachers to teach English in this pandemic era, especially in teaching writing. It is supposed by Ekmekci (2017), and Soltanpour & Valizadeh (2018) that flipped classroom is an effective way that can improve students' writing skill. Then, this model emphasizes the use of class time for the teacher and the students so that they have much time to interact each other (Nouri, 2016). This benefit gives positive effect for the teacher to teach writing that is only two hours in a week that is not enough to develop students' writing skill in the classroom. By using flipped classroom, the teacher delivers the materials outside of the classroom so that the teacher has more time to develop students' writing skill inside of the classroom.

Writing is a product skill that should be mastered by the students in senior high school because this language skill is basic competency in English syllabus. The purpose is to achieve students communicative competence in written form. The students write various types of texts in different purposes. One of those texts is a descriptive text. Priyana (2008) states that a descriptive text is a kind of text which describes the characteristics of something in order to make clear impression of a person, place, and object or event. The students are asked to describe something that is familiar with them. Besides, writing is

a skill that needs process so that they have to need a lot of time to learn. According to Oshima and Hogue (1999) state that writing is a process not a product. It means that when the students write about a text, they are always possible to review and revise it continuously. This process needs a lot of time. Therefore, the English teachers must find an effective way to deliver their materials in a short time. The model is flipped classroom.

Flipped Classroom is a technique that use a video, slide presentations, reading materials and so forth from the teachers that are delivered through online system such as *WhatsApp* in outside of the classroom. Then, the students do the task as homework at home so that they are more active in learning, and group-based problem solving activities in the classroom. As stated by Ekmekci (2017), flipped classroom engages the students in active learning by studying in groups or individually. This technique also allows teachers to reconsider how to maximize individual face-to-face time with students (Bishop &Veleger, 2013).

In addition, flipped classroom applies 21<sup>st</sup> century skills. The students are able to use their critical thinking and problem solving when the teachers give them a task at home. In the classroom, the students can communicate and discuss their tasks in pair or group. They are also expected to be creative students to create their task by utilizing technology. Then, Çevikbaş and Argün (2017) explain that flipped classroom develops the students' Higher-Order Thinking Skills (HOTS). They use their higher levels of cognitive

domain (applying, analyzing, evaluating, and creating) in the process of writing.

Moreover, flipped classroom is one of the best ways to assist the students to study the lesson materials that increases their self-efficacy in their ability to learn independently (Enfield, 2013). Then, self-efficacy is also influenced by self-regulation. Kim and Nor (2019) had a conducted a research and the the result showed that self-monitoring and controlling (self-regulation) was a strong predictor for early writing self-efficacy. Self-regulation is an important factor which should be possessed by the students to improve their writing. Zimmerman (2002) states that the students who regulate their own learning by setting a specific goal for their study can obtain high achievement. Self-regulation is not a mental ability or an academic performance skill; rather it is the process of the self-directive in which the students change the abilities of their mental into academic skills. It means that self-regulation has a role in students' learning process, such as helping them focus to their own goal in learning process and help them achieve the purpose of their own study. Then, the students who have high self-regulation in following the learning process will have a good achievement, having high motivation, and having high desire to get success on learning. Thus, the students who have high self-regulation will have good control to their purpose of study and keep focus to achieve the goal of their own study.

Based on the observation in SMA Negeri 1 Kutacane, the English teachers applied conventional classroom in teaching although the students had



smartphone. It meant the teachers had not been able to hone students' 21<sup>st</sup> century skills especially in utilizing technology. In assessing students' writing, the teachers did not use analytical scoring rubric so that the students did not know which part of their writing should be improved. Besides, the students had low motivation and lack of ideas in writing. When they wrote a text, they got difficulties in developing their ideas because their teacher rarely asked them to write.

There are several studies related to this research. The result showed that the flipped classroom gave a significant effect on the students writing in experimental group (Elfatah & Ahmed, 2016; Afrilyasanti et al, 2016; Soltanpour and Valizadeh, 2018). The research also used the same treatment that was flipped classroom; however the sample and the dependent variable were different. The sample of this research was the students in senior high school, and the dependent variable was the writing of the descriptive text. In addition, this research used students' self-regulation as a moderator variable that affects students' writing ability of descriptive text.

Related to the research on self-regulation, Mbato and Cendra (2019) conducted research on *EFL undergraduate students' self-regulation in thesis writing: help-seeking and motivation-regulation*. The result found that the students generally demonstrated a high level of self-regulation, help-seeking, and motivation-regulation. Then, Nami et al (2012), in their research about *The Relationship Between Self-Regulation Approaches and Learning Approaches in English Writing Tasks on English Foreign Language Students*

showed that learning approaches significantly correlated with the factors of self-regulation aspects: Memory Strategy, Goal-setting, Self-evaluation, Seeking Assistance, Environmental Structure, Responsibility and Organizing. This research also used self-regulation as moderator variable, but it added flipped classroom as independent variable in teaching writing for students in senior high school.

Based on the explanation above, this research was conducted to investigate the effect of flipped classroom and self-regulation toward students' writing ability of descriptive text. It was different from researches above that only investigated flipped classroom or self-regulation towards students' writing. Then, this research conducted at SMAN 1 Kutacane for grade XI students of science class in 2021/ 2022 academic year. This school was chosen because the English teachers in this school still applied conventional classroom in teaching whereas all of students had smartphone to improve their writing, and this area had good internet access to conduct this research.

## **B. Identification of Research Problem**

Based on the background of the research problem above, this research identified some problems. First, the students study English for two hours a week in the 2013 curriculum. It is not enough for them to develop their language skills in the classroom, especially in writing. Second, English teachers at SMA N 1 Kutacane still applied conventional classrooms in teaching writing so that the mean of students' writing grades were still under

80. In other words, the teachers have not utilized technology in teaching writing to hone 21<sup>st</sup>-century skills. Third, the teachers did not use analytical scoring rubric to assess students' writing so that the students did not know which part of their writing should be improved. And the last, the students had low motivation and lack of ideas in writing because the teachers rarely asked them to write.

### **C. Limitation of the Research Problem**

Based on the identification of research problem above, this research limits on the effect of flipped classroom and students' self-regulation toward students' writing ability of descriptive text at grade XI of SMAN 1 Kutacane.

### **D. Formulation of the Research Problem**

In line with the limitation of research above, the problem of this research is formulated as follows, "Do flipped classroom and students' self-regulation give significant effect on the students' writing ability of descriptive text at grade XI of SMAN 1 Kutacane?"

## **E. Research Questions**

Based on the formulation above, the research questions of this research are:

1. Does flipped classroom give a significant effect on students' writing ability to write descriptive text at grade XI students of science class of SMA Negeri 1 Kutacane than conventional classroom?
2. Does flipped classroom give a significant effect on the students whose high self-regulation and on their ability to write a descriptive text at grade XI students of science class of SMA Negeri 1 Kutacane than conventional classroom?
3. Does flipped classroom give a significant effect on the students whose low self-regulation and on their ability to write a descriptive text at grade XI students of science class of SMA Negeri 1 Kutacane than conventional classroom?
4. Is there any interaction between both treatments (flipped classroom and conventional classroom) and students' self-regulation on students' writing ability of descriptive text at grade XI students of science class of SMA Negeri 1 Kutacane?

## **F. Purpose of the Research**

The purposes of the research are:

1. To find out whether flipped classroom gives a significant effect on students' writing ability to write descriptive text at grade XI students of science class of SMAN 1 Kutacane than conventional classroom.
2. To find out whether flipped classroom give a significant effect on the students whose high self-regulation and on their ability to write a descriptive text at grade XI students of science class of SMAN 1 Kutacane than conventional classroom.
3. To find out whether flipped classroom give a significant effect on the students whose low self-regulation and on their ability to write a descriptive text at grade XI students of science class of SMAN 1 Kutacane than conventional classroom.
4. To find out whether there is an interaction between both treatments (flipped classroom and conventional classroom) and students' self-regulation on students' writing ability to write descriptive text at grade XI students of science class of SMAN 1 Kutacane.

## **G. Significance of the Research**

The finding of this research hopefully can be useful. It is hope can improve the learning process, especially for English learning and also could be used as the reference for the English teachers. They can apply this model as a mean of improving students' writing ability. For English learners, they can

develop their writing achievement, especially in writing descriptive text. Then for the next researchers who interest in doing further study, they can apply this model toward other skills. For the researcher himself, this research hopefully can enlarge his experience in teaching writing.

## **CHAPTER V**

### **CONCLUSIONS, IMPLICATIONS, AND SUGGESTIONS**

#### **A. Conclusions**

There are four conclusion could be drawn in this research. First, flipped classroom gave a significant effect on students' writing ability of descriptive text than conventional classroom. It happened because the students in experimental class learned the materials that delivered through online system (WA) individually before they came to the classroom. In the classroom, they discussed what they understood or not about descriptive text. Then, they had more time to interact with their teacher and friends to complete their task. They were enthusiastic asking their writing to their teacher.

Second, flipped classroom gave a significant effect on students' writing ability of descriptive text for the students who had high self-regulation than conventional classroom. It happened because the students who have high self-regulation showed their behavior, motivation and their cognitive to complete their task well. They had an effort to complete their task on time. They asked to their teacher if they got difficulties in writing a descriptive text. Then, flipped classroom is one of the best ways to assist the students to study the lesson materials that increases their self-regulation.

Third, flipped classroom gave a significant effect on students' writing ability of descriptive text for the students who had low self-regulation than

conventional classroom. This model also required the students' motivation and they should be active in gaining information related to the materials. The students with low self-regulation in experimental class complete the task well. It could be seen from the mean score of the students that was 82.86. It was not significantly different with the mean score of the students who had high self-regulation. The range was 5.00. To conclude, flipped classroom enhances teacher-student interaction so that the students have more time to discuss their difficulties in writing with their teacher to complete their task well.

Fourth, there was no interaction between both teaching models and students' self-regulation toward students' writing ability of descriptive text. The statistical analysis showed that the value of  $F_{\text{observed}}$  was 0.733, while  $F_{\text{table}}$  was 3.18. It meant that  $F_{\text{observed}}$  was lower than  $F_{\text{table}}$ : the null hypothesis was accepted and the alternative hypothesis was rejected, and the chart did not cut each other. In short, there was no interaction between the flipped classroom and conventional classroom and students' self-regulation toward students' writing ability of descriptive text.

## **B. Implications**

The findings of this research implicates that the flipped classroom can be one of the best models for the English teachers to be applied in their classroom because the students can learn the materials independently at



home. Then, this model can be more effective if the students have high self-regulation

### **C. Suggestions**

There are some suggestions could be given in this research. First, it is suggested to the English teachers to apply flipped classroom to the students who have high self-regulation in teaching writing. Then, the English teachers should pay attention to the aspect of writing and how to grade it when teaching writing such as style, sentence formation, and usage. And for other researchers, it is better to conduct a further research by involving flipped classroom to other types of text as dependent variable and self-regulation as moderator variable.

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