

**THE EFFECT OF FLIPPED CLASSROOM MODEL ON EFL STUDENTS'
ABILITY IN WRITING NARRATIVE TEXT**

(Quasi experimental research at 10th grade students of SMAN 01 Pasemah Air
Keruh in academic year 2018/2019)

THESIS

**Submitted as A Partial Requirements For Degree of Sarjana in English
Study Program**



By

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FACULTY OF TARBIYAH AND TADRIS
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(IAIN) BENGKULU**

2020

**THE EFFECT OF FLIPPED CLASSROOM MODEL ON EFL STUDENT'S
ABILITY IN WRITING NARRATIVE TEXT (Quasi Experimental**

**Research a 10th Grade Students of SMAN 01 Pasemah Air Keruh in
Academic Year 2018/2019)**

THESIS PROPOSAL

**Submitted as a Partial Requirements for the Degree of S.Pd (*Sarjana Pendidikan*)
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By :

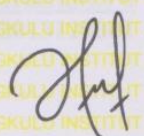
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Has already fulfilled the requirements to be presented before The Board of
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Wassalmu'alaikum Wr.Wb

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MOTTO

Ya Allah perbaikilah (pengetahuan dan pengalaman) agamaku. Yang akan menjadi penjaga urusanku. Perbaikilah duniaku, tempat aku mencari penghidupan. Baguskanlah (kehidupan) akhiratku. Tempat aku kembali. Jadikanlah hidupku sebagai tempat untuk melaksanakan segala kebajikan dan jadikanlah matiku sebagai pemutus segala keburukan.

(HR. Muslim)

Dedication

Bismillahirrahmanirrahim

In the name of Allah SWT, the most gracious and merciful. All praise and gratitude to Him who has given patience, strength, and beautiful way to finished this thesis. I'm so happy with all of surprise from Allah when I want to finished this thesis.

This thesis is dedicated to :

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2. *My beloved parents, my mother (Nelmaini) she always teach me about patience, my father (Zainal Abidin) who alwyas teach me about anything in life, they made me more strong day by day. I do Love You!*
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9. *Thanks for all of my friends in TBI VIII D who become part of struggle.*
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PRONOUNCEMENT

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I hereby sincerely state that the thesis titled **“The Effect of Flipped Classroom Model on EFL Students’ Ability in Writing Narrative Text (Quasi Experimental Research a Tenth Grade Students of SMAN 01 Pasemah Air Keruh in Academic Year 2018/2019)”** is the real my masterpiece. The things out of my masterpiece in the thesis are signed by citation and referred in my bibliography. If later proven that my thesis has discrepancies, I am willing to take the academic sanctions in te form of repealing my thesis and academic degree.

Bengkulu, 7 January,2020



Zeni Monika

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ABSTRACT

Zeni, Monika January 2020. The Effect of Flipped Classroom Model on EFL Students' Ability in Writing Narrative Text At SMA Negeri 01 Pasemah Air Keruh In Academic Years 2018/2019)

Advisor : 1. Risnawati, M.Pd

Zal 2. Dedi Efrizal, M.Pd

Key Word : *Flipped Classroom Model, Writing Ability*

The Objective of this research was to get empirical evidence about the effectiveness of Flipped classroom model on students' writing ability. This research used quasi-Experimental method. This research had been conducted at SMA Negeri 01 Pasemah Air Keruh. The Population of this research was the Eleventh grade students of SMA Negeri 01 Pasemah Air Keruh. After ensuring with the Sample Random sampling, two classes were finally chosen as the sample of this research: X IPA I as the experimental class and X IPA II as the control class. Both of classes consisted of 36 students with almost homogenous score. The experimental class treated by using Flipped classroom model, while the control class was using the conventional ways. The pre-test was given to the two groups before giving the treatment.

The result of pre-test showed the mean score of experimental class was 48.83 and the control class was 48.64. After giving the treatment, post-test was given. The result of post-test showed the mean score of experimental class was 62.67 and the control class was 60.19. In other words, H_0 was rejected and H_a was accepted. In summary, It could be stated that students' who were taught writing ability by using flipped classroom model was more effective than using the conventional ways. So, it can be concluded that flipped classroom model has positive effect to the Seventh Grade Students at SMA Negeri 01 Pasemah Air in writing ability.

ABSTRAK

Zeni, Monika. Januari 2020. Pengaruh Flipped Classroom Model Terhadap Penguasaan siswa pada Kemampuan Menulis Narrative Text(Penelitian Quasi Eksperimental pada Siswa Kelas X di SMA Negeri 01 Pasemah Air Keruh Tahun Akademik 2018/2019)

**Pembimbing : 1. Risnawati, M.Pd
2. Dedi Efrizal, M.Pd**

Kata Kunci : *Flipped Classroom Model, Kemampuan Menulis*

Tujuan dari penelitian ini adalah untuk mendapatkan bukti empiris tentang pengaruh Strategi *Flipped classroom model* terhadap kemampuan menulis siswa. Penelitian ini menggunakan Quasi-experimental method. Penelitian ini telah dilakukan di SMA Negeri 01 Pasemah Air Keruh. Populasi penelitian ini adalah siswa kelas X di SMA Negeri 01 Pasemah Air. Setelah melakukan dan menggunakan tehnik pengambilan sample secara random, akhirnya dua kelas dipilih sebagai sampel untuk penelitian ini: X IPA 1 sebagai kelas eksperimen dan X IPA 2 sebagai control kelas. Keduanya terdiri atas 36 siswa dengan nilai rata-rata pada mata pelajaran Bahasa Inggris yang hampir sama. Kelas eksperimen mendapatkan pengajaran menggunakan Strategi *Flipped classroom model* sedangkan kelas kontrol diajarkan dengan cara biasa. Pre-test diberikan kepada kedua kelas sebelum diberikan treatment. Hasil dari pre-test menunjukkan nilai rata-rata pada kelas eksperimen adalah 48.83 dan kelas kontrol 48.64, Setelah memberikan treatment. Post-test diberikan kepada kedua kelas. Hasil dari post-test menunjukkan nilai rata-rata pada kelas eksperimen adalah 62.67 dan kelas kontrol adalah 60.19. Dengan kata lain, H_0 ditolak dan H_a diterima. Singkatnya, dapat dinyatakan bahwa mengajar menulis kepada siswa dengan menggunakan strategi *flipped classroom model* lebih efektif daripada menggunakan cara biasa. Jadi, dapat disimpulkan bahwa strategi *flipped classroom model* berpengaruh positif dalam kemampuan menulis siswa kelas X di SMA Negeri 01 Pasemah Air Keruh.

Table of Content

Chapter I

Introduction

A. Background of Study.....	1
B. Identification Of Problem.....	5
C. Limitation Of The Problem	6
D. Research Question.....	6
E. Purpose Of The Study	6
F. Significancy Of Research.....	6
G. Definition Of Key Terms	7

Chapter II

Literatur Review

A. Writing	10
1. Definition of Writing Ability	10
2. Definition of Writing.....	12
3. The Process of Writing.....	15
4. Genres of Writing.....	16
5. Types of Writing Performance	17
6. The Purpose of Writing.....	19
B. Flipped Classroom Model.....	20
C. Definition of Narrative Text.....	26
D. Some of Previous Study	27

Chapter III

Research Method

A. Research Design.....	30
B. Variables of the study.....	30
C. Population and Sample.....	31
1. Population of the Research	31
2. Sample of the Research	32
D. Location and Time of the Research	33
E. Research Instrument.....	33
F. Technique for Collecting the Data	35
G. Research procedures.....	36
H. Assessing the studentswriting ability	40
I. Technique for Analyzing the Data	27

Chapter IV

Result and discussion

A. Result	46
1. The result of writing ability test	46
2. The normality and homogeneity	49
3. The result of homogeneity	54
4. Paired sample T-Test.....	56
5. Independent sample T-Test.....	58
6. Regression	58
B. Discussion	

Chapter V

Conclusions and suggestion

A. Conclusion	61
B. suggestion.....	62

References

LIST OF TABLES

Table 1 : Differences Between Flipped Classroom Model and Traditional Learning.....21

Table 2 : Distribution of Population
.....31

Table 3 : Table of
Sample.....33

Table 4 : Assessing the Students Writing
Ability.....41

LIST OF FIGURES

Page

Figure 1 : The Result of Pre-Test and Post-Test in Control Class.....	46
Figure 2 : The Distribution of Pre-Test and Post-Test in Control Class.....	47
Figure 3 : The Result of Pre-Test and Post-Test in Experimental Class.....	48
Figure 4 : The Distribution Pre-Test and Post-Test in Experimental Class.....	48
Figure 5 : Normality of Pre-Test and Post-Test in Control Class.....	50
Figure 6 : Histogram of Pre-Test in Control Class.....	51
Figure 7 : Histogram of Post-Test in Control Class.....	51
Figure 8 : Normality of Pre-Test and Post-Test in Experimental Class.....	52
Figure 9 : Histogram of Post-Test in Experimental Class.....	53
Figure 10: Histogram of Post-Test in Experimental Class.....	53
Figure 11 : Result of Homogeneity Post-Test in Control and Experimental Class.....	54
Figure 12 : Paired Sample T-Test in Control Class.....	55
Figure 13 : Paired Sample Correlations of Control Class.....	55
Figure 14 : Paired Sample Test Control Class.....	56

Figure 15 : Paired Sample T-Test in Experimental
Class.....56

Figure 16 : Paired Sample Correlations in Experimental
Class.....57

Figure 17 : Paired Sample Test in Experimental
Class.....57

Figure 18: Independent Sample Test
.....58

Figure 19 :
Regression.....59

LIST OF APPENDICES

Appendix 1: Lesson Plan

Appendix 2: Pre-test Question

Appendix 3: Post-Test Questions

Appendix 4 : The Students' Pre-test and Post-Test in Experimental class scores

Appendix 5 : The Students' Pre-test and Post-Test in Control Class

Appendix 6 : Documentation

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The researcher hopes that this thesis will be useful for all of the English teacher' and English learners who focus in teaching and learning English Vocabulary especially. The researcher also realize that this thesis is not perfect yet, since there were some limitation on the problem that researcher faced during the researcher . Because of that, the researcher expect the critics, corrections, and advice from the readers to make it better.

Bengkulu, january 2020
Researcher

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CHAPTER I

INTRODUCTION

A. Background of study

In essence, languages including English are tools for communication among citizens. Communicating means expressing information, thoughts, and feelings. Based on its function, the purpose of deep English Language teaching is The current curriculum includes: Developing ability communicate in these languages both oral and written. This ability include listening, speaking, reading, and writing. According to Hammer from the four skills, he divided the skills into two, namely receptive and productive.¹ Receptive skills are used for reading and listening skills. While productive is used for spoken and written skills. Productive skills here are where students must really produce for themselves.

Langan says that there is reasons why writing skill is very important. The reasons is writing ability is a basic need for English learners to support their academic success. English learners are often asked to do written assignment and their English competence can also be

¹ Agusta.Devigantari.*Improving students ability in writing narrative text using shorted animated stories at class vIII C of SMP N 02 sanden.*(Bantul.University of Yogyakarta,2015).page 1

seen from their writing performance². Most EFL students are least proficient in writing compared to other language skills due to their identification of writing as a skill which is more difficult than reading and listening .

This identification somehow is accurate as in writing thought and knowledge are incorporated to create a unique meaning Jones, Retzel,& Fargo. Hence, it is not surprising to know that beginning and more advanced students face difficulties in finishing their writing tasks.³ Writing is a productive skill, so students must really learn how to find and develop ideas, how students can express them into a writing.

Competency standards for high school English subjects for writing skills are:⁴ Revealing various meanings (interpersonal, ideational, textual) in various interactional and monologue oral texts especially those in the form of descriptive, narrative, spoof / recount, procedure, report, explanation, discussion, commentary, and review. This study focuses on the analysis of students' ability in writing narrative texts in terms of schematic structure and linguistic features. Thus, the theory that underpins the study and will be discussed below is mainly about Narrative text.

² Batubara.fahmi.*improving students' ability in writing of annoucemet though galerry walk technique*. (Islamic university of north sumatra Medan,2017).

³ Afriliyasanti.R.*effect of flipped classroom model on Indonesian EFL students' writing ability across and individual differences in learning*.published by European centre for research training and development UK(WWW.eajournals.org .2016.).vol.4.no.5.page 66

⁴ Sundayana.wachyu.material development pedoman guru .pdf.page 2

In addition, there are various kinds of difficulties experienced by English learners in writing skills. As revealed in the article Ridha Afriyanti at all, in their article mention that some common difficulties that are often experienced by the students are : First, The beginning students mostly find difficulties in finding the words to develop their ideas and in remembering grammatical conventions. Second, The advanced students commonly find problems in the writing process, especially dealing with linguistic factors such as word choice or vocabulary, articles/determiners, use of the plural/singular forms of nouns, spelling, prepositions, punctuation marks, agreement between the subject and the verb, and verb tense. Third, In addition, difficulties to link their ideas coherently and to produce appropriate target language discourse are faced by more advanced students.⁵

As a preliminary research that done by the researcher on February 27th – 28th to the english teacher at SMA N 01 Pasemah Air Keruh. Based on one of teacher in SMA N 01 researcher got an information there were some common difficulties experienced by students in SMA N 01 Pasemah Air Keruh especially in the 10th class:⁶ First, difficulties in memorizing formulas of English writing. Second, Low of understanding and lack of having confidence and they were also less confident to ask the teacher about the difficulties they were facing.

⁵ Afriliyasanti.R. *effect of flipped classroom model on Indonesian EFL students' writing ability across and individual differences in learning*. published by European centre for research training and development UK (WWW.eajournals.org.2016).vol.4.no.5.page 65

⁶ English teachers in SMAN 01 Pasemah Air keruh

In overcoming the problems that occur above the teacher is expected to have their own strategies that are in accordance with the problems faced in SMA N 01 Pasemah Air Keruh so that students can learn English well, especially in writing skills and students can improve their writing skills. There are many ways to improve the student's writing abilities, and here researcher will improve the writing ability by using Flipped Classroom Models.

The researcher choose Flipped Classroom Model because this model is considered able to overcome the problems experienced by students in SMAN 01 Pasemah Air keruh in writing ability was murky in writing skills, because now students were more interested in learning by using technology-based media learning, such as videos that made them more interested in learning. Huereca⁷ stated the type of learning incorporates a pedagogical model that flips the typical lecture given by the teacher and the homework assigned to student to take home. Students used short video lessons at home to learn new concept that can then be discussed more in depth in the class. Jon Bergman and Aron Sams stated that in flipped class, direct instruction (teacher) is delivered at home via videos that teacher either create or curate, and that which has traditionally been done as homework is done in class. This flip of time and place that lecture and homework are delivered is the most rudimentary forms the flipped class. There is value in this simple flipped that has helped many teachers

⁷ Dr.jaehan mahmoud el-bassuony.2016.*the effectiveness of flipped learning in grammatical*.international jurnal.(page 80-81)

transform their classroom into centers of learning and engagement.⁸ Learning by using the flipped classroom model students can learn more excitedly, because they use media such as video content. Besides that students will not get a lot of homework because the task has to be completed in class, the teacher provides video content to be learned by students at home and then will be discussed in class. This has a positive impact because, they do not spend time just listening to the explanation from the teacher.

B. Identification of problem

Based on the interviewer's interview there are several factors that cause students difficulty in understanding grammatical patterns, including : First, Difficulty in memorizing formulas of English writing. This is because some students have difficulty memorizing many tenses, they have difficulties such as being exchanged between one tense and another because they often forget the tenses. Second, low of understanding and lack of having, Some students revealed that they had difficulty or did not understand grammatical patterns and they were also less confident to ask the teacher about the difficulties they were facing. Third, difficult to determine the subject, object and to be, there are students who complain about their difficulties when they are confused in determining the subject, object, and to be.

⁸ Jon bergman, aron sams.2014.The Flipped classroom.cse Volume 17 no 3

C. Limitation of the problem

To avoid deviations from what the researcher had planned, the researcher only focus to implementing Flipped Classroom in students' writing on narrative text towards their writing ability.

D. Research question

The problem of this study are formulated in these questions : first, are there a significant difference in writing ability achievement between the students who are taught using Flipped Classroom Model and that of those who are not? And second, are there an effect of using Flipped Classroom models on EFL students' writing ability achievement?

E. Purpose of the study

Based on the problem above, the objectives of the study are : first, to find out whether or not there are a significant difference in writing ability achievement between the students who are taught using Flipped classroom models and that of those who are not, second, to find out whether or not there are an effect of using Flipped classroom models on EFL students' achievement.

F. Significance of research

This research is expected to provide the following benefits:

For teachers, this research is expected to be one of the inputs to improve their teaching strategies, especially in teaching writing. For researchers, this research is expected to be a great experience facing the

future when he becomes a true teacher and expected to be one on the reference for relevant research.

G. Definition of key terms

To avoid misunderstanding, here are some definitions of the key words of this research:

1. Flipped classroom models is a model that educators can provide by minimizing the amount of direct instruction in their teaching practices while maximizing interaction with one another. This strategy utilizes technology that provides additional support for learning materials for students that can be accessed online or offline. This frees up class time that was previously used for learning Graham Brent (2013).⁹

Flipped classroom direct instruction is delivered at home via videos that teacher either create or curate, and that which has traditionally been done as homework is done in class. This flip of time and place that lecture and homework are delivered is the most rudimentary form of the flip class. One of the challenges in a traditional classroom, when instruction is delivered through a lecture, is that students are often sent home to apply what they have learned without any assistance. At home students can often get stuck and cannot complete the assigned homework. At this point the students have a number of options. They can spend hours wrestling with an assignment they are not prepared to do, give up, call a friend, ask the teacher the next day. In a flipped classroom the work done at

⁹ Nurfitriana, ulfa. 2014. strategy flipped classroom. access internet on (10 feb 2019) <https://nurfitriyanaulfamath.wordpress.com/2014/01/05/strategi-flipped-classroom/>

home is simply to view a video, and when the students is struggling with what was traditionally sent home as homework, the teacher is present to help because this higher-order thinking is done in class.¹⁰

2. Writing Ability is the skill of putting together what you think or want to say using words, which a person reading it is able to know your thoughts, ideas and feelings as near to what you want to convey. Further Writing Ability means the person uses words as coins and the rules of grammar, punctuation and to some extent use acceptable composition ways and methods. Therefore, Writing Ability is writing skills, which are an important part of communication. Therefore good writing skills enables you to communicate your message with clarity to a far larger audience than through face to face or telephonic conversations.¹¹

According to Donough and Shaw they state that teacher should need, for instance, to call on kinds of communicative criteria; on the concepts of product and process; and on the role of formal language practice, to see how other skills are. Writing too has developed many insights into the nature of language and learning. It means that in writing skill the teacher has to make the concept of product and process in writing activities. Writing has developed and accumulated many insights in the language and learning. It can be concluded that, writing is difficult language process because writing is more complex than other language skill. The writer must include the entire scope of information and provide

¹⁰ Jon. B. Aron. S. The Flipped Classroom. (1)

¹¹ Sharma.devinder.2016.what is mean by"writing ability".englishninjas.accessed from <https://www.quora.com/What-is-meant-by-%E2%80%9Cwriting-ability%E2%80%9D>.

the premises and content clearly so that a broad audience will be able to read and understand the message.

3. Narrative text is one of the class instructed for the understudy According to Rebecca , a narative text is a content, which relates a progression of sensibly, and sequentially related occasions that are caused or experienced by variables. She, besides, states that a vital component to understanding a story is a feeling of plot, of topic, of characters, and of occasions, and of how they relate¹². According to Oshima, narrative is the kind of writing that you do when you tell a story. Use time order words and phrases to show when each part of the story happens.¹³ The narrative essay tells a story, to be sure, but the true value of the narrative comes from what the writer and reader learn from it.

¹² Teaching english 4 all.2013.narative text in teaching engliah. A blog for english teacher. <https://teachingenglish4all.wordpress.com/2010/07/02/narrative-text-in-teaching-english/>

¹³ Awaliah. Dewi. 2014. The effectiveness of pictures towards students' writing skill in narrative text.

CHAPTER II

LITERATUR REVIEW

A. Writing

1. Definition of writing ability

Every person must have their respective abilities. The ability is influenced by several factors such as physical condition, intelligence, strength and skills. Alwi states; "Ability is skill, ability, strength to complete tasks." As with the two opinions , the Ministry of National Education states; "Ability is ability, skill and strength". From some of the opinions, it can be concluded that ability is ability to do and produce something to achieve its goals in accordance with what is expected.

Writing has a very important role for humans. Writing is one means of communication as well as speaking. However, in practice the use of language in writing is not the same as oral communication. This is because language is used functionally, namely the use of language as a medium of interaction and transaction. Thus, writing activities require skills and skills in managing language use, working with organized steps, ideas systematically and expressly. Gie stated; "Writing is the whole series of people expressing the fruit of their thoughts through language written to the reader to be understood."

In line with the opinion above, the Ministry of National Education stated; ¹⁴"Writing gives birth to thoughts or feelings with writing." While Jonah states; "Writing is an activity of delivering messages (communication) using written language as a tool or medium."Based on the opinions of the experts above, it can be concluded that writing is an activity carried out by someone to express thoughts and feelings by exploring knowledge and experience through written language.

Writing is not something that is foreign to us. There are many benefits that can be taken from writing. These benefits include increasing intelligence, developing initiative and creativity, growing courage and driving the willingness and ability to gather information. However, some people don't like writing activities. Graves and Yunus stated; "Someone is reluctant to write because he does not know why he is writing, feels he is not talented in writing and feels he does not know how to write. Dislike can not be separated from the influence of the family and community environment and the experience of writing learning or composing at school that is less motivating and stimulates interest.

Talking about the influence of the environment in school sometimes there are still many language study teachers who are unable to write a story so that they lack motivation and stimulate student

¹⁴Tindaon.yosi.2012.pengertian kemampuan menulis.
<http://yosiabdiantindaon.blogspot.com/2012/11/pengertian-kemampuan-menulis.html>

interest. As Smith's opinion states; "The writing learning experience experienced by students at school is inseparable from the condition of the teacher himself. Generally the teacher is not skilled in writing and teaching it.

So it can be concluded that a teacher must also be able to understand what and how to fabricate it. It's hard to imagine a teacher who is afraid and doesn't like writing to do that. Though the interest and willingness of students to learn to write can not be separated from what happened to the teacher and how he taught it. Based on several opinions above, it can be concluded that writing is a capability, a skill to express ideas, knowledge, feelings rationally by using written language as a medium. Writing Ability is the skill of putting together what you think or want to say using words, which a person reading it is able to know your thoughts, ideas and feelings as near to what you want to convey.¹⁵

2. Definition of writing

Writing is a skill that was the exclusive domain of scribes and scholars in education or religious institution. Almost every aspect of everyday life for common people was carried out orally. Business transaction, records, legal documents, political and military

¹⁵ Sharma, Devinder. 2016. What is meant by writing ability. English Ninjas accessed from internet <https://www.quora.com/What-is-meant-by-writing-ability> on Friday 15 March 2019 at 22:18 PM

agreements- all were written by specialist whose vacation it was to render language into the written word.¹⁶

As stated by Tarigan in the article entitled *The Definition of Writing According to Some Experts*, writing as productive skills for writing an indirect communication and the nature of the character is very different like expressed by speaking directly, therefore writing is included an ability.

Meanwhile according to Wilga cited in Ningsih, writing or composition is the expression of ideas in a consecutive way, according to graphic convention of the language, the ultimate aims of a written at this stage to be able to express himself in a polished literary form which requires the utilization of a special vocabulary and a certain refinement of a structure.¹⁷

It tends to be presumed that composing is the action of making an account language in a piece of paper or some other regions to express the thought and message from the author including the utilization of vocabulary and structure of language. Composing is additionally made by specific arrangement of image, and letter for representing to the wordings of particular language.

According to Langan, there are two reasons why writing skill is very important. The reasons are that, first, writing ability is a basic

¹⁶ H.Brown. Douglas.2004. *Language Assessment Principles and Classroom Practices*.Longman

¹⁷ Anjayani.Suprpto. *Error Analysis on the Use of Prepositions in Students' Writing (A Case Study of the Eleventh Grade Students of SMA Negeri 9 Semarang in the Academic Year of 2014/2015)*.(journal of english language teaching.2016).page 2

need for English learners to support their academic success. English learners are often asked to do written assignment and their English competence can also be seen from their writing performance. Technique makes the students keep writing at school and also at home. Langan says that one excellent way to get practice in writing, even before students begin composing essay, is to keep a daily or almost daily journal.¹⁸

Writing is the process or result of recording language in the form of conventionalised visible marks or graphic signs on a surface. "Writing is functional communication, making learners possible to create imagined worlds of their own design." It means that, through writing, learners can express thought, feeling, ideas, experiences, etc to convey a specific purpose. The purpose of writing is to give some information. Writing is a way to produce language, which you do naturally when you speak. You say something, think of more to say, perhaps correct something you have said, and then move on to the next statement. Writing is not much different, except that you take more time to think about your subject, the person or people you will be discussing it with, and the goal you hope to achieve in that

¹⁸ Mettaningrum.dantes.suarnajaya.2013. *the effect of journal writing technique and students' achievement motivation toward writing achievement of the fourth semester students of english education departemen of UNDIKSHA*. e-Journal Program Pascasarjana Universitas Pendidikan Ganesha Program Studi Pendidikan Bahasa Inggris. Vol 1.page 1-2

discussion. And, if you are writing in a second language, you also take more time to revise your work.¹⁹

3. The Process of writing

The way toward composing has approximately four stages. In the initial step, make ideas, in the second step, sort out the thoughts. In the third step, compose an unfinished version. In the last advance, clean your unfinished version by altering it and making corrections.²⁰

writing is a never one-advance activity. writing as one of gainful abilities needs a procedure. This procedure suits essayist to write in arrangement stages. writing process is the phases that an author experiences so as to create something (a written text) before to be a last draft.²¹

Hammer stated that there are four steps in writing process, they are:²²

a. Planning

Planning will help you as an essayist. It will offer shape to your undertaking; it will separate it into independent stages so you don't feel you are setting out toward some outlandishly far off definite objective; it will empower you to quantify your advancement.

Arranging will likewise support your peruser.

¹⁹ Batubara.fahmi. *improving students' ability in writing of announcement through gallery walk technique*. (Islamic university of north sumatra Medan, 2017)

²⁰ Allce Oshlma and Ann Hogue. *Introduction to Academic Writing*. (USA: Person Education Inc., 2007) pdf

²¹ Jeremy Harmer. 2017. *How To Teach Writing*. England Person Education Limited. <http://repository.uinsu.ac.id>

²² Hotimah.hudriatul. 2015. *the effectiveness of teaching writing*. accessed from internet <http://repository.ump.ac.id/1007/3/HUDRIATUL%20CHAPTER%20II.pdf>

b. Drafting

The drafting stage is the place your truly start composing. The most critical thing here is to get words onto paper.

c. Editing (revising)

It is almost impossible to write a perfect paragraph on the first draft. Perhaps the order of information is not clear or the discourse marker is wrong. The way to revise and improve the first draft is called editing.

d. Final version

In this stage, they have delivered the last form from their composition result to their educator. The last advance of the composition procedure is publishing.

4. Genres of writing

Brown says, there are three main genres of writing: First, Academic Writing: papers and general subject report, essays, compositions, academically focused journal, short-answer test responses, technical reports, theses, dissertations. Second, Job-related Writing: messages, letters or e-mails, memos, reports, schedules, labels, signs, advertisements, announcements, manuals. Third, Personal Writing: letters, e-mails, greeting cards, invitations, messages, notes, calendar entries, shopping lists, reminders, financial documents, forms,

questionnaires, medical reports, immigration document, diaries, personal journals, fiction.²³

5. Types of writing performance

a. Imitative

To produce written language, the learner must attain skills in the fundamental, basic tasks of writing letters, words, punctuation, and very brief sentences. This category includes the ability to spell correctly and to perceive phoneme-grapheme correspondences in the English spelling system. It is a level at which learners are trying to master the mechanics of writing. At this stage, form is the primary if not exclusive focus, while context and meaning are of secondary concern.

b. Intensive (controlled)

Beyond the fundamentals of imitative writing are skills in producing appropriate vocabulary within a context, collocation and idioms, and correct grammatical features up to the length of a sentence. Meaning and context are of some importance in determining correctness and appropriateness, but most assessment tasks are more concerned with a focus on form, and are rather strictly controlled by the test design.

²³ H. Douglas brown, *Language Assessment*, (New York: Longman, 2004).
<http://repository.uinsu.ac.id/2627/1/SKRIPSI%20FAHMI%20AULIA%20BATUBARA%2034131112.pdf> .page21

c. Responsive

Here, assessment tasks require learners to perform at a limited discourse level, connecting sentences into a paragraph and creating a logically connected sequence of two or three paragraphs. Tasks respond to pedagogical directives, lists of criteria, outlines, and other guidelines. Genres of writing include brief narratives and descriptions, short reports, lab reports, summaries, brief responses to reading, and interpretations of charts or graphs.

Under specified conditions, the writer begins to exercise some freedom of choice among alternative forms of expression of ideas. The writer has mastered the fundamentals of sentence-level grammar and is more focused on the discourse conventions that will achieve the objectives of the written text. Form-focused attention is mostly at the discourse level, with a strong emphasis on context and meaning.

d. Extensive

Extensive writing implies successful management of all the processes and strategies of writing for all purposes, up to the length of an essay, a term paper, a major research project report, or even a thesis. Writers focus on achieving a purpose, organizing and developing ideas logically, using details to support or illustrate ideas, demonstrating syntactic and lexical variety, and in many cases, engaging in the process of multiple drafts to achieve a final

product. Focus on grammatical form is limited to occasional editing or proofreading of a draft.²⁴

6. The purpose of writing

Tarigan summarize the purpose of writing as follows:²⁵

a. Assignment purpose

The writer write since he is asked by someone.the idea to write does not come from the writer himself.

b. Altruistic purpose

The writer writes to entertain the readers,to reduce the reader's sadness and make their live much easier by using his writing.

c. Persuasive purpose

It has purpose to eansure the readers about the truth of the idea give by teacher.

d. Informational purpose

The purpose of this writing is to give information to the readers.

e. Self-expressive purpose

The purpose is to introduce the writer to readre.

f. Creative purpose

It tends to get the artistic values.

g. Problem solving purpose

²⁴ Harsy.2019.*types of classroom writing performance*.course hero.accessed from <https://www.coursehero.com/file/24521184/Types-of-classroom-writing-performancedocx/.on> Thursday 14 March at23:48

²⁵ Hotimah.hadriatul.2015.the effectiveness of teaching writing.access from internet <http://repository.ump.ac.id/1007/3/HUDRIATUL%20CHAPTER%20II.pdf.on> Friday 15 March 2019.at 23:12 PM.page 14

This writing is used to solve problem faced by the writer.

B. FLIPPED CLASSROOM MODEL

flipped classroom, first known as reversed study hall, picked up notoriety when Jon and Aron utilized video exercises to improve guidance in their science study halls. They recorded class addresses and gave the recordings online to empower understudies to watch and survey the showing substance all the more helpfully. With such a technique, critical outcomes were acquired, which roused them to additionally utilize it before classes (Bergmann & Sams). The instructional strategies and pedagogies practiced in Flipped classroom are mainly based on constructivist learning philosophies of active learning, Kolb's experiential learning and Vygotsky's zone of proximal development. Huereca defines FL as an instructional approach to teaching that integrates technology and intends to enhance learning. This type of learning incorporates a pedagogical model that flips the typical lecture given by the teacher and the homework assigned to students to take home..²⁶

The development of technology today has an impact on the advancement of the world of education, where students not only spend their time studying at school but also at home, because of the limited time to study in school the teacher can prepare material in the form of videos that have been provided by the teacher. Not only that, the material contained in the video can be played back if at any time students do not

²⁶ Dr.jaehan mahmoud el-bassuony.*the effectiveness of flipped learning in grammatical*.(international jurnal,2016).page 80

have time to participate in the classroom discussion, in flipped learning learning students are required to be more active.

Sams, Bergmann, Daniels, Bennett, Marshall, and Arfstrom, they illustrate that Flipped classroom is a pedagogical approach flipping the roles of direction instruction and activities resulting in a Flexible learning environment, active and meaningful Learning cultures in the classroom, using Intentional content in and out of the classroom, and Professional educator roles serving as facilitators to enhance student learning. Furthermore, Huereca (2015) indicates that FL integrates technology in a way that allows students to use today's technologies outside the classroom and creates a student-centered environment inside the classroom in an attempt to support student learning.²⁷ There are some of differences between Flipped Classroom and Traditional Learning, look at the table 1.

Table 1

No	Comparative point	Traditional Learning	Flipped Learning
1	Environment	1. Inside the classroom, lecture are the only means. 2. outside the classroom, practice the	1. Inside the classroom, practice exercises and problem solving. 2. outside the classroom, video or powerpoint lectures

²⁷ Dr.jaehan mahmoud el-bassuony.2016.*the effectiveness of flipped learning in grammatical.international jurnal*.(page 80-81)

		exercise and problem solving.	close-ended quizzes and practice exercise
2	Teacher's Role	Represents the authority, source of information, deliver his lecture and answer students' questions.	Prepare his materian at home, he is supervisor, developer, researcher, guide and helper.
3	Students' Role	Inside the classroom only and go for his own outside the class	1.they do the higher level analysis and critical thinking. 2. guidded support, providing examples – links between conten and real world.
4	Teaching Tools	Classroom setting; boards, projector, marks.	1.storages; dropbox,mediafire,share it,etc. For sending video files and presentations. 2. social media programs; WhatsApp, Facebook, Messenger, etc. For discussion. 3. mail, Gmail, Yahoo,

			for receiving home assignments.
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The flipped classroom by Jon Bergman and Aron Sams, flipped class direct interaction (teacher) is delivered at home via videos that teachers either create and that which has traditionally been done as homework is done in class. This flip of the time and place that teacher and homework are delivered is the most rudimentary form of the flip class. There is value in this simple flip that has helped many teachers transform their classroom into centers of learning and engagement.

There are some benefits of the flipped classroom, Students get help on difficult topics, one of the challenges in a traditional classroom, when instruction is delivered through a lecture, is that students are often sent home to apply what they have learned without any assistance. At home students can often get stuck and cannot complete the assigned homework. At this point the students have a number of options. They can spend hours wrestling with an assignment they are not prepared to do, give up, call a friend, ask the teacher the next day. In a flipped classroom the work done at home is simply to view a video, and when the student is struggling with what was traditionally sent home as homework, the teacher is present to help because this higher-order thinking is done in class.

The teacher-student interaction is enhanced, direct interaction can often be a one-way communication, the teacher just stands in front of the

class and delivers a content, when done well, this can be a rich dialogue, but too often it is simply a teacher talking or giving a presentation while the students all dutifully take notes, moving the direct interaction outside of classtime frees up more time for teacher to interact one on one or in small groups with students, ideally a teacher is able to talk to every student.

It creates an atmosphere of learning, flipped classroom involves the teacher interacting with each student, the teacher can help one student drill deeper into a subject while providing another with the appropriate support to become successful. This creates an atmosphere where learning rather than teaching is the goal.

It helps when students are absent, the absent student asks what they missed, and this requires the teacher reteach what had been painstakingly done in class. However, absent students in flipped classroom never missed direct interaction, they will miss out on the engaging in class activities but the main content will have been covered on an asynchronously accessible video.

It helps when the teacher is absent, creating material or video lesson is a great way to prevent students from getting behind, even if you don't completely flip your classroom, you could create material or short videos for when you are gone and redeem the time you are out of your classroom.

Relationships with students are better, there is something about getting the teacher away from the front of the room that changes the

dynamic in flipped classroom, moving the attention away from the teacher and onto the individual learner allows the teacher to know her students better than even before, both cognitively and personality.

Teachers' role of using flipped classroom, teacher as a facilitator who create the content then was given to students after that the students learning at their home. Futhermore teachers as a guide in learning and comprehen the content was given by the teacher.

The Procedures in Teaching Writing

1. Procedures

The experimental procedures of the present study is carried out at SMAN 01 Pasemah Air Keruh. The procedures are executed in three stages :

a. Conducting pretest

It is conduct before the treatment.

b. Addopting the flipped clasroom

As for using the flipped classroom, it least for 6 weeks.

c. Conducting the post test

It is conduct after the treatment

2. The treatment

The treatment are devide into three stages

a. Before class

The students asked to watch the video about the class topic. In addition, they are answer online question at the end of presentation. They

send email their answer to the teacher before the class time. Through this stage, the students have the opportunity to get knowledge about the lecture topic and discuss together the difficult point in the video or presentations.

b. During class

The teacher started the class by responding to students' questions about the video. Then he checked their answers to the questions at the end of presentation. processes. This process took up to twenty minutes of the lecture time. The remaining time of the lecture was used to apply concepts from the video and presentation. The teacher went on with more active learning like brainstorming and discussion about the content material.

c. After class

The students answered additional exercises related to the lecture. They exchanged information with their peers. They asked to surf the web for more information about the lecture topics.

C. Definition of Narrative text

According to joyce et al, narratives are stories about person or a group of people overcoming problems. They also explained that the narrative shows the way people react to experiences, explore social and cultural values and entertain them audience. The goal is to entertain, to get and maintain the attention of readers or listeners of the story.²⁸

Acording to Anderson narrative text is a text which tells a story . Narrative text is an imagination or a complicated event which directs to a

²⁸ Mulyaningsih.dini.2013.*an analyis students' ability in writing.journal of english and education*.page 17

crisis that find a solution at last (Departemen Pendidikan). based on Bach and Browning , narrative is a continuous account of an event or a series of events. Based on the explanation above, stated that narrative text is a series of stories. The purpose of narrative text is to entertain and provide information to readers or listeners. According to Anderson and Anderson, there are five steps for constructing a narrative text, like the following:²⁹

1. Orientation: in which the narrator tells the audience about who is in the story, when the story is taking place and where the action is happening.
2. Complication: sets off a chain of events that influences what will happen in the story.
3. Sequence of events: where the characters react to the complication.
4. Resolution: in which the characters finally sort out the complication.
5. Coda: provides a comment or moral based on what has been learned from the story (optional).

D. Some of previous study

There are some related studies with this research : first, Rida et al (2016) "Effect of Flipped Classroom Model on Indonesian EFL students' writing ability across and individual differences in learning" toward the Ability in Writing ability Students at Senior High School negeri 8 at Malang, Indonesia. There is significantly different among the interaction group on the students between *pretest* and *posttest*.

²⁹ Anggraini. *Improving students' writing skill of narrative text using picture series*. Iain surakarta,2016).pdf,p 40-41

Second, in journal Said Fathy Said Abdul Fattah(2017) the title is “ The Effectiveness Of Adopting Flipped Learning Approach In An Applied Linguistics Course For University Students” course at English Department, College Of Administrative and Human Science in Qassing Private Colleges. The students were asked to do some tasks inside and outside the classroom. These tasks included short pre-class assignments and quizzes that were designed to increase students’ preparation for the next class meeting, as such flipping class meeting preparation to outside the classroom. Participants were 33 fourth level students in English Department from Qassim Private Colleges in Saudi Arabia. The pre-posttest comprised five different types of questions including multiple choice, true or false, defining linguistic terms, compare between the advantages and disadvantages, and analyzing structures. Results of the t. test analysis revealed that adopting flipped learning Approach yielded significant effects on students' linguistic level.

Third, Jalal Nouri (2016) “The flipped classroom: for active, effective and increased learning – especially for low achiever”Higher education has been pressured to shift towards more flexible, effective, active, and student-centered teaching strategies that mitigate the limitations of traditional transmittal models of education. Lately, the flipped classroom model has been suggested to support this transition.

The results revealed that a large majority of the students had a positive attitude towards flipped classroom, the use of video and

Moodle, and that a positive attitude towards flipped classroom was strongly correlated to perceptions of increased motivation, engagement, increased learning, and effective learning. Low achievers significantly reported more positively as compared to high achievers with regards to attitudes towards the use of video as a learning tool, perceived increased learning, and perceived more effective learning.

E. Hypothesis of The Research

In relation to the study, the writer formulates the following hypothesis :

Ho₁ : There are no significant difference in writing ability achievement between the students who are taught using Flipped Classroom Models and those who are not.

Ha₁ : There are a significant difference in writing ability achievement between the students who are taught using Flipped Classroom Models and those who are not.

Ho₂ : There are no effect of using Flipped Classroom Models on EFL students' writing ability achievement.

Ha₂ : There are an effect of using Flipped Classroom Models on EFL students' writing ability achievement.

CHAPTER III

RESEARCH METHOD

A. Research Design

This research used quasi experimental design. In this design has control group , but it cannot function fully to control the external variables that influence the conduct of the experiment.³⁰ In a quasi experimental the resercher will be use Flipped classroom Model, in control group the treatment will use traditional/conventional teaching manner.

The research is called non-equivalent control groups design. In this research samples are choosen using random sampling in control and eksperimental class.³¹

O1	X	O2
O3	X	O4

Where :

O1,3 : pre-test in experimental and control groups.

O2,4 : post-test in experimental groups and control groups.

X : Treatment in experimental group

B. Variables of the study

In this study,the independent variables is supposed to influence the dependent variables. The independent variables is Flipped Classroom Model. On the other hand, a dipendent variables is the respond being

³⁰ Sugiyono.2014.Metode Penelitian Kuantitatif,Kualitatif,dan R&D.ALFABETA.(p77)

³¹ Sugiyono.2014.Metode Penelitian Kuantitatif,Kualitatif,dan R&D.ALFABETA.(p 79)

measure in the study. It is the effect of the independent variable on one or more variable. The dependent variabe in this study is the ability of the students writing in narrative text in the form of posttest score.

C. Population and sample:

1. population of the research

population is a generalization area consisting of: subject / object that has certain qualities and characteristics set by the researcher to be studied and then draw conclusions.³²

The population of this study is the first year students in the 2018-2019 academic year conducted at SMAN 1 Pasemah Air Keruh, Jl. Padang Bindu consisting 12 classes.

Table 2

Distribution of Population

No	Class	Female	Male	Number
1	X IPA 1	25	11	36
2	X IPA 2	26	10	36
3	X IPS 1	18	13	31
4	X IPS 2	19	13	32
	Total	88	47	135

Source : SMA N 01 Pasemah Air Keruh (2019/2020)

³² Sugiyono.2014.*Metode Penelitian Kuantitatif,Kualitatif,dan R&D*.ALFABETA.(p 80)

2. Sample of the research

The sample is part of the number and characteristics possessed by the population. If the population is very large and researchers cannot study all of these populations, for example due to limited time and energy, the researcher uses samples taken from the population, for which samples taken from the population must be truly representative.

The sampling technique used in this study is systematic non-random sampling, Sugiono stated that systematic sampling is a technique for choosing sample based on the sequence of population member by giving serial number. In selecting the sample using systematic sampling, it's selected from odd or even number, and fold number or certain number from the population member.³³

The researcher sample is the tenth grade students at SMAN 01 Pasemah Air Keruh that are 36 students' from X IPA 1, 36 students' from X IPA 2. The total are students' 72. The researcher took two groups as the sample, there are IPA 2 for control group and IPA 1 for Experimental groups. The researcher took the sample based on some factors: (1) same English teacher,(2) same competence,and (3) the researcher was looked the result of pre-test score between control and experimental class.

³³ Sugiyono.2014.Metode Penelitian Kuantitatif,Kualitatif,dan R&D.(Bandung : ALFABETA).p 84

Table 3**Table of Sample**

No	Group	Class	Total	
			Male	Female
1	The experimental group	X IPA 1	11	25
2	The control group	X IPA 2	10	26
Total			21	51

D. Location and time of the research

This research is conducted at tenth grade of SMAN 01 Pasemah Air Keruh. The researcher choose this place because the researcher already did the preliminary research by the interviewed the English teacher and got some information about the common difficulties experienced by the students especially at tenth grade of SMAN 01 Pasemah Air Keruh.

E. Research instrument**1. Writing test**

The resercher use writing test as an instrument to collect the data. There are two kinds of instruments in this study, they are : instrument for experimental group, and also for control group. The researcher give some question to see students writing ability. For example: Choose from several titles below, and make a story about the title!
topic:

- a. Malin kundang
- b. Bawang Merah Bawang Putih
- c. Timun Mas

To assess the students writing ability. Then, use the pre-test and post test. The pre-test is used to determine students abilities before using treatment and the post-test is used to determine the effectiveness of Flipped Classroom models in the experimental class.

2. Field Note

Field Note meeting 2-3

1. The Result of First Observation

Observer : Zeni Monika
 Skill : Writing
 Time of observation : 07 : 15 – 10 : 15

2. Pre-Teaching

- a. Teacher and researcher came to the class at 07:15.
- b. Teacher and researcher greeted the students by saying assalamualaikum.
- c. The teacher checked the attendance of students.
- d. Researcher send the video material for experimental group.

3. Whilist-teaching

- a. Researcher explanation the material for control group
- b. Researcher disscussed with students about the topic.

- c. The researcher discussed about topic that was sent yesterday (for experimental class).
 - d. The researcher instructed the students to make a narrative text.
4. Post-teaching
- a. Researcher review about the topic.

Field Note meeting 4-5

Observer : Zeni Monika

Skill : Writing

Time of observation : 07:15-10:15

- 1. Pre-teaching
 - a. Researcher came to the class at 07:15.
 - b. Researcher greeted by saying “Assalamualaikum”
- 2. whilst teaching
 - a. Researcher discussed with students about the material
 - b. Researcher instructed the students to make narrative text.
- 3. Post-teaching
 - a. Researcher concluded all material that was given about flipped classroom and narrative text.
 - b. Researcher end the class with saying “wassalamualaikum”

F. Technique for Collecting the Data

In collecting data, researcher used writing test. There are two test, pre-test and post-test that will be given to the sample of this research. The

pre-test will be given to the class before treatment to see how far students have the ability in writing. After the receiving the pre-test then the experimental group will receive treatment the strategy will be applied. Meanwhile the control group will have a traditional treatment (conventional treatment based on the steps that usually done by the teacher). After receiving treatment, the experimental and control group will be given post-test. It's aim to see the extend to which students' writing ability on narative text.

G. Research procedure

The procedures of this research were as follows:

1. Pre-test

Frist, before applying the treatment using Flipped Classroom Model, the students were given the pre-test both the experimental and control group. The pre-test itself was used to know the students ability in writing narrative text. Researcher gave some of tittle and then the student choose one of the title, the topic is about legenda, the tittles are : Bawang Merah Barang Putih, Timun Mas, Malin Kundang, and Keong Mas. The researcher was choosen this topic because the researcher believed that is was easy for them to write a narrative text. Beside that, the topic and the tittle was familiar and it was also easy for them to gather as many ideas about it.

2. Treatments

After the pre-test, the researcher gave the treatments for three meetings to do the control and experimental class. There were different treatments between two groups but with same amount of time and same topics, using Flipped Classroom Model for the experimental group and without Flipped classroom model for the control group.

a. Treatments for control group (without Flipped classroom model)

In the control group, the researcher gave the treatment but without Flipped classroom model. In this group, the researcher taught conventional treatment based on the steps that usually done by the teacher of SMAN 01 Pasemah Air Keruh Ekta Sartika,S.Pd when teaching in the classroom, and the teaching process are :

- 1) The researcher explained some points of the text narrative to the students, before ask them to make a paragraph.
- 2) The researcher gave the topic about narrative legenda.
- 3) The researcher asked the students write a narrative text based on the topic.
- 4) The last the researcher analyxed the students writing task.

b. Treatment for Experimental Grop (by using Flipped classroom model)

In this group, the researcher did the research in 10th MIPA 1 by using Flipped classroom model. Beside the following treatments were

particularity conducted to the experimental group. Then steps were as follows :

1) Treatment 1

Topic: make a story about legenda (bawang putih bawang merah, timun mas, and malin kundang)

- a) The researcher explain first about flipped classroom model .
- b) The researcher make a group discussion in messenger for interact with students.
- c) The researcher asked about material that has given

2) Treatment II

Topic : fairy tale(cinderela and snow white)

The steps are:

- a) Same as treatment I, in the treatment II the researcher did review about the material.
- b) The researcher asked topic and discuss together the difficult point in the video learning.
- c) The researcher gave some of the tittle and the students write narrative text based on the topic.

3) Treatment III

- a) In the third treatment the researchers discussed
- b) Then instructed the students to make a narrative text with the title Malin Kundang in their own language

- c) After that they concluded the meaning of the story they has made.

4) Treatment IV

- a) The fourth treatment, the researcher discussed with students about the material that the researcher sent via the study group.
- b) The material contained about how to make a narrative text and an example of a Fairy Tale narrative text.
- c) In the control class, the researcher explains and gives examples of narrative text, followed by discussion.

5) Treatment V

- a. In the fifth treatment in the experimental class, students were asked to create 4 discussion groups.
- b. Then learn to write a narrative text about Fairy Tale with several titles, including: Cinderella, Snow White, and Beauty and The Beast.
- c. While in the control class, the researcher instructed students to write a narrative text with the same title in the experimental class.

6) Treatment VI

- a) In the last treatment, the researcher recalled the students understand about flipped classroom model the researcher has explained before.

- b) The researcher concluded all material given about flipped classroom and narrative text.
- c) After that, the researcher giving them writing test like the activities they did in the treatment before.

3. Post-Test

After giving treatments, both of class were given the post-test in order to know the effect of flipped classroom model on the student ability in writing narrative text. Topic of the post test was same as in the treatment. The topic is about fairy tales with title cinderela, beauty and the beast, snow white. After doing the post test, the last procedures that have to be done was analysis the students writing task. The analysis was done to know the result of whether are any significant differences between the students who use flipped classroom model and the students who not use the flipped classroom model. Then, the researcher analyzed the score of the data.

H. Assessing the students writing ability

In assessing the students writing ability on flipped classroom model reproduced by them. The researcher assessed the students work by using five aspect namely content, organization, vocabulary, language use, and mechanics. Followings are scoring rubrics according to Jacob ET AI :

Table 4

The Writing	Score	Criteria
-------------	-------	----------

Aspect		
Content	27-30	Very good: complete information, substantive story, complete story development, relevant with the problem.
	22-26	Good: enough information, enough of being substantive, limited story development, relevant with the problem but incomplete.
	17-21	Fair: limited information, lack of being substantive, incomplete story development, lack of problem.
	13-16	Bad: there is no content and problem
Organization (Organization of the Content)	18-20	Very good: fluent expression, clear in expressing the idea, complete, well organized, logic, cohesive.
	14-17	Good: lack of being fluent, unorganized but clear in stating the main idea, limited supporting material, logic but incomplete.
	10-13	Fair: not fluent, irregular idea, illogic sequence and idea development
	7-9	Bad: not communicative, unorganized, and worthless.

Vocabulary (diction)	18-20	Very good: correct in word choice/ diction, master in word forms.
	14-17	Good: sometimes incorrect in choosing the word but does not change the meaning.
	10-13	Fair: limited in using the word, often make errors in using vocabulary and can change the meaning.
	7-9	Bad: bad in choosing the word, lack of vocabulary, worthless.
Language (Grammar)	22-25	Very good: effective in applying complex construction, only few language errors appear.
	18-21	Good: simple construction but effective, few errors appear in complex constructions, there are some errors but do not change the meaning.
	11-17	Fair: serious errors in sentence constructions, unclear meaning.
	5-10	Bad: not master the syntactical construction, many errors, not communicative, worthless.
	5	Very good: master writing rules, only some errors in

Mechanic (Spelling)		spelling.
	4	
	3	Good: sometimes there is spelling error but does not change the meaning.
	2	Fair: often do spelling errors, unclear meaning. Bad: not master writing rules, many spelling errors, unreadable writing,

34

I. Technique for analyzing the data

In analyzing the quantitative data, the researcher using statistical calculation of the T-test to determine the result of the research. The purpose of data analysis is to know the difference between the students who are taught writing by using Flipped Classroom Model and who are not taught in the tenth grade students of SMA N 01 Pasemah Air Keruh in academic year 2018/2019.

To analyze the data from the test, researcher conduct some steps :

1. Normality Test

Normality test is use to know the normality of the data that will analyze whether both classes have normal data distribution or not. The normality test will analyze by using Kolmogorov-Smirnov Test in SPSS 20.

2. Homogeneity Test

³⁴ H.Douglas.Brown. 2004.Language Assesment : Principles and Classroom Practices.Longman.P 246

Homogeneity test is used to know whether experiment class and control class, that were decided, came from a population that has relatively the same variance or not. It is also based on the assumption that the sample of research came from the same condition or homogeneous. In other words, homogeneity test will use to compare variance in a group of three categories of data or more and its categories could be compared fairly if the categories were homogeneous. The homogeneity test will be analyzed by using One Way Test SPSS 16.

3. T-test

Test of the average will be used to examine whether experiment class and control class, which have been decided, have different averages or not. T-test will be used to compare the mean score of two classes.

The first thing to do in using T-test to analyze the data will be finding the T_{count} . After T_{count} is found out, then T_{count} will be compared to t_{table} with testing criteria for hypothesis accepting and rejecting area below : if $t_{\text{count}} \geq t_{\text{table}}$ it means that H_0 is rejected and H_a accepted. Then, if $t_{\text{count}} < t_{\text{table}}$ it means that H_0 will be accepted and H_a will be rejected.

The formulation of Hypothesis in this research are :

- a. Hypothesis (H_a) : there is a significant difference between students who are taught using Flipped Classroom Model and that of those who are not.

- b. Null Hypothesis (H_0) : there is no significant difference between the students who are taught using Flipped Classroom Model and that of those who are not.

CHAPTER IV

RESULT AND DISCUSSION

A. Result

This chapter discuss about the result of students' test in writing narrative text at tenth grade students of SMA Negeri 01 Pasemah Air Keruh was increased. The finding of this study were obtained based on data analysis as presented in chapter III. The finding was as follow.

1. The result of writing Ability test

To analyze the result of the test, the first thing should be concerned is using the result of initial data taken from the pre-test value of control class and experiment class. After the experiment and control conducted the learning process, then both of the classes were given a test to obtain the data that will be analyzed.

1.1.The description of pre-test and post-test scores in the Control class

Graphically the total score of students pre-test and post-test in the Control class can be seen on following figure:

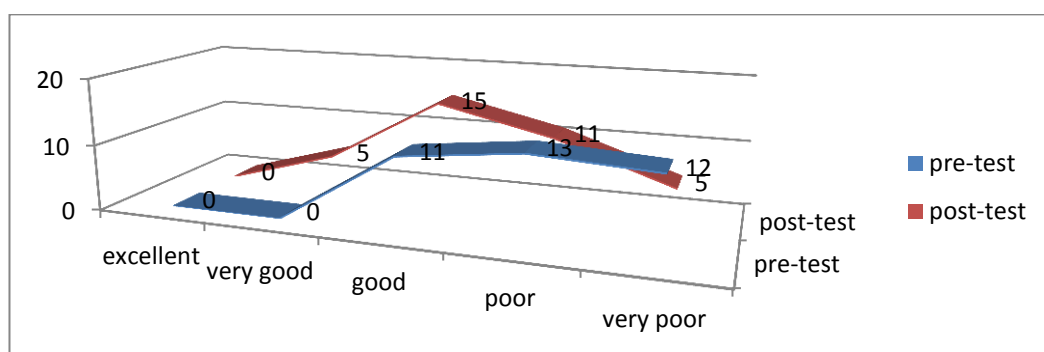


Figure 4.1 The Result of Pre-Test and Post-Test in Control Class

Based on figure 4.1, the post test score was higher than Pre-test score. It means teaching writing by using Flipped Classroom Model could significant effect to the student' writing score.

1.2.The distribution of pre-test and post-test scores in the Control class can be seen on figure 4.2

Graphically the total score of students pre-test and post-test in the Control class can be seen on following figure:

Table 4.2 The Distribution in control class

Score Interval	Category	Pre-Test		Post-test	
		Frequency (Students)	Percentage (%)	Frequency (Students)	Percentage (%)
86-100	Excellent	0	0%	0	0%
76-85	Very Good	0	0%	5	13,9%
56-75	Good	11	30%	15	41,6%
40-59	Poor	13	36,1%	11	30,5%
0-39	Very Poor	12	33,3%	5	13,9%

Based on the table 4.2, the pre-test in the control group, there was no students in excellent and very good category, 11(30,5%) students were good category, 13(36,1%) students were poor category, and 12(33,3%) were very poor

category. While, in post-test, there was no students in excellent category, 5(14%) students were in very good category, 15(41%) students were in good category, 11(30,5%) students were in poor category, and 5(13,8%) students were very poor category.

1.3.The description of Pre-test and Post-test Scores in the experimental Class

Graphically the total score of students pre-test and post-test in the control class can be seen on figure :

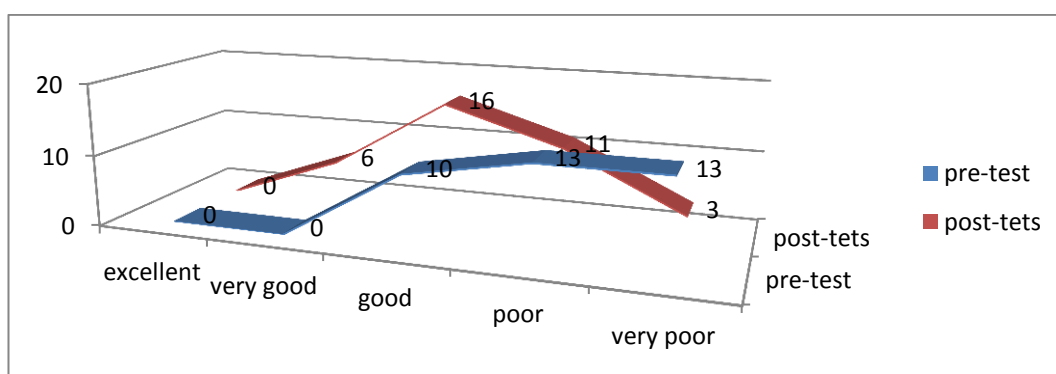


Figure 4.3 The Result of Pre-Test and Post-Test in Experimental Class

1.4.Students' Pre-test and Post-test in experimental Class

Based on Figure 4.2, it was showed that the post-test was higher than pre-test . It means the score of students' writing increased gradually. The distribution of pre-test and post-test scores in the control class can be seen on table. 4.4.

Table 4.4

The Distribution in Experimental class

Score Interval	Category	Pre-Test		Post-test	
		Frequency (Students)	Percentage (%)	Frequency (Students)	Percentage (%)

86-100	Excellent	0	0%	0	0%
76-85	Very Good	0	0%	6	16,5%
60-75	Good	10	27,7%	16	44,5%
40-59	Poor	13	36,1%	11	30,6%
0-39	Very Poor	13	36,1%	3	8,8%

Based on the table 4.4, the pre-test in experimental class there was no students in excellent and very good category, 10(27,7 %) students in good category, 13(36,1%) students were in poor category, and 13(36,1%) students were in very poor category. While in post-test there was 0(0%) students were in Excellent category, 6(16,6 %) students were in very good category, 16(44,5%) students were in good category, 11(30,6%) students were in poor category, and 3(8,8%) students were in very poor category.

2. The Normality and Homogeneity of the data

Before analyzing the data, homogeneity and normality of the data should be measured first. Hence the Kolmogorov Smirnov test was used to determine.

2.1. The result of normality of the data of pre test and post-test in control class

In analyzing the normality of the data of pre test and post-test scores control class, one sample Kolmogorov Smirnov test was used since the data of each group more than 50 data.

The test of normality of pre test and post-test control class be seen

figure 4.5

One-Sample Kolmogorov-Smirnov Test

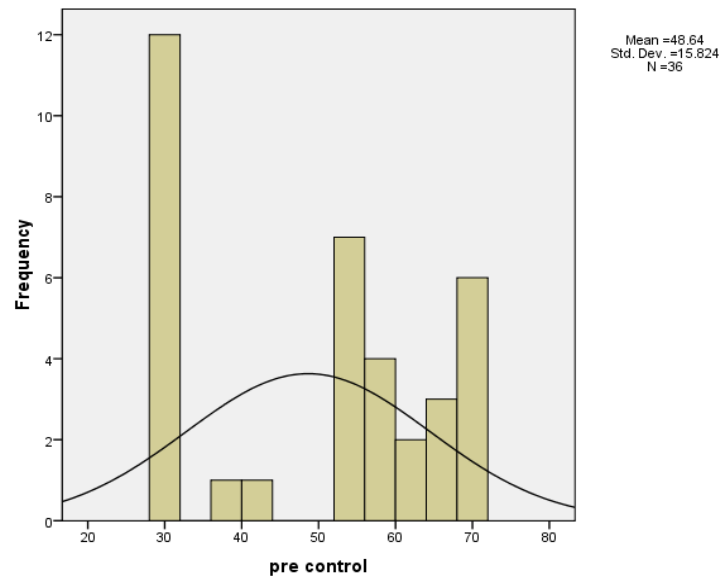
		pre control	post control
N		36	36
Normal Parameters ^a	Mean	48.64	60.19
	Std. Deviation	15.824	18.233
Most Extreme Differences	Absolute	.226	.232
	Positive	.226	.106
	Negative	-.195	-.232
Kolmogorov-Smirnov Z		1.356	1.394
Asymp. Sig. (2-tailed)		.051	.041

a. Test distribution is Normal.

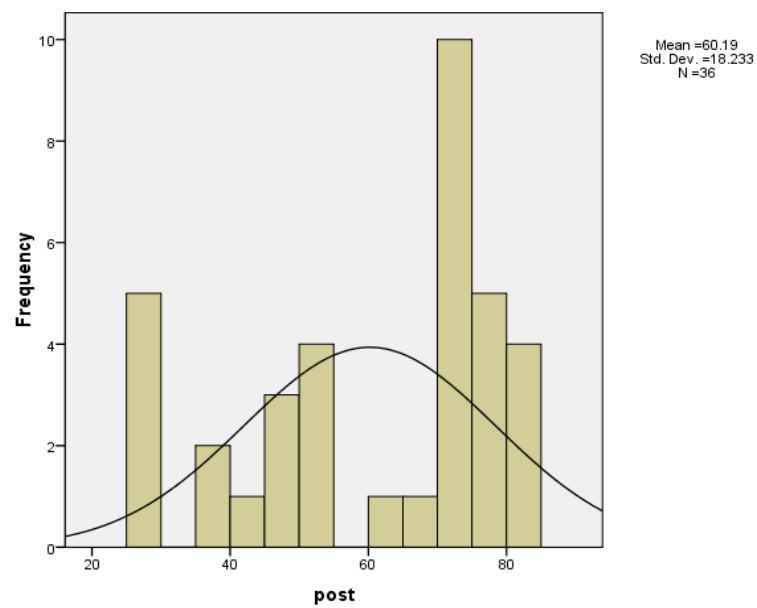
The table above illustrates the normality test results of the Score Pre-Test control class and the Score Post-Test control Class using the Kolmogorov Smirnov Test. From the table it is known that the p value (sig.) for the score pre-test control class is 0,051, and the p value (sig.) for the score post-test control class is 0,041. Since all p value are $>0,05$, the score pre-test and post-test in control class are said to be normally.

Figure 4.6

The histogram of normal data of pre-test and scores of the control class.

**Figure 4.7**

The histogram of normal data of post-test scores of control class.



2.2.The Result of Normality Data of Pre-Test and Post-Test in experimental Class

In analyzing the normality of the data of pre-test and post-test scores in experimental class , one sample Kolmogrov Smirnov test was used since the data of each group more than 50 data. The test of normality of pre test control class be seen :

The test of normality of pre test and post-test experimental class be seen

figure 4.8

One-Sample Kolmogorov-Smirnov Test

		pre experimental	post experimental
N		36	36
Normal Parameters ^a	Mean	48.83	62.67
	Std. Deviation	17.363	14.247
Most Extreme Differences	Absolute	.234	.144
	Positive	.234	.112
	Negative	-.127	-.144
Kolmogorov-Smirnov Z		1.407	.862
Asymp. Sig. (2-tailed)		.038	.447

a. Test distribution is Normal.

The table above illustrates the normality test results of the Score Pre-Test experimental Class and the Score Post-Test experimental Class using the Kolmogorov Smirnov Test. . From the table it is known that the p value (sig.) for the score pre-test control class is 0,038, and the p value (sig.) for the score post-

test control class is 0,447. Since all p value are $>0,05$, the score pre-test and post-test in control class are said to be normally.

Figure 4.9

Histogram of pre-test in experimental class

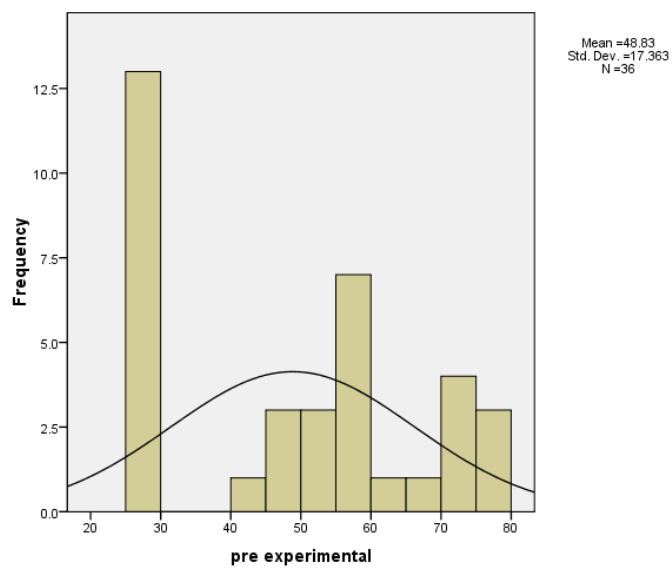
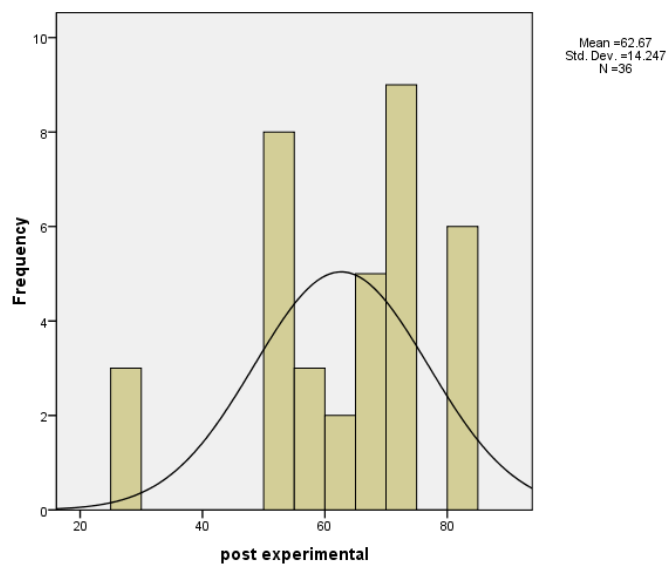


Figure 4.10

Histogram of post-test in experimental class



3. The Result of Homogeneity of Variances Test

To analyze the homogeneity of variance of experiment and control class post-test, the researcher using statistic in SPSS 16.0. the result can be seen in the table below:

Figure.4.11
Test of Homogeneity of Variances

Levene Statistic	df1	df2	Sig.
2.354	9	24	.046

Based from the table above, showed that the significant was 0,046. Was < than alpha level of 0,05 meaning that the variance of every treatment was homogeneous.

3.1. The statistical analysis result

In order to verify the hypothesis proposal, the statistical analyses were applied. The T-test and independent sample, t-test in which paired t-test was used to find out whether there are significant differences in students' writing ability before and after the treatment in the experiment class and control class, meanwhile independent sample t-test using SPSS 16.0 program for window was applied in order to find out whether or not there was significance in students' writing ability between the experimental class and control class.

3.2. Paired Sample T-Test for Control Class

The following is the statistical description of sample pre-test and post-test in control group.

Figure 4.12

Paired Samples Statistics

	Mean	N	Std. Deviation	Std. Error Mean
pre control	48.64	36	15.824	2.637
post control	60.19	36	18.233	3.039

The table above illustrates the mean value (Mean) and Standard Deviation (Std. Deviation) scores for the Score Pre-Test control Class and the Score Post-Test control Class. From the table it is known that the mean value (Mean) is 48.64 and the Standard Deviation (Std. Deviation) value is 15.824 for the Score Pre-Test control Class, while the mean value is 60.19 and the Standard Deviation (Std. Deviation) value of 18.233 for the Score Post-Test control Class.

Figure 4.13

Paired Samples Correlations

	N	Correlation	Sig.
pre control & post control	36	.614	.000

Figure 4.14**Paired Samples Test**

	Paired Differences					t	df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
pre control - post control	-11.556	15.110	2.518	-16.668	-6.443	-4.589	35	.000

The result of the paired sample t-test, paired sample difference in mean between pre-test of writing ability achievement in the control class was -11.556 with standard deviation of 15.110 and t-obtained was -4.589 at the significant level of 0,05 and the degree of freedom 35

4. Paired Sample T-Test for Experimental Class

The following is the statistical description of sample pre-test and post-test in experimental group .

Figure 4.15**Paired Samples Statistics**

	Mean	N	Std. Deviation	Std. Error Mean
pre experimental	48.83	36	17.363	2.894
post experimental	62.67	36	14.247	2.374

The table above illustrates the mean value (Mean) and Standard Deviation (Std. Deviation) scores for the Score Pre-Test experimental Class and the Score Post-Test experimental Class. From the table it is known that the mean value (Mean) is 48.83 and the Standard Deviation (Std. Deviation) value is 17.363 for the Score Pre-Test experimental Class, while the mean value is 62.67 and the Standard Deviation (Std. Deviation) value of 14.247 for the Score Post-Test experimental Class.

Figure 4.16

Paired Samples Correlations

	N	Correlation	Sig.
pre experimental & post experimental	36	.858	.000

Figure 4.17

Paired Samples Test

	Paired Differences					t	df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error	95% Confidence Interval of the Difference				
				Lower	Upper			
pre experimental - post experimental	-13.833	8.955	1.493	-16.863	-10.803	-9.268	35	.000

The result of the paired sample t-test, paired sample difference in mean between pre-test of writing ability achievement in the experimental class was -

13.833 with standard deviation of 8.955 and t-obtained was -9.268 at the significant level of 0,05 and the degree of freedom 35 .

5. Independent Sample T-Test Analysis of Students Writing Ability Test

In order to find out whether or not there was significant difference in writingg ability achievement between the students who are taught by using Flipped classroom model and who were not, the result of posttest scores writing ability achievement in the experimental group and control group were compared by using independent sample t-test.

Figure 4.18

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
post exp	Equal variances assumed	5.602	.021	-.641	70	.524	-2.472	3.857	-10.164	5.219
	Equal variances not assumed			-.641	66.133	.524	-2.472	3.857	-10.172	5.227

6. Regression

Regression is a statistical technique to determine the linear relationship between two or more variables. Regression is primary used

for prediction and casual inference. Regression also shows the relationship between one independent variable (X) and dependent variable (Y). Before analyzing the data of experimental, the researcher did normality and homogeneity test, after that the researcher did the regression test.

Figure 4.19

The contribution of Flipped classroom on students writing ability achievement using stepwise regression analysis

Model	R	R ²	Percent of contribution	F	Significance
Experiment	.858	.735	73,5%	94.459	.000

Based from the table above, R is the correlation of Flipped classroom and students writing score was identified 858, R² is percent contribution of flipped classroom model to students writing score was identified 735, F is a certain value that is used as a comparison, whether a test that used F arithmetic is said to be significant or not, score of F 94.459. It was identified that the contribution of Flipped classroom model contribute 73,5% and the unexplained factor contributed 26,4% on students writing ability.

Figure 4.20

ANOVA^a

Model	Sum of Squares	Df	Mean Square	F	Sig.
1 Regression	5223.749	1	5223.749	94.459	.000 ^a
Residual	1880.251	34	55.301		

Total	7104.000	35			
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B. Discussion

Based on the result of this study, the following interpretation are presented to strengthen the value of this study.

First, the result of this study showed a statistically significant difference in writing ability achievement between the students who were taught using flipped classroom model and those who were not. The mean of score post-test in experimental class is 0,447 was higher than the mean score of post-test in control class 0,041. It was also assumed that flipped classroom model gave significant effect in students writing ability achievement.

Second, students will find it easier to learn by using this flipped classroom model, because they learn first at home using the material or teaching material provided by the teacher. The material can be in the form of learning videos, which make students not feel bored while studying and will become more interesting. In addition, students who cannot attend the class on that day also need to worry because they will miss the subject, because students can still learn it themselves through the media given by the teacher. Flipped classroom model gives a positive effect on the ability to write students, especially in writing narrative text.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the result and discussion in the previous chapter, some conclusions are , After doing this research, collecting the data, and the analyzing them, the researcher found that the result of this study showed a statistically significant effect of Flipped Classroom Model on students' writing ability.

The students, better achievement toward writing ability can be seen on the mean score of the post-test of experimental class was 69,81 which was higher than the mean score of post test in control class which was 62.03. It showed that flipped classroom model gave significant effect to students' writing ability.

There were some reasons why Flipped Classroom Model gave significant effect to increase students' writing ability in experimental class. *First*, The students in experimental class were provided the situation where they did so discovery activities which actively involved then in analysis and application. *Second*, During the treatment was conducted Flipped classroom model succeeded in helping the students to explore their ability in writing through a deeper understanding conceptual knowledge by the materi through figure out. Moreover, the students become active participation when the teacher creat a group discussion in the class and messenger.

While the students in control class that only got conventional strategy which was usually used by the teacher were not significantly improved. The students in control class got little bit low post test scores than post-test score of experimental class. It can be concluded that the flipped classroom model is able toward students' writing ability. Most of the tenth grade students in the experimental class had better development and post-test scores than their score in pre-test.

The result of this research indicate that using flipped classroom model provides a significant different toward students' writing ability of what they found knowledge about vocabulary, and how to make a good content. Therefore, In this research it means that flipped classroom model can toward students' writing ability at tenth Grade Student in SMA Negeri 01 Pasemah Air Keruh 2018/2019.

B. Suggestion

Based on the conclusion above, there are some suggested recommendations for an English teachers in SMA 01 Pasemah Air Keruh, first Flipped classroom models can be applied at senior high school level, especially at Xth grade to improve the students ability and achievement in writing narrative text.

Flipped classroom model can make enjoyable in learning for students, they never felt bored when they learning with video learning. Therefore, Flipped Classroom Model can be one of the choice for the English teacher to help students in improve their writing ability in

narrative text. Teacher must creatvie in make video learning to be used in teaching narrative text.

Second this research was one of the way in improving student writing ability in narrative text.

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