

**THE EFFECT OF FLIPPED CLASSROOM MODEL
ON STUDENTS' WRITING ABILITY IN
ARGUMENTATIVE TEXT**
(A Quasi Experimental Research at Tenth Students' of SMAN 9
Seluma Academic Year 2022)

THESIS

Submitted as a Partial Requirement for the Degree of Sarjana
Pendidikan (S.Pd) in English Education Study Program



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**ENGLISH EDUCATION STUDY PROGRAM
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UIN FATMAWATI SUKARNO BENGKULU
2022/2023**



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Asslamu'alaikum Wr. Wb

After reading thoroughly and giving necessary advices, herewith, as the advisors, we state that the thesis of:

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Has already fulfilled the requirements to be presented before The Board of Examiners (munaqasyah) to gain Bachelor Degree in English Education. Thank you for the attention.

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MOTTO

Allah tidak membebeni seseorang melainkan sesuai dengan kesanggupannya.

(QS.Al-Baqarah:286)

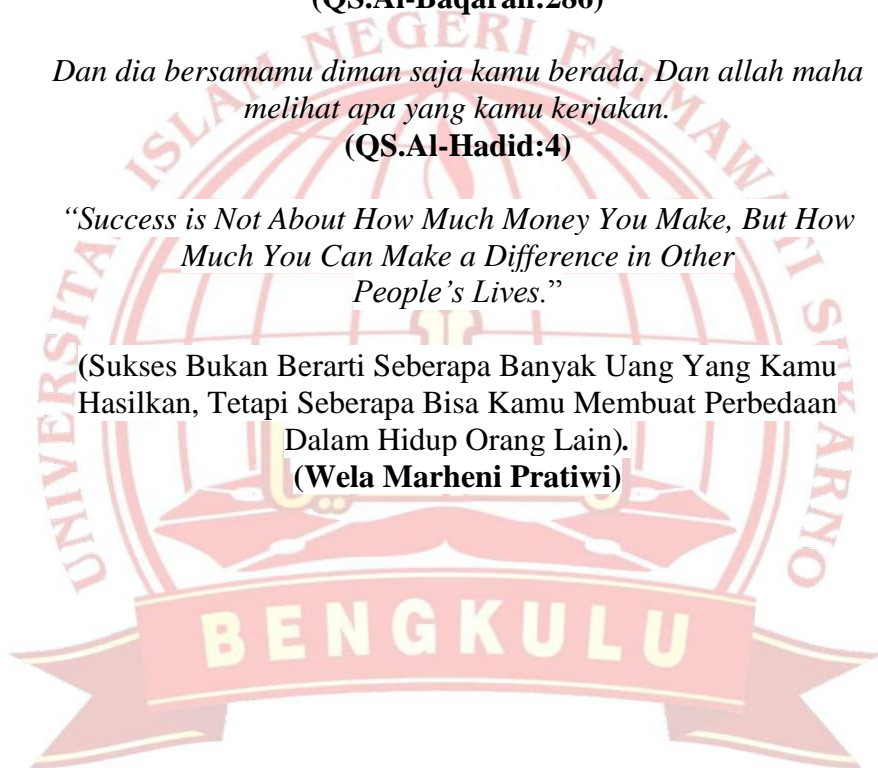
Dan dia bersamamu diman saja kamu berada. Dan allah maha melihat apa yang kamu kerjakan.

(QS.Al-Hadid:4)

“Success is Not About How Much Money You Make, But How Much You Can Make a Difference in Other People’s Lives.”

(Sukses Bukan Berarti Seberapa Banyak Uang Yang Kamu Hasilkan, Tetapi Seberapa Bisa Kamu Membuat Perbedaan Dalam Hidup Orang Lain).

(Wela Marheni Pratiwi)



DEDICATION

Bismillahirrohmanirrohim.

In the name of Allah, the most gracious and merciful All praise and gratitude to Him who has given strength, patience, and perseverance to finish this thesis. Shalawat and shalam may be conveyed to our prophet Muhammad SAW, his families, colleagues and followers until the end of the days.

This thesis was dedicated to:

1. My beloved parents; my father (Ewen Tri Hadi) and My mother (Lahaya), who always love me more than anyone in this world. Yo are the ones who expect the best for me. No matter how much my mistake, with your sincerity you always forgive me. This little presem cannot pay anything from you. All my life is dedicated to obey you, after Allah, His Messenger, and my family. I thank you so much for sacrificing so much for me May Allah always bless your life.
2. My beloved brother, (Falenra muhammad hadi) and My sister Maya Ida Pratiwi who is always by my side to correct my mistake, support my life, and pray for me. I thank you so much. I expect you will be always better than me in every field of life.
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5. My big thanks for my big family in Rahin&siti fatima and karim&nusia who always support, motivate and regarding me to be a strong boy, good attitude, and nice person and also for teaching me the real meaning of life.
6. My special thanks for my best partner in life Diki Sugianto who always give me love every second, minutes, hours, and every time. Thank you because you have been wasting your time for me.
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8. My all clasmates. Thank you so much for beingmy best partners for this four-year effort.
9. My Almamater and religion.

PRONOUNCEMENT

Name : Wela Marheni Pratiwi
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I hereby sincerely state that the thesis titled “The Effect of Flipped Classroom Model on Students’ Writing Ability in Argumentative Text (A Quasi Experimental Research at Tenth Students’ of SMAN 9 Seluma Academic Year 2021/2022)” is my real masterpiece. The things out of my masterpiece in this thesis are signed by citation and referred in the bibliography. If later proven that my thesis has discrepancies, I am willing to take the academic sanctions in the form of repealing my thesis and academic degree.

Bengkulu, 10 Februari 2023
Stated By



Wela Marheni Pratiwi
NIM: 1611230149

ACKNOWLEDGEMENT

First of all, the researcher would like to express his gratitude to Allah SWT, the almighty that has given hidayah during wrote this thesis entitled “The Effect of Flipped Classroom Model on Students’ Writing Ability in Argumentative Text”. This thesis is as one of the requirements to get bachelor degree (*sarjana*) in English Education Program, Faculty of Tarbiyah and Tadrīs of UINFAS Bengkulu.

Shalawat and *salam* is also sent to Prophet Muhammad SAW, who had changed everything from the darkness to the lightness. In the process of writing this thesis, there are many people provided motivation, advice, and support the researcher. In this valuable chance, the researcher aims to express his deeply gratitude and appreciation to all of them. The researcher presents his sincere appreciation to:

1. Dr. KH. Zulkarnain Dali M.Pd, the rector of UINFAS Bengkulu.
2. Dr. Mus Mulyadi, M.Pd, the dean of Tarbiyah and Tadrīs Faculty.

3. Risnawati, M.Pd, the head of Tadris Department.
4. Feny Martina, M. Pd, the chief of English Study Program.
5. Feny Martina, M..Pd as advisor I and Zelvia Afriani, M.Pd as advisor II.
6. All of English lecturers and administration staffs of UINFAS Bengkulu.
7. All of my best friends, especially in English Program of IAIN Bengkulu 2016.

It is hoped that this undergraduate-thesis will be useful for all readers. Then, the researcher also realizes that this thesis is still not perfect yet, therefore critics, correction, and advice from the readers are very expected to make it better. Finally, Allah My always bless us in peace life.

Bengkulu,

2023

The researcher

ABSTRACT

This study aimed to find out the effect of flipped classroom model on student's writing ability in argumentative text. A Quasi Experimental Research which conducted at Tenth Students' of SMAN 9 Seluma during the Academic Year 2021/2022. Non-equivalent control groups design was used in this research. Random sampling was used to select samples in both the control and experimental classes in this study. The experimental research chosen to determine influences an outcome or dependent variable, which was the flipped classroom model on student's writing ability in argumentative text at tenth students of SMAN 9 Seluma in academic year 2021/2022. The information was gathered by measuring the writing test approach. the researcher done the research when the results of writing argumentative text students using flipped classroom model have changed with the data already saturated and the results of students writing abilities only stop there. Based on the finding of analyzing data and making a result and discussion of the research, it can be summarized that there was significant difference on students who were taught the treatment Flipped Classroom Model and who were not. The data were collected and analyzing by using paired sample t-test showed that students can improve their writing ability especially in argumentative text, it was showed if the mean in experimental class significantly increased before and after applying the treatment Flipped Classroom Model. The mean score of experimental class before conducting the Flipped Classroom Model as treatment was 55,28 and after applying the treatment was 74,07. Meanwhile, in control class the mean of pre-test was 52,21 and post-test was 56,66.

Keywords: *flipped classroom model, writing ability, argumentative text.*

ABSTRACT

Penelitian ini bertujuan untuk mengetahui pengaruh flipped classroom model terhadap kemampuan menulis siswa dalam teks argumentasi. Penelitian ini merupakan penelitian Kuasi Eksperimen yang dilakukan pada Siswa Kelas X SMAN 9 Selama Tahun Pelajaran 2021/2022. Desain pada penelitian ini menggunakan kelompok kontrol non-ekuivalen. Pengambilan sampel tidak secara acak digunakan untuk memilih sampel di kelas kontrol dan kelas eksperimen dalam penelitian ini. Kelas eksperimen dipilih untuk mengetahui pengaruh suatu hasil atau variabel terikat yaitu model flipped classroom terhadap kemampuan menulis teks argumentatif siswa kelas X SMAN 9 Selama tahun ajaran 2021/2022. Informasi dikumpulkan dengan mengukur pendekatan tes menulis. peneliti melakukan penelitian ketika hasil menulis teks argumentasi siswa dengan flipped classroom model. Berdasarkan hasil analisis data dan pembuatan hasil serta pembahasan penelitian, dapat disimpulkan bahwa terdapat perbedaan yang signifikan antara siswa yang diberi perlakuan flipped classroom model dan kelas yang tidak diberikan flipped classroom model. Data yang dikumpulkan dan dianalisis dengan menggunakan uji paired sample t-test menunjukkan bahwa siswa dapat meningkatkan kemampuan menulis mereka terutama dalam teks argumentatif, hal ini ditunjukkan jika rata-rata di kelas eksperimen meningkat secara signifikan sebelum dan setelah menerapkan perlakuan Model Kelas Terbalik. Rerata skor kelas eksperimen sebelum dilakukan Model Kelas Terbalik sebagai perlakuan adalah 55,28 dan setelah diberikan perlakuan adalah 74,07. Sedangkan pada kelas kontrol rata-rata pre-test 52,21 dan post-test 56,66.

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CHAPTER I

INTRODUCTION

This chapter presents background of the study, identification of the study, limitation of the study, research question, research objective, significance of the research and operational of the key.

A. Background of Study

One of the fundamental English skills is writing. Students should focus on developing their listening, speaking, reading, and writing abilities as they study the language. There are connections between their talents. The researcher will concentrate on writing ability in this scenario.

Through writing, someone can give the information for readers to imagine about writer experiences or anything without experienced it. According to Clay M.M. (1983), writing is crucial for several reasons, one of which is that it enables pupils to learn and grasp the link between speech and written material in a fresh way. As a result, the learner has to become proficient in writing. Contrarily, it can be difficult to teach writing to EFL students since they regularly face time

restrictions when learning to write, according to Kim.Y. and Kim.J. (2005). Additionally, Richard G. (2005) claims that writing is the hardest language skill for both teachers and pupils to learn out of the four that must be taught in schools. The difficulties lie in coming up with and organizing ideas, as well as in translating these notions into writing that is comprehensible.

There are several reasons writing skills are really critical. Firstly, this writing skills as a fundamental requirement for English learners to sustain their academic achievement. They are given a written assignment, and their writing ability demonstrates their command of the English language. This identification is somehow correct as thinking and experience are combined in writing to create a special. Jones, Retzel & Fargo (2016) sense Students must learn how to uncover and develop ideas, as well as how to communicate them in writing, because writing is a productive skill. Writing skills cannot be acquired naturally or automatically, but through cognitive effort, training,

instruction, and practice. This skill is not just about the process of building words into sentences that are developed based on one's ideas. However, writing is a complicated skill because it involves segments in language and also ways to develop ideas into writing that complements aspects related to content, organization, words, language use and mechanics. All of this is needed in order to produce good writing.

Richard's viewpoint is backed up by Raimes A (1983), who claims that learning and teaching language increases anxiety, which is amplified when writing is involved. Furthermore, Raimes claims that many teachers are uncomfortable writing in English, even when it is their mother tongue. It is also corroborated by certain data from many nations that use English as a foreign language, which demonstrates that pupils recognize writing as a challenging talent. When the kid does write, they struggle with word choice, proper grammatical usage, structure, and concept development in their environment.

In teaching learning process of writing, most of teacher and students have difficulties. According to Hermawan (2018), there are some factors influenced such as; (1) The students experience delays in expressing their thoughts or ideas with the use of language that is good and right, so students have difficulty writing. (2) Quiet classroom conditions are also a factor in student success in writing, this can affect the level of students success. (3) The next difficulty is when students' have to choose the right words. The teacher plays a critical role in the success of learning, and the teacher holds the key to curriculum implementation success. The teacher feels not optimal in teaching writing because most students in the class are not enthusiastic and tend to consider themselves not good at writing.

Based on observation did on march 8, 2021 at SMAN 9 Seluma school, many problems occurred in the classroom when in the English learning process, students were very interested in learning English, but sometimes they had difficulty learning to write subjects, especially writing text

argumentative. The problems that occur are influenced by several factors. First, Students difficulty choosing the right words to express themselves and developing ideas. Second, Students frequently encounter difficulties in the writing process, particularly when it comes to linguistic issues such as word choice or vocabulary, spelling, prepositions, punctuation, grammar and sentence structure. Third, students experience challenges in connecting their thoughts coherently and suitable target language speech. The researcher obtain data from the results of midterm examinations. This data shows that there are 15 students out of 29 students who score below 75 (minimum passing standards). This means that only 38% succeed and 62% of students fail the writing test, more than half the students in the class get improvement. With regard to these problems, researchers suspect that if the teacher carries out all the activities that they must carry out in each stage of flipped classroom model, students must be able to produce written texts.

According to the results of the interviews with various students, the reason why student scores are poor is because they have trouble putting their thoughts in writing. Finding writing inspiration required a lot of time for them. Additionally, students still struggle to organize their thoughts in a logical, coherent, and cohesive manner once they have ideas for their writing. There are still issues with the grammar, vocabulary, and punctuation. the way of teachers teaches who monotonous make students not focus on the material delivered by the teacher so that triggers a lack of classroom control that causes students to feel bored when learning.

Students may learn English well, especially in writing abilities, and students can also transmit input in the text, so the instructor is expected to have their own tactics that are in accordance with the challenges experienced at that school. There are various approaches to improve students' writing skills, and in this case, the researcher will use the Flipped Classroom Model. The reason for taking the flipped

classroom model is because most of the teachers at SMAN 9 Seluma are still teaching in the normal way so that the learning process is still focused on teachers and the lack of innovation in learning. While in the learning process, students learn the subject matter first at home, and teaching and learning activities in class are restricted to assignments, discussion of content, or problems that were not understood when study at home, using the flipped classroom model seeks to maximize student learning and minimize direct learning from the teacher.

Student's writing skill are still difficult, because students were more interested in learning as a result of employing technology-based media learning, such as videos, they were more motivated to learn. According to Baker (2000), the learning style incorporates a pedagogical paradigm that reverses the typical lecture delivered by the teacher and the assignment assigned to the student to complete at home. Students learned a new concept through quick home video lessons, which they subsequently examined in greater depth

in class. Bergman and Sams (2001) proposed that in the flipped classroom paradigm, direct instruction (teacher) is offered at home through videos that teachers either produce or curate, and that what has traditionally been done as homework is done in class. The lecture and homework are switched at different times and locations, which is the most basic form of the flipped class. Due to the fact that the assignment must be completed in class, students won't have a lot of homework, therefore the teacher will supply video content that they may watch at home and then review in class. This is advantageous since students won't waste time listening to the teacher's explanation. The researcher will adopt the Flipped Classroom Model since it is thought to be capable of addressing the issues that face by students in SMAN 9 Seluma.

Based on the background above, the researcher is interested in examining *"The effect of Flipped Classroom Model on Student's Writing ability in Argumentative Text"*

(A-Quasi Experimental Research at Tenth Students of SMAN 9 Seluma Academic Year 2021).

B. Identification of the Problems

Based on the detailed explanation in the background above, the researcher gets several identification problem, including;

1. Students have difficulty in choosing the right words to express themselves and developing ideas.
2. Students frequently encounter difficulties in the writing process, particularly when it comes to linguistic issues such as word choice or vocabulary, spelling, prepositions, punctuation, grammar and sentence structure.
3. Students experience challenges in connecting their thoughts coherently and suitable target language speech.

C. Limitation of the Problems

Based on the background of the problems, the researcher provides a limitation in this research, namely: students writing ability in writing argumentative text at Tenth grade SMAN 9 Seluma, in accordance with the competency

standard studied by Senior high school. The technique used is a flipped classroom model technique, a technique that can make the learning process more active and enjoyable.

D. Formulation of The Problem

Based on the background of the research above, the problem of the research formulated in the question:

1. Is there a significant difference in students writing ability in writing argumentative text between the students who were taught using flipped classroom model and that of those who were not?

E. The Objective of Research

The problems of this study are formulated in these questions:

1. To find out whether or not there is a substantial difference between the students who were taught using the flipped classroom model and those who were not writing argumentative text.

F. Significance of Research

The result of the study hopefully gives contribution to English teaching and learning, as follows:

1. For the students

It may encourage pupils to enhance their writing skills so that they can produce high-quality work.

2. For the teacher

When teachers want to improve their skills to teach writing, they can use the findings of this study as a guide.

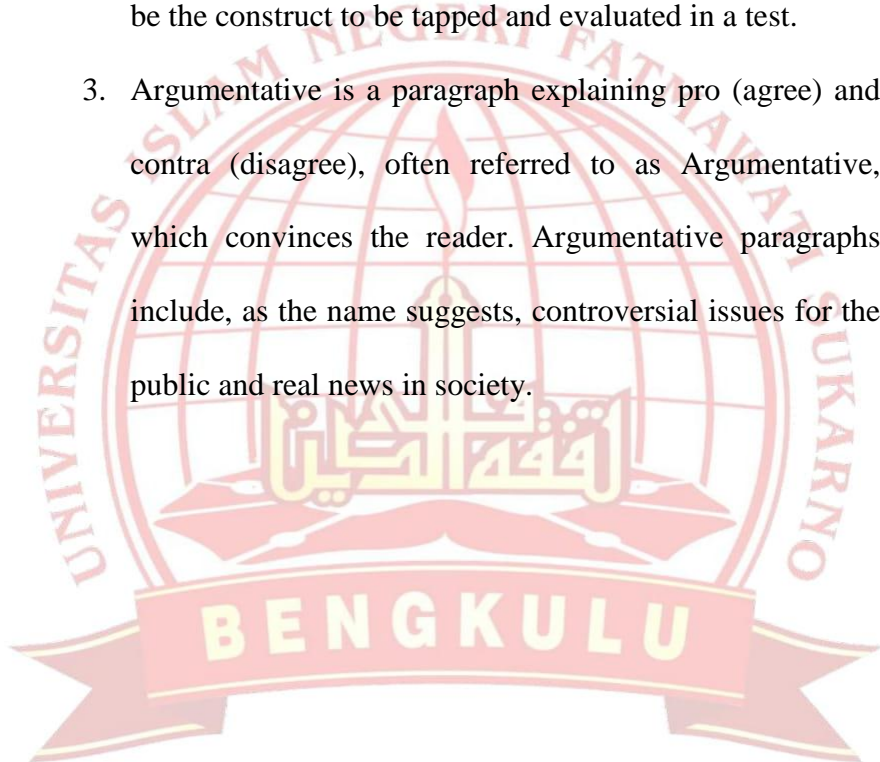
3. For the next researcher

Future researchers should benefit from this research by having a greater grasp of educational research. In addition, students can develop research skills that they can use while collaborating with others and are anticipated to serve as one of the references for pertinent study.

G. Definition of Key Terms

1. A flipped classroom model is a situation in which the learning process that was previously accomplished in class and as homework is now completed at home.

2. Writing ability is described in classroom evaluation as "a broad basis for the development and use of language tests and language testing research" is commonly considered to be the construct to be tapped and evaluated in a test.
3. Argumentative is a paragraph explaining pro (agree) and contra (disagree), often referred to as Argumentative, which convinces the reader. Argumentative paragraphs include, as the name suggests, controversial issues for the public and real news in society.



CHAPTER II

LITERATURE REVIEW

This chapter delves into theories and reviews that are relevant to research. The purpose of these reviews is to provide essential background information for the study. The literature reviews include all sources relevant to the study.

A. Concept of Writing

1. Definition of Writing Ability

Writing is an activity to transmit information in a piece of paper, note, or internet media through writing. Writing is the most difficult skill to be learned. According to Richards and Renandya (2005), the most difficult skill for second language learners to acquire is writing. It's challenging not just to come up with and organize thoughts, but also to turn them into understandable language.

According to Donough and Shaw (2007), they claim that teachers should use communicative criteria, product and process concepts, and the tasks of formal

language practice to assess other skills. Many new insights into the nature of language and learning have emerged as a result of writing. It indicates that the teacher must incorporate the concepts of product and process into writing exercises when teaching writing skills. It may be inferred that writing is a difficult language activity since writing is more complicated than other language abilities. The writer must include all relevant information and properly state the premises and content so that a wide audience may read and comprehend the message. Writing competence is thus characterized in this process/cognitive-oriented perspective as the ability to begin and develop ideas, and then apply revising and editing procedures to bring them to maturity in a specific context.

2. The Importance of Writing

As a result of cultural change generating communicative needs that can not be easily fulfilled by the spoken language, Hallidays suggest that writing has

been involved in societies. With the introduction of communities centered on agriculture rather than hunting and collecting, he speculates there was a need for a permanent record that could be resorted to again and over again. This provided the impetus for the development of a new type of language writing. In today's society, written language serves a variety of purposes in daily life such as (a) Primarily for action,(b) Primarily for information,(c) Primarily for entertainment.

3. The Characteristics of Good Writing

According to Luhulima and Kusmita (1995) explains that good writing is presenting and explaining the idea for a specific audiences and specific purpose characteristics of good writing, it must be significant, it should tell the reader something that they want or need to it. It must clear and to find out to understand the meaning: it must be unified and well organized, it must be economical, not long and wasting time when read; must be equality develop, key points should be supported; it

must be grammatically accepted, no mistakes in use or mechanic.

According to Sundem (2007), there are six characteristics of good writing as follows:

- a. Ideas; make up the content of the piece. The main idea, or topic/storyline, is supported by vivid and relevant accompanying details.
- b. Word choice; that best word choice paints a picture that can be interesting in no way.
- c. Sentence fluency; it creates musical text that yearns to be read aloud.
- d. Voice; the writing speaks directly to the intended audience, creating a connection between reader and author.
- e. Organization: the piece is constructed in a way that leads from an interesting opening to a thought-provoking conclusion without unnecessary digression.

f. Conventions: a mastery of grade-appropriate grammar, punctuation, spelling, paragraphing, capitalization include in the mechanics of language falls into the category of conventions.

4. The Purposes of Writing

Writing is one of the most important English skills, since writing has the function of transmitting the ideas of writers that they can teach or assure the reader, educating and persuading the audience to learn while reading. According to Kneffel and Pandiana (2006) states that writing is done in the course of everyday life to achieve one or more broad goals. They are as following.

a. To inform

The writer conveys information in a clear, accurate, simple, and straightforward manner. This goal is frequently found in reports (like in magazines and newspapers, case studies and so on).

b. To analyze or explain

The writer employs words to examine or explain the data she or he has gathered. This is intended to reveal the information's deeper meaning.

c. To convince

The writer's intention is for the reader to take action after reading it. A newspaper, argumentative writings, and critical reviews are all examples of this goal. For this purpose, the writing is characterized as argumentative or persuasive writing.

d. To express

The writer employs language to describe his or her feelings, but he or she does not expect the reader to do so. This is a common goal in argumentative writing.

So, based on four items above, those can help us want to know the way to do in writing that we can give an idea in each paragraph writing: to inform, analyze or to explain, to conceive, and to express that writing can be suitable in the purpose of paragraph well.

5. Characteristics of writing

There are some features of fiction, from a reader's viewpoint. Permanence is the first one. Obviously, the writer abdicates a force, something that was written by the author and transmitted to the intended audience. The work is written on paper and so becomes a permanent work. As a result, the teacher's role as a guide and facilitator in assisting students in revising and refining their work before to final submission will assist them in developing confidence in their work. The second factor is the length of time it takes to produce anything. Competent writing is defined as the ability of a writer to become a good writer over time by building an efficient approach for reaching the desired result. The problem with lousy writing is that many educational settings require students to write within time constraints or for public exposure. The third factor is the distance. A good writer can read their work from the point of view of their intended audience. Writers must be able to anticipate their audience's general knowledge,

cultural and literary schemata, specialized subject matter expertise, and, most importantly, how their language choice will be interpreted. The fourth factor is complexity. A writer must learn how to eliminate repetition, join phrases, make allusions to other text parts, create syntactic and lexical variety, and so much more. Last but not least, there is vocabulary. Written language has a higher demand than spoken language. for the use of with vocabulary. Good writers will learn the richness of English vocabulary to take advantage.

6. The Process of writing

There are about four steps to the process of writing. Make ideas in the first phase, then sort them out in the second. In the third phase, write a rough draft. In the last stage, tidy up your incomplete version by making adjustments and corrections.

The act of writing should never be done in advance. It takes a process to make writing a lucrative skill. In this method, essayists are utilized to write throughout the

planning stages. The writing process refers to the steps an author takes to create something (a written text) before the final draft.

According to Hammer (2017), there are four steps in the writing process:

a. Planning

As an essayist, you will gain from preparation. It will give your project a form; it will divide it into phases so that you don't feel like you're aiming for some ridiculously far-off definite objective; and it will allow you to track your progress. Organizing will also assist your reader.

b. Drafting

The drafting stage is where you actually begin writing. The most important thing is to get words down on paper.

c. Editing (revising)

In the first draft, it is almost difficult to compose a flawless paragraph. It's possible that the discourse

marker is off or that the knowledge order is unclear.

Editing is the process of making changes and revisions to the first manuscript.

d. Final version

They have delivered the last form of their composition outcome to their instructor at this stage.

The final progress of the composition method has been written.

B. Concept of Argumentative Text

1. Definition of Argumentative text

The act of introducing and elaborating an argument is known as argumentation. Successful argumentation leads the listener to think or act differently.

To do this, a writer must provide convincing arguments and concrete evidence to back up their thesis (Tamil University College). The evidence or the logical elements are the telltale signals that a scientific text is an argumentative one. In this situation, nominalization has a

considerable impact on both the density of argumentative language and the density of scientific writing.

2. The Nature of Argumentative Text

According to Langanand Nirwanto (2013, p. 97), argumentative writing entails a writer attempting to support a contested assertion in order to support an opposing viewpoint. Nirwanto (2013) argues that it is necessary to consider two items in order to persuade readers that the opinion of the writer is the most valid: counter-argument and refutation. The counter argument is an alternative point of view and a reaction to the counter argument that disproves it is a refutation. The thesis' claim is refuted by the counterargument. Rebuttal is sometimes necessary. The thesis point is clarified, supported, or demonstrated in the body paragraphs. The last paragraph may include a summary, a repeat of the thesis, or a closing observation.

A rhetorical or dialectical argument that explains the cause-and-effect relationship generated in an event or

theory is what Crystal and Davy (2001) classified as an argumentative text, which is a sort of communication that concerns with its presentation and assessment. As a result, the purpose of arguing texts is to convince the reader of the truth of the theses that the reasoning is attempting to support, in order to achieve some efficacy in the argumentative discourse.

Argumentative texts may also vary depending on the audience they are intended for, such as a general audience (appealing to common sense and shared views, values, and regions) or a committed society (where the basis for agreement is more specific). With this audience in mind, the argumentative dispute may be presented as, among other things, a conversation, an interview, a speech, an article, an opinion letter, a letter, or a book on literacy critique.

3. Component of Arguments

Toulmin (1958) mentioned six components of arguments:

- a. Data, the backing for the claim.
- b. Warrant, the relation between the argument and the reasons
- c. Backing, support for the warrant.
- d. Modality, the degree to which the statement is undoubtedly employed.
- e. The rebuttal, exceptions to the initial claim

4. Types of Argumentative Text

There are two main forms of argumentative text, according to Santiago (2015), which are subjective and objective argumentation.

- a. Subjective argumentation

Subjective argumentation displays the author's, speaker's, or encoder's goal to communicate those ideas or just to provoke the listener. This style of argumentation is particularly frequent due to the use of dialectics. Therefore, speeches, discussions, interviews, casual talks, radio and TV coverage will contain oral

discourse, while the letter will contain written discourse.

b. Objective argumentation

The cognitive approach of officially examining a particular issue is connected with the analytical type, which is also known as the scientific type. Reasoning that is founded on facts and adheres to established laws is referred to as scientific argumentation. The information must be supported by bibliographical citations, examples drawn from the author's own life, and analogy—that is, by drawing parallels and parallelisms with other concepts or instances that indicate the implications of connected claims.

In general, scientific argumentation involves a combination of several text genres, including expository, explanatory, and argumentative series, as well as scientific discourse. Scientific claims thus typically tend to open a given problem to explanations, concepts, definitions or interpretations.

5. Structural Elements of Argumentative Text

The argumentation text has two fundamental parts: the premise (the idea or hypothesis that the author delivers in a true, succinct, and straightforward manner as a universal truth) and the body (which forms the rest of the text with a sequence of arguments which aim to validate the previous step). The steps from the argumentation text are listed below in succession.

- a) There are two methods to define the introduction. Initially, as a hypothesis that is, rather than as the whole truth, as a conundrum to be resolved. And a provocative and humorous introduction to the topic using instances or references draws the reader in.
- b) *Explanation of the issue.* The author can influence the reader's opinions by making an effective discourse while introducing the various ways by explaining the subject under discussion at the start of the body's development (historically, nowadays)

- c) *Outline of the argument* presents the argument's difficult points, which must be presented in a brief, ordered, and cohesive manner in order to illustrate the relationship between the various arguments.
- d) *Presenting proof*, it is crucial to the essay's major thesis since it is supported by quotes from literary authorities on the subject, bibliographic citations, and language devices (exclamations such "as a matter of fact" and "what is more").
- e) *Refutation* might reveal the primary objectionable concepts or opposing viewpoints to our main point, piqueing the reader's curiosity.
- f) *Conclude*, end with a good synthesis of the opposing arguments, both positive and negative, that reflects the author's perspective on the subject. This summary might be offered in two ways: as a universal fact or as a new perspective on the topic at hand.

C. Concept Flipped Classroom Model

1. Definition of Flipped Classroom Model

When Jon and Aron (2016) used video tasks to increase supervision in their scientific study halls, the flipped classroom, also known as reversed study hall, gained popularity. They filmed class addresses and made them available online so that understudies could view and analyze the show's content more effectively. Critical results were obtained using this method, prompting them to employ it before classes as well (Bergmann & Sams, 2001). The active learning philosophies of constructivism, Kolb's experiential learning, and Vygotsky's zone of proximal development are all used in Flipped classrooms as instructional strategies and pedagogies. This style of learning involves a pedagogical approach that flips the standard lecture given by the teacher and the homework assigned students to take home.

Due to the limited amount of time available for learning in school, the instructor might prepare curriculum in the form of movies. Since children now study at home as well as at school, modern technology breakthroughs have an influence on the advancement of education. Additionally, if students are unable to engage in the class discussion due to time constraints, the video's content can be replayed; flipped learning encourages students to be more active.

In order to create a more flexible learning environment, active and meaningful classroom learning cultures, the use of purposeful material inside and outside of the classroom, and the role of professional educators serving as facilitators to enhance student learning, Bregmennand Sams shows how flipping the classroom is a pedagogical method. Table 2.1 lists some of the differences between traditional learning and flipping the classroom.

Bergman and Sams argue that flipped classroom (2016) is direct instructor engagement (flipped class) is delivered at home via videos created by teachers, and what was formerly done as homework is now done in the classroom. This is the most basic of the flip classes, with the lecturer delivering the time and place and assigning homework. There is meaning in this simple flip that has assisted many teachers in transforming their classrooms into centres of learning and connection.

Students receive assistance on tough subjects in the flipped classroom, which is one of the obstacles in a traditional classroom when lectures are presented. Students are frequently sent home without assistance to put what they have learned into practice. Students at home can often get lost and the homework assigned to them will not be done. Students have a range of choices at this stage. For an assignment that they are not prepared to do, they will spend hours wrestling, give up, call a friend, ask the instructor the next day. In a flipped classroom,

homework is simply watching a movie at home, and when students struggle with what was previously sent home as homework, the teacher is present to help because this higher-order thinking is done in class.

Direct communication between educators and students is captivating. Direct communication can occasionally merely involve the instructor standing in front of the class and delivering the lesson plan. When done effectively, this may be a fascinating discussion, but all too frequently, it is just the instructor talking or making a presentation as the students all carefully take notes. Moving direct contact outside of the classroom gives teachers more opportunity to speak with students individually or in small groups in the hopes that this would result in deeper relationships.

The instructor will help one student dive deeper into a topic while giving another the tools they need to succeed. This creates a learning atmosphere. The flipped classroom concept includes the teacher engaging with

each student. In this field, learning is the goal rather than teaching. In order to keep pupils from falling behind when the instructor is away, it is advantageous to produce materials or videos for classes. If you don't totally flip your classroom, you may still use the time you are not in the classroom by producing materials or little films for when you are gone.

The atmosphere in the flipped classroom changes when the teacher is moved away from the front of the classroom. When the attention is shifted away from the teacher and onto the individual learner, the teacher gains a greater understanding of her students, both cognitively and personally. The role of the teacher in a flipped classroom is that of a facilitator who creates content and then distributes it to students, who then learn at home. Furthermore, The teacher served as a guidance in learning and comprehending the material.

2. Steps of Flipped Classroom

In this research, the researcher use traditional flipped and steps are as follows; (steele,2013)

- a. Before class, students are expected to independently review the subject for the next meeting at home by watching the teacher's own instructional video or videos that other people have uploaded.
- b. In classroom learning, students are divided into several groups.
- c. The role of the teacher during the learning activities are; facilitate discussion. Besides, the teacher to will prepare several questions from the material.
- d. The teacher gives a quiz or test so that student are aware that the activities they do are not just games, but is a learning process, and the teacher acts as aas who not confidentsons instead of asking the teacher.

3. Types of Flipped Classroom

The flipped classroom paradigm, according to Utami (2017), includes various varieties;

a. Traditional Flipped

The simplest flipped classroom learning paradigm is traditional flipped. The first stage in learning is for students to watch instructional videos at home before engaging in activities and group projects in class. At the conclusion of the lecture, tests are given either alone or in pairs.

b. Mastery Flipped

Traditional flipped has evolved into mastery flipped. The learning states are virtually identical to traditional flipped learning, with the exception that at the start of each class, the students are given a review of the information from the previous meeting.

c. Peer Instruction Flipped

Flipped peer instruction is a type of learning where students watch videos to master the fundamentals before the class even begins. When in class, students respond to a variety of questions on their own and have the chance to debate one another on the issues raised in order to persuade a buddy to respond. An individual comprehension exam is provided following each class.

d. Problem Based Learning Flipped

Flipped learning is a type of problem-based learning where students are provided videos with solutions to issues that will come up in class. In this technique, teachers assist students as they work. Students do experiments and assessments in the classroom.

4. The benefits of flipped classroom model

a. Students passive turn to active.

- b. Produce more ideas for ideas for student in writing.
- c. Helping teachers convey material to be more fun.
- d. Build other ideas or get connection from the previous ideas.

5. The Procedure Implementation of Flipped Classroom model

Basically the concept of the Flipped Classroom Model is a learning activity that usually completed in class can now be completed at home, and activities Learning that used to be done at home can now be completed class (Bergmann & Sams, 2012). Learners read the material, watch videos learning before they come to class and they start to contract, exchange knowledge, solve problems, with the help of students others as well as educators, train students to develop fluency procedural if needed, inspire and help them with projects challenging by providing greater learning control. There are four aspects that must be

met by educators when implementing flipped study in class;

a. Flexible Exvriionment

- 1) Planning time and suitable study room student needs.
- 2) Observing and supervising participants learn to make proper assessment.
- 3) Provide variety way for students to learn and master content

b. Learning Culture

- 1) provide opportunities for students to carry out independent learning activities.
- 2) Breaking down the content/material into several stages so that it is easily understood by all students in different ways.

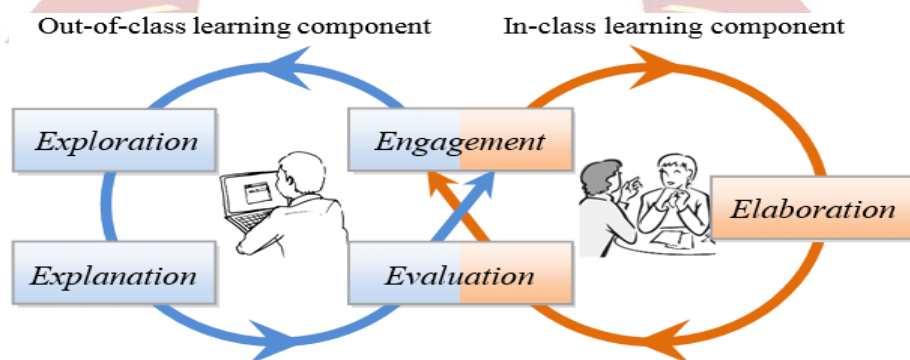
c. Intentional Content

- 1) Prioritizing the concepts used in direct instruction so that students can understand them in their own way.

- 2) Develop content that suits the needs of students.
 - 3) Provide a variety of content to be easily accessible and relevant for all learners.
- d. Profesional Education
- 1) Guiding all students both individually and in groups and providing feedback.
 - 2) Conduct formative assessments during classroom learning, through observations to inform subsequent instruction.
 - 3) Collaborate and reflect with other educator.

Figuran 2.1

Flipped Classroom Instructional Model



Components that were previously presented in class, such as lectures delivered out of class learning component: 1) Evaluation (teacher check online quizzes responses and provides feedback on students forum post). 2) Engagement (Teacher recalls prerequisite knowledge required for learning). 3) Exploration (students explore primary sources or online resources). 4) Explanation (teacher introduces the learning materials through video). In class learning component : 1) Engagement (Teacher recalls prerequisite knowledge required for learning). 2) Elaboration (students work writing task or assignments and students offer critiques and elaborate argument). 3) Evaluation (teacher check online quizzes responses and provides feedback on students forum post).

D. Some Related Previous Studies

The first previous studies from Burak Aycicek (2017), English Department of Educational Sciences Mersin

university of Turkey. This research was a secondary school in the city of Hatay (2016-2017). The Effect of Flipped Classroom Model on Students' Classroom Engagement in English Teaching is the title of the study. In the examination of the quantitative data for her study, the Mann Whitney U Test and Wilcoxon Sign Test were utilized. As a result, a control group was included in a pretest/posttest quasi-experimental design. While the control group was instructed using the present curriculum, the experimental group was given instruction utilizing a flipped classroom method. Pre-test and post-test scores for the experimental group are substantially different from those of the control group, while the control group's pre-test and post-test scores do not differ significantly.

Second previous studies from Anugrah (2020), Education Department Technology University of Jakarta. This research is a qualitative descriptive method. The subtitle of the article is How Flipped Classroom Helps Learning in the Covid-19 Era. At the previous related study, data were

gathered from all students who took e-Learning Design courses at the Master of Educational Technology, Postgraduate Program, Universitas Negeri Jakarta using observation, interviews, and questionnaires. Due to the use of flipped classrooms, students and instructors in the E-Learning Design course were able to learn during the Covid-19 epidemic. This satisfied AECT's 10 online learning requirements and was enjoyable for both students and lecturers. Additionally, research shows that using technology need not be pricey.

Third, Huzaima Mas'ud (2018) in Education Department Informatics and Electronics University of Yogyakarta. The research using a quasi-experimental research. This article is titled Using Moodle to Implement a Flipped Classroom Learning Model to Improve Students' Higher Order Thinking Skills. The distinctions between statistics and inferential statistics are used to assess her findings. As a result, learning results utilizing experimental

class groups are different from learning outcomes using simulation and digital communication subjects.

Fourth, Rizal Fahmi (2020) entitled English Education Department Faculty of the Teacher Training and Education University of Galuh Ciamis. This research is a qualitative research. The title is The Use of Flipped Classroom Model in Reading Comprehension of twenty three students from the tenth grade (X AK-1) Cilacap. The researcher used the triangulation technique, which entails analyzing data from numerous sources to obtain more credible results. As a result of the flipped classroom concept, students were able to see how the teacher applied four basic stages in teaching reading narrative text.

The flipped classroom: An overview of its influence on economics learning is the title of the fifth Selvita Eka Eviana Purba (2021) by the Department of Teacher Training and Education University of Sebelas Maret Surakarta. This study approach is a literature analysis. The findings of this research

have the potential to improve learning outcomes by fostering independent and active learning in students.

They are many differences between their researchers with this research. They are: (1) They used research in a secondary school in the city of Hatay. Used only one class the experimental group and control group (2) The researcher used qualitative descriptive methods in my research used quasi experimental research. (3) The used one class experimental class groups, in my research used one class experimental and one class control class. (4) This research used qualitative research of Reading Comprehension, in my research is writing Argumentative text (5) The used of literature analyses, in my research used quasi experimental class in SMAN 9 Seluma.

E. Hypothesis

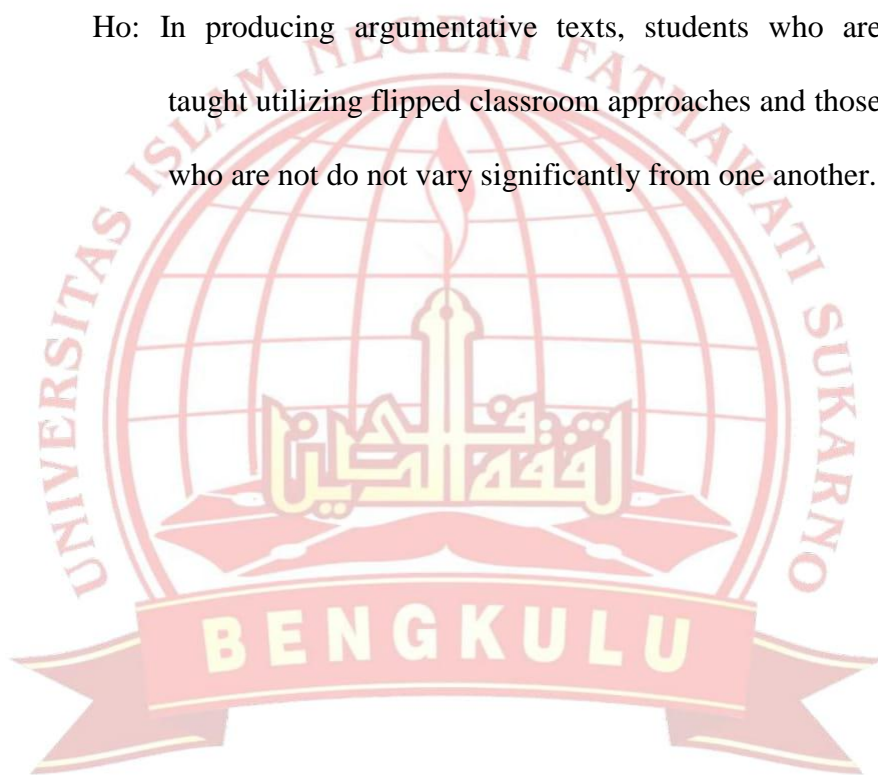
In relation to the study, the writer formulates the following hypotheses:

Ha: alternative hypotheses

Ho: null hypotheses

Ha: The students who are taught utilizing flipped classroom approaches and those who are not write argumentative texts quite differently.

Ho: In producing argumentative texts, students who are taught utilizing flipped classroom approaches and those who are not do not vary significantly from one another.



CHAPTER III

RESEARCH METHOD

This Chapter Discusses Research Method. Research Design, Population and Sample, Research Instruments, The Procedure of Collecting Data, Validity of The Test Anf Reability, Technique of Analysis Data.

A. Research Design

The research was conducted using an experimental methodology. The description and analysis of what might be or happened under strictly controlled circumstances is the best definition for experimental investigation. If two conditions that were otherwise equal differ in one way or another due to the addition or subtraction of one variable, then the difference or effect

A quasi-experimental design was adopted in this study. Although there was a control group in this design, it was unable to adequately control the external variables that influenced the experiment's outcome. The researcher was used in a quasi-experimental setting. In the control group,

traditional/conventional teaching methods was used, while in experimental class was used the flipped classroom model. Assignments, but not random assignment of participants to groups, they were included in the quasi-experimental category. This is due to the fact that the experimental group cannot be created intentionally. For example, when researching a new program, it may be necessary to use existing tenth grade pupils and divide them into two groups, one experimental and one control. In other words, it can be stated that when it is not possible or practical to control all of the relevant aspects, a quasi-experimental study design must be used.

Non-equivalent control groups design was the name of the study. In this investigation, samples from the control and experimental classes were chosen at random. The experimental study selected to ascertain how the flipped classroom approach affected the tenth-grade students of SMAN 9 Seluma's capacity to write an argumentative essay in the academic year 2020–2021.

O1 X O2**O3 O4**

Where :

O1 : Pre-test experimental class

O2 : Post-test experimental class

O3 : Pre-test control class

O4 : Post-test control class

X : Treatment in the experimental class

The study's sample group consisted of two classes: an experimental class and a control class. For experimental courses, the researcher employed the flipped classroom paradigm, whereas in control classes, only explanation materials were given to the students.

B. Population and sample**1. Population**

The population is given an object or subject to investigate, and the researcher defines certain qualities and traits before drawing results. It meant that all of the students enrolled in a school would make up the study's

population, and all of the students in SMAN 9 Seluma's tenth grade would make up the study's populations. It signifies that the population was made up of all the people who live in a given area. The participants in this study were 58 tenth-grade students. X Mipa and X ips were two of the classes available.

Table 3.1 Distribution of Population

No	Class	Female	Male	Total
1	X MIPA	19	10	29
2	X IPS	20	9	29
Total		39	19	58

Source : SMAN 9 Seluma (2021/2022)

2. Sample

The size and characteristics of the population were reflected in the sample. Researchers would not be able to investigate every member of the population if it were extremely large. For instance, the researcher employs

population samples, which must be accurately representative, due to a lack of time and effort.

Systematic non-random sampling was used in this investigation. Systematic sampling, according to Sugiyono (2014), is a method for choosing samples based on the members of a population in order by giving a serial number. A sample used students at the same grade level (50 percent of the population).

29 students from class X Mipa and 29 students from class X Ips each received a pretest and a posttest from the researcher, who utilized two classes as the sample. 29 students were divided into the experimental group and 29 students were placed in the control group. The experimental group received instruction in a flipped classroom, while the control group did not.

Table 3.2**The Sample of Research**

No	Population	Group	Number of the Population	Male	Femal e
1.	X MIPA	Experimental	29	10	19
2.	X IPS	Control	29	9	20

C. Data Collecting Technique

When the test generally prepared, administered, and stored by the Researcher. The researcher outlined the test's accomplishments in full below in straightforward language:

1. Pre-test

This test can be called a pre-test before research treatment. This Pre-test aimed to determine students mastery and students ability in writing argumentative text. This test was given to the experimental and control class. In the process of testing students write argumentative text topics, researcher provide two different themes and students choosed one of these

themes. The results of this test were evaluations before using flipped classroom model in writing argumentative text that was applied in class.

2. Treatment

In this case, the researcher done the research when the results of writing argumentative text students using flipped classroom model have changed with the data already saturated and the results of students writing abilities only stop there.

3. Post-test

A post-test was given to pupils following various treatments (X Ips was a control group that does not use the flipped classroom model and X Mipa uses the flipped classroom model). The researcher wants to know how the flipped classroom paradigm affects students' capacity to write argumentative writings based on the results of this exam. When the assessment findings were compared to the pre-test, the researcher could see how much of an

impact employing the flipped classroom paradigm had on the students' ability to write persuasive texts.

D. Research Instrument

The researcher used a writing test as the tool for gathering the data. Two different types of equipment were employed in this investigation: one for the experimental class and one for the control class. to gauge the pupils' writing prowess and require them to turn in an argumentative essay. The usage of pre- and post-tests follows. Before starting the treatment, the pre-test was used to gauge students' skills, and the post-test was used to gauge the impact of the Flipped Classroom model in the experimental class.

1. Writing test

According to Brown (1879), tests are comprised of a number of techniques, processes, or other items that must be performed by the test-takers. It gauges someone's aptitude, expertise, or performance. The test was a method or instrument performed in accordance with predetermined guidelines and with the goal of locating or

measuring anything that fell within the scope. Writing assessments were utilized to assess how the flipped classroom approach had affected the students' writing skills following the intervention. To produce effective findings, the researcher assigns students to compose argumentative texts. According to the researcher, creating argumentative prose was the subject of both the pre-test and the post-test. Through two types of tests namely pre-test and post-test by testing the same content, for example they came from the same group test, this aimed to be able to see the difference between the control class without treatment by using flipped classroom model and the experimental class using the flipped classroom model. Then the researcher assessed students argumentative text writing.

The researcher provided the students several questions to gauge their argumentative writing abilities. For instance: Choose a few of the following books, and then write a tale about them:

- a. The influence of online games on students' achievement.
- b. Causes of student dropping out of school during the covid 19 pandemic.

2. Documentation

According to Hopkins (2008), documents relating to curriculum or other educational concerns illuminate rational and purpose in unique ways. The usage of such materials can provide context and understanding of topics that would otherwise be unavailable. Notes, book transcripts, newspapers, magazines, meetings, summaries, agendas, and other documentary data types. This method used to determine the health of students and teachers, as well as the structure of the school's organization, profile, and location.

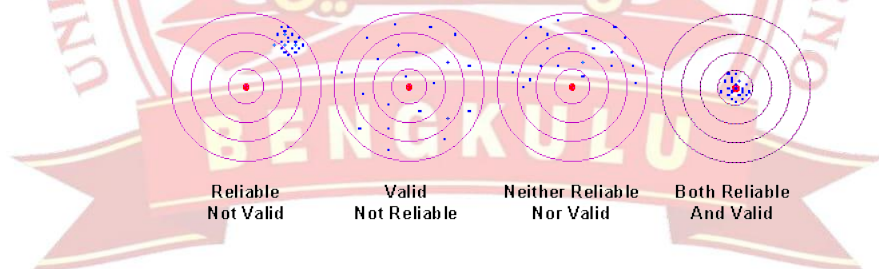
E. Validity and Reliability Test

When a researcher conducts a study, a validity and reliability test was required. In this researcher, the interrater helped the researcher to asses students' writing. She was an

english teacher who has experience in teaching, checking and giving grades in english lessons at SMAN 9 Seluma. The goal of a validity and reliability test was to determine the precision with which a test instrument can be used to measure a research variable. Even though they appear to have independent notions, validity and dependability were fundamentally linked. The following figure 3.1 depicts the link between validity and reliability:

Figure 3.1

The relationship between validity and reliability



Anastasi and Urbina (1997) defined validity as a measurement of how effectively a measuring instrument performs its function by assessing whether it measures the behavior or quality that it is intended to measure. Prior to being made available to the respondents, the validity and

reliability of the instrument were assessed by having a validator use it. The researcher requested the test instrument's evaluation from a separate school's English teacher as a validator. Three criteria—face validity, content validity, and concept validity—were used by the validator to allocate instrument sheets. To assess if the test has excellent validity or not, the researcher looked at it from the angles of face validity, content validity, and construct validity.

F. Technique for Analyzing Data

When analyzing quantitative data, the researcher employed statistical analysis of the T-test to determine the study result. The purpose of the data analysis was to identify differences between tenth grade students at SMAN 9 Seluma in the academic year 2021–2022 who received writing instruction utilizing the Flipped Classroom Model and those who did not. The researcher takes numerous actions to analyze the test's findings:

a. Normality Test

The normality test was used to determine whether or not the data was normal. It was determined whether or not both classes have a normal data distribution. The Kolmogorov-Smirnov Test in SPSS 25 used to examine the normalcy test.

b. Homogeneity Test

Homogeneity tests were used to determine whether the experiment class and control class that were chosen came from a population with similar variants or not. It was also assumed that the research sample originated from the same situation or was homogeneous. To put it another way, the homogeneity test compares variance in a collection of three or more categories of data, and its categories might be compared fairly if they were homogeneous. The homogeneity test analyzed with SPSS 25 of Levene Statistic Test.

c. T-test

The average test used to see if the experiment and control classes, which have been deciding, have different averages. The T-test used to compare two classes' mean scores. Finding the T-count was the first step in utilizing the T-test to examine the data. After determining T-count, T-count will be compared to the T-table using the testing criteria for accepting and rejecting hypotheses as shown below: if $T\text{-count} > T\text{-table}$, H_0 was rejected and H_a was accepted. If $T\text{-count} \leq T\text{-table}$ was true, H_0 accepted while H_a rejected.

G. Research Procedures in Flipped Classroom Model

The researcher taught writing by using Flipped Classroom Model experimental class using the type tools of videos, where each meeting allocation will 2x45 minutes. This kind of teaching done fifth meetings. The stages as follow:

1. Pre- test

First, both the experimental and control groups of students received a pre-test before to beginning the therapy utilizing the flipped classroom model. The pre-test was designed to determine the students' proficiency with narrative text composition. The researcher provided several titles, and the student then selected one of them. The titles' topics were : 1) Corona virus (covid-19) on education in Indonesia, 2) The influence of drugs on the development of nation generation, 3) The use of gadgets in high school student learning, 4) The dangers of smoking to health and, 5) The rise of tiktok in Indonesia. The researcher selected this subject because they felt it would be simple for them to produce an argumentative paper. In addition, they could easily acquire as many thoughts on the subject because it was known to them.

2. Treatment

The researcher administered the therapies for three meetings to the control and experimental classes

following the pre-test. The experimental group received different treatments than the control group, but both groups received the same amount of time and the same topics. The experimental group also used the flipped classroom paradigm.

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

The researcher administered the medication to the control group but did not use the flipped classroom model. The processes that the SMAN 9 Seluma. The teacher typically takes while instructing in the classroom were used by the researcher to teach conventional therapy to this group:

- 1) The researcher gave the students an explanation of some of the text's argumentation arguments before asking them to compose a paragraph.
- 2) The researcher gave a topic about argumentative texts that were currently booming.

3) The students were directed by the researcher to create an argumentative document based on the subject matter.

4) The researcher's analysis of the students' writing assignment came last.

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

In this group, the researcher used the flipped classroom concept to conduct research utilizing XMIPA. The experimental group received the following treatments in particular. After then, the following happened:

1) Treatment 1

Topic: make a teks argumentative (the influence of online games on student achievement)

a) The researcher describes the flipped classroom paradigm.

b) The researcher facilitates a group chat with students using videos.

c) The researcher inquired about sources that had provided

2) Treatment II

Topic : (causes of student dropping out of school during the covid 19 pandemic)

The steps were:

- a) Similar to treatment I, the researcher reviewed the content in treatment II.
- b) The researcher posed a question and the group discussed the challenging section of the video lesson.
- c) The students created an argumentative document based on some of the titles that the researcher had provided.

3) Treatment III

- a) In the second treatment , the researcher engaged students in conversation about the texts they had been assigned as part of a study group.

- b) Instructions for writing argumentative texts, along with an example of one.
- c) After describing and supplying examples of disputed material in the control class, the researcher leads a discussion.

4) Treatment VI

- a) The researcher remembered that the students had understood the flipped classroom paradigm during the last session.
- b) The researcher came at the same conclusions concerning the argumentative text and flipped classroom materials.
- c) Following that, the researcher gave them a writing exam that was similar to the things they completed throughout the treatment beforehand.

H. Assessment of Writing Test

Writing assessment, according to O'Malley and Pierce (1996), should assess more than simply mechanics and grammar, and should capture some of the processes and

complexity involved in writing so that the teacher can determine which areas of the writing process kids are struggling with. The following formula was used to get the final score of the assessment writing test.

Formula: $\frac{C+O+G+V+M}{100} \times 100 = \text{score}$

100

Total scores = 100, with a minimum of 34 and a maximum of 100.

The test results were categorized as extremely good, very good, good, fair, low, and extremely low. Then there was the grading system:classification:

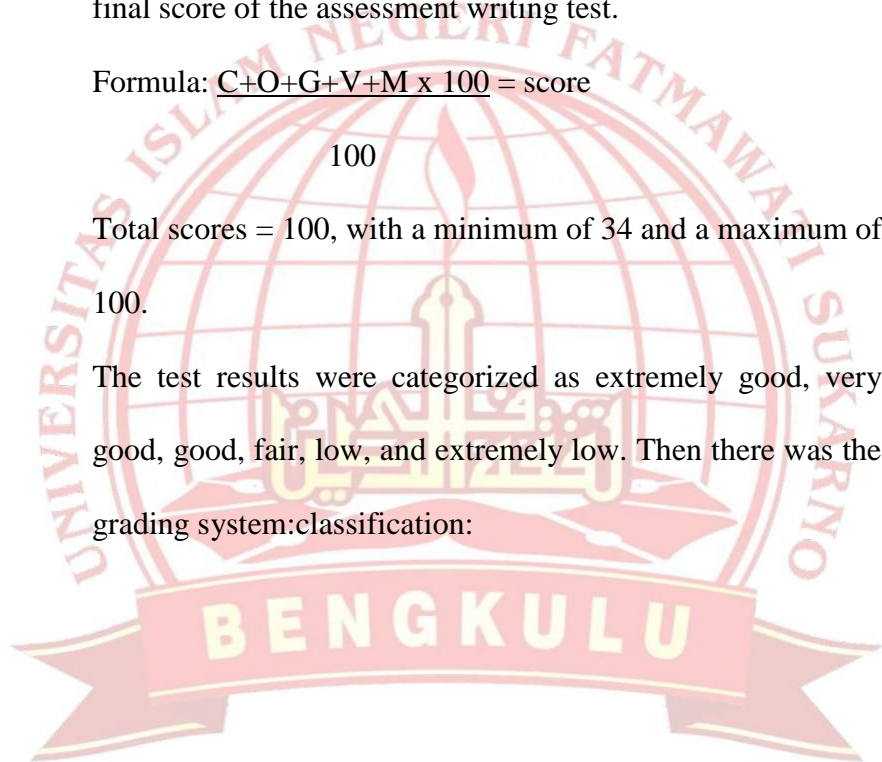


Table 3.4**Score Interpretation**

Categories	Score
Excellent	80-100
Good	70-79
Average	60-69
Poor	40-59
Very Poor	0-39

(Nurgianto in EenKuswara, 2014)

There were various components of writing that needed to be assessed, such as content, organization, grammar, vocabulary, and mechanics. The following table 3.5 provides further information.

Table 3.5
Rubric on Assessing Students Writing

Aspect	Score	Performance	Weighting
Content 30% -Topic -Details	4	The theme is comprehensive and well-defined, and the details are relevant to it.	3x
	3	The concept is thorough and clear, but the specifics are only loosely related to it.	
	2	The concept is comprehensive and clear, but the specifics are unrelated to it.	
	1	The theme is unclear, and the details are irrelevant to it.	
Organization 20% -Identification -Description	4	The identification is complete, and the descriptions are structured in a logical manner.	2x
	3	The identification is nearly complete, and the descriptions are almost all connected.	
	2	The identification is incomplete, and the descriptions are disjointed and lacking in connectives..	
	1	The identification is incomplete, and the details are ordered using connectives incorrectly.	
Grammar 20% -Use present tense -Agreement	4	There are very few grammatical or agreement errors.	2x
	3	There are a few grammar and agreement errors, but they have no bearing on the message.	

	2	There are numerous grammatical and agreement errors.	
	1	Frequently occurring grammatical or agreement errors.	
Vocabulary 15%	4	Words and word forms are well-chosen.	1.5x
	3	Few vocabularies are misused, word forms are misunderstood, and they are unintelligible.	
	2	There is a limited range of words and word forms that are confusing.	
	1	Unintelligible due to a lack of vocabulary and word formations.	
Mechanics 15%	4	It employs proper capitalization, punctuation, and spelling	1.5x
-Spelling	3	There are some spelling, punctuation, and capitalization problems.	
-Punctuation	2	It contains numerous spelling, punctuation, and capitalization errors.	
-Capitalization	1	It is dominated by grammatical, punctuation, and capitalization errors.	

Source adapted from Brown (2007)

CHAPTER IV

RESULTS AND DISCUSSION

This chapter cover about result of analyzing the data and would be in detail in the discussion.

A. Result

1. The Distribution of Pre Test and Post Test Scores The Control Class

The information was gathered by a test that used the same instrument for the experimental and control classes' pre- and post-tests. Only the experimental class (X MIPA) received therapy, whereas the control class (X IPS) received it by traditional methods.

Table 4.1
The Distribution of Students' Pre-Test and Post-Test
Score of the Control Group

Score interval	Category	Pre-test		Post-test	
		Frequency (students)	Persentase (%)	Frequency (students)	Persentase (%)
80-100	Excellent	0	0%	0	0%
70-79	Good	2	6%	6	20%
60-69	Average	7	24%	7	24%
40-59	Poor	14	48%	14	48%
0-39	Very poor	6	20%	2	6%

Based on the table 4.1, the pre-test in the control group, there was no students in excellent, good category 2 (6%) , 7 (24%) students were average category, 14 (48%) students were poor category, and 6 (20%) were very poor category. While, in post-test, there was no students in excellent category, 6 (20%) students were in good category, 7 (24%) students were in average category, 14 (48%) students were in poor category, and 2 (6%) students were very poor category.

Figure 4.1

**The diagram of Frequency Distribution of Students' Pre- test
Score of the Control Class**

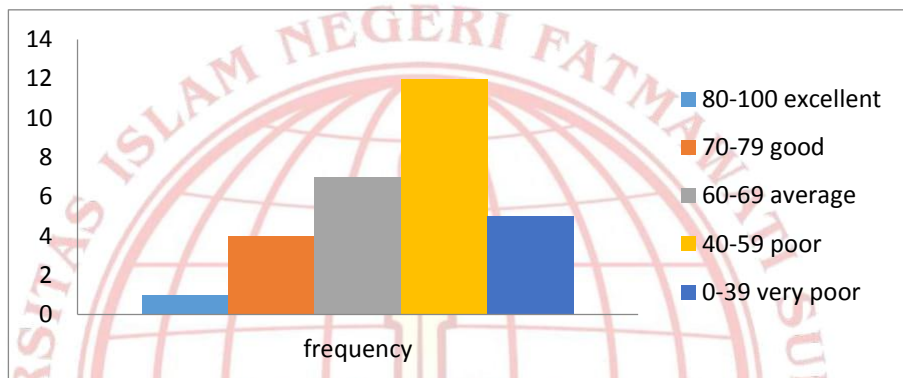
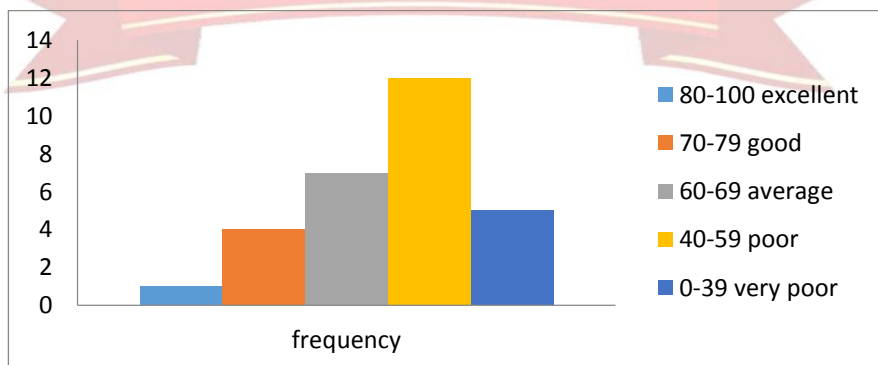


Figure 4.2

**The diagram of Frequency Distribution of Students' Post-test
Score of the Control Class**



Based on the histogram of frequency distribution above, it showed that was no difference score in pre-test and post-test. Only a few students reached a good category even some students have decreased score. This condition happened because in control class only used conventional method not give the treatment Flipped Classroom Model. It means, the treatment Flipped Classroom Model give significant effect on students writing ability in argumentative text of experimental class rather than control class who does not give the treatment.

2. The Distribution of Pre Test and Post Test Scores The Experimental Class

After providing the experimental class of students with the therapy, the pre-test and post-test results were examined. It was presented all of students' scores with different categories, the lowest score, highest score, range, mean, median, mode, and standard deviation. The data presented with table and histogram to make the

summarized by analyzing the data. The following table below showed the scores of pre-test and post-test students.

Table 4.2

The Distribution of Students' Pre-Test and Post-Test Score of the Experimental Class

Score Interval	Category	Pre-test		Post-test	
		Frequency (students)	Percentase (%)	Frequency (students)	Percentage (%)
80-100	Excellent	1	3%	10	34%
70-79	Good	4	13%	10	34%
60-69	Average	7	24%	6	20%
40-59	Poor	12	41%	3	10%
0-39	Very Poor	5	17%	0	0%

Based on the table 4.3, the pre-test in experimental class there was 1 (3%) students in excellent and 4 (13%) good category, 7 (24%) students in average category, 12 (41%) students were in poor category, and 5 (17%) students were in very poor category. While in post-test there was 10(34%) students were in Excellent

category, 10 (34%) students were in good category, 16 (44,5%) students were in average category, 3 (10%) students were in poor category, and 0 (0%) students were in very poor category.

Figure 4.3

The diagram of Frequency Distribution of Students' Pre-test Score of the Experimental Class

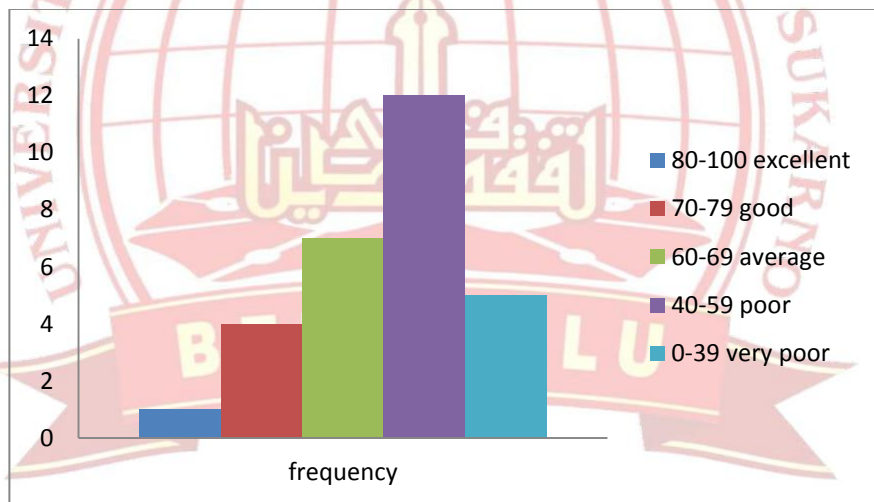
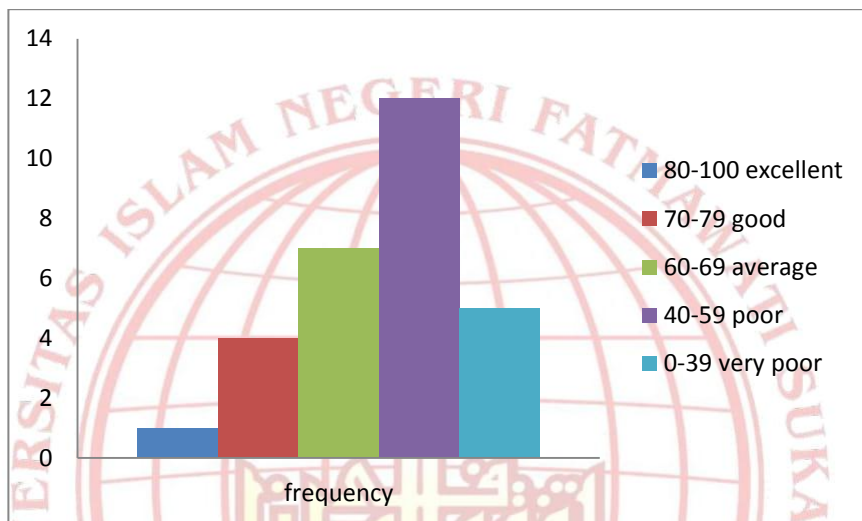


Figure 4.4
The diagram of Frequency Distribution of Students' Post-test
Score of the Experimental Class



The students' post-test score was greater than their pre-test score, as seen by the histogram above. Prior to and following the application of the therapy to the experimental class, the significant increased. It follows that using the Flipped Classroom Model can have a considerable impact on students' ability to write in an argumentative text at SMAN 09 Seluma.

3. Normality Testing

Normality testing used before t-test formula with aimed was to know if the data normal or not. The data tested by using Kolmogorov-smirnov to both of group namely experimental and control group. The used of Kolmogorov-smirnov if the number of sample exceeds 30 (>30) and Shapiro-Wilk used when the sample less than 30 (<30). In this research, the researcher was used Kolmogorov-Smirnov because the total number of students 58 sample.

Table 4.3
Normality Test

Tests of Normality							
	Kelas	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
		Statistic	Df	Sig.	Statistic	df	Sig.
Hasil belajar Siswa	Pre-test	,130	29	,200	,936	29	,081
	Eksperimen						
	Post-test Eksperimen	,187	29	,011	,947	29	,149

	Pre-test Control	,115	29	,200 [*]	,941	29	,104
	Post-test Control	,106	29	,200 [*]	,955	29	,253
*. This is a lower bound of the true significance.							
a. Lilliefors Significance Correction							

Based on the table presented above, the test of normality used Kolmogorov-Smirnov both of experimental and control class. To see if the the data was normal distribution or not indicated by column (sig.). If the significance value (sig.) exceed 0,05 ($>0,05$) it means the data have normal distribution. If the significance value (sig.) less than 0,05 ($<0,05$) it means the data have not normal distribution. It can be seen in the Kolmogorov-Smirnov column, it was showed the pre-test experiment have significance value (sig.) = ,200 highest than 0,05 ($,200 > 0,05$) and Shapiro-Wilk column showed the significance value (sig.) = ,081 was highest than 0,05 ($,081 > 0,05$). In the post-test experiment have

significance value (sig.) = ,011 highest than 0,05 ($,011 > 0,05$) and Shapiro Wilk column significance value (sig.) = ,149 highest than 0,05 ($,149 > 0,05$). Meanwhile, the result of normality tests in Kolmogorov-Smirnov column in the pre-test of control class have significance value (sig.) = ,200 highest than 0,05 ($,200 > 0,05$) and Shapiro-Wilk significance value (sig.) = ,104 highest than 0,05 ($,104 > 0,05$). In the post-test control, significance value (sig.) = ,200 highest than 0,05 ($,200 > 0,05$) and Shapiro-Wilk significance value (sig.) = ,253 highest than 0,05 ($,253 > 0,05$). So the data were normally distributed. The histogram showed in the following below.

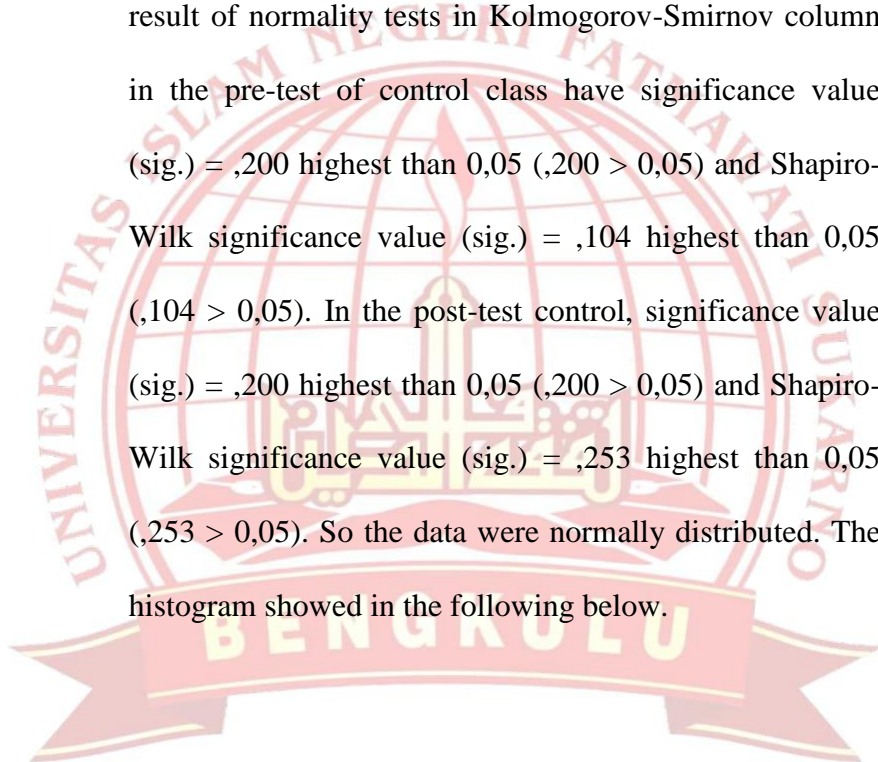
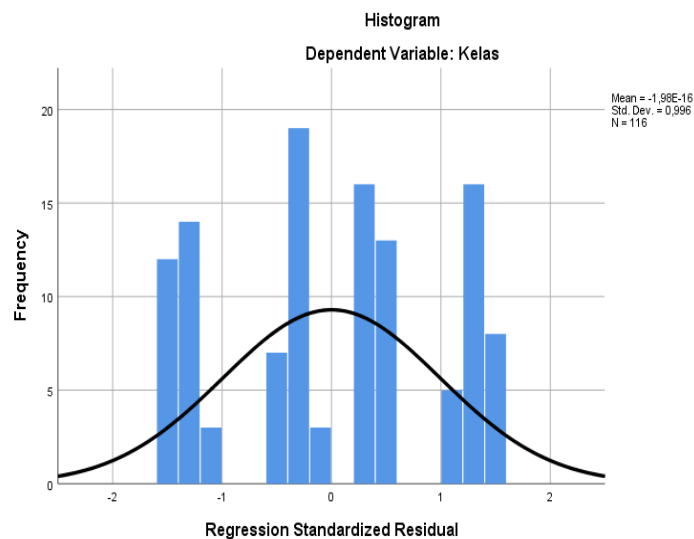


Figure 4.5
The Histogram of Normality Test



4. Homogeneity Testing of Variances

Testing the homogeneity aimed to ensured if the data population to be measured does come from a homogeneous population. It means, the data should valid before t-test. The Levene Statistic of IBM SPSS 25 version was used to know if the data homogeneous or not.

The table below showed the result of homogeneity test of students' pre-test and post-test score.

a. The Homogeneity Test of Pre-test Score

Table 4.4
Homogeneity Test of Variances

Test of Homogeneity of Variances		Levene			
		Statistic	df1	df2	Sig.
Pre-test Score	Based on Mean	,643	1	56	,426
	Based on Median	,570	1	56	,453
	Based on Median and with adjusted df	,570	1	52,307	,454
	Based on trimmed mean	,668	1	56	,417

The data calculated by using Levene Statistic of IBM SPSS 25 version. The data can be said homogeneous if the significance value in column (sig.) $\alpha = > 0,05$. The table above showed, there were 4 categories as basic to draw the conclusions. First, based of mean, it was showed if in the significnace value

(sig.) $\alpha = ,426$ highest than $0,05$ ($,426 > 0,05$). Then, based on median showed the significance value (sig.) $\alpha = ,453 > 0,05$. Next, based on median and with adjusted df showed significance value (sig.) $\alpha = ,454 > 0,05$. The last, based on trimmed mean showed significance value (sig.) $\alpha = ,417 > 0,05$. Therefore, it may be said that the pre-test data was homogenous since both groups' pre-test scores had homogeneous variances (homogeneous).

b. The Homogeneity Test of Post-test Score

The following table below was the result of homogeneity test of variances of post-test score used Levene Statistic.

Table 4.5**Homogeneity Test of Variances**

Test of Homogeneity of Variances					
		Levene			
		Statistic	df1	df2	Sig.
Post-test Score	Based on Mean	,476	1	44	,494
	Based on Median	,375	1	44	,543
	Based on Median and with adjusted df	,375	1	43,835	,543
	Based on trimmed mean	,497	1	44	,484

Based on the table above, it was showed if the data was homogeneous because in significance value (sig.) α exceeds 0,05. It can be seen, there were 4 categories as basic to draw the conclusions. First, based of mean, it was showed if in the significnace value (sig.) $\alpha = ,494$ highest than 0,05 ($,494 > 0,05$). Then, based on median showed the significance value (sig.) $\alpha = ,543 > 0,05$. Next, based on median and with adjusted df showed significance value (sig.) $\alpha = ,543 > 0,05$. The last, based on trimmed mean showed

significance value (sig.) = α ,484 > 0,05. Therefore, it may be said that the pre-test data was homogenous since both groups' pre-test scores had homogeneous variances (homogeneous).

5. T-test

The T-test is a statistical technique for comparing the means of two groups of data. It sought to compare the various means between the two groups. Due to the fact that both groups were paired up in this study, the paired sample t-test was utilized to evaluate the hypothesis. It means, between experimental and control group have same data or sample, which was 29 samples in each class. The following table as follows:

Table 4.6
Paired T-test Post-test Scores of Experimental (X) and
Control Class (Y)

Paired Samples Statistics					
		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Post-test (X)	74,07	29	11,799	2,191
	Post-test (Y)	56,66	29	12,131	2,253

The results of testing the hypothesis using a paired sample T-test on the post-test scores of students in the experimental and control classes are shown in the above descriptive statistic. The experimental class sign's post-test score was letter X, whereas the control class sign's post-test score was letter Y. In the experimental class (X) with 29 respondents, mean was 74.07, standard deviation was 11,799 and standard error mean was 2,191. Meanwhile, in the control class (Y) with 29 respondents the mean was 56.66, standard deviation 12,131 and standard error mean 2,253. It can be concluded there was

difference mean after compared the students' post-test score of writing argumentative text both of experimental and control class. Furthermore, to described in more detail data, the descriptive statistics of students' score in writing ability of argumentative text was provided below:

In this research, the researcher created a descriptive statistic to summarized the data from students' scores. The descriptive statistic above showed the more detail about the data collected.

Table 4.7
Paired Sample T-test Differences of Post-test (X) and (Y)

		Paired Differences					T	Df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Post-test (X)	- Post-test (Y)	17,414	17,785	3,303	10,649	24,179	5,273	28	,000

Based on the table Paired sample t-test differences by using SPSS Statistics 25 version of post-test (X) and (Y). If significance t value sig. (2-tailed) was lower than t table means H_a (alternative hypothesis) accepted and H_o (null hypothesis) rejected. Meanwhile, if significance t value is higher than t table means H_a rejected and H_o accepted. The table showed that significance t value sig. (2-tailed) = ,000, it was indicated that H_a accepted and H_o rejected because the significance t value sig. (2-tailed) = ,000 lower than 0,05 ($,000 < 0,05$). So it concluded that there was significant difference in writing argumentative text between the students who are taught using flipped classroom models and those who are not.

B. Discussion

The purpose of the study, as stated in the research question in the first chapter, was to determine whether there was a significant difference in the students' scores for their capacity to write an argumentative text in the tenth grade of SMAN 09 Seluma. There were two classes chosen of Ten

grade, they were; experimental class (X MIPA) who taught the treatment Flipped Classroom Model and students in control class (X IPS) who were not. The data were found to be normally distributed when the paired sample T-test formula was used to analyze the data. The Kolmogorov-Smirnov test was performed to determine if the data were normally distributed. Kolmogorov-Smirnov analysis revealed that the data had a normal distribution. The homogeneity test result indicated if the data for both groups was homogeneous. Once the data needed to be assessed were homogenous and normally distributed, the data would be tested using a paired sample t-test. Because the experimental and control groups shared the same data or sample, it sought to compare the means of the two sets of data using the paired sample t-test.

The difference score between two group classes with who gave the treatment and who were not. This study sought to determine whether the flipped classroom model had a substantial impact on the students' writing scores in argumentative texts. According to the research's findings, Ho

(the null hypothesis) was rejected whereas H_a (the alternative hypothesis) was accepted. Between the experimental and control classes, there was a substantial difference in pre- and post-test scores. Therefore, it can be stated that the Flipped Classroom Model was successful in improving the writing skills of SMAN 09 Seluma pupils in the tenth grade.

As can be observed, the experimental class score was greater than the control class score when the researcher conducted this study. Due to the fact that they were exposed to the flipped classroom approach, kids were encouraged to engage in class more actively. This classroom model is an active learning has some advantages includes the students analyze and think critically, guided assistance with examples that connection between content and validity, direct teaching and activities resulting in a versatile learning, meaningful classroom learning cultures, the use of deliberate material and out of the classroom. Bergman and Sams (2001) stated that under the flipped classroom paradigm, what is often done as homework is done in class. Direct teaching (teacher)

is delivered at home through videos that instructors either make or curate. After seeing the videos as homework, students may practice at school and study the content at home.



CHAPTER V

CONCLUSION AND SUGGESTION

This chapter presents about the conclusions and some suggestions based on the result of study in the previous chapter.

A. Conclusion

Based on the finding of analyzing data and making a result and discussion of the research, it can be summarized that there was significant difference on students who were taught the treatment Flipped Classroom model and who were not. The data were collected and analyzing by using paired sample t-test showed that students can improve their writing ability especially in argumentative text, it was showed if the mean in experimental class significantly increased before and after applying the treatment Flipped Classroom Model. The mean score of experimental class before conducting the Flipped Classroom Model as treatment was 55,28 and after applying the treatment was 74,07. Meanwhile, in control class the mean of pre-test was 52,21 and post-test was 56,66.

The testing hypothesis by using paired sample t-test got the result that the significance t value sig. (2-tailed) was lower than significance t table. The significance t table was 0,05 while the significance t value sig. (2-tailed) ,000 = ,000 < 0,05. It means, H_a (alternative hypothesis) was accepted and H_o (null hypothesis) was rejected. So, there was significant effect on students writing ability in argumentative text after applying the treatment Flipped Classroom Model. The researcher can conclude that Flipped Classroom Model is effective to be applied in teaching writing argumentative text at Tenth grade students of SMAN 09 Seluma.

B. Suggestion

Based on the conclusion above, the researcher making a suggestion this research below:

1. For the students

Students in High School have entered the advanced writing that made students sometimes overwhelmed in teaching and learning English especially in writing. In classroom learning, students are divided into several

groups. The role of the teacher during the learning activities are; facilitate discussion. Besides, the teacher will prepare several questions from the material. The teacher gives a quiz or test so that students are aware that the activities they do are not just games, but is a learning process, and the teacher acts as who not confident sons instead of asking the teacher. This strategy model made students more active with given the quiz or games so the learning activity more fun and enjoyable. The students can improve their weakness in English writing because they should be active during the teaching and learning process.

2. For the teacher

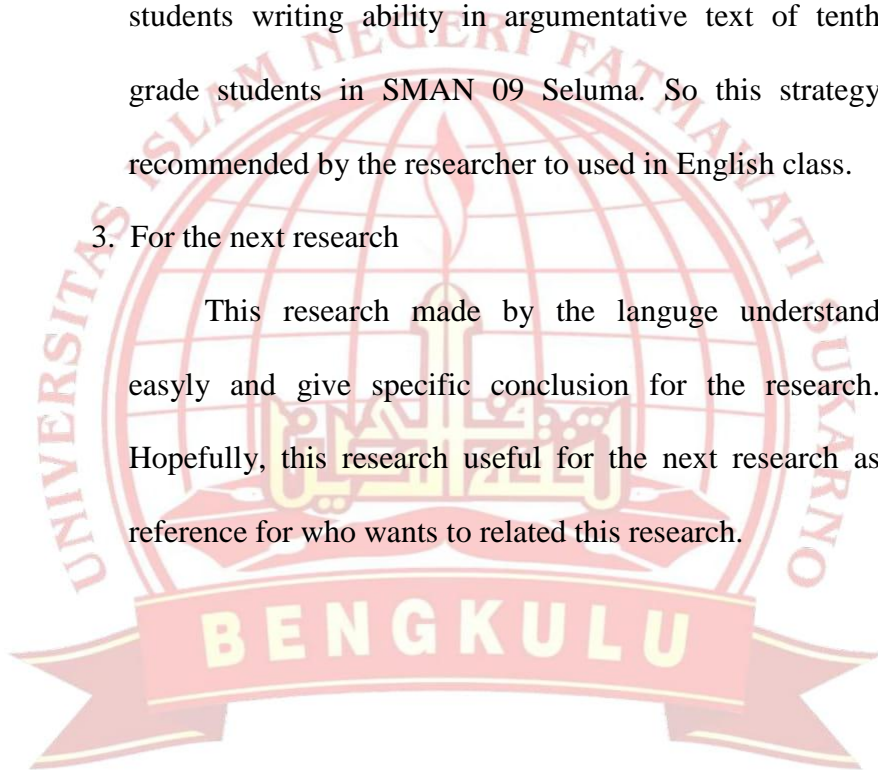
Writing was difficult to be mastered by students.

Many students in High School got lowest score because their less of knowledge in making a writing. This the challenges that should overcome for the teacher. Besides, the different skills from each other make teacher should found the best strategy to overcome it. The used of Flipped Classroom model especially Traditional Flipped

can absorb those problems. After analyzed the data, the researcher found the fact that applied the Flipped Classroom Model for students give significant effect on students writing ability in argumentative text of tenth grade students in SMAN 09 Seluma. So this strategy recommended by the researcher to used in English class.

3. For the next research

This research made by the language understand easily and give specific conclusion for the research. Hopefully, this research useful for the next research as reference for who wants to related this research.



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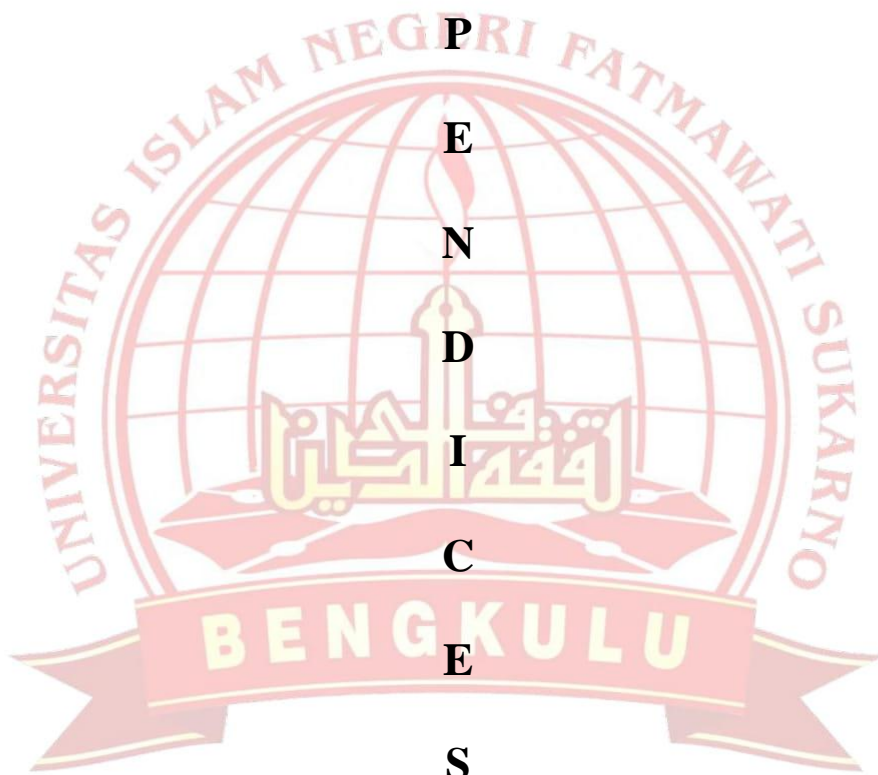
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APPENDIX 1

Instrument of Post-test in Experimental Class

Writing test

Pre- Test and Post Test

Choose one of the topics below by writing in the form of argumentative text!

- a. Corona virus (covid 19) on education in Indonesia
- b. The influence of drugs on the development of the nation's generation
- c. The use of gadgets in high school student learning
- d. The dangers of smoking to health.
- e. The rise of tiktok in Indonesia

S2

a. Corona Virus (covid 19) on education in Indonesia

Corona virus (covid 19) the is to come from of cina (wuhan). The virus very easy to spead, infection the next to sneeze. At the corona virus to spead in indonesia.

Corona virus to draw in that a number of person. With to come corona virus in Indonesia to except to cause student in not study with active and activity social life to disturbance. Goose social life not holiday.

Corona virus (covid 19) is virus in the lose.

Writing test

Pre-Test and Post Test

Choose one of the topics below by writing in the form of argumentative text!

- a. Corona virus (covid 19) on education in Indonesia
- b. The influence of drugs on the development of the nation's generation
- c. The use of gadgets in high school student learning
- d. The dangers of smoking to health.
- e. The rise of tiktok in Indonesia

92

a. Corona Virus (covid 19) on education in Indonesia.

Corona Virus (covid 19) is a contagious disease, the arrival of covid 19 from ~~19~~ 2019 is characteristic of covid 19 the occurrence of shortness of breath, frequent headaches, high body temperature reaching more than 38 celsius.

Due to the impact or influence of covid-19, it is difficult to understand the subject matter, lack of interaction with friends, lack of interaction with teachers, can't get pocket money

- Corona Virus can be prevented by vaccinating to avoid the covid 19 virus.

APPENDIX 2

Instrument of Post-test in Control Class

Writing test

Pre- Test and Post Test

Choose one of the topics below by writing in the form of argumentative text!

- a. Corona virus (covid 19) on education in Indonesia
- b. The influence of drugs on the development of the nation's generation
- c. The use of gadgets in high school student learning
- d. The dangers of smoking to health.
- e. The rise of tiktok in Indonesia

75

Corona virus there was one virus this one
dangerous and will becausing dead.

* Impact corona virus

Dead, becausing trick Perton ~~less~~ less
energy, and narrow breath, hear dizzy,
to cough and flu.

* Combating corona virus

to be obey Protocol Five m. to
wash disign eat, and to watch
cleanness.

Writing test

Pre- Test and Post Test

Choose one of the topics below by writing in the form of argumentative text!

- Corona virus (covid 19) on education in Indonesia
- The influence of drugs on the development of the nation's generation
- The use of gadgets in high school student learning
- The dangers of smoking to health.
- The rise of tiktok in Indonesia

45

E. Aplikasi tiktok adalah aplikasi yang bisa menghasilkan uang yang banyak. Aplikasi ini sangat mudah di gunakan cukup di instal dan login akun, Instagram Facebook dll

Dampak positif

- Bisa menghasilkan uang
- terkenal

* Dampak negatif

- kecanduan
- malas belajar
- banyak menghabiskan uang untuk membeli kuota internet.

> TERJEMAH KE BAHASA INGGRIS

App Tiktok is an application that can make money that is easy.

This app is very easy to use and login with an account.

APPENDIX 3

Rencana Pelaksanaan Pembelajaran (RPP) Experimental Class

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Mata Pelajaran : Bahasa Inggris

Kelas/Semester : X Mipa

Sekolah : SMAN 09 Seluma

Waktu
mnt)

: 6 Pertemuan (2x 40

Topik : **Analytical Exposition**

KD Pengetahuan	KD Keterampilan
3.1 Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks eksposisi analitis lisan dan tulis dengan memberi dan meminta informasi terkait tokoh terkenal, sesuai dengan konteks penggunaannya	4.1 Teks ekposisi analitis 4.1.1 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks eksposisi analitis lisan dan tulis, terkait isu aktual 4.1.2 Menyusun teks eksposisi analitis lisan dan tulis, dengan memperhatikan fungsi sosial struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks
Tujuan pembelajaran	
Melalui pembelajaran ini diharapkan siswa: Siswa terampil menggunakan teks lisan dan tertulis sesuai konteks penggunaan dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar mengenai Biografi pendek Tokoh Pendidikan terkenal sesuai dengan konteks penggunaannya	
Media dan alat	

Media	Alat
Whatsapp, Video pembelajaran	Laptop, ponsel, dan internet
Kegiatan pembelajaran	
Peremuan 1	
Kegiatan Guru	Kegiatan Siswa
<ol style="list-style-type: none"> 1) Mempersiapkan kelas untuk memulai proses pembelajaran di Whatsapp 2) Guru memeriksa kehadiran di Whatsapp. 3) Guru menjelaskan tujuan pembelajaran pertemuan 1 4) Guru mengirimkan soal pre test ke whatsapp dalam bentuk google form 5) Guru ,menginformasikan materi yang akan dipelajari untuk pertemuan selanjutnya dan menutup pembelajaran dengan memberikan salam 	<ol style="list-style-type: none"> 1) Siswa mengisi kehadiran di whatsapp. 2) Siswa menjawab soal pre test yang diberikan guru 3) Siswa mendengarkan penjelasan dari guru dan menjawab salam kembali
Pertemuan 2	
Kegiatan Guru	Kegiatan siswa
<ol style="list-style-type: none"> 1) Mempersiapkan kelas untuk memulai proses pembelajaran di Whatsapp 2) Guru memeriksa kehadiran siswa. 3) Guru menjelaskan tujuan pembelajaran pertemuan 2 4) Guru mengirimkan materi dan video pembelajar tentang : <ol style="list-style-type: none"> a. Definition of Argumentative Text b. Purpose of Argumentative Text c. Generic Structure Argumentative Text d. Steps of Argumentative Text 5) Guru ,menginformasikan materi yang akan dipelajari untuk pertemuan selanjutnya dan menutup pembelajaran dengan memberikan salam 	<ol style="list-style-type: none"> 1) Siswa mengisi kehadiran di whatsapp. 2) Siswa memahami dengan seksama video pembelajaran yang diberikan guru 3) Siswa mendengarkan penjelasan dari guru dan menjawab salam kembali

Pertemuan 3	
Kegiatan Guru	Kegiatan siswa
<ol style="list-style-type: none"> 1) Guru memasuki ruangan kelas 2) Guru memberi salam 3) Mempersiapkan kelas untuk memulai proses pembelajaran 4) Guru memeriksa kehadiran siswa 5) Guru mengulas kembali pembelajaran di pertemuan sebelumnya. 6) Guru menjelaskan tujuan pembelajaran pertemuan 3. 7) Guru menyuruh siswa untuk mengeluarkan tugas yang sudah dikirim melalui Whatsapp tentang analisis Argumentative Text 8) Guru mulai menerapkan model pembelajaran Flipped Classroom 	<ol style="list-style-type: none"> 1) Siswa mengisi kehadiran di whatsapp. 2) Siswa memahami dengan seksama video pembelajaran yang diberikan guru 3) Siswa mendengarkan penjelasan dari guru dan menjawab salam kembali
Pertemuan 4	
Kegiatan Guru	Kegiatan siswa
<ol style="list-style-type: none"> 1) Mempersiapkan kelas untuk memulai proses pembelajaran di Whatsapp 2) Guru memeriksa kehadiran di Whatsapp. 3) Guru mengulas kembali pembelajaran di pertemuan sebelumnya. 4) Guru menjelaskan tujuan pembelajaran pertemuan 4. 5) Memberikan tugas untuk menganalisis teks Argumentative Text dikirim dalam bentuk teks di Whatsapp. 6) Guru membagi siswa kedalam beberapa kelompok 7) Guru menginstruksikan siswa untuk menganalisis teks yang telah dikirim melalui Whatsapp pada setiap kelompok 8) Guru membagikan instrument post-test 	<ol style="list-style-type: none"> 1) Siswa mengisi kehadiran di whatsapp. 2) Siswa mengerjakan tugas yang diberikan guru. 3) Siswa mendengarkan penjelasan dari guru dan menjawab salam kembali

<p>9) Siswa mengerjakan soal instrument post-test tentang Argumentative text</p> <p>10) Guru mengumpulkan hasil post-test siswa</p>	
Pertemuan 5	
Kegiatan Guru	Kegiatan Siswa
<ol style="list-style-type: none"> 1) Mempersiapkan kelas untuk memulai proses pembelajaran di Whatsapp 2) Guru memeriksa kehadiran di Whatsapp. 3) Guru mengulas kembali pembelajaran di pertemuan sebelumnya. 4) Guru menjelaskan tujuan pembelajaran pertemuan 5. 5) Memeriksa, memberikan nilai dan memberikan komentar tentang tugas yang telah siswa kerjakan 6) Guru ,menginformasikan materi yang akan dipelajari untuk pertemuan selanjutnya dan menutup pembelajaran dengan memberikan salam 	<ol style="list-style-type: none"> 1) Siswa mengisi kehadiran di whatsapp. 2) Siswa memahami kembali materi yang diberikan guru sebelumnya 3) Siswa mendengarkan penjelasan dari guru dan menjawab salam kembali
Pertemuan 6	
Kegiatan Guru	Kegiatan Siswa
<ol style="list-style-type: none"> 1) Mempersiapkan kelas untuk memulai proses pembelajaran di Whatsapp 2) Guru memeriksa kehadiran di Whatsapp. 3) Guru mengulas kembali pembelajaran di pertemuan sebelumnya. 4) Guru menjelaskan tujuan pembelajaran pertemuan 6. 5) Guru mengrimkan soal post- test ke Whatsapp dalam bentuk Google form dengan tujuan ingin mengetahui adakah peningkatan dalam pemahaman membaca siswa 6) Guru ,menginformasikan materi 	<ol style="list-style-type: none"> 1) Siswa mengisi kehadiran di whatsapp. 2) Siswa menjawab soal post test yang diberikan guru 3) Siswa mendengarkan penjelasan dari guru dan menjawab salam kembali

yang akan dipelajari untuk pertemuan selanjutnya dan menutup pembelajaran dengan memberikan salam		
Kegiatan Penutup		
<ol style="list-style-type: none"> 1. Mengajak peserta didik melakukan refleksi untuk mengevaluasi seluruh rangkaian aktivitas pembelajaran dan hasil-hasil yang diperoleh. 2. Memberikan umpan balik terhadap proses dan hasil pembelajaran 		
Penilaian Pembelajaran		
Sikap	Pengetahuan	Keterampilan
Pengamatan sikap responsif dan Pro-aktif	Jawaban pendek terkait fungsi sosial, struktur teks dan unsur kebahasaan teks eksposisi analitis.	Praktik meringkas dalam bentuk teks eksposisi analitis.

Mengetahui
Kepala Sekolah,

Seluma,
Mahasiswa Penelitian

2022

Drs. Julian Inaidi
NIP: 19650718993031005

Wela Marheni Pratiwi
NIM: 1611230149

APPENDIX 4

Rencana Pelaksanaan Pembelajaran (RPP) Control Class

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Mata Pelajaran : Bahasa Inggris

Kelas/Semester : X IPS

Sekolah : SMAN 09 Seluma

Waktu : 6 Pertemuan (2x 40 mnt)

Topik : **Argumentative Text**

KD Pengetahuan	KD Keterampilan
3.2 Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks eksposisi analitis lisan dan tulis dengan memberi dan meminta informasi terkait tokoh terkenal, sesuai dengan konteks penggunaannya	4.2 Teks ekposisi analitis 4.1.1 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks eksposisi analitis lisan dan tulis, terkait isu aktual 4.1.2 Menyusun teks eksposisi analitis lisan dan tulis, dengan memperhatikan fungsi sosial struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks
Tujuan pembelajaran	
Melalui pembelajaran ini diharapkan siswa: Siswa terampil menggunakan teks lisan dan tertulis sesuai konteks penggunaan dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar mengenai Biografi pendek Tokoh Pendidikan terkenal sesuai dengan konteks penggunaannya	
Media dan alat	
Media	Alat
Buku paket	Papan Tulis

Kamus Inggris-Indonesia Lembar soal	Penghapus Spidol
Kegiatan pembelajaran	
Peremuan 1	
Kegiatan Guru	Kegiatan Siswa
<ol style="list-style-type: none"> 1) Guru mengucapkan salam kepada siswa siswi menanyakan kabar, 2) Guru menyiapkan siswa dengan mengabsen 3) Guru memotivasi siswa agar lebih semangat dalam belajar bahasa inggris 4) Menyampaikan tujuan pembelajaran dari materi yang akan dibahas 5) Guru memberikan pre-test kepada siswa dengan tujuan ingin mengetahui pemahaman membaca siswa 6) Guru melakukan refleksi ,menginformasikan materi yang akan dipelajari untuk pertemuan selanjutnya dan menutup pembelajaran dengan memberikan salam 	<ol style="list-style-type: none"> 1) Siswa menjawab salam dan memperhatikan guru 2) Siswa menjawab per-test yang diberikan guru 3) Siswa melakukan refleksi dan memperhatikan guru
Pertemuan 2	
Kegiatan Guru	Kegiatan siswa
<ol style="list-style-type: none"> 1) Guru mengucapkan salam kepada siswasiswi menanyakan kabar, 2) Guru menyiapkan siswa dengan mengabsen 3) Guru memotivasi siswa agar lebih semangat dalam belajar bahasa inggris 4) Guru menjelaskan tentang analytical text exposition, memberikan gaambaran- gambaran struktur text analytical exposition : <ul style="list-style-type: none"> • Definition of Analytical Exposition • Purpose of Analytical Exposition • Generic Structure Analytical Exposition 5) Guru melakukan refleksi 	<ol style="list-style-type: none"> 1) Siswa menjawab salam dan memperhatikan guru 2) Siswa memperhatikan guru saat menjelaskan materi 3) Siswa melakukan refleksi dan memperhatikan guru

<p>,menginformasikan materi yang akan dipelajari untuk pertemuan selanjutnya dan menutup pembelajaran dengan memberikan salam</p>	
<p>Pertemuan 3</p>	
<p>Kegiatan Guru</p>	<p>Kegiatan siswa</p>
<ol style="list-style-type: none"> 1) Guru mengucapkan salam kepada siswasiswi menanyakan kabar, 2) Guru menyiapkan siswa dengan mengabsen 3) Guru memotivasi siswa agar lebih semangat dalam belajar bahasa inggris 4) Peneliti menjelaskan materi pembelajaran tentang text report: <ol style="list-style-type: none"> a. Language Features Analytical Exposition b. Characteristics Analytical Exposition Text Editor 	<ol style="list-style-type: none"> 1) Siswa menjawab salam dan memperhatikan guru 2) Siswa memperhatikan guru saat menjelaskan materi 3) Siswa melakukan refleksi dan memperhatikan guru
<p>Pertemuan 4</p>	
<p>Kegiatan Guru</p>	<p>Kegiatan siswa</p>
<ol style="list-style-type: none"> 1) Guru mengucapkan salam kepada siswasiswi menanyakan kabar, 2) Guru menyiapkan siswa dengan mengabsen 3) Guru memotivasi siswa agar lebih semangat dalam belajar bahasa inggris 4) Guru mengulas kembali pembelajaran dipertemuan sebelumnya. 5) Guru memberikan tugas menganalisis Text Analytical Exposition. 6) Guru melakukan refleksi ,menginformasikan materi yang akan dipelajari untuk pertemuan selanjutnya dan menutup pembelajaran dengan memberikan salam 	<ol style="list-style-type: none"> 1) Siswa menjawab salam dan memperhatikan guru 2) Siswa mengerjakan tugas yang diberikan guru 3) Siswa melakukan refleksi dan memperhatikan guru

Pertemuan 5	
Kegiatan Guru	Kegiatan Siswa
1) Guru mengulas kembali pembelajaran dipertemuan sebelumnya. 2) Guru menugaskan siswa mempresentasikan text Analytical exposition yang telah dianalisis dipertemuan sebelumnya. 3) Guru mengulas kembali pembelajaran dipertemuan sebelumnya. 4) Guru menugaskan siswa mempresentasikan text Analytical exposition yang telah dianalisis dipertemuan sebelumnya.	1) Siswa menjawab dan memperhatikan guru 2) Siswa melaksanakan tugas yang diberikan guru 3) Siswa melakukan refleksi dan memperhatikan guru
Pertemuan 6	
Kegiatan Guru	Kegiatan Siswa
1) Guru mengucapkan salam kepada siswaswi menanyakan kabar, 2) Guru menyiapkan siswa dengan mengabsen 3) Guru memotivasi siswa agar lebih semangat dalam belajar bahasa inggris 4) Guru memberikan post-test kepada siswa dengan tujuan ingin mengetahui adakah peningkatan pemahaman membaca siswa . 5) Guru melakukan refleksi ,menginformasikan materi yang akan dipelajari untuk pertemuan selanjutnya dan menutup pembelajaran dengan memberikan salam	1) Siswa menjawab dan memperhatikan guru 2) Siswa mengerjakan post test dari guru 3) Siswa melakukan refleksi dan memperhatikan guru
Kegiatan Penutup	
3. Mengajak peserta didik melakukan refleksi untuk mengevaluasi	

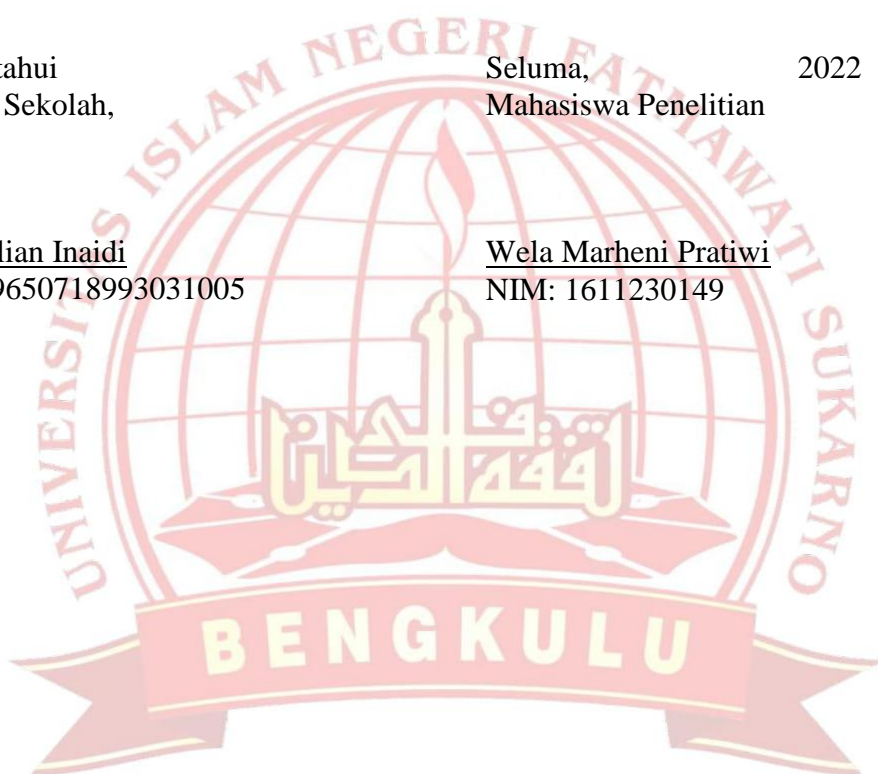
seluruh rangkaian aktivitas pembelajaran dan hasil-hasil yang diperoleh.		
4. Memberikan umpan balik terhadap proses dan hasil pembelajaran		
Penilaian Pembelajaran		
Sikap	Pengetahuan	Keterampilan
Pengamatan sikap responsif dan Pro-aktif	Jawaban pendek terkait fungsi sosial, struktur teks dan unsur kebahasaan teks eksposisi analitis.	Praktik meringkas dalam bentuk teks eksposisi analitis.

Mengetahui
Kepala Sekolah,

Seluma, 2022
Mahasiswa Penelitian

Drs. Julian Inaidi
NIP: 19650718993031005

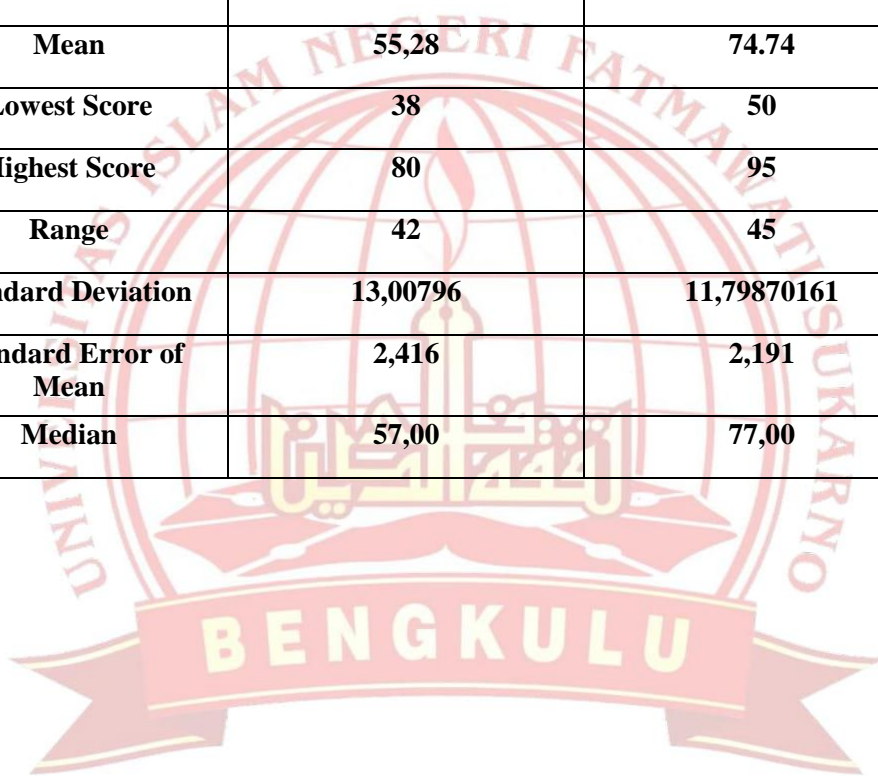
Wela Marheni Pratiwi
NIM: 1611230149



APPENDIX 5**Frequency Distribution of Students' Pre-Test and Post-Test Score of the Experimental Group**

No	Name	Experimental Group			
		Pre-test score	Predicate	Post-test score	Predicate
1.	AUA	52	Poor	75	Good
2.	AK	38	Very poor	60	Average
3.	AA	43	Poor	78	Good
4.	AM	38	Very poor	50	Poor
5.	AV	57	Poor	68	Average
6.	BR	40	Poor	60	Average
7.	CY	65	Average	85	Excellent
8.	DE	55	Poor	75	Good
9.	DPP	75	Good	88	Excellent
10.	ER	70	Good	82	Excellent
11.	EA	78	Good	92	Excellent
12.	EPU	45	Poor	62	Average
13.	INS	50	Poor	73	Good
14.	JP	62	Average	80	Excellent
15.	MN	55	Poor	84	Excellent
16.	NH	57	Poor	80	Excellent
17.	NR	60	Average	78	Good
18.	NTS	40	Poor	60	Average
19.	RA	45	Poor	68	Average
20.	RP	70	Good	85	Excellent
21.	RS	62	Average	78	Good
22.	SWD	39	Very poor	75	Good
23.	UZ	38	Very poor	50	Poor

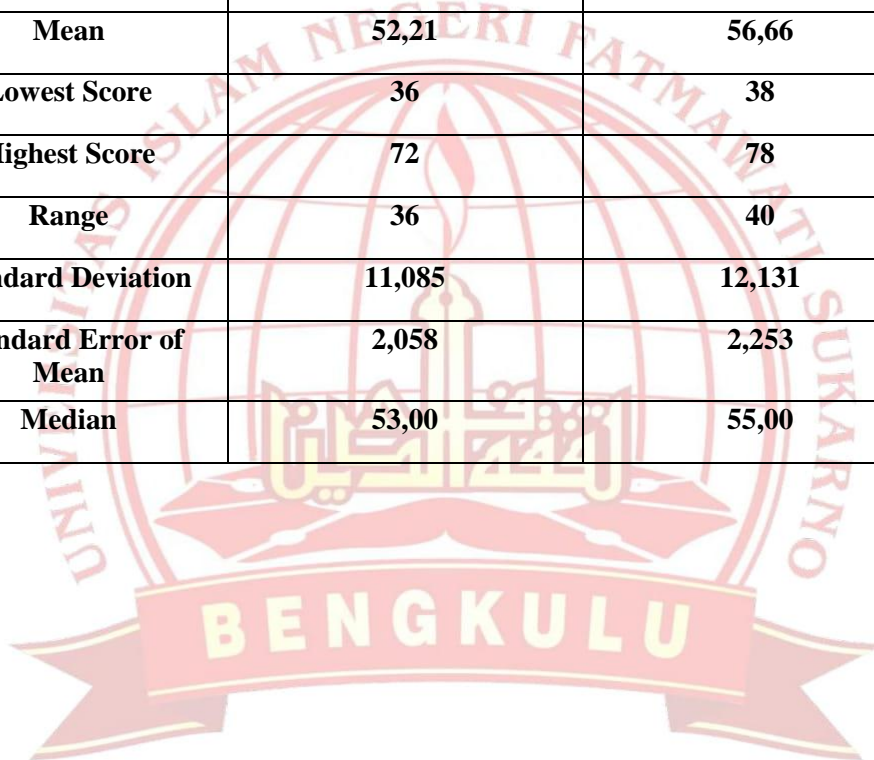
24.	VAA	65	Average	77	Good
25.	WPS	60	Average	82	Excellent
26.	YJ	68	Average	78	Good
27.	YAS	57	Poor	75	Good
28.	ZGR	80	Excellent	95	Excellent
29.	DA	39	Very poor	55	Poor
Total		1.603		2.148	
Mean		55,28		74.74	
Lowest Score		38		50	
Highest Score		80		95	
Range		42		45	
Standard Deviation		13,00796		11,79870161	
Standard Error of Mean		2,416		2,191	
Median		57,00		77,00	



Frequency Distribution of Students' Pre-Test and Post-Test Score of the Control Group

No	Name	Control Group			
		Pre-test score	Predicate	Post-test score	Predicate
1.	AA	50	Poor	55	Poor
2.	AM	44	Poor	50	Poor
3.	AJ	38	Very poor	40	Poor
4.	APY	60	Average	48	Poor
5.	AP	58	Average	55	Poor
6.	AR	39	Very poor	45	Poor
7.	BM	42	Poor	60	Average
8.	CL	55	Poor	62	Average
9.	EA	39	Very poor	38	Very poor
10.	ERT	47	Poor	42	Poor
11.	EW	63	Average	70	Good
12.	IP	68	Average	75	Good
13.	JGA	39	Very poor	50	Poor
14.	JIP	72	Good	78	Good
15.	MS	65	Average	68	Average
16.	MP	70	Good	77	Good
17.	MJ	59	Poor	55	Poor
18.	NP	48	Poor	64	Average
19.	PS	53	Poor	69	Average
20.	PI	38	Very poor	38	Very poor
21.	RH	44	Poor	50	Poor
22.	RR	47	Poor	60	Average
23.	SS	65	Average	72	Good

24.	TA	68	Average	70	Good
25.	WN	57	Poor	55	Poor
26.	YA	53	Poor	58	Poor
27.	YF	36	Very Poor	40	Poor
28.	ZO	42	Poor	47	Poor
29.	ZR	55	Poor	52	Average
Total		1514		1643	
Mean		52,21		56,66	
Lowest Score		36		38	
Highest Score		72		78	
Range		36		40	
Standard Deviation		11,085		12,131	
Standard Error of Mean		2,058		2,253	
Median		53,00		55,00	



Appendix 6
Attendance Experimental Class

MA KELAS : X - MIPA 1

DAFTAR HADIR
SMA NEGI
TAHU

Nama	BULAN...												
	1	2	3	4	5	6	7	8	9	10	11	12	13
ADEL LEXI ALPIMI													
ALDI ROBERTO													
AMBANG													
ANESTI FITRI YANI													
ANIKE PUTRI													
ARIEL													
BELA NAZANTIA													
CINDY LISPIANA PUTRI													
DANDI WAHYU CAHYADI													
ELISA APRILIA													
EL YA RAHMA TRI OKTAMI													
ERLI WISMIANA													
Helpi Manyasari													
IMELDA PUTRI													
Jepri Gema Agustin													
JUITA INTAN PERMATA SARI													
Maheron Susanto													
Marisa Putri Ana													
MIJONI													
NISA PUTRI AYU													
PENEMBAHAN SINO PATI													
PISI													
REYNALDI MARTA FILZA													
RIO HERMANTO													
ROZI RAHMAINI													
SOGENG SAPUTRA													
TIKA ANJELI													
WAIZA NURAMINA													
Winti													
YANITA													
YOLANDA FEBRIANTI													
Zepa Opia													

MENGETAHUI
 KEPALA SMAN 9 SELUMA

Drs. JULIAN INADI
 NIP. 196507181993031005

Attendance list control class

DAFTAR HAZIR
SMA NE...
TAJ...

DAFTAR KLAS : X IPS

Nama	BULAN											
	1	2	3	4	5	6	7	8	9	10	11	12
ALDO OKTORIA												
ANI LESTARI												
DELTA SARI												
DEPSI WINATA												
DOTI PERMATA SARI												
EDOMA PRATAMA												
ERWAN												
EZI SAPUTRA												
FADIL HABIB ATRIRAHY												
FAYAKUNALI												
GALANG ROGERDO												
HERIAN BAKTI												
HINGKI												
INDRA MAHESYA												
Jeri Erianto												
JOY MARSIL												
JUANDIKA FEBRIANSA												
M.NAZIL IRHAMNA												
MARTAN MARSUKI												
MEYZE ANANTA												
PERUWANTO PURWADINATA												
RANTI ANIKA SARI												
SADIWO												
SEMBARA												
SEPTI												
SUBRI												
WISMIN												
Yexti Allaisah												
YUKO PITRO												
YUSUF PAUL												
MENGETAHUI KEPALA SMAN 9 SELUMA												

Drs. JULIAN INAIDI
NIP. 196507181993031005

DOCUMENTATION



Picture 1.1 The office of SMAN 09 Seluma



Picture 1.2 The Schoolyard of SMAN 09 Seluma

Experimental Class (X MIPA)



Picture 1.3 Applying Treatment (Flipped Classrom Model)



**Picture 1.4 Students Analyzing Argumentative Text
Control Class (X IPS)**



Picture 1.5 Students Present an analysis of Argumentative Text



Picture 1.5 Students Analyzing Argumentative Text



KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI
BENGKULU

Jalan Raden Fatah Pagar Dewa Kota Bengkulu 38211
Telepon (0736) 51276-51171-53879 Faksimili (0736) 51171-51172
Website: www.iainbengkulu.ac.id

SURAT PENUNJUKAN PEMBIMBING SKRIPSI

Nomor: 0474/In.11/F.II/PP.009/01/2021

Dalam rangka membantu penyelesaian tugas akhir mahasiswa, Dekan Fakultas Tarbiyah dan Tadris Institut Agama Islam Negeri (IAIN) Bengkulu dengan ini menunjuk Bapak/Ibu dosen:

No	Nama-NIP	Jabatan	Mahasiswa/NIM	Prodi	Judul
1	Feny Martina, M.Pd. 19870324201503	P I	Wela Marheni Pratiwi 1611230149	TBI	The Impact of Flipped Classroom Model on Student's Ability in Writing Argumentative Text (A Quasi Experimental Research at Tenth Students of SMAN 9 Seluma in Academic Year 2020/2021
2	Zelvia Liska Afriani, M.Pd. 19940420201801	P II			

Untuk membimbing, menuntun, mengarahkan, dan mempersiapkan hal-hal yang berkaitan dengan penyusunan draf skripsi, penelitian, hingga persiapan sidang munaqasyah bagi mahasiswa yang nama yang tertera di atas.

Demikianlah surat penunjukan ini dibuat untuk diketahui dan dilaksanakan sebagaimana mestinya.

Ditetapkan di : Bengkulu

Pada Tanggal : 26 Januari 2021

Dekan,



Tembusan:

1. Wakil Rektor
2. Dosen yang bersangkutan
3. Mahasiswa yang bersangkutan
4. Arsip



KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI
FATMAWATI SUKARNO BENGKULU

Jalan Raden Fatah Pagar Dewa Kota Bengkulu 38211
Telepon (0736) 51276-51171-51172- Faksimili (0736) 51171-51172
Website: www.uinfasbengkulu.ac.id

SURAT PERMOHONAN PERUBAHAN JUDUL SKRIPSI

Hal : Permohonan Perubahan Judul Skripsi
Lamp : -

Kepada Yth. Ketua Jurusan Tadris Bahasa Inggris UINFAS Bengkulu

Dengan hormat,

Saya yang bertanda tangan di bawah ini:

Nama : Wela Marheni Pratiwi

NIM : 1611230149

Jurusan/Prodi : Bahasa/Tadris Bahasa Inggris

Fakultas : Tarbiyah dan Tadris

Ingin mengajukan perubahan judul skripsi dikarenakan saran dari pembimbing saya dan atas persetujuan pembimbing saya.

Ada pun judul saya sebelumnya adalah: **The Impact of Flipped Classroom Model on Students' Ability in Writing Argumentative Text (A Quasi Experimental Research at Tenth Students of SMAN 9 Seluma in Academic Year 2020/2021).**

Menjadi : **The Effect of Flipped Classroom Model on Students' Writing Ability in Argumentative Text (A Quasi Experimental Research at Tenth Students of SMAN 9 Seluma In Academic Year 2021/2022).**

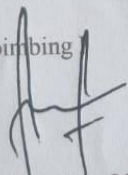
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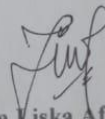
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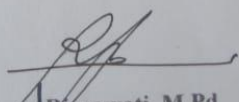
Pembimbing I


Feny Martina, M.Pd
NIP. 198703242015032002

Pembimbing II


Zelvia Liska Afriani, M.Pd
NIP. 1994042 02018012003

Diketahui oleh,
Ketua Jurusan Bahasa


Riznawati, M.Pd
NIP. 197405231999032002



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Bengkulu, 12 Januari 2022

Nomor : 0230 /Un.23/F.II/PP.00.9/01/2022

Lamp. : -

Perihal : Penyeminar Proposal Skripsi

Kepada Yth.

1. Feny Martina, M.Pd. (Penyeminar I)

2. Endang Haryanto, M.Pd (Penyeminar II)

di -

Bengkulu

Assalamu 'alaikum Wr. Wb.

Dengan Hormat,

Bersama ini kami mohon bantuan Bapak/Ibu untuk menjadi Penyeminar Proposal Skripsi Mahasiswa Fakultas Tarbiyah dan Tadris IAIN Bengkulu pada:

Hari/Tanggal : Kamis, 13 Januari 2021

Waktu : 08.00 sampai selesai

Tempat : Gedung C4.1 (Ruang Munaqosah)

NO.	NAMA/NIM	JUDUL
1.	Wela Marheni Pratiwi 1611230149	The Effect of Flipped Classroom Model on Students' Writing Ability in Argumentative Text (A Quasi Experimental Reserach at Tenth Students of SMAN 9 Seluma in Academic Year 2020/2021)
2.	Defitri Putri 1711230009	The Effect of Proses Writing Through Guided Questions Technique to Improve the Students in Writing a Descriptive Text (A Quasi Experimental Research at the 8 th Grade of MTS Hidayatul Qomariyah Bengkulu City)
3.	Bela Elza Fitri 1811230140	The Effect EFL Students' Integrative Vs Instrumental Motivation on Reading Skills (Descriptive Quantitative Study of Students' Eight Grade at SMPN 06 Kota Bengkulu Academic Year 2022)
4.	Iren Aprilia Nurangka 1811230106	The Effect of Discovery Learning on Students' Writing Skills at SMAN 4 South Bengkulu (A Quasi Experimental at the Eleventh Grade of SMAN 4 South Bengkulu in Academic Year 2022)
5.	Ali Firman 1711230064	Students Perception of Asynchronous Communication Method in Online Learning during Pandemic Era (A Qualitative Study at SMPN 14 Kota Bengkulu of Second Grade Students in the Academic Year 2021/2022)

Demikian surat permohonan ini disampaikan, atas perhatian dan kerjasamanya diucapkan terima kasih.

Wassalamu 'alaikum Wr. Wb.

Dekan,





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PENGESAHAN PENYEMINAR PROPOSAL SKRIPSI

Proposal skripsi atas nama : Wela Marheni Pratiwi, NIM : 1611230149 yang berjudul **“THE EFFECT OF FLIPPED CLASSROOM MODEL ON STUDENTS’ WRITING ABILITY IN ARGUMENTATIVE TEXT”** (*A Quasi experimental Research at Tenth Students’ of SMAN9 Seluma in The Year 2021/2022*). Telah diseminarkan oleh tim penyeminar pada:

Hari/Tanggal : Kamis, 13 Januari 2022

Pukul : 08.00 s/d selesai

Dari proposal skripsi tersebut telah diberikan sesuai saran-saran tim penyeminar dan pembimbing skripsi, oleh karena itu sudah layak untuk diberikan surat penelitian (SK Penelitian)

Bengkulu, Januari 2022

Penyeminar I

Feny Martina, MP.d
NIP. 198703242015032002

Penyeminar II

Endang Haryanto, MP.d
NIP. 2004058601

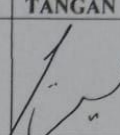
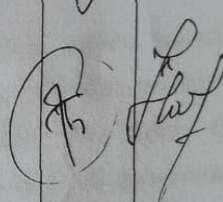
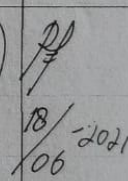


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DAFTAR NILAI UJIAN KOMPREHENSIF

Nama : Wela Marheni Pratiwi
NIM : 161230149
Prog. Studi : Tadris Bahasa Inggris

N O	ASPEK	INDIKATOR	PENGUJI	NILAI	TANDA TANGAN
1	KOMPETENSI IAIN	1. Kemampuan membaca Al Quran 2. Kemampuan menulis Arab 3. Hafalan Surat (Ad Dhuha s/d An Naas)	Akhirudin, M.Pd.I.	75	
2	KOMPETENSI JURUSAN/ PRODI	1. Hapalan ayat dan hadits yang berhubungan dengan pendidikan (tarbiyah) 2. Language Skill, Vocabulary, grammar, Speaking, Writing, Reading 3. Linguistics: Psycholinguistics, Sociolinguistics, Phology, Semantics 4. Teaching skill, TEFL, LTR, ESP, CMD	Zelvia Liska Afriani, M.Pd.		
3	KOMPETENSI KEGURUAN	1. Kemampuan memahami UU/PP yang berhubungan dengan SISDIKNAS 2. Kemampuan memahami Kurikulum, Silabus, RPP dan Desain Pembelajaran 3. Kemampuan memahami Metodologi, Media, dan Sistem evaluasi Pembelajaran.	Risnawati, M.Pd.	85	
JUMLAH				235	
RATA-RATA				78	

Bengkulu,
Dekan



ZUBAEDI



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Nomor : (156 / Un.23/F.II/TL.00/02/2022
Lampiran : 1 (satu) Exp Proposal
Perihal : **Mohon izin penelitian**

11 Maret 2022

Kepada Yth,
Kepala SMAN 09 Seluma
Di –
Kabupaten Seluma

Assalamu'alaikum Warahmatullah Wabarakatuh.

Untuk keperluan skripsi mahasiswa, bersama ini kami mohon bantuan Bapak/ibu untuk mengizinkan nama di bawah ini untuk melakukan penelitian guna melengkapi data penulisan skripsi yang berjudul "*The Effect Of FLIPPED Classroom Model On Students' Writing Ability In Argumentative Text*".

Nama : Wel a Marheni Pratiwi
NIM : 1611230149
Prodi : Tadris Bahasa Inggris (TBI)
Tempat Penelitian : SMAN 09 Seluma, Kabupaten Seluma
Waktu Penelitian : 14 Maret s/d 14 Mei 2022

Demikian permohonan ini kami sampaikan, atas bantuan dan kerjasamanya diucapkan terima kasih.

Wassalamu'alaikum Warahmatullah Wabarakatuh.

Dekan,



Mus Mulyadi

f



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DEKAN FAKULTAS TARBİYAH DAN TADRIS INSTITUTE AGAMA ISLAM NEGERI (IAIN)
BENGKULU

Nomor: 242p /ln. 11/F.II/PP.009/06/2021
Tentang

Penetapan Dosen Penguji Komprehensif Mahasiswa Fakultas Tarbiyah dan Tadris

Atas nama Mhs : Wela Marheni Pratiwi
NIM : 1811230149
Program Studi : Tadris Bahasa Inggris

Dalam rangka untuk memenuhi persyaratan tugas akhir mahasiswa, Dekan Fakultas Tarbiyah dan Tadris IAIN Bengkulu menugaskan kepada Bapak/Ibu dosen yang namanya tercantum untuk menjadi penguji komprehensif mahasiswa yang tercantum namanya di atas.

NO	PENGUJI	ASPEK	INDIKATOR
1	Akhirudin, M.Pd.I.	Kompetensi IAIN	1. Kemampuan membaca Al Quran 2. Kemampuan menulis Arab 3. Hafalan Surat (Ad Dhuhā s/d An Naas)
2	Zelvia Liska Afriani, M.Pd.	Kompetensi Jurusan/Prodi	1. Hafalan ayat dan hadits yang berhubungan dengan pendidikan (tarbiyah) 2. Language Skill, Vocabulary, grammar, Speaking, Writing, Reading 3. Linguistics: Psycholinguistics, Sociolinguistics, Phology, Semantics 4. Teaching skill, TEFL< LTR, ESP, CMD
3	Risnawati, M.Pd.	Kompetensi Keguruan	1. Kemampuan memahami UU/PP yang berhubungan dengan SISDIKNAS 2. Kemampuan memahami Kurikulum, Silabus, RPP dan Desain Pembelajaran 3. Kemampuan memahami Metodologi, Media, dan Sistem evaluasi Pembelajaran.

Adapun pelaksanaan ujian komprehensif dimaksud dilaksanakan dengan ketentuan sbb :

1. Waktu dan tempat ujian diserahkan sepenuhnya kepada dosen penguji .
2. Pelaksanaan ujian dimulai pelaksanaannya paling lambat setelah 1 minggu setelah diterimanya SK Pembimbing Skripsi dan Surat Tugas Penguji Komprehensif dan nilai diserahkan kepada Ketua Prodi selambat lambatnya satu minggu sebelum ujian munaqosah
3. Skor nilai kelulusan ujian komprehensif, adalah 60 s/d 100.
4. Dosen penguji berhak untuk menentukan Lulus atau Tidak lulusnya mahasiswa, dan jika belum dinyatakan lulus, dosen diberikan wewenang dan berhak untuk melakukan ujian ulang setelah mahasiswa melakukan perbaikan, sehingga mahasiswa dapat dinyatakan lulus.
5. Angka kelulusan ujian komprehensif adalah kelulusan per-aspek

Demikianlah Surat Tugas ini dikeluarkan, dan disampaikan kepada yang bersangkutan untuk dilaksanakan.
Terima kasih.

Bengkulu, 14 Juni 2021

Dekan,





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DINAS PENDIDIKAN DAN KEBUDAYAAN
SEKOLAH MENENGAH ATAS (SMA) NEGERI 9 SELUMA
TERAKREDITASI : A



Alamat: Jln. Batang Hari Maras-Desa Jambat Akar Kecamatan Semidang Alas Maras
E-mail : smansemseluma@yahoo.co.id , HP. 0852 7375 1965

SURAT KETERANGAN SELESAI PENELITIAN
Nomor : 206/1.26.5.4/KS/SMAN9/2022

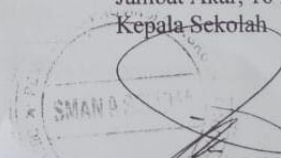
Yang bertanda tangan dibawah ini kepala sekolah SMA Negeri 9 Seluma dengan ini menerangkan :

Nama : Wela Marheni Pratiwi
NIM : 1611230149
Program Study : TADRIS BAHASA INGGRIS
Judul Penelitian : The Effect to Flipped Classroom Model on Students' Writing Ability in Argumentative Text (a Quasi Experimental Research at Tenth Students' of SMAN 9 Seluma in Academic Year 2021/2022).
Tempat Penelitian : SMAN 9 Seluma
Waktu Penelitian : 14 maret 2022 s/d 14 Mei 2022.

Bahwa data yang tersebut diatas benar benar telah selesai melakukan penelitian di SMAN 9 Seluma sesuai waktu yang telah ditentukan .

Demikianlah Surat Keterangan ini dibuat dengan sebenar benarnya untuk digunakan seperlunya.

Jambat Akar, 18 Mei 2022
Kepala Sekolah



Drs. JULIAN INAIDI
NIP : 19650718993031005



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website: www.uinfasbengkulu.ac.id

Bengkulu, 20 Januari 2023

Nomor : 0410 /Un.23/F.II/PP.00.9/01/2023
Lampiran : -
Perihal : Jadwal Munaqasyah Skripsi

Kepada Yth.

1. Dr. Adisel, M.Pd.
(Ketua)
2. Ferri Susanto, M.Pd.
(Sekretaris)
3. Risnawati, M.Pd
(Penguji I)
4. Zelvia Liska Afriani, M.Pd.
(Penguji II)

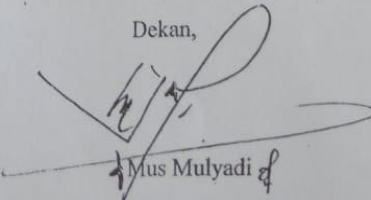
Assalamu'alaikum Warohmatullahi Wabarokatulu
Dengan ini kami sampaikan jadwal Munaqasyah Skripsi Mahasiswa Prodi Tadris Bahasa Inggris,
Fakultas Tarbiyah dan Tadris Universitas Islam Negeri Fatmawati Sukarno (UIN FAS) Bengkulu pada:

Hari / Tanggal : Selasa / 24 Januari 2023
Tempat : Ruang Munaqosah Jurusan Tadris Lantai 3 Dekanat.

NO	NAMA / NIM	WAKTU (WIB)	JUDUL
1.	Wela Marheni Pratiwi 1611230149	08.00- 09.00	The Effect Of Flipped Calsroom Model On Students' Writing Ability In Argumrnitative Text (A Quasi Experimental Research at Tenth SMAN 9).
2.	Deo Francisco 1811230061	09.00- 10.00	EFL Student's Cognition Of Online Speaking Class After Pandemi Covid-19.
3.	Pengky Kemadi Amrulin 1811230148	10.00- 11.00	The Effect Of Cooperative Integrated Reading and Composition (CIRC) Tehnique On Students Reading Comprehension At Tenth Grade Of MA Pancasila Kota Bengkulu.
4.	Azhari Akbar 1811230115	11.00- 12.00	The Correlation Of Dialogue Mastery Ability And Speaking Skill In English Learning For 10 th Grade Students Og SMA N 9 Bengkulu City In The New Normal Era.

Demikian jadwal ini disampaikan, untuk dilaksanakan sebagaimana mestinya.

Dekan,



Mus Mulyadi

28/12/2022

Hanuro Febrani

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SURAT PERNYATAAN

Yang bertandatangan di bawah ini:

Nama : Wela Marheni Pratiwi
Nim : 1611230149
Program : Tadris Bahasa Inggris
Judul Skripsi : The Effect of Flipped Classroom Model on Students' Writing Ability in Argumentative Text (A Quasi Experimental Research at Tenth Students' of SMAN 9 Seluma Academic Year 2022)

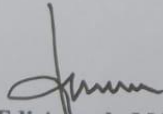
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Bengkulu, 28 Desember 2022

Yang menyatakan,

Mengetahui
Ketua Tim Verifikasi,


Dr. Edi Ansyah, M.Pd
NIP. 197007011999031002




Wela Marheni Pratiwi
NIM. 1611230149



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Nama Mahasiswa : Wela Marheni Pratiwi
NIM : 1611230149
Jurusan : Tadris Bahasa Inggris
Program Studi : Bahasa Inggris

Pembimbing x/II : Zelvia Liska Afriani, M.Pd
Judul Skripsi : The Impact of Flipped Classroom Model on Student's Ability in Writing Argumentative Text

No	Hari/Tanggal	Materi Bimbingan	Saran Pembimbing I/II	Paraf Pembimbing
1.		Konultasi judul	Baca jurnal ¹ terkait topik	
2.		Chapter 1	Revise as suggested	
3.	03/2021 /03	Chapter 1	Revise as suggested	
4.	24/2021 /03	chapter 1-3	Revise as suggested	
5.	08/2021 /04	chapter 1-3	Revise as suggested	

Bengkulu, 14 Juli 2021.....

Mengetahui,
Dekan

Dr. Zubaedi, M. Ag, M. Pd
NIP. 196903081996031001

Pembimbing x/II

Zelvia Liska Afriani, M. Pd
NIP. 199404200018012003



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Nama Mahasiswa : Wela Marcheni Pratiwi Pembimbing /II : Zelvina Liska Afriani, M.Pd
NIM : 1611230149 Judul Skripsi : The Effect of Flipped Classroom Model on Students Writing Ability in Argumentative Text
Jurusan : Tadris Bahasa Inggris
Program Studi : Bahasa Inggris

No	Hari/Tanggal	Materi Bimbingan	Saran Pembimbing I/II	Paraf Pembimbing
6	28/2021 /04	Chapter 1-3	- Perbaiki grammar fensis - Perbaiki instrumen, lampiran - Siapkan materi ajar dan buat KPP - Tambahkan literatur	
6 7	5/2021 /5	chapter 3	- Perbaiki redaksi literatur - Tambahkan instrumen writing test	
	14/2021 /07	Acc to Seminar Proposal		

Mengetahui,
Dekan

Dr. Zubaedi, M. Ag. M-Pd
NIP. 196903081996031001

Bengkulu, 19 Juli 2021

Pembimbing I/II

Zelvina Liska Afriani, M.Pd
NIP. 199404202018012003



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Nama Mahasiswa : WELA MARHENI PRATIWI Pembimbing I/II : Feny Martina, M.Pd
NIM : 1611230149 Judul Skripsi : The effect of Flipped
Jurusan : Tadris Bahasa Inggris Classroom model on Students
Program Studi : Bahasa Inggris Writing ability in Argumentative Text

No	Hari/Tanggal	Materi Bimbingan	Saran Pembimbing I/II	Paraf Pembimbing
1	07/09 2021	Chapter 2	Revise as suggested	
2	22-09-2021	Chapter 2	- Tambahkan Type's of Flipped classroom model - Tambahkan Procedure implementasi of Flipped - Tambahkan scheme	
3	05-10-2021	Chapter 2	- Perbaiki R. elated Previous studies dengan Jurnal 5 buah	
4	22-10-2021	Chapter 3	- Perbaiki Procedures in Flipped classroom model	
5	10-11-2021	Chapter 3	- lampirkan silabus, RPP dan buat Jurnal	
6	03-12-2021		- Revise Jurnal	
7	21-12-2021	Acc Sempit	Acc Sempit	

Mengetahui,
Dekan

Dr. Zubaidi, M.Ag, M.Pd
NIP. 19690308199603001

Bengkulu 21 December 2021
Pembimbing I/II

Feny Martina, M.Pd
NIP. 198703242015032002



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Website: www.uinbengkulu.ac.id

Nama Mahasiswa : Wela Marheni Pratiwi

Pembimbing I/II : Zelvia Lisca Afriani, M.Pd

NIM : 1611230149

Judul Skripsi : The effect of Flipped

Jurusan : Tarbiyah dan Tadris

classroom model on students writing

Program Studi : Bahasa Inggris

ability in argumentative text

No	Hari/Tanggal	Materi Bimbingan	Saran Pembimbing I/II	Paraf Pembimbing
1	06/09 2022	Chapter 1-5	-Perbaiki tensis karena sudah melakukan Penelitian maka tidak lagi menggunakan Future tense. bisa Present /Past tense	ZL
2	20/09 2022	Chapter 4	- Kaitkan hasil dengan Penelitian dan teori sebelumnya yang digunakan di bab sebelumnya.	ZL
3	11/10 2022		- Lampirkan appendix yang berisi hasil tes/wawancara instrumen, silabus dan RPP	ZL
4	25/10 2022		- Kutip artikel Pembimbing I dan II yang terkait dengan topik untuk referensi di bab 1,2 atau bab 3	ZL
5	01/11 2022	Acc to munagosal	- Buat artikel	ZL

Mengetahui,
Dekan

D. Mulyadi, M.Pd

NIP.19700514200031004

Bengkulu, 01. November 2022

Pembimbing I/II

Zelvia Lisca Afriani, M.Pd

NIP.199404202018012003



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Nama Mahasiswa : Wela Marheni Pratiwi Pembimbing I/II : Feny Martina M.Pd

NIM : 1611230149 Judul Skripsi : The Effect of Flipped

Jurusan : Tarbiyah dan Tadris classroom model on Students' Writing

Program Studi : Tadris Bahasa Inggris Ability in Argumentative Text

No	Hari/Tanggal	Materi Bimbingan	Saran Pembimbing I/II	Paraf Pembimbing
	02/11 2022	Chapter 4	- Revisi tabel frequency distribusi di kelas experiment dan kelas control	
	08/11 2022	Chapter 4	- Revisi tabel siswa ketekoran di appendix - Tabel histogram Distribusi Frequency Pretest dan Post-test di kelas experiment dan control dibuat pre-chart	
	15/11 2022	Chapter 4	- Revisi Discussion	
	22/11 2022	Chapter 5	- Revisi Conclusion	
	30/11 2022	Chapter 5	- Revisi suggestion	
	07/12 2022	Acc Muragayah	Acc Muragayah	

Mengetahui,
Dekan

P. Mus. Muliadi, M.Pd
NIP. 197005142000031004

Bengkulu, 07 Desember 2022

Pembimbing I/II

Feny Martina M.Pd
NIP. 198703242015032002



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KARTU HADIR SEMINAR PROPOSAL SKRIPSI

NAMA MAHASISWA : Wela Marheni Pratiwi
NOMOR INDUK MAHASISWA : 1611230140
PRODI : TADRIS BAHASA INGGRIS

NO	Hari / Tanggal	Jam	Nama Mahasiswa Seminar	NIM	Judul Proposal	TTD Dosen Penguji
1	Jum'at 09 April 2021	08.00	Huziah Tuvai Syadiyah	1711230050	High - Achieving student's strategies toward E-Learning practice during covid-19 pandemic	
2	Jum'at 09 April 2021	08.00	Novalia Ranjabati	1711230123	Students Perspective of Google classroom (Gee) online learning during covid-19 pandemic	
3	Jum'at 09 April 2021	08.00	Destia Darma ulan	1711230071	Students ability in Translating collocation from the poem Yerma written by Federico Garcia Lorca	
4	Jum'at 09 April 2021	08.00	Rein Karlina	1711230069	The Items Analysis of Summative Test at the Eight Grade of SMPN 12 Lebong	
5	Jum'at 09 April 2021	08.00	Lise Margareta	1611230045	The effect of Think - Talk - Write (TTW) strategy on students writing ability in Descriptive text	
6						