

# Using Flipped Classroom Method To Improve Students' Writing Recount Text For Eight C-Grade At Smp Islam Al Azhaar Tulungagung

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## Abstrak:

*The research is intended to: show how flipped classroom method can improve the students' writing recount text for eight c grade at SMP Islam Al Azhaar Tulungagung. This research used classroom action research as suggested by Kemmis and Mc Taggart in Burn (2005) . The population of this research was the eighth grade students which consisted of 123 students for eighth grade. Sample this research is VIII C which 23 students. The data were taken quantitative data were taken from the writing test. Based on the result of the research that had been done in three, the students could write easily without consuming more time because they were arranging and writing recount text based watching video. It showed by the score of pre-test and post-test each cycle. In the pre-test found the total score of students' writing result was 21 students low in score test. In the first until third cycle found the total score of students' writing result was 15, 7 & 2 student low in score test. In teaching learning process, more student have passed the KKM.*

**Kata Kunci:** *flipped classroom method, writing and recount text*

## **Introduction**

Nowadays the existence of covid19 (corona virus diseases) is rife. This has affected all countries in the world, as well as in Indonesia. Nearly all regions are affected by this corona virus and its effects greatly affect all aspects of life. Start from the economic, social, government, private sector, as well as about education. Everyone must comply with all health protocols established by the government. Everyone must stay at home, work from home. Students also study at home, teaching and learning activities that are usually done at school must all be carried out at home. All activities that require outside the home must be within 1 m to 1.5 m. therefore there is a need for learning outside the classroom.

Even during corona pandemic, learning must be carried out as closely as possible in accordance with the existing curriculum. In English curriculum at the junior high school, there are four basic skills of English: listening, speaking, reading, and writing. The basic skills have been applied in every school (elementary school, junior high school, and senior high school). Students must master the four language skills in order to use English effectively. But one of the most important of those four basic skills is writing. Because writing is one of the media of communications generally, writing is difficult and complex. The

students often encounter some problems in writing. They get difficulty in making a choice of words and putting the words together. In writing, the choice of words depends on the purpose, and the particular situation that is being used in creating the text.

Writing is one of the language skills that should be taught besides other skills. To achieve the competence of writing, we have to master in writing skill as one of four skills in English. Writing is regarded as a productive skill, it means at assisting students in expressing their idea written. Writing is the last output after students learn separate acts continuously. According Trudy Wallace, et.al, Teaching Speaking, Listening and Writing (2004:15). Those stages are note-taking, identifying a central idea, outlining, drafting, and editing. It means that writing is a complex skill. It covers many sub skills that have to be passed before producing a good piece of writing. Writing seems so complicated with its sub skills, but it is actually can be learned with fun. Writing is also very important because it is documentation of human life history.

Based on the verse above that the researcher concludes that it is the understanding that God taught human by written language in the holy Qur'an. He taught them about the things that have not been known before and Allah taught man about what man has not known before. The definition above

shows that writing is a productive language skill.

Based on curriculum in the eighth grade of junior high school, the basic competency that should be achieved by students in the writing English subject is the ability to understand, apply, analyze and develop written simple functional text in the descriptive text, recount text, and narrative text. Students have difficulties in writing exactly in writing recount text. Students also complain that they cannot think of anything that is significant enough to write. They spend much time at the planning stage yet they are still confused about how to start their writing. They don't know how to organize their ideas and some of them don't even have any ideas. With those problems, a teacher uses writing materials and activities mostly from the textbook which is not effective to encourage and support students' learning. The teacher also needs an interesting learning method to develop and improve students' skills in writing recount text.

Based on students' problem and the effect of covid19 so flipped classroom is one of the learning methods that can be done for schools at this time. According to an expert flipped classroom is "pedagogical approach in which direct instruction moves from the group learning space to the individual learning space, and the resulting group space is transformed into a dynamic, interactive

learning environment where the educator guides students as they apply concepts and engage creatively in the subject matter" (The Flipped Learning Network, 2014).

This interesting alternative learning method is founded by Bergmann and Sams (2012:13) who flipped their class as a transition to the deep learning model. Bergmann named this model as Flipped Classroom method. In addition, he used this model to teach students. He recorded the video of explanation and students could watch the video at home. And the next day, in the classroom, students do homework and exercises that is assisted by the teacher. Furthermore, Khan (2019) who is a founder of Khan Academy suggested to the teachers, to flip the traditional classroom with many videos. He supported the Flipped Classroom Model because he wanted everyone can access learning everywhere. His first video uploaded also starts the concept of flipped classroom up to now. This method is suitable for all students, both those who have the ability to quickly understand the material or who need more time. They can replay all subjects whenever they want.

In addition, this model is the best way to invent teaching methods, deliver instruction to watch online video at home, and move homework to be done in the classroom. The flipped classroom also inverts the traditional classroom

which is low activity in the class to be active interaction such as group discussions. The students spend more time to explore their ideas and knowledge and interact with each other.

## **Method**

This research study is classified as classroom action research. Classroom action research is a study carried out in the classroom to identify the problems and solving the problem during teaching and learning process. Then, there are numerous definitions proposed by some experts. The steps in action research are planning, action, observation and reflection. According to Kemmis and McTaggart (1988) in Burns (2005:32). There are four steps in action research:

The researcher followed some steps in the cycle of an action research as suggested by Kemmis and McTaggart in Burns (2005:32). Reconnaissance, Planing, Action, Reflection.

In conceptual framework part, the researcher describes about the framework that consist of this research. The researcher describes about the writing, the flipped classroom method. Writing refers to the process to think something which becomes the one of the ways to communicate between writer, and reader to share about writers' interpretation of the hot issue or phenomenon, to express of feeling, ideas, and an experience of an event by using written language that say structurally. It

consists of prewriting, drafting, revising, editing, and publishing. (1) Prewriting is the activity when the writers plan, and decide what they are going to write. (2) Drafting is the activity when the writers make drafts. (3) Revising is the activity when the writers think more deeply about what the readers need. (4) Editing and Proofreading is the activity when the writers check all of the aspects of the content in writing structurally. (5) Publishing is the activity when the writers are ready to send their writing to readers. These stages may be affected by the content, medium, and genre of writing.

The research conducted at class VIII C of SMP Islam Al Azhaar Tulungagung, June 1st 2022 to August 31st 2022 in the academic year of 2022/2023. The school is located in Jalan Pahlawan III/40 Kedungwaru Tulungagung.

The subject of this research was the eighth grade students which consisted of 123students for eighth grade in SMP Islam Azhaar Tulungagung in the academic year of 2022/2023. Sample this research is VIII C. The number of the students in VIII C class is 23. There were 23 female (23 active students and 9 boarding in other town) in eighth grade in SMP Islam Al Azhaar Tulungagung in the academic year of 2022/2023.

The school selected as the setting of the research because based on the researcher experience when she was doing the observation, the researcher

found that many students were not eager in writing English. So that, the researcher decided to conduct a research to using flipped classroom method in recount text for students in SMP Islam Al Azhaar Tulungagung. The research will be conducted in three cycles consisting of two meetings in each cycle.

The researcher has time schedule for doing the research and uses the time to do observation and getting familiar with school condition, doing the research, and analyze the result. The data were taken quantitatively. While quantitative data were taken from the writing test, including the students' score on pre-test and post-test in each cycle. There were two variables in this study. Students' writing ability was as dependent variable and flipped classroom method was as independent variable. Student achievement obtained from the test score at each of cycle. This study would be successful if 70 % of the students could pass the passing grade score as 75. The researcher did the research start from June 1st 2022 to August 31<sup>st</sup>.

## **Result & Discussion**

### **Research Findings**

This research was conducted by using classroom action research, it consisted of three cycles. Before during the first cycle, the researcher did pre-cycle to know the ability of students writing recount text

before were given treatment, it was conducted on 6th-8th June 2022. The cycles were conduction on two meetings. The first meeting of cycle I was held on 9st - 11st June 2022, and then on 13rd - 15st June 2022 was hold the second meeting of cycle II, and the last the third meeting of cycle III was held on 16th - 18th June 2022. In three cycles above, the researcher not only gave treatment but also hold evaluation test to measure the degrees of ability students in writing recount text.

Before conducting the study the researcher pre-observed the situation of the classroom and shared with Mrs. Retnawati Firmansyah, M.Pd as the senior English teacher of students of SMP Islam Al Azhaar Tulungagung. She said that the students of eighth grade still poor on ability in writing especially in writing recount text, because the motivation of students to learn English was poor.

After observing the class situation, the researcher prepared the instrument that would be used in teaching learning process. The researcher prepared the material and arranged the lesson plan. The material was taken from 'When English Rings a Bell' book published by Kementerian Pendidikan Dan Kebudayaan Republik Indonesia, 2017. Besides that the researcher also prepared the video, checklist for observed the students' activity, group of students.

Analysis

The data was analyzed by quantitative data. The quantitative data were taken from the mean of the students' score in taking writing recount text. This research was conducted in one class with 23 students. This research was accomplished in three cycles. Each cycle consisted of four steps (planning, acting, observing and reflecting). Before implemented of flipped classroom method in writing descriptive text, the researcher gave pre-test for students. After that, continue of the first cycle conducted in two meetings but in one day, because the students attendance to school a day each week. So it need four days every cycle. The researcher explain purpose in writing recount text, how to made short story in writing recount text, the second cycle was conducted in two meetings too and the same condition with the first cycle but use the simplest way. The researcher focused specific vocabularies in writing recount text. The third cycle was conducted in two meetings too but in this condition the researcher made deeper of material how writing in recount text, used video and specific adjective. In the last meeting of each cycle, the students were taken the test as the post test. The data of experimental class are divided into three sections: the data of the pre-test score, the post-test score and the comparison This classroom action research was conducted into three cycles. Each cycle consists of four steps; they are planning,

implementation, action, and reflection. Well, the implementations of each cycle were as follows:

### Pre-Cycle

Pre-cycle meeting was conducted at the beginning of the research. The purpose of this meeting was to find out the students' ability in writing recount text before they were given treatment through by flipped classroom method. Pre-test conducted on Monday until Thursday 6th - 8th June 2022.

In this activity, the researcher take pre-test and direct discuss result the test without explain about the questions of recount text. Furthermore the researcher sent a video material of recount text. The students can watch the video at their house. The researcher had time 2 x 40 minutes to teaching learning process at school. The researcher explained about recount text including; the definition, generic structure, and lexicogrammatical features, then he gave the example of recount text. The purpose of this activity was to measure the students' ability in writing recount text. The result of test can be seen in the following table:

**Table 4.1**  
**Test Score in Pre-Cycle**

NO	STUDENTS	SCORE
1	S-1	30
2	S-2	90

3	S-3	70
4	S-4	50
5	S-5	20
6	S-6	40
7	S-7	60
8	S-8	40
9	S-9	50
10	S-10	20
11	S-11	40
12	S-12	40
13	S-13	30
14	S-14	50
15	S-15	40
16	S-16	50
17	S-17	10
18	S-18	30
19	S-19	30
20	S-20	40
21	S-21	10
22	S-22	80
23	S-23	10
Total		930

### The First Cycle

This classroom action research was done into three cycles. Each cycle consists of four steps; they are planning, acting, observing, and reflecting. The first cycle was conducted on Thursday - Saturday, 9th - 11st June 2020.

#### Planning

In planning step, the researcher prepared the teaching learning design, such as,

arranging lesson plan based on the teaching material. Then the researcher prepared the teaching learning process resources, such as, the materials, the video, the observation sheets and test evaluation. The last stage, the researcher prepared present list in order to know students' activeness in joining teaching learning process by using flipped classroom method.

#### Acting

In this step, researcher would conduct activities according to the schedule that was arranged in planning stage. As acting, researcher explained about recount text, asked students (in pair) to arrange those words in paragraph, in this section each pair should finish doing evaluation in 20 minutes. After each pair finished doing the work, the researcher asked students to collect their work and valuated than informed the best pair. Finally, the researcher did evaluation for first cycle individually.

#### Observing

The researcher activities monitored by senior teachers using observation format in order to evaluate the results, collect the data and monitor the teaching learning process. It was used to extent that the action result reached the objective. The steps were as follow:

The researcher conveyed the teaching purpose well and regularly.

When the researcher explained about the material, it is still found many students did not pay attention.

There were some students that are confused with the material writing especially recount text, because the researcher did not explain clearly.

Students got new vocabularies in descriptive text, than in pre-test step, so they knew to arrange sentences.

### Reflecting

The students' activities in learning process were not maximal. It was caused many students did not pay attention to the teacher. Many students spoke with their friend when teaching learning process was progress. Besides that, there were many students that did not understand the instruction that had been given by the researcher. The students' work in learning process was still less maximal. It could be seen from the less of students' interest and respond in the teaching learning.

After whole activity had finished, the researcher assessed the students' writing result. From the result, she could calculate the mean of the score students' writing result. The result of the evaluation test in cycle 1 was as follows:

**Table 4.3**  
**Test Score in Cycle 1**

NO	STUDENTS	SCORE
1	S-1	80

2	S-2	90
3	S-3	90
4	S-4	70
5	S-5	40
6	S-6	50
7	S-7	80
8	S-8	70
9	S-9	50
10	S-10	60
11	S-11	80
12	S-12	90
13	S-13	80
14	S-14	50
15	S-15	40
16	S-16	50
17	S-17	60
18	S-18	60
19	S-19	30
20	S-20	40
21	S-21	50
22	S-22	90
23	S-23	20
Total		1420

### The Second Cycle

The second cycle was done based on the result of reflection from the first cycle. If the result from observation tells that the quality was still low, so it was needed another action in order the next cycle made some improvement of the quality. Cycle II was done on Monday, 13rd - 15th June 2022. The steps that were done by the researcher in the cycle II were:

### Planning

Arranging the lesson plan based on the teaching material

Improving the teaching strategy

Preparing the teaching aid (instrument of flipped classroom method).

### Acting

In this step, what had been planned in the planning would be done according to the schedule that was arranged. In this step was done the teaching scenario that had been planned by the researcher.

The teaching scenario in the cycle II was same with teaching scenario in the cycle I, but in the cycle II was done improvements that had not complete in the cycle I. The activities in teaching learning process are:

The researcher explained about the material, although it had been explained on the day before.

The asked the students about their problems on the previous lesson. The researcher explained the problem

The researcher discussed the meaning and pronounced with students

The researcher teach the students in writing

After the students finishing their writing, the researcher valuated their work.

The teacher did evaluation test for second cycle individually.

### Reflecting

1. The teaching that had done by the teacher maximum enough. The teacher motivated the students.

2. The students' activity in learning process was enough maximum. They were more interesting.

3. Many students asked to the teacher about the meaning of difficult words.

After whole activity had finished, the researcher assessed students' writing result as in first cycle. From the result, he could calculate the mean of the score students' writing result. The result of the evaluation test in cycle 2 was as follows:

**Table 4.6**  
**Test Score in Cycle 2**

NO	STUDENTS	SCORE
1	S-1	80
2	S-2	90
3	S-3	90
4	S-4	80
5	S-5	80
6	S-6	50
7	S-7	90
8	S-8	90
9	S-9	70
10	S-10	70
11	S-11	90
12	S-12	90
13	S-13	80
14	S-14	80
15	S-15	70

16	S-16	80
17	S-17	80
18	S-18	70
19	S-19	70
20	S-20	80
21	S-21	80
22	S-22	90
23	S-23	50
Total		1800

### **The Third Cycle**

The third cycle was done based on the result of reflection from the second cycle. If the result from observation tells that the quality was still not maximal, so it was needed another action in order the next cycle made some improvement of the quality.

Cycle III was done on Thursday, 16th - 18th June 2022. The steps that were done by the researcher in the cycle III were:

#### **Planning**

Arranging the lesson plan based on the teaching material

Improving the teaching strategy

Preparing the teaching aid (instrument of flipped classroom method).

#### **Acting**

In this step, what had been planned in the planning would be done according to the schedule that was arranged. In this step was done the teaching scenario that had been planned by the researcher.

The teaching scenario in the cycle III was same with teaching scenario in the cycle II, but in the cycle III was done improvements that had not complete in the cycle II. The activities in teaching learning process are:

The researcher explained about the material, although it had been explained on the day before.

The asked the students about their problems on the previous lesson

The researcher explained the problem

The researcher discussed the adjective and meaning with students

The researcher Gave them more detail explanation and complete knowledge of recount text, And gave reward to the good writing. It motivated the students to do best.

The researcher asked the students to write a recount text according their experience.

After the students finishing their writing, the researcher valuated their work.

The researcher did evaluation test for individually.

#### **Reflecting**

The teaching that had done by the researcher maximum enough, and gave motivating to the students.

The students' activity in learning process was maximal. They were more interesting.

Many students had confidence in writing.

After whole activity had finished, the researcher assessed students' writing result as in third cycle. From the result, the researcher could calculate the mean of the score students' writing result. The result of the evaluation test in cycle III was as follows:

**Table 4.9**  
**Test Score in Cycle III**

NO	STUDENTS	SCORE
1	S-1	80
2	S-2	100
3	S-3	90
4	S-4	100
5	S-5	80
6	S-6	70
7	S-7	90
8	S-8	90
9	S-9	90
10	S-10	80
11	S-11	90
12	S-12	90
13	S-13	80
14	S-14	80
15	S-15	80
16	S-16	80
17	S-17	80
18	S-18	70
19	S-19	90
20	S-20	90
21	S-21	90
22	S-22	90

23	S-23	90
		Total 1970

### Discussion

In this sub-chapter, the researcher would like to describe and discuss the findings of the research. As mentioned in the previous chapter that in this research, the researcher wanted to know the implementation of using flipped classroom method in writing recount text that focused on the parts, language feature and generic structure. In this research, the researcher used classroom action research. Its purpose is to know whether there is improvement of students' ability in writing recount text or no after being taught using flipped classroom method. In these findings, the researcher presented the result of research and the analysis of the data collected which were conducted through pre-test and three times of treatment. Pre-test was considered as the preliminary reflection. Two times of treatment were the teaching and learning processes and the assessment tests which were considered as implementation. The descriptions of the result of all tests were as follows:

### The Analysis of pre-test

In this activity, the researcher was doing teaching practice as usual. The teacher explained about descriptive text including; the definition, generic structure, and language features, then

the researcher gave the example of recount text. In the pre-test, the students were asked to write a recount text according to their imagination. So, they could not write completely. The purpose of this activity was to measure the students' ability in writing recount text.

Based on the observation in this activity, most of the students had difficulties in writing recount text. It could be seen from their writing result.

After implementing the test, the researcher assessed the result of the students' writing.

Form the achievement, the average of students from pretest was still poor and not satisfactory yet. The researcher was aware that most the students in VIII C still had difficulties to write a recount text. Most of them could not arrange words well. They had difficulty to write appropriate words in the text.

### **The Analysis of the First Cycle**

The second cycle was about teaching and learning process and the assessment. In this activity, the teacher taught writing recount text by using flipped classroom method as a media. Then the researcher gave the evaluation test for first cycle.

After whole activities had finished, the researcher assessed the students' writing result.

Based on the test result, the average of students in treatment (cycle 1) increased 21 from pre-test and it could be concluded that a first cycle was

successful enough. In first cycle, the researcher analyzed that some students still had difficult in writing recount text. Based on the problem above, the teacher conducted cycle 2 in order to improve the students writing recount text.

### **The Analysis of Second Cycle**

In this cycle, the teacher reviewed the previous lesson and gave the flipped classroom method as an aid in teaching writing recount text. In this cycle, students could improve their vocabularies in writing sentences, because they got adjective from the researcher and could develop their vocabularies by themselves. In the students' writing activity, the teacher guided them in writing.

Based on this observation, the researcher noticed that most of the students felt easier to write and they did not consume the time, because they could arrange the text by using some words that had been given. They could develop their writing and felt interested in writing sentences. So, their writing result was better than before. It could be seen from their writing result.

The analysis shows that the mean of students' writing result of the second cycle was increase. It means that the students' writing value was good. It was better than previous one. There was an improvement in this cycle. The researcher concluded that the problems with the improvements of students'

writing using flipped classroom method were solved by the discussion.

### **The Analysis of Third Cycle**

In this cycle, the teacher reviewed the previous lesson and gave the flipped classroom method as an aid in teaching writing descriptive text. In this cycle, students could improve their adjective in writing sentences, because they got adjective word from the researcher and could develop their vocabularies by themselves. In the students' writing activity, the teacher guided them in writing and gave reward to the good writing. It motivated the students to do it

Based on this observation, the researcher noticed that most of the students felt easier to write and they did not consume the time, because they could arrange the text by using some words that had been given. They could develop their writing and felt interested in writing sentences. So, their writing result was better than before. It could be seen from their writing result.

The analysis shows that the mean of students' writing result of the third cycle was increase. It means that the students' writing value was good. It was better than previous one. There was an improvement in this cycle. The researcher concluded that the problems with the improvements of students' writing using flipped classroom method were solved by the discussion.

The researcher showed comparison the average of students' scores and teaching learning process after using flipped classroom method first cycle until third cycle.

In the pretest, all of the students have been doing the test, and the average result was 40. In this activity, the researcher still uses conventional method, did not use flipped classroom method as teaching media.

In the first cycle, the researcher began use flipped classroom method to teach the students. In teaching learning process, there were many students joined the class enthusiastically. They paid attention to the lesson, although some students still confused to start writing. But it could be overcome with give direction more slowly. In the second cycle, in teaching learning process, there were many students writing enthusiastically. They paid attention to the lesson, although there was still hesitate to write what they want. But it could be overcome with give direction more slowly and clearly. In the third cycle, the average result was good. In teaching learning process, all of students were writing seriously and enthusiastically. All activities in this cycle run well.

It showed that there was significant improvement in students' achievement. Furthermore, there was also improvement from cycle I until cycle III.

## **Conclusion**

Based on the result of the research that had been done in three cycles in the research entitled using flipped classroom method in Writing Recount Text, it can be concluded the students ability in writing recount text improved after being taught by using flipped classroom method, they could write easily without consuming more time because they were arranging and writing recount text based watching video. They are able to write their experience. It showed by the score of pre-test and post-test each cycle. In the pre-test of students' writing result was 21 students still have low score. It means that the value of students' writing result was poor. In the first cycle of students' writing result was 15 student still have low score. It means that the value of students' writing result was average, but based on criteria assessment, students are still fair. In the second cycle of students' writing result was 7 students have low score. It means that the value of students' writing result was good enough. Cause students' writing result is not reach maximal so the researcher decided to get the third cycle. In the third cycle of students' writing result was 2 students have low score. It helped the students to write a recount text easily and accurately, because they could write the parts, experience by using flipped classroom method.

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