THE USE OF REVERSED CLASSROOM LEARNING MODEL TO IMPROVE STUDENTS' SKILLS IN WRITING DESCRIPTION TEXT

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Abstract

In this modern era with the sophistication of digital technology, teachers are required to be able to understand and have skills in using learning models. So that learning is easily understood by students. So, the learning used must be effective and efficient. To fulfill all that, researchers use the inverted classroom learning model in learning to write description text. The purpose of this study is to determine students' activities using the flipped classroom learning model in learning to write description text and to determine the effectiveness of the flipped classroom learning model. This research consists of three stages. Each stage consists of an initial test before treatment and a final test after treatment. The information collection strategies utilized were perception, survey, and test come about. The investigate strategy utilized was a pseudo-experimental strategy with a time arrangement plan. The research shows that the learning of descriptive text using the flipped classroom learning model is more effective. This can be seen from the average value at each stage of the test, the final test conducted is higher and significant than the initial test. Based on the results of the research that has been conducted by researchers at SMP Negeri 1 Susukan, Cirebon Regency by using the inverted classroom learning model in learning description text is effectively used to improve students' ability to write description text.

Keywords: Flipped Classroom Learning Model, Description Text

INTRODUCTION

In this advanced time, instructors must be able to get it and have aptitudes in utilizing learning models so that within the usage of learning instructors can provide fabric to understudies viably and productively. A teacher must be able to utilize current digital technology to create learning materials that students can access anywhere and anytime. This is in line with the main objectives of the 2013 curriculum according to Halim Simatupang, et al (2019: 66) which states that "the 2013 curriculum aims to produce productive, creative, innovative, active Indonesian people, through integrated observation of attitudes, skills and knowledge".

One of the models that teachers can use in learning is the flipped classroom model. The flipped classroom is a learning activity or the art of teaching (pedagogics) where students learn learning material through a video at home or before entering the classroom; while

classroom activities will be used more for group discussions and question and answer (Minhajul Ngabidin. 2021: 137).

According to Bishop (2013: 17) in the Scientific Publication of Universitas Muhammadiyah Ponogoro, the steps of learning with a flipped classroom are as follows. (1) phase 0 (Students learn independently) before the learning is carried out, students learn independently at home about the material for the next meeting by studying the teaching materials that have been provided by the teacher.

The results of the author's observations to Indonesian language teachers at SMP Negeri 1 Susukan that students are still difficult to express ideas when writing description texts, the use of sentences chosen by students is still not good and correct, and students are still difficult to make effective sentences. Another factor that becomes the background of the problem of this study is the lack of student interest in a learning activity. In order for students' interest in learning to increase, one of them is determined by the learning model used. Thus, the researcher will combine two learning strategies at once in order to improve students' ability to learn, especially in writing description texts, namely with video learning on the previous day and discussion when learning begins, or we can call learning using the inverted classroom model. Based on this, the author is interested in carrying out research activities with the title "Utilization of the Inverted Classroom Learning Model to Improve Students in Writing Descriptive Text.

METHOD

The investigate conducted by the creator is utilizing quantitative investigate. This quantitative investigate could be a investigate that produces discoveries that can be gotten or accomplished utilizing factual strategies or other quantitative strategies. Quantitative research is a process of finding knowledge that uses data in the form of numbers as a means of analyzing information about the data.

The subjects of this study were junior high school students in grade VII. The subject of this research was chosen based on initial observations made by the researcher. The object of the research is utilizing the flipped classroom learning model in today's digital era. Researchers collected data sources in the form of primary data and secondary data. Primary data sources obtained by the author are from the observation of distributing initial questionnaires to teachers and students regarding learning to write description texts conducted at school before carrying out the research. At the time of the research, of course, the data source needed was the initial test and final test to students regarding descriptive text. While the secondary data of this research is in written form from reference books that are parallel to research needs such as lesson plans and research methods. Information collection strategies point to be exceptionally vital amid the investigate.

Agreeing to Sugiyono (2015: 308) Information collection procedures are the foremost critical techniques in investigate, since the most reason of inquire about is to urge information. Without knowing the information collection strategy, the analyst will not get information that meets the desired information benchmarks. The information collection strategies utilized in this ponder are. (1) Observation, carried out during the learning process or simultaneously with the implementation of the action. Observations were made from the beginning of learning to the end of learning. (2) Questionnaires, distributed and filled in by students. The function of the questionnaire is to find out students' responses before and after the implementation of learning to write description texts using the inverted classroom learning model. (3) Tests, this was carried out in three stages, namely in each stage of the test an initial test was carried out before students were treated using the inverted classroom

learning model and the final test after being treated using the inverted classroom learning model.

RESULTS AND DISCUSSIONS

This research was implemented on May 14, 2024 until May 27, 2024 at SMPN 1 Susukan in the 2023/2024 school year. The learning process of description text was carried out in class 7i as the class studied by the author with 25 students. The problem formulations of this study are, 1) How is student activity using the flipped classroom learning model in learning to write description text? 2) How is the effectiveness of the flipped classroom learning model? In the formulation of the first problem, the author answers by using non-test results, namely observation and questionnaire. Meanwhile, to answer the second problem formulation, the author uses data collection techniques in the form of tests. The implementation of the research used the flipped classroom model in learning description texts in grade 7i students of SMP Negeri 1 Susukan. Because the author only uses one group and uses a pseudo-experimental method with the Time Series Design form, then in this learning process, students take an initial test and a final test which is carried out in three stages in order to determine the stability and clarity of the student's condition, so as to get satisfactory results.

This research was conducted for 6 meetings. The research process carried out is to conduct an initial test by distributing questions, namely writing descriptive texts with free themes to students before learning descriptive text material. After the initial test was carried out, then students were given treatment using the following methods.

To find out the ability of students to improve their skills in writing descriptive texts, we can calculate the gain or the difference between the results of the initial test and the final test. The gain value can be determined by the following formula.

G = Posttest - Pretest

= 78,9 - 67,9

= 11

Tabel 2. Descriptive Statistics

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
O1	25	60.0	80.0	67.360	5.0239
O2	25	51.5	69.0	62.620	5.7812
O3	25	64.5	88.0	73.800	6.9237
O4	25	68.5	85.0	76.020	4.2118
O5	25	67.5	88.0	78.560	5.6832
O6	25	75.0	95.5	82.160	5.7838
Valid N (listwise)	25				

Keterangan:

O1O2O3 = Prettest

O4O5O6 = Postest

In terms of comes about, it can be seen that the composing capacity of graphic content in lesson 7i understudies of SMP Negeri 1 Susukan has expanded after being treated utilizing the flipped classroom learning demonstrate. The introductory test score gotten by understudies as it were accomplished 67.36, whereas the normal score gotten by understudies after being treated utilizing the altered lesson learning demonstrate got to be 76.02. Moreover, the moment arranges introductory test esteem which as it were gotten a normal esteem of 62.62, rose to 78.56 after being treated utilizing the modified classroom learning show. At that point, the third organize of the starting test moreover experienced an increment within the normal esteem of understudies, which was at first as it were 73.8. After being treated using the inverted classroom learning model, the average student score was 82.16.

Table 3.2 Satistics Data

Statistics

Skor

N	Valid	25
	Missing	0
Std. Error of Mean		2.1139
Std. Deviation		10.5693
Variance		111.710
Skewness		.518
Std. Error of Skewness		.464
Kurtosis		-.044
Std. Error of Kurtosis		.902
Range		41.0
Minimum		184.0
Maximum		225.0

Hypothesis test in this study is to find out whether the use of flipped classroom learning model to improve the ability to write description text of 7i grade students of SMP Negeri 1 Susukan is effective. In this case, researchers used the t test.

The student activities in writing description texts using the flipped classroom learning model in class 7i students of SMP Negeri 1 Susukan gave good results. there are 8 aspects that are assessed 4 assessment criteria have a very good average. Eight aspects of the assessment obtained a very good assessment (S) and two aspects obtained a good score (B). This is evidenced by eight very good aspects, namely; 1) Students listen to the teacher's explanation of learning objectives and initial student activities that must be done (scanning barcodes or copying learning video links on YouTube that have been provided); 2) Students study the learning video provided by the teacher before learning in class, either by recording the material or preparing questions about material that has not been understood. 3) Students are assigned by the teacher to heterogeneous groups, each group consisting of 5 people; 4) Students are expected to be able to learn from learning sources related to solving these problems; 5) Students can actively and creatively organize and explain or solve these problems guided and facilitated by the teacher; 6) Students collect information and search for data individually or in groups according to the problems presented; 7) Students plan work that is in accordance with the learning that has been done by grouping and helping each other share tasks with their friends; and 8) Students together with the teacher carry out evacuation

CONCLUSION

In the hypothesis test which was conducted to determine the effectiveness of the flipped classroom learning model in learning to write description text, the results found were H_1 accepted and H_0 rejected. which means that the utilization of the flipped classroom learning model to improve students' ability to write description text is effective. With the results of the calculations that have been done if $T\_hitung = (2.61) > T\_table = (1.20)$. So, it can be concluded that the utilization of the flipped classroom learning model to improve 7i grade students of SMP Negeri 1 Susukan in writing description text is effective.

Based on the observation of students' activities in learning to write description text by utilizing the flipped classroom learning model, the final result is good. This can be seen from the students' activeness in learning to write description text. The activeness can be seen from the involvement of students in every aspect of learning activity. Then supported by the results of the average percentage of student activity which is 82% with a very good category.

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