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A Quasi-Experimental Research on Middle Schools' Students Writing Skill Development Through the Power of Flipped Classroom Method

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Abstrak

Penelitian ini mengeksplorasi efektivitas metode *Flipped Classroom* dalam meningkatkan keterampilan menulis siswa di MTs Hizbul Wathan NW Semaya dengan menggunakan desain quasi-eksperimental. Metode ini mengubah pendekatan pembelajaran tradisional, memungkinkan siswa untuk mempelajari materi secara mandiri sebelum berkolaborasi di kelas. Penelitian melibatkan penilaian pre-test dan post-test untuk mengevaluasi kemampuan menulis siswa, menunjukkan peningkatan signifikan dalam skor kelompok eksperimen dibandingkan kelompok kontrol. Secara khusus, kelompok eksperimen mencapai skor rata-rata post-test sebesar 82,18, sedangkan kelompok kontrol memiliki skor rata-rata 60,33. Hasil ini menyoroti potensi *Flipped Classroom* dalam meningkatkan keterlibatan, motivasi, dan kepercayaan diri siswa dalam menulis. Artikel ini juga membahas implikasi temuan untuk praktik pengajaran di masa depan dan menekankan perlunya penelitian lebih lanjut untuk mengevaluasi dampak jangka panjang metode ini di berbagai konteks pendidikan. Secara keseluruhan, penelitian ini mendukung Flipped Classroom sebagai strategi efektif untuk meningkatkan kemampuan menulis siswa dan keterampilan bahasa secara keseluruhan.

Kata Kunci: *Metode Flipped Classroom, Keterampilan Menulis*

Abstract

This study explored the effectiveness of the Flipped Classroom method in improving writing skills among students at MTs Hizbul Wathan NW Semaya, employing a quasi-experimental design. By transforming the traditional learning approach, this method allowed students to study instructional materials independently before collaborating in the classroom. The research involved pre- and post-test assessments of students' writing abilities, revealing a notable enhancement in the experimental group's performance compared to the control group. Specifically, the experimental group achieved a mean post-test score of 82.18, while the control group's mean was 60.33. These results highlighted the Flipped Classroom's ability to foster greater student engagement, motivation, and confidence in writing. The article also addressed the implications of these findings for future teaching practices and emphasized the importance of further research to assess the long-term impact of this method across different educational settings. Overall, the study supported the Flipped Classroom approach as an effective strategy for advancing students' writing proficiency and enhancing their overall language skills.

Keywords: *Flipped Classroom Method, Writing Skill*

INTRODUCTION

Writing is a crucial skill that profoundly impacts academic success, professional effectiveness, and personal expression. It enables individuals to articulate ideas clearly, construct logical arguments, and engage in reflective thinking (Bean & Melzer, 2021). In academics, proficient writing is linked to improved performance and critical thinking. Professionally, strong writing skills facilitate clear communication and career advancement. Moreover, writing serves as a means of personal expression and self-discovery, highlighting its broader significance. As educational methods evolve, understanding how innovative approaches affect writing skill development is essential for enhancing both student outcomes and communication competencies.

In contrast, many students face substantial challenges in developing writing skills, often struggling with issues such as organizing thoughts coherently, using appropriate grammar and syntax, and maintaining clarity and coherence in their writing. Many students grapple with generating and structuring ideas effectively, which can hinder their ability to produce well-organized and compelling texts (Hartman, 2001). Additionally, the pressure of meeting academic standards and deadlines can exacerbate these difficulties, leading to increased stress and reduced writing quality. The complexity of academic and professional writing tasks further compounds these challenges, necessitating targeted instructional strategies and support to help students overcome these barriers and enhance their writing proficiency.

The Flipped Classroom method offers a promising approach to addressing students' writing challenges by reversing traditional teaching dynamics (Chen et al., 2017). In this

model, instructional content is delivered outside of class through video lectures or online materials, allowing classroom time to be dedicated to interactive activities and personalized feedback. This approach enables students to engage with writing concepts at their own pace, revisit complex topics as needed, and apply their learning through practical exercises during class.

Recent research supports the effectiveness of the Flipped Classroom method in improving writing skills and overall academic performance. Studies have shown that this approach enhances student engagement and understanding by providing flexible learning opportunities outside the classroom and fostering interactive, application-based activities during class time. For instance, a study by O'Flaherty and Phillips (2015) found that students in Flipped Classroom environments demonstrated significant improvements in writing quality and academic achievement compared to those in traditional settings.

Additionally, research by Bishop and Verleger as cited in Wiley (2015) highlighted how the Flipped Classroom model promotes deeper learning and better retention of writing concepts by allowing students to actively apply and refine their skills in a supportive, hands-on setting. These findings suggest that the Flipped Classroom method not only addresses common writing difficulties but also supports the development of essential writing competencies through its innovative instructional design.

Recent research highlights the effectiveness of the Flipped Classroom method in enhancing middle school students' writing skills. Li et al. (2022) found that middle school students in Flipped Classroom settings demonstrated significant improvements in writing organization and coherence compared to their peers in traditional classrooms. The study revealed that the method's emphasis on interactive, in-class writing exercises and peer review processes contributed to these gains.

Similarly, Laud a nd patel (2012) showed that middle school students benefited from increased opportunities for individualized feedback and revision during class, leading to better writing quality and increased confidence. These findings illustrate the Flipped Classroom's potential to effectively address specific writing challenges faced by middle school students and support their development of essential writing skills through a more engaging and supportive learning environment.

To understand deeply about The Flipped Classroom method, it is essential to know the basic definition, the Flipped Classroom method is an instructional strategy that reverses traditional teaching practices by shifting the delivery of new content outside the classroom and using in-class time for interactive, application-based learning. In this model, students engage with instructional materials such as video lectures or online resources at home,

allowing them to familiarize themselves with the concepts at their own pace. Classroom time is then dedicated to collaborative activities, discussions, and hands-on practice that reinforce and apply the learned material. This approach aims to enhance student engagement and understanding by providing more opportunities for active learning and immediate feedback, thereby supporting deeper comprehension and skill development.

The Flipped Classroom method offers several advantages that enhance the learning experience. Firstly, it allows students to learn at their own pace by accessing instructional materials outside of class, which can accommodate diverse learning speeds and styles. This approach promotes greater student engagement and participation during class time, as it shifts the focus from passive listening to active, hands-on activities and collaborative problem-solving.

Additionally, the flipped classroom method provides more opportunities for personalized feedback and support from teachers, as class time is dedicated to addressing specific student needs and applying concepts in practical contexts. The method also fosters a more dynamic and interactive learning environment, which can improve student motivation and retention of material. Overall, the Flipped Classroom model effectively leverages technology and classroom time to create a more responsive and engaging educational experience.

Several studies have shown that the Flipped Classroom method effectively improves student learning. The first research came from Bermillo et al. (2022) who discovered that using a flipping classroom strategy dramatically boosted students' comprehension and engagement with the topic. The second study was conducted by Ali Efendi (2020) which highlighted a substantial gains in students' writing skill and motivation when compared to traditional teaching techniques. McLean et al. (2016) also aligned with the current research, which found that students in Flipped Classrooms remembered material better and were more satisfied with their learning experience. These studies highlight the positive impact of the Flipped Classroom approach on student learning and engagement.

RESEARCH METHOD

The study employed an experimental research method. Avolio et al. (2009) explains that the goal of experimental research is to determine whether the investigated variable has an impact. This study specifically utilized a quasi-experimental design, where the pre-test and post-test results of both the experimental and control groups were compared. Acknowledging the difficulty of controlling all variables, as highlighted by Eckerd et al. (2021), the design sought to closely replicate the conditions of a true experiment. The

decision to apply purposive sampling and focus on the practical aspects of the experimental design was informed by relevant literature.

The research was conducted at MTs Hizbul Wathan NW Semaya, where a group of 27 eighth-grade students participated. This setting was selected as it represents a typical Indonesian middle school environment, allowing for the findings to be generalizable to similar educational contexts across the country.

Data were collected through a combination of pre-tests and post-tests in control and experiment group through descriptive writing test. The pre-test and post-test in experiment group were designed to assess changes in students' writing skills after the implementation of Flipped Classroom method, while control group does not recieve any treatment. The proficiency of students in writing was tested using the rubric scoring developed by Brown and Abeywickrama (2019). This scoring system evaluated the students' content, vocabulary, grammar, and mechanics. Classifying student scores into five levels which consist of the category of excellent (81-100), good (61-80), fair (41-60), and poor (0-40). This structured assessment methodology targeted to measure the effectiveness of Flipped Classroom method in fostering writing skills among the eight grade students at MTs Hizbul Wathan NW Semaya.

The intervention involved the implementation of Flipped Classroom as the primary teaching method over a series of instructional sessions. The Flipped Classroom method redefines traditional teaching by reversing the conventional approach to lesson delivery and homework. In this model, students first encounter new content through video lectures or reading materials at home, allowing them to learn at their own pace. Class time is then dedicated to engaging in interactive activities, discussions, and hands-on projects that reinforce the material. This approach promotes active learning, as students can collaborate with peers and receive immediate feedback from the instructor, enhancing their understanding and retention of concepts. By prioritizing student engagement and critical thinking, the Flipped Classroom method transforms the classroom into a dynamic learning environment.

Otherwise, in this study, the control group did not receive the benefits of the Flipped Classroom method, which meant their learning experience remained more traditional and passive. Instead of engaging with pre-class materials, they were given a list of themes to choose from for their writing assignments. This approach limited their exposure to guided content and collaborative learning opportunities typically offered in a flipped environment. As a result, students in the control group focused on crafting paragraphs based solely on their selected topics, concluding with a summary that mirrored the structure of their

assignments. While this method encouraged independent topic selection, it lacked the interactive elements that foster deeper understanding and application of language skills, potentially hindering their overall learning outcomes compared to those in the experimental group.

RESULT AND DISCUSSION

The results of the research project, which was carried out between August and September in the year 2024, are reported in this section. It concentrated two class of eight garde at MTs Hizbul Wathan NW Semaya. Class VIII A as the experiment and VIII B as the control group. The purpose of this study is to examine the impact of the Flipped Classroom method as an intervention on enhancing students' writing skills. Following the implementation of the Flipped Classroom approach, where students reviewed materials outside of class and participated in interactive, hands-on activities during class time, the findings are organized to compare the pre-test and post-test results from both control and experiment group. This comparison allows for an analysis of the effectiveness of the intervention in improving students' writing abilities, demonstrating how the Flipped Classroom method contributed to their overall progress in writing proficiency.

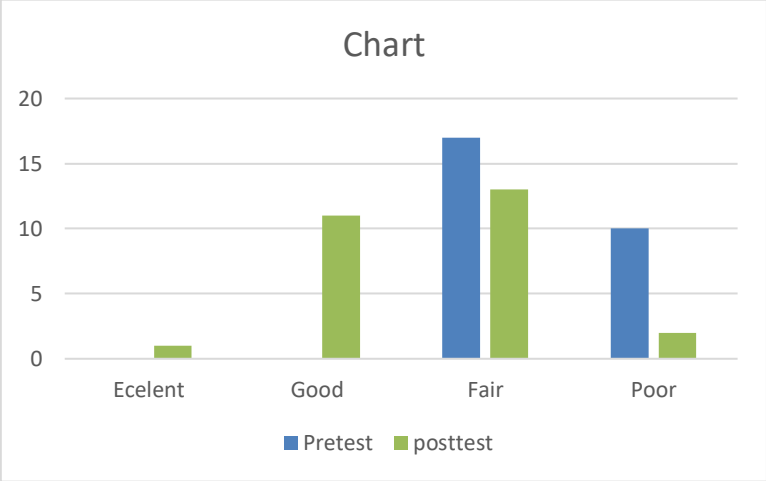

Figure 1. The scores of students' pretest and post-test in the experiment group

The analysis of pre-test scores, shown in Figure 1, reveals a notable improvement in students' writing abilities after the implementation of the Flipped Classroom method. The data indicated a mean pre-test score of 37.81 among the 27 students in class VIII A, with scores ranging from a high of 65 to a low of 5. This suggests that, prior to the intervention, the majority of students in class VIII A displayed relatively weak writing skills.

After applying the Flipped Classroom method, there was a significant increase in scores. The post-test mean rose to 82.18, reflecting a marked enhancement in writing proficiency. Notably, thirteen students achieved the highest post-test score of 100, while the lowest recorded score improved to 65. This change not only demonstrates the effectiveness of the Flipped Classroom method in developing writing skills but also indicates its potential to substantially elevate students' foundational competencies in composition. The results emphasize that the Flipped Classroom method had a positive impact on students' writing skills.

Table 1. The distribution of pre-test and post-test score in the experiment group

Category	Experiment			
	Pre-test		Post-test	
	Number of students	Percentage	Number of students	Percentage
Excellent	0	0%	13	48.15%
Good	1	3.70%	14	51.85%
Fair	13	48.15%	0	0%
Poor	13	48.15%	0	0%

The table 1 presented the performance results of the experimental group in both pre-test and post-test assessments. In the pre-test, no students achieved an excellent rating, indicating that none demonstrated a high level of proficiency at the start. Only one student was rated as good, suggesting limited proficiency among the majority of the group. A substantial portion (48.15%) scored fair, indicating some understanding of the material, while an equal number (48.15%) were rated as poor, highlighting significant gaps in their skills and knowledge.

After the intervention, the post-test results showed a remarkable transformation: 48.15% of students improved to the excellent category, reflecting significant enhancement in their performance. Additionally, 51.85% were rated as good, indicating that most students made substantial progress. Importantly, no students remained in the fair or poor categories, demonstrating that all participants benefited from the teaching strategies employed.

In discussing the performance results of the experimental group, it was essential to consider how each category reflected the effectiveness of the teaching strategies implemented. The substantial increase in students rated as “excellent” (48.15%) suggested that the interventions provided were particularly effective in meeting the needs of learners with the potential to excel.

The rise in students rated as "good" (51.85%) further indicated that the instructional methods successfully engaged and motivated the majority of students, allowing them to progress significantly. Positive reinforcement and constructive feedback played a critical role in enhancing student confidence and motivation, which likely contributed to this outcome.

The absence of students in the "fair" category post-intervention demonstrated a complete transformation in understanding, indicating that those who had previously struggled moved up to higher proficiency levels. Similarly, the complete elimination of students rated as "poor" underscored the overall success of the interventions, reflecting a significant improvement in student learning.

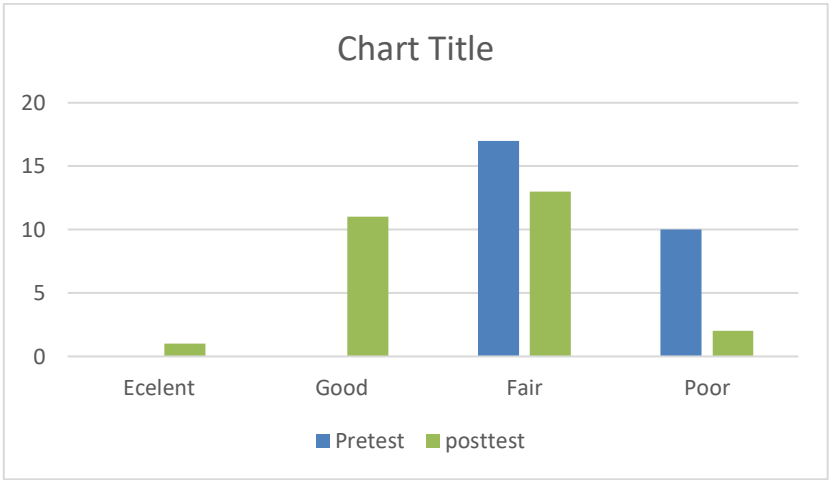

Figure 2. The scores of students' pretest and post-test in the control group

Figure 2 showed a slight difference between the pre-test and post-test scores in the control group, indicating limited improvement in writing skills without the intervention. The data revealed that the 27 students in class VIII B had an average pre-test score of 44.63, with the highest score at 60 and the lowest at 30. In contrast, the average post-test score was 60.33, with the highest score rising to 85 and the lowest dropping to 40. This suggests that, like the experimental group, the control group displayed similar performance levels prior to the interventio.

Table 2. The distribution of pretest and posttest score in the control group

Category	Control			
	Pre-test		Post-test	
	Number of students	Percentage	Number of students	Percentage
Excellent	0	0%	1	3.70%
Good	0	0%	11	40.74%
Fair	17	63.96%	13	48.15%

Poor	10	37.04%	2	7.41%

The table outlined the performance results of the control group in both pre-test and post-test assessments. In the pre-test, no students achieved an excellent or good rating, indicating significant struggles in proficiency, while the majority (63.96%) were rated as fair, reflecting some understanding but not enough for strong performance. Additionally, 37.04% of students were rated poor, highlighting considerable gaps in their knowledge and skills.

After the intervention, the post-test results showed some improvement: one student reached the excellent category, and 40.74% were rated as good, suggesting that many students made substantial progress. However, the number of students rated as fair slightly decreased to 48.15%, and the poor ratings dropped significantly to 7.41%, indicating that most struggling students had improved. Overall, while the control group demonstrated positive changes, their performance remained limited, suggesting that the traditional teaching methods were somewhat effective but required further enhancement to fully support student learning.

In discussing the performance results across categories, it is essential to reference Brown and Abeywickrama's (2019) theory on language proficiency development, which emphasizes the importance of continuous feedback and adaptive teaching strategies. For the “excellent” category, the single student who achieved this rating likely benefited from targeted interventions that aligned with their learning needs, showcasing the effectiveness of personalized instruction. The increase in students rated as “good” can be attributed to the enhanced engagement and motivation fostered by the teaching methods employed, suggests that positive reinforcement and constructive feedback significantly boost learner confidence.

The presence of a substantial number of students in the “fair” category highlights the need for more differentiated instruction to address varying skill levels. According to Brown and Abeywickrama (2019), identifying and supporting students who are on the cusp of proficiency can lead to greater advancements. Lastly, the decline in the “poor” category indicates that the interventions implemented were effective in reducing the number of students struggling significantly.

Overall, the data suggested that the experimental approach was far more effective in enhancing student performance compared to the traditional method used for the control group. This underscored the potential of innovative teaching strategies to significantly improve learning outcomes in English language skills.

These results align with previous research, highlighting the effectiveness of the Flipped Classroom method. Garrison (2015) emphasized that this approach fosters collaborative learning and deeper engagement, which are essential for developing both speaking and writing skills. Additionally, Hattie and Anderman (2013) noted that active learning strategies significantly enhance student achievement and motivation. The findings of this study support these theories, demonstrating that the Flipped Classroom method positively impacts students' writing skills, engagement, and confidence in expressing their ideas.

The Flipped Classroom method was particularly relevant for middle school students, where developing strong foundational skills in various subjects, including writing, was crucial. This approach involves students engaging with instructional materials, such as videos or readings, outside of the classroom, allowing class time to be dedicated to interactive activities, problem-solving, and discussions. By shifting direct instruction outside the classroom, students can work at their own pace, and teachers can provide more personalized support during class. The Flipped Classroom method fosters active learning and critical thinking skills, which are essential for middle school students as they prepare for more advanced education and real-world problem-solving (Styers et al., 2018).

Integrating the Flipped Classroom method into middle school learning significantly enhances students' writing proficiency, critical thinking, and problem-solving abilities, supporting their overall academic development and success. According to Lillico (2022), the Flipped Classroom allows students to take greater ownership of their learning by engaging with materials at their own pace, leading to measurable improvements. Consequently, students become more engaged and focused during classroom activities, as they can apply what they have learned through active participation. In conclusion, the Flipped Classroom method encourages students to be more attentive and involved in the learning process by fostering an interactive and student-centered environment.

However, the Flipped Classroom method has its own potential challenges. According to Lapitan et al. (2023) mention a common concern that the method puts a lot of pressure on students to learn independently. As a result, they might not be well-prepared for what happens in class. In other words, if students focus too much on studying by themselves, they could struggle to participate effectively during class discussions and activities. This suggests that teachers need to carefully manage the implementation of this method, ensuring students are responsible for their independent learning. Although the method promotes active learning, it is crucial for instructors to provide ongoing support and direction, ensuring students not only complete the pre-class work but also effectively apply it during class time.

In summary, the research conducted at MTs Hizbul Wathan NW Semaya demonstrated considerable improvement in students' writing abilities through the implementation of the Flipped Classroom method. This approach aligns with Bergmann and Sams' theory as cited in Mapsul (2023), which emphasizes the benefits of active learning and student-centered environments in fostering deeper understanding and engagement. Additionally, Bishop and Verleger as cited in Yusuf (2020) noted that the Flipped Classroom encourages collaboration and critical thinking by allowing students to explore content independently before applying it during interactive classroom sessions. Both previous studies and the current research confirmed that this method was highly effective in enhancing students' writing skills, particularly in promoting active learning and improving composition techniques.

CONCLUSION

According to the findings of the study, there were significant differences in writing proficiency between the experimental group, which employed the Flipped Classroom method, and the control group, which did not utilize this approach. Specifically, the mean score of the post-test for the experimental group was 82.18, compared to 60.33 for the control group. This outcome suggests that the Flipped Classroom method effectively enhances students' writing skills. The results strongly advocate for the implementation of Flipped Classroom strategies, as they positively impacted students' ability to express themselves in writing. This method promotes active student engagement, fostering a collaborative and supportive learning environment, while also motivating students to be more enthusiastic about the language learning process.

However, it is essential to recognize the limitations of the study, despite the researcher demonstrating the Flipped Classroom method's effectiveness in improving students' writing skills. The applicability of this approach to other areas of English language learning has yet to be investigated. Additionally, since the research took place in a specific educational context, the findings may not be applicable to a broader range of settings. Furthermore, this study concentrated on immediate outcomes, leaving questions about the long-term sustainability of the observed improvements. Additional research across different environments and over longer durations is necessary to develop a more thorough understanding of the effectiveness and lasting impact of the Flipped Classroom method.

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