



**THE COMPARISON OF APPLYING FLIPPED CLASSROOM METHOD  
AND INQUIRY CLASS LEARNING METHOD IN WRITING  
DESCRIPTIVE TEXT FOR STUDENTS IN THE  
FIRST GRADE OF SENIOR HIGH SCHOOL**

**SKRIPSI**

*Submitted to Faculty Of Tarbiyah Science and Teachers' Training UIN-SU  
Medan as a Partial Fulfillment of the Requirement for the Degree of  
English Education*

**By:**

**REGITA YULISKA**

**34.15.3.038**

**DEPARTMENT OF ENGLISH EDUCATION  
FACULTY OF TARBIYAH SCIENCE AND TEACHERS' TRAINING  
STATE ISLAMIC UNIVERSITY OF  
NORTH SUMATRA  
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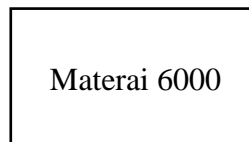
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Menyatakan dengan sebenarnya bahwa skripsi yang saya serahkan ini benar-benar merupakan hasil dari karya saya sendiri. Kecuali kutipan-kutipan dari ringkasan-ringkasan yang semuanya telah saya jelaskan sumbernya. Apabila dikemudian hari saya terbukti atau dapat dibuktikan skripsi ini hasil jiplakan, maka gelar dan ijazah yang diberikan oleh universitas batal saya terima.

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Assalamu'alaikum Wr.Wb

Dengan Hormat,

Setelah membaca, meneliti dan memberi saran-saran perbaikan seperlunya, terhadap skripsi mahasiswa a.n. **Regita Yuliska** yang berjudul :**The Comparison of Applying Flipped Classroom Method and Inquiry Class Learning Method in Writing Descriptive Text for Students in the First Grade of Senior High School** maka kami berpendapat bahwa skripsi ini sudah dapat diterima untuk melengkapi syarat-syarat untuk mencapai gelar sarjana (S.Pd.) pada Fakultas Ilmu Tarbiyah dan Keguruan UIN-SU Medan.

Demikian surat ini kami sampaikan, atas perhatian saudaraku kami ucapkan terima kasih.

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## ABSTRACT

**Regita Yuliska** : **The Comparison of Applying Flipped Classroom Method and Inquiry Class Learning Method in Writing Descriptive Text for Students in the First Grade of Senior High School**

**Keywords** : ***Comparison, Flipped Classroom Method, Inquiry Class Learning Method, Writing, Descriptive Text.***

This study was conducted to find out the better method for comparing flipped classroom method and inquiry class learning method in writing descriptive text for students in the first grade of senior high school. The sample of the study was 30 students taken from MIPA.1 and MIPA.2 of the first grade with the saturation or census sampling as a sampling technique. The method used in this study was quantitative method and the design was a comparison design. In collecting the data, the writing test were used. Data analysis technique that was used in this study was *product moment formula and SPSS 23.0 for windows*.

Product moment analysis found that there was a better method between flipped class method and inquiry class learning method in writing descriptive text for students in the first grade of senior high school. It was proved by the level of significance of methods that refers to post-test of inquiry-based learning method is 0.000. Since the level of significance value is less than 0.05, i.e.  $0.000 < 0.05$  and  $N = 30$ . In conclusion, it was considered that the alternative hypothesis ( $H_a$ ) was accepted and the null hypothesis ( $H_o$ ) was rejected.

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## CHAPTER I

### INTRODUCTION

#### A. The Background of Study

Human beings are definitely need language to communicate. Surely, as human beings are involved to interact each other. Not only communication in generally but also it can be through from relations of another people, cultures, and economic factors. Without language, human beings are not be able to interact and corporate and get along with another. It is exactly that language is important. Language is the expression of ideas by means of speech-sounds combined into words. Words are combined into sentence this combination answering to that of ideas into thoughts<sup>1</sup>.

They couldn't use language to interact and communicate with other people from other parts of the world because they use a different language. In the 21<sup>st</sup> century, English has encountered as the dominant conversation in many aspects. British Council reported about a quarter of world population or 1.75 billion people using English as a dominant conversation language<sup>2</sup>. English, which is spoken by people in most of the countries in the world, is known as an international language. The dominant role of English can be seen from several aspects such as in communication, interaction, business, information, diplomacy, science, technology and also education, which motivates all of people in many countries to learn and master English. Therefore, human beings or people realize the importance of

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<sup>1</sup> Sholihatul Hamidah Daulay, *Introduction to General Linguistics*, (Medan: La-Tansa Press, 2011), p. 11.

<sup>2</sup> British Council, *The English Effect*, 2013, p. 5, retrieved February 2019, from [www.britishcouncil.org](http://www.britishcouncil.org).



English to access, communicate, interact, and implement the project that involves teams in those aspects internationally. English is also used as a means of communication both orally and in writing among people from different countries in the world. It is needed for communicate and socialize in the world communities. It is important to learn English otherwise we will be left behind.

Due to importance of English, many countries have used English as a priority language, even though it has no official status (as a medium of communication in some domains), but it most likely to be taught as a foreign language when students learned at school<sup>3</sup>. As an International language, English has been chosen by Indonesian government as the First Foreign Language (FFL). It is applied in schools and considered as a major subject in junior high school and also senior high school. But in elementary schools, it is applied from the fourth grade as a local content.

In English, there are four basic skill of English : listening, speaking, reading, and writing. The basic skills have applied in every schools (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 communication. 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 are being used in the creating the text.

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<sup>3</sup> David Crystal, *English as a Global Language*, (Cambridge: Cambridge University Press, 2003), Second Edition, p. 4-5.

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 an activity in which a person represents one's experience in the medium of written expression using acceptable linguistic forms<sup>4</sup>. 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. Writing is the final product after students learn several stages of writing separately before<sup>5</sup>. 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 learn with fun.

In the first grade of senior 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 the difficulties in writing exactly in writing descriptive text. Students also complain that they cannot think of anything that significant enough to write. They spend much time at the planning stage yet they still confuse 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, as a teacher uses writing materials and activities mostly from the textbook which is not effective to encourage and support students' learning. And the teacher also needs

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<sup>4</sup> Anggraini Thesisia Saragih and Amrin Saragih, *Course Book Writing*, (Medan: Unimed Press, 2015), p. 1.

<sup>5</sup> Trudy Wallace, et.al, *Teaching Speaking, Listening and Writing*, (International Academy of Education, 2004), p. 15.

the interesting learning method to develop and to improve students' skills in writing descriptive text. The learning method which can be used for teachers are Flipped Classroom method and also Inquiry Class Learning method.

The interesting alternative learning method is founded by Jonathan Bergmann and Aaron Sams who flipped their class as a transition to the deep learning model<sup>6</sup>. Bergmann named this model as Flipped Classroom Model. 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 which assisted by the teacher. Furthermore, Khan who is a founder of *Khan Academy* suggested to the teachers, to flip the traditional classroom with many videos<sup>7</sup>. He supported the Flipped Classroom Model because he wanted everyone can access learning in everywhere. His first video uploaded also starts the concept of flipped classroom up to now.

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 traditional classroom which is low of 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.

The next method is Inquiry Learning method. But before knowing about the meaning of Inquiry-based learning, firstly knowing about the meaning of inquiry. Inquiry is the dynamic process of being open to wonder and puzzlements and

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<sup>6</sup> Jonathan Bergmann and Aaron Sams, *Flip Your Classroom: Reach Every Student in Every Class Every Day*, (Washington, DC: International Society for Technology in Education, 2012), p. 13.

<sup>7</sup> Salman Khan, "Let's Use Video to Reinvent Education," at TED2011, retrieved January 2019 from <https://www.ted.com/talks>.

coming to know and understand the world. Inquiry-based learning is a process where students are involved in their learning, formulate questions, investigate widely and then build new understandings, meanings and knowledge. That knowledge is new to the students and may be used to answer a question, to develop a solution or to support a position or point of view. The knowledge is usually presented to others and may result in some sort of action<sup>8</sup>.

Based on the explanations above, the researcher is motivated to conduct a research with the title “The Comparison of Applying Flipped Classroom Method and Inquiry Class Learning Method in Writing Descriptive Text for Students in the First Grade of Senior High School“.

### **B. The Identification of Study**

Based on the background of the study above, the researcher identifies some problems dealing with the study, they are:

1. The students are lack of interest in learning English especially for writing subject.
2. The students’ writing skill is low.
3. The teachers are still confuse to use the learning strategy in teaching writing.

### **C. The Limitation of Study**

Based on identification of the problems, there are some factors that can cause the low of students’ writing skill, such as habit, motivation, interest, economic background, and quality of teacher when they teaching writing. Therefore, the researcher gives limitation of the problem on the comparison of

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<sup>8</sup> Jennifer Branch and Dianne Oberg, *Focus on Inquiry: A Teacher’s Guide to Implementing Inquiry-based Learning*, (Canada: University of Alberta, 2004), p. 1.

applying flipped classroom method and inquiry class learning method in writing descriptive text for students in the first grade of senior high school.

This limitation is based on some reasons. Firstly, students can be focus and give their time to observe the object of study. By analyzing the object of study immediately, it will be easy for students to understand about the object, develop their ideas, and to start writing on the paper. Secondly, flipped classroom and inquiry-based learning method are the activities which are easy to conduct in the class.

#### **D. The Formulation of Study**

Based on the background and objective of the problems. It is an obligation for researcher to give a rise the problems which are going to be investigated. Hence, the researcher's questions can be formulated as "Is Flipped Classroom better than Inquiry Class Learning method?"

#### **E. The Objectives of Study**

According to research's questions above, this study has objective, it is to find out the better method that can influence or improve the students' ability in writing descriptive text.

#### **F. The Significances of Study**

The findings of this research are expected to provide useful information about flipped classroom and inquiry class learning method in writing descriptive text either theoretically or practically. Here are the significance of study theoretically and practically as follow:

## 1. Theoretically

Theoretically, this study is expected to provide scientific contribution to expand the education science in the world.

## 2. Practically

The result of the study is expected to bring some significance and contribution in teaching and learning English as follows:

- a. The principal, it can give direction to English teacher method that should be suitable with the material in teaching learning process.
- b. The English teachers, it can give the ideas for the teacher to add the frequency of writing through the two interesting learning models (flipped classroom and inquiry class learning method) in teaching learning process to make the students are not bored at learning of writing and the students get enjoy of this learning.
- c. The students in the first grade of senior high school as consideration to increase their motivation in learning English especially in writing skill especially in descriptive text and also adding knowledge for students in technology in applying flipped classroom method.
- d. The other researchers, it can contribute the ideas for further researchers which can be as reference for who are interested in conducting similar studies in the next time.
- e. The readers who want to enrich their knowledge about writing skill especially in writing descriptive text.

## **CHAPTER II**

### **LITERATURE REVIEW**

#### **A. Theoretical Framework**

In this chapter the researcher gives a theoretical framework that supports the study of the comparison of applying flipped classroom method and inquiry class learning method for the students in the first grade of senior high school by reviewing the theoretical framework, conceptual framework, related study, and hypothesis to prevent possible misunderstanding between the readers. In other word, the next is considering important to discuss so that the readers will get the points clearly.

##### **A.1. Definition of Writing**

According to Anggraini Thesisia Saragih and Amrin Saragih, writing is defined as an activity in which a person represents one's experience in the medium of written expression using acceptable linguistic forms. Defined in this way, writing has three dimensional characteristics<sup>9</sup>. Firstly, the medium of written expressions or writing can be in letters, scratches, ideographs, or signs. Secondly, the grammatical aspects, where the written characteristic or features of an expression is not merely related to the medium but also to the linguistic or grammatical aspects. Thirdly the contextual aspect, as a related feature to the acceptability of linguistics forms is the social context where writing occurs<sup>10</sup>.

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<sup>9</sup> Anggraini Thesisia Saragih and Amrin Saragih, *Course Book Writing*, (Medan: Unimed Press, 2015), p. 1.

<sup>10</sup> Ibid, p.2.

Writing is a complex, cognitive process but requires sustained intellectual effort over a considerable period of time<sup>11</sup>. Moreover, writing is one of form of the embodiment of competent linguistics that is expressed in the form of the use of written language, in addition to the form of oral language<sup>12</sup>.

Therefore, the researcher conclude that writing is 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.

In addition, according to Brown states that writing is a written product of thinking, drafting and revising that require specialized skills on how to generate ideas, how to put them coherently, how to use discourse makers and rhetorical conventions and to put them cohesively into a written text, how to revise text for clearer meaning, and how to edit text for appropriate grammar<sup>13</sup>. Writing also very important because it is documentation of human life history. Human can written and save all of the event in the writing to keep it always remembered by people. Allah SWT says in Al-Alaq : 4-5

الَّذِي عَلَّمَ بِالْقَلَمِ (٤) عَلَّمَ الْإِنْسَانَ مَا لَمْ يَعْلَمْ (٥)

The meaning : (4) Who taught man by the pen.

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<sup>11</sup> Anabela Reis Alves, *Process Writing*, (The University of Birmingham, July, 2008), p.2.

<sup>12</sup> Pardiyono, *12 Writing Clues for Better Writing Competence*, (Yogyakarta: Andi Offset, 2006), p.4.

<sup>13</sup> H.D Brown, *Principles of Language Learning and Teaching* (New York: Pearson Education, 2000), p. 335.



(5) Taught man what He knew not. (Q.S Al-Alaq:4-5)<sup>14</sup>.

Based on the verse above that the researcher conclude that it is the understood 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 of thinking, drafting, and revising that consists of many constituent parts, content, organization, originality, style, fluency, accuracy or using appropriate rhetorical forms of discourse to communicate a message by making signs on a page.

#### **A.1.1. The Process of Writing**

Writing is not easy. In writing, we need study and practice to develop this skill. There are many models of writing process. The writing process is a systematic approach to write that includes prewriting, drafting, revising, editing, and publishing.

##### **I. Prewriting**

Prewriting is anything you do before you write draft of your document. It includes thinking, taking notes, talking to others, brainstorming, outlining, and gathering information. Although prewriting is the first activity you engage in, generating ideas is an activity that occurs throughout the writing process.

##### **II. Drafting**

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<sup>14</sup> Maulawi Sher Ali, *The Holy Qur'an*, (UK: Islam International Publications LTD, 2004), p. 741.

Drafting occurs when you put your ideas into sentences and paragraphs. In this stage, don't pay attention to such things as spelling at this stage. A draft is work in progress. Drafting allow you to get the most out of these composing stages.

### **III. Revising**

Revision or revising is the key to make the effective documents. Here you think more deeply about your readers needs and expectations. At this stage, you also refine your prose, making each sentence as consist and accurate as possible.

### **IV. Editing and Proofreading**

These are the broad categories for proofreading:

- a. Check for such things as grammar, mechanics, and spelling.
- b. Check the facts: if your writing includes details, be sure you have included the information correctly.
- c. Confirm legibility: if you have written your final draft, make sure that each word is legible.

### **V. Publishing**

The final step of the writing process is publishing. This means different things depending on the piece you're working on<sup>15</sup>.

We might decide to represent these stages in the following way:

### **Figure 2.1 Process of Writing**

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<sup>15</sup> Utami Dewi, *How to Write*, (Medan: La-Tansa Press, 2011), p.11.

**Prewriting**  $\Rightarrow$  **Drafting**  $\Rightarrow$  **Revising**  $\Rightarrow$  **Editing and Proofreading**  $\Rightarrow$   
**Publishing**

### **A.1.2. The Styles of Writing**

Your personal style is the way you express yourself in writing. The qualities that contribute to writing style are diction, tone and sentence variety.

**Diction:** Diction refers to words choice. The words that you choose to contribute to a paragraph become a different levels of formality. You can use the connotations.

**Tone:** Tone is attitude you take when you write about the subject. If you are writing an explanation of a process, your paragraph will have a serious, formal tone. Otherwise, if you are writing a letter to a friend, your paragraph will have informational tone.

**Sentence Variety:** The lengths and structures of the sentences you use contribute to the effect of your writing. Longer, more complex sentences create a sophisticated, mature style<sup>16</sup>.

### **A.1.3. Types of Genre Writing**

The types of genre in one language are culturally specific. In other words, how many types of genre there are in one language depends on the culture of the speakers of the language. However, with reference to Brown and Hood in academic contexts or spheres the following types of genre are commonly involved.

**Descriptive** : to describe a particular person, place or things.

**Recount** : to retell events for the purpose of informing or entertaining.

**Narrative** : to tell a story, that something goes wrong.

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<sup>16</sup> Ibid, p.6.

- Procedure** : to tell someone to do something and how to do it.
- Exposition** : to argue for against a social issue.
- News item** : to inform the readers, listeners or viewers about events of the day which are considered newsworthy or important.
- Descriptive** : presents the appearance of things that occupy space, whether they are object, people, buildings, or cities. The purpose of descriptive is to convey to the reader what something looks like. It attempts to gain a picture with words<sup>17</sup>.

In conclusion, genre-based writing has different social function, rhetorical structure and lexicogrammatical features.

## A.2. Descriptive Text

Descriptive text is a part of factual genres. Its social function is to describe a particular person, place or thing<sup>18</sup>. Description in writing is the process of creating visual images and sensory impression through words. More often, description is a part of another piece of writing and is used to inform an audience about how something or someone looked or to persuade an audience to see something from the writer's point of view<sup>19</sup>.

Description recreates sense impression by translating into words, the feel, sound, taste, smell, and look of things. Emotion may be describing too, feelings such as happiness, fear, loneliness, gloom and joy. Description helps the reader,

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<sup>17</sup> Elizabeth Cowman, *Writing Brief Editing*, (Texas: Scott, Foresman and Company), p. 148.

<sup>18</sup> Artono Wardiman, et. al. *English in Focus: fpr Grade VII Junior High School(SMP/MTs)*, (Jakarta: Pusat Perbukuan, DEPDIKNAS, 2008), p. 122.

<sup>19</sup> Linda Woodson, *From Cases to Composition*, (University of Texas: Scott, Foresman and Company), p. 73.

through his or her imagination, to visualize a scene or a person, or to understand a sensation or an emotion<sup>20</sup>.

### A.2.1. The Purposes of Descriptive Text

As social beings, we want to share our experience, so we write to others to describe things such as vacations, childhood homes, and people that the researcher encounter. We even use description to persuade others to think or act in particular ways: advertisers describe products to persuade us to buy them; travel agents describe locales to entice us to visit them; and real estate agents describe properties to simulate a desire to see them.

**Table A.1**  
**Purpose of Description<sup>21</sup>**

<b>Purpose</b>	<b>Description</b>
To entertain	An amusing description of a teenager's bedroom.
To express feelings	A description of your favorite outdoor retreat so your reader understand why you enjoy it so much
To relate experience	A description of your childhood home to convey a sense of the poverty you grew up in

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<sup>20</sup> George E. Wishon and Julia M. Burks, *Let's Write English* (New York: Litton Educational Publishing, 1980), p. 128.

<sup>21</sup> Barbara Fine Clouse, *The Student Write*, (McGraw-Hill Companies, Inc, 2004), p. 143.

To inform (for a reader unfamiliar with the subject)	A description of a newborn calf for a reader who has never seen one
To inform (to create a fresh appreciation for the familiar)	A description of an apple to help the reader rediscover the joys of this simple fruit
To persuade (to convince the reader that some music videos degrade woman)	A description of a degrading music video

Although it can serve a variety of purposes, description is most often expressive, so it most often helps writers share their perceptions. As human beings, we have a compelling desire to connect with other people by sharing our experiences with them.

### **A.2.2. The Kinds of Descriptive Text**

As we know that descriptive text is a text to describe something, such as persons, places, or things. So, it normally takes on three forms, they are:

#### **a. Description of People**

People are different, and writing description of people is different. You are probably already aware of some of the complications because you have often been asked, “What’s so-and-like?” In replying, you might resort to identification, an impression, or a character sketch, depending on the situation.

##### **1. Identification**

Although you might provide identification, you would probably want to go further than that. Used mainly in official records and documents, identification consists only of certain statistical information (height, weight,

age), visible characteristics (color of hair, skin, and eyes), and recognizable marks (scars, birthmark)<sup>22</sup>.

## 2. Impression

Unlike the identification, the impression may not identify a person, but it does convey an overall idea of him or her. Many details may be missing, yet the writer does provide in a few broad strokes a general feeling about the subject. Although impression is usually less complete and informative than identification, it may be more effective in capturing an individual's striking or distinctive traits<sup>23</sup>.

## 3. Character Sketch

More complete descriptions of people are usually called character sketch; they may also be referred to as profiles, literary portraits, and biographical sketches. As its name indicates, a character sketch delineates the character of a person, or at least his or her main personality traits. In the process, it may include identification and an impression, but it will do more than tell what people *look* or *seem* like: it will show what they are *like*.

A character sketch may be about a type rather than an individual, revealing the characteristics common to the members of a group, such as campus jocks, cheerleaders, art students, religious fanatics, television devotees<sup>24</sup>.

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<sup>22</sup> Michael E. Adelstein and Jean G. Pival, *The Writing Commitment*, (Harcourt Brace Jovanovich, Inc., 1976), p. 149.

<sup>23</sup> *Ibid*, p. 150.

<sup>24</sup> *Ibid*, p. 151.

**b. Description of Place**

The description must be organized so that the reader can vividly imagine the scene being described. To make the paragraph more interesting, you can add a controlling idea that state an attitude or impression about the place being described. And the arrangement of the details in your description depend on your subject and purpose<sup>25</sup>.

**c. Description of Thing**

To describe a thing the researcher must have a good imagination about that thing that will be described. Besides, to make our subjects as interesting and as vivid to our readers as they are to us: using proper nouns and effective verbs.

**1) Using Proper Noun**

In addition to filling our descriptive writing with concrete details and figures of speech, we might also want to include a number of *proper nouns*, which as we know, are the names of particular persons, places and things.

For example: Arizona, University of Tennessee. Including proper nouns that readers recognize easily can make what we are describing more familiar to them.

**2) Using Effective Verb**

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<sup>25</sup> Regina L. Smalley and Mary K. Ruetten, *Refining Composition Skill*, (New York: International Thompson Publishing Company, 4<sup>th</sup> Edition), p. 69.



We know how important verbs are to narration, but effective verbs can also add much to a piece of description. The researcher uses verbs to make descriptions more specific, accurate, and interesting. For instance, “the wind had chiseled deep grooves into the sides of the cliffs” is more specific than “the wind had made deep grooves.” The verb *chiseled* also given the reader a more accurate picture of the wind’s action than *made* does<sup>26</sup>.

### A.2.3. The Structure of Descriptive Text

The generic structures of a description are as follows, (1) *Identification* identifies the phenomenon to be described, (2) *Description of feature* that describes features in order of importance of order: (a) Parts/things (physical appearance), (b) Qualities (degree of beauty, excellence, or worth/value) and (c) Other characteristics (prominent aspects that are unique)<sup>27</sup>. And (3) *A concluding paragraph (optional)* is the concluding paragraph signals are the end of the text<sup>28</sup>.

### A.3. Definition of Flipped Classroom

The students in this 21<sup>st</sup> century is categorized as Millennial students generation. It comes from Strauss and Howe theory of generation which Millennials were born between 1982 and 2005<sup>29</sup>. The millennial generation is considered unique and sophisticated in using technology such as computers, laptop, mobile

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<sup>26</sup> Santi V. Buscemi, *A Reader for Developing Writers*, (New York: McGraw-Hill Companies, Inc., 2002), p. 267.

<sup>27</sup> Artono Wardiman, et. al. *English in Focus: fpr Grade VII Junior High School(SMP/MTs)*, (Jakarta: Pusat Perbukuan, DEPDIKNAS, 2008), p. 122.

<sup>28</sup> Mark Anderson and Kathy Anderson, *Text Type in English 3*, (Australia: MacMillan, 1998), p. 27.

<sup>29</sup> Neil Howe and William Strauss, “The Next 20 Years; How Customer and Workforce Attitudes Will Evolve”, *Harvard Business Review*, July-August 2007, p. 45.

phone, and internet. They do not use this technology as a tools, but rather as integral parts of their lives<sup>30</sup>. It means the use of technology, characteristics and learning styles of this generation makes lecturing classroom teaching is no longer effective<sup>31</sup>.

To improve the students' skills especially in writing, the teachers must have knowledge and the ability in teaching. Ability is intelligence, logic, abstract thought, understanding, self-awareness, communication, learning, having emotional knowledge, retaining, planning, and problem solving<sup>32</sup>. Moreover ability is the skill of a person in completing or afford a job. According to Thoha, ability is one of the elements in maturity related to the knowledge or skills that can be gained from education, training and an experience<sup>33</sup>.

Someone is called have power when he can finish the responsibility well and on time. The people have good ability are the people who have better knowledge than the other people. As Allah SWT permits in Qur'an that He will raise the position of the one who has knowledge. Allah says: Q.S Al- Mujadillah:

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أَئِهَا الَّذِينَ آمَنُوا إِذَا قِيلَ لَكُمْ تَفَسَّحُوا فِي الْمَجَالِسِ فَافْسَحُوا يَفْسَحِ اللَّهُ لَكُمْ وَإِذَا قِيلَ انشُرُوا فَاَنْشُرُوا يَرْفَعِ اللَّهُ الَّذِينَ آمَنُوا مِنْكُمْ وَالَّذِينَ أُوتُوا الْعِلْمَ دَرَجَاتٍ وَاللَّهُ بِمَا تَعْمَلُونَ خَبِيرٌ (١١)

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<sup>30</sup> Stephen R. Merrit, "Generation Y: A Perspective on America's Next Generation and Their Impact on Higher Education", *The Serials Librarian*, Vol. 2, 2008, p. 46.

<sup>31</sup> Cynhia R. Phillips and Joseph E. Trainor, Millennial Students and The Flipped Classroom, *Proceedings of ASBBS*, Vol. 21 (1), 2014, p. 520.

<sup>32</sup> Wikipedia, accessed in <https://en.m.wikipedia.org/wiki/ability>, on 3<sup>rd</sup> February 2019, at 14.00 a.m.

<sup>33</sup> A.S. Moenir, *Manajemen Pelayanan Umum di Indonesia*, (Jakarta: Bumi Aksara, 2008), p. 24.

Meaning:

“O ye who believe! When you confer together in secret, confer not for the commission of sin and transgression and disobedience to the messenger but confer for the attainment of virtue and right conduct and fear Allah unto whom you shall all be gathered”. (Q.S Al-Mujadillah: 11)<sup>34</sup>.

From the verse above, we know that human beings have the abilities to achieve and develop the knowledge that can be done in many different ways. The term of achievement in this writing is the power of the students to understand the materials that are given by the teacher in the classroom. The ability of students in learning itself after the students learn about the materials, of course, there must be some changes in behavior and knowledge.

From this classroom teaching problem towards the millennial students, in 2007, Bergmann and Sams tried the model of classroom to solve their problems. At the beginning, they still used lecturing model in teaching students (math and sciences subject) in remote area which typically millennial students. He recorded the video of explanation and students could watch the video for learning at home. The next day, students do homework and exercises in the classroom with assisted by the teacher. According to Bergmann and Sams, the initial concept of this model which is homework traditionally done at home inverts to be done in the classroom, then it is called as The Flipped Classroom Model<sup>35</sup>. The millennial generation is

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<sup>34</sup> Maulawi Sher Ali, *The Holy Qur'an*, (UK: Islam International Publications LTD, 2004), p. 666.

<sup>35</sup> Jonathan Bergmann and Aaron Sams, *Flip Your Classroom: Reach Every Student in Every Class Every Day*, (Washington, DC: International Society for Technology in Education, 2012), p. 13.

considered unique and sophisticated in using technology such as computers, laptop, mobil phone, and internet and they do not use this technology as a tools, but rather as integral parts of their lives<sup>36</sup>. It means the use of technology, characteristic and learning styles of this generation makes lecturing classroom in teaching is no longer effective.

Moreover, Overmyer stated the flipped classroom model is the whole classroom or homework paradigm is flipped through infusing the technology, thus, the interaction in the classroom could be maximized<sup>37</sup>. It rearranges how time is spent both in and out class to shift the learning that should be learned. The flipped classroom inverts teaching methods, delivering instruction online outside of class and moving homework into the classroom<sup>38</sup>. It is a form of blended learning where learners are asked to view short e-learning at home or on their own time, and prepare them for the next meeting which will be discussed in group.

It can be concluded that Flipped Classroom is the model to invert teaching and learning model. It exchanges the commonly model which inverts homework to be done in class time, and the exercises or activities in class to be done at home to maximize the students-teacher interaction and student-student interaction.

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<sup>36</sup> Stephen R. Merrit, "Generation Y: A Perspective on America's Next Generation and Their Impact on Higher Education", *The Serials Librarian*, Vol.2, 2008, p.46.

<sup>37</sup> Jerry Overmyer, Flipped Classrooms 101, *Principal Magazine Online*, 2012, p. 46. ([www.naesp.org](http://www.naesp.org)).

<sup>38</sup> *Flipped Learning, What is Flipped Learning*, Retrieved January 2019 from [http://flippedlearning.org/wpcontent/uploads/2016/07/FLIP\\_handout\\_FNL\\_Web.pdf](http://flippedlearning.org/wpcontent/uploads/2016/07/FLIP_handout_FNL_Web.pdf)

### **A.3.1. The Procedures of Applying Flipped Classroom**

This procedure is adapted from Suranakkharin research<sup>39</sup> with some modifications in applying or implementing The Flipped Classroom Model in Indonesia context. There are four phases in this procedure such as introduction, learning materials, process, and evaluation.

#### 1. Introduction Phase

The students are introduced to the use of flipped classroom to enhance students' writing skill.

#### 2. Learning Materials Phase

Before the meeting, the online video is given to facilitate the students' readiness.

#### 3. Process Phase

##### 3.1 Prior to Class

- a. The students watch online video less than 7 minutes.
- b. The teacher gives 2 questions as a guideline and the students should take a note (only key point) that will be discussed and checked later.

##### 3.2 In Class

- a. The students is divided into group discussions consist 5-6 students and discuss the homework (online video in the prior to class phase).
- b. The students take part in the collaborative activities to present the answer of 2 questions to member group.

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<sup>39</sup> Todsapon Suranakkharin, Using the Flipped Model to Foster Thai Learners' Second Language Collocation Knowledge, *The Southeast Asian Journal of English Language Studies*, Vol. 23 (3), 2017, p. 8.

- c. The teacher walks around to conduct an interactive feedback session where the students are engaged in group discussions.
- d. Then the teacher checks the note taking of the students and clarifies their misconceptions about descriptive text, vocabulary, makes sure all the students are active to speak up, and also checks their understanding the main idea of the video. The total of the discussion is about 20 minutes.
- e. The teacher conducts the lesson as usual but the video also has been watched in 'prior to class phase'. This lesson consume about 65 minutes. Hence, the total of 'the process phase' is about 85 minutes.

#### 4. Evaluation Phase

The teacher evaluates per meeting about the students' work, and evaluate the students' enhancement through the post-test of writing in the last meeting.

#### **A.3.2. The Characteristics of Flipped Classroom**

There are some characteristics in flipped classroom, they are:

- a. There is a switch from the teacher-centered to students-centered. Converting from a lecture-based class into an activity based<sup>40</sup>. Hence, the students more active and interactive to discuss.
- b. Providing exposure prior to class<sup>41</sup>. The exposure such as reading from textbook, micro-lecture, or download video from Youtube, Coursera, etc.

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<sup>40</sup> Suwarna R. Subramaniam and Muniandy, Concept and Characteristics of Flipped Classroom, *International Journal of Emerging Trends in Science and Technology*, Vol. 3 (10), 2016, p. 4669.

<sup>41</sup> J. Brame. C, *Flipping the Classroom: Center for Teaching and Learning*, retrieved February 2019, from <https://cft.vanderbilt.edu/guides-subpages/flipping-the-classroom/>

- c. A classroom where the teacher is not the “sage on the stage”, but the “guide on the side”<sup>42</sup>. The teacher is not the main sources of the information which generally via lecture mode.

### A.3.3. The Advantages and Disadvantages of the Flipped Classroom

Flipping the classroom establishes a framework that ensures students receive a personalized education tailored to their individual needs. Educators are expected to find a way to reach these students with their very different needs. Personalization of education has been proposed as a solution. Based on the definition and the characteristics of flipped classroom, it gives the positive benefits for flipped classroom. Here is the table of advantages and disadvantages of the flipped classroom, as follows:

**Table A.2**  
**Advantages and Disadvantages of Flipped Classroom Method**

Advantages	Disadvantages
<p><b>1). More interactive in discussion.</b> In the flipped classroom students watch video at home and discuss in the classroom with their friends. It makes the students more interactive and active in peer or group discussion<sup>43</sup>.</p>	<p><b>1). Many educators react to new teaching strategies, including flipped classrooms, with skepticism and suspicion.</b> Since educators are met with a constant barrage of new techniques and trends in education, they will require significant reassurance that flipping is more</p>

<sup>42</sup> A. King, From Sage on the Stage to Guide on the Side, *College Teaching*, Vol. 41 (1), 1993, p. 30-35.

<sup>43</sup> Siti H. Halili and Zamzami Zainuddin, Flipping the Classroom: What We Know and What We Don't, *The Online Journal of Distance Education and Learning*, Vol. 3 (1), 2015, p. 17.

	beneficial than the numerous other educational strategies that have been touted in the past before they commit to deviating from their current teaching practices <sup>44</sup> .
<p><b>2). Increased engagement in the material.</b> The students are given the contextual material that related to the topic. It can help and motivate the students to prepare the material in the outside<sup>45</sup>. Hence, the students are confident in the classroom to discuss because they have already known and prepare the material before coming to the classroom.</p>	<p><b>2). Some students will be uncomfortable with the move towards a tech-based approach.</b> It would not be wise to neglect that individual students have different learning styles and may prefer in class lectures over videos or other digital media<sup>46</sup>.</p>
<p><b>3). Increased interaction between students and teacher.</b> The students bring the prior and background knowledge about the material or topic which will be discuss in the classroom.</p>	<p><b>3). Many teachers have seen that their students are unlikely to complete their homework whether it's in the form of a short and engaging video lecture or a boring</b></p>

<sup>44</sup> Vanessa M. Rivera, *Flipped Classrooms: Advantages and Disadvantages From The Perspective of A Practicing Art Teacher*, retrieved April 2019, from [https://dspace.sunyconnect.suny.edu/bitstream/handle/1951/68691/Rivera\\_Thesis.pdf?sequence=1&isAllowed=y](https://dspace.sunyconnect.suny.edu/bitstream/handle/1951/68691/Rivera_Thesis.pdf?sequence=1&isAllowed=y), p. 17.

<sup>45</sup> Hamdan, Noora et. al., *The Flipped Learning Model: A White Paper Based on the Literature Review, A Review of Flipped Learning*, Arlington, VA: Flipped Learning Network. 2013.

<sup>46</sup> *Ibid*, p. 19.



<p>The teacher is a facilitator, has a role and authorities to be involved in class activities to guide more in learning than teaching<sup>47</sup>.</p>	<p><b>worksheet.</b> Although teachers can make accommodations for unprepared students or explain things verbally in class that can negate in-class lecture time saving benefits that the flipped classroom method often touts as its' primary advantage<sup>48</sup>.</p>
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#### A.4. Definition of Inquiry – Based Learning

Some teachers have not had the experience of a research project in their own schooling, but they have taken up the challenge of creating inquiry-based learning experiences for students and are aware of the wonder and excitement that an inquiry project can bring to learning. Inquiry based learning is a process where students are involved in their learning, formulate questions, investigate widely and then build new understandings, meanings and knowledge. That knowledge is new to the students and may be used to answer a question, to develop a solution or to support a position or point of view. The knowledge is usually presented to others and may result in some sort of action<sup>49</sup>.

Inquiry-based learning is a broad pedagogical approach which has enjoyed widespread support by educators and education systems over the past decade. Inquiry can be defined as seeking for truth, information or knowledge /

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<sup>47</sup> N. B. Milman, *The Flipped Classroom Strategy: What is It and How can It Best be Used?*, *Distance Learning*, Vol. 9 (3), 2012, p. 85-87.

<sup>48</sup> *Ibid*, p. 19.

<sup>49</sup> Jennifer Branch and Dianne Oberg, *Focus on Inquiry: A Teacher's Guide to Implementing Inquiry-based Learning* (Canada: University of Alberta, 2004), p. 1.

understanding and is used in all facets and phases of life. Inquiry-based learning is a constructivist approach where the overall goal is for students to make meaning. While teachers may guide the inquiry to various degrees (externally facilitated) and set parameters for a classroom inquiry, true inquiry is internally motivated. Inquiry-based learning is an umbrella term that incorporates many current learning approaches (including project based learning, design thinking) and may take various forms, depending on the topic, resources, ages and abilities of students and other variables<sup>50</sup>.

The definition above states that inquiry-based learning gives the teacher opportunity to help students learn the content and course concept by having them chance to explore a question, develop the information and research a hypothesis. Thus, giving students more opportunity to inflect on their own learning, gain a deeper understanding of the course concepts in an integrated fashion, and become better critical thinkers.

In addition, the inquiry approach is more focused on using and learning as a mean to develop information-processing and problem-solving skills. The system is more students centered with the teacher as facilitator of learning.

#### **A.4.1. The Procedures of Applying Inquiry – Based Learning**

The inquiry process is iterative, not linear. Students might refine or reject their original research question as they progress through the project and learn more about it. Discussion and reflection are vital part of the inquiry process. Discussion allows students to share the results of their investigation, compare their thoughts

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<sup>50</sup> *Approaches to Learning Inquiry Based Learning*, retrieved January 2019 from <https://www.australiancurriculum.edu.au/media/1360/lutheran-education-queensland-inquiry-based-learning.pdf>

with comments from others, and share personal experiences in order to make sense of their ideas. Through reflection, students examine whether or not they have reached an adequate resolution to their question, what other conclusions could be made, and what questions result from the investigation.

On the other hand, Paula states that the inquiry-based learning is a cyclical process. The learner asks questions → these questions lead to the desire for answers to the question (or for solution to a problem) and the result beginning of exploration and hypotheses creation → these hypotheses lead to an investigation to test the hypotheses to find answer and solution to the question and/or problem → the investigation leads to the creation or construction of new knowledge based on investigating finds → the learner discusses and reflects on this newly – acquired knowledge, which, in turn leads to make questions and further investigation<sup>51</sup>.

In the definition above, Paula states that there are some stages in inquiry process. Similar with Paula's statement, Inquiry Page Project has statement that the basic outline of the inquiry process includes five stages. They are as the following: (1) **Ask**: it begins with the desire to discover. Meaningful questions are inspired by genuine curiosity about real world experiences. A question or a problem comes into focus at this stage, and the learner begins to define or describe what it is. (2) **Investigate**: at this stage the learner begins to gather information: researching resources, studying, crafting an experiment, observing, or interviewing, to name a few. (3) **Create**: at this stage the learner start to write their first draft based on their information from investigation result. The learner now undertakes the creative task

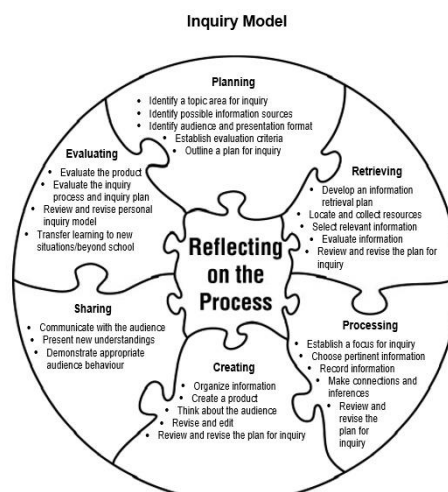
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<sup>51</sup> Inquiry Page Project, *Inquiry Page Inquiry Process*, retrieved October 2019 from <http://www.inquiry.uiuc.edu/downloaded>.

of shaping significant new thoughts, ideas, and theories outside of his/her prior experience. (4) **Discuss**: at this point in the circle of inquiry, learners share their new ideas with others. The learner begins to ask others about their own experiences and investigations. Shared knowledge is a community-building process, and the meaning of their investigation begins to take on greater relevance in the context of the learner's society. (5) **Reflect**: reflection is just that: taking the time to back at the question, the researcher path, and the conclusions made. The learner steps back, takes inventory, makes observations, and possibly makes new decisions. And so it begins again, thus the circle of inquiry<sup>52</sup>.

#### A.4.2. The Inquiry Model

A model is a description or physical representation that increases understanding of something that cannot be directly observed. It is a way of connecting our learnings. Think how much easier it is to understand the workings of the solar system or a DNA molecule when you are able to study a model of these concepts<sup>53</sup>. These are the inquiry models, they are:



<sup>52</sup> Paula, *What is Inquiry-Based Learning*, retrieved October 2019 from <http://www.inquirylearn.com/>.

<sup>53</sup> Jennifer Branch and Dianne Orberg, *op. cit.*, p. 7.

**a. The Inquiry Model as a Scaffold for Instruction**

The Inquiry Model provides the content and structure for instruction – outlining the skills and strategies that need to be taught explicitly in each phase of the process. Referring to the model frequently and consistently during the planning of inquiry-based learning activities keeps instructional concerns in the forefront as lessons are prepared and as instructional materials are created.

**b. The Inquiry Model as a Gauge for Feelings**

The inquiry process, like any demanding learning experience, brings with it various feelings, including enthusiasm, apprehension, frustration and excitement. These feelings are experienced in a definite pattern in the various phases of the inquiry process. By referring to the model throughout the inquiry-based learning activity, teachers are able to anticipate and recognize when students are experiencing strong feelings and are able to design support systems and reflective activities that help students move through the process<sup>54</sup>.

**c. The Inquiry Model as a Common Language for Teachers and Students**

A common language for both teachers and students helps students to internalize the model and to talk about the learning processes involved. It increases effective communication among all inquirers in a school since it gives teachers and students the words to talk about the parts of the process. Posting a model in classrooms and in the library (or any place in the school where inquiry learning takes place) encourages students to recognize each phase as part of the whole process.

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<sup>54</sup> Ibid, p. 8.

#### **d. The Inquiry Model as a Guide for Students**

The inquiry model guides students in using an analytical approach that includes all phases in the inquiry process. Without learning an inquiry process, students often develop a very limited and narrow view of inquiry. They may think that inquiry is finding the answer to other people's questions for the satisfaction of their teacher, rather than understanding inquiry as the process of being puzzled about something, generating their own questions and using information to satisfy their own interests and to develop their own knowledge<sup>55</sup>.

#### **A.4.3. The Advantages and Disadvantages of Inquiry-Based Learning**

Building a culture of inquiry also means recognizing, supporting and teaching the role of metacognition. Metacognitive skills are part of the “learning to learn” skills that are transferable to new learning situations, in school and out of school<sup>56</sup>. Understanding and dealing with thoughts and feelings make inquiry-based learning a powerful learning experience for students and teachers. Based on the inquiry model above, inquiry-based learning gives the positive impact for students. This is true for all students, including those with special needs who require more individual attention during the process.

Instructors who adopt an inquiry-based learning approach help students identify and refine their “real” questions into learning projects or opportunities. They then guide the subsequent research, inquiry, and reporting processes. Inquiry has other advantages and disadvantages as well:

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<sup>55</sup> Ibid, p. 8.

<sup>56</sup> Ibid, p. 3.

**Table A.3**  
**Advantages and Disadvantages of Inquiry-Based Learning Method**

<b>Advantages</b>	<b>Disadvantages</b>
<p>1). An inquiry-based learning approach is flexible and works well for projects that range from the extensive to the bounded, from the research-oriented to the creative, from the laboratory to the internet. It is essential, however, that you plan ahead so you can guide kids to suitable learning opportunities.</p>	<p>1). Educators need to be aware of their own biases and assumptions as their judgments influence their observations.</p>
<p>2). You'll find that many kinds who have trouble in school because they do not respond well to lectures and memorization will blossom in an inquiry-based learning setting, awakening their confidence, interest, and self-esteem.</p>	<p>2). Portfolios may be time consuming as some students' work may lack clarity therefore the educator will need to take time to conference with students. Using portfolios can be difficult to manage and assess if they are not well designed.</p>
<p>3). The traditional approach tends to be very vertical: the class studies science for a while, for example, then language arts, then math, then geography. In contrast, the inquiry-based approach is at its best when working on interdisciplinary projects that reinforce</p>	<p>3). Rating scales have the potential to limit students learning and creativity due to their constricting nature. Educator biases may appear throughout the rating scale if the</p>

<p>multiple skill or knowledge areas in different facets of the same project. You'll also find that although the traditional approach is sharply weighted toward the cognitive domain of growth, inquiry-based learning projects positively reinforce skills in all three domains – physical, emotional, and cognitive.</p>	<p>educator does not consult with colleagues and students<sup>57</sup>.</p>
<p>4). Inquiry-based learning is particularly well-suited to all collaborative learning environments and team projects. You can create activities in which the entire class works on a single question as a group or in teams working on the same or different questions. Of course, inquiry-based learning also works well when you've decided to let each student develop an individual project; when doing so, however, be sure to</p>	

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<sup>57</sup> Bonnie Morton, *Advantages and Disadvantages of Assessment in Inquiry Based Learning*, retrieved April 2019, from <https://mylearningjourneyexperiences.wordpress.com/inquiry-based-learning/advantages-and-disadvantages-of-assessment-in-inquiry-based-learning/>



<p>incorporate some elements of collaboration or sharing.</p>	
<p>5). An inquiry-based approach can work with any age group. Even though older students will be able to pursue much more sophisticated questioning and research projects, build a spirit of inquiry into activities wherever you can, even with the youngest, in an age-appropriate manner.</p>	
<p>6). The inquiry-based approach acknowledges that children, especially children from minority and disadvantaged communities, have what researcher Luis Moll calls “funds of knowledge” that are often ignored by traditional curricula. An inquiry-based approach validates the experience and knowledge that all kids bring to the learning process<sup>58</sup>.</p>	

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<sup>58</sup> *Inquiry-Based Learning: An Approach To Educating and Inspiring Kids*, retrieved January 2019 from [http://youthlearn.org/wp-content/uploads/Inquiry\\_Based\\_Learning.pdf](http://youthlearn.org/wp-content/uploads/Inquiry_Based_Learning.pdf)

#### **A.5. The Similarities and Differences of Flipped Classroom and Inquiry – Based Learning**

Learning process in the 21<sup>st</sup> century undergoing a paradigm shift from teacher-centered into a students – centered learning with the characteristics of active learning. Learning process that involves full and active students will assists them in developing and constructing ideas of knowledge independently.

Flipped Classroom learning model can be implemented or integrated with models or active learning strategies such as inquiry, problem based learning, and collaboration learning. Inquiry is an active learning approach that directs students to find ideas and information through their own efforts. Inquiry approach contradictory from the view that students as a subject of study have basic ability to develop optimally according to their ability. The teacher's role put themselves as facilitator of learning. Thus, students are doing activities independently or in groups to solve problem with the teacher guidance<sup>59</sup>.

Both Flipped Classroom and Inquiry – Based Learning method is expected to make interesting active learning and maintain continuous involvement of students with the knowledge discovery process, improve the understanding of the concept and finally improve students' achievement. Hence, the differences between Inquiry – Based Learning and Flipped Classroom method in Table A.4.

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<sup>59</sup> Maria Paristiowati, Ella Fitriani, and Nurul Hanifah Aldi, *The Effect of Inquiry-Flipped Classroom Model toward Students' Achievement on Chemical Reaction Rate*, retrieved from July 9<sup>th</sup> 2019, from <https://aip.scitation.org/doi/pdf/10.1063/1.4995105>

**Table A.4.****The Differences Between Flipped Classroom and Inquiry – Based Learning**

<b>Cognitive Level</b>	<b>Inquiry – Based Learning Activity</b>	<b>Flipped Classroom Activity</b>
Remembering	Face-to-face lecture	Pre-recorded lecture, reading material, and watching video lectures independently
Understanding	Question and answer session	Reflection, peer-to-peer discussion and collaboration
Analyzing	Homework	Classroom activities such as a group discussion
Applying, Evaluating, and Creating	Homework or nothing	Student projects, presentations, pre-evaluation, instructor evaluation and teacher evaluation.

**B. Conceptual Framework**

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, and inquiry-based learning 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.

Genre is a text type such as *descriptive, recount, narrative, procedure, and report text*. Descriptive text is a text which says what a person or a thing is like. Its purpose to describe and reveal a particular person, place or thing. Most descriptive text is about visual experience, but in fact experience other than the sense of sight.

By applying flipped classroom model, the students are expected to get much input through the video that will be given by the teachers in the outside class and produce the language through discuss with their group in the classroom. Therefore, the students have many opportunities to speak, to write and to interact with their friends in English. It is expected to make the students are more confident, enthusiast, and also reduce their anxiety. Moreover, the flipped classroom model is the best way to integrate technology and education for students in this millennial era.

In this research study, the researcher not only uses the flipped classroom model but also uses the inquiry-based learning model in teaching and learning writing to the class to find out the new method and it can make the improvisation for students in learning writing. Inquiry-based learning is a process where students are involved in their learning, formulate questions, investigate widely and then build new understandings, meanings and knowledge. Inquiry-based learning is a suitable learning approach. It is considered as a suitable learning approach because it can be applied for any age group. It means that inquiry-based learning can be used to teach writing from young learners to older ones. The teacher role is as facilitator to help the students who find difficulties in the process of teaching and learning and they who need suggestion from their teacher.

### **C. Related Study**

In the related study, the researcher includes the related study in this part. There are five related study that connect with this research. They are; (1) The research was conducted by Shuangjiang Li and Jitpamat Suwanthep (2017). The title of their research is “ Integration of Flipped Classroom Model for EFL Speaking”. He examined the effect of integrating flipped classroom model to teach speaking in EFL context. About 12 weeks experiment through flipped instructions on grammatical and lexical knowledge via online video lectures and practice speaking through role-play in the class session. The result revealed the score of post-test in the experimental group was higher than in the controlled group. The majority students held positive opinions toward the integration of constructive role-plays. The constructivism learning environment in the classroom also gained appreciations from students. To illustrate, 79.3% of the students considered that the

instructions on why and how to do the role-plays were necessary 89.1%. However, 52.2% the students reported that they felt shy when they do role-plays with their partners, and 43.5% of the students deemed that the time was not enough for them to prepare and act the roles out in the class. Further, the students expressed supportive opinions about the implementation of flipped instructions and constructive role-plays.

(2) The research was conducted by Sinulingga, Detha Sari (2014) UNIMED, research on the title “ The Effect of Picture Word Inductive Model on Students’ Achievement in Writing Descriptive Text “. The population of this research was the eight grade students of SMPN 4 Binjai with 7 parallel classes. The samples of this research were 2 classes divided into two groups, experimental and control group which were chosen by using random sampling technique. Sixty six students were taken as the samples. It was found that the value of  $t$  observed was 3.79 with the degree of freedom ( $df$ )= 64 at the level of significant ( $\alpha$  0,05)= 2.00. It means that  $t$  observed is higher than  $t$  table ( $3,79 > 2,00$ ). The result of this study shows that the effect of picture word inductive model gives a significant effect on students’ achievement in writing descriptive. Thus, the alternative hypothesis ( $H_a$ ) was accepted.

(3) The research was conducted by Nurtalina (2013) UNY (State University of Yogyakarta), research on title “The Effect of Using Inquiry-Based Learning Strategy in the Writing Ability” where was researched in SMP Negeri 1 Prambanan Klaten. The population of this research was the eighth grade students which consisted of 213 students for second grade. But the researcher just used two classes for the sample. The two classes are VIII class. For each classes, there are 32 students

in one class. There are VIII E and VIII D. VIII E become the control group and VIII D become the experimental group. In this research, the researcher did the pre-test and post-test had been administered to both experimental and control class to find out the students' writing ability before and after the treatment. In control class was 7.99, meanwhile the improvement of the mean score in experimental class was 24.21. In brief, it seems that the improvement of the mean score in experimental class was higher than that of the control class. From the ANCOVA result, it can be seen that the value of the level of significance is lower than 0.05, i.e.  $0.00 < 0.05$ , which means that there is a significance difference in the post-test score between the two groups after controlling the pre-test scores as the covariate.

(4) The research was conducted by Retta Guy and Gerald Marquis (2016) Tennessee State University, Nashville, Tennessee USA, research on title "The Flipped Classroom: A Comparison of Student Performance Using Instructional Videos and Podcasts versus the Lecture-Based Model of Instruction" where was researched at Tennessee State University (TSU). The population of this research are a large percentage of African Americans (83%), both males (63%) and females (37%), and a mixture of traditional (71%) and non-traditional (29%) students. There are two sections in this research. They are Traditional Sections and Flipped Classes Sections All sections for both and the traditional and flipped classes were full 16-week semesters and met face to-face for 2.5 house per week. Researchers did the traditional sections through required students to read the textbook chapters and complete homework assignments prior to class while the professor taught course content by lectures with the use of PowerPoint presentations during the class. The classroom structure was inverted for students enrolled in the flipped sections. Brief,

but comprehensive, video lessons provided by the book publisher and discipline-specific podcasts selected from an online repository were made available to and viewed by students prior to the class session, while in-class time was devoted to exercises, group projects, and discussions. And the result of this research that the performance of 433 students enrolled in both the traditional and flipped sections was measured by final grades achieved. The average activity/project score for the traditional group (88%) was slightly higher than for the flipped (84%). Quite the reverse holds true for all other course assessment. The average quiz score for the traditional group was 76% compared to 79% for the flipped sections. Similarly, the average exam score for the traditional group was 81% compared to 88% for the flipped sections. Based on the results, students in both the traditional and flipped course sections had enjoyable learning experiences, however, those in the latter group provided more positive feedback for in-class group activities/projects and the use of videos and podcasts for instructional purposes.

(5) The research was conducted Ali Abdi (2014) Payame noor University, Iran. The title of the research is “The Effect of Inquiry-based Learning Method on Students’ Academic Achievement in Science Course” where was researched in Payame noor University, Iran. The study was conducted with 20 experimental and 20 control group girl students at 5<sup>th</sup> grade in primary schools in Kermanshah, Iran. Classes were randomly assigned as the “control” and “experimental” groups. The test included 30 multiple-choice items to measure the students’ academic achievement. In the present study of this research has used different types of statistical techniques. They were Mean, Standard deviation and “one-way ANCOVA” test. For the result, based on the findings obtained in the study, it can



be said that there is a significant difference between the achievement levels of the students who have been educated by inquiry-based instruction supported 5E learning method and the students who have been educated by the traditional teaching methods.

## **(2) Hypothesis**

Based on the theoretical and conceptual framework, the researcher formulates the following hypothesis:

Ha: Inquiry-Based Learning is better than Flipped Classroom method in writing descriptive text for students in the first grade of senior high school.

H<sub>0</sub>: Inquiry-Based Learning is not better than Flipped Classroom method in writing descriptive text for students in the first grade of senior high school.

## **CHAPTER III**

### **RESEARCH METHOD**

#### **A. Time and Place of the Study**

This research was conducted at SMA Muhammadiyah P. Berandan. The researcher chooses this location because the researcher ever done the observation especially with the English teacher at school and also the researcher chooses the school that support in technology especially in computer. Moreover, the researcher had given the contribution for the school to develop and to improve the students' skill in writing by new methods.

#### **B. The Population and the Sample**

In this part, the researcher will describe the population and the sample of this research. Hence, the population and sample are:

##### **B.1. Population**

The larger group is called population. According to Arikunto, population is all element of research. In Encyclopedia of educational written: a population is a set (or collection) of all elements processing one or more attributes of interest<sup>60</sup>.

Moreover, population is objects or subjects that reside in a region and meet the requirements of certain conditions related to research problems<sup>61</sup>. Based on the definition, it is concluded that population is all the research subjects. The population in this research is the first grades or the ten grades students of senior high school at SMA Muhammadiyah P. Berandan from 2 parallel classes.

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<sup>60</sup> Arikunto, Suharsimi, *Prosedur Penelitian Suatu Pendekatan Praktek* (Jakarta: PT. Rineka Cipta, 2010), p. 173.

<sup>61</sup> Dodiet Aditya Setyawa, *Populasi & Sampel* (Surakarta: Hand Out, 2016), p.3.

**Table B.1****Population of The Research**

<b>No.</b>	<b>Class</b>	<b>Population</b>
<b>1</b>	X.MIPA.1	30
<b>2</b>	X.MIPA.2	30
<b>Total</b>		60

*(Source: The population of the class is taken from the school)*

**B.2. Sample**

In this part, the researcher will describes about the sample that is used for this research. According to Bret Hanlon and Bret Larget states that sample is a subset of the individuals in a population<sup>62</sup>. Based on the definition, it can be understood that simple is a part of population that will be researched and represent the characteristic of population. In this case, because the population is not too large, so all of them taken by the researcher. The researcher used saturation or census sampling techniques. According to Sugiyono census sampling is a techniques of determining the sample when all members of the population used as a sample. This often done when the population is small relatively. Another term census sample is where all members of the population are going to be sampled<sup>63</sup>.

**C. Research Design**

In this study, the researcher uses a quasi – experimental method. The research design is a pre-test and post-test design. It involves a group of students in the experimental group and a group of students in the control group. According to

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<sup>62</sup> Bret Hanlon and Bret Larget, 2011, *Samples and Populations*, Madison: University of Wisconsin, <http://www.stat.wisc.edu/~st571-1/03-samples-4.pdf>, p.7.

<sup>63</sup> Sugiyono, *Metode Penelitian Bisnis* (Bandung: Alfabeta, 2001), p. 388.

Bell, “the principle of the experimental is that if two identical groups are selected, one of which (the experimental group) is given special treatment and the other (the control group) is not, then any differences between the two groups at the end of the experimental period may be attributed to the difference in treatment<sup>64</sup>”. The collect the data, the sample divided into two classes. One of the class that was taught writing descriptive text by using Flipped Classroom method and the other one that was taught writing descriptive text by using Inquiry – Based Learning.

Both of classes were given different treatment. After the treatments, both the class were given test about Writing Descriptive Text, and their scores were the main data of the study.

Finally the students’ score of class X.MIPA.1 and X.MIPA.2 were compared to see which methods (Flipped Classroom and Inquiry – Based Learning method) are better in writing descriptive text.

**Table C.1.**

**Design of Research**

Class	Pre-Test	Treatment	Post Test
Experimental Group	O1	Flipped Classroom	O2
Control Group	O1	Inquiry – Based Learning	O2

Where:

O1 : pre-test

O2 : post-test

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<sup>64</sup> J. Bell, *Doing Your Research Project 3<sup>rd</sup> Edition* (Philadelphia: Open University Press, 1999), p.15.

## **D. Instruments of the Research**

The instruments for collecting data in this study is test. The test was used to collect the data of students' ability in writing descriptive text. The test will be given for each students to see their ability in writing descriptive text.

## **E. Data Analyses**

To analysis the data, the researcher will use Cronbach-Alpha. The reason in using Cronbach-Alpha formula that is a measure reliability for a test with binary variables. A collection of new reliability measures was introduced by *G.F. Kuder* and *M.W. Richardson* (1937). The aim was to get rid of the difficulties caused by the usage of the Spearman-Brown formula and the split-half method<sup>65</sup>.

### **E.1. Validity of Instrument**

This part is about the validity of instrument that support the analyzing of data. Hughes states that the term 'validity' in testing and assessment has taken understood to mean discovering whether a test measures accurately what it is ended to measure. In this study, the researcher used a writing test to measure the students' writing ability. The instrument which is used by the researcher is a test. The writing test was given twice, in the pre-test and post-test to answer the key point of research question "*Is Flipped Classroom better than Inquiry Class Learning method?*". The validity that is applied in the writing test is content validity.

In this study, the writing tests are develop in reference to the Competence and Basic competencies of School Based Curriculum of the first grade of first semester of the English Subject in Senior High School. Then, the judge is asked to

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<sup>65</sup> Kimmo Vehkalahti, *Realibility of Measurement Scales* (Finland: University of Helsinki, 2000), p. 7.

look at the tests and evaluate them for their representativeness within the content area.

In the writing tests, there are five aspects to assess the writing. The aspects are content, organization, vocabulary, language use, and mechanics. The scoring of students' writing test is done by the researcher and the English teacher<sup>66</sup>.

## **E.2. Score Categorization**

The categorization of scores gained by students is made to find out the level of students' writing ability. The scores organization of students' writing ability is based on the ideal score. The highest score are 100 and the lowest score is 25. The ideal mean score (Mi) and ideal standard deviation (SDi) can be calculating using the formula is as following:

$$\begin{aligned}
 \text{a. Ideal Mean (Mi)} & : \frac{1}{2} (\text{highest score} + \text{lowest score}) \\
 & : \frac{1}{2} (100 + 25) \\
 & : 62.5 \\
 \text{b. Ideal Standard Deviation (SDi)} & : \frac{1}{3} (\text{highest score} - \text{ideal mean}) \\
 & : \frac{1}{3} (100 - 62.5) \\
 & : 12.5
 \end{aligned}$$

To make the categorization of the score of students' writing ability, the ideal mean score (Mi) and the ideal standard deviation score (SDi) should be found first. The score of students' writing ability can be a categorized into six level, namely,

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<sup>66</sup> S.C Weigle, *Assessing Writing* (Cambridge: Cambridge University Press, 2002), p. 116.

excellent, very good, good, fair, poor, and very poor<sup>67</sup>. According to Brown, score rubric of writing descriptive text:

Aspect	Score	Performance Description	Weighting
Content (C) 30% - Topic - Details	4	The topic is complete and clear and the details are relating to the topic	3 x
	3	The topic is complete and clear but the details are almost relating to the topic.	
	2	The topic is complete and clear but the details are not relating to the topic.	
	1	The topic is not clear and the details are not relating to the topic.	
Organization (O) 20% - Identification - Description	4	Identification is complete and descriptions are arranged with proper connectives	2 x
	3	Identification is almost complete and descriptions are arranged with almost proper connectives	
	2	Identification is not complete and descriptions are arranged with few misuse of connectives	
	1	Identification is not complete and descriptions are arranged with misuse of connectives	
Grammar (G) 20% - Use present tense - Agreement	4	Very few grammatical or agreement inaccuracies	2 x
	3	Few grammatical or agreement inaccuracies but not affect on meaning	
	2	Numerous grammatical or agreement inaccuracies	
	1	Frequent grammatical or agreement inaccuracies	
Vocabulary (V) 15%	4	Effective choice of words and word forms	1.5 x
	3	Few misuse of vocabularies, word forms, but not change the meaning	
	2	Limited range confusing words and word form	
	1	Very poor knowledge of words, word forms, and not understandable	
Mechanics (M) 15% - Spelling - Punctuation - Capitalization	4	It uses correct spelling, punctuation, and capitalization	1.5 x
	3	It has occasional errors of spelling, punctuation, and capitalization	
	2	It has frequent errors of spelling, punctuation, and capitalization	
	1	It is dominated by errors of spelling, punctuation, and capitalization	

Adapted from Brown (2007)

$$\text{Score} = \frac{3C + 2O + 2G + 1.5V + 1.5M}{40} \times 10$$

### E.3. Reliability of Instrument

Reliability refers to the consistency of a measure. A test is considered reliable if it provides the same result repeatedly. For example, if a test is designed to measure a thing then each time the test is administered to a subject, the results should be approximately the same. The reliability of the writing test can be known

<sup>67</sup> *Ibid*, p. 117.

by its reliability coefficient. In order to know the categorization of the reliability coefficient, the researcher used the categorization based on Suharto offers. The value of reliability coefficient he suggests is presented in table E.2<sup>68</sup>.

**Table E.2.**  
**The Value of Reliability Coefficient**

No.	Reliability Coefficient	Category
1	0,800 – 1,000	Very High
2	0,600 – 0,799	High
3	0,400 – 0,599	Fair
4	0,200 – 0,399	Low
5	0,00 – 0,199	Very Low

#### **E.4. Test of Normality**

The normality test was used to see whether the distribution of responses to the instrument is normal or not. Therefore, the Kolmogorov-Smirnov test is used in this study. Theoretically, if the values of p is greater than 0.05, the data is normal. If it is below 0.05, the data significantly deviate from a normal distribution.

#### **E.5. Test of Homogeneity**

A homogeneity test was used to analyze whether or not the sample variance is homogeneous. In this study, the Levene's test is used. It is a formal statistical test of the assumption of homogeneity of variances.

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<sup>68</sup> Suharto, Responsiveness, Customer Relationship Management, Confidence and Customer Loyalty, *Social and Economic Sciences*, Vol.3 (2), 2016, p. 61.



## E.6. Technique

In this study, the researcher uses the techniques to analyze the data through using KR 21 Formula. According to Sri Wahyuna, the procedure in T-test are as in the following:

1. Mean of sample 1 (experimental group)

$$M1 = \frac{\Sigma X1}{n1}$$

2. Mean of sample 2 (control group)

$$M2 = \frac{\Sigma X2}{n2}$$

3. Standard deviation of sample 1 (experimental group)

$$SD_1 = \sqrt{\frac{\Sigma x_{1^2}}{n^1}}$$

4. Standard deviation<sup>69</sup> of sample 2 (control group)

$$SD_2 = \sqrt{\frac{\Sigma x_{2^2}}{n^2}}$$

5. Cronbach-Alpha Formula

$$r_{11} = \frac{n}{(n-1)} \left[ \frac{\sum_{i=1}^n s_i^2}{s_t^2} \right]$$

Note:

- $r_{11}$  = reliability coefficient
- $N$  = total of questions
- $s_i^2$  = total of variances' scores to-i
- $s_t^2$  = total of variances' scores

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<sup>69</sup> Sri Wahyuna, *Statistik Pendidikan* (Medan: University Islamic Studies, 2016), p. 82-83.

## **CHAPTER IV**

### **RESEARCH FINDINGS AND DISCUSSIONS**

This chapter presents the descriptive analysis, the result of the inferential analysis, interpretation and the discussion of the finding. The descriptive analysis describes the score of students' writing test and the inferential analysis presents pre-testing and post-testing analysis. Meanwhile, interpretation deals with the descriptive and inferential analysis and the discussion of the findings explains the result of the hypothesis testing.

#### **A. Descriptive Analysis**

The data description explains the result of the tests. As mentioned earlier, there were two kinds of tests in this research. They were pre-test and post-test. In this research, the researcher used essay writing tests to examine the students' writing ability. The followings are the results of those tests.

##### **A.1 Data of Experimental Class**

The data was analyzed by quantitative data. The quantitative data were taken from the mean of the students' score in taking writing descriptive text. This research was conducted in one class (X.MIPA.2) with 30 students. This research was accomplished in two 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. The second cycle was conducted in two meetings. 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

between both of them. The data of the pre-test score and post-test score of the experimental class in Table 4.1 and it is explained as follow:

**Table 4.1**  
**The Score of Pre-Test and Post-Test of Experimental Class (X.MIPA.2)**

No.	Initial Name	Score	
		Pre-Test	Post-Test
1	AH	58	73
2	AL	45	46
3	AM	50	70
4	AR	36	65
5	AY	66	63
6	DA	50	43
7	DFS	58	41
8	FH	30	83
9	HN	40	50
10	IH	53	65
11	IM	33	50
12	IS	68	89
13	KN	68	83
14	MFP	43	60
15	MI	25	53
16	MIS	30	73
17	MR	38	56
18	MSW	33	71
19	NN	63	75
20	NR	50	70
21	NS	43	78
22	PA	25	33
23	PP	50	71
24	RDL	48	79
25	RRA	63	46
26	SA	43	71
27	SR	48	56
28	SS	63	78
29	SW	48	41
30	SY	45	60

**a. The Data of Pre-test Scores of the Experimental Class**

Based on the result of statistical calculation by using calculator, accounting manually and calculating in Microsoft Excel 2013, the mean score was 47.1 with

the standard deviation of 12.6. The maximum score was 68 and the minimum score was 25. The statistical data can be seen in Table 4.2 while the complete data analysis in Appendix.

For accounting mean ( $\bar{x}$ ):

$$\bar{x} = \frac{\sum f_i x_i}{\sum f_i}$$

$$\bar{x} = \frac{1413}{30}$$

$$\bar{x} = 47.1$$

For accounting standard deviation (SD) and varians:

$$SD = \sqrt{\frac{\sum x^2}{n^2}}$$

$$= \sqrt{\frac{30.71125 - 1996569}{30.29}}$$

$$= \sqrt{\frac{2133750 - 1996569}{870}}$$

$$= \sqrt{\frac{137181}{870}}$$

$$= \sqrt{157.68}$$

$$S = \sqrt{157.68}$$

$$= 12.56$$

**Table 4.2**  
**Descriptive Analysis of the Experimental Class in the Pre-Test**

	<b>N</b>	<b>Mean</b>	<b>Std. Deviation</b>	<b>Min. Score</b>	<b>Max. Score</b>
Pre-Test	30	47.1	12.6	25	68

Meanwhile, the frequency distribution of the pre-test score on the experimental group is presented in Table 4.3.

**Table 4.3**  
**Frequency Distribution of the Pre-Test Score on Students' Writing Ability of the Experimental Class**

No.	Interval	f	Percent	Cumulative Percent	Categorization
1	21-30	4	13.3%	13.3%	Very Poor
2	31-40	4	13.3%	26.6%	Poor
3	41-50	13	43.3%	69.9%	Fair
4	51-60	3	10.0%	79.9%	Good
5	61-70	6	20.0%	100.0%	Very Good
6	71-80	0	0%	0%	Excellent

Table 4.2 shows that there was no students classified into excellent. There was 4 students (13.3%) in very poor category, 4 students (13.3%) in poor category, 13 students (43.3%) in fair category, and 3 students (10%) in good category and 6 students (20%) in very good category. There was 9 students achieving scores below the ideal mean (62.5) in very poor to fair category. It can be concluded that most students belong to poor category on the pre-test or before they were given treatment of using flipped classroom strategy. While, the students who belong to good category.

**b. The Data of Post-Test Scores of the Experimental Class**

Based on the result of statistical calculation by using accounting manual and using calculator and Microsoft Excel 2013, the mean score was 63.1 with the standard deviation 15.0. The maximum score for the post-test of the experimental class was 89 and the minimum score was 33. The statistical data can be seen in Table 4.4.

For accounting mean ( $\bar{x}$ ):

$$\bar{x} = \frac{\sum fix_i}{\sum fi}$$

$$\bar{x} = \frac{1892}{30}$$

$$\bar{x} = 63.1$$

For accounting standard deviation (SD) and variance:

$$\begin{aligned} SD &= \sqrt{\frac{\sum x^2}{n^2}} \\ &= \sqrt{\frac{30.125546 - 3579664}{30.29}} \\ &= \sqrt{\frac{3776380 - 3579664}{870}} \\ &= \sqrt{\frac{196716}{870}} \\ &= \sqrt{226.1} \end{aligned}$$

$$\begin{aligned} S &= \sqrt{226.1} \\ &= 15.04 \end{aligned}$$

**Table 4.4**  
**Descriptive Analysis of the Post-Test of the Experimental Class**

	N	Mean	Std. Deviation	Min. Score	Max. Score
Pre-Test	30	63.1	15.0	33	89

Meanwhile, the frequency distribution of the post-test score on the experimental group is presented in Table 4.5.

**Table 4.5.**  
**Frequency Distribution of the Post-Test Score on Students' Writing Ability of the Experimental Class**

No.	Interval	f	Percent	Cumulative Percent	Categorization
1	31-40	1	3.3%	3.3%	Very Poor
2	41-50	7	23.3%	26.6%	Poor
3	51-60	5	16.7%	43.3%	Fair
4	61-70	5	16.7%	60.0%	Good
5	71-80	9	30%	90.0%	Very Good
6	81-90	3	10%	100.0%	Excellent

Table 4.5 shows that there were some students classified into excellent. There was 1 student (3.3%) in very poor category, 7 students (23.3%) in poor category, 5 students (16.7%) in fair category, 5 students (16.7%) in good category, 9 students (30%) in very good category, and 3 students (10%) in excellent category on the post-test or after they were given treatment using flipped classroom method. It means that most students belong to good category after the treatment given.

### **c. Comparison Data between the Pre-test and Post-Test of the Experimental Class**

The result of the pre-test and post-test scores of the experimental class is compared to find out the difference of students' writing ability before the treatment is conducted. The comparison between both scores are presented in Table. 4.6.

**Table 4.6.**  
**Statistical Data of the Pre-Test and Post-Test Scores of the Experimental Class**

<b>Data</b>	<b>Pre-Test</b>	<b>Post-Test</b>
Number of cases	30	30
Mean	47.1	63.1
Standard Deviation	12.6	15.0

Based on Table 4.6, the mean score of the pre-test of experimental class was 47.1 which were classified into poor category. Meanwhile, the mean of the post-test was 63.1 which were classified into good category. The data show that the mean score of the post-test was higher than that of pre-test score. It can be seen from the improvement of the scoring categorization from pair to very good category. It means that writing ability of the experimental class significantly improved (16.0 points) after treatment given, that is, by using flipped classroom method.

Further, the standard deviation (SD) for the pre-test was 12.6, while the post-test was 15.0. This shows that the SD of the pre-test lower than the SD of the

post-test. It means that the treatment is useful in improving for students in writing descriptive text by using flipped classroom method.

In addition, on the pre-test there were 20% of students in good category which achieved scores above the ideal mean and 80% of students in poor category which achieved scores below the ideal mean. The pre-test score on the student's writing ability of the experimental group did not achieve the ideal mean because the score of most students was below the ideal mean. Besides, the percentage of students achieving scores below the ideal mean were higher than those achieving score the ideal mean (i.e.  $80\% > 20\%$ ). It means that the result of the pre-test score on the students' writing ability of the experimental group was classified into the poor category.

On the other side, on post-test, 17 students (56.7%) were in good category and achieved scores above the ideal mean and there are 1 students in poor category who achieved scores below the ideal mean. The post-test score on the students' writing ability of the experimental group achieved the ideal mean because the score of most of students were above the ideal mean. Briefly, there was improvement (23.3%) from the pre-test to post-test in experimental class.

## **A.2 Data of Control Class**

The data was analyzed by quantitative data. The quantitative data were taken from the mean of the students' score in taking writing descriptive text. This research was conducted in one class (X.MIPA.1) with 30 students. This research was accomplished in two cycles. Each cycle consisted of four steps (planning, acting, observing and reflecting). Before implemented of Inquiry-Based Learning method in writing descriptive text, the researcher gave pre-test for students. After



that, continue of the first cycle conducted in two meetings. The second cycle was conducted in two meetings. In the last meeting of each cycle, the students were taken the test as the post test. The data of control class are divided into three sections: the data of the pre-test score, the post-test score and the comparison between both of them. The data of the pre-test score and post-test score of the control class in Table 4.7 and it is explained as follow:

**Table 4.7**  
**The Score of Pre-Test and Post-Test of Control Class (X.MIPA.1)**

No.	Initial Name	Score	
		Pre-Test	Post-Test
1	AS	30	71
2	AEP	38	71
3	AAY	33	75
4	BP	25	86
5	DSD	43	63
6	DA	50	55
7	DP	63	67
8	FWA	25	86
9	FY	50	55
10	HAM	48	65
11	ILS	63	92
12	IM	45	86
13	JDA	63	69
14	MBA	64	90
15	MDR	48	58
16	MR	48	66
17	MK	53	59
18	MJ	33	88
19	NE	68	95
20	ND	36	67
21	NJ	66	79
22	PL	50	63
23	RN	45	73
24	RA	58	73
25	SK	58	86
26	SM	50	90
27	SNH	30	84
28	TAN	40	70

29	VDA	68	63
30	ZH	53	55

**a. The Data of the Pre-Test Scores of the Control Class**

Based on the result of statistical calculation by using calculator, accounting manually and calculating in Microsoft Excel 2013, the mean score was 47.1 with the standard deviation of 12.6. The maximum score was 68 and the minimum score was 25. The statistical data can be seen in Table 4.8 while the complete data analysis in Appendix.

For accounting mean ( $\bar{x}$ ):

$$\bar{x} = \frac{\sum fixi}{\sum fi}$$

$$\bar{x} = \frac{1413}{30}$$

$$\bar{x} = 47.1$$

For accounting standard deviation (SD) and varians:

$$SD = \sqrt{\frac{\sum x^2}{n^2}}$$

$$= \sqrt{\frac{30.71125 - 1996569}{30.29}}$$

$$= \sqrt{\frac{2133750 - 1996569}{870}}$$

$$= \sqrt{\frac{137181}{870}}$$

$$= \sqrt{157.68}$$

$$S = \sqrt{157.68}$$

$$= 12.56$$

**Table 4.8**  
**Descriptive Analysis of the Control Class in the Pre-Test**

	N	Mean	Std. Deviation	Min. Score	Max. Score
Pre-Test	30	47.1	12.6	25	68

Meanwhile, the frequency distribution of the pre-test score on the experimental group is presented in Table 4.9.

**Table 4.9**  
**Frequency Distribution of the Pre-Test Score on Students' Writing Ability of the Control Class**

No.	Interval	f	Percent	Cumulative Percent	Categorization
1	21-30	4	13.3%	13.3%	Very Poor
2	31-40	4	13.3%	26.6%	Poor
3	41-50	13	43.3%	69.9%	Fair
4	51-60	3	10.0%	79.9%	Good
5	61-70	6	20.0%	100.0%	Very Good
6	71-80	0	0%	0%	Excellent

Table 4.9 shows that there was no students classified into very poor category and excellent category. There was 5 students (16.7%) in poor category, 2 students (6.7%) in fair category and 17 students (56.6%) in good category. There were 23 students (76.6%) achieved score below ideal mean (62.5) in poor to fair category. It can be concluded that most students belong to poor category on the pre-test or before they were given the treatment by using inquiry-based learning method.

**b. The Data of the Post-Test Scores of the Control Class**

Based on the result of statistical calculation by using calculator, accounting manually and calculating in Microsoft Excel 2013, the mean score was 69 with the standard deviation of 14.8. The maximum score was 95 and the minimum score was

25. The statistical data can be seen in Table 4.1.1 while the complete data analysis in Appendix.

For accounting mean ( $\bar{x}$ ):

$$\bar{x} = \frac{\sum fixi}{\sum fi}$$

$$\bar{x} = \frac{2070}{30}$$

$$\bar{x} = 69$$

For accounting standard deviation (SD) and varians:

$$SD = \sqrt{\frac{\sum x^2}{n^2}}$$

$$= \sqrt{\frac{30.149152 - 4284900}{30.29}}$$

$$= \sqrt{\frac{4474560 - 4284900}{870}}$$

$$= \sqrt{\frac{189660}{870}}$$

$$= \sqrt{218}$$

$$S = \sqrt{218}$$

$$= 14.8$$

**Table 4.1.1**  
**Descriptive Analysis of the Control Class in the Post-Test**

	<b>N</b>	<b>Mean</b>	<b>Std. Deviation</b>	<b>Min. Score</b>	<b>Max. Score</b>
Post-Test	30	72.1	14.8	25	95

Meanwhile, the frequency distribution of the post-test score on the control class is presented in Table 4.1.2.

**Table 4.1.2**  
**Frequency Distribution of the Post-Test Score on Students' Writing Ability**  
**of the Control Class**

No.	Interval	f	Percent	Cumulative Percent	Categorization
1	21-30	1	3.3%	3.3%	Very Poor
2	31-40	0	0	3.3%	Very Poor
3	41-50	0	0	3.3%	Poor
4	51-60	5	16.7%	20%	Fair
5	61-70	8	26.7%	46.7%	Good
6	71-80	6	20%	66.7%	Very Good
7	81-90	8	26.7%	93.4%	Very Good
8	91-100	2	6.6%	100%	Excellent

Table 4.1.2 shows that 1 student (3.3%) in very poor category, 5 students (23.3%) in fair category, 8 students (30%) in good category, 14 students (36.7%) in very good category, and 2 students in excellent category on the post-test or after they were given the treatment by using inquiry-based learning method.

**c. Comparison Data between the Pre-Test and Post-Test of the Control Class**

To know the difference of pre-test and post-test of the control class in writing ability, comparison between both scores in Table 4.1.3.

**Table 4.1.3**  
**Statistical Data of the Pre-Test and Post-Test Scores of the Control Class**

Data	Pre-Test	Post-Test
Number of cases	30	30
Mean	47.1	69
Standard Deviation	12.6	15.0

Based on Table 4.1.3, the mean score of the pre-test of control class is 47.1 which is classified into good category. Meanwhile, the mean of the post test is 69 which is classified into very good category. The data shows that the mean score of the post-test was higher than the mean of the pre-test score. Beside the improvement of the mean value, there was an improvement of the scoring category from good to

very good category. It means that the writing ability of the control class improved after being taught without inquiry-based learning method.

Moreover, the standard deviation for the pre-test is 12.6 while the post test was 15.0. Thus, the standard deviation of the pre-test is lower than the standard deviation of the post test. If the standard deviation of the pre -test was lower than the standard deviation of the post test, it can be the treatment is useful in improving for students in writing descriptive text by using inquiry-based learning method.

In addition, on the pre-test there were 23 students (76.6%) in good category which achieved scores above the ideal mean and 7 students (23.4%) in poor category which achieved score below the ideal mean. The pre-test score on the students' writing ability of the control group did not achieve the ideal mean because the score of most of students are achieved the ideal mean. Besides, the percentage of students achieving scores above the ideal mean are higher than those achieving scores above the ideal mean (i.e.  $76.6\% > 23.4\%$ ). It means that the result of the pre-test score on the students' writing ability of the control class is classified into the good category.

Meanwhile, on post-test, there were 24 students (80%) in good category who achieved scores above the ideal mean and there were 6 students (20%) in poor category who achieved scores below the ideal mean. The post-test score on the students' writing ability of the control class achieved the ideal mean because the score of most students was above the ideal mean. Further, the number of students achieving scores above the ideal mean were higher than those achieving scores below the ideal mean (i.e.  $80\% > 20\%$ ). From the explanation above, it could be

summarized that there was improvement (3.4%) from the pre-test to post-test in control class.

## **B. Inferential Analysis**

The inferential analysis describes pre-testing analysis and hypothesis testing as presented below:

### **B.1 Pre-Testing Analysis**

Before the hypothesis testing was applied, pre-test analysis was done first. Pre-testing analysis consisted of three tests, including the normality, homogeneity and reliability tests. The normality test was employed to test whether the data of the scores show the normal distribution, and the homogeneity test was used to test whether the sample's variance is homogeneous or not. The results are presented as follows:

#### **a. Normality Test**

The test of Normality was aimed at finding out whether the data of the scores show a normal distribution. In this case, the Kolmogorov-Smirnov test was employed. Theoretically, the value of  $p$  is greater than 0.05, the data are said to be normal. If it below 0.05, the data significantly deviate from a normal distribution. Table 4.1.4 presents the result of the normality test of students' pre-test and post-test. Meanwhile, the complete computation is enclosed in Appendix.

**Table 4.1.4**  
**The Normality Test of the Students' Writing Test in the Pre-Test and Post-Test for both Experimental and Control Class**

<b>Variables</b>	<b>P value</b>	<b><math>\alpha</math></b>	<b>Statement</b>
Pre-Test of Experimental Class	0.200	0.05	Test distribution is normal
Post-Test of Experimental Class	0.089	0.05	Test distribution is normal
Pre-Test of Control Class	0.200	0.05	Test distribution is normal
Post-Test of Control Class	0.149	0.05	Test distribution is normal

Based on the Table 4.1.4, the results are presented as follows:

1. The p value or the pre-test for the experimental group (0.200) was greater than  $\alpha$  (0.05). It means that the data of the pre-test of the experimental group had a normal distribution.
2. The p value or the post-test for the experimental group (0.089) was greater than  $\alpha$  (0.05). It means that the data of the post-test of the experimental group had a normal distribution.
3. The p value or the pre-test for the control group (0.200) was greater than  $\alpha$  (0.05). It means that the data of the pre-test of the control group had a normal distribution.
4. The p value or the post-test for the control group (0.149) was greater than  $\alpha$  (0.05). It means that the data of the post-test of the control group had a normal distribution.

Briefly, p values of pre-test and post-test in experimental and control class was greater than the significant level of 0.05. It means that the data distribution of students' writing ability had a normal distribution.

#### **b. Reliability Test**

Reliability refers to the consistency of a measure. The test of reliability was aimed to find out the data is good quality or not and it accounts the test that must be accounted. In this case, the Cronbach-Alpha test was employed. In the chapter III there is coefficient of reliability test according to Suharto. There are two methods in this research. The reliability score for Flipped Classroom Method in SPSS version 23.0 is in Table 4.1.5:



**Reliability Statistics of  
Flipped Classroom  
Method**

Cronbach's Alpha	N of Items
.756	5

*(The result of reliability test is from SPSS v. 23.0)*

Based on the result that, the reliability test for Flipped Classroom method in Experiment Class is 0.756, actually according to Suharto for coefficient of reliability test is  $0,600 > 0,799$  is high. From Table 4.1.5, the reliability score is 0.756 is greater than 0,600 and it is in the high level position. It means that the reliability test for flipped classroom method in experimental class is sufficient reliability and all of the items are reliable.

Next, the reliability score for Inquiry-Based Learning Method in SPSS version 23.0 is in Table 4.1.6:

**Reliability Statistics of  
Inquiry-Based Learning  
Method**

Cronbach's Alpha	N of Items
.749	5

*(The result of reliability test is from SPSS v. 23.0)*

Based on the result that, the reliability test for Flipped Classroom method in Experiment Class is 0.749, actually according to Suharto for coefficient of reliability test is  $0,600 > 0,799$  is high. From Table 4.1.5, the reliability score is 0.749 is greater than 0,600 and it is in the high level position. It means that the reliability test for inquiry-based learning method in experimental class is sufficient reliability and all of the items are reliable.

### c. Homogeneity Test

The homogeneity test was used to find out whether the sample variance is homogeneous or not. In this case, the *Lavene-Test* of ONE WAY ANOVA was employed on the data of pre-test and post-test. The relationship can be considered homogeneous if the significant value is higher than level of significance of 0.05.

The homogeneity test was done in writing ability before and after the treatment (pre-test and post-test). It is used SPSS 23.00 computer program for windows, the results are shown in Table 4.1.7. The complete computation is enclosed in Appendix.

**Table 4.1.7**  
**Result of Homogeneity Test in Pre-Test**

	<b>Levene Statistic</b>	<b>df1</b>	<b>df2</b>	<b>Sig.</b>	<b>Interpretation</b>
<b>Writing Ability</b>	0.000	1	58	0.993	Homogeneous

Table 4.1.7 shows that the value of  $p$  (*Sig.*) of the pre-test (0.993) is greater than 0.05. It means that the sample variance is homogeneous. Table 4.1.8 shows that the result of homogeneity test in post-test is:

**Table 4.1.8**  
**Result of Homogeneity Test in Post-Test**

	<b>Levene Statistic</b>	<b>df1</b>	<b>df2</b>	<b>Sig.</b>	<b>Interpretation</b>
<b>Writing Ability</b>	0.291	1	58	0.591	Homogeneous

Table 4.1.8 shows that the value of  $p$  (*Sig.*) of the pre-test (0.591) is greater than 0.05. It means that the sample variance is homogeneous.

### B.2. Hypothesis Test

The hypothesis testing was aimed to revealing whether there is a better method between flipped classroom and inquiry-based learning method in writing

descriptive text. Firstly, the hypothesis must be changed to the null hypothesis ( $H_0$ ) before the hypothesis was rejected or accepted.

The hypothesis testing can be seen from the following explanation:

- a. Null Hypothesis ( $H_0$ ): Inquiry-Based Learning is not better method than Flipped Classroom method in writing descriptive text for students in the first grade of senior high school.
- b. Alternative Hypothesis ( $H_a$ ): Inquiry-Based Learning is better method than Flipped Classroom method in writing descriptive text for students in the first grade of senior high school.

In this research, the researcher analyzed the data by using SPSS 23.0 computer program for windows. In testing the hypothesis, ANCOVA (Analysis of Covariance) was used since this research involved the scores of both the pre-test and post-test and the mean scores of the pre-test of both classes were different.

In hypothesis testing, if the value of the level of significance is lower than 0.05, the hypothesis is accepted. The result of the ANCOVA test is presented in Table 4.1.9. The complete print out of the analysis can be seen in Appendix.

#### **The Result of ANCOVA**

Source	Type III Sum of Squares	df	Mean Square	F	Sig.
Corrected Model	10860.167 <sup>a</sup>	2	5430.083	28.956	.000
Post-Test Class	437.251	1	437.251	2.332	.129
Methods	10565.633	1	10565.633	56.341	.000
Error	7100.160	1	7100.160	37.861	.000
Total	21941.133	117	187.531		
Corrected Total	417908.000	120			
	32801.300	119			

**Table 4.1.9**

From the result shown in Table 4.1.9, it can be identified that the level of significance of post-test is 0.129 which is greater than 0.05. It means that flipped classroom is not better than inquiry-based learning method seen from the result of post-test of flipped classroom. Meanwhile, the level of significance of methods that refers to post-test of inquiry-based learning method is 0.000. Since the level of significance value is less than 0.05, i.e.  $0.000 < 0.05$ , the null hypothesis ( $H_0$ ) is rejected. It means that the use of inquiry-based learning method shows better than flipped classroom method in writing descriptive text for students seen from the result of the post-test. In other words, the use of inquiry-based learning method had an influence on the students' writing ability. Therefore, the hypothesis of "Inquiry-Based Learning is better than Flipped Classroom Method in Writing Descriptive Text" is accepted.

### **C. Interpretations**

In this part, the interpretation of the findings was presented. The interpretation was concerned with the descriptive and inferential interpretations.

In this study, the pre-test and post-test had been administered to both experimental and control class to find out the students' writing ability before and after the treatment. The data of pre-test and post-test were gathered from the writing test. Then, the treatment of using flipped classroom in teaching and learning process was only used in experimental class, and inquiry-based learning in teaching and learning process was only used in control class. Therefore, the comparison of

applying flipped classroom method and inquiry-based learning method in writing descriptive text could be identified through the result of ANCOVA test.

Based on the descriptive analysis, it was found that the mean scores of the post test of both classes were higher than that of the pre-test. It means that the both control and experimental classes had an improvement of the mean score. In control class was 21.9. Meanwhile, the improvement of the mean score in experimental class was 16. In brief, it seems that the improvement of the mean score in control class was higher than that of the experimental class.

The improvement of the mean score of writing test of the control and experimental classes is presented in Table 4.2.

**Table 4.2.**  
**The Improvement of the Mean Score of Writing Tests of the Control and Experimental Classes**

Variable		Mean	The Improvement
Control Class	Pre-Test	47.1	21.9
	Post-Test	69	
Experimental Class	Pre-Test	47.1	16
	Post-Test	63.1	

Based on the result Table 4.2, it indicated that the students of the control class and experimental classes had the same writing ability before the treatment given. It could be seen from the categorization of the pre-test scores in both classes. It indicated that the students' pre-test scores in the both classes tended to be classified into the poor category. Then, after the control and experimental classes were given a different treatment, the improvement of the mean in the control class was higher than the experimental class. It could also be seen from tables of scores categorization of both classes that the post-test scores of the experimental class were classified into good category.

The inferential analysis result indicated that all of the data had normal distribution and the ample variances were homogeneous. It could also be seen from the result of the normality test of the both classes that the probability value of the pre-test data of the control and the experimental group was higher than 0.05, i.e.  $0.200 > 0.05$  and  $0.200 > 0.05$ . So, the pre-test data of the groups had normal distribution. Meanwhile, the probability values of the post-test data of the control and experimental classes were also higher than 0.05, i.e.  $0.089 > 0.05$  and  $0.149 > 0.05$ . So, the post-test data of the both classes were also normal. It was concluded that all of the data had normal distribution.

Meanwhile the result of the homogeneity testing also indicated that the p value was greater than the significance level of 0.05 for both pre- and post- tests, i.e.,  $0.993 > 0.05$  and  $0.591 > 0.05$ . So, it was stated that the sample variance in the pre- and post-test were homogeneous.

Then, from the ANCOVA result, it can be seen that the value of the level of significance is lower than 0.05, i.e.  $0.00 < 0.05$ , which means that there is a better method in the post-test score between the two groups after controlling the pre-test scores as the covariate. Besides, the significance difference also can be seen from the adjusted means of both classes as presented in Table 4.2.1:

**Table 4.2.1**  
**Summary Means**

<b>Variable</b>	<b>N</b>	<b>Post-Test</b>	<b>Adjusted Mean</b>
Experimental Class	30	63.1	55.08
Control Class	30	69	58.22

Table 4.2.1 shows that the mean score of the post-test achieved by the control class taught using inquiry-based learning method is higher than the mean score of the experimental class (i.e.  $69 > 63.1$ ). Then, because the means of

covariate or the pre-test were not exactly the same for the two classes, the means of the dependent variable or the post-test had to be adjusted. The adjusted mean of the control class is also higher than that of the experimental class (i.e.  $58.22 > 55.08$ ). Briefly, the means score of the control class is always higher than that of the experimental class whether it is adjusted for differences in the covariate or not. In other words, it can be stated that the use inquiry-based learning strategy has a positive influence on the students' writing ability especially for writing descriptive text. Thus, the hypothesis proposed in this research is accepted.

#### **D. Discussions**

In this study, the pre-test and post-test have been administered to both experimental and control classes to find out the students' writing skills before and after the treatment. The data of pre-test and post-test were gathered from writing test of descriptive texts. Then, the treatment of using flipped classroom and inquiry-based learning method were only given to the experimental class and control class. Therefore, the comparison of applying flipped classroom and inquiry-based learning method in writing descriptive text can be identified through the result of ANCOVA.

The finding of the research proved that there was a better method between flipped classroom and inquiry-based learning method and those who were not. Both of the techniques are effective but inquiry-based learning method is more effective than flipped classroom which is the new method for teacher. These findings are supported by the theories about the contribution of using inquiry-based learning method to students' writing skill that the teaching and learning method is

appropriate technique to teach writing in junior high school<sup>70</sup>. It means that the inquiry-based learning method is the appropriate teaching writing method which is used in the writing class that it can help students to develop their writing ability.

The research was conducted by Nurtalina (2013) UNY (State University of Yogyakarta), research on title “The Effect of Using Inquiry-Based Learning Strategy in the Writing Ability” where was researched in SMP Negeri 1 Prambanan Klaten. The population of this research was the eighth grade students which consisted of 213 students for second grade. But the researcher just used two classes for the sample.. In control class was 7.99, meanwhile the improvement of the mean score in experimental class was 24.21. In brief, it seems that the improvement of the mean score in experimental class was higher than that of the control class. From the ANCOVA result, it can be seen that the value of the level of significance is lower than 0.05, i.e.  $0.00 < 0.05$ , which means that there is a significance difference in the post-test score between the two groups after controlling the pre-test scores as the covariate.

Before the treatment was given, both classes were given pre-test which consisted of one writing descriptive text. It was conducted to know whether there was a better method between flipped classroom and inquiry-based learning in writing descriptive text between the control and experimental class or not. Pre-test in experimental class and the control class was conducted on August 5<sup>th</sup>, 2019. After the pre-test given, the computation of the mean score of experimental class on their

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<sup>70</sup> Graham and Perin, *Writing Next: Effective Strategies to Improve Writing of Adolescents in Middle and High Schools – A Report to Carneige Corporation of New York* (Washington, DC: Alliance for Excellent Education, 2007), p. 27.



writing test was 47.1 while the mean score of the control class was 47.1. It can be interpreted that both of classes have the same ability in writing descriptive text.

After the treatment was given to the experimental class, the post-test was conducted in X.MIPA.2, while the control class, the post-test was conducted in X.MIPA.1. It aimed to know the improvement of both methods. Based on the computation of the post-test result, the mean score of experimental class on their writing ability was 63.1 while the control class was 69. It can be interpreted that the mean score of the control class taught by using inquiry-based learning method was higher than that experimental class taught without it. The improvement of the writing skill could be seen from the mean scores of the post test of experimental class and control class. In fact, the students' writing ability both classes was improving. However, the improvement of the students' writing ability in the control class was higher than that the experimental class and the better method to improve writing skill is inquiry-based learning method. It showed from the gain scores of the pre-test to post test that control class get 21.9 points for the improvement, while experimental class get 16 points for the improvement of score writing test.

Meanwhile, the mean of the post-test of the control class was higher than the experimental class, i.e.  $69 > 63.1$ . There was the improvement of the mean of both classes. Meanwhile, the improvement mean score of the post-test in control class was higher than that of the experimental class, i.e.  $21.9 > 16$ . When it was consulted to the score rubric, the score rubric of the post-test in the control class was higher than that of the post-test in the experimental class. The post-test scores of the control class were classified into very good category while that of the

experimental class were classified into the good category. It meant that after the treatment was given, the students' writing ability of the control class tended to be classified into higher category than that of the experimental class.

Moreover, the result of ANCOVA test showed that the significance value of post-test in control class was lower than  $0.000 < 0.05$ . It meant that flipped classroom is not better than inquiry-based learning method in writing descriptive text and those who were not.

Finally, both of the Nurtalina's research and this research are same that alternative hypothesis is accepted. The difference of this research from the last research about applying inquiry-based learning is inquiry-based learning is more effective than flipped classroom. It can be seen from the result of ANCOVA. The hypothesis proposed in this research which says "Inquiry-Based Learning is better than Flipped Classroom method in writing descriptive text for students in the first grade of senior high school" is accepted.

## **CHAPTER V**

### **CLOSING**

This chapter is divided into three main sections: conclusion, implication and suggestion from the research finding. Those sections are presented as follows:

#### **A. Conclusion**

The conclusion of this research study is supported by finding. It answers the problem formulation of Chapter I.

Based on the finding of the research, it can be summarized that inquiry-based learning is better than flipped classroom method in writing descriptive text for students in the first grade of senior high school and those who were not taught by using inquiry-based learning. It can be seen in the result of ANCOVA in Table 4.1.9, that shows the value of significance was 0.000 and it was lower than 0.05. Therefore, the hypothesis which says “Inquiry-based learning is better than flipped classroom method in writing descriptive text” is accepted.

Flipped classroom method is effective. However, Inquiry-Based Learning is quite effective. It can be concluded that both of the teaching techniques are effective to teach writing and both of the techniques improve students’ writing ability.

#### **B. Implication**

Implication is drawn from the research finding. The research finding came with a finding that Inquiry-Based Learning is better than Flipped Classroom method

in writing descriptive text. Moreover, in this research implies that the use of inquiry-based learning method as teaching method is needed in teaching writing.

Considering the conclusion drawn above, it implies that the use of inquiry-based learning is capable to encourage the improvement of students' writing skill in which can be seen from the progress of the students' writing scores of writing narrative text after given a treatment using inquiry-based learning method. It is expected that the teachers are highly recommended to use the teaching and learning method in writing in order to improve students' writing skill.

Students are active and motivated in learning process when they are taught using inquiry-based learning method and flipped classroom method. Therefore, it implies that the use of inquiry-based learning and flipped classroom method can help students' interest and help them to express their ideas into writing. So that, the students are able to write descriptive text completely.

In summary, the use of inquiry-based learning and flipped classroom method during the research can improve the students' achievement in their writing of descriptive text. Therefore, using inquiry-based learning and flipped classroom method need to be maintained in teaching writing.

### **C. Suggestions**

Based on the conclusion above, the research proposes some suggestions. They are as follows:

1. For other researchers

The researcher realizes that this study is far from being perfect. It still has many weakness in some parts. Therefore, the researcher suggests that the other researchers should conduct a study in the same or similar topic to enrich the theories

on the use of Flipped Classroom method and Inquiry-Based Learning method in English teaching and learning process.

## 2. For English Teachers

In the English teaching and learning process, especially in writing teachers are recommended to select flipped classroom and inquiry-based learning method learning as the appropriate teaching technique. Since, it is capable to encourage the improvement of students' writing ability and to build their motivation in studying writing.

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# APPENDICES

## APPENDIX I

### RENCANA PELAKSANAAN PEMBELAJARAN (RPP EXPERIMENTAL CLASS)

Nama Sekolah	: SMA Muhammadiyah P. Berandan
Mata Pelajaran	: Bahasa Inggris
Kls/Sem	: X/I
Materi Pembelajaran	: Teks deskriptif lisan dan tulis sederhana, tentang tempat wisata
Alokasi Waktu	: 2 x 45 menit

#### A. Kompetensi Inti

1. Menghayati dan mengamalkan ajaran agama yang dianutnya
2. Menghayati dan mengamalkan perilaku jujur, disiplin, tanggung jawab, peduli (gotong royong, kerja sama, toleran, damai), santun, responsive, dan pro-aktif dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan social dna alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia.
3. Memahami, menerapkan, menganalisis pengetahuan factual, konseptual, procedural berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan procedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.
4. Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, dan mampu menggunakan metode sesuai kaidah keilmuan.

#### B. Kompetensi Dasar:

- 3.4 Membedakan fungsi social, struktur teks, dan unsur kebahasaan beberapa teks deskriptif lisan dan tulis dengan memberi dan meminta informasi terkait tempat wisata dan bangunan bersejarah terkenal, pendel dan sederhana, sesuai dengan konteks penggunaannya.
- 4.4 Teks desriptif

- 4.4.1 Menangkap makna secara konstektual terkait fungsi social, struktur teks, dan unsur kebahasaan teks deskriptif, lisan dan tulis, pendek dan sederhana terkait tempat wisata dan bangunan bersejarah terkenal
- 4.4.2 Menyusun teks deskriptif lisan dan tulis, pendek dan sederhana, terkait tempat wisata dan bangunan bersejarah terkenal, dengan memperhatikan fungsi social, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks.

### **C. Tujuan Pembelajaran:**

1. Menunjukkan kesungguhan belajar Bahasa Inggris terkait teks deskriptif sederhana tentang tempat wisata dunia atau bangunan terkenal.
2. Menunjukkan perilaku peduli, percaya diri, dan tanggung jawab dalam melaksanakan komunikasi terkait teks deskriptif tentang tempat wisata terkenal.
3. Merespon makna dalam tes deskriptif, lisan dan tulis, sederhana tentang orang.
4. Menyusun teks descriptive lisan dan tulis sederhana tentang tempat wisata dunia atau bangunan terkenal.

### **D. Materi Pembelajaran**

Struktur Descriptive Text (*generic structure*) adalah:

1. Identification (identifikasi) adalah pendahuluan, berupa gambaran umum tentang suatu topic.
2. Description (deskripsi) adalah berisi ciri-ciri khusus yang dimiliki benda, tempat, atau orang yang didiskusikan.

Ciri-ciri Descriptive Text:

- Menggunakan simple present tense
- Menggunakan attribute verb, seperti be (*am, is, are*)
- Hanya fokus pada suatu objek tersebut

Unsur Kebahasaan adalah:

- (1) Kata benda yang terkait dengan orang/benda/tempat/binatang
- (2) Kata sifat yang terkait dengan sifat orang/binatang/benda
- (3) Kata kerja bentuk pertama (present tense)
- (4) Ejaan dan tulisan tangan dan cetak yang jelas dan rapi
- (5) Ucapan, tekanan kata, intonasi, ketika mempresentasikan secara lisan.
- (6) Rujukan kata

Contoh teks descriptive:

### **The National Monument**

The National Monument (or Monument Nasional) is a 132 meters tower in the center of Merdeka Square, Central Jakarta. It symbolizes the fight for Indonesia's

independence. The monument consist of a 117,7 m obelisk on a 45 m square platform at a height of 17 m the towering monument symbolizes the philosophy of Lingga and Yoni. Lingga resembles, rice pestle (alu) and Yoni resembles a mortar rice (lesung), two important items in Indonesian agricultural tradition.

The construction began in 1961 under the direction of President Soekarno and the monument was opened to the public in 1975. It is topped by a flame covered with gold foil. The monument and museum is opened daily from 08.00 – 15.00 every day throughout the week, except for the last Monday of the month the monument is closed.

### E. Metode Pembelajaran

Model Pembelajaran : Flipped Classroom Model  
 Pendekatan : Scientific Learning Approach  
 Metode Pembelajaran : Metode bervariasi

### F. Tahap Pembelajaran

Kegiatan	Deskripsi Kegiatan	Alokasi Waktu
Pendahuluan	<p>Apersepsi</p> <ol style="list-style-type: none"> <li>1. Guru memberikan salam kepada siswa dan siswa meresponnya dengan memberikan salam balik kepada guru. Guru menanyakan kabar siswa</li> <li>2. Persiapan untuk melakukan pembelajaran (Siswa dan guru membaca do'a menurut kepercayaan masing-masing dan dipimpin oleh ketua kelas)</li> <li>3. Guru mengisi jurnal guru dan mengecek kehadiran siswa dengan mengisi absen</li> <li>4. Peserta didik diberikan informasi tentang tujuan pembelajaran yang akan dicapai dalam proses pembelajaran</li> </ol> <p>Motivasi</p> <ul style="list-style-type: none"> <li>- Memberikan motivasi kepada siswa untuk aktif dalam proses pembelajaran</li> <li>- Peserta didik diinformasikan tentang manfaat pembelajaran</li> </ul>	15 menit

Inti	<p>Mengamati:</p> <p>Guru memberikan klarifikasi mengenai video, PPT, ataupun materi yang diberikan kepada siswa dan telah dipelajari siswa di rumah sebagai pengantar pembelajaran.</p> <p>Guru membagi kelompok, setiap kelompok terdiri dari 3 orang.</p> <p>Guru memberikan sebuah gambar berupa tempat wisata yang akan dibuat menjadi teks deskriptif. Setiap kelompok diberi waktu untuk menulis yang diberikan oleh guru.</p>	15 menit
	<p>Mengeksplorasi</p> <p>Siswa mengeksplorasi gambar tentang berbagai tempat wisata dunia.</p> <p>Siswa mendeskripsikan gambar tentang tempat wisata dunia.</p> <p>Siswa berpasangan menemukan informasi rinci dan informasi tertentu serta fungsi social dari teks deskripsi yang dilihat.</p>	20 menit
	<p>Mengasosiasi</p> <p>Dalam kerja kelompok terbimbing siswa menganalisis gambar tempat wisata dunia dengan focus pada fungsi social, struktur teks, dan unsur kebahasaan.</p> <p>Siswa mengelompokkan teks deskripsi sesuai dengan fungsi sosialnya.</p> <p>Siswa memperoleh balikan (<i>feedback</i>) dari guru dan teman tentang setiap yang dia sampaikan dalam kerja kelompok.</p>	10 menit
	<p>Mengkomunikasikan:</p> <p>Menyampaikan hasil kerja kelompok tentang tempat wisata dunia sesuai dengan panduan yang disiapkan guru.</p> <p>Siswa membuat laporan evaluasi diri secara tertulis tentang pengalaman dalam menggambarkan secara tertulis tentang pengalaman dalam menggambarkan tempat wisata dunia dan termasuk menyebutkan dukungan dan kendala yang dialami.</p>	20 menit

	<p>Guru menyampaikan kesimpulan dari masalah yang diberikan kepada siswa. Siswa diberi latihan soal secara intens.</p>	
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Penutup	<ol style="list-style-type: none"> <li>1. Siswa menyimpulkan materi pembelajaran yang telah dipelajari.</li> <li>2. Siswa merefleksikan penguasaan materi yang telah dipelajari dengan membuat catatan penguasaan materi.</li> <li>3. Siswa mengerjakan evaluasi.</li> <li>4. Siswa saling memberikan umpan balik hasil evaluasi yang telah dicapai</li> </ol>	10 menit
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### G. Penilaian Hasil Pembelajaran

#### Kriteria Penilaian Kerja dan Tugas

- Pencapaian Fungsi Sosial
- Kelengkapan dan Keruntutan Struktur Teks Deskriptif
- Ketepatan unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata, intonasi, ejaan, dan tulisan tangan
- Kesesuaian Format Penulisan/Penyampaian

### H. Instrumen Penilaian Hasil Belajar

#### Soal

#### Pingvellir

Pingvellir is a very famous historic place in Iceland, where a lot of things have *happened* (1) which have influenced the Icelandic history.

Pingvellir was reserved in 1928 and became a national park. Now there is a fence all around Pingvellir to *protect* (2) it from sheep and other animals which can *destroy* (3) the vegetation.

Pingvallavatn, which is in Pingvellir, is the largest lake in Iceland. It is 83.7 square kilometers, and 114 meters deep. There are many kinds of fish in the lake, like trouts, charms and tiddles.

Pingvellir is also a very *famous* (4) tourism place, and thousands of people come there every year to see this smashing nature and its beautiful *surroundings* (5).

Men have tried to do anything they can to protect this old, famous place. They have put fence all around Pingvellir and there are special rules. They have also made many paths and you are only allowed to camp on special places, to protect the vegetation. They have rebuilt the houses and many things for the travel industry.

#### A. Question:

1. What is the social function of the text?
2. What kind of text is the text above?
3. In which paragraph does the writer show the description of Pingvellir?
4. Where is Pingvellir situated?
5. When did Pingvellir become national park?
6. Men have tried to do anything they can to protect this old, famous place. The underlined words mean
7. How wide is the Pingvallavatn?
8. “They have rebuilt the houses and many things for the travel industry.”



What does the word “They” refer to?

**B. Find out the synonym of the words in italics.**

1. ....
2. ....
3. ....
4. ....
5. ....

**KUNCI JAWAB**

**Activity**

**A.**

1. To describe a very famous historic place, Pingvellir.
2. Description.
3. Par 2, 3, 4 and 5.
4. In Iceland.
5. In 1928.
6. Popular, well-known
7. 83.7 square kilometers.
8. Men

**B.**

1. Took place, occur.
  2. Defend, guard, keep.
  3. Damage.
  4. Popular, well-known.
  5. Environment
- C. Any possible answers.

**Rubriks Penilaian Kinerja (Format 2)**

KRITERIA	KURANG	CUKUP	BAIK	SANGAT BAIK
Melakukan Observasi	Tidak Jelas Pelaksanaannya		Beberapa Kegiatan Jelas dan Rinci	Semua Jelas dan Rinci

Bertanya-jawab	Kalimat kurang bisa dipahami			
Monolog	Membaca script, kosa kata terbatas, dan tidak lancar		Lancar dan kosa kata dan kalimat berkembang, serta ada transisi	Lancar mencapai fungsi sosial, struktur lengkap dan unsur kebahasaan sesuai
Menyunting /Menulis Teks	Penggunaan kata, kalimat, dan struktur tidak sesuai	Fungsi sosial tercapai, struktur tepat dan unsur kebahasaan kurang tepat	Fungsi sosial tercapai, struktur dan unsur kebahasaan tepat	Fungsi sosial tercapai, struktur dan unsur kebahasaan tepat serta ada modifikasi

### Penugasan/ulangan harian

1. Menentukan gambaran umum, informasi tertentu/tersurat, dan rujukan kata dari teks deskripsi
2. Membedakan fungsi sosial, struktur dan unsur kebahasaan.

### Observasi:

#### Lembar Pengamatan Sikap Peserta didik

No	Indikator Sikap.	Bertanggung jawab	Jujur	Santun dalam berkomunikasi	Percaya diri	Kedisiplinan dalam tugas	Nilai rata-rata (kualitatif/huruf).
	Nama Peserta didik.						
1							
2							
3							
4							

Note: Setiap aspek menggunakan skala 1 s.d. 5

1 = Sangat Kurang      3 = Cukup      5 = Amat Baik  
2 = Kurang      4 = Baik

Medan, 19 Juni 2019

Peneliti

**REGITA YULISKA**

NIM. 34153038

## APPENDIX II

### RENCANA PELAKSANAAN PEMBELAJARAN (RPP) CONTROL CLASS

Satuan Pendidikan : SMA Muhammadiyah P. Berandan  
Mata Pelajaran : Bahasa Inggris  
Kelas/ Semester : X/ 1  
Materi Pokok : Descriptive Text  
Alokasi Waktu : 2 x 45 menit

#### A. Kompetensi Inti

1. Menghayati dan mengamalkan ajaran agama yang dianutnya.
2. Menghayati dan mengamalkan perilaku jujur, disiplin, tanggung jawab, peduli (gotong royong, kerjasama, toleran, damai), santun, responsif dan pro-aktif dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia.
3. Memahami, menerapkan, menganalisis pengetahuan faktual, konseptual, prosedural, berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.
4. Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan diri yang dipelajarinya di sekolah secara mandiri, dan mampu menggunakan metoda sesuai kaidah keilmuan.

#### B. Kompetensi Dasar

- 1.1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional.
- 2.1 Mengembangkan perilaku santun dan peduli dalam melaksanakan komunikasi antar pribadi dengan guru dan teman.
- 2.3 Mengembangkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional.
- 3.4 Memahami tujuan, struktur teks, dan unsur kebahasaan dari jenis teks deskriptif lisan dan tulisan, sederhana, tentang orang.
- 4.4 Menyusun teks deskriptif lisan dan tulisan sederhana tentang orang, dengan memperhatikan tujuan, struktur teks, dan unsur kebahasaan, secara benar dan sesuai dengan konteks.
- 4.5 Menangkap makna dalam teks deskriptif lisan dan tulisan sederhana.

### C. Indikator Pembelajaran

1. Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional.
2. Mengembangkan perilaku santun dan peduli dalam melaksanakan komunikasi antar pribadi dengan guru dan teman.
3. Mengembangkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional.
4. Memahami tujuan dari jenis teks deskriptif lisan dan tulisan, sederhana, tentang orang.
5. Memahami struktur teks dari jenis teks deskriptif lisan dan tulisan, sederhana, tentang orang.
6. Memahami unsur kebahasaan dari jenis teks deskriptif lisan dan tulisan, sederhana, tentang orang.
7. Menyusun teks deskriptif lisan dan tulisan sederhana tentang orang, dengan memperhatikan tujuan, struktur teks, dan unsur kebahasaan, secara benar dan sesuai dengan konteks.
8. Menangkap makna dalam teks deskriptif lisan dan tulisan sederhana.

### D. Tujuan Pembelajaran

Setelah proses pembelajaran diharapkan:

1. Spritual :Siswa dapat mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional.
2. Social :Siswa dapat mengembangkan perilaku santun dan peduli dalam melaksanakan komunikasi antar pribadi dengan guru dan teman.
3. Kognitif :Siswa mampu memahami tujuan, struktur teks, dan unsur kebahasaan dari jenis teks deskriptif lisan dan tulisan, sederhana, tentang orang.
4. Psikomotor :Siswa mampu menangkap makna dalam teks deskriptif lisan dan tulisan sederhana dan menyusun teks deskriptif lisan dan tulisan sederhana tentang orang, dengan memperhatikan tujuan, struktur teks, dan unsur kebahasaan, secara benar dan sesuai dengan konteks.

### E. Materi Pembelajaran

1. Fakta : Teks Deskriptif berjudul “Barack Obama”.
2. Konsep : Descriptive text is a text which tells what a person or thing is like.
3. Prinsip : a. Purpose of Descriptive Text: to describe person, animal, place, or thing  
 b. Generic Structure:  
 1) Identification  
 (mention the name, occupation, profession and career)  
 2) Description  
 ( mention the physical features, the way he/ she dresses and his/ her personality)  
 c. Language Feature:

- 1) Using simple present tense
- 2) Using Adjective Phrase

#### F. Metode Pembelajaran

1. Pendekatan :Scientific Approach
2. Strategi :Observing, questioning, experiment, Association, and Communicating
3. Metode : Inquiry-based learning

#### G. Kegiatan Pembelajaran

Kegiatan	Deskripsi Kegiatan
1. Kegiatan Awal (Pre-teaching)	<p>Guru menyapa siswa dengan mengucapkan salam, good morning.</p> <p>Guru memeriksa kondisi kelas</p> <p>Guru menanyakan keadaan siswa; how are you today.</p> <p>Siswa merespon apa yang diucapkan guru</p> <p>Guru memeriksa kehadiran siswa</p> <p>Guru mengecek kesiapan siswa untuk memulai pelajaran; are you ready to study right now.</p> <p>Guru memberikan brainstorm kepada siswa.</p>
2. Kegiatan Inti (Whilst-teaching)	<p>1. Observing (mengamati)</p> <p>Guru memutarakan rekaman tentang teks deskriptif dengan judul “Barack Obama”.</p> <p>Guru memutarakan video tentang teks deskriptif dengan judul “Barack Obama”.</p> <p>Guru meminta siswa untuk mengamati informasi dalam video.</p> <p>Guru membimbing siswa mengidentifikasi informasi-informasi tentang teks deskriptif dengan judul “Barack Obama”.</p> <p>Guru membacakan teks deskriptif dengan judul “Barack Obama” kemudian meminta siswa untuk membaca teks tersebut secara bergiliran.</p> <p>2. Questioning (mempertanyakan)</p> <p>Guru membimbing siswa mempertanyakan informasi dalam teks deskriptif dengan judul “Barack Obama”.</p> <p>Guru membimbing siswa mempertanyakan tujuan teks di dalam teks deskriptif dengan judul “Barack Obama”.</p> <p>Guru membimbing siswa mempertanyakan struktur teks di dalam teks deskriptif dengan judul “Barack Obama”.</p>

	<p>Guru membimbing siswa mempertanyakan unsur kebahasaan di dalam teks deskriptif dengan judul “Barack Obama”, seperti using simple present tense dan adjective phrase.</p> <p>3. Experiment/ Exploring (mengembangkan)  Guru membimbing siswa dan mengembangkan informasi mengenai teks deskriptif.  Guru membimbing siswa memahami dan menjelaskan tujuan teks tentang teks deskriptif dengan judul “Barack Obama”.  Guru membimbing siswa memahami dan menjelaskan tujuan teks yang ada didalam teks deskriptif dengan judul “Barack Obama”.  Guru membimbing siswa memahami dan menjelaskan struktur teks yang ada didalam teks deskriptif dengan judul “Barack Obama”.  Guru membimbing siswa memahami dan menjelaskan unsur kebahasaan yang ada didalam teks deskriptif dengan judul “Barack Obama”.  Guru membimbing siswa untuk menghasilkan sebuah teks deskriptif baik lisan maupun tulisan.</p> <p>4. Associating (mengaitkan)  Guru membimbing siswa membandingkan teks deskriptif yang berjudul “Barack Obama” dengan teks deskriptif lainnya dari sumber yang berbeda.  Guru menyuruh siswa membandingkan teks deskriptif yang bertema orang dengan teks deskriptif yang bertema benda atau lainnya.</p> <p>5. Communicating ( mengkomunikasikan)  Guru menyuruh siswa mendemonstrasikan percakapan di depan kelas mengenai teks deskriptif tentang orang.  Guru menyuruh siswa memberikan pendapat tentang penampilan temannya.  Guru menyuruh siswa membacakan sekaligus menampilkan hasil tulisannya dari teks deskriptif tentang orang di depan kelas.</p>
3. Kegiatan Akhir (Post-teaching)	<p>Guru meminta siswa memberikan feedback tentang pemahaman mereka terhadap bahan ajar.  Peserta didik bersama guru menyimpulkan pembelajaran.  Guru menutup pembelajaran dengan mengucapkan salam</p>

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## H. Sumber/ Media Pembelajaran

1. Sumber : a. Buku English  
b. Internet
2. Media Pembelajaran : Audio/ Video, White Board, Picture, Marker.

## I. Penilaian

### 1. Penilaian Sikap

No	Aspek yang dinilai	Teknik Penilaian	Waktu Penilaian	Instrumen Penilaian	Keterangan
1. 2. 3. 4. 5. 6. 7. 8.	Rasa Hormat Jujur Peduli Berani Percaya Diri Komunikasi Peduli Sesama Ingin tahu	Pengamatan	Proses	Lembar Pengamatan	

### 2. Penilaian Pengetahuan

Indikator Pencapaian Kompetensi	Teknik Penilaian	Bentuk Penilaian	Instrumen
Memahami tujuan, struktur teks, dan unsur kebahasaan dari teks deskriptif lisan dan tulisan, sederhana, tentang orang.	Unjuk Kerja	Lisan dan tulisan	1. Read the example of Descriptive text with title "Barack Obama" that has read by the teacher previously. 2. Answer the question below: a. What is the topic about? b. When was he born ? c. What are the characteristics of Barack Obama? d. What is Barack Obama's hobby?



			e. How many the children does Barack Obama have?
--	--	--	--

### 3. Penilaian Praktek

Indikator pencapaian Kompetensi	Teknik penilaian	Bentuk Penilaian	Instrumen
Menyusun teks lisan dan tulisan untuk teks deskriptif, sederhana yang dekat dengan kehidupan peserta didik sehari-hari dengan unsur kebahasaan yang benar dan sesuai konteks.	Unjuk Kerja	Presentasi	Choose one of the topics below and make text deskriptif dengan topik orang.

#### Rubrik Penilaian dari Aspek Pengetahuan (knowledge)

##### a. Kosakata (vocabulary)

5 = Hampir Sempurna

4 = Ada kesalahan tapi tidak mengganggu makna

3 = Ada kesalahan dan mengganggu makna

2 = Banyak kesalahandan mengganggu makna

1 = Terlalu banyak kesalahan sehingga sulit dipahami

##### b. Ketelitian (accuracy)

5 = Sangat teliti

4 = Teliti

3 = Cukup teliti

2 = Kurang teliti

1 = Tidak teliti

##### c. Pemahaman (understanding)

5 = Sangat memahami

4 = Memahami

3 = Cukup memahami

2 = Kurang memahami

1 = Tidak memahami

d. Pilihan Kata (diction)

5 = Sangat variatif dan tepat

4 = Variatif dan tepat

3 = Cukup variatif dan tepat

2 = Kurang variatif dan tepat

1 = Tidak variatif dan tepat

4. Rubrik Penilaian Praktek

KRITERIA	INDIKATOR	SKOR
<b>KESESUAIAN ISI</b>	<b>BAIK SEKALI</b> Mengerjakan tugas dengan amat baik, pembahasan amat baik, informasi relevan dan tepat, interpretasi sangat kuat dan mendukung.	81-100
	<b>BAIK</b> Mampu mengerjakan tugas dengan baik, pembahasan mampu, informasi umumnya relevan dan tepat, interpretasi umumnya mendukung	61-80
	<b>CUKUP</b> Kurang mampu mengerjakan tugas, pembahasan dapat diterima tapi kadang tidak konsisten, informasi kadang tidak relevan/ tidak tepat, interpretasi kadang tidak konsisten dengan fakta.	41-60
	<b>KURANG</b> Tidak bisa mengerjakan tugas, pembahasan tidak lengkap dan tidak konsisten, informasi sering tidak relevan/tidak tepat, interpretasi tidak konsisten dengan fakta	21-40
	<b>KURANG SEKALI/TIDAK BISA DITERIMA</b> Mengabaikan atau tidak memahami tugas, minim pembahasan, informasi dan interpretasi tidak relevan	00-20
<b>KESESUAIAN LANGKAH/ RETORIKA</b>	<b>BAIK SEKALI</b> Komunikasi efektif, sangat konsisten dengan bentuk teks khusus, ungkapan tertata dengan baik dan teratur, hubungan antar bagian teks jelas.	81-100
	<b>BAIK</b>	61-80

	Komunikasi cukup efektif, umumnya konsisten dengan bentuk teks khusus, organisasi dan urutan ungkapan umumnya tertata baik dan teratur, hubungan antar bagian teks umumnya jelas.	
	<b>CUKUP</b> Komunikasi kadang cukup efektif, konsisten dengan bentuk teks khusus kadang terabaikan, penataan ungkapan kadang sulit diikuti, hubungan antar bagian teks kadang tidak jelas.	41-60
	<b>KURANG</b> Komunikasi tidak efektif, maksud tidak jelas, tidak mengikuti teks bentuk khusus, penataan dan urutan ungkapan membingungkan, hubungan antar bagian teks tidak jelas.	21-40
	<b>KURANG SEKALI/TIDAK BISA DITERIMA</b> Tidak bisa dipahami sama sekali, mengabaikan bentuk teks khusus, tidak ada penataan teks.	00-20
<b>KESESUAIAN BAHASA</b>	<b>BAIK SEKALI</b> Bahasa yang digunakan sangat sesuai dengan bentuk teks yang diberikan dan konteks komunikasi.	81-100
	<b>BAIK</b> Umumnya bahasa yang digunakan sesuai dengan bentuk teks yang diberikan dan konteks komunikasi.	61-80
	<b>CUKUP</b> Bahasa yang digunakan tidak konsisten dengan bentuk teks yang diberikan dan konteks.	41-60
	<b>KURANG</b> Bahasa yang digunakan tidak sesuai dengan bentuk teks yang diberikan dan konteks komunikasi	21-40
	<b>KURANG SEKALI/TIDAK BISA DITERIMA</b> Bahasa yang digunakan sangat buruk	00-20
<b>KESESUAIAN BENTUK</b>	<b>SANGAT BAIK</b> Bentuk, ejaan, pemilihan kata, tanda baca, penggunaan huruf besar, kerapian sangat memenuhi aturan teks.	81-100

	<b>BAIK</b> Bentuk, ejaan, pemilihan kata, kesesuaian, tanda baca, huruf besar, dan kerapian umumnya memenuhi aturan-aturan teks.	61-80
	<b>CUKUP</b> Bentuk, ejaan, pemilihan kata, kesesuaian, tanda baca, huruf besar, dan kerapian sebagian memenuhi aturan-aturan teks	41-60
	<b>KURANG</b> Bentuk, ejaan, pemilihan kata, kesesuaian, tanda baca, huruf besar, dan kerapian umumnya tidak memenuhi aturan-aturan teks	21-40
	<b>KURANG SEKALI/TIDAK BISA DITERIMA</b> Bentuk, ejaan, pemilihan kata, kesesuaian, tanda baca, huruf besar, dan kerapian tidak memenuhi aturan-aturan teks	00-20

Scoring according to Brown

Aspect	Score	Performance Description	Weighting
Content (C) 30% - Topic - Details	4	The topic is complete and clear and the details are relating to the topic	3 x
	3	The topic is complete and clear but the details are almost relating to the topic.	
	2	The topic is complete and clear but the details are not relating to the topic.	
	1	The topic is not clear and the details are not relating to the topic.	
Organization (O) 20% - Identification - Description	4	Identification is complete and descriptions are arranged with proper connectives	2 x
	3	Identification is almost complete and descriptions are arranged with almost proper connectives	
	2	Identification is not complete and descriptions are arranged with few misuse of connectives	
	1	Identification is not complete and descriptions are arranged with misuse of connectives	
Grammar (G) 20% - Use present tense - Agreement	4	Very few grammatical or agreement inaccuracies	2 x
	3	Few grammatical or agreement inaccuracies but not affect on meaning	
	2	Numerous grammatical or agreement inaccuracies	
	1	Frequent grammatical or agreement inaccuracies	
Vocabulary (V) 15%	4	Effective choice of words and word forms	1.5 x
	3	Few misuse of vocabularies, word forms, but not change the meaning	
	2	Limited range confusing words and word form	
	1	Very poor knowledge of words, word forms, and not understandable	
Mechanics (M) 15% - Spelling - Punctuation - Capitalization	4	It uses correct spelling, punctuation, and capitalization	1.5 x
	3	It has occasional errors of spelling, punctuation, and capitalization	
	2	It has frequent errors of spelling, punctuation, and capitalization	
	1	It is dominated by errors of spelling, punctuation, and capitalization	

Adapted from Brown (2007)

$$\text{Score} = \frac{3C + 2O + 2G + 1.5V + 1.5M}{40} \times 10$$

## Lampiran 1: Format Penilaian Individu

Nama Kegiatan : .....

Tanggal Pelaksanaa : .....

Nama : .....

NIS : .....

No	Aspek yang Dinilai	Nilai
	Sikap (attitute) :	
	Ingin tahu	
	Percaya Diri	
	Jujur	
	Perilaku (action)	
	Kerja sama	
	Melakukan tindak komunikasi yang tepat	
	Pengetahuan (knowledge)	
	Total	
	Rata-rata	

Lampiran*Barrack Obama*

His full name is Barack Hussein Obama. People often calls him Barack Obama or Obama only. He is African-American. He was born on 4 August 1961 in Honolulu, USA. Obama is quite tall, 183 cm. He has oval face, baldheaded, and black skin. His face looks patient and strong. He always keep smiles when he gives speech. Obama has got married to Michelle. They have 2 daughters, Malia and Natasha Obama.

Obama's hobby is having sport. He likes playing golf in his spare time. Obama also loves blogging. He writes on his twitter quite often.

**APPENDIX III****TEST OF EXPERIMENTAL CLASS****Name :****Class :****Subject :****Please describe about Toba Lake as you know! Here the picture!****APPENDIX IV****TEST OF CONTROL CLASS****Name :****Class :****Subject :****Please describe about Joko Widodo as you know! Here the picture!**

## APPENDIX V

**WRITING TESTS' SCORES OF EXPERIMENTAL CLASS  
(PRE-TEST)  
X.MIPA.2**

No.	Name	Category					Sum	Score
		C	O	G	V	M		
1	Agung Ramadhan	6	2	2	1.5	3	14.5	36
2	Ainal Yakin	6	4	4	1.5	3	18.5	66
3	Akbar Mahesa	9	4	4	1.5	1.5	20	50
4	Alya	6	2	4	3	3	18	45
5	Asmaul Husna	9	4	4	3	3	23	58
6	Diah Firza Safitri	9	6	2	3	3	23	58
7	Dita Amalia	9	4	4	1.5	1.5	20	50
8	Fitri Hijeliana	3	4	2	1.5	1.5	12	30
9	Hairun Nisa	6	2	2	3	3	16	40
10	Indah Syahfitri	9	6	6	3	3	27	68
11	Ira Harisma	9	4	2	3	3	21	53
12	Isma	6	2	2	1.5	1.5	13	33
13	Khairul Nisa	9	6	6	3	3	27	68
14	M. Fikri Pratama	6	4	4	1.5	1.5	17	43
15	M. Ilham Sinaga	3	2	4	1.5	1.5	12	30
16	M. Rafly	6	2	4	1.5	1.5	15	38
17	M. Sidix S. Wiguna	6	2	2	1.5	1.5	13	33
18	Muhammad Ikram	3	2	2	1.5	1.5	10	25
19	Nur Selvia	6	4	4	1.5	1.5	17	43
20	Nuriska	9	4	4	1.5	1.5	20	50
21	Nursyela Nisa	9	4	6	3	3	25	63
22	Paris Azizi	3	2	2	1.5	1.5	10	25
23	Puspa Pratiwi	6	4	4	3	3	20	50
24	Riska Dwi Lestari	9	2	2	3	3	19	48
25	Rizka Rani Azhari Lubis	9	6	4	3	3	25	63
26	Safriyani	6	4	2	3	3	18	45
27	Santi Safira	3	4	4	3	3	17	63
28	Siti Amalia	6	4	4	1.5	1.5	17	43
29	Siti Rahma	6	6	4	1.5	1.5	19	48
30	Sri Wahyuni	6	6	4	1.5	1.5	19	48



**WRITING TESTS' SCORES OF EXPERIMENTAL CLASS  
(POST TEST)  
X.MIPA.2**

No.	Name	Category					Sum	Score
		C	O	G	V	M		
1	Alya	6	4	4	1.5	3	18.5	46
2	Agung Ramadhan	9	6	8	1.5	1.5	26	65
3	Ainal Yakin	9	6	4	3	3	25	63
4	Akbar Mahesa	9	6	4	4.5	4.5	28	70
5	Asmaul Husna	12	4	4	4.5	4.5	29	73
6	Diah Firza Safitri	6	4	2	3	1.5	16.5	41
7	Dita Amalia	6	2	2	1.5	1.5	13	43
8	Fitri Hijeliana	12	8	4	4.5	6	34.5	83
9	Hairun Nisa	6	4	4	3	3	20	50
10	Indah Syahfitri	12	8	8	4.5	3	35.5	89
11	Ira Harisma	12	4	4	3	3	26	65
12	Isma	6	4	4	3	3	20	50
13	Khairul Nisa	12	4	8	4.5	4.5	33	83
14	M. Fikri Pratama	9	6	6	1.5	1.5	24	60
15	M. Ilham Sinaga	12	4	4	3	6	29	73
16	M. Rafly	9	3	6	1.5	3	22.5	56
17	M. Sidix S. Wiguna	9	6	6	3	4.5	28.5	71
18	Muhammad Ikram	6	4	2	4.5	4.5	21	53
19	Nur Selvia	12	6	4	4.5	4.5	31	78
20	Nuriska	9	4	6	4.5	4.5	28	70
21	Nursyela Nisa	9	6	6	4.5	4.5	30	75
22	Paris Azizi	6	2	2	1.5	1.5	13	33
23	Puspa Pratiwi	9	8	4	3	4.5	28.5	71
24	Riska Dwi Lestari	12	6	6	4.5	3	31.5	79
25	Rizka Riani Azhari Lubis	6	4	4	3	1.5	18.5	46
26	Safriyani	9	3	6	3	3	24	60
27	Santi Safira	9	8	8	3	3	31	78
28	Siti Amalia	9	6	6	4.5	3	28.5	71
29	Siti Rahma	9	3	6	3	1.5	22.5	56
30	Sri Wahyuni	6	2	4	1.5	3	16.5	41

**WRITING TESTS' SCORES OF CONTROL CLASS  
(POST TEST)  
X.MIPA.1**

No.	Name	Category					Sum	Score
		C	O	G	V	M		
1	Adek Setiawan	6	6	6	4.5	6	28.5	71
2	Agung Eka Pratama	6	6	6	6	4.5	28.5	71
3	Aidil Adha Yani	9	6	6	6	3	30	75
4	Bobby Prayoga	12	6	6	4.5	6	34.5	86
5	Devi Sri Dewi	6	4	6	6	3	25	63
6	Dimas Andititra	6	4	6	3	3	22	55
7	Dwi Pratiwi	6	6	6	3	6	27	67
8	Fendi Wiko Andriano	6	4	6	3	3	22	55
9	Filza Yusni	6	2	8	3	3	22	55
10	Hari Ananda Muda	9	4	6	3	4.5	26.5	66
11	Ilda Syahfitri	12	8	8	4.5	4.5	37	92
12	Imelza Melati	6	4	6	3	4.5	23.5	59
13	Jenny Dwi Andini	9	4	4	6	4.5	27.5	69
14	M. Bayu Adami	6	4	6	3	3	22	55
15	M. Diki Ritonga	6	4	4	4.5	4.5	23	58
16	M. Rifaldo	9	4	6	3	4.5	26.5	66
17	Mhd Khadavi	6	4	6	3	4.5	23.5	59
18	Mhd. Julrais	12	8	6	4.5	4.5	35	88
19	Nadra Effendy	12	8	6	6	6	38	95
20	Natasya Dania	9	6	4	4.5	3	26.5	67
21	Nurjiyanti	9	6	6	4.5	6	31.5	79
22	Pelita	6	4	6	3	6	25	63
23	Renita	9	4	4	6	6	29	73
24	Rizky Azura	9	8	6	3	3	29	73
25	Salwa Khumayra	12	6	6	4.5	6	34.5	86
26	Sindi Mardiana	12	6	6	6	6	36	90
27	Siti Nur Haliva Lubis	9	8	6	4.5	6	33.5	84
28	Teguh Aulia Nasution	9	6	4	4.5	4.5	28	70
29	Vika Dwi Anggraini	3	2	2	1.5	1.5	10	25
30	Zikri Haikal	6	4	6	3	3	22	55

**WRITING TESTS' SCORES OF CONTROL CLASS  
(POST TEST)  
X.MIPA.1**

No.	Nama	Nilai					Sum	Nilai
		C	O	G	V	M		
1	Adek Setiawan	3	2	4	1.5	1.5	12	30
2	Agung Eka Pratama	6	2	4	1.5	1.5	15	38
3	Aidil Adha Yani	6	2	2	1.5	1.5	13	33
4	Bobby Prayoga	3	2	2	1.5	1.5	10	25
5	Devi Sri Dewi	6	4	4	1.5	1.5	17	43
6	Dimas Andititra	9	4	4	1.5	1.5	20	50
7	Dwi Pratiwi	9	4	6	3	3	25	63
8	Fendi Wiko Andriano	3	2	2	1.5	1.5	10	25
9	Filza Yusni	6	4	4	3	3	20	50
10	Hari Ananda Muda	9	2	2	3	3	19	48
11	Ilda Syahfitri	9	6	4	3	3	25	63
12	Imelza Melati	6	4	2	3	3	18	45
13	Jenny Dwi Andini	3	4	4	3	3	17	63
14	M. Bayu Adami	6	4	4	1.5	1.5	17	43
15	M. Diki Ritonga	6	6	4	1.5	1.5	19	48
16	M. Rifaldo	6	6	4	1.5	1.5	19	48
17	Mhd Khadavi	9	4	2	3	3	21	53
18	Mhd. Julrais	6	2	2	1.5	1.5	13	33
19	Nadra Effendy	9	6	6	3	3	27	68
20	Natasya Dania	6	2	2	1.5	3	14.5	36
21	Nurjiyanti	6	4	4	1.5	3	18.5	66
22	Pelita	9	4	4	1.5	1.5	20	50
23	Renita	6	2	4	3	3	18	45
24	Rizky Azura	9	4	4	3	3	23	58
25	Salwa Khumayra	9	6	2	3	3	23	58
26	Sindi Mardiana	9	4	4	1.5	1.5	20	50
27	Siti Nur Halija Lubis	3	4	2	1.5	1.5	12	30
28	Teguh Aulia Nasution	6	2	2	3	3	16	40
29	Vika Dwi Anggraini	9	6	6	3	3	27	68
30	Zikri Haikal	9	4	2	3	3	21	53

## APPENDIX VI

### THE NORMALITY TEST

From : SPSS v. 23.00 for windows

#### Class

Case Processing Summary

	Class	Cases					
		Valid		Missing		Total	
		N	Percent	N	Percent	N	Percent
The Writing's Score	Pre-Test of Experimental Class (XMIPA2)	30	100.0%	0	0.0%	30	100.0%
	Post Test of Experimental Class (XMIPA2)	30	100.0%	0	0.0%	30	100.0%
	Pre-Test of Control Class (XMIPA1)	30	100.0%	0	0.0%	30	100.0%
	Post-Test of Control Class (XMIPA1)	30	100.0%	0	0.0%	30	100.0%

Descriptives

	Class		Statistic	Std. Error	
The Writing's Score	Pre-Test of Experimental Class (XMIPA2)	Mean	47.10	2.293	
		95% Confidence Interval for Mean	Lower Bound	42.41	
			Upper Bound	51.79	
		5% Trimmed Mean		47.17	
		Median		48.00	
		Variance		157.679	
		Std. Deviation		12.557	
		Minimum		25	
		Maximum		68	
		Range		43	
		Interquartile Range		21	
		Skewness		.001	.427
		Kurtosis		-.807	.833
		Post Test of Experimental Class (XMIPA2)	Mean		63.07
95% Confidence Interval for Mean	Lower Bound		57.60		
	Upper Bound		68.54		

	5% Trimmed Mean		63.26	
	Median		65.00	
	Variance		214.616	
	Std. Deviation		14.650	
	Minimum		33	
	Maximum		89	
	Range		56	
	Interquartile Range		24	
	Skewness		-.272	.427
	Kurtosis		-.864	.833
Pre-Test of Control Class (XMIPA1)	Mean		47.43	2.296
	95% Confidence Interval for Mean	Lower Bound	42.74	
		Upper Bound	52.13	
	5% Trimmed Mean		47.54	
	Median		48.00	
	Variance		158.185	
	Std. Deviation		12.577	
	Minimum		25	
	Maximum		68	
	Range		43	
	Interquartile Range		21	
	Skewness		-.079	.427
	Kurtosis		-.817	.833
	Post-Test of Control Class (XMIPA1)	Mean		69.00
95% Confidence Interval for Mean		Lower Bound	63.49	
		Upper Bound	74.51	
5% Trimmed Mean			69.50	
Median			68.00	
Variance			218.000	
Std. Deviation			14.765	
Minimum			25	
Maximum			95	
Range			70	
Interquartile Range			22	
Skewness			-.486	.427
Kurtosis			1.365	.833

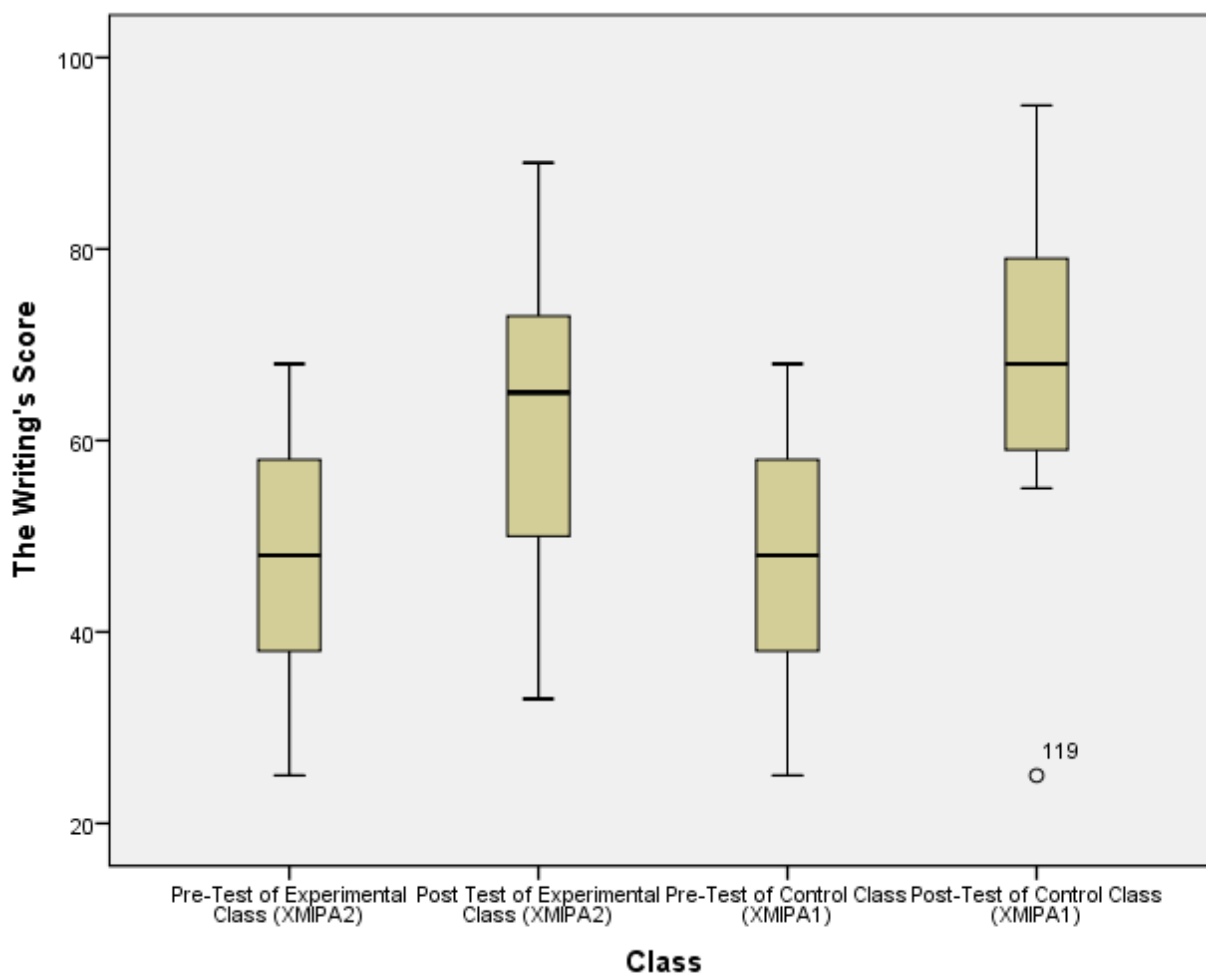
## Tests of Normality

	Class	Kolmogorov-Smirnov <sup>a</sup>			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	df	Sig.
The Writing's Score	Pre-Test of Experimental Class (XMIPA2)	.109	30	.200*	.961	30	.326
	Post Test of Experimental Class (XMIPA2)	.149	30	.089	.966	30	.443
	Pre-Test of Control Class (XMIPA1)	.092	30	.200*	.962	30	.339
	Post-Test of Control Class (XMIPA1)	.138	30	.149	.940	30	.093

\*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

## The Writing's Score



## APPENDIX VII

### THE RELIABILITY TEST

From : SPSS v. 23.00 for windows

#### Reliability of Flipped Classroom

##### Scale: ALL VARIABLES

###### Case Processing Summary

		N	%
Cases	Valid	30	100.0
	Excluded <sup>a</sup>	0	.0
	Total	30	100.0

a. Listwise deletion based on all variables in the procedure.

###### Reliability Statistics

Cronbach's Alpha	N of Items
.756	5

###### Scale Statistics

Mean	Variance	Std. Deviation	N of Items
25.1000	37.576	6.12992	5

#### Reliability of Control Class

##### Scale: ALL VARIABLES

###### Case Processing Summary

		N	%
Cases	Valid	30	100.0
	Excluded <sup>a</sup>	0	.0
	Total	30	100.0

a. Listwise deletion based on all variables in the procedure.

###### Reliability Statistics

Cronbach's Alpha	N of Items
.749	5

###### Scale Statistics

Mean	Variance	Std. Deviation	N of Items
27.5667	35.082	5.92297	5

**APPENDIX VIII****THE HOMOGENEITY TEST****From : SPSS v. 23.00 for windows****Test of Homogeneity of Variances**

Writing's Score Ability

Levene Statistic	df1	df2	Sig.
.000	1	58	.993

**ANOVA**

Writing's Score Ability

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	1.667	1	1.667	.011	.919
Within Groups	9160.067	58	157.932		
Total	9161.733	59			



## APPENDIX IX

### THE HYPOTHESIS TEST

From : SPSS v. 23.00 for windows

#### Between-Subjects Factors

		Value Label	N
Methods	Flipped Class	Flipped Class	60
	Inquiry-Based	Inquiry-Based	60

#### Descriptive Statistics

Dependent Variable: Score

Methods	Mean	Std. Deviation	N
Flipped Class	55.0833	15.74187	60
Inquiry-Based	58.2167	17.41137	60
Total	56.6500	16.60244	120

#### Tests of Between-Subjects Effects

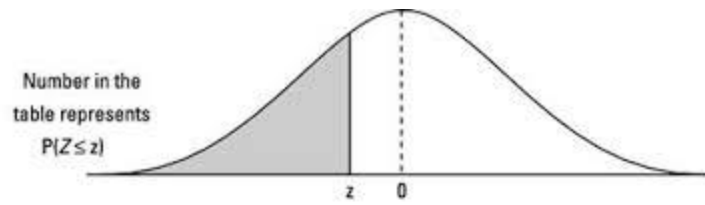
Dependent Variable: Score

Source	Type III Sum of Squares	df	Mean Square	F	Sig.
Corrected Model	10860.167 <sup>a</sup>	2	5430.083	28.956	.000
Intercept	437.251	1	437.251	2.332	.129
Class	10565.633	1	10565.633	56.341	.000
Methods	7100.160	1	7100.160	37.861	.000
Error	21941.133	117	187.531		
Total	417908.000	120			
Corrected Total	32801.300	119			

a. R Squared = .331 (Adjusted R Squared = .320)

## APPENDIX X

## Z Table



z	0.00	0.01	0.02	0.03	0.04	0.05	0.06	0.07	0.08	0.09
-3.6	.0002	.0002	.0001	.0001	.0001	.0001	.0001	.0001	.0001	.0001
-3.5	.0002	.0002	.0002	.0002	.0002	.0002	.0002	.0002	.0002	.0002
-3.4	.0003	.0003	.0003	.0003	.0003	.0003	.0003	.0003	.0003	.0002
-3.3	.0005	.0005	.0005	.0004	.0004	.0004	.0004	.0004	.0004	.0003
-3.2	.0007	.0007	.0006	.0006	.0006	.0006	.0006	.0005	.0005	.0005
-3.1	.0010	.0009	.0009	.0009	.0008	.0008	.0008	.0008	.0007	.0007
-3.0	.0013	.0013	.0013	.0012	.0012	.0011	.0011	.0011	.0010	.0010
-2.9	.0019	.0018	.0018	.0017	.0016	.0016	.0015	.0015	.0014	.0014
-2.8	.0026	.0025	.0024	.0023	.0023	.0022	.0021	.0021	.0020	.0019
-2.7	.0035	.0034	.0033	.0032	.0031	.0030	.0029	.0028	.0027	.0026
-2.6	.0047	.0045	.0044	.0043	.0041	.0040	.0039	.0038	.0037	.0036
-2.5	.0062	.0060	.0059	.0057	.0055	.0054	.0052	.0051	.0049	.0048
-2.4	.0082	.0080	.0078	.0075	.0073	.0071	.0069	.0068	.0066	.0064
-2.3	.0107	.0104	.0102	.0099	.0096	.0094	.0091	.0089	.0087	.0084
-2.2	.0139	.0136	.0132	.0129	.0125	.0122	.0119	.0116	.0113	.0110
-2.1	.0179	.0174	.0170	.0166	.0162	.0158	.0154	.0150	.0146	.0143
-2.0	.0228	.0222	.0217	.0212	.0207	.0202	.0197	.0192	.0188	.0183
-1.9	.0287	.0281	.0274	.0268	.0262	.0256	.0250	.0244	.0239	.0233
-1.8	.0359	.0351	.0344	.0336	.0329	.0322	.0314	.0307	.0301	.0294
-1.7	.0446	.0436	.0427	.0418	.0409	.0401	.0392	.0384	.0375	.0367
-1.6	.0548	.0537	.0526	.0516	.0505	.0495	.0485	.0475	.0465	.0455
-1.5	.0668	.0655	.0643	.0630	.0618	.0606	.0594	.0582	.0571	.0559
-1.4	.0808	.0793	.0778	.0764	.0749	.0735	.0721	.0708	.0694	.0681
-1.3	.0968	.0951	.0934	.0918	.0901	.0885	.0869	.0853	.0838	.0823
-1.2	.1151	.1131	.1112	.1093	.1075	.1056	.1038	.1020	.1003	.0985
-1.1	.1357	.1335	.1314	.1292	.1271	.1251	.1230	.1210	.1190	.1170
-1.0	.1587	.1562	.1539	.1515	.1492	.1469	.1446	.1423	.1401	.1379
-0.9	.1841	.1814	.1788	.1762	.1736	.1711	.1685	.1660	.1635	.1611
-0.8	.2119	.2090	.2061	.2033	.2005	.1977	.1949	.1922	.1894	.1867
-0.7	.2420	.2389	.2358	.2327	.2296	.2266	.2236	.2206	.2177	.2148
-0.6	.2743	.2709	.2676	.2643	.2611	.2578	.2546	.2514	.2483	.2451
-0.5	.3085	.3050	.3015	.2981	.2946	.2912	.2877	.2843	.2810	.2776
-0.4	.3446	.3409	.3372	.3336	.3300	.3264	.3228	.3192	.3156	.3121
-0.3	.3821	.3783	.3745	.3707	.3669	.3632	.3594	.3557	.3520	.3483
-0.2	.4207	.4168	.4129	.4090	.4052	.4013	.3974	.3936	.3897	.3859
-0.1	.4602	.4562	.4522	.4483	.4443	.4404	.4364	.4325	.4286	.4247
-0.0	.5000	.4960	.4920	.4880	.4840	.4801	.4761	.4721	.4681	.4641



## APPENDIX XI

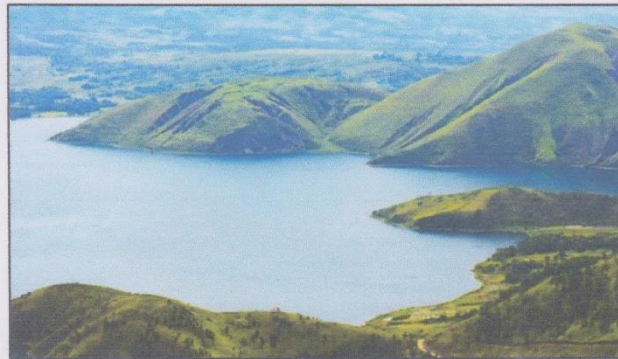
## STUDENTS' ANSWERS FOR EXPERIMENTAL CLASS

Name : KHAIRUL NISA

Class : X MIA 2

Subject: BAHASA INGGRIS

Please describe about Toba Lake as you know! Here the picture!



Lake toba breadth: 1.130 km<sup>2</sup>

Danau toba is a super strong volcanic eruption site. beautiful tourist attractions visited by many other newcomers there.

Lake toba is a large natural lake in Indonesia which is located in a super volcano valley

- Lake toba has a long length: 110 kilometer
- wide: 30 kilo
- depth: 1600 meter

This lake is located in the center of the center of the northern part of Sumatra island with a surface height of about 900 meter.

Lake toba the largest lake in Indonesia.

R. (83)

Date: 24 August 2024  
Day: Saturday

### STUDENTS' ANSWERS FOR EXPERIMENTAL CLASS

Name : M SIDI X. S. WIGUNA

Class : X M I A 2 / KELOMPOK 2

Subject: Subscribe !!! Bahasa Inggris !!

Please describe about Toba Lake as you know! Here the picture!



There are many tourist Resort in Indonesia one of them is Toba lake in North Sumatra it is the largest lake in the country with a large island in it the island of Samosir

Danu Toba or Toba lake island of the most popular destinations in Indonesia especially in Medan North Sumatra. Danau Toba is the largest volcanic lake in Indonesia even in the Southeast Asia which make it more special is taken from the Samosir island an island that settled in the middle of the lake.

71

TT  
19

## STUDENTS' ANSWERS FOR CONTROL CLASS

Name : NADRA EFFENDY.

Class : X MIA'

Subject: DESCRIPTIVE TEXT

Please describe about Joko Widodo as you know! Here the picture!



Haji engineer: joko widodo or often called ~~the~~ jokowi, he is the 7th president of Indonesia. He was born in surakarta on the 21st july 1961. He has 1 wife that is Ny. Hj. Iriana joko widodo and also has 3 children namely Gibran Ratabuming Raku, Kahiyang Ayu and Kaesang pangarep.

jokowi has brown skin, his hair is jet black, ~~his eye black eyes~~ hooded eyes, broad nose, and pointy natural. He has a height of 175 cm. He is a humble person and his hobby is listening to music and watching concerts.

95  
Excellent

## STUDENTS' ANSWERS FOR CONTROL CLASS

Name : NATASYA DANIA (JK)

Class : X' MIA I

Subject: B. Inggris

Please describe about Joko Widodo as you know! Here the picture!



Jokowidodo

- Mr. Joko Widodo or the more familiar ghreddtet Jokowi (born in Surakarta, central Java, 12 Juli 1961. age 54 years) was the 7th president of Indonesia who took office on October 20, 2014. He was elected along with Vice President Jusuf Kalla in the 2014 president election.
- Mr. Jokowi have the vabe shape of a thick eyebrows, long lips, narrow jaw, and high forehead. Skin Pak Jokowi has a strong curly coating. Pak Jokowi has a humble friendly nature and Mr. Jokowi has a hobby of playing Futsal.

JK (67.5)

## APPENDIX XII

APPENDIX XII



**Majelis Pendidikan Dasar dan Menengah  
Daerah Muhammadiyah Kabupaten Langkat  
SMA MUHAMMADIYAH P.BERANDAN**

AKREDITASI : **B** ( Baik )

NDS. G : 03132002

NSS : 304070215007

NIS : 300470

Alamat : Jl. Kalimantan P. Berandan 20857 Telp. (0620) 20811 Kec. Babalan Kab. Langkat Prop. S. Utara

SURAT KETERANGAN

No. 240/III.4/A/IX/2019

Sehubungan dengan Surat dari Fakultas Ilmu Tarbiyah Dan Keguruan Universitas Islam Negeri Sumatera Utara, Nomor : B-9418/ITK/ITK.V.3/PP.00.9/07/2019 Hal : Izin Riset tertanggal 5 Agustus 2019 – 9 September 2019 , maka Kepala SMA Muhammadiyah P.Berandan dengan ini menerangkan Nama Mahasiswi di bawah ini :

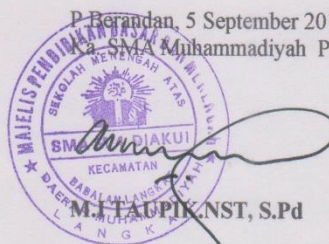
Nama : **Regita Yuliska**  
NIM : **34153038**  
Fakultas : **Ilmu Tarbiyah Dan Keguruan**  
Prodi : **Pendidikan Bahasa Inggris**  
Jenjang : **S1**

Benar telah mengadakan Riset di SMA Muhammadiyah P.Berandan pada tanggal 5 Agustus s/d 9 September 2019 guna melengkapi data pada penyusunan Skripsi yang berjudul “ *The Comparison Of Applying Flipped Classroom Method And Inquiry Class Learning Method In Writing Descriptive Text For Students In The First Grade Of Senior High School*” .

Demikian Surat keterangan ini diperbuat untuk dapat dipergunakan seperlunya.

P. Berandan, 5 September 2019

Kepala SMA Muhammadiyah P. Berandan



M. J. TAUPIK, NST, S.Pd



## APPENDIX XIII

## ATTENDANCE LIST OF RESEARCH

## DAFTAR HADIR RISET MAHASISWA/I

## UNIVERSITAS ISLAM NEGERI SUMATERA UTARA

Nama : REGITA YULISKA

NIM : 34153038

Semester : VIII

Sekolah Riset : SMA Muhammadiyah 4 P. Berandan

No.	Hari/Tanggal	Hadir	Tidak Hadir	Keterangan	Paraf
1	Senin, 05 Agustus 2019	√	-	-	t
2	Selasa, 06 Agustus 2019	√	-	-	t
3	Rabu, 07 Agustus 2019	√	-	-	t
4	Kamis, 08 Agustus 2019	√	-	-	t
5	Jum'at, 09 Agustus 2019	√	-	-	t
6	Sabtu, 10 Agustus 2019	√	-	-	t
7	Senin, 12 Agustus 2019	√	-	-	t
8	Selasa, 13 Agustus 2019	√	-	-	t
9	Rabu, 14 Agustus 2019	√	-	-	t
10	Kamis, 15 Agustus 2019	√	-	-	t
11	Jum'at, 16 Agustus 2019	√	-	-	t
12	Senin, 19 Agustus 2019	√	-	-	t
13	Selasa, 20 Agustus 2019	√	-	-	t
14	Rabu, 21 Agustus 2019	√	-	-	t
15	Kamis, 22 Agustus 2019	√	-	-	t
16	Jum'at, 23 Agustus 2019	√	-	-	t
17	Sabtu, 24 Agustus 2019	√	-	-	t
18	Senin, 26 Agustus 2019	√	-	-	t
19	Selasa, 27 Agustus 2019	√	-	-	t
20	Rabu, 28 Agustus 2019	√	-	-	t
21	Kamis, 29 Agustus 2019	√	-	-	t
22	Jum'at, 30 Agustus 2019	√	-	-	t
23	Sabtu, 31 Agustus 2019	√	-	-	t
24	Senin, 02 September 2019	√	-	-	t
25	Selasa, 03 September 2019	√	-	-	t
26	Rabu, 04 September 2019	√	-	-	t
27	Kamis, 05 September 2019	√	-	-	t
28	Jum'at, 06 September 2019	√	-	-	t
29	Sabtu, 07 September 2019	√	-	-	t
30	Senin, 09 September 2019	√	-	-	t

P. Berandan, 09 Sept 2019

Mengetahui,

Kepala Sekolah SMA Muhammadiyah 4 PB



M. J. Taubik, Ns. S. Pd

**APPENDIX XIV**

**Documentation at SMA Muhammadiyah P. Berandan**



SMA Muhammadiyah P.



The English Teachers at SMA Muhammadiyah P.



Taking Picture with the Administrator of SMA Muhammadiyah P. Berandan

No.	Nama / NIP	Tempat Lahir	Tanggal Lahir	Jabatan	LIP	Pend. Terakreditasi
1	...	...	...	...	...	...
2	...	...	...	...	...	...
3	...	...	...	...	...	...
4	...	...	...	...	...	...
5	...	...	...	...	...	...
6	...	...	...	...	...	...
7	...	...	...	...	...	...
8	...	...	...	...	...	...
9	...	...	...	...	...	...
10	...	...	...	...	...	...
11	...	...	...	...	...	...
12	...	...	...	...	...	...
13	...	...	...	...	...	...
14	...	...	...	...	...	...
15	...	...	...	...	...	...
16	...	...	...	...	...	...
17	...	...	...	...	...	...
18	...	...	...	...	...	...
19	...	...	...	...	...	...
20	...	...	...	...	...	...
21	...	...	...	...	...	...
22	...	...	...	...	...	...
23	...	...	...	...	...	...
24	...	...	...	...	...	...
25	...	...	...	...	...	...
26	...	...	...	...	...	...
27	...	...	...	...	...	...
28	...	...	...	...	...	...
29	...	...	...	...	...	...
30	...	...	...	...	...	...
31	...	...	...	...	...	...
32	...	...	...	...	...	...
33	...	...	...	...	...	...
34	...	...	...	...	...	...
35	...	...	...	...	...	...
36	...	...	...	...	...	...
37	...	...	...	...	...	...
38	...	...	...	...	...	...
39	...	...	...	...	...	...
40	...	...	...	...	...	...
41	...	...	...	...	...	...
42	...	...	...	...	...	...
43	...	...	...	...	...	...
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45	...	...	...	...	...	...
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50	...	...	...	...	...	...

Taking Picture with the Headmaster of SMA Muhammadiyah P. Berandan



Trying the Treatment (Flipped Classroom) in X.MIPA.2 about descriptive Text



The Students watched the video about descriptive text for the next meeting



The teacher tried to use treatment (Inquiry-Based Learning) about descriptive text in Control Class (X.MIPA.1)



The students tried to discuss with their members in making draft about describing person.



Taking Picture with the students in X. MIPA.2



Taking Picture with the students in X.MIPA.1

## BIOGRAPHY



The writer's name is Regita Yuliska. She was born on December 12<sup>th</sup> 1997 in Jl. Besitang Tangkahan Lagan Timur Gg. Rukun, Pangkalan Brandan. She is 22 years old. She is Indonesian and a Muslim. People around her usually call her Regita or Gita. She is the second daughter of Alm. Kardian Hadi Riswanto and Salawati.

Her formal education started from 2003-2009 in primary school, SD Swasta Dharma Patra, P. Berandan. Then from 2009-2012 she continued her education in SMP Swasta Dharma Patra P. Berandan. And she finished from her Senior High School in SMA Swasta Dharma Patra, P. Berandan from 2012-2015, she graduated from English Education Department of State Islamic University of North Sumatera.