

The Effect of Flipped Learning through Graphic Organizers toward Writing Skill at MAN 2 Gresik

Aini Vitanofa & Khoirul Anwar

MAN 2 Gresik

E-mail: khoirulanwar@umg.ac.id

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Abstract

Writing is a productive skill that the students give their ideas, knowledge, and opinions about something into the text. Many students consider that writing is a complex skill. In addition, the teacher often spends much time to explain the materials, then it makes the students do not have enough time to finish their writing task to solve those problems, the researcher offers learning method of flipped learning to engage the students doing the activities of writing. Based on the previous studies, flipped learning was given the positive effect in language teaching and learning, such as grammatical performance, reading comprehension, students' achievement and stress. Thus, making different from the previous study, the researcher applied flipped learning which combines with graphic organizers to teach writing skill. This study was to know the significant effect of flipped learning through graphic organizers toward writing skill. The design of this study was quasi experimental design with 11th grade of social students at MAN 2 Gresik as the subject. The researcher took two classes as the sample by cluster random sampling. They were XI.IPS-1 which consisted of 38 students as experimental group and XI.IPS-2 which consisted of 39 as control group. The data was collected by distributing pre-test and post-test, then researcher analyzed it using SPSS 16.0, independent sample t-test. The research finding showed that there was a significant difference between experimental group and control group. It was proven by the result of the sig. (2-tailed) was 0.012. The sig. (2-tailed) was lower than 0.05 ($0.012 < 0.05$), so the null hypothesis (H_0) can be rejected. It means that flipped learning through graphic organizers had significantly affected toward writing skill. Further, it can be concluded that flipped learning through graphic organizers gave the positive effect toward writing skill at MAN 2 Gresik. The researcher suggests for English teacher to apply flipped learning as an active learning approach in language teaching and learning process. For further researchers, it is hoped to apply flipped learning to develop other skills with the different way.

Key words: Writing, Flipped Learning, Graphic Organizers.

1. Introduction

Writing is a difficult term for senior high school students in learning English. To convey the ideas and facts in a clear and accurate way requires appropriate written language (Hashim, 2011). There are four major problems faced by the student in writing class, they are content, vocabulary, grammar, and spelling. The first problem is content. Ni'mah (2015) states that content is the substance of writing. Many students faced this problem because they have difficulty to express their ideas. Hussein (2015) states that content is one of the categories for evaluating writing. The limitation of students' knowledge about the subject and the development of supporting details through personal experiences, facts or opinion still becomes a problem for the students in writing.

The second problem is vocabulary. Thanh Huy (2015) states that the most difficult problem faced by many students is the limitation of vocabulary. This problem can prevent the students improving their writing competence. Manik and Christiani (2016) state that having enough vocabulary can make the students be able to write and produce language easily.

Other problems are grammar and spelling. They are essential factors used to communicate correctly and produce clear meaning. Abbot (2007:6) states that a clear thinking could not be written clearly without using words according to definite rules. Ridha (2012, p. 44) states grammatical error becomes one of the most serious and common ones. Frodesen (2001:233) and Nasir et al. (2013:29) grammar plays a vital role in the writing process as it can help the students to develop the linguistic resources which are needed to express their ideas accurately and to correct their writing errors. Meanwhile, Msanjila (2005) states using wrong spelling is another serious problem in writing skill because it can cause

the words difficult to understand by the readers. Bahloul (2007) states the main cause of spelling which becomes a big problem in developing their spelling proficiency is the irregularity of English writing system.

In addition, the teacher often spends much time to explain the materials, then it makes the students do not have enough time to finish their writing task. To solve those problems, the researcher offers learning method of flipped learning to engage the students doing the activities of writing. So, in the present study, the researcher would like to use flipped learning as a consideration of those problems which are commonly happened in language teaching and learning, especially in writing class.

Many researchers had conducted the studies to know the effectiveness or to know the effect of flipped learning in language teaching and learning, such as a study was conducted by Ahmed (2012) that investigates the effect of a flipping classroom on writing skill in English as a foreign language and students' attitude towards flipping. The result showed that there was a statistically significant difference between experimental group and control group in the post-test of EFL writing.

In this study, the researcher explained to the students how the experiment would proceed and the reasons for following the method of flipping. The teacher gives a video to the students as their homework before coming to the class. The students have to ready with the information based on their homework if the teacher asks them to practice in the class. Expectations from students were described in depth but required around two weeks from proper class implementation. This was due to students' initial resistance in the experimental group to change in the instructional delivery method.

A study was conducted by El-Bassuony (2016) that investigates the effectiveness of flipped learning in improving English grammatical performance in speaking and writing of underachieving language learners. The third result showed that in the control group there were statistically significant differences at 0.01 for underachievers and 0.005 for normal students between the mean ranks of the pre-post grammatical performance in writing test in favor of the post test for both underachievers and normal students in the control group. On the other hand, there was no such improvement in the pre-post grammatical performance in speaking test which might be due to the fact that many students do not pay much attention to speaking skill since it is not evaluated in the educational system.

Other studies were conducted by Afrilyasanti, Cahyono, and Astuti (2015) that investigate the effect in the use of flipped classroom model on the writing ability of EFL students across their individual differences in learning. The results showed that there was a significant difference on the students' post-test score between the experimental and control groups, but there is an adverse result. However, it was gotten from the observation on the students' participation in their class. There was apparently still few of the students who were not participating.

The results of the class observation showed that in the first week of the implementation, more than half students did not complete their online quizzes. Some efforts had been done to invite the students' participation, such as plus points for active participation, praise, etc. Remarkably, more and more the students participated in the following weeks. Nonetheless, still not the whole class participated.

Based on the review above, the previous studies indeed concern on investigating the effectiveness and the effect of flipped learning with various variables, but in the present study, the researcher will combine flipped learning with graphic organizers to make the students more interest in learning English, especially writing skill. Flipped learning itself is considered to be one of the active learning approaches that focus on switching inside the class time with outside the class (at home) practicing time through technology (Anwar & Arifani, 2016; Arifani, 2016; Arifani & Saukah, 2013; Asari, Ma'rifah, & Arifani, 2017).

Those studies do not use another technique that can help the students to convey and develop their ideas in writing class. So, in the present study, the researcher would like to combine graphic organizers in the flipped learning as a consideration of these problems. The researcher uses graphic organizers in flipped learning because it can help mitigate the difficulties faced by the students and help them organize their thoughts. The students can also improve planning, organization, word choice and composition coherence in their writing skill (Bishop, 2013).

Most of those studies used the students of university level. So, it becomes one of the reasons why the researcher combines graphic organizers and uses the students of senior high school as the subject. In the present study, the researcher chooses the social students of MAN 2 Gresik because this school has the same problems with this study.

Dealing with the problems faced by the students in writing class and the possibility of using graphic organizers in flipped learning to teach this productive skill, the researcher is interested in conducting this study which intends to find out whether applying flipped learning through graphic organizers would have an effect toward writing skill at MAN 2 Gresik.

2. Methods

In this study, the researcher uses quantitative method, especially experimental design to investigate the effect of flipped learning through graphic organizers toward writing skill. An experimental design was chosen for this research because experiments provide answers for cause-effect relations (Abbott & McKinney, 2013). According to Ary (1990:336), the goal of the researcher is to use designs that provide full experimental control through the use of randomization procedures but there are many situations that impossible for the researcher to do true experiment design because the researcher may not possible to random the students in the class. For the example, when the research is conducted in the classroom, the researcher cannot change the classroom setting.

In this research there are two variables, they are independent variable (X) and dependent variable (Y). Independent variable of this study is the implementation of flipped learning through graphic organizers and dependent variable is toward writing skill at MAN 2 Gresik. The researcher wants to know the relationship between dependent variable and independent variable before and after the treatment and also to gets the result of the data. The researcher tries to find out the result between pre-test and post-test of the students after the treatment.

The researcher divides this research into two groups, they are experimental group and control group. Both of them will give pre-test and post- test. The treatment will administrate to the experimental group. In this study, the design chart can be seen the figure below:

Group	Pre-test	Treatment	Post-test
Experimental	+	+	+
Control	+	-	+

Where:

+ : with treatment

- : without treatment

From the table above, it can be seen that both of the group which given pre-test in the beginning of the research and experimental group will give the treatment by applying flipped learning through graphic organizers. After giving the treatment, the researcher will give post-test to both of groups.

Population and Sample

Population

Population is a set of all elements processing one or more attribute of interested. Sekaran (2000) states population refers the entire group of people, events, or things of interest will be investigated. The population of this study is social students of 11th grade at MAN 2 Gresik which consist of 4 classes. The total number of the students in social studies program is 157 students.

Sample

Sample is a part of number and characteristic which belong to the population. According to Ary (2007), sample is a smaller number of observations taken from the total number making up a given population. The researcher collects the sample of 11th grade at MAN 2 Gresik. The sample was taken by cluster sampling where among four classes the researcher only chooses two classes become the sample because two classes have the same characteristics, in term of affective factor. They were XI.IPS-1 which consisted of 38 students as experimental group and XI.IPS-2 which consisted of 39 as control group.

Data Collection

Instrument

Research instrument is an important role in doing a research. Instruments are all the things or the activities to get the data. Instruments that used by the researcher is a test. Test is the most important activity in a research which used to collect the data. Arikunto (2004) states test is a set of question or exercise or other means used to measure skill, knowledge,

intelligence, ability, or talent of an individual or group of people. In this study, the researcher uses pre-test and post-test. By conducting the writing pre-test and post-test, the researcher wants to get the information about the students' writing scores. To get the score, the researcher uses the scoring guide chosen as the scoring criteria of the aspects writing skill.

Pre-Test

The researcher will give pre-test which is conducting before the treatment. The aim of pre-test is to find the information about the students' writing scores before the treatment. The researcher makes pre-test based on the material of 11th grade. The topic is about procedure text. The researcher gives pre-test to the students by rearrange the sentences into correct order and the total item of pre-test is 10 items. The pre-test can be seen at appendix 1.

Post-Test

The researcher will give post-test which is conducting after the treatment. The aim of pre-test is to find the information about the students' writing scores after the treatment. The researcher makes post-test with the same topic in pre-test. It is about procedure text. The researcher gives post-test to the students by preparing some topics and asks to the students to choose one of the topics then compose the procedure text based on the topic was chosen. The post-test can be seen at appendix 2.

Treatment

Before conducting the treatment, the researcher will prepare and arrange the teaching design. The design will used to facilitate the researcher in doing research by applying flipped learning through graphic organizers. The researcher will apply flipped learning through graphic organizers in teaching writing for experimental group.

The Procedure of Collecting Data

In this study, the researcher uses quantitative method by giving a test. There are some procedures to collect the data:

1. Giving pre-test to the subjects to measure students' writing skill before the treatment.
2. Giving the treatment to the subjects by applying flipped learning through graphic organizers.
3. Giving post-test to the subjects to measure students' writing skill after giving the treatment.
4. Finding the differences between the result of pre-test and post-test.
5. Analyzing the data using independent sample t-test to prove the hypothesis.

Validity of the Test

According to Brown (2004) stated that a test is valid. It is appropriate, meaningful and useful in term of purpose of the test. In this study, the researcher uses content validity to analyze the test. According to Ary (1990) content validity is not always in numeric form but it can be determine whether the test's items reflect the course and objectives in the curriculum guides, syllabus and course book.

In the present study, the validity of the test is based on core competency and basic competency because MAN 2 Gresik used Curriculum 2013. The topics of 11th grade are invitation letter, personal letter, report text, and procedure text. The researcher also gives a test based on the syllabus and makes the scoring criteria table. The table is used to analyze the students' score in writing assessment, in terms of content, vocabulary, grammar, and spelling. The scoring criteria table can be seen at appendix 5.

Here is the detail:

Core Competency	Basic Competence	Learning Material	Time Allotment
4. Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, bertindak secara efektif dan kreatif, serta mampu menggunakan metoda sesuai kaidah keilmuan	4.2. Menyusun teks undangan resmi, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai dengan konteks.	Invitation Letter	2 x 45 menit
	4.3. Menyusun teks surat pribadi, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai dengan konteks.	Personal Letter	2 x 45 menit
	4.4. Menyusun teks ilmiah faktual (factual report), sederhana, tentang benda, binatang dan gejala/peristiwa alam, terkait dengan mata pelajaran lain di Kelas XI dengan memperhatikan tujuan, struktur teks, dan unsur kebahasaan, secara benar dan sesuai dengan konteks.	Report Text	2 x 45 menit
	4.5. Menyusun teks prosedur berbentuk manual dan kiat-kiat (tips), dengan memperhatikan tujuan, struktur teks, dan unsur kebahasaan, secara benar dan sesuai dengan konteks.	Procedure Text	2 x 45 menit

Table 3.5. Validity of Writing Tes

Data Analysis

After conducting the classroom experiment research, the researcher needs to analyze the result. In this study, writing test will analyzed quantitatively. The accuracy from the aspects of writing skill is content, vocabulary, grammar, and spelling. The researcher analyse the quantitative data to know the tendency of the students' writing scores. She identifies the progress of the students' writing skill due to the actions. Furthermore, the instrument that analyzed quantitatively is the results of pre-test and the post-test.

In this study, the researcher will use SPSS 16.0 especially independent sample t-test to analyzing the data. Independent sample t-test is used to find out the results of the first and second hypothesis. They are to find out significant difference of students' writing skill who are taught by applying flipped learning through graphic organizers (experimental group) and the students' writing skill who are taught by applying think talk write method (control group). Here are the steps of analyze the data:

Normality Distribution Test

Normality distribution test is used to find out whether or not the data between two groups are normally distributed. The researcher uses normality distribution test because she wants to know the data between experimental group and control group toward writing skill are in normal distribution or not. To analyze it, this researcher uses Kolmogorov-Smirnov test in SPSS. The procedure to analyze the normal distribution is selecting Analyze, choose Descriptive Statistics, then Explore, input the variable score to Dependent List, group variable to Factor List, click Plots and give Normality plots with test, click Continue, and then click OK.

Homogeneity Test

Homogeneity test is used to find out whether the research population has the same variance or not. The researcher also uses homogeneity test because she wants to know the variance between experimental group and control group toward writing skill are homogeneous or not. To analyze it, the researcher uses Lavene's test. The test statistic of Lavene's test (W) is defined as follows:

$$W = \frac{\sum_{i=1}^K \sum_{j=1}^{N_i} (Y^{ij})^2}{\sum_{i=1}^K \sum_{j=1}^{N_i} Y^{ij}}$$

Where:

W : The result of the test

K : The number of different groups to which the samples belong

N : The total number of samples

N_{ij} : The number of sample in the i^{th} group

Y^{ij} : The value of j^{th} sample from the i^{th} group

The significance of W is tested against $F(\alpha, K-1, N-K)$ where F is a quintile of F test distribution, with K-1 and N-K its degree of freedom, and α is the chosen level of significance (usually 0,05 or 0,01).

The procedure to analyze the homogeneity test is inserting the pre-test data both experimental and control group, click Analyze, then Compare Means, choose Independent Sample T-Test and then click OK. The output automatically shows the result of Lavene's test.

Hypothesis Testing

In this study, the researcher uses independent t-test to know the significant difference between experimental group and control group is accepted or rejected. There are two steps of hypothesis testing. The first step is starting the hypothesis and setting the alpha level at 0.05 (2-tailed). The hypothesis can be formulated as follow:

Null hypothesis is $\mu_1 = \mu_2$ ($\mu_1 = \mu_2$)

Alternative hypothesis is $\mu_1 \neq \mu_2$ ($\mu_1 \neq \mu_2$)

Hypothesis testing in this study is:

H0: There is no significant effect of flipped learning through graphic organizers toward writing skill at MAN 2 Gresik

H1: There is a significant effect of flipped learning through graphic organizers toward writing skill at MAN 2 Gresik

The second step is finding t-value using independent t-test formula and comparing the probability with the level of significance for testing the hypothesis. After the scores were computed in SPSS 16.0, see the output of independent t-test and interpreted the output that if sig (2-tailed) > (0.05), the researcher should accept the H0 but if sig (2-tailed) < (0.05), the researcher can reject H0, it means H1 is accepted.

T-test was calculated to find out the comparison of two means between experimental and control group pre-test and post-test. In analyzing the data, the researcher uses independent t-test formula. The formula is:

$$t = \frac{\bar{X}_1 - \bar{X}_2}{S \sqrt{\frac{1}{n_1} + \frac{1}{n_2}}}$$

Where:

- t : t value
- \bar{X}_1 : Average group 1
- \bar{X}_2 : Average group 2
- S : Standard error of the two groups
- n_1 : Always defaults to 0
- n_2 : Always defaults to 0

Where:

$$S = \sqrt{\frac{(n_1 - 1)S_1^2 + (n_2 - 1)S_2^2}{n_1 + n_2 - 2}}$$

- S : Standard error of two groups
- S_1^2 : Variants of the two groups
- n_1 : Number of sample group 1
- n_2 : Number of sample group 2

Pooled variance: the average of two sample variances, allowing the larger sample to weight more heavily.

Formula:

Estimated standard error of the difference

$$SE_{\bar{X}_1 - \bar{X}_2} = \sqrt{\frac{(n_1 - 1)S_1^2 + (n_2 - 1)S_2^2}{n_1 + n_2 - 2} \left(\frac{1}{n_1} + \frac{1}{n_2} \right)}$$

To calculate t-test, the researcher uses SPSS (Statistical Product and Service Solution). It is aims to find out the significance effect of flipped learning through graphic organizers toward writing skill. The post-test score both experimental group and control group will analyzed by using SPSS 16.0 with some procedures. The first procedure is inserting the post-test data both experimental group and control group using the data view. The second procedures is selecting Analyse, then Compare Means, and choose Independent Sample T- Test output, automatically it could answer to the research question about the comparison between two groups. The final result is collecting by means of pre- test and post-test score.

3. Findings

In this study, the researcher took two classes of 11th grade at MAN 2 Gresik; they are XI.IPS-1 as experimental group and XI.IPS-2 as control group. The experimental group was applied flipped learning through graphic organizers in teaching writing and the control group was applied think talk write in teaching writing. It was to know the effect of flipped learning through graphic organizers toward writing skill. In the pre-experiment, the researcher used pre-test as an

instrument to get the primary data. The researcher also analyzed syllabus of 11th grade to check the validity of pre-test and post-test.

The researcher conducted pre-test about procedure text for both experimental group and control group on July, 17th 2017. The pre-test can be seen at appendix 1. The researcher asked students to rearrange the sentences into correct order and it was corrected using rubric.

The result of the students' score was analyzed by three people, they are researcher and two English teacher of MAN 2 Gresik. The researcher analyzed the pre-test data using SPSS 16.0, independent sample t-test.

Normal Distribution Test

In this study, the researcher used pre-test to know whether the data are in normal distribution or not. Kolmogorov-Smirnov test used to analyze the normality distribution both of experimental group and control group. The pre-test score of experimental group was 66.57 and the control group was 59.48. The result of this test was presented in the following:

Tests of Normality

.VAR00		Kolmogorov-Smirnov ^a			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	Df	Sig.
002							
VAR00001	1	.128	38	.116	.919	38	.009
	2	.134	39	.074	.965	39	.265

a. Lilliefors Significance Correction

The result showed that pre-test score both of experimental group and control group were in normal distribution. The result of pre-test score of experimental group was 0.116 which was higher than the level of significance 0.05 ($0.116 > 0.05$) and the result pre-test score of control group was 0.074 which was higher than the level of significance 0.05 ($0.074 > 0.05$). It indicated that the pre-test scores both two groups were in normal distribution.

Homogeneity Test

In this study, the researcher also was used pre-test to analyze the research population has the same variance or not. Lavene's test was used to analyze the homogeneity both of experimental group and control group. The pre-test score of experimental group was 66.57 and the control group was 59.48. The result of this test is presented in the following:

Independent Samples Test

Levene's Test
for Equality of
Variances

t-test for Equality of Means

95% Confidence
Interval of the
Difference

F	Sig.	t	Df	Sig. (2- tailed)	Mean Difference	Std. Error Difference
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								Lower	Upper	
VAR00001	Equal	.079	.779	1.703	75	.093	7.09177	4.16535	-1.20603	15.38956
	variances									
	assumed									
	Equal			1.703	74.986	.093	7.09177	4.16316	-1.20169	15.38523
	variances not									
	assumed									

The result showed that pre-test score both of experimental group and control group were homogeneous. The result pre-test of experimental group and control group were 0.779 which were higher than the level of significance 0.05 ($0.779 > 0.05$). It indicated that the variances of pre-test scores both of two groups were homogeneous or equal.

The Implementation

The researcher did the treatment of flipped learning through graphic organizers in XI-IPS.1 as the experimental group. This experimental research was conducted to investigate whether there is significant difference toward writing skill between the students who are taught by using flipped learning through graphic organizers and the students who are taught by using think talk write method. In the implementation, the treatment was given for the experimental group and the control group was taught without the treatment. The schedule of research implementation can be seen at appendix 6.

The researcher used six meetings to conduct this study. The first meeting was conducted on July, 17th 2017 by giving pre-test both of experimental group and control group. The second meeting was conducted on July, 18th 2017 by giving the first treatment for experimental group and without the treatment for control group. The third meeting was conducted on July, 19th 2017 by giving the second treatment for experimental group and without the treatment for control group. The fourth meeting was conducted on July, 20th 2017 by giving the third treatment for experimental group and without the treatment for control group. The fifth meeting was conducted on July, 21st 2017 by giving the fourth treatment for experimental group and without the treatment for control group. The last meeting was conducted on July, 22nd 2017 by giving post-test both experimental group and control group. The post-test was conducted to get the data of students' writing after they had been given the treatment.

Post-Experiment

After the researcher gave the treatment by applying flipped learning through graphic organizers to the experimental group, the researcher conducted post-test to both of experimental group and control group. The experimental group was applied flipped learning through graphic organizers as learning method and the control group was applied think talk write method. It was to know the effect of flipped learning through graphic organizers toward writing skill after the treatment. The post-test was conducted on July, 22nd 2017 to both of experimental group and control group.

The Scoring of Post-Test

At the end of the treatment, the students of both experimental group and control group were given a post-test. The post-test was conducted to find out whether there is significant difference of students' writing skill between the students who were taught using flipped learning through graphic organizers and without flipped learning through graphic organizers after the treatment or not. The post-test scores were analyzed to measure the students' ability in writing skill after two groups received the treatments. In post-test, the teacher prepared three topics about procedure text. After that, the teacher asked the students to choose one of the topics, and then compose a procedure text based on the topic was chosen.

After conducted post-test in experimental group, the researcher conducted post-test in control group, the step were same like in the experimental group. The scoring of the test was used scoring rubric, which consist of four aspects. Those were content, grammar, vocabulary, and spelling. In every aspect there were four levels of criteria; excellent, good, fair, and poor. In the level of excellent, the lowest score was 85 and the highest was 100. In the level of good, the lower score was 70 and the highest was 84. For fair level, the lower score was 55 and the highest was 69, and the last level was poor, the lower score was 25 and the highest score was 54. After the researcher did post-test both of two groups, the researcher analyzed the data and the result of the students' score was analyzed by three people, they were researcher a two English teacher of MAN 2 Gresik. After getting the data, the researcher input the data to SPSS 16.0 by using independent sample t-test.

Hypothesis Testing

Before analyzing the data, the researcher calculates the hypothesis of this study. The hypothesis can be showed as follow:

H0: There is no significant effect of flipped learning through graphic organizers toward writing skill at MAN 2 Gresik

H1: There is a significant effect of flipped learning through graphic organizers toward writing skill at MAN 2 Gresik

To interpret the probability of the hypothesis with α (0.05), that if sig. (2- tailed) $>$ α (0.05), H0 can be accepted, but if the sig.(2-tailed) $<$ α (0.05), H0 can be rejected. The result of independent sample t-test was presented in the following:

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	T	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
VAR00001	Equal variances assumed	1.438	.234	2.589	75	.012	4.36235	1.68517	1.00532	7.71938
	Equal variances not assumed			2.585	73.435	.012	4.36235	1.68783	.99884	7.72585

The result of experimental group was 74.13 and control group was 69.76. It showed that mean score gained from experimental group were higher than control group. It indicated that the treatment which given to the students was working. T-test was calculated to find out the comparison of two mean scores between experimental group and control group. The result of this study showed that post-test score both two groups was 0.012. It means that post-test score both of two groups was lower than the level of significance 0.05 ($0.012 < 0.05$), therefore H0 was rejected and it means that there was enough evidence to conclude that the applying of flipped learning through graphic organizers toward writing skill between experimental group and control group were significantly different. This result implied that experimental group and control group were different in their writing skill after giving a treatment.

Based on the statement above, the researcher found that there was a significant difference toward writing skill between experimental group and control group. Having known from the finding of the study, it was indicated that flipped learning through graphic organizers significantly influence the students' writing skill at the MAN 2 Gresik.

4. Discussion

The aim of this study was to know the effect of flipped learning through graphic organizers toward writing skill. This researcher want to know whether or not the effect of flipped learning through graphic organizers toward writing skill between experimental group and control group. Huereca (2015) described flipped learning as an instructional approach to teaching that integrates technology and intends to enhance learning. Clark (2013) referred to flipped learning as an instructional approach that intends to improve student engagement and performance by moving direct classroom instruction outside the school with the help of technology tools and moving homework and tasks with concepts inside the classroom via learning activities. Meanwhile, Bishop (2013) defined graphic organizers as visual displays of key content information designed to guide learners and to enhance their comprehension. Hall & Strangman (2002) defined a graphic organizer is a visual graphic display that shows the relation between facts, terms or ideas within a learning task.

Based on this study, there were some procedures of flipped learning through graphic organizers that should be prepared by the teacher. First, the researcher designed the content by preparing reading material followed by some questions related to the material and delivered it before came to the class by using technology, such as computer, laptop, mobile phone, etc. So, the students have to read and understand it outside the class (at home). Next step, the researcher creates an active learning. Here, the researcher used discussion and presentation to make the students more active inside the class. For the last, the researcher gave a project to the students and gave feedback for the whole lesson.

The result of this study showed that the students score before and after giving the treatment both of groups was 0.012. It means that the students score after giving the treatment was lower than the level of significance 0.05 ($0.012 < 0.05$),

therefore H₀ was rejected and it means that there was enough evidence to conclude that the applying of flipped learning through graphic organizers toward writing skill between experimental group and control group were significantly different. From the result of this study, it was related to the previous studies which focused on different variables, such as grammatical performance, reading comprehension, students' achievement and stress. Some researchers proved that flipped learning significantly affect those variables. It was supported by EL- Bassuony (2016) revealed that flipped learning significantly developed English grammatical performance in speaking and writing. Zakareya (2016) revealed that flipped classroom had a significant effect on the listening comprehension of Egyptian EFL students. It same with Marlowe (2012) indicated that the implementation of flipped classroom model on students achievement and stress was successful.

Those previous studies indeed concern on flipped learning with various variables, but do not use another technique that can help the students to convey and develop their ideas in writing class. Thus, making different from previous study, the researcher applied flipped learning which combines with graphic organizers to teach writing skill.

5. Conclusion

Based on the result of the study, teaching writing by using flipped learning through graphic organizers is effective. It showed that flipped learning through graphic organizers has a positive effect toward students' writing skill. In the previous studies, flipped learning also was success in different field and variables, but most of those studies applied flipped learning for university level, meanwhile in this study, the researcher applied flipped learning for the students of senior high school which combine it with graphic organizers to make the students more interest and easier in developing the ideas.

From the result of research findings, it can be concluded that there is significant difference between the students who are taught by flipped learning through graphic organizers and students who are taught without flipped learning through graphic organizers. The applying of flipped learning through graphic organizers was success. It can be seen by the students' score before and after giving the treatment which showed sig. (2-tailed) is 0.012 which the significant value is lower than 0.05. Therefore, H₀ is rejected and it means that there is enough evidence to conclude that the applying of flipped learning through graphic organizers toward writing skill between experimental group and control group are significantly different.

6. Suggestion

Based on the result of the study, the researcher would like to give some suggestions:

1. For English teacher

The researcher hopes that in the teaching and learning process teacher as facilitator not only delivers the material based on the English curriculum but also should pay attention whether the students understand the material that being taught. The teacher should choose an interesting way to teach writing. One of interesting way is flipped learning through graphic organizers. The teacher can apply it to improve students' interest in learning English.

2. For the students

The students can develop their skill with the view that learning is fun and it will help the students to mastery the specific working skills, especially writing skill. The students should realize that they have important role in teaching and learning process. They should be more active in order to improve their writing ability. The researcher hopes that the students expected to motivate and concentrate in the learning process and also increased their ability in English Writing. They will more interest in teaching and learning process, especially on writing skill by applying flipped learning through graphic organizers.

3. For future researcher

For the next researcher, the researcher expected to do further research about flipped learning with different way to develop other skills because it is one of the ways to make the students do not feel bored in learning English.

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