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The Effect of Flipped Classroom Model on the Ability to Write News Text in Class VII SMP Negeri 3 Telagasari

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A B S T R A C T

This research is motivated by the low ability to write news texts among seventh grade students of SMPN 3 Telagasari, which is indicated by difficulties in finding and developing ideas, lack of understanding of structure, and low interest in learning. Therefore, this study aims to determine the effect of using the flipped classroom model on the ability to write news texts in seventh grade students of SMP Negeri 3 Telagasari. The method used is quasi-experimental with a non-equivalent control group design. The research sample consisted of class VII B and class VII A at SMP Negeri 3 Telagasari. Data collection techniques used were observation, writing tests, documentation, and questionnaires. Data analysis techniques used statistical tests. The results of the study showed an increase in pretest and posttest results. The results of the t-test with the Independent Sample T Test were 0.000 <0.05, so H0 was rejected and Ha was accepted. The results of the student perception questionnaire with TCR analysis showed an average of 87.6% of target respondents, in the very good category. Thus, the use of the flipped classroom model has an effect on improving the ability to write news texts in class VII students of SMPN 3 Telagasari.

1. Introduction

Learning in schools plays a crucial role in shaping students' character and skills, particularly in language acquisition. The four language skills that students must master are speaking, listening, reading, and writing. The rationale is that each session, especially in Indonesian language lessons, should integrate these four skills. Essentially, learning a language is learning to communicate, requiring mastery of these four aspects of language (Khalik, 2021).

Writing is a language skill that is part of the basic competencies and is crucial for learning Indonesian. Writing is an activity that requires students to become familiar with various types of spoken and written texts (Santika & Nasution, 2021), which is carried out to express ideas, thoughts, and information through writing (Elvira Utami et al., 2023). Students are not only asked to write an idea but also must consider structure, linguistic rules, and context when writing. Writing is a complex cognitive process. As Murray stated in (Sukma & Puspita, 2023), writing is a

continuous thought process, from experimenting to repackaging. Writing is not something that is acquired spontaneously, but rather requires conscious effort in composing sentences and considering communication and organizational methods (Utami & Marli, 2014). Learning to write will be effective if students are given ample opportunities to practice (Khalik, 2021). Creativity and imagination are essential in the writing process to transform ideas into written material.

Lack of understanding can lead to confusion in expressing ideas, making it difficult for students to develop problems from existing ideas. This is one of the challenges also encountered by seventh-grade students at SMP Negeri 3 Telagasari. Based on initial observations, teachers revealed that some of the conditions students face in writing include difficulty finding ideas and developing them into writing. A lack of understanding of writing structure and rules is also a contributing factor impacting the quality of their writing. Furthermore, low student interest also contributes to poor writing quality, particularly in news texts.

Writing news is one of the Indonesian language learning materials that seeks to help students understand, collect, and communicate information in the form of news texts systematically, with an emphasis on structure, news aspects, linguistic rules, and efficient delivery. One type of writing that disseminates information about social events is news text. News is real information about events or incidents that are reliable, interesting, current, and important for the general public (Pratiwi, 2018). Mitchel V. Charnley in (Cahaya, 2018) news is a report about facts that are important and interesting to a large number of people. News text is a story or information about what many people are talking about (Hidayah et al., 2023).

Writing news stories is a difficult task for some people (Manullang, 2023). Writing news stories is crucial for students, not only for understanding the information but also for conveying ideas and thoughts in writing. However, in practice, many students still encounter difficulties when writing news stories. This is due to several factors, such as a lack of understanding of the structure and language of news stories, as well as the ability to organize information effectively. Students often struggle to identify ideas, structure the flow, and use appropriate words to convey information.

Conventional learning models, still frequently used in schools, tend to be less engaging, appear boring, and lack motivation for student learning. Conventional learning models are monotonous and verbal in nature (Fahrudin et al., 2021). Therefore, creative learning strategies are needed to improve students' writing skills. According to Joice & Wells (Purnomo et al., 2022), a learning model is a framework or approach used as a guideline when conducting classroom learning activities. Therefore, a learning model is crucial for teachers to use as a guide to effectively and efficiently achieve learning objectives. A learning model is a choice pattern, where teachers can determine the most appropriate and effective learning model to achieve learning objectives (Mirdad, 2020).

One learning paradigm that can be implemented to address this issue is the flipped classroom model. This model reverses the traditional learning pattern. In this case, students study independently at home using learning videos and online resources, then use class time for discussion, collaboration, and practice. The flipped classroom model can increase student engagement and provide opportunities for independent learning (Hediani, 2025). This way, students feel more prepared and more active in learning. According to Bragmann & Sams, cited in (Mutmainah et al., 2020) the flipped classroom model allows students to actively participate in the classroom learning process. Tucker (2012) explains that class time is used by students to solve problems, develop concepts, and engage in collaborative learning. Previous research supports the effectiveness of the flipped classroom model in Indonesian language learning.

For example, research by Pujayanti et al. (2023) and Zeir et al. (2022) supports this. Purnomo et al. (2022) explained that the use of the flipped classroom model is effective in improving student abilities and fostering interest and positive responses in learning. Similarly, research by Fadilah et al. (2024) revealed that the flipped classroom model can improve student skills and learning outcomes in news text material. Similar research by Jeong et al. (2018) showed that this model promotes more effective student participation than conventional learning models. Furthermore, research by Martínez-Jiménez & Ruiz-Jiménez (2020) demonstrated a positive effect of the flipped classroom model.

It is hoped that seventh-grade students at SMP Negeri 3 Telagasari will be more engaged in the learning process of writing news texts through the implementation of the flipped classroom model. Students will have the opportunity to learn the structure and linguistic rules of news texts independently outside of class, and maximize writing practice and discussions with teacher guidance in class. The purpose of this study was to determine the effect of the flipped classroom model on the news text

writing skills of seventh-grade students at SMP Negeri 3 Telagasari, as measured by indicators such as the ability to compose news texts according to the structure (title, lead, and body), the accuracy of the use of linguistic rules, the completeness of elements, and the coherence of the news text content.

2. Methodology

This research used a quantitative approach with a quasi-experimental method. According to Sugiyono (2022), quantitative research is used to test hypotheses using numerical data through statistical analysis. The experimental method aims to determine the effect of a treatment on a specific variable. The research design used was a Nonequivalent Control Group Design, involving two groups: an experimental group and a control group, each given a pretest and a posttest.

The research procedure was carried out systematically in several stages. The first stage was the preparation stage, which included developing learning materials, creating research instruments (a news writing test and a student response questionnaire), and testing the instrument's validity through expert assessment. The second stage was the implementation of the research, which began with administering a pretest to the experimental and control classes to determine students' initial abilities in writing news texts.

The next stage was the treatment stage, in which the experimental class was taught using the flipped classroom model, while the control class used conventional learning. The treatment was carried out over several meetings according to a predetermined lesson plan. In the experimental class, learning took place in three stages: pre-class (students studied the material through videos), during class (discussion, analysis, and writing exercises), and post-class (reinforcement and assignments). Meanwhile, in the control class, learning took place directly in class through lectures and individual exercises.

The next stage was a post-test for both groups to determine the final results of their news writing skills after the treatment. Additionally, questionnaires were administered to students in the experimental class to gauge their responses to the implementation of the flipped classroom model. The final stage was data analysis and conclusion drawing.

The population in this study was all 150 seventh-grade students at SMP Negeri 3 Telagasari, divided into five classes. Two classes were sampled: class VII A as the experimental class and class VII B as the control class, each with 30 students. The sampling technique used was purposive sampling, considering the relatively homogeneous initial ability levels of students based on the recommendations of subject teachers.

The research instruments used were a news writing test and a student response questionnaire. The writing test was used to measure students' abilities based on text structure, linguistic rules, the completeness of the 5W+1H elements, and content integration. The test instrument underwent content validity testing conducted by experts (Indonesian language lecturers/teachers) to ensure its suitability for the competencies being measured.

Data analysis techniques were conducted using statistical tests, namely normality and homogeneity tests as prerequisites, followed by hypothesis testing (independent sample t-test) to determine differences between the experimental and control classes. Additionally, the N-Gain test was used to assess student performance improvement, and Respondent Achievement Level (TCR) analysis was used to analyze the questionnaire data. All data analysis processes were conducted using SPSS version 25 for Windows.

3. Results and Discussion

This research was conducted in two classes: an experimental class and a control class, under relatively conducive learning conditions. In general, students showed enthusiasm from the beginning of the lesson, as evidenced by their active participation in answering apperception questions related to news texts. Data collection began with a pretest administered to both classes to measure students' initial abilities in writing news texts. The pretest results indicated that the initial abilities of both classes were relatively equal, making it appropriate to provide different treatment.

In the control class, learning was conducted conventionally through lectures and limited discussions. This learning pattern tended to be one-way, giving students less opportunity to explore ideas and develop understanding independently. This resulted in relatively low student engagement during the learning process. This finding aligns with the opinion of Fahrudin et al. (2021) who stated that conventional learning tends to be less effective in increasing student engagement and creativity.

Conversely, in the experimental class, which used the flipped classroom model, student engagement significantly increased. During the pre-class phase,

students had gained initial understanding through instructional videos, so they were better prepared for discussions and practical exercises during class. During class, students actively analyzed the 5W+1H elements, engaged in group discussions, and developed a news text outline. These activities demonstrated that students not only received information but also constructed their own knowledge. The increased student activity and abilities in the experimental class can be explained through constructivism theory, which emphasizes that learning is more meaningful when students are actively involved in constructing knowledge through experience (Tucker, 2012). Furthermore, the results of this study align with the findings of Pujayanti et al. (2023) and Fadilah et al. (2024), which showed that the flipped classroom model is effective in improving writing skills and student participation. By providing independent learning before class, face-to-face time can be utilized for higher-order thinking activities, such as analysis, evaluation, and text production.

The results of this study were quantitative. These data were obtained through pre-tests and post-tests using a news text writing test instrument. The assessment process for this test instrument was based on assessment guidelines covering five aspects: title appropriateness, completeness of news structure, completeness of news elements, accuracy of sentence structure, and accuracy of spelling and punctuation. The average pretest and posttest results for the experimental class using the Fipped Classroom learning model are presented in Table 1.

Table 1. Pretest and Posttest Results of the Experimental Class

Results	Pretest	Posttest
Mean	43	70,53
Median	44	70
Modus	48	68
Minimum Value	28	56
Maximum Value	56	88

Based on table 1, it shows that there is a change in value between the pretest and posttest. The average value of students in the pretest results, namely before the Flipped Classroom model learning in the experimental class was 43, then increased in the posttest with an average value of 70.53. Furthermore, the median value before treatment was 44, after the treatment it increased to 68. In addition, the mode value also increased from 48 to 68. The minimum and maximum values increased, namely the minimum value from 28 to 56 and the maximum value from 56 to 88. The average results of the pretest and posttest of the control class with learning using the conventional learning model are presented in table 2.

Table 2. Pretest and Posttest Results of Control Class

Results	Pretest	Posttest
Mean	42	52,20
Median	40	52
Modus	40	52
Minimum Value	28	40
Maxsimum Value	56	64

Table 2 shows a change in scores between the pretest and posttest. The average student score in the control class on the pretest was 42, followed by the posttest score of 52.20. Furthermore, the median score in the pretest was 40, and the posttest score was 52. Furthermore, the mode in the pretest was 40, while in the posttest it was 52. The minimum and maximum scores were 28 on the pretest and 40 on the posttest. The maximum scores were 56 on the pretest and 64 on the posttest. Based on post-test results, students in the experimental class demonstrated greater improvement in their news writing skills compared to those in the control class. This indicates that the flipped classroom model has a positive impact on students' writing skills, particularly in terms of text structure, completeness of news elements, and content coherence.

The research data was processed using statistical analysis with a hypothesis test (t-test). The following requirements were met before conducting the t-test: normality and homogeneity tests. The data processing was performed using SPSS version 25 for Windows. The results of the pretest data normality test are presented in Table 3.

Table 3. Pretest Normality Test Results
Test of Normality

Class	Shapiro-Wilk		
Experiment	0.966	30	0.432
Control	0.96	30	0.305

The results of the Normality Test show that the significance value based on Shapiro-Wilk for the ability to write news texts in the experimental class is significant value sig = 0.432 > 0.05 and in the control class is significant value sig = 0.305 > 0.05, so Ho is accepted. Both groups in the pretest data show a normal distribution because the significance value sig > 0.05. Thus, the normality assumption is met. The results of the posttest data normality test are presented in Table 4.

Table 4. Posttest Normality Test Results
Test of Normality

Class	Shapiro-Wilk		
Experiment	0.953	30	0.208
Control	0.957	30	0.262

The results of the Normality Test show that the significance value based on the Shapiro-Wilk test for the ability to write news texts in the experimental class has a significant value of sig = 0.208 > 0.05, and in the control class the significant value of sig = 0.262 > 0.05, so Ho is accepted. Both groups in the posttest data show a normal distribution because the significance value of sig > 0.05. Therefore, the normality assumption is met, so the next step is to test the homogeneity of the pretest data. The following results of the homogeneity test for pretest data are presented in Table 5.

Table 5. Pretest Homogeneity Test Results
Test of Homogenety of Variance

Class	Levene Statistic	df1	df2	Sig.
Exsperiment	0.037	1	58	0.849
Control	0.014	1	58	0.907
	0.014	1	57.26	0.907
	0.039	1	58	0.843

Based on the results of the homogeneity test using Levene's Test, a significance value of 0.849 > 0.05 was obtained, thus concluding that there was no significant difference in variance between the experimental and control groups. In other words, the data in both groups had homogeneous variance. The following results of the posttest data homogeneity test are presented in Table 6.

Table 6. Posttest Homogeneity Test Results
Test of Homogenety of Variance

Class	Levene Statistic	df1	df2	Sig.
Exsperiment	0.385	1	58	0.537
Control	0.422	1	58	0.518
	0.422	1	56.69	0.518
	0.381	1	58	0.54

Based on the results of the homogeneity test using Levene's Test, a significance value of 0.537 > 0.05 was obtained, so it can be concluded that there is no significant difference in variance between the experimental group and the control group. In other words, the data in both groups have homogeneous variance. After fulfilling the prerequisites for the hypothesis test (t-test), the next step is to conduct a t-test with the Independent-Sample T-Test using SPSS version 25 for Windows. The following t-test results of the pretest data are presented in Table 7.

Table 7. Pretest t-Test Results
Independen-Sampel T Test

Results	Levene's Test for Equlity of Variences		t-test for Rquality of Means		
	F	Sig.	t	df	Sig. (2-tailed
Equlity variences assumed	0.037	0.849	0.495	58	0.623
Equlity variences not assumed			0.495	57.95	0.623

The table above shows that the significance value (p) = 0.623 > 0.05, so Ho is accepted and H1 is rejected. Thus, there is no difference between the pretest results of the experimental and control classes in students' initial ability to write news texts. The following t-test results for the posttest data are presented in Table 8.

Table 8. Posttest t-Test Results
Independen-Sampel T Test

Results	Levene's Test for Equlity of Variences		t-test for Rquality of Means		
	F	Sig.	t	df	Sig. (2-tailed
Equlity variences assumed	0.385	0.537	10.157	58	0
Equlity variences not assumed			10.157	56.88	0

Based on the table above, it shows that the significance value (p) = 0.000 < 0.05, so Ho is rejected and H1 is accepted. In other words, there is a difference in the results of writing news texts for seventh-grade students of SMP Negeri 3 Telagasari using the Flipped Classroom model and those who do not use the Flipped Classroom model. This means that the flipped classroom model has a significant effect on students' writing abilities. The results of the N-Gain test are shown in Table 9.

Table 9. Second N-Gain Test Results
Group Statistics

Class	N	Mean	Std. Deviation	Std. Error Mean
Exsperiment	30	0.4895	0.8927	0.163
Control	30	0.1729	0.8159	0.149

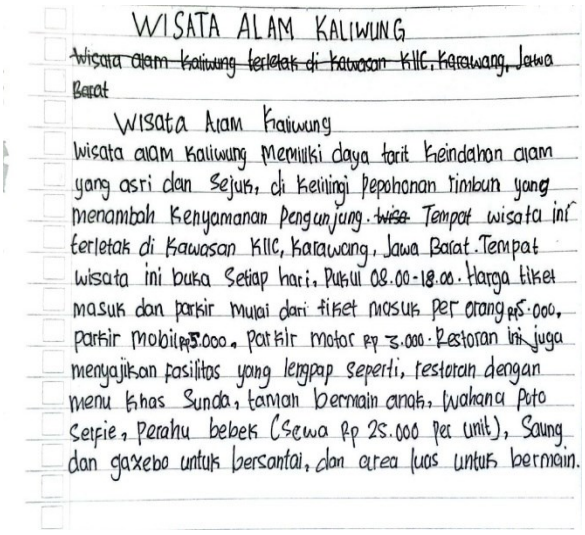
Based on the N-Gain test calculation table using SPSS version 25 for Windows, the mean N-Gain value for the experimental class was 0.4895, while for the control class, it was 0.1729. Based on the N-Gain criteria, the experimental class' news writing skills were moderate, while the control class's were low. Therefore, the flipped classroom learning model is considered effective in teaching news writing among seventh-grade students at SMP Negeri 3 Telagasari.

The questionnaire used in this study aimed to determine students' perceptions of the use of the flipped classroom model in teaching news writing. The questionnaire consisted of ten statements covering aspects of independent learning readiness, learning effectiveness, writing skill improvement, and student motivation. Each item was scored on a Likert scale: strongly agree (5), agree (4), somewhat disagree (3), disagree (2), and strongly disagree (1). The data obtained were then analyzed using the Respondent Achievement Target (TCR) to determine achievement categories based on percentages. The results of the TCR analysis on the experimental class student perception questionnaire are shown in Table 10.

Table 10. TCR Analysis Results

No	STS	TS	KS	S	SS	Total	Score	Ideal	TCR	Category
1	0	0	0	13	17	30	137	150	91.3%	Very Good
2	0	0	0	11	19	30	139	150	92.6%	Very Good
3	0	0	4	18	8	30	124	150	82.6%	Good
4	0	0	1	5	24	30	143	150	95.3%	Very Good
5	0	0	2	12	16	30	134	150	89.3%	Very Good
6	0	0	5	20	5	30	120	150	80%	Good
7	0	0	6	12	12	30	126	150	84%	Good
8	0	1	4	17	8	30	122	150	81.3%	Good
9	0	0	2	17	11	30	129	150	86%	Very Good
10	0	0	2	5	23	30	141	150	94%	Good
				Mean					87.6%	Very Good

Based on the TCR calculation results, the average respondent achievement target (TCR) was 87.6%, which is in the very good category. Thus, students generally responded positively to the implementation of the flipped classroom learning model. The following image shows the results of the writing of students in the control class, presented in figure 1.



WISATA ALAM KALIWUNG

~~Wisata alam kaliwung terletak di kawasan KIIC Karawang, Jawa Barat~~

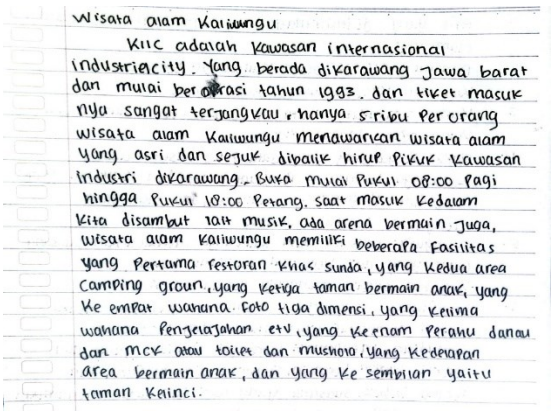
Wisata Alam Kaliwung

Wisata alam kaliwung memiliki daya tarik keindahan alam yang asri dan sejuk, di kelilingi pepohonan rimbun yang menambah kenyamanan pengunjung. ~~wisa~~ Tempat wisata ini terletak di kawasan KIIC, karawang, Jawa Barat. Tempat wisata ini buka setiap hari. Pukul 08.00-18.00. Harga tiket masuk dan parkir mulai dari tiket masuk per orang Rp5.000, parkir mobil Rp5.000, parkir motor Rp 3.000. Restoran ini juga menyajikan fasilitas yang lengkap seperti, restoran dengan menu khas Sunda, taman bermain anak, wahana foto selfie, perahu bebek (sewa Rp 25.000 per unit), saung dan gazebo untuk bersantai, dan area luas untuk bermain.

Figure 1. Control Class Students' Writing Results

The student's writing with the title "Kaliwung Natural Tourism" is in accordance with the contents of the text which discusses the natural tourist spot quite clearly. The 5W+1H elements are still incomplete, as there are no why and how elements. In terms of language, this writing is quite good and neat, but it still needs improvement in spelling and punctuation. Some spelling, such as capitalization, is inconsistent. (for example in the words "Place" and "Tourism"), and there are small errors such as the use of a period in the middle of a sentence and writing "csewa" when it should be "sewa." The use of punctuation marks such as commas and periods also needs to be reviewed to clarify the meaning of the sentences. Nevertheless, the content of the article is already informative. The following image shows the results of the writing of students in the experiment class, presented in image 2.

The results of the students' writing with the title "Kaliwungu nature tourism" are quite in accordance with the contents of the text.The title describes the main topic discussed, namely tourist attractions in the KIIC Karawang area. The content of the article provides information about the location, operating hours, ticket prices, and available facilities, which indicates that the technical structure has been followed properly.


Wisata alam Kaliwungu

Kiic adalah kawasan internasional industricity. Yang berada dikarawang jawa barat dan mulai beroprasi tahun 1993. dan tiket masuk nya sangat terjangkau, hanya 5ribu perorang wisata alam Kaliwungu menawarkan wisata alam yang asri dan sejuk dibalik hirup pikuk kawasan industri dikarawang. Buka mulai Pukul 08:00 pagi hingga Pukul 18:00 Petang. saat masuk kedalam kita disambut tari musik, ada arena bermain juga, wisata alam kaliwungu memiliki beberapa fasilitas yang Pertama restoran khas sunda, yang Kedua area camping groun, yang ketiga taman bermain anak, yang ke empat wahana foto tiga dimensi, yang kelima wahana penjelajahan atv, yang keenam perahu danau dan mcK atau toilet dan mushola, yang kedelapan area bermain anak, dan yang ke sembilan yaitu taman kelinci.

Figure 2. Exsperiment Class Students' Writing Results

The 5W+1H elements are fulfilled, such as what what (Kaliwungu nature tourism), where (Karawang, West Java), when (open 08.00–18.00), why (because of the beauty and comfort), and how (how to enter and available facilities). From a linguistic aspect, this article shows a good effort, but there are still several errors in spelling and punctuation.With further guidance in terms of spelling usage, sentence structure, and information exploration based on the 5W+1H elements, this writing can be developed into a more interesting text.

Based on the statistical data analysis described above, it can be concluded that students in the experimental class demonstrated greater improvement in their news writing skills compared to those in the control class. This indicates that the flipped classroom model has a positive impact on students' writing skills, particularly in terms of text structure, completeness of news elements, and content coherence.

However, this study has several limitations that require consideration. First, limited access to technology prevented some students from optimally accessing learning videos during the pre-class phase. Second, the relatively short duration of the study meant that the long-term effects of the flipped classroom model could not be observed in depth. Third, the use of purposive sampling techniques poses potential bias in sample selection, so generalizations of the study results should be approached with caution.

On the other hand, the implementation of the flipped classroom model in this study has several advantages: it enhances student learning independence, maximizes classroom time for interactive activities, and provides students with the opportunity to learn at their own pace. However, this model also has limitations, such as its dependence on student readiness for independent learning and the availability of technological devices. Thus, the results of this study not only show the effectiveness of the flipped classroom model, but also strengthen the findings of previous studies and contribute to the development of innovative learning models, especially in learning to write news texts at the junior high school level.

4. Conclusion

Based on the results of the research that has been conducted, it can be concluded that the application of the Flipped Classroom learning model has a positive influence on the ability to write news texts of grade VII students of SMP Negeri 3 Telagasari. Students who learn with this model show a better improvement in writing skills compared to students who learn with conventional learning models. The Flipped Classroom model is proven to be able to increase student involvement in the learning process, build learning independence, and deepen students' understanding of the material on writing news texts. In addition, this model also creates a more active learning atmosphere, where students not only receive information, but are also directly involved in discussions, text analysis, and writing preparation. Thus, the use of the flipped classroom learning model makes students feel more prepared, motivated, and active in learning.

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