INTEGRATING FLIPPED CLASSROOM STRATEGY AND PROJECT-BASED LEARNING IN TEACHING WRITING DESCRIPTIVE TEXT

THESIS

Submitted in Partial Fulfillment of the Requirements for
Gaining the Bachelor Degree in English Language Education

WALISONGO

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2022

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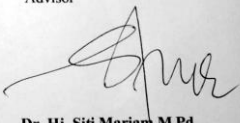
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ABSTRACT

Title	: Integrating Flipped Classroom Strategy and Project-based Learning in Teaching Writing Descriptive Text
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This study aims to explain the implementation of integrating flipped classroom strategy and project-based learning in teaching writing descriptive text and to describe students response of using this learning model. This study used a qualitative method and descriptive research design. The techniques of data collection were observation and interviews. This research used data reduction, data display, and drawing as the techniques of data analysis. The participants of this research are 8 students of eighth graders of SMPN 18 Semarang. The results of the study show that integrating flipped classroom strategy and project based-learning is recommended for teaching writing descriptive text. In applying flipped classroom strategy the teacher gave learning materials two days before meeting via Whatsapp Group. While project-based learning is a student-centered learning approach and provides opportunities for students teamwork. The given project is that students are asked to describe their group of friends, one person describes one student. Students are asked to describe it in front of the class. The concept of flipped classroom and project-based learning are a combination of learning models that enhance interaction between students and teamwork, also motivate students to complete their projects.

Keywords: *Descriptive Text, Flipped Classroom Strategy, Project Based-Learning, Teaching Writing.*

MOTTO

If you don't go after what you want, you'll never have it.

And if you don't ask, the answer is always no.

Also if you don't step forward, you're always in the same place.[1]

~ Nora Roberts ~

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[1] https://www.goodreads.com/author/quotes/625.Nora_Roberts

DEDICATION

Praise is given to Allah SWT who has blessed the researcher, so that the researcher could finish the thesis.

This thesis is dedicated to all English teachers and everyone who supported the researcher in accomplishing the thesis, especially to my beloved father and mother (Ibu Kayati and Bapak Subadi) who always give support, motivation, and endless love.

ACKNOWLEDGEMENT

بسم الله الرحمن الرحيم

Bismillahirrohmanirrohim,
Assalamu'alaikum wr wb

Praise is always given to Allah SWT as the most beneficial and the most merciful who blessed the researcher so that this thesis is finished. *Shalawat* and *salam* also raised to Prophet Muhammad SAW who brings *ummat* from the dark era into the bright era.

In arranging this thesis, the researcher realizes that many people were willing to help, whether directly or indirectly. Hence, in this chance, the researcher would like to express great appreciation to:

1. Dr. KH. Ahmad Ismail, M.Ag., M.Hum. as the Dean of Faculty of Education and Teacher Training of Walisongo State Islamic University.
2. Sayyidatul Fadlilah, M.Pd. as the Head of English Language Education.
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11. All of my friends from English Education Department 2018, especially my classmates of PBI A 2018

12. Me, Afrilia Kartika, you"ve been strong during this hard times. Thank you for being strong and never surrender.

Finally, the researcher realizes that this thesis is still far from perfect arrangement. Therefore, the researcher will be happy accepting constructive suggestions in order to make this thesis better. Last but not least, the researcher hopes that this thesis would be beneficial for other especially for the researcher himself.

Semarang,   September 2022

The Researcher,

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CHAPTER 1

INTRODUCTION

This chapter covers the background of the research, research question, research objective, pedagogical significance, and limitations of the study

A. Background of the Research

Writing is one of the product skills that should be mastered by students in junior high school because this language skill is basic competence in the English syllabus. The purpose is to achieve students' communicative competence in written form. The students write various types of texts for different purposes. One of those texts is a descriptive text. Priyana [2] states that a descriptive text is a text type that represents the detailed characteristics of a person, place, object, or event. The students are asked to describe something familiar to them. However, the students study English subject two hours a week so

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[2] Priyana, J. (2008). *Scaffolding English for Junior High School Students.* Jakarta: Pusat Pembukuan, Departemen Pendidikan Nasional.

they do have not enough time to develop their skills well in the classroom. According to Oshima and Hogue [3] state that writing is a process, not a product. When the students write a text, they are always possible to review and revise it continuously. This process needs a lot of time. Therefore, English teachers must find an effective technique to deliver their materials in a short time. The technique is flipped classroom and project-based learning.

A flipped classroom is a technique that uses videos, presentation slides, reading materials, and so on from the teacher delivered through online systems such as Whatsapp outside the classroom. Then students do the task as homework at home to be more active in learning, and able to overcome their problems in group activities in class. As stated by Ekmekci[4], the flipped classroom involves students in active learning by studying in groups or individually. This technique provides an opportunity for teachers to

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[3] Oshima, A., & Hogue, A. (1999). *Writing Academic English (Third Edition).* New York: Longman.

[4] Ekmekci, E. (2017). *The Flipped Writing Classroom in Turkish EFL Context: A Comparative Study on a New Model.* Turkish Online Journal of Distance Education- TOJDE, 18, 151-167.

optimize the time to communicate intensively with students in class.[5]

In addition, the flipped classroom applies 21st-century skills. The students can use their critical thinking and problem-solving skills when the teacher gives them homework. Meanwhile, students can communicate and discuss their assignments in pairs or groups in class. They are also expected to be creative students to work by utilizing technology. Then, Çevikbaş and Argün [6] explain that the higher-order thinking skills of the students improve by implementing the flipped classroom. They can use their higher levels of the cognitive domain such as analyzing, evaluating, and creating in the process of writing.

Sometimes the students had difficulties when in practice activity, so the practice activity was not on time. It's needed more innovation from the learning process in the classroom, both in terms of the learning model and its integration in the use of technology.

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[5] Bishop & Veleger. (2013). *The Flipped Classroom: A Survey of the Research.*

[6] Çevikbaş, M., & Argün, Z. (2017). An Innovative Learning Model in Digital Age: Flipped Classroom. *Journal of Education and Training Studies*, 5, 189 – 200.

The learning model that is exactly to solve more problems is the Project-Based Learning Model (PjBL). This model used the student-centered which aimed to discuss in the team, interdisciplinary skills, critical thinking, interpersonal communication, and project management.[7] The project-based learning model is not only the abstract theory, listening, and reading. But being able to apply concepts to the real world.[8] PjBL can direct the student to have creative thinking, and solve the problem in real life. According to Miftari [9] that PjBL can direct the learning proses that interdisciplinary, student-centered learning, increasing creativity, critical thinking, and managing skills. Implementation of the learning process could be more dynamic and the student could learn and understand the high contents of The Bloom Taxonomy "create". Bender [10] explained that PjBL is a learning method of the 21st century and this method trains the student to face the issues related to real life,

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[7] Helle L, Tynjälä P, and Olkinuora E 2006 *High. Educ.* **51** 287.

[8] Fernandes S R G 2014 *Procedia – Soc. Behav. Sci.* **139** 219.

[9] Miftari I 2014 *Eur. J. Res. Educ.* **c** 52.

[10] Bender W N 2012 *Project based learning: Differentiating Instruction for the 21st Century* (California: Corwin)

define the solution, and act in collaboration. In practice, according to Wena [11] PjBL is started at 1) starting the essential question, 2) designing a plan for the project, 3) creating a schedule, 4) monitoring the student and the progress of the project, 5) assessing the learning outcome, and 6) evaluate the experiences.

Due to various problems with the teaching and learning writing and also many studies have been conducted about the model. The researcher intends to conduct research to explain students' opinions about the application and also whether or not the students' writing skills can be enhanced through the flipped classroom model and project-based learning. Therefore, to fill the gap in this study, this study aims to describe how the responses of eighth-graders at SMP 18 Kota Semarang regarding learning writing using the flipped classroom strategy and project-based learning model by the title " Integrating Flipped Classroom Strategy and Project-based Learning in Teaching Writing descriptive text" .

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[11] Wena M 2010 *Strategi Pembelajaran Inovatif Kontemporer Suatu Tinjauan Konseptual Operasional* (Jakarta: Bumi Aksara)

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B. Research Questions

The present research aims at finding the answer to the following research problems:

1. How is the implementation of integrating flipped classroom strategy and project-based learning in teaching writing of descriptive text?
2. How are students' responses to their engagement of flipped classrooms strategy and project-based learning in teaching writing of descriptive text?

C. Objective of the study

Based on the explanation behind the research and the problems raised in the problem formulation above, the researchers conduct this research with the following objectives:

1. To explain   the implementation of integrating flipped classroom strategy and project-based learning in teaching writing descriptive text
2. To describe the students' responses to their engagement of integrating flipped classrooms strategy and project-based learning in teaching writing of descriptive text

D. Pedagogical Significance

The researcher hopes that the results of this study can be used by the researcher, teacher, students, and next researcher for the following purposes: The findings of this research are important for a variety of reasons. For the teacher, the teacher can use flipped classrooms strategy and project-based learning to stimulate and create creatively for students to increase students' desire for writing. Using Flipped Classroom strategy and project-based learning can be an interesting technique in teaching writing skills. While the researcher, the researcher would get knowledge about the perception of flipped classroom strategy and project-based learning in the teaching-learning process, and also this matter can improve the student's writing of descriptive text at SMPN 18 Semarang.

E. Limitation of the Study

This research was conducted at the eighth graders of SMPN 18 Semarang in the Academic Year 2022/2023.

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter presents the theoretical framework of the related literature that is relevant to the topic which is about the previous research, the definition of writing, the definition of descriptive text, the definition of a flipped classroom, and the definition of project based-learning.

A. Previous Research

The are some studies related to Integrating Flipped Classroom Strategy and Project Based Learning in Teaching Writing Descriptive Text that has been conducted by other researchers before.

The first previous research was conducted by Mandala Putra with the title *" The Use of Flipped Classroom in Teaching Writing: An Experimental Study ".* [12] The purpose of this research is to investigate the influence of flipped classroom on the ability of the students to write descriptive text. The

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[12] Mandala Putra, 'The Use of Flipped Classroom in Teaching Writing: An Experimental Study', *Proceedings of the Eighth International Conference on English Language and Teaching (ICOELT-82020)*,579(2021),289–94 <https://doi.org/10.2991/assehr.k.210914.055>.

results found that there was a significant difference in the average students' writing scores in the experimental class (85. 20) and the control class (65.15). In short, the flipped classroom provides a significant effect than conventional technique on the ability of the students to write a descriptive text.

The second previous research was conducted by Ahmad Sholichin and Muhammad Luthfi Abdillah with the title *"The Effect of Online Project-Based Learning on Students' Writing Descriptive Text in Collaborative Learning At Second Grade of Smk Nu Al Barokah Babat".*[13] The goal of this study was to determine the impact of using online project-based learning on student learning skills and writing descriptive texts. The study was conducted in class XI at SMK NU Al Barokah Babat. To determine whether or not online project-based learning was successful, the researchers used a pre-experimental approach to evaluate the data using the t-test statistical formula.

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[13] Ahmad Sholichin[1], Muhammad Luthfi Abdillah[2] (2020), The Effect of Online Project-Based Learning on Students' Writing Descriptive Text in Collaborative Learning At Second Grade of SMK NU Al Barokah Babat. *INCARE: International Journal of Educational Resources.* E-ISSN : 2723-2611. Volume 01, Number 04 December 2020

The third previous research was conducted by Achmad Saifudin, Slamet Setiawan, and Syafi'ul Anam with the title **" *The Implementation of Task-Based Learning in Teaching Writing Descriptive Text to The Junior High School* "**.[14] His research aims at investigating the implementation of task-based learning conducted by the teacher in teaching writing the descriptive text for junior high school students of seven grade. The subjects of this research are an English teacher and his students in VII grade. The result of the study indicates that the implementation of a task-based has many weaknesses in some aspects. About the findings of the study, some suggestions are proposed. The English teacher should use and design tasks that will not consume more time, so the step in task-based learning will be accommodated in a meeting. The student should speak in the target language and task-based learning is implemented to reach the aim of this approach.

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[14] Achmad Saifudin, Slamet Setiawan, and Syafi'ul Anam, 'The Implementation of Task Based Learning in Teaching Writing Descriptive Text to The Junior High School', *Linguistic, English Education and Art (LEEA) Journal*, 4.1 (2020), 109–25 <https://doi.org/10.31539/leea.v4i1.1351>.

The fourth previous research was conducted by Nur Kartika Soffiany and Widyastuti Purbani with the title *"The effectiveness of project-based learning to teach writing in relation to students' creativity".*[15] This research aimed to find out whether: (1) the use of project-based learning is more effective than direct instruction in the teaching of writing skills; (2) the students having high creativity have better writing skills than those having low creativity; (3) there is a correlation between teaching methods and creativity in teaching writing. The findings of this research can be stated as follow: (1) Project-Based Learning is more effective than direct instruction in teaching writing and it is indicated by the value of sig. (0.048); (2) the students who have high creativity have better writing achievement than the achievement of those who have low creativity and it is indicated by the value of sig. (0.000); (3) there is an interaction between teaching methods and students' creativity in teaching writing and it is indicated by the value of sig.

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[15] Nur Kartika Soffianny, 'The Effectiveness of Project-Based Learning to Teach Writing in Relation to Students' Creativity', *LingTera*, PhD Thesis.2 (2017), 205–14 <https://journal.uny.ac.id/index.php/ljtp/article/view/14967>.

(0.033). It means that the effect of methods and writing skills depends on the level of creativity of the students.

The fifth previous research was conducted by Gusti Nyoman Ayu Sukerti, Elina Rudiastari˒ and Kadek Yogi Susana with the title "***The Effectiveness of Flipped Learning in Teaching Writing".[16]*** This study was conducted to determine the effectiveness and impact of implementing flipped learning on the improvement of students' writing competence. There were twenty-five fourth-semester students of higher vocational education majoring in Electrical Engineering who took part as the object of this study. Based on the result of analysis using SPSS statistics 21 with a 95% level of confidence, it was revealed that H1 was accepted and H0 was rejected meaning that there was a significant effect of flipped learning implementation in improving students' writing achievement.

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[16] Gusti Nyoman Ayu Sukerti, Elina Rudiastari, and Kadek Yogi Susana, 'The Effectiveness of Flipped Learning in Teaching Writing', *SOSHUM : Jurnal Sosial Dan Humaniora*, 10.1 (2020), 78–92 <https://doi.org/10.31940/soshum.v10i1.1634>.

The last previous research was conducted by Ningtyas Orilina Argawati and Lilis Suryani with the title **" Project-Based Learning in Teaching Writing: The Implementation and Students Opinion".[17]** This research reports on the implementation of project-based learning in teaching writing. The objectives of the research are to know the implementation of project-based learning in elevating the students' ability on writing and to know the students' opinion of the implementation of project-based learning in teaching writing The participants of the research were fourth-semester students at one university in Cimahi, West Java. As result, it was found that the implementation of project-based learning in teaching writing worked well. It could be seen from the students' responses during the implementation of this method as they gave positive opinions toward the method used; they were actively involved in the learning process. PBL was proved on helping the students write well. Besides, the project given

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[17] Ningtyas Orilina Argawati and Lilis Suryani, 'Project-Based Learning in Teaching Writing: The Implementation and Students� Opinion', *English Review: Journal of English Education*, 8.2 (2020), 55 <https://doi.org/10.25134/erjee.v8i2.2120>.

engaged the students in solving a real problem and answering it. In another word, this project could develop the student's critical thinking and it could be a meaningful project for them.

Due to various problems with the teaching and learning writing and also many studies have been conducted about the model. The researcher intends to research to explain students' opinions about the application and also whether or not the students' writing skills can be enhanced through the flipped classroom model and project-based learning. Therefore, to fill the gap in this study, this study aims to describe how the responses students of eighth-graders at SMPN 18 Semarang regarding learning writing using the flipped classroom strategy and project-based learning methods by the title " Integrating Flipped Classroom Strategy and Project-based Learning in Teaching Writing descriptive text of Eighth Graders "

B. Literature Review

1. Writing

a) Description of writing

Writing cannot be separated from a human being. Most people did writing in their daily activities. Some people said that writing is communication through paper and a pen. Writing in a foreign language is not only on paper but also writing on the internet, in books, in magazines, and others. Through writing we can do a lot of things, we can express our ideas and opinions. We can explain something to the reader, we can get information, we can still communicate even if it is long-distance. We can dispense our hobbies like writing a short story, novel, or science, and many others. We can not imagine this world without writing. In short, writing has a very significant role in our lives.

In learning English, four skills should be mastered; those are listening, speaking, reading, and writing. Among the four skills, writing is the most difficult skill to learn. This

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opinion is supported by Jack C. Richards and Willy A. Renandya," Writing is the most difficult skill for second language learners to master".[18] The difficulty is not only in generating and organizing ideas but also in translating an idea into readable text.

There are many different definitions of writing given by experts from many resources. According to rising B. Axelrod and Charles R. Coopers' said, "writing is a complex process and as such contains an element of mystery and surprise. But we know and believe that writing is a skill that anyone can learn to manage".[19]

Marianne C. Murcia said writing is "the ability to express one's ideas in written form is a second or foreign language".[20] It

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[18] Jack C. Richards and Willy A. Renandya, *Methodology in Language Teaching: An Anthology of Current Practice*, (Cambridge University Press, 2002), p. 303

[19] Rise B. Axelrod and Charles R. Chooper, *The St. Martin's Guide to Writing*, (New York: St Martin's Press, Inc, 1985), p.3

[20] Marianne C. Murcia, *Teaching English as a Second or Foreign Language*, (Boston: Heinle Publishers, 1991), p. 233

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means that writing is an activity to express our ideas in written form.

On the other side, Barnet and Stubb's said that writing is a physical act, it requires material and energy. And like most physical acts, to be performed fully, to bring pleasure, to both performer and audience, it requires practice".[21]

From the definitions above, it can be said that writing can be distinguished from other skills as the most difficult one. There are many factors influencing writing to be a good one such as grammatical, vocabulary, punctuation, and spelling knowledge which must be integrated to be a paragraph.

From the ideas previously, the writer concludes that writing is more than a medium of communication. It is a way of remembering and a way of thinking. Because of that, writing is not easy. It needs hard work. In writing, we have to produce words, phrases, sentences, and paragraphs at the

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[21] Barnet and Stubbs's, *Practical Guide to Writing*, (Canada:Brown Company, 4th edition 1983), p.3

same time. It is a way of learning. None of us can write much of interest without first thinking, probing, observing, asking the question, experimenting, and reading.

b) Process of Writing

Writing is a productive process. Process of using symbols to communicate thoughts and ideas in a readable form. Harmer stated that the writing process involves a series of steps to follow in producing a finished piece of writing. [22]There are:

a. Planning

Planning is the arrangement conducted to do something. The planning stage is important because at this stage lies the ideas of the process of writing. This may involve making detailed notes. Writers plan what they are going to write, before starting to write or type. They try

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[22] Harmer, Jeremy. 2004. *How To Teach Writing*. England. Oxford: Person Education Limited.

and decide what it is they are going to say. To make it easy, for some writers this may involve making detailed notes. When planning, writers have to think about three main issues, In the first place they have to consider, the purpose of their writing since this will influence. Not only the type of text they wish to produce, but also the language they use, and the information they choose to include. Secondly, the writers think of the audience, this will influence not only the shape of the writing but also the choice of language. For example, it is formal or informal in tone. Thirdly, writers have to consider the content structure of the piece, which means how best to sequence the fact, ideas, or arguments that they have decided to include. So, in this process students are making notes about what will they write.

b. Freewriting

Free writing is writing without stopping. Freewriting means jotting down in rough sentences or phrases everything

that comes to mind about a possible topic. The purpose of free writing is to generate as many as possible and write them down without worrying about appropriateness, grammar, spelling, logic, or organization.

c. Questioning

In questioning, the writer generates ideas and details by asking a question about the subject. Such questions include *Why? When? Where? Who? What? And How?*

d. Drafting

Drafting is the process of putting all ideas and thoughts on a piece of paper which will be in a very rough form. This stage needs editing for checking the text. It is assumed as the first version of a piece of writing is drafting. Students make specific ideas for their products.

e. Editing

The way to revise and improve the first draft is called editing. Editing is an essential part of preparing a piece of writing for public reading or publication. The many drafts prepared that have been written to be edited or revised. Once a writer has produced a draft, she or he has written, whether it is ambiguous or confusing. They can move paragraphs around or write a new introduction and they may use a different forms of words for a particular sentence. Reflection and revising are often helped by other readers who comment and make a suggestion. Another reader's reaction to a piece of writing will help the author to make appropriate revisions.

f. Final Draft

The final draft is the end product of a piece of writing. Once the writer has edited their draft and has made the changes if any necessary to produce the final draft. This may look considerably

different from both the original plan and the first draft because many things perhaps have been changed in the editing process.

Based on the reference of proses writing above, we know to be a good writer. The researcher must use steps in the process of writing. Before giving the results to the reader. Then we go to the final draft. It looks different from the first draft to the final draft.

2. Descriptive text

a) Definition of Descriptive Text

Descriptive text is a part of factual genres. Its social function is to describe a particular person, place, or thing.[23] Description in writing is the process of creating visual images and sensory impressions 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

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[23] Artono Wardiman, et. al. *English in Focus: for Grade VII Junior High School*(SMP/MTs), (Jakarta: Pusat Perbukuan, DEPDIKNAS, 2008), p. 122

to persuade an audience to see something from the writer's point of view.[24]

Description recreates sense impression by translating into words, the feel, sound, taste, smell, and look of things. Emotion may be described too, feelings such as happiness, fear, loneliness, gloom, and joy. The description helps the reader, through his or her imagination, to visualize a scene or a person, or to understand a sensation or an emotion.[25]

As Barbara Fine Clouse said in her book, The Student Writer, "Description adds an important dimension to our lives because it moves our emotion and expands our experience".[26] The description expands our experience by taking us to places we might not otherwise know much about, which

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[24] Linda Woodson, *From cases to composition*, (University of Texas: Scott, Foresman and Company), p. 73

[25] George E. Wishon and Julia M. Burks, *Let's Write English*, (New York: Litton Educational Publishing, 1980), p. 128

[26] Barbara fine Clouse, *The Student Write* , (McGraw-Hill Companies, Inc., 2004), p. 142

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explains the popularity of descriptive travel essays in magazines and newspapers.

Traditionally, descriptions are divided into two categories: objectives and subjective. In an objective description, you record details without making any personal evaluation or reaction. In the subjective description, you are free to interpret the details for your reader; your reaction and description can be emotional and value-loaded.

The goal when we write subjective descriptions is to create vivid mental images. To do that, we will use concrete sensory detail, which consists of specific words that appeal to the sense (sight, sound, taste, smell, touch).

Whether objective or subjective, descriptions can serve a variety of purposes, but in every case, it is important to make that purpose clear to your reader.[27]

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[27] George Miller, *The Prentice*-Hall READER, (Prentice-Hall A Division of Simon & Schuster, Inc., 1986), p. 105

b) Purposes of descriptive text

As social beings, we want to share our experiences, so we write to others to describe things such as vacations, childhood homes, and people we 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 stimulate a desire to see them. As the examples in the following chart show, description enables us to entertain, express feelings, relate the experience, inform, and persuade.

c) 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 a 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 reply, you might resort to identification, an impression, or a character sketch, depending on the situation. Let's examine each.

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).[28]

2) Impression

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[28] Michael E. Adelstein and Jean G. Pival, *The Writing Commitment,* (Harcourt Brace Jovanivich, Inc., 1976), p. 149

Unlike 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 the impression is usually less complete and informative than identification, it may be more effective in capturing an individual's striking or distinctive traits.[29]

3) Character Sketch

More complete descriptions of people are usually called character sketches. 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

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[29] Michael E. Adelstein and Jean G. Pival, *The Writing Commitment*, (Harcourt Brace Jovanivich, Inc., 1976), p. 150

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, and television devotes.[30]

b. Description of a place

In describing a place for example a room, what should you describe first? The walls? The Floor? Unlike a chronologically developed paragraph, there is no set pattern for arranging sentences in a descriptive paragraph. It is not necessary, to begin with, one area and then proceed to another one. Nevertheless,

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[30] Michael E. Adelstein and Jean G. Pival, *The Writing Commitment*, (Harcourt Brace Jovanivich, Inc., 1976), p. 151

the sentences should not be randomly arranged.

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 states an attitude or impression about the place being described. And the arrangement of the details in your description depends on your subject and purpose.[31]

c. Description of a things

To describe a thing the writer 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

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[31] Regina L. Smalley and Mary K. Ruetten, *Refining Composition Skill,* (New York: International Thompson Publishing Company, 4th Edition), p.69

In addition to filling our descriptive writing with concrete details and figures of speech, we might also want to include several 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

We know how important verbs are to narration, but effective verbs can also add much to a piece of description. Writers use 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 gives the reader a more accurate picture of the wind's action than made does.[32]

d) **The structure and example of descriptive text**

The generic structures of a description are as follows:

1. Identification: identifies the phenomenon to be described

2. Description of features: describes features in order of importance:

   - Parts/things (physical appearance)

   - Qualities (degree of beauty, excellence, or worth/value)

   - Other characteristics (prominent aspects that are unique).

The generic features of the description are :

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[32] Santi V. Buscemi, *A Reader for Developing Writers*, (New York: McGraw-Hill Companies, Inc., 2002), p 267

1.) The verb in the present tense

2.) Adjective to describe the features of the subject

3.) Topic sentences to begin paragraphs and organize the various aspects of the description.[33]

The factual description scaffold:

1) A general opening statement in the first paragraph

   a. This statement introduces the subject of the description to the audience.

   b. It can give the audience brief details about the when, where, who, or what of the subject.

2) A series of paragraphs about the subject

   a. Each paragraph usually begins with a topic sentence.

   b. The topic sentence previews the details that will be contained in the remainder of the paragraph.

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[33] Mark Anderson and Kathy Anderson, *Text Type in English 3*, (Australia: MacMillan, 1998), p. 26

c. Each paragraph should describe one feature of the subject

d. These paragraphs build the description of the subject

3) A concluding paragraph (optional)

a. The concluding paragraph signals the end of the text.[34]

3. Flipped Classroom

a) Definition Flipped Classroom

The students in this 21st century are categorized as the Millennial students' generation. It comes from Strauss and Howe's theory of generation which Millennials were born between 1982 and 2005.[35] The millennial generation is considered unique and sophisticated in using

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[34] Mark Anderson and Kathy Anderson, *Text Type in English 3*, (Australia: MacMillan, 1998), p. 27

[35] Neil Howe and William Strauss, "The Next 20 Years; How Customer and Workforce Attitudes Will Evolve", *Harvard Business Review*, July-August 2007, p. 45.

technology such as computers, laptops, mobile phones, and the internet. They do not use this technology as a tool, but rather as an integral part of their lives.[36] It means the use of technology, characteristics, and learning styles of this generation makes lecturing classroom teaching no longer effective.[37]

From this classroom teaching problem towards the millennial students, in 2007, Bergmann and Sams tried the model of the classroom to solve their problems. In the beginning, they still used the lecturing model in teaching students (math and sciences subjects) in remote areas typically millennial students. He recorded the video explanation and students could watch the video for learning at home. The next day, students do homework and exercises in the classroom assisted by the teacher. According

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[36] Stephen R. Merrit, "Generation Y: A Perspective on America's Next Generation and Their Impat on Higher Education", *The Serials Libarrian*, Vol.2, 2008, p. 46.

[37] Cynhia R. Phillips and Joseph E. Trainor, Millennial Students and The Flipped Classroom, *Proceedings of ASBBS*, Vol. 21 (1), 2014, p. 520.

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 The Flipped Classroom Model.[38]

Furthermore, Overmyer started the flipped classroom model as the whole classroom or homework paradigm is flipped by infusing the technology, thus, the interaction in the classroom could be maximized.[39] It rearranges how time is spent both in and out of class to shift the learning that should be learned. Moreover, the flipped classroom inverts teaching methods, delivering instruction online outside of class and moving homework into the classroom.[40]

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[38] 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), pp. 13.

[39] Jerry Overmyer, Flipped Classrooms 101, *Principal Magazine Online*, 2012, p. 46. (www.naesp.org).

[40] *Flipped Learning, What is Flipped* Learning, Retrieved from http://flippedlearning.org/wpcontent/uploads/2016/07/FLIP_handout_FNL_Web.pdf

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 a group.

It can be concluded that Flipped Classroom is the model to invert the teaching and learning model. It exchanges the common 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 student-teacher interaction and student-student interaction.

b) Characteristics of Flipped Classroom

a. There is a switch from the teacher-centered to students-centered. Converting from a lecture-based class into an activity-based.[41] Hence, the

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[41] Suwarna R. Subramaniam and Muniandy, Concept and Characteristics of Flipped Classroom, *International Journal of Emerging Trends in Scienceand Technology*, Vol. 3 (10), 2016, p. 4669.

students are more active and interactive to discuss.

b. Providing exposure before class.[42] The exposure such as reading from textbooks, micro-lecture, or downloading videos from Youtube, Coursera, etc.

c. A classroom where the teacher is not the "sage on the stage", but the "guide on the side".[43] The teacher is not the main source of the information which is generally via lecture mode.

c) The Advantages of the Flipped Classroom

a. More Interactive in Discussion

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[42] . Brame. C, *Flipping the Classroom: Center for Teaching and Learning,* retrieved March 2018, from https://cft.vanderbilt.edu/guides-subpages/flipping-the-classroom/

[43] A. King, From Sage on the Stage to Guide on the Side, *College Teaching,* Vol. 41 (1), 1993, p. 30-35.

In the flipped classroom students watch the video at home and discuss it in the classroom with their friends. It makes the students more interactive and active in peer or group discussions.[44]

b. **Increased engagement in the material**

The students are given contextual material that is related to the topic.It can help and motivate the students to prepare the material on the outside.[45] Hence, the students are confident in the classroom to discuss because they have already known and prepared the material before coming to the classroom.

c. **Increased Interaction Between Students and Teacher**

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[44] 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.

[45] 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.

The students bring their prior and background knowledge about the material or topic which will be discussed in the classroom. The teacher is a facilitator and has a role and authority to be involved in-class activities to guide more in learning than teaching.[46]

d) Models of Teaching Descriptive Text by Using Flipped Classroom

Flipped Classroom design is based on the theory of Bloom's received taxonomy of the cognitive domain. This taxonomy provides six major categories of cognitive processes, starting from the bottom to the highest level:

a. Remembering: In this step, students recall or retrieve the information from

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[46] 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.

the video about a descriptive text at home or outside the classroom.

b. Understanding: Students comprehend the meaning, interpret the information from the video, and wrote a problem that they faced when they learn from the video about a descriptive text.

c. Applying: Students identified and explore the descriptive text of the paragraph to get the main idea from the first paragraph.

d. Analyzing: by using their critical thinking, students question what happened, and analyze the material or concept of descriptive text.

e. Evaluating: Students make judgments and assessments about the value of ideas and the whole learning process, interpret and justify.

f. Creating: Students can make descriptive texts using their own words.

4. Project Based-Learning

a) Definition of Project-based Learning

Project-based learning (PBL) is centered on the learners and affords learners the opportunity for in-depth investigations of worthy topics.[47] According to Bell Project-Based Learning (PBL) is a student-driven, teacher-facilitated approach to learning. Project-based learning is an instructional method centered on the learner. Students develop a question and are guided through research under the teacher's supervision.[48] Instead of using a rigid lesson plan that directs a learner down a specific path of learning outcomes or objectives, project-based learning allows in-depth investigation of a topic worth learning more about.[49] In

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[47] Grant, M.M. 2002. "Getting a Grip on Project-based Learning: Theory, Cases and Recommendations" *Meridian: A Middle School Computer Technologies Journal*, 5,1, pgs. 1-3

[48] Bell, S. 2010. "Project-based Learning for 21st Century: Skill for the Future". *Clearing House: A Journal of Strategies, Issues and Ideas.* pgs 39.

[49] Harris, J. H. & Katz, L. G. 2011. *Young Investigators: The Project Approach in The Early Years.* New York: Teachers Collage Press.

addition, Fried-Booth states the definition of project-based learning as student-centered and driven by the need to create an end-product. PBL is a means to create an end-product in a real-world environment with confidence and independence.[50]

Solomon says that project-based learning is a process of learning that which students are responsible for their education. Students work collaboratively to solve problems that are authentic, curriculum-based, and often interdisciplinary.[51] PBL is potentially motivating, empowering, and challenging to language learners; it usually results in building learners' confidence, self-esteem, and autonomy as well as improving students' language skills, content learning, and cognitive abilities.[52]

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[50] Fried-Booth, D. L. 2002. *Project work*. Oxford: Oxford University Press

[51] Solomon, G. 2003. "Project-based learning: A primer." *Technology & Learning*. Pgs 23, 20-27.

[52] Simpson, J. 2011. *Integrating Project-based Learning in an English Language Tourism Classroom in a Thai University*. A thesis, North Sydney: Faculty of Education, Australia Catholic University.

Thomas defines PBL as in-depth learning, focusing on real-world problems and challenges that engage students who work as a team through meaningful activities resulting from an end product. [53]From the definitions above, it can be concluded that project-based learning is a teaching method centered on the learners. It engages learners in gaining knowledge through activities creating an end product.

b) **Benefits of Using Project-based Learning**

There are many benefits of using project-based learning in the classroom. Fried-Booth says that the process leading to the end-product of project work provides opportunities for students to develop their confidence and independence.[54] In addition, students demonstrate increased self-esteem

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[53] Thomas, J. W. 2000. *A review of Research on Project-Based Learning*. http://www.bie.org/pdf/researcherviewPBLpdf. Retrieved on January 25th, 2015.

[54] Fried-Booth, D. L. 2002. *Project Work*. Oxford: Oxford University Press.

and positive attitudes toward learning.[55] PBL is potentially motivating, empowering, and challenging to language learners; it usually results in building learners' confidence, self-esteem, and autonomy as well as improving students' language skills, content learning, and cognitive abilities.[56]

PBL plays an important role in developing learners' target language for real-life purposes. It helps students' language skills to become more competent in the use of the target language and promotes learners' autonomy, learner-centeredness, learner motivation, and integrated skill practice.[57] PBL will help language learners relate the task to the language because it offers the

[55] Stoller, L. S, 1997. Project Work: A Means to Promote Language Content. Forum, 35, 4, pgs. 2-18. http://eca.state.gov/forum/vols/vol35/no4/p2.htm/. Retrieved on January 10th 2015.

[56] Poonpon, K. 2011. "Enhancing English Skills through Project-based Learning." *The English Teacher*, XL, pgs. 1-10.

[57] Stoller, L. S, 1997. Project Work: A Means to Promote Language Content. Forum, 35, 4, pgs. 2-18. http://eca.state.gov/forum/vols/vol35/no4/p2.htm/. Retrieved on January 10th 2015.

potential to integrate the target language into the learners' communicative competence. It helps the language become more relevant to their needs and enables them to communicate and understand the target language's culture.[58]

In addition, project-based learning can improve language skills. As students engage in purposeful communication to complete authentic activities, they have the opportunity to use language in a relatively natural context and participate in meaningful activities which require authentic language.

c) Procedure in Project-based Learning

There are five steps in conducting project-based learning in the classroom. They are:

1.) Lead-in activities

The teacher should create an activity that can be used to introduce the topic. The activity conducted should help the

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[58] Hutchinson, T. 1993. Hotline: *Intermediate*. Hong Kong: Oxford University Press.

teacher demonstrate what the students are supposed to do. Bridging activities should prepare students for cooperative working, open-ended tasks, and communicative language production or they can be used for practicing specific language skills.[59]

2.) Planning

In this stage, the teacher and the students discuss and consider the ideas, topics, and theme of the project. Students must be allowed to make choices and decisions from the very beginning because any decisions that the children make will help foster a feeling of ownership of and responsibility for the project and increase their motivation. Besides, the teacher and the students

[59] Fragoulis, I. 2009. "Project-Based Learning in the Teaching of English as A Foreign Language in Greek Primary Schools: From Theory to Practice". *English Language Teaching*, Vol.2, No.3

also discuss the due time to end the product.[60]

3.) Carrying out the project

When all the preparations are done, the students can start to develop the project. Teachers' roles during the development of the project are to monitor and check the progress of the project.

4.) Creating the final product

In this stage, the students use their knowledge and abilities to produce something real. When the students can produce a final product, they can gain a sense of achievement that is important for their motivation.[61]

5.) Evaluation

Evaluation refers to the assessment of the activities of participants and discussion about whether the initial aims

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[60] Philips, Diane, et al. 1999. *Projects with Young Learners. New York: Oxford University Press.*

[61] Rousova, V. 2008. Project-Based Learning: Halloween Party. *A thesis,* Brno: Masaryk University, Faculty of Education

and goals have been achieved, implementation of the process, and final products.[62] In the evaluation phase, the teacher and the students reflect on the project they have done.

d) The Roles of the Teacher in Project-based Learning

Project-based Learning Handbook defines the teacher's role as the heart of successful project-based learning (PjBL) is the teacher's ability to support and direct students. This requires instructional, organizational, interpersonal, and communication skills, as well as the ability to define the agenda for the class and push a project through to a successful conclusion. It also includes being sensitive to the fact that students finish work at different rates, with different abilities, aptitudes, and learning

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[62] Fragoulis, I. 2009. "Project-Based Learning in the Teaching of English as A Foreign Language in Greek Primary Schools: From Theory to Practice". *English Language Teaching*, Vol.2, No.3

styles. PBL requires the teacher to adopt a new, enthusiastic attitude, acquire a wide range of skills, and leave the traditional supreme position. During the project, the teacher should take on the role of facilitator, which involves becoming a source of ideas and advice, a referee helping to resolve arguments or disagreements, chairperson during groups' reports to the whole class.[63]

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[63] Badan Nasional Standar Pendidikan (BNSP). 2006. *Standar Isi untuk Satuan Pendidikan Dasar dan Menengah.* Jakarta: Depdiknas.

CHAPTER III

RESEARCH METHOD

Research methodology is needed to obtain and analyze the data of this study. This chapter outlines the specific steps that are used in conducting research. It covers the research design, setting of the research, data source, data collection, and data analysis.

A. Research Design

The researcher used descriptive qualitative methods. Descriptive research is research that asks questions about the nature incidence, or distribution of a variable. It involves describing but not manipulating the variable. Descriptive research declares something naturally, so this study only measures what already exists. Descriptive research declares something naturally, so this study only measures what already exists.[64] This method is called the interpretive method because the research data is more concerned with the interpretation of the data found in the field. The purpose of using a qualitative

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[64] Donald Ary, et, al. *Introduction to Research in Education*, Canada: Wadsworth, Cengage Learning, 8th , Edition, p. 640

approach was so that researchers can describe the facts and data to be processed. The use of this method can determine the perception of teacher and students by analyzing data taken from respondents. The researcher conducts subjective research that was possible on things that have been the center of attention and supported the object of research based on the data available in the learning method flipped classroom strategy and project-based learning to eighth-graders at SMP 18 Semarang

B. Setting of the Research

The research was conducted on eighth graders students in SMPN 18 Semarang. The research was carried out face to face.

C. Data Source

The data source is the subject which the data is taken from. The data source is the subject on which the data can be collected.[65] In this study, the researcher gains the data from interviews. The data

[65] Mason, J. (2002) *Qualitative Researching*. 2nd Edition, Sage Publications, London.

sources of this research are 8th-grade students who have used flipped classroom and project-based learning for teaching writing descriptive text. The research participants consisted of a teacher, and eighth students who have used flipped classroom and project-based learning for teaching writing descriptive text as a respondent for data collection, at SMPN 18 Semarang. In this research, the primary data source were used because this research collected the data through the students using interviews.

D. Technique of Data Collection

The technique of qualitative data collection is the collection of data for which data is descriptive meaning data in the form of events categorized or in other forms such as photos, documents and notes field when research is conducted. This research uses data collection techniques as follows:

1. Observation

    A research method used to obtain data from participants by observing objects in a focused manner is called observation. Observation is a technique of collecting data that is most commonly used in qualitative research.

Observation helps get an overview of an event that occurred in the field. The observations are observing teachers who teach in the classroom using the flipped classroom strategy and project-based learning. Moreover, the researcher accesses the online class to observe student engagement in English class. Observations are needed to investigate student engagement. The object of observation is the level of participation, involvement, and attention of students on something, both from behavior, cognitive, affective, and social involvement of students with teaching writing learning activities using flipped classroom strategy and project-based learning.[66] The research instrument used is an observation guide that helps record existing data in the field. The researcher acts as "the complete observer," the researcher made observations by joining the participants under study to observe them during

[66] Jenefer Philp and Susan Duchesne, 'Exploring Engagement in Tasks in the Language Classroom', *Annual Review of Applied Linguistics*, 36 (2016), 53

learning without being involved in any activities.[67]

2. Interview

Besides observation, the interview is commonly used by the researcher for qualitative study. This data collecting method is done by self-report, knowledge, or personal belief.[68] Technically, an interview considers the research object, the tools use, and the respondents' willingness. It needs to take notes of the questions list or the object so that no questions miss. The tools used during interviews, for example, tape recorders, stationery, and camera, help obtain authentic evidence of the data as it is helpful to present deeper data.[69]

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[67] John W. Creswell and others, '*Qualitative Research Designs: Selection and Implementation*', The Counseling Psychologist, 35.2 (2007), 146.

[68] P. Gill and others, 'Methods of Data Collection in Qualitative Research: Interviews and Focus Groups', *British Dental Journal*, 204.6 (2008), 292 .

[69] P. Gill and others, 'Methods of Data Collection in Qualitative Research: Interviews and Focus Groups', *British Dental Journal*, 204.6 (2008), 292.

E. Technique of Data Analysis

In analyzing the data researchers used the theory of Miles, Huberman & Saldana, suggesting that the activity in data analysis consists of three procedures.[70] The procedures of the data are analyzed based on the following steps:
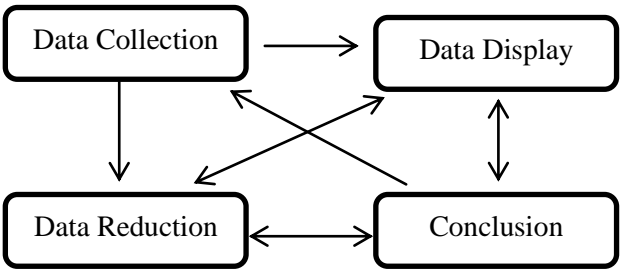
Picture 3.1 components in data analysis (interactive model)

1. Data Reduction

In this step, the researcher summarized selected the main points and

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[70] Miles, M.B. Hubarman and Saldana, J.2014. Qualitative Data Analysis: A Methods Sourcebook. Third. Ed. *United States of America: SAGE Publication,* Inc. Edition. New York: State University of New York Genesco

focused on the main problems of the study. Then simplified by removing things that were not necessary so that the data that has been reduced provides a clear picture and makes it easier for researchers to find the data needed. Data that has been analyzed determine students' responses to flipped classroom strategy and project-based learning

2. Data Display

After the data is reduced, the next step is to display the data. The presented data by simplifying the data in the form of narrative text. By displaying the data, it will be easier to understand what happened and plan the next work based on the data that has been obtained.

3. Conclusion Drawing/verification

The final step in analyzing data was to draw conclusions and verification. The researcher

made conclusions and main points from all the data that has been collected so that it becomes clear. The conclusion answered the problem of the formulation which was formulated from the beginning.

F. Instruments

The researcher used observation and interview as instruments in this research. This researcher conducted interviews with English teachers and students of eighth graders at SMPN 18 Semarang. The function of the interview in this study is to check the data and ensure that the data is truly valid.

The list of interview questions :

A. The instruments of collecting data by interview List of questions for students

1. Interview for teachers

1. How are the flipped classroom strategy and project-based learning models implemented?

2. Are there problems in the application of the learning method? How do you solve this problem?

3. Do you recommend this model be applied in English lessons? Why

4. How do you assess the success of your students in learning using flipped classroom strategy and project-based learning?

2. Interview for students

1. What is your opinion about the Flipped Classroom Model and project-based learning?

2. Are there any advantages to this model? If so, what are they?

3. Are there any advantages to this model? If so, what are they?

4. Do you recommend this model be applied in English lessons? Why?

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

This chapter covers research findings and discussion, including observation results and interviews with the teacher and students on their engagement with English learning activities using the flipped classroom strategy and project based-learning model.

A. Findings

This research data was obtained from observation and interviews related to students' engagement with the teacher and students on their engagement with English learning activities using the flipped classroom strategy and project based-learning model. Those findings are explained in the following:

1. **Teacher's implementation of integrating flipped classroom strategy and project-based learning in teaching writing of descriptive text.**

   1) **The teacher used flipped classroom strategy for teaching writing descriptive text**

      The teaching used by the teacher is a flipped classroom strategy to teach the material by writing descriptive text to students in eighth grade. In teaching writing in the flipped classroom, the media used are WhatsApp Group and Video.

      Based on observation data from teachers, before starting the class, at the next meeting, the teacher will first send a video containing the material to be taught to students via WhatsApp Group. The teacher gives instructions to students to see and understand the video containing the material that had been sent.

      ".... Before I continue the material for the next meeting, what I do first is to give a video containing the material and ask students to watch and understand the

content of the video via WhatsApp Group.
This strategy is done so that students will
be better prepared to receive material at
the next meeting."(Teacher, Face-to-face
interview, August 05th,2022).

When arriving at the meeting time, the
teacher asked about the material that had been
distributed previously. However, here there
are obstacles, it turns out that many students
who come to class are not ready to learn
because they do not watch and understand the
video material that has been given. To
overcome this problem the teacher checks the
activity of students in the WhatsApp group by
asking students to write a brief message about
what they get in the learning video, so
students will continue to watch and
understand the learning video.

"....When the lesson started I
immediately started with a question.
Have you watched and understood the
material? many of them have not watched
the video for various reasons. Obstacles

like this are very common in the application of this flipped classroom strategy because students sometimes don't open WhatsApp Groups, even if they open them, they don't watch, let alone understand the content of the video that contains the learning material. Students assume that the material will be delivered in class later, then why do they understand it at home? Another obstacle faced was the case of an unstable signal that made students lazy to watch the video that had been given. To overcome these obstacles I will instruct students to write short messages containing what they get from the learning videos they have watched. that way students have no reason not to open the learning video." *(Teacher, Face-to-face interview, August 05th,2022).*

Flipped classroom strategy is recommended to be applied in learning English even though there are weaknesses

because students can learn or understand the learning material at home by watching videos. With an understanding of the material from the learning videos that students have watched, it will further mature their understanding of the material that will be delivered by the teacher in class. the teacher will find it easier to explain the material because students have been provided with material obtained from watching learning videos via WhatsApp Group. To assess the success of using this learning strategy is by looking at the enthusiasm of students in participating in class learning and how students master the material.

2) **The teacher used project based-learning for teaching writing descriptive text**

The teaching used by the teacher is a project based-learning model to teach the material by writing descriptive text to students in eighth grade. In teaching writing in project based-learning, don't use media

intermediaries because they meet face-to-face.

Based on the teacher's observation data, before starting learning the teacher first provides an explanation of the material about the descriptive text. After that, students are formed into several groups to complete a project. The given project is that students are asked to describe their group of friends, one person describes one student. Students are asked to describe it in front of the class. In completing the project given by the teacher, students are free to share ideas with their group friends.

> *"....In implementing the project based-learning learning model, I will explain the material about descriptive text first before students are given a project. After the explanation of the material, students will be directed to form a group and later each group will be given a project. I freed them to choose their group so that later in the discussion the students were more comfortable with*

their group mates. Students are required
to be active in groups so that all
participate in group activities." (Teacher,
Face-to-face interview, August
05ᵗʰ,2022).

In implementing the project-based
learning model, sometimes there are obstacles
in the learning process. Students in group
work sometimes only a few students are
active while others are just silent because
some think that it is enough just to be
represented by some of the others. However,
the teacher overcomes these obstacles by
asking each student to express the ideas that
are in their respective minds so that the
implementation of this learning model will
run well.

"....In the implementation of project-
based learning, of course, there are
obstacles to it. I often encounter
problems, such as when students work in
a group, some of them only rely on one
student. Students are afraid to express

their opinions. However, I immediately overcome these obstacles by freeing students to express their ideas and telling them to put them in writing so that all students will be active in this project-based learning model activity." (Teacher, Face-to-face interview, August 05th,2022).

The project based-learning learning model is recommended for teaching writing because the teacher can directly control the activities that students do. Teachers can also directly interact with students to better understand the material being taught. This learning model can also make students very creative because they are given the freedom to express their ideas. To measure the success of students in implementing the project-based learning model, this is by looking at the quality of the writing they produce.

The results of the study show that integrating flipped classroom strategy and

project based-learning is recommended for teaching writing descriptive text. In applying flipped classroom strategy the teacher gave learning materials two days before meeting via Whatsapp Group. While project-based learning is a student-centered learning approach and provides opportunities for students teamwork. The given project is that students are asked to describe their group of friends, one person describes one student. Students are asked to describe it in front of the class.

2. Students' responses to their engagement in integrating flipped classrooms strategy and project-based learning in teaching writing of a descriptive text

a) Students with good responses

In teaching writing descriptive text used flipped classrooms strategy and project based-learning model, the researcher got various student

responses about the use of the two learning models.

In implementing the two learning models, the students gave a good response. Students get comfort in learning when using the flipped classroom strategy in teaching writing descriptive text because students can understand the material first at home. Here is the following evidence:

"....saya lebih suka memahami materinya dirumah, jadi lebih santai. Kalau ada yang tidak paham bisa cari diinternet."(Student no.1, face-to-face interview, 05th August 2022).

Some of the students prefer the project-based learning model because they can interact directly with the teacher, even if students don't understand they can directly ask the teacher. Students are happy to be able to complete projects with a group of friends because they can exchange ideas with each other.

".... Lebih enak kalau kerjanya berkelompok karena bisa saling bertukar fikiran, kan kalau aku tidak paham yang lain pasti paham." (

Student no.4, face-to-face interview, 05th August 2022).

b) Students' engagement problems

Student engagement in implementing flipped classroom strategy and project-based learning has several problems.

The flipped classroom strategy has problems, namely students who do not have an internet quota to open WhatsApp Groups to view material that has been sent by the teacher. Students are lazy to open the material because it is more fun to open other applications than to open the material on their gadget.

".... Kalau dirumah jarang buka WhatsApp karena tidak punya kuota. Lagipula kalau buka gadget lebih tertarik untuk buka aplikasi lain jadi materinya tidak dilihat." (Student no.3, face-to-face interview, 05th August 2022).

Project-based learning also has obstacles, students are less active in responding to discussions, students lack ideas, and students

lack of confidence in expressing opinions.
Students only rely on one of their group friends.

".... Saya kadang suka gak percaya diri kalau mau mengutarakan ide. Kalau udah kerja kelompok biasanya Cuma beberapa orang aja yang diandalkan dikelompok itu." (Student no.8, face-to-face interview, 05th August 2022).

Flipped Classroom Strategy is recommended for teaching Writing Descriptive Text learning because students can practice writing at home. After all, the teacher has given material, usually in the form of videos that are shared on the class WhatsApp group media. So that when in class students will quickly understand the material presented by the teacher.

".... Enak kalau materi sudah diberikan terlebih dahulu, jadi kita bisa memahami materinya sambil santai. Apalagi kalo dirumah kan bisa liat google jadi bisa lebih paham." (Student no.7, face-to-face interview, 05th August 2022).

Project based-learning is also recommended for teaching writing descriptive text, students can develop writing ideas better when working in groups with other friends because they can exchange ideas with each other. This learning model is also easier to apply because the teacher can directly guide students in the given project. The material presented by the teacher will be clear and reduce the risk of miscommunication.

".... Enak kelompok an sih , soalnya kan bisa sharing sama temen. Terus kalau tidak paham bisa langsung tanya sama guru." (Student no.2, face-to-face interview, 05th August 2022).

Based on the results of the interview above, it allows the researcher to interpret that students give a positive response and had problems with the implementation of the Flipped Classroom Strategy and Project Based-learning model in teaching writing descriptive text. Both learning methods have their pluses and minuses, but they are still recommended in the teaching writing learning process. Students learning using the

flipped classroom strategy do experience a few signal problems but the rest are happy to be able to understand the material first before studying in class. For project based-learning models for learning, students are happy because they can work on projects with their group friends so that the work will feel easier even though there are one or two indifferent students.

B. Discussion

1. Teacher's implementation of integrating flipped classroom strategy and project-based learning in teaching writing of the descriptive text.

Flipped classroom strategy and project-based learning are both learning methods that can be applied in learning English. Although these two learning methods are different in terms of their application. If they are combined, they will create a more enjoyable learning experience.

The flipped classroom is a learning model where students before studying in class learn the material first at home according to the assignments given by the teacher. The teacher,

before discussing the material to be taught, gives the students a task first to study the material in the learning media. Usually, the media used in the application of this model is WhatsApp and video. The obstacles faced in implementing this learning model are students who complain about no signal, internet quota, and not opening WhatsApp Groups.

In addition to the flipped classroom strategy, another learning model is project-based learning, which is a project-based learning model, in which students are given a project in class with their group of friends. This learning model can train students' creativity because they can provide ideas as best they can. The disadvantages that exist in this learning model are the risk that there are some unproductive students in the group and unequal disagreements between students.

These two learning models are recommended to be applied in the English learning model. The flipped classroom is an effective technique that allows the students to learn individually through online learning materials such as reading text or articles, video learning or presentation slides, and

others that are delivered by the teacher to online media such as WhatsApp groups.[71] Meanwhile, Project-based learning is a learning technique that combines individuals in a rich learning context to collaboratively achieve certain goals. There are many advantages of project-based learning such as supporting independent learning, developing self-regulation skills, and strengthening critical reasoning and problem-solving skills.[72] These two learning models when combined will make learning more interesting and make students develop their thinking ideas so that they will produce good quality writing because these two learning models both train student activity and creativity.

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[71] Walsh, Kelly. (2013). Flipped Classroom Workshop in a Book: *Learn How to Implement Flipped Instruction in Your Classroom.*

[72] Lin, J. W. (2018). Effects of an online team project-based learning environment with group awareness and peer evaluation on socially shared regulation of learning and self-regulated learning. *Behaviour and Information Technology*, *37*(5), 445–461.
https://doi.org/10.1080/0144929X.2018.1451558

2. **Students' responses to their engagement in integrating flipped classrooms strategy and project-based learning in teaching writing of a descriptive text**

   a) Students with good responses

   According to the data obtained from observation and interview, the flipped classroom strategy and project based-learning learning models received good responses from students. Students can further develop students creativity in writing by applying these two learning models. The combination of these two learning models seeks to improve student learning efficiency, students' creativity with their thinking, learning engagement and learning participation, and encouraging diverse team development and collaboration.[73]

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[73] Shih, W. L., & Tsai, C. Y. (2017). Students' perception of a flipped classroom approach to facilitating online project-based learning in marketing research courses. *Australasian Journal of Educational Technology*, *33*(5), 32–49. https://doi.org/10.14742/ajet.2884

b) Students' engagement problems

The learning model certainly has advantages and disadvantages in its application. Students can feel the advantages of applying these two learning models in teaching writing descriptive text. In the application of flipped classroom strategy, students can increase student learning independence and can increase student creativity because if they have difficulties they will find their solutions. And similarly, the application of the project-based learning model also has advantages, namely, it encourages students to develop and practice communication skills, makes students more active, and involves students to learn to take information and demonstrate their knowledge.[74]

Both of these learning models also have weaknesses in their application. In the application of the flipped classroom, the weakness is that students need adaptation to learn independently at home and need extra time to understand the

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[74] Nurfitriyanti, Maya. 2016. Model Pembelajaran Project Based Learning Terhadap Kemampuan Pemecahan Masalah Matematika. *Jurnal Formatif* 6(2): 149-160.

material learned at home. Students look for supporting information related to material, either textbooks or the internet because students explore their knowledge at home, and other obstacles are internet quotas and student signal networks. And weaknesses in project-based learning include: students who have weaknesses in experimenting and gathering information will have difficulty, there is a possibility that some students are less active in group work, and it is feared that students will not be able to understand the topic as a whole.

In the implementation of the flipped classroom and project-based learning, students have different responses, but these two learning models are well received by students. In the flipped classroom, students are more flexible to study independently at home and can repeat learning the material until students understand and students are more responsible for what has been studied independently at home so that students are more mature and ready when entering class and learning begins. Students

already have prior knowledge before entering class and can ask questions when there is a part of the material that is not understood that requires an explanation from the teacher. While the Project Based Learning method is used to involve students in real objects optimally in the learning process. The physical and mental involvement of these participants will be able to encourage learning motivation, and decision-making skills, and train critical thinking and innovative work in solving various problems faced. For this reason, these two learning models are highly recommended in learning.

In previous studies, researchers only examined one learning model to be applied in teaching writing, while in this study researchers examined two learning models applied in teaching writing, namely flipped classroom and project-based learning.

These two learning models will be very effective when combined in teaching writing by considering student responses and student work in their application.

CHAPTER V

CONCLUSION AND SUGGESTION

In this chapter, the researcher presents conclusions and suggestions for the following finding of the study.

A. Conclusion

From the research that has been done about Integrating Flipped Classroom Strategy and Project-based Learning in Teaching Writing descriptive text of Eighth Graders, the researcher concludes that teachers and students can use and recommend these two learning models for teaching writing.

First, the results of the research show that teachers' implementation of integrating the flipped classroom strategy and project-based learning models. . In applying flipped classroom strategy the teacher gave learning materials two days before meeting via Whatsapp Group. Then, ask students what they got after understanding the material sent by the teacher. And, students are assigned to make descriptive text based on the understanding they have got when

reading the material at home. Meanwhile, in implementing project-based learning. First, the teacher provides an explanation of the material about the descriptive text. After that students formed into several groups to complete a project. The given project is that students are asked to describe their group of friends, one person describes one student. Students are asked to describe it in front of the class. Flipped classroom and project-based learning when integrated have a positive effect on critical thinking.

Second, research of the result shows the students' responses to their engagement in integrating flipped classroom strategy and project-based- learning models. Students give a positive response and had problems with the implementation of the Flipped Classroom Strategy and Project Based-learning model in teaching writing descriptive text. Both learning methods have their respective advantages and disadvantages but are still recommended in the writing learning process. Students who study using the flipped classroom strategy do experience a little signal problem but the rest are happy to be able to understand the material first before studying in class. For the project-based learning model, students are

happy because they can work on projects with their group friends so that the work will feel easier even though there are one or two indifferent students. When the two learning methods are integrated students will be more proficient in teaching writing.

B. Suggestion

According to the result of the study, there are several suggestions presented for students, English teachers, and future researchers.

1. Students

This study explains the learning model used by teachers in teaching writing through flipped classroom strategy and project-based learning, students can think critically and develop creativity by watching videos and working in groups.

2. English teachers

This research can improve the quality and creativity of teachers in teaching writing. The learning model must be very much considered by the teacher because it affects the quality of students participating in learning in teaching writing.

3. Future Researchers

Hopefully, this research can be used as a good reference for the next researcher who wants to conduct the same topic. The researcher suggests for the next researcher prepare all possibilities and problem-solving before researching so that the research could be done as they expected.

C. Closing statement

Sincerely, this thesis is the first academic invention of the researcher as a contribution and dedication towards the academic field of UIN Walisongo Semarang. Finally, by saying hamdalah, this thesis is completely finished as partial fulfillment of the requirement for gaining the bachelor degree of English Language Education of Education and Teacher Training Faculty at UIN Walisongo Semarang.

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APPENDICES

Appendix I. Interview Results Table

Interview Sheets for Teacher

School Name   : SMP Negeri 18 Semarang

School Address   : Jl. Purwoyoso 1,
                        Purwoyoso,Kec. Ngaliyan,
                        Kota Semarang, Jawa Tengah
                        50184

Teacher Name   : Budi Siswanto, S.Pd.

Classes Supported   : 8th

Date of Interview   : August 05, 2022

No	Question	Interview Result
1.	How are the flipped classroom strategy and project-based learning models implemented?	For flipped classroom strategy, Before I continue the material for the next meeting, what I do first is to give a video containing the material and ask students to watch and understand the content of the video via WhatsApp Group. This strategy is done so that students will be better prepared to receive material at the next

		meeting.
		And, In implementing the project based-learning learning model, I will explain the material about descriptive text first before students are given a project. After the explanation of the material, students will be directed to form a group and later each group will be given a project. I freed them to choose their group so that later in the discussion the students were more comfortable with their group mates. Students are required to be active in groups so that all participate in group activities.
2.	Are there problems in the application of the learning method? How do you solve this problem?	When the lesson started I immediately started with a question. Have you watched and understood the material? many of them have not watched the video for various reasons. Obstacles like this are very common in the application of this flipped classroom strategy because students sometimes don't open WhatsApp Groups, even if they open them, they don't watch, let alone understand the

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		content of the video that contains the learning material. Students assume that the material will be delivered in class later, then why do they understand it at home? Another obstacle faced was the case of an unstable signal that made students lazy to watch the video that had been given. To overcome these obstacles I will instruct students to write short messages containing what they get from the learning videos they have watched. that way students have no reason not to open the learning video.
		In the implementation of project-based learning, of course, there are obstacles to it. I often encounter problems, such as when students work in a group, some of them only rely on one student. Students are afraid to express their opinions. However, I immediately overcome these obstacles by freeing students to express their ideas and telling them to put them in writing so that all students will be active in this project-based learning model activity.
3.	Do you	I recommend this flipped classroom

	recommend this model be applied in English lessons? Why?	strategy and project based-learning to be applied in teaching writing descriptive text because in my opinion both have advantages and disadvantages in their application and they can still be overcome. I think students also follow it well and in applying this method students become more creative in pouring their ideas into writing.
4.	How do you assess the success of your students in learning using flipped classroom strategy and project-based learning?	To measure the success of students in the application of these two methods is to look at the quality of the writing they produce. If they are happy with and comfortable in applying this method, the writing that students produce will be even better.

Interview Transcription Students'

Student 1 (05th August 2022)

A : Salam. Saya Afrilia, ingin melakukan wawancara mengenai respon siswa terhadap pengimplementasian flipped classroom strategy and project based-learning. Boleh minta waktunya?

B : *Salam. Iya Boleh Kak*

A : Apa pendapat Anda tentang Model Kelas Terbalik dan pembelajaran berbasis proyek?

B : *Menurut saya keduanya aja sih untuk diterapkan. Tapi saya lebih suka flipped clasrom sih kak soalnya saya lebih suka memahami materinya dirumah, jadi lebih santai. Kalau ada yang tidak paham bisa cari diinternet.*

A : Apakah ada kelebihan dari kedua model ini? Jika ada, sebutkan ?

B : *Ada. Kalau flipped classroom bisa sambil santai dirumah belajarnya tapi kalau project based-learning bisa bareng sama temen kan asik.*

A : Apakah ada kendala? Jika ada, apa sebutkan?

B : *Kalau flipped classroom kan guru ngirim materinya lewat WA jadi kadang ga buka, tapi kalau project based-learning saya ngandelin salah satu temean aja.*

A : Apakah Anda merekomendasikan model ini untuk diterapkan dalam pelajaran bahasa Inggris? Mengapa?

B : *saya merekomendasikan keduanya sih soalnya ya semunya enak untuk diterapkan dan saya seneng aja ngikutin pelajarannya.*

Student 2 (05th August 2022)

A : Salam. Saya Afrilia, ingin melakukan wawancara mengenai respon siswa terhadap pengimplementasian flipped classroom strategy and project based-learning. Boleh minta waktunya?

B : *Salam. Iya Boleh Kak*

A : Apa pendapat Anda tentang Model Kelas Terbalik dan pembelajaran berbasis proyek?

B : *Kalau aku Enak kelompok an sih , soalnya kan bisa sharing sama temen. Terus kalau tidak paham bisa langsung tanya sama guru.*

A : Apakah ada kelebihan dari kedua model ini? Jika ada, sebutkan ?

B : *Ada. Kalau flipped classroom aku bisa kapan aja buka materi tapi kalau project based-learning bisa sharing sama temen kalau ga paham.*

A : Apakah ada kendala? Jika ada, apa sebutkan?

B : *Kalau flipped classroom kan guru ngirim materinya lewat WA kadang ga buka karena ga ada kuota internet, tapi kalau project based-learning saya suka ikut – ikut aja.*

A : Apakah Anda merekomendasikan model ini untuk diterapkan dalam pelajaran bahasa Inggris? Mengapa?

B : *Saya merekomendasikan keduanya, karena enak untuk diikuti.*

Student 3 (05th August 2022)

A : Salam. Saya Afrilia, ingin melakukan wawancara mengenai respon siswa terhadap pengimplementasian flipped classroom

strategy and project based-learning. Boleh minta waktunya?

B : *Salam. Iya Boleh Kak*

A : Apa pendapat Anda tentang Model Kelas Terbalik dan pembelajaran berbasis proyek?

B : *Kalau saya lebih suka flipped classroom kak, sesuka hati mau kapan belajarnya. Kalau project based learning enak juga sih bisa kelompokan belajarnya.*

A : Apakah ada kelebihan dari kedua model ini? Jika ada, sebutkan ?

B : *Ada. Kalau flipped classroom saya bisa lebih memahami materi, kalau project based-learning enak juga kan kalau ga tau bisa Tanya temen.*

A : Apakah ada kendala? Jika ada, apa sebutkan?

B : *Kalau flipped classroom kurang suka soalnya harus mahamin materinya sendiri, tapi kalau project based-learning saya kurang aktif didalam kelompok.*

A : Apakah Anda merekomendasikan model ini untuk diterapkan dalam pelajaran bahasa Inggris? Mengapa?

B : *Kedua metode ini direkomendasikan, meskipun masing – masing mempunyai nilai plus minusnya karena membuat pelajaran tidak bosen karena bervariasi.*

Student 4 (05th August 2022)

A : Salam. Saya Afrilia, ingin melakukan wawancara mengenai respon siswa terhadap pengimplementasian flipped classroom strategy and project based-learning. Boleh minta waktunya?

B : *Salam. Iya Boleh Kak*

A : Apa pendapat Anda tentang Model Kelas Terbalik dan pembelajaran berbasis proyek?

B : *Kalau aku Lebih enak kalau kerjanya berkelompok karena bisa saling bertukar fikiran, kan kalau aku tidak paham yang lain pasti paham.Jadi aku lebih milih project based-learning. Flipped classroom juga asik bisa belajar dirumah tapi lebih enak kalo belajar lngung disekolah.*

A : Apakah ada kelebihan dari kedua model ini? Jika ada, sebutkan ?

B : *Ada. Kalau flipped classroom enaknya itu bisa belajar dulu sebelum dijelasin sama guru, kalau project based-learning itu lebih enak kerja sama temen kan lebih bagus.*

A : Apakah ada kendala? Jika ada, apa sebutkan?

B : *Kalau flipped classroom kurang suka soalnya harus mahamin materinya sendiri kalau bingung ya bingung sendiri, tapi kalau project based-learning saya kurang aktif didalam kelompok terus kalau ada ide saya malu mau nuanginnya.*

A : Apakah Anda merekomendasikan model ini untuk diterapkan dalam pelajaran bahasa Inggris? Mengapa?

B : *dua – duanya oke sih.*

Student 5 (05th August 2022)

A : Salam. Saya Afrilia, ingin melakukan wawancara mengenai respon siswa terhadap pengimplementasian flipped classroom strategy and project based-learning. Boleh minta waktunya?

B : *Salam. Iya Boleh Kak*

A : Apa pendapat Anda tentang Model Kelas Terbalik dan pembelajaran berbasis proyek?

B : *gimana ya. Flipped classroom itu tidak ribet karena Cuma baca atau nonton materi dihp, tapi kalau project based learning itu bisa kerja sama dengan teman.*

A : Apakah ada kelebihan dari kedua model ini? Jika ada, sebutkan ?

B : *hmm..kelebihanya tuh apa ya? Saya suka sih belajar lewat hp jadi santai, kalau projrct based learning bisa tukeran ide sama temen.*

A : Apakah ada kendala? Jika ada, apa sebutkan?

B : *paling kalau flipped classroom itu masalah sama jaringan , kalau project based learning masalah sama temen yang tidak cocok.*

A : Apakah Anda merekomendasikan model ini untuk diterapkan dalam pelajaran bahasa Inggris? Mengapa?

B : *bingung saya kak, tapi keduanya emang bikin jadi kayak nuansa baru dalam belajar.*

Student 6 (05th August 2022)

A : Salam. Saya Afrilia, ingin melakukan wawancara mengenai respon siswa terhadap pengimplementasian flipped classroom strategy and project based-learning. Boleh minta waktunya?

B : *Salam. Iya Boleh Kak*

A : Apa pendapat Anda tentang Model Kelas Terbalik dan pembelajaran berbasis proyek?

B : *Flipped classroom itu enaknya kita bisa dapet banyak sumber kalau tidak paham sama materi yang di share guru diWA, kalau project based learning itu kita bisa bersama teman mecahin masalah semisal kita tidak paham.*

A : Apakah ada kelebihan dari kedua model ini? Jika ada, sebutkan ?

B : *Ada. Kalau flipped classroom materi pembelajaran besok udah dishare terlebih dahulu jadi bisa mahamin dulu, kalau project based-learning itu lebih enak kerja sama temen.*

A : Apakah ada kendala? Jika ada, apa sebutkan?

B : *kuota internet dan jaringan sih yang bikin pembelajaran flipped classroom ada kendala, kalau aku tidak ada masalah sama project based learning*

A : Apakah Anda merekomendasikan model ini untuk diterapkan dalam pelajaran bahasa Inggris? Mengapa?

B : *dua – duanya saya rekomendasikan terlebih lagi project based learning karena asik bareng temen yang lain.*

Student 7 (05ᵗʰ August 2022)

A : Salam. Saya Afrilia, ingin melakukan wawancara mengenai respon siswa terhadap pengimplementasian flipped classroom strategy and project based-learning. Boleh minta waktunya?

B : *Salam. Iya Boleh Kak*

A : Apa pendapat Anda tentang Model Kelas Terbalik dan pembelajaran berbasis proyek?

B : *Flipped classroom itu kita sudah tau materi apa besok yang mau diajarkan dikelas jadi bisa lebih prepare, kalau project based learning itu kita bisa bareng sama temen seperti sharing.*

A : Apakah ada kelebihan dari kedua model ini? Jika ada, sebutkan ?

B : *Ada. Kalau flipped classroom materi sudah diberikan terlebih dahulu, jadi kita bisa memahami materinya sambil santai. Apalagi kalo dirumah kan bisa liat google jadi bisa lebih paham. Kalau projrect based learning enak kak bisa kelompokkan sama temen jadi ngerjainnya sama-sama.*

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A : Apakah ada kendala? Jika ada, apa sebutkan?

B : *kalau aku kadang kendalanya sih di kuota internet kak, kalo project based learning kadang susah berbaur aja sama temen kelompok*

A : Apakah Anda merekomendasikan model ini untuk diterapkan dalam pelajaran bahasa Inggris? Mengapa?

B : *aku rekomen keduanya bisa lebih memudahka pelajaran.*

Student 8 (05th August 2022)

A : Salam. Saya Afrilia, ingin melakukan wawancara mengenai respon siswa terhadap pengimplementasian flipped classroom strategy and project based-learning. Boleh minta waktunya?

B : *Salam. Iya Boleh Kak*

A : Apa pendapat Anda tentang Model Kelas Terbalik dan pembelajaran berbasis proyek?

B : *Flipped classroom itu kita diberikan materi oleh guru biasanya via WhatsApp ,kalau project based learning itu kerjanya kelompokan mahamin materinya.*

A : Apakah ada kelebihan dari kedua model ini? Jika ada, sebutkan ?

B : *Ada. Kalau flipped classroom materi sudah diberikan terlebih dahulu, jadi saya bisa lihat kapanpun dan dimanapun materinya soalnya via WhatsApp. Kalau projrect based learning enak*

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kak bisa kelompokkan sama temen.

A : Apakah ada kendala? Jika ada, apa sebutkan?

B : *Kalau aku kadang kendalanya sih di signal, kalo project based learning saya kadang suka gak percaya diri kalau mau mengutarakan ide. Kalau udah kerja kelompok biasanya Cuma beberapa orang aja yang diandalkan dikelompok itu.*

A : Apakah Anda merekomendasikan model ini untuk diterapkan dalam pelajaran bahasa Inggris? Mengapa?

B : *Aku suka keduanya kak, karena jadi ga bosen aja belajarnya ada dua model yang berbeda.*

Appendix 2. Pictures of Interview

The Researcher Observed Teaching Learning Prosess

Interview with the English Teacher at SMPN 18 Semarang

Interview with the Students at SMPN 18 Semarang

Appendix 3

Surat Izin Riset Penelitian

PEMERINTAH KOTA SEMARANG
DINAS PENDIDIKAN
SMP NEGERI 18 SEMARANG
Jalan : Purwoyoso 1, Kel. Purwoyoso, Kec. Ngaliyan Kota Semarang, Tel : 7603798

LEMBAR DISPOSISI

1. Rahasia	2. Penting	3. Biasa

Nomor Agenda	: 155
Tanggal	: 1 - 8 - 2022 Tanggal Penyelesaian :
Perihal	: Izin Riset
Nomor Tanggal	: 3155/ Un . 10.3
Surat dari	: UIN walisongo

Instruksi / Informasi

1. Diterima / membaca
2. Diberitahukan pada yang bersangkutan
3. Diperhatikan dan dilaksanakan
4. Disampaikan / diumumkan
5. Diberitahukan / dipersiapkan

6. Dibicarakan / Ditindaklanjuti
7. Dibuatkan Jawaban
8. ....
9. ....
10. ....

Diteruskan Kepada

1. ....
2. BUDI SISWANTO
3. ....

Kepala SMP Negeri 18 Semarang

Dra. Nurwakhidah Pramudiyati
NIP. 19650305 199003 2 006

CURRICULUM VITAE

A. Personal Data

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B. Educational Background:

1.   2006 - 2007 Kindergarten Tri Bhakti
2.   2008 - 2014 SDN 150 Elementary School
3.   2014 – 2016 SMPN 16 Kota Jambi Junior High School
4.   2016 - 2018 SMAN 11 Kota Jambi High School

Sincerely,

Afrilia Kartika
NIM.1803046006