THE EFFECT OF FLIPPED CLASSROOM TEACHING MODEL TO THE WRITING ABILITY OF EIGHTH GRADE STUDENTS AT SMP SWASTA DR. CIPTO MANGUNKUSUMO BANDAR JAWA ON A RECOUNT TEXT

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Abstract

The researcher decided to implement the Flipped Classroom in this research. The aim of this research is to determine the effect of using the Flipped Classroom on the writing of recount text for eighth grade students at SMP Swasta Dr. Cipto Mangunkusumo Bandar Jawa in the 2024/2025 academic year. This research used a quasi-experimental design with quantitative methods. In this research, researchers used two classes, namely the experimental class and the control class. Researchers took a class VIII population of 85 students. For the sample, in the experimental class and control class the number of students was the same, namely 30 people. The sample of students in class VIII-1 and control class VIII-2 was selected using purposive sampling technique. And to analyze the data, researchers used the t-test formula to find out whether using Flipped Classroom has an influence on students' writing of recount text . After data analysis, the research results showed the average pre-test and post-test scores in the experimental class and the average pre-test and post-test scores in the control class. In the experimental class the average pre-test score was 59.5 and post-test was 78.3. And in the control class the average pre-test score was 59.53 and the post-test was 68. The standard deviation in the experimental class was 1,224.5 and the standard deviation in the control class was 1,627. After calculating the mean and standard deviation for both classes, the researcher calculates using the t test formula, the t test result must be the highest value from the t table with a significance level of 5% (3.345 > 1.672).

Keyword : Flipped Classroom, Recount text, Writing

Abstrak

Peneliti memutuskan untuk menerapkan Flipped Classroom dalam penelitian ini. Tujuan dari penelitian ini adalah untuk mengetahui pengaruh penggunaan Flipped Classroom pada penulisan teks recount untuk siswa kelas VIII di SMP Swasta Dr. Cipto Mangunkusumo Bandar Jawa pada tahun ajaran 2024/2025. Penelitian ini menggunakan desain eksperimen semu dengan metode kuantitatif. Dalam penelitian ini peneliti menggunakan dua kelas yaitu kelas eksperimen dan kelas kontrol. Peneliti mengambil populasi kelas VIII sebanyak 85 siswa. Untuk sampelnya, pada kelas eksperimen dan kelas kontrol jumlah siswanya sama yaitu 30 orang. Sampel siswa kelas VIII-1 dan kelas kontrol VIII-2 dipilih dengan menggunakan teknik purposive sampling. Dan untuk menganalisis data, peneliti menggunakan rumus uji-t untuk mengetahui apakah penggunaan Flipped Classroom mempunyai pengaruh terhadap penulisan teks recount siswa. Setelah dilakukan analisis data, hasil penelitian menunjukkan rata-rata nilai pre-test dan post-test pada kelas eksperimen dan rata-rata nilai pre-test dan post-test pada kelas kontrol. Pada kelas eksperimen rata-rata skor pre-test sebesar 59,5 dan post-test sebesar 78,3. Dan pada kelas kontrol rata-rata nilai pre-test sebesar 59,53 dan post-test sebesar 68. Standar deviasi pada kelas eksperimen sebesar 1,224.5 dan standar deviasi pada kelas kontrol sebesar 1,627. Setelah menghitung mean dan standar deviasi kedua kelas, peneliti menghitung dengan menggunakan rumus uji t, hasil uji t harus merupakan nilai tertinggi dari t tabel dengan taraf signifikansi 5% (3,345 > 1,672).

Kata Kunci: *Kelas Terbalik, Menceritakan kembali teks, Menulis*

Introduction

English is a dynamics and widely spoken as means of communication used by millions of people around the world. Based on the English Syllabus of 2013 Curriculum published by Kementerian Pendidikan dan Kebudayaan (Kemendikbud) it is stated that the objective of English language teaching aims to develop students. English as a Global Language is a practical and revealing look, appropriately enough and English as a global language (Fauzi et al., 2022).

There are four skills every English learners must which are speaking, reading, listening and writing. From all skill, writing is tone of hardest skill done by students to learn. Writing skill is the skill used to write effectively and concisely. Good writers are those who can communicate their meaning to the readers without using too many pleasantries. According to Rass (Anggo & Samparadja, 2022), writing is the most difficult skill when studied by foreign language learners. "Writing is a difficult skill for native speakers as well as non-native speakers; because the author must be able to write it in various issues such as content, organization, purpose, audience, vocabulary, and mechanism such as punctuation, spelling, and cpitalization". In writing people also have to know several types of text, as : recount, procedure, narrative, descriptive, report and etc.

Text is a set of language units, both spoken and written, of a certain size, which have a certain meaning and a certain purpose. The text is "a social space that leaves neither language safe, outside, nor the subject of its utterance in the position of judge, master, analyst, recognition, decoder" (Pratidiana et al., 2022). One of the texts that researcher will use to teach for the grade eighth of the junior high school students is Recount text. Recount text is a type of English text that is used to tell readers about past events or something happened. General structure of recount text has; orientation, events, re-orientation. It means that a recount text consists of something happened chronologically. According to Joko in who said that, "Recount text is used to retell an event.

In a text, people must know the generic stucture of the text. The first generic is recount text, recount text has generic structure to tell readers what happened in the past through a series of events. The second is procedure text, procedure text has generic structure to help people do a task or making something, they can be a set of instructions or directions. The third is narrative text, narative text has generic structure to amuse or entertain the readers with actual or imaginary experience in different ways. The fourth is descriptive text, descriptive text has generic structure to describe a particular person, place or thing. The fifth is report text, report text has generic structure to describe the way things are (for example: a man made thing, animals, plants). Of all types of texts, recount text is one type of text that students will be interested in because it writes about their own experiences (Agustin & Rindaningsih, 2022).

Based on the researcher's experience during the intership program, the researcher found that the majority of students at SMP Swasta Dr. Cipto Mangunkusumo Bandarjawa were difficult to write English text. Even though the teacher has taught how to write english correctly, students would forget it because they did not practiced it often and also rarely practiced it in their studying routinity life. Students of SMP swasta Dr. Cipto Mangunkusumo Bandarjawa use the merdeka curriculum to replace the 2013 curriculum. In the "merdeka Curriculum" the Pancasila Student Profile acts as a guide in achieving educational goals, including learning and assessment. In the merdeka curriculum, students are required to be able to achieve standard scores in accordance with the Standart minimum achievement (KKM) as well as English subject. In the merdeka curriculum writing skill is required to master. One of the writing skills is to write recount text. Then they also have to understand the generic structure. The skills of writing must achieve KKM score of 75.

According to the researcher's experience, and the objectives of independent learning in junior high schools when implementing the teaching and learning program (Kampus Mengajar) for class VIII of SMP swasta Dr. Cipto Mangunkusumo Bandar Jawa (https://dapo.kemdikbud.go.id/school/C0DE F5F44D414D08198A), the researcher found that there were several students were weakness in meeting curriculum requirements, such as : First, students could not identify verbs in recount texts. Second, students were not yet able to write generic structure in recount text. Third, the percentage of students whose scores were below the KKM (75) was higher, namely 73,5%, compared to students who passed the KKM, which was only 26,5% (Tampubolon et al., 2022).

Based on the student problems above, a teacher must apply creativity in the teaching and

learning process. Teacher must show collaborative teaching methods in order to stimulate students interest. Teachers must be innovative in determining activities learning. Based on the explanation above, the researcher believes that it is necessary to find a solution to create a model that suits to the researcher's background, namely the Flipped Classroom application to improve students' writing skills, in writing recount text. The flipped classroom teaching method is a student-centered learning method consisting of two parts with interactive learning activities during the lesson and individual teaching (M. Sari et al., 2020).

A flipped classroom is an instructional strategy and a type of blended learning, which aims to increase students' engagement and learning by having pupils complete readings at home and work on live problem-solving during class time. This pedagogical style moves activities, including those that may have traditionally been considered homework, into the classroom. According to Walsh (2016: 348) the flipped classroom is a form of blended learning where students learn new material at home and what used to be homework is now done in class with teacher guidance and interaction with students, rather than teaching (Savitri & Meilana, 2022). With a flipped classroom, 'content delivery' may take a variety of forms, often featuring video lessons prepared by the teacher or third parties, although online collaborative discussions, digital research, and text readings may alternatively be used. The ideal length for a video lesson is widely cited as eight to twelve minutes.

Several researches have conducted similar studies using Flipped Classroom as a model. There are several relevant researches as a reference for this research. The first, Guhir (Harahap, 2019), entitled "The Effect of Flipped Classroom Model on Students'Writing skill in class XI SMA Negeri Makassar". The results of the pre-test and post-test conducted by students showed that in the pre-test there no students were classified as very good, 3(10%) students 5 were classified as good, 12(40%) students were classified as fair and 15(50%) students were classified as poor. In the post-test, 13(43.3%) students were classified as very good, 14(46.7%) students were classified as good, 3(10%) students were classified as fair and no students were classified as poor (Apriska, 2020). As the result of the pre-test could be disapproved and the post-test was approved.

The second, Gurning (Dehani et al., 2021), entitled "The Effect of The Flipped Classroom on Students' Writing Ability Of Procedure Text for Seventh grade At SMP Swasta Cinta Rakyat3 Pematangsiantar"   (https://dapo.kemdikbud.go.id/sekolah   /967EEAB689E4AFC40ED4).This researcher was to know the effect of the Flipped Classroom model on students' writing skill in class VII SMA Swasta Cinta Rakyat Pematang Siantar. There are experimental this research used the researcher used a quasi-experimental design which needs two groups as an investigated class. The outcome of the t-test is 4.868. The value of 1.670 was derided by the researcher after referring to the t-table with significance level of 0.05. The t-test result shows that flipped classroom is affective in teaching procedure text as indicated by the t-value surpassing the t-table value 1.671 at a significance level of 0.05. Ha has been admitted as meaningful, whereas Ho has been rejected. As the result of the pre-test could be disapproved and the post-test was approved (Ts, 2019). So, this research investigated the effect of the Flipped Classroom on Students'Writing Ability of Recount Text.

This research was conducted when the Kampus Mengajar at the SMP Swasta Dr. Cipto Mangunkusumo Bandar Jawa, when students studied recount text, the research observed students by testing 30 students to write recount text and looking at the score of the students, it turned out that many students were not able to write recount text correctly.

Method

A research design is also called a research strategy,it is a plan to answer a set of questions (Ifadloh et al., 2021). It is a framework that includes the methods and procedures to collect, to analyze, and to interpret data. In other words, the research design describes how the researcher was investigate the central problem of the research and is, thus part of the research proposal. This researchers was conducted with quantitative method based on Quasi Experimental Research design. The experimental group and the control group were be used the two intact groups that was involved. It is advantageous to determine the cause and effect relationship between two or more variables in quasi-experimental research. The groups were be used the experimental group and the control group (B. N. Sari & Gulö, 2019).

The research was conducted in eighth grade at SMP Swasta Dr. Cipto Mangunkusumo Bandar Jawa at grade VIII which is located at Jl. Bandar Jawa, Perdagangan I, Kecamatan Bandar, Kabupaten Simalungun, Sumatera Utara. 21184. this research were be used conducted out in the 2024/2025 academic year. The subject of this research used the students at grade VIII-1 and VIII-2. Researchers was explained population and sample at SMP Swasta Dr.Cipto Mangunkusumo Bandar Jawa.Population was a collection from which samples are taken for a study. Thus, any selection grouped based on common characteristics can be considered a population. Population is the amount of individual or object that have similar characteristic (Lismayanti & Pratama, 2019). Sample is part of the elements on population. Etikan et al., (2016) mentioned that sample is a part or portion of the whole population.In this research, the population included all the students in grade VIII in SMP Swasta Dr. Cipto Mangunkusumo Bandar Jawa. The total population of students in grade VIII: 60 students.

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Sample refers to a subset of individuals or objects selected from a larger population. It's chosen to represent that population for the purpose of studying characteristics or behaviors. One prominent expert who discussed the concept of sampling in 2014 is Dr. Richard J. Light, a professor at Harvard University. The sample technique of this researcher used purposive sampling. The principle of purposive sampling determines the characteristic of the research based on the research objectives answer the research the problem. Purposive sampling is matching the same sample in two classes with the same number with the aims and objectives of the research, thereby increasing research accuracy and confidence in the data and results. The research sample were be used 60 students from classes VIII-A and VIII-B. Researchers used class VIII-A as an experimental class with 30 students and class VIII-B as a control class with 30 students.

The researcher were be used class VIII-A as an experimental class because based on my teaching experience on campus, teaching class VIII-A was still not as good as class VIII-B, therefore class VIII-A was an experimental class and class VIII-B was a control class.

Research instruments are tools used to collect, measure, and analyze data related to your research interests. According to Sugiyono in Sugiharto (2018:55), research instruments are tools used to measure observed natural and social phenomena. The aim is to collect data or information that is useful for answering research problems. Research instruments must be able to help answer the aims, objectives and research questions, as well as prove or disprove the research hypothesis. There should be no bias in the way data is collected and it should be clear. how research instruments should be used appropriately (Bui, 2021). The instruments in this research are essays (filling in the blanks with verbs according to past tense) and writing verbs correctly. It is estimated that test essays will be used for data collection. In this research, the researcher only focused on writing generic structures, writing language features, and determining verbs correctly. Researchers asked students to write the correct words, especially verbs. For example: the word "go". If the student writes it correctly then he was get the correct points, and if the student writes it wrong then he will not get points, for example if it means "go or go" then he had 1 get points (wrong). One correct point had 4 scores. The final assessment is the number of correct students multiplied by five and the result is the score achieved by the student.

Result and Discussion

Result Data Analysis

In the research finding were describing the table of students' scores. The researcher wanted to know the use of flipped classroom in teaching writing recount text by conducting research at SMP Swasta Dr. Cipto Mangunkusumo Bandar Jawa. The researcher took two classes as samples; they were VIII-1 as the experimental class and VIII-2 as the control class. The student's scores on the pre-test and post-test were analyzed by using a writing scoring rubric based on five components of writing: Contents, Organization, Grammar, Vocabulary and Mechanic by Brown (2007). The experimental class was VIII-1 class which was taught using flipped classroom as model, and the control class was VIII-2 which was taught by subject teachers at the school using textbook. The data described into two tables, one for each class. It showed the scores of the student's pre-test and post-test as well as their gained score

Data of Experimental Class (VIII-1)

Researchers gave pre-test, treatment and post-test to the experimental class. The test given is in the form of an essay test and the student assessment consists of: Content, Organization, Grammar, Vocabulary, and Mechanics.

Table 1. The Pre-Test and Post-test Score of Experimental Class

No.	Initial Name	EXPERIMENTAL			
		Pre-Test (d1)	Post-Test (d2)	Da	da^2
1.	AD	60	75	15	225
2.	AS	65	80	15	225
3	AB	55	75	20	400
4.	AM	55	80	25	625
5.	AP	50	80	30	900
6.	D	60	80	20	400
7.	DT	65	75	10	100
8.	DA	55	75	20	400
9.	DK	70	85	15	225
10.	FA	55	75	20	400
11,	FA	50	80	30	900
12.	GS	55	75	20	400
13.	ID	75	80	5	25
14.	KA	70	80	10	100
15.	MS	65	80	15	225
16.	MP	60	85	25	625
17.	MA	55	75	20	400
18.	NR	50	80	30	900
19.	N	55	75	20	400
20.	R	60	85	25	625
21.	RS	60	80	20	400

22.	RA	50	75	25	625
23.	SJ	55	80	25	625
24.	SP	70	80	10	100
25.	SR	70	90	20	400
26.	SZ	55	75	20	400
27.	S	55	80	25	625
28.	TP	50	75	25	625
29.	TM	60	85	25	625
30.	WS	75	85	10	100
Σ		1785	2380	595	13025

Based on the table above, the average pre-test score in the experimental class is low. The lowest pre-test score in the experimental class was 50. And the highest score in the pre-test was 75, while in the post-test experimental class the lowest score was 75 and the highest score in the post-test was 90. Then all the numbers in the pre-test (d1) is added to get a total of 1785. And the total number in the post test (d2) gets a total of 2380. Then we can calculate the interval distance between the pre-test (d1) and (d2) then after that we can add up the total results of the distance The interval (Da) is 595. Then we get square the results of each (Da) so that we can add up the squared results (da^2) which is 13025.

After that we will get the mean result on the pre-test, namely 59.5 and the mean result on the post-test, namely 78.3. And we can calculate using the formula above so that we get the standard derivation result, which is 1.224.2.

Testing Hypothesis

Testing hyphotesis used the independent T-Test. This test aimed to compare two unpaired data. This independent test used to see how the influence of Flipped Classroom as learning media in experimental class compared to textbook as conventional media in control class. The post-test scores in the experimental class and the post-test scores in the control class compared. The researcher offered a null hyphothesis (H0) and an alternative hypothesis (Ha). However, to find the result of hyphothesis testing, the researcher found variable mean and standard deviation for both the experimental class and control class as follow:

Mean Variable of Experimental Class

$$Ma = \frac{\Sigma da}{Na} = \frac{595}{30} = 19,8$$

Standard Deviation Variable of Experimental Class

$$da^2 = \Sigma da^2 - (\frac{(\Sigma da)^2}{Na})$$

$$= 13.025 - (\frac{(595)^2}{30})$$

$$= 13.025 - (\frac{354.025}{30})$$

$$= 13.025 - 11.800.8$$

$$= 1.224,2$$

From the calculation above, the results of experimental class were :

1. Na (the total number of students) = 30

2. Ma (mean of variable) = 19,8

3. da^2 (standard deviation score) = 1.224,2

Mean Variable of Control Class

$$Mb = \frac{\Sigma db}{Nb} = \frac{266}{30} = 8{,}86$$

Standard Deviation Variable of Control Class

$$db^2 = \Sigma db^2 - (\frac{(\Sigma db)^2}{Nb})$$

$$= 3.986 - (\frac{(266)^2}{30})$$

$$= 3.986 - (\frac{70.756}{30})$$

$$= 3.986 - 2.358{,}5$$

$$= 1.627{,}5$$

From the calculation above, the results of control class were:

1. Nb (the total number of students) = 30

2. Mb (mean of variable) = 8,86

3. db^2 (standard deviation score) = 1.627,5

To find out whether there is difference between the experimental class after treatment post-test and the control class post-test, it is searched using the following formula .

$$t = \frac{Ma - Mb}{\sqrt{\left[\frac{da^2 + db^2}{[NA+Nb]-2}\right]\left[\frac{1}{Na} + \frac{1}{Nb}\right]}}$$

Where:

Ma : Mean of experimental class

Mb : Mean of control class

da : The standard deviation of experimental class

db : The standard deviation of control class

Na : Total students of experimental class

Nb : Total students of control class

From the above formula calculate t using the following formula:

$$t = \frac{Ma - Mb}{\sqrt{\left[\frac{da^2 + db^2}{[NA+Nb]-2}\right]\left[\frac{1}{Na} + \frac{1}{Nb}\right]}}$$

$$t = \frac{19{,}8 - 8{,}86}{\sqrt{\left[\frac{1.224{,}2 + 1.627{,}5}{[30+30]-2}\right]\left[\frac{1}{30} + \frac{1}{30}\right]}}$$

$$t = \frac{19{,}8 - 8{,}86}{\sqrt{\left[\frac{2.851{,}7}{58}\right]\left[\frac{2}{30}\right]}}$$

$$t = \frac{10{,}94}{\sqrt{[49{,}16]\left[\frac{2}{30}\right]}}$$

$$t = \frac{10{,}94}{\sqrt{3{,}27}}$$

$$t = \frac{10{,}94}{3{,}27}$$

$$t = 3{,}345$$

Test Criteria :

Accept H0 if -t1 - ½ α ≤ t ≤ t1 - ½ α where t1 - ½ α obtained from the distribution list with dk = (n1 + n2 - 2) and t = 0,05 for the other t prices H0 is rejected. Based on the critical value of the t distribution, it turns out that dk = 30 + 30 – 2 = 58 then ttabel = 1,672

From the calculation results, it turns out that ttest >ttabel at level t = 0,05 that was (3,345> 1,672) therefore H1 was accepted and H0 was rejected.

This means that after the experiment was carried out, there was a significant difference between the post-test of the experimental class and the post-test of the control class, or in other words, there was a significant influence of using the Flipped Classroom on the writing of recount text of students in the eighth grade at Dr. Cipto Mangunkusumo Private Middle School, Bandar Jawa.

Research Findings

From the research results, researchers found that students were able to write recount text according to generic structure and language features using Flipped Classroom (Adel et al., 2022). To find out the effect of implementing the Flipped Classroom as a learning medium, the author gave a pre-test, post-test to see whether there was an effect on the experimental class after being given treatment. The researchers' experience shows that Flipped Classroom can have a good influence on recounttext learning. Students taught using Flipped Classroom get better grades than students taught using conventional learning. This is evident from the post-test results obtained by the experimental class which were higher than the post-test results obtained by the control class. After analyzing the data, the author found that Flipped Classroom had an effect on students writing correct feedback texts. The results found by researchers include the following:

1. Experimental Class

a. Mean pre-test in experimental class was 59,5 and post-test was 78,3 .

b. The experimental class's lowest pre-test score was 50 and the highest was 75.

c. The experimental class's lowest post-test score was 75 and the highest was 90

d. The total mean variable from experimental class (Ma) was 19,8

e. The total standard deviation from experimental class (da2) was 1.224,5

2. Control Class

a. Mean pre-test in control class was 59,53 and post-test was 68.

b. The control class's lowest pre-test score was 50 and the highest was 75.

c. The control class's lowest post-test score was 55 and the highest was 80.

d. The total mean variable from control class (Mb) was 8,47.

e. The total standard deviation from control class (db2) was 1.627,5.

And the result of testing hypothesis shows that t-test value was (3.345) is higher than the t-table value (1,672) at signmificance level of 0.05 of two-tailed test

Discussion

This research aims to find out the influence of the Flipped Classroom learning model on writing recount text for eighth grade students at Dr. Cipto Mangunkusumo Private Middle School, Bandar Jawa. In this research, researchers used two classes. One class (VIII-1) is the experimental class and the other class (VIII-2) is the control class. In the experimental class and control class, the researcher gave the same pre-test and post-test to both classes. However, in the experimental class, researchers provided treatment using the Flipped Classroom as a learning model after being given a pre-test. Researchers gave a pre-test and post-test to see whether there was an effect of using the Flipped Classroom learning model in the experimental class. And in the control class the researchers did not provide treatment, only learning using a textbook model after being given a pre-test. In this study, researchers found that students

who studied using the Flipped Classroom obtained better grades than students who studied using textbooks as a learning model (Ni'mah et al., 2022). The advantage of implementing Flipped Classroom is that students can more easily understand the material because they can not only see the learning material but also hear every sentence related to the video (Marsevani, 2022). And another advantage of using Flipped Classroom as a learning model is that with videos shared by researchers, students learn more often without further ado and researchers can see clearly how many students are active in the class. So the video viewers are not only from the experimental class. Videos can be watched by everyone (Lowenthal & Trespalacios, 2022).

Conclusion

Based on the findings in the previous chapter, the researcher concluded that using the Flipped Classroom model was effective in helping students write recount text. Based on the results of data processing and analysis, the results obtained were that Flipped Classroom as a learning model had a significant and strong effect on writing generic structure and language features in students' recount text. This can be proven by the processed research results that are analyzed. After learning to write recount text using the Flipped Classroom for the experimental class, it was seen that the Flipped Classroom was effectively implemented in the English language teaching model and influenced students' grades, especially in mastering recount text writing. In studying recount text, Flipped Classroom helps students to write recount text more easily. Students can determine generic structure and language features in writing recount text. It can be concluded that learning using the Flipped Classroom is effective as a learning model in teaching recount text writing. Using Flipped Classroom can minimize students' difficulties in writing recount text. Flipped Classroom is a better learning model. However, there are also many small things that must be considered when using the Flipped Classroom as a learning model. The researcher decided to implement the Flipped Classroom in this research. The aim of this research is to determine the effect of using the Flipped Classroom on the writing of recount text for eighth grade students at SMP Swasta Dr. Cipto Mangunkusumo Bandar Jawa in the 2024/2025 academic year.

This research used a quasi-experimental design with quantitative methods. In this research, researchers used two classes, namely the experimental class and the control class. Researchers took a class VIII population of 85 students. For the sample, in the experimental class and control class the number of students was the same, namely 30 people. The sample of students in class VIII-1 and control class VIII-2 was selected using purposive sampling technique. And to analyze the data, researchers used the t-test formula to find out whether using Flipped Classroom has an influence on students' writing of recount text . After data analysis, the research results showed the average pre-test and post-test scores in the experimental class and the average pre-test and post-test scores in the control class. In the experimental class the average pre-test score was 59.5 and post-test was 78.3. And in the control class the average pre-test score was 59.53 and the post-test was 68.

The standard deviation in the experimental class was 1,224.5 and the standard deviation in the control class was 1,627. After calculating the mean and standard deviation for both classes, the researcher calculates using the t test formula, the t test result must be the highest value from the t table with a significance level of 5% (3.345 > 1.672). Based on the research findings, the researcher concluded that the alternative hypothesis (Ha) was accepted and the null hypothesis (H0) was rejected. So, it can be concluded that the use of Flipped Classroom has an influence on students' writing of recount text, especially in class VIII

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