

**THE EFFECTIVENESS OF FLIPPED CLASSROOM TEACHING MODEL
TO IMPROVE STUDENTS' VOCABULARY AND WRITING
COMPETENCE**



A THESIS

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English Education

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SUPERVISOR APPROVAL

A thesis entitled **“THE EFFECTIVENESS OF FLIPPED CLASSROOM TEACHING MODEL TO IMPROVE STUDENTS’ VOCABULARY AND WRITING COMPETENCE”** was properly approved.

Purwokerto, November 20th, 2019

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DECLARATION

I certify that this thesis is definitely my own work. I am completely responsible for the contents of this thesis. Other writers' opinions or findings included in this thesis are quoted or cited in accordance with the academic writing standards.

Purwokerto, November 28th, 2019



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MOTTOS

To be long life learner

العَالَمِينَ رَبِّ لِلَّهِ وَمَمَاتِي وَمَحْيَايَ وَنُسُكِي صَلَاتِي إِنَّ قُلْ

(Qs. Al An'am: 162)



DEDICATION

To:

My beloved husband: Indra Purwanto, who has supported and motivated me from the start to the completion of this study. Thanks for everything that you have given to me. I Love You

My beloved Children: Syamil, Fawwaaz, Dzikri, Akhtar, all of you have given me strength, Love you all.

My father and my mother(rohimahumulloh), I Love You.



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I realize, there are many weaknesses in this final project, therefore, suggestions and criticism are always needed for the betterment. Finally, I have a great expectation that my study will be beneficial and useful for anyone who is interested in reading this final project.



ABSTRACT

The purpose of this study is: (1) to measure the effects of flipped classroom on students' vocabulary competencies. The research was to find out whether there are differences in the results of the students' writing ability test on the subject matter of the simple present tense between the experimental group and the control group (2) to measure the effect of flipping classroom on students' writing competence. The research was to find out whether there are differences in student vocabulary ability test results between the experimental group and the control group.

The research used a quasi-experiment in which 60 students from two classes were involved. The form of research design that is used from quasi experiment is nonequivalent control group design. The study was conducted in class X TAV as an experimental group and class X TKJ as a control group at SMK Muhammadiyah Bumiayu. In the Experiment class flipped learning is treated using *schoolology*, whereas the control class was conducted through conventional method. Pre-test and post- test were utilized to collect data. Several prerequisite analysis tests used were the instrument validity test, the instrument reliability test, the Kolmogorov Smirnov normality test. Data analysis techniques used to analyze the research data were descriptive statistics and independent t test analysis with a significance level of 5%.

The results of the study showed: (1) there was a difference in the results of the students' writing ability test on the subject matter of the simple present tense between the experimental group and the control group, (2) there were differences in the results of the vocabulary ability of students between the experimental group and the control group.

Keywords: Writing, Vocabulary, Flipped Classroom, Quasi experiment

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