THE EFFECTIVENESS OF FLIPPED CLASSROOM AND DIRECT INSTRUCTION TO TACKLE WRITING APPREHENSION

(An Experimental Research at the Eleventh Grade of SMAN 1 Ponorogo in the Academic Year 2016/2017)

A THESIS

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(S891502006)

Submitted as Partial Fulfillment of the Requirement for the Graduate Degree in the Graduate Program of the English Education

ENGLISH EDUCATION PROGRAM OF MASTER DEGREE
TEACHING TRAINING AND EDUCATION FACULTY
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THE APPROVAL SHEET

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PRONOUNCEMENT

This is to certify that I myself write the thesis entitled “THE EFFECTIVENESS OF FLIPPED CLASSROOM AND DIRECT INSTRUCTION TO TACKLE WRITING APPREHENSION: AN EXPERIMENTAL RESEARCH” (An Experimental Research at the Eleventh Grade of SMAN 1 Ponorogo in the Academic Year 2016/2017)

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Surakarta, 2017

FaiqoturRizkiyah

This purpose of this research is to find out whether: (1) Flipped Classroom is more effective than Direct Instruction; (2) the students having low writing apprehension have better writing skill than those having high writing apprehension and (3) there is interaction between methods of teaching and students’ writing apprehension in teaching writing skill to the eleventh grade students of SMAN 1 Ponorogo in academic year 2016/2017.

The technique of research used was experimental research with factorial design. The sample of this research were two classes of eleventh grade that were XI MIA 8 (the experimental class) and XI MIA 9 (control class). The sampling technique used was cluster random sampling. Each class consisted of two groups (the students having low and high writing apprehension). The technique of collecting data were a questionnaire of writing apprehension and writing test. The data were analyzed using Multifactor Analysis of Variance (ANOVA) test 2 x 2 and Tukey test.

The result of data analysis shows that: (1) Flipped Classroom is more effective than Direct Instruction to teach writing skill; (2) students having low writing apprehension have better writing skill those having high writing apprehension; (3) there is an interaction between methods of teaching and students writing apprehension to the eleventh grade students of SMAN 1 Ponorogo in academic year 2016/2017.

Keywords: Flipped Classroom, Direct Instruction, Writing Skill, Writing Apprehension
MOTTO

We live in deeds, not years; in thoughts, not breaths; in feelings, not in figures on a dial. We should count time by heart throbs. He most lives who thinks most, feels the noblest, acts the best.

Aristotle
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The deepest gratitude is addressed to the Almighty, Allah SWT, for He has never been tired of listening and approving any proposals that finally the writer finish this thesis as a partial fulfillment of the requirement of the graduate degree of English education.

In completing this research report in the form of thesis, the writer acknowledges the never-ending supports, motivation, and prayers which had pumped up the writer’s energy and dedication to the finishing of the thesis

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2. The Head of English Education Department, Graduate School of SebelasMaret University.
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5. The parents of the writer for their support and caring
6. The siblings, brothers, and sisters

Being fully aware of imperfectness of the thesis, the writer expects any critiques and advices towards this thesis. Finally, the writer sincerely hopes that this very thesis would provide contribution to the reader and other researchers.

Surakarta,

FaiqoturRizkiyah
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