

**PENERAPAN MODEL PEMBELAJARAN *FLIPPED CLASSROOM*
DALAM MENINGKATKAN KEMAMPUAN MENULIS TEKS
PERSUASIF BERDASARKAN STRUKTUR DAN KAIDAH
KEBAHASAAN PADA PESERTA DIDIK KELAS VIII SMPN 35
BANDUNG**

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ABSTRAK

Penelitian ini di latar belakang oleh keterampilan menulis peserta didik yang kurang terasah dan peserta didik minim pengalaman menulis persuasif. Tujuan penelitian ini untuk menguji efektivitas kemampuan dalam meningkatkan menulis teks persuasif berdasarkan struktur dan kaidah kebahasaan dengan model pembelajaran *Flipped Classroom* pada peserta didik kelas VIII SMPN 35 Bandung. Dalam penelitian kuantitatif terdapat dua metode penelitian, yaitu metode eksperimen dan non-eksperimen. Desain penelitian yang digunakan *pre-experimental Design* yaitu bentuk desain *pretest-posttest control grup design*. Subjek penelitian ini yaitu didik kelas VIII A sebagai kelas eksperimen dan VIII E sebagai kelas kontrol di SMPN 35 Bandung yang masing-masing berjumlah 24 orang. Instrumen penelitian menggunakan lembar observasi dan tes. Teknik analisis data yang digunakan yaitu 1) uji prasyarat yang meliputi uji normalitas, dan uji homogenitas, 2) uji hipotesis menggunakan aplikasi IBM SPSS 25 yang meliputi uji *wilcoxon signed rank*, dan uji *mann whitney*. Hasil penelitian ini menunjukkan bahwa nilai rata-rata *posttest* kelas eksperimen lebih besar dibandingkan kelas kontrol. Nilai rata-rata kelas eksperimen yaitu, 88,54 dan nilai rata-rata kelas kontrol 84,03. Hasil perhitungan yang telah penulis lakukan dengan hasil analisis uji *mann whitney*. Pada uji tersebut diketahui bahwa kelas eksperimen memperoleh nilai *mean rank* sebesar 34,73 dan nilai *sum of rank* sebesar 833,50. Sedangkan kelas kontrol memperoleh nilai *mean rank* sebesar 14,27 dan nilai *sum of rank* sebesar 342,50 dengan total hasil keseluruhan dari uji *mann whitney* yaitu, $0,000 < 0,05$. Dari data yang diperoleh tersebut maka hipotesis diterima dan model pembelajaran *Flipped Classroom* efektif digunakan dalam pembelajaran menulis teks persuasif pada peserta didik kelas VIII SMPN 35 Bandung.

Kata kunci: Model Pembelajaran *Flipped Classroom*, Teks Persuasif, Kelas VIII

***THE IMPLEMENTATION OF THE FLIPPED CLASSROOM LEARNING
MODEL TO ENHANCE PERSUASIVE WRITING SKILLS BASED ON
STRUCTURE AND LINGUISTIC RULES AMONG EIGHTH-GRADE
STUDENTS AT SMPN 35 BANDUNG***

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ABSTRACT

This study was motivated by the underdeveloped writing skills of students and their limited exposure to persuasive writing. The primary aim of this research was to evaluate the effectiveness of the Flipped Classroom learning model in enhancing students' ability to write persuasive texts based on structural and linguistic conventions. The study involved eighth-grade students at SMPN 35 Bandung and employed a quantitative approach. A pre-experimental design was used, specifically the pretest–posttest control group design. The research sample consisted of two groups: Class VIII A served as the experimental group, and Class VIII E served as the control group, with 24 students in each class. Data were collected using observation sheets and written tests. Data analysis included: (1) prerequisite tests, such as normality and homogeneity tests, and (2) hypothesis testing using IBM SPSS 25, including the Wilcoxon Signed-Rank Test and the Mann–Whitney U Test. The findings indicated that the average posttest score in the experimental group (88.54) was significantly higher than in the control group (84,03

). According to the Mann–Whitney U Test results, the experimental group achieved a mean rank of 34.73 and a sum of ranks of 833.50, while the control group obtained a mean rank of 14.27 and a sum of ranks of 342.50. The statistical significance value was 0.001 ($p < 0.05$), indicating a significant difference between the two groups. These results support the acceptance of the research hypothesis, confirming that the Flipped Classroom application-based learning model is effective in improving students' ability to write persuasive texts. This model can therefore be considered a valuable pedagogical tool for enhancing persuasive writing skills in middle school education.

Keywords: Flipped Classroom, Persuasive Text, Learning Model, Grade VIII,