

THE EFFECT OF FLIPPED CLASSROOM STRATEGY BY USING YOUTUBE VIDEOS ON THE STUDENT'S WRITING ABILITY OF DESCRIPTIVE TEXT AT GRADE XI STUDENTS OF SMA N 3 KISARAN IN 2025/2026 ACADEMIC YEAR

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ABSTRACT

This study aimed to investigate the effect of the Flipped Classroom Strategy by using YouTube videos on students' writing ability of descriptive text at grade XI students of SMA N 3 Kisaran in the 2025/2026 Academic Year. This research applied a quantitative experimental research design involving two classes, namely the experimental class and the control class. The experimental class was taught by using the Flipped Classroom Strategy through YouTube videos, while the control class was taught by using a conventional teaching strategy. The data were collected through writing tests consisting of pre-test and post-test. The data analysis was conducted by using the t-test formula to determine the significance of the treatment effect. The findings showed that the students who were taught by using the Flipped Classroom Strategy through YouTube videos achieved better improvement in writing descriptive text compared to those who were taught by using the conventional strategy. The students became more active, motivated, and confident in expressing and organizing their ideas in writing because they had learned the material before attending the classroom activities. The result of the t-test calculation revealed that the t-score was higher than the t-table at the significance level of 5% ($4.53 > 2.00$). It means that the alternative hypothesis (H_a) was accepted and the null hypothesis (H_0) was rejected. In conclusion, the Flipped Classroom Strategy by using YouTube videos gave a significant effect on the students' writing ability of descriptive text at grade XI students of SMA N 3 Kisaran in the 2025/2026 Academic Year.

Keywords: *Flipped Classroom Strategy, YouTube Videos, Writing Ability, Descriptive Text.*

INTRODUCTION

English is one of the most important international languages used for communication around the world. In Indonesia, English is taught as a compulsory subject at senior high schools. Students are expected to master four language skills, namely listening, speaking, reading, and writing. Among these skills, writing is considered one of the most difficult skills because students need to organize ideas, use correct grammar, apply suitable vocabulary, and arrange sentences coherently.

Writing descriptive text is one of the learning materials taught at senior high school. Descriptive text is used to describe a person, place, animal, or object in detail. However, many students still face difficulties in writing descriptive texts. Based on the researcher's observation during teaching practice at SMA N 3 Kisaran, students had problems in developing ideas, organizing paragraphs, and using grammar correctly. In addition, the learning process was still dominated by conventional teaching methods which made students less active and less motivated.

To solve these problems, teachers need to apply innovative teaching strategies that can improve students' motivation and participation in learning. One of the strategies that can be used is the Flipped Classroom Strategy. In this strategy, students learn the material before coming to class through videos or online learning media. Then, classroom activities are focused on discussion, practice, and problem-solving.

YouTube videos are considered effective learning media because they are interesting, easy to access, and able to help students understand the material better. By using YouTube

videos in the Flipped Classroom Strategy, students are expected to be more prepared and confident during writing activities.

Therefore, this study aimed to investigate the effect of the Flipped Classroom Strategy by using YouTube videos on students' writing ability of descriptive text at grade XI students of SMA N 3 Kisaran in the 2025/2026 Academic Year..

RESEARCH METHOD

This study used a quantitative research method with an experimental research design. The research involved two groups, namely the experimental class and the control class. The experimental class was taught by using the Flipped Classroom Strategy through YouTube videos, while the control class was taught by using the conventional teaching method.

The population of this study was all eleventh grade students of SMA N 3 Kisaran in the 2025/2026 Academic Year. The sample consisted of two classes selected through random sampling technique. Class XI-3 was chosen as the experimental class and Class XI-6 as the control class. Each class consisted of 36 students, so the total sample of this study was 72 students.

The instrument used in this study was a writing test. The tests were given in the form of pre-test and post-test. The pre-test was conducted before the treatment to measure students' initial writing ability, while the post-test was conducted after the treatment to determine students' improvement.

The procedures of the Flipped Classroom Strategy included:

1. The teacher shared YouTube videos about descriptive text before the class.
2. Students watched the videos independently at home.
3. In the classroom, students discussed the material and asked questions.
4. Students practiced writing descriptive text with teacher guidance.
5. The teacher gave feedback and evaluation.

The data were analyzed by using the t-test formula to determine whether there was a significant effect of the treatment on students' writing ability.

FINDING AND DISCUSSION

The students' pre-test and post-test scores in the experimental class are presented in the following table.

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

| No | Name of Students | Pre-Test (X) | Post-Test (Y) | X ² | Y ² | X.Y |
|----|------------------|-----------------|------------------|----------------|----------------|------|
| 1 | ADF | 70 | 80 | 4900 | 6400 | 5600 |
| 2 | ARDP | 60 | 80 | 3600 | 6400 | 4800 |
| 3 | ADL | 75 | 85 | 5625 | 7225 | 6375 |
| 4 | AN | 70 | 80 | 4900 | 6400 | 5600 |
| 5 | CGN | 75 | 80 | 5625 | 6400 | 6000 |
| 6 | AS | 70 | 80 | 4900 | 6400 | 5600 |
| 7 | DAS | 65 | 80 | 4225 | 6400 | 5200 |
| 8 | DR | 70 | 75 | 4900 | 5625 | 5250 |
| 9 | DH | 70 | 85 | 4900 | 7225 | 6800 |
| 10 | DYA | 75 | 85 | 5625 | 7225 | 6375 |
| 11 | FA | 65 | 80 | 4225 | 6400 | 5200 |
| 12 | FAB | 70 | 85 | 4900 | 7225 | 5950 |
| 13 | GP | 70 | 80 | 4900 | 6400 | 5600 |
| 14 | HMP | 70 | 80 | 4900 | 6400 | 5600 |
| 15 | JP | 70 | 80 | 4900 | 6400 | 5600 |

| | | | | | | |
|----|-------|----------------------------|----------------------------|--------------------------------|--------------------------------|-------------------------------|
| 16 | JJK | 70 | 75 | 4900 | 5625 | 5250 |
| 17 | KSS | 70 | 80 | 4900 | 6400 | 5600 |
| 18 | MAM | 65 | 85 | 4225 | 7225 | 5525 |
| 19 | MAM | 70 | 80 | 4900 | 6400 | 5600 |
| 20 | MA | 75 | 80 | 5625 | 6400 | 5600 |
| 21 | MRA | 70 | 85 | 4900 | 7225 | 5950 |
| 22 | MN | 60 | 75 | 3600 | 5625 | 4500 |
| 23 | MAN | 60 | 85 | 3600 | 7225 | 5100 |
| 24 | MAS | 60 | 75 | 3600 | 5625 | 4500 |
| 25 | NDN | 70 | 85 | 4900 | 7227 | 5950 |
| 26 | NNA | 60 | 75 | 3600 | 5625 | 4500 |
| 27 | NS | 70 | 85 | 4900 | 7225 | 5950 |
| 28 | RS | 70 | 80 | 4900 | 6400 | 5600 |
| 29 | RMA | 75 | 85 | 5625 | 7225 | 6375 |
| 30 | R | 60 | 80 | 3600 | 6400 | 4800 |
| 31 | RA | 70 | 80 | 4900 | 6400 | 5600 |
| 32 | SK | 70 | 80 | 4900 | 6400 | 5600 |
| 33 | SR | 65 | 80 | 4225 | 6400 | 5200 |
| 34 | TP | 65 | 80 | 4900 | 6400 | 5200 |
| 35 | TS | 70 | 85 | 4900 | 7225 | 5950 |
| 36 | WJA | 60 | 80 | 3600 | 6400 | 4800 |
| | Total | $\Sigma X=$ 2450 | $\Sigma Y=$ 2910 | $\Sigma X^2=$ 167550 | $\Sigma Y^2=$ 235600 | $\Sigma XY=$ 199100 |

The students' pre-test and post-test scores in the experimental class are presented in the following table.

Table 2. Score of Pre-Test and Post-Test Control Class

| No | Name of Students | Pre-test (X) | Pot-Test (Y) | X ² | Y ² | X.Y |
|----|------------------|-----------------|-----------------|----------------|----------------|------|
| 1 | AK | 65 | 75 | 4225 | 5625 | 4875 |
| 2 | AA | 55 | 65 | 3025 | 4225 | 3575 |
| 3 | AA | 60 | 75 | 3600 | 5625 | 4500 |
| 4 | A | 70 | 80 | 4900 | 6400 | 5600 |
| 5 | AA | 50 | 65 | 2500 | 4225 | 3250 |
| 6 | BBRS | 55 | 75 | 3025 | 5625 | 4125 |
| 7 | CS | 65 | 75 | 4225 | 5625 | 4875 |
| 8 | DM | 70 | 80 | 4900 | 6400 | 5600 |
| 9 | DA | 60 | 70 | 3600 | 4900 | 4200 |
| 10 | DA | 60 | 65 | 3600 | 4225 | 3900 |
| 11 | DAM | 45 | 60 | 2025 | 3600 | 2700 |
| 12 | DP | 70 | 75 | 4900 | 5625 | 5250 |
| 13 | DA | 65 | 75 | 4225 | 5625 | 4875 |
| 14 | EM | 65 | 80 | 4225 | 4900 | 4550 |
| 15 | FP | 70 | 75 | 4900 | 5625 | 5250 |
| 16 | FR | 55 | 70 | 3025 | 4900 | 3850 |
| 17 | FN | 45 | 60 | 2025 | 3600 | 2700 |
| 18 | FJS | 75 | 80 | 5625 | 6400 | 6000 |
| 19 | GH | 60 | 70 | 3600 | 4900 | 4200 |
| 20 | HC | 55 | 75 | 3025 | 5625 | 4125 |
| 21 | IN | 65 | 70 | 4225 | 4900 | 4550 |

| | | | | | | |
|-------|-----|--------------------|--------------------|------------------------|------------------------|-----------------------|
| 22 | JF | 65 | 75 | 4225 | 5625 | 4875 |
| 23 | JS | 60 | 80 | 3600 | 6400 | 4800 |
| 24 | KA | 65 | 75 | 4225 | 5625 | 4875 |
| 25 | KAP | 55 | 70 | 3025 | 4900 | 3850 |
| 26 | MN | 70 | 80 | 4900 | 6400 | 5600 |
| 27 | NP | 55 | 70 | 3025 | 4900 | 3850 |
| 28 | NAF | 75 | 85 | 5625 | 7225 | 6375 |
| 29 | N | 75 | 80 | 5625 | 6400 | 6000 |
| 30 | PR | 65 | 75 | 4225 | 5625 | 4875 |
| 31 | RT | 55 | 75 | 3025 | 5625 | 4125 |
| 32 | SA | 75 | 85 | 5625 | 7225 | 6375 |
| 33 | SP | 60 | 75 | 3600 | 5625 | 4500 |
| 34 | SN | 70 | 80 | 4900 | 6400 | 5600 |
| 35 | TJW | 70 | 80 | 4900 | 6400 | 5600 |
| 36 | ZDA | 50 | 65 | 2500 | 4225 | 3250 |
| Total | | $\sum X =$ 2270 | $\sum Y =$ 2665 | $\sum X^2 =$ 145250 | $\sum Y^2 =$ 198675 | $\sum XY =$ 169375 |

Table 3. Students' Scores in Experimental Group

| No | Pre-Test Total (X) | Post-Test Total (Y) | X ² | Y ² | X.Y |
|-------|-----------------------|------------------------|----------------|----------------|--------|
| Total | 2450 | 2910 | 167550 | 235600 | 199100 |

The table above shows the students' scores in the experimental class before and after the treatment. The mean score of the pre-test was 68.05, while the mean score of the post-test increased to 80.83. It indicates that the students' writing ability improved after applying the Flipped Classroom Strategy by using YouTube videos.

Table 4. Students' Scores in Control Group

| No | Pre-Test Total (X) | Post-Test Total (Y) | X ² | Y ² | X.Y |
|-------|-----------------------|------------------------|----------------|----------------|--------|
| Total | 2270 | 2665 | 145250 | 198675 | 169375 |

The data above show that the students in the control class also experienced improvement, but the increase was lower compared to the experimental class.

Mean Score and Standard Deviation

Table 5. Mean and Standard Deviation

| Group | Mean Score | Standard Deviation |
|--------------------|------------|--------------------|
| Experimental Group | 80.83 | 80.89 |
| Control Group | 74.04 | 74.3 |

Based on the data above, the experimental group achieved a higher mean score than the control group after receiving treatment through the Flipped Classroom Strategy by using YouTube videos.

Table 6. T-Test Calculation

| Data Analysis | Result |
|-------------------|-------------|
| T-score | 4.5 |
| T-table (5%) | 2.00 |
| Degree of Freedom | 70 |
| Result | Ha Accepted |

The result of the t-test calculation showed that the t-score (4.53) was higher than the t-table value (2.00). Therefore, the alternative hypothesis (Ha) was accepted and the null hypothesis (Ho) was rejected. It means that the Flipped Classroom Strategy by using YouTube

videos gave a significant effect on students' writing ability of descriptive text. The findings of the study showed that the Flipped Classroom Strategy by using YouTube videos gave a positive effect on students' writing ability of descriptive text. Students in the experimental class showed better improvement compared to students in the control class.

Based on the result of the pre-test and post-test, students in the experimental class became more active and confident in expressing their ideas. They were able to organize their writing more clearly because they had already learned the material before attending the classroom activities. The result of the t-test calculation showed that the t-score was higher than the t-table at the significance level of 5% ($4.53 > 2.00$). It means that the alternative hypothesis (H_a) was accepted and the null hypothesis (H_o) was rejected.

The use of YouTube videos also increased students' learning motivation because the videos were interesting and interactive. Students could replay the videos anytime when they did not understand the material. As a result, students found it easier to understand descriptive text and apply the knowledge in writing activities.

These findings support previous studies which stated that the Flipped Classroom Strategy and YouTube videos are effective in improving students' writing skills and increasing students' participation in the learning process.

CONCLUSION

Based on the findings of the study, it can be concluded that the Flipped Classroom Strategy by using YouTube videos gave a significant effect on the students' writing ability of descriptive text at grade XI students of SMA N 3 Kisaran in the 2025/2026 Academic Year.

Students who learned through the Flipped Classroom Strategy showed better improvement in writing descriptive text compared to students who learned through conventional teaching methods. The strategy helped students become more active, motivated, and confident during the learning process.

Therefore, the Flipped Classroom Strategy through YouTube videos can be used as an alternative teaching strategy to improve students' writing ability in English learning.

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