

ABSTRACT

Jajuli, Amad 2018. *The Effectiveness of Using Web-blog Media in Flipped Classroom Strategy to Teach Writing Descriptive Text to The Eighth Grade in MTsN 1 Kediri*. Thesis, English Education Program Study, Teacher Training and Education Faculty, Islamic University of Kediri. Advisors: (1) Sri Wulandari, M.Pd. (2) Pritantina Yuni Lestari, M.Pd.

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Writing is complex and comprehensive activity. It needs much and long time to create a good writing result. A good writing result is commonly contained five main aspects, namely; content, organization, vocabulary, syntax, and mechanics. The teaching writing strategy and media to achieve learning goals, teacher should use modern and precise technology to get learning target. The conventional learning strategy slowly changed to modern learning strategy the use of *Information and Communication Technology (ICT)* media is not a new thing in this era. *Flipped Classroom Strategy*, is the inversion from the conventional learning strategy where the ICT media are essentially involved. The media used in *Flipped Classroom Strategy* is *Web-blog*. It is one of free web provider from *blogspot.com* that everyone can make it for free. It can be used to publish some writing, picture or even many kinds of tool such as link provider, comment, share, and many more. It can be operated by using smartphone or *Personal Computer (PC)*. This media is used to make the teaching and learning process time more efficient and well-targeted. Therefore, this opportunity should be taken by teacher to deepen the potentials of using *Web-blog Media in Flipped Classroom Strategy* in teaching writing. Based on the statement above, the researcher conducts an experimental research by using *Web-blog Media in Flipped Classroom Strategy* by the processes: 1) making *Web-blog account* for the teacher and students, 2) setting up the learning process between indoor and online class, 3) publishing some materials to be accessed and learned by the students, 4) reminding students to always update the materials from *teacher's web-blog*, 5) holding indoor class for exercising and making sure the students' understanding about the materials, and 6) writing the final text assignment inside the class then it will be published by using *students' web-blog*.

This research intended to; (1) describe the eighth graders' writing ability in experimental group; (2) describe the eighth graders' writing ability in control group; (3) investigate whether there is significant difference of writing ability between the control group and the experimental group; and (4) to investigate whether *Web-blog Media in Flipped Classroom Strategy* is effective to be used in teaching writing descriptive text to the eighth grade in MTsN Kediri.

Quantitative was selected as a research approach, whereas the research design used was *posttest-only control group design*. This research used two classes which became experimental group (VIII A) and control group (VIII B). Experimental group was taught by using *Web-blog Media in Flipped Classroom Strategy*, whereas the control group was taught without using *Web-blog Media in*