THE EFFECT OF PROJECT-BASED FLIPPED LEARNING ON WRITING COMPETENCE OF THE ELEVENTH-GRADE STUDENTS OF SMA N 4 SINGARAJA IN ACADEMIC YEAR 2017/2018

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Abstrak

Penelitianinimemilikitigatujuan. Yang pertamaadalahuntukmenyelidikitingkatkesiapansiswakelas 11 SMA N 4 Singarajaterhadappelaksanaan e-learning. Yang keduaadalahuntukmengetahuiapakahadaperbedaan yang signifikanpadakompetensimenulissiswakelas XI SMA N 4 Singarajasetelahmenggunakan project based-flipped learning. Dan yang ketigaadalahmengamatipersepsisiswaterhadappelaksanaanpembelajaran project based-flipped learning. Metodepenelitian yang digunakanadalah Explanatory Sequential Mix Method Design. Populasiadalahsiswakelas XI SMA N 4 Singaraja. Hasilanalisis data menunjukkanbahwasiswakelas XI SMA N 4 Singarajasiapmelaksanakanpembelajaranberbasis e-learning. Selainitu, hasilanalisis data kuantitatifmenunjukkanbahwakelompokeksperimenlebihbaikdaripadasiswadalamkelompokkontrol. Hal itudibuktikandenganhasilanalisisstatistikdeskriptif yang menunjukkanskor rata-rata kelompokeksperimenyaitu 79,75sedangkanskor rata-rata kelompokkontroladalah 73,10. Hasiluji-t jugamenunjukkanbahwanilai t-observation (t_{obs}) adalah 3,465dannilai t-critical value (t_{cv}) adalah 2,024. Inimenunjukkanbahwaterdapatperbedaan yang signifikanpadakompetensimenulissiswaantarasiswa yang diajardenganmenggunakanpembelajaranberbasisproyekdansiswa yang diajardenganmenggunakan media konvensional. Selainitu, hasilwawancaramenunjukkanbahwasiswamemilikipersepsipositifterhadappelaksanaanpembelajaranberbasis project-based flipped learning.

*Kata kunci:*Kesiapanterhadappenggunaan e-learning, pembelajaranberbasis project-based flipped learning, kompetensimenulis, persepsiterhadap project based-flipped learning.

Abstract

This present study had three aims. The first was to investigate the eleventh-grade students of SMA N 4 Singaraja readiness level of the implementation of e-learning. The second was to determine whether

there is a significant difference on writing competence of the eleventh-grade students of SMA N 4 Singaraja after the implementation of Project based-flipped learning. And the third was to observe students' perception toward the implementation of project-based flipped learning. The research design of this study was explanatory sequential mixed methods design. The population was the eleventh-grade students of SMA N 4 Singaraja. The result of the data analysis showed that the eleventh-grade students of SMA N 4 Singaraja are ready for the implementation of e-learning. Besides, the result of the quantitative data analysis it showed the experimental group performed better than the students in control group. It was proven by the result of a descriptive statistical analysis that showed the mean score of the experimental group was higher(79.75) control group (73.10). The result of the t-test also showed that the value of t-observed (t_{obs}) was 3.465 and the value of t-critical value (t_{cv}) was 2.024. Therefore, it can be concluded that there was a significant difference on students writing competency between students taught by using Project based-learning and students taught by using conventional media. In addition, the result of the interview showed that the students' had a positive perception toward the implementation of project based-flipped learning.

Key words: *E-learning readiness, project-based flipped learning, writing competence, students' perception of project-based flipped learning.*

INTRODUCTION

Receptive and productive skills are two prominent skills that need to be mastered by language learner. Receptive skills are recognized as the passive language skill (Golkova & Hubackova, 2014) because it does not require students to produce any language, students only receive and understand the language itself. In contrariwise the productive skills is referred as the active language skill, it requires the students to produce or convey information through language. Listening and reading are categorized as receptive skills, meanwhile speaking and writing are the productive skills (Mundhe, 2015). The receptive and productive skills are inseparable, the productive skills do not exist utterly independently from receptive skills (Sheth, 2016). The receptive skills come first in which the students learn the language theoretically and it will be followed by the practical application.

Among the four language skills writing is considered as the most difficult skill to be taught and learned, especially for those whose mother language is not English (Rusdiana, 2011). In addition, Alves (2008) stated that writing is not a spontaneous skill or acquired easily, because it involves some complex process like finding a topic, classifying information that supports the topic and structuring the information in logical sequence. Furthermore, as mentioned by Hedge (2005), writer needs to organize the development of the ideas or information, avoid the ambiguity of meaning through accuracy, choose complex grammatical devices to emphasize some point or focus, and they must pay attention to the choice of vocabulary, grammatical patterns, and sentence structures to create a feasible meaning and an appropriate style to the subject matter and reader.

In this modern era, writing serves a range of function in everyday lives especially in educational fields (Adam, 2013). By mastering writing skills, students are able to

communicate and express themselves. Writing skill is necessary for them in getting jobs since many companies in private sector and administration Institute requires employees who have good writing skills. In addition, in the syllabus of the second year students of Senior High School in 2013 Curriculum students are expected to be able to develop and produce written simple functional text in form of several texts one of them is narrative text.

However, in reality students' writing still low and far from what is expected (Dewi, 2012). This statement is in line with the result of the preliminary observation that has been conducted by the researcher, the researcher found that the writing score of the most students of SMA N 4 Singaraja grade XI is below the standard score (< 76). In addition, based on the result of the interview, the students said that they felt difficult to organize their idea into a piece of writing. Furthermore, students also faced difficulties in making a correct grammatical sentence.

There are several factors which caused students have a low ability in writing, both internal and external factor. First, concerning about the teaching method, most of the teacher in SMA N 4 Singaraja use conventional teaching method in the learning process, in which the teacher as the centered of learning. The conventional teaching makes students become a passive learner because of the use of lecturing method and book oriented. In addition the amount of learning English and their attitude toward writing also become a prominent factor which caused students have a low ability in writing.

Therefore, the researcher realized that it is necessary to find out an alternative teaching technique which provides a wide chance for students to practice their writing and also create enjoyable, motivating and engaging classes one of them is by integrating technology into the teaching and learning process. Integrating technology in the educational field is not a brand new in this digital area. The technology advancements have transformed the style of teaching-learning activities from passive learning to active learning (Zainuddin, 2017). In addition, Evseeva & Solozhenko (2015) also stated that the use of technology offers a lot of opportunities for students to study anywhere and anytime.

Flipped learning which defines as "a pedagogical approach in which direct instruction moves from the group learning space to the individual learning space, and the resulting group space is transformed into a dynamic, interactive learning environment where the educator guides students as they apply concepts and engage creatively in the subject matter." (Hamdan, McKnight, McKnight, & Arfstrom, 2013, p.5).

As a pedagogical approach, flipped learning employs a blended learning model where students are expected to watch the provided video, along with other online materials to learn concepts and complete assignments at their own pace outside the scheduled class time (Diego, 2016). This approach allows the teacher to use class time to engage students in group discussion and interactive learning activities which create an enjoyable and active learning environment. Therefore, the implementation of flipped learning enables student to construct the knowledge by themselves. Furthermore, by using flipped learning approach teacher can apply some teaching method in their flipped class (Reidsema, Kavanagh, Hadgraft, & Smith, 2017) that increase students' engagement

and critical thinking one of them is project-based learning.

Project-based learning has long been established in the educational field. Many researchers have reported that project-based learning (PBL) can enhance the English teaching and learning process. Since project based-learning focuses on learning through student-centered, interdisciplinary, and integrated activities in the real world situation (Solomon, 2003). In addition, project-based learning requires students to work as a team through meaningful activities and result in a final product (Simpson, 2011).

Therefore in this study, the terms project-based flipped learning can be defined as provides the students with video or videos or printed material before the class meeting and use the class time to engage the students in some activity to create an end product as the reflection of their knowledge. In the implementation of project-based flipped learning the students are doing the lower levels of cognitive work (remembering, understanding, and applying) outside of class through video or learning materials that provided on the Schoology. Moreover, in-class activity students are focusing on the higher forms of cognitive work (analyzing, evaluating, and creating) where they have the support of their peers and teacher (Alsowat, 2016).

Thus based on the explanation above, the researcher conducted a study to investigate the effect of project-based flipped learning on writing competency of the eleventh-grade students of SMA N 4 Singaraja in academic year 2017/2018. Besides investigating the effect of project-based flipped learning, this present study also investigates the e-learning readiness level of the eleventh-grade students of SMA N 4 Singaraja and students'

perception of the implementation of project-based flipped learning.

RESEARCH METHOD

The design of this study was explanatory sequential mixed methods. This design was used since the priority of this study is quantitative data and the qualitative data is used to elaborate and strengthen the quantitative results. The design of this study was used to answer three research questions proposed by the researcher, first was to investigate the eleventh-grade students of SMA N 4 Singaraja readiness level of the implementation of e-learning. The second was to determine whether there is a significant difference on writing competence of the eleventh-grade students of SMA N 4 Singaraja after the implementation of Project based-flipped learning. And the third was to observe students' perception toward the implementation of project-based flipped learning.

The population of this research is the eleventh (XI) grade students of SMA N 4 Singaraja in the academic year 2017/2018. Further, for the implementation of project based flipped learning the researcher took the sample by using random sampling technique. Before giving the treatment, the normality and homogeneity testing were conducted to determine whether the both groups were selected from the same population which mean that they had similar characteristics. The result of normality and homogeneity test showed that the two classes chosen to be a sample of the study were homogeneous and they were also distributed normally. Therefore, two samples were accepted to be used in this study.

There were two variables that used in this study, namely independent variable and dependent

variable. The independent variable in this study is the teaching strategy, namely Project-Based Flipped Learning. Meanwhile, the dependent variable in this study is students' writing competency. The instruments used in this study were readiness survey, writing test, scoring rubric and interview guide. Meanwhile, the instrument for supporting data is the teaching scenario.

Before administrating the instruments, the researcher conducted a try out test in order to measure wheather the instrumentswere valid and reliable or not. The first instrument that have been tried out was e-learning readiness survey which involved 40 students. Based on the analysis of pearson correlation **(r)** it can be showed that there are 4 items that have value below the r_{table} (0.263) that is items number 24, 25, 30 and 32. It means that items number 24, 25, 30 and 32 are invalid or cannot be used in this study. Therefore, the e-learning readiness survey only consisted of 34 items. In addition, the result of reliability test showed that the Cronbach's Alpha of this instrument is 0.85. Thus, it can be concluded that the reliability of the e-learning readiness survey was very high.

The second instrument which have been tried out by the researcher is students' writing competency test. To achieve the validity, the writing test was examined by two experts in term of its appropriateness of the items in the test with the course objectives. The result of the examination from both examiners was tested by using Gregory's formula to find out the amount of the content validity. The calculation of Gregory formula resulted 1. Since 1 exceeded 0.70, it indicated that the test had high validity.

After conducting the validity of writing test, the researcher conducted reliability test of the instrument. To try the instruments whether it was reliable or not, the researcher used the class out of the experimental group and control group, that was class XI MIA 3. After the test was done, the test were scored by using writing scoring rubric by the raters. The researcher asked one of the English teacher as first rater and the researcher itself as the second rater. The score from first and second rater were analyzed through SPSS 22.0. The result of interclass coefficient was 0.967 in average measures. It indicated that the result of reliability of the instruments is more than 0.80 and less than 1.00 ($0.80 \leq r \leq 1.00$). It could be concluded that the instruments used in this research had very high consistency so it was reliable.

In this study, the data was analyzed in the quantitative and qualitative way. In quantitative way, the data were analyzed by using two types of statistical analysis both descriptive and inferential statistical analysis. The descriptive statistical analysis calculates the central tendency and the dispersion of the results involving mean, median, mode, range, standard deviation, and variance. Furthermore, in the inferential statistical analysis the data were analyzed by using t-test. Meanwhile, the qualitative data which gained from the result of focus group discussion were analyzed by using Miles & Huberman (1994). In which there are four steps of the data analysis, it includes data collection, data reduction, data display and conclusion: drawing/verifying. Furthermore, in order to measure the validity of the qualitative data the researcher used data triangulation, since it used different sources of data/information. First the researcher identify the effect of project-based flipped learning on students' writing

competency and then to conduct in-depth interviews to know students' perception of the implementation project-based learning.

FINDINGS AND DISCUSSION

Although the implementation of the e-learning is not a brand new in the educational field, serious planning and analysis for the effective e-learning program need to be done. Therefore, assessing students' readiness for e-learning should be conducted during the planning of the implementation of e-learning program. In this study, the e-learning readiness of the eleventh-grade students of SMA N 4 Singaraja was tested through the questionnaire which contains 34 items. Based on the Aydin & Tasci (2005) e-learning readiness assessment model the result showed the overall mean score for this survey was 3.96 this score was slightly higher than the expected readiness level (3.40). Therefore, it can be concluded that the eleventh-grade students of SMA N 4 Singaraja ready for the implementation of e-learning in the learning process. This finding supported the previous study conducted by Suhartanto & Junus (2014); Kurniawan (2014); Pratiwi (2017) which showed that the senior high school students are ready for the implementation of e-learning.

Results showed that most of the students are used technologies (smartphone, tablet) to connect internet, use Microsoft office software (Microsoft word, excel, power point and etc.), use social network sites and use instant messaging like WA, BBM. Furthermore, students also feel confident about using a web browser as well as search engines.Although almost all of the mean score of the survey exceed the expected level of readiness, there is one item which has the lowest score (3.29). This item contains about the use of e-mail as the communication tools for students. This finding also strengthened by the students' statement during the interview, some students stated that they were rarely using e-mail as communication tools, and some of them did not know about how to create an e-mail account Therefore, it is important for the researcher to assist students to create an e-mail account before the implementation of e-learning since e-mail is needed in this study.

After conducting e-learning readiness survey which indicates that the eleventh-grade students of SMA N 4 Singaraja ready for the implementation of e-learning, the researcher obtained two samples for experimental group and control group. The experimental group was taught by using project-based flipped learning strategy, meanwhile the control group was taught by using conventional teaching strategy. After giving the treatments, the researcher conducted a post-test (a writing competency test). The obtained data were analyzed using two forms of statistical analysis, namely: descriptive statistical analysis and inferential statistical analysis. The result of descriptive statistical analysis can be seen in Table 1.

Table 1. Distribution Analysis of Data Measured in Post-Test

	Mean	Median	Mode	Std. Deviation
Experimental Group	79.75	80.00	85	5.794

Control Group	73.10	73.00	73	6.332

Based on Table 1, the mean score of students in experimental group was 79.75, while the mean score of students in control group was 73.10. It indicated that the different treatments given to the experimental and control group had significant difference from the result of the mean. Meanwhile, the median score of the experimental group was 80.00, while the median score of control group was 73.00. It showed that the middle score of the experimental group was higher than the control group. Moreover, the mode of experimental group was 85, while mode of the control group was 73. It could be assumed that the most frequently score appeared in the experimental group was higher than in the control group. In the other side, the standard deviation of the experimental group was 5.794 while the standard deviationof the control group was 6.332.

Furthermore, the researcher conducted normality and homogeneity test in order to know whether the data has distributed normally and homogenous or not. After the data were proven to be normal and homogenous, the hypothesis testing was administered by using inferential statistical analysis (t-test). The result of the inferential statistical analysis can be seen in Table 2.

Table 2. The Result of Independent Sample Test (t-test)

		Levene's Test for Equality of Variances		t-test for Equality of Means						
									95% Confidence Interval of the Difference	
		F	Sig.	T	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
Score	Equal variances assumed	.238	.628	-3.465	38	.001	-6.650	1.919	-10.535	-2.765
	Equal variances not assumed			-3.465	37.704	.001	-6.650	1.919	-10.536	-2.764

Based on Table 2, it could be seen that the value of Sig. (2-tailed) was 0.001. It indicates that the observed level of significant (sig. (2-tailed)) was less than the standard alpha level (α = 0.05). In addition, the result of the equal variances assumed, it showed that the t_{obs} was 3.465. The t-critical value was observed by using the table of the critical value of the t-distribution. Based on the Table, the t-critical value for df (degree of freedom) 38 was 2.024. Therefore, the comparison between t_{obs} and t_{cv} was 3.465> 2.024. Since the value of t_{obs} was higher than the t_{cv}, then the null hypothesis was rejected (H_0) and alternative hypothesis ($H\alpha$) was accepted.In accordance with the two types of analysis presented previously, it could be concluded that there is a significant effect of using project-based flipped learning strategy toward the students' writing competency. It was also proven by the higher mean score achieved by the students in the experimental group than the students in control group. After that the researcher also

measured the effect size. Becker (2000)stated that effect size is the magnitude of a treatment effect. Based on the result of the effect size, it was found that the value of Cohen's d was 1.096. Therefore, it can be concluded that the project-based flipped learning have a high effect on students' writing competency.

In this study, the treatment was conducted six times for each group. The experimental group was treated by using project-based flipped learning strategy. This group was given the treatment six times in which the researcher asked the students to watch the video outside the classroom In the application of project-based flipped learning strategy, there were some activities which were done by the researcher such as before class, in-class and after class activity. During the treatments that had been conducted, the strategy was applied systematically based on the procedures.

In the before-class activity the teacher asked the students to watch video before the class meeting which provided by the teacher in Schoology. The given video is related with the material which will be discuss in the class meeting. There were 5 videos given by the researcher during the experiment, it includes the introduction of narrative text, the elements of narrative text, the use of simple past tense, the classification of narrative text and the last is how to analyze the text. After watching the video the students are asked to answer the online quizzes in order to find out how far the students understand the material given.

In the beginning of the teaching learning process in class meeting, students who were taught by using project-based flipped learning to tell what information that they get from the video and anything that they still make them confused about the material. After that, the teacher and the students discuss the given quizzes which has been answered before the class meeting. The aim of this activity is to clarify and strengthen students' understanding of the subject matter. After that the teacher gave two examples of text, such as report text and narrative text. The students were asked to differentiate the text provided. In the end of lesson, the researcher gave confirmation about the material and concluded the lesson together with all of the students. Besides, the researcher also reminded the students to prepare themselves for the upcoming lesson by watching the provided video in Schoology.

In the second treatment, the researcher started to focus on the elements of narrative text and the writing steps which include pre-writing, outlining, writing and revising draft and writing the final copy to hand in as well as the steps of the implementation of project-based learning. Before the class meeting, the students were asked to watch the video about the element of narrative text and answering the quizzes given. In the beginning of the class meeting the researcher asked some questions to the students, after that the researcher told the final project for the students in which they have to make a narrative story book in a group consist of 5 students. After arranging the group work, the researcher and the students design a plan for the project as well as the schedule.. As the after class activity the students were asked to prepare themselves for the upcoming lesson by watching the provided video in Schoology and continue to project and make a report of their progress on the next meeting.

In the third meeting, the researcher focus on the tenses used in narrative text (simple past tense) therefore, the researcher provided video related with the use of the simple past tense and also some worksheet to be answered by the students. The researcher opened the class meeting by conducting a writing chain game as the apperception, in this game the students were required to produce a story based on the given word. The aim of this game is to guide students to be more creative and construct their knowledge based on the previous material given by the researcher. After finishing the story, the researcher invited the students to analyze the story and find out the generic structure of the story, and also to check whether the sentences are correct or not (using simple past tense). After analyzing the story, the researcher asked students to report their progress and finish their story afterwards. Furthermore, the researcher assess the students' outcome by asking students to exchange their work and check others group work. The last steps of the project-based learning is evaluating the experience, in this step the researcher asked students to present their work in front of the classroom as well as the correction given by the other group. In addition, the researcher also give a comment and feedback to the students' work. In the end of the lesson, the researcher reminded the students to revise their work and submit the revision in the next meeting.

The activity in the fourth meeting is similar with the third meeting in which it concerned on the analysis of the story book produce by the students. , the researcher asked students to submit their work and exchange students' work. This activity is aimed to analyze others group work and also help students to apply their understanding about the narrative text. Besides, this activity also help students to be able to produce a good narrative text based on the structure and also the language feature of the narrative text.

In the five meeting, the researcher focused on students' individual assignment, in which the students are required to write a narrative text based on the chosen topic as their In this meeting, the researcher provided a video about the classification of narrative text and asked students to identify the differences of the narrative text. After that, the researcher implement 4 out of 6 stages of project-based learning in class meeting. In the first stage, the teacher asked some questions to the students about the classification of narrative text and the example of it. Furthermore, the researcher and the students design a plan for their project and the schedule for submit the project. After choosing the topic for their narrative text the students started to make the outline of the story and the researcher monitoring students' progress. In the end of the lesson, the researcher asked students' to continue their work at home and submit their work in Schoology.

On the last meeting, the researcher exchanged students' work which has been submitted in Schoology. The researcher asked students' to read and analyze their friend work. The students need to focus on the generic structure of the narrative text and also the language feature of the narrative text. After receiving comment and revision from their friend the students were asked to revise their work and present their work in front of the classroom before submit it to the researcher. In the end of the lesson, the researcher deliver some questions to the students and informed the students about the post-test which will be given on the next meeting. The

researcher also informed to the students that they can re-watching the video which provided in the Schoology.

On the other hand, the control group was treated by using conventional teaching strategy. The treatment for control group was also conducted in six times. In the first treatment the activity was concerned on introducing narrative text and following with some activity which required the students to do the task. The activity began by asking the students to listen carefully about the explanation of narrative text (definition, generic structure, purpose and language feature) which given by the teacher. After that, students were asked to make a group consist of 5 students and analyze the given text as well as answering the question proposed by the researcher. In addition, the researcher also asked students to find the detail information of the story given and re-write the story on their own words. In the end of the learning activity, the researcher asked students to submit their work and proposed some questions to the students related to the material.

To sum up, considering the result of the study, it could be concluded that project-based flipped learning has been proven effective for teaching writing. It was found effective to be applied for the eleventh grade students of SMA N 4 Singaraja since there was significance difference in the writing competence between the students who were taught by using project-based flipped learning and those taught by using conventional teaching. This statement also strengthened by the result of both descriptive and inferential statistical analysis.

Therefore, the result of this study supported the findings of some empirical studies. Afrilyasanti, Cahyono, & Astuti (2016) conducted a study to measure the effect of flipped classroom model on Indonesian EFL students' writing ability. The result of this study showed that there is a significant difference on the students' posttest score between the experimental and control groups. Moreover, this current study also in line with Santosa (2017) which conducted a mix method research which found that students' approaches to learning tended to be deep. Furthermore, the implementation of inquiry-based learning aided by flipped learning has a significant effect on students' learning outcomes.

The success of the implementation of project-based flipped learning cannot be separated with students' positive perception with this teaching strategy. In this study, the result of the interview showed that the students of the experimental group hold a positive view of the implementation of this learning strategy. This finding was supported by the previous study conducted by Zainuddin (2017); Gonzales-Gomes, Jeong, Rodriguez, & Canada-Canada (2016) which found that the students have a positive perception toward the implementation of flipped learning in teaching-learning English.

Based on the result of the interview, the student reported that the implementation of project-based flipped learning made students became an active learner during the writing class activity rather than in the conventional class. Furthermore, the implementation of the project-based flipped learning also made the use of class time became more effective since the students able to practice more in the English class. This finding is in line with the statement proposed by Kostka & Lockwood (2015). In addition, the students also mentioned that they felt more enjoyable and less stressful in this class and it is

suitable to be implemented in mixed ability classes.

In addition, the result of the interview also revealed challenges faced by the students in the implementation of project-based flipped learning. The most crucial challenges that faced by the students is the availability and speed of the internet access. Students reported that sometimes they need to wait for a long time to watch the video. Besides the internet access, some students also reported that the use of e-mail as the communication tools was a challenge for them. It happens because students are rarely to use e-mail as the communication tool and some of them did not know how to create an e-mail account. This finding strengthens the result of the e-learning readiness survey which showed that students have a low score in terms of the use of e-mail as the communication tools. Therefore, before implementing the project-based flipped learning in the classroom it is important to conduct an e-learning readiness survey to find out whether students ready or not for the implementation of this strategy and also to help students to cover the problem related with their e-learning readiness.

CONCLUSION

Referring the result of the e-learning readiness survey which tested by using the expected readiness level by Aydin & Tasci (2005) it showed that the eleventh-grade students of SMA N 4 Singaraja were ready for the implementation of e-learning in teaching and learning process. In addition the descriptive and inferential statistical analysis that has been presented on the previous chapter, it could be concluded that the use of project-based flipped learning gave significant differences on students' writing competency. It could be seen from the statistical analysis whichshowed that the mean score of students' writing competency in the experimental group was higher than the mean score of the students in control group. The mean score of the experimental group was 79.75 while the mean score of the control group was 73.10. It was indicated that writing competency of students in the experimental group was better than students in control group. Furthermore, based on the result of independent sample t-test, the inferential statistical analysis showed that the value of t-observed (t_{obs}) was higher than the value of t-critical value (t_{cv}).These results indicate that the alternative hypothesis was accepted. Therefore, it could be concluded that there was a significant difference on eleventh-grade students' writing competency between those taught by using project-based flipped learning and those taught by using conventional teaching strategy in SMA N 4 Singaraja in academic year 2017/2018. This finding also strengthens by the result of the interview which showed that students' positive perception of the implementation of project-based flipped learning. As reported by the students the implementation of project-based flipped learning enables students to be more active in the classroom and makes the teaching and learning process become students centered. In addition, the implementation of this strategy also makes the class more enjoyable, and less stressful.

SUGGESTION

Based on the research findings, there are several things that the researcher would like to suggest to readers. Specifically, the suggestions were addressed to

English teachers and other researchers because it was found that Project-based flipped learning strategy affects better than conventional teaching on the eleventh-grade students of SMA N 4 Singaraja, English teacher should take this finding as a consideration when they teach writing to the students. It has been proven empirically that this strategy is effective to be used to improve students' writing competency. For other researchers who are interested to conduct similar research, it is suggested to improve it by conducting similar research on larger and different population. It also suggested in doing deep analysis in order to find out other benefit Project-based flipped learning can give a good effect to the students' writing competency.

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