

## ABSTRAK

**Reni Purnami, Ketut** (2023). *Pengaruh Model Know Want Learned KWL Dengan Strategi Flipped Classroom Terhadap Keterampilan Membaca Dan Menulis Bahasa Inggris Siswa Kelas IX SMP Negeri 2 Amlapura*. Tesis, Teknologi Pendidikan, Program Pascasarjana, Universitas Pendidikan Ganesha.

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*Kata kunci:* model *Know Want Learned* (KWL), *flipped classroom*, keterampilan membaca dan keterampilan menulis Bahasa Inggris

Penelitian ini bertujuan mendeskripsikan pengaruh model *Know Want Learned* (KWL) dengan strategi *Flipped Classroom* terhadap keterampilan membaca dan keterampilan menulis bahasa Inggris. Populasi penelitian ini adalah siswa kelas IX SMP Negeri 2 Amlapura Tahun Pelajaran 2022/2023 sebanyak 177 siswa. Teknik *Group Random Sampling* digunakan untuk menetapkan 2 kelas sebagai sampel, kemudian dirandom kembali untuk menentukan 1 kelas sebagai kelompok eksperimen 1 kelas yang lain sebagai kelompok kontrol. Penelitian ini merupakan penelitian *quasi experiment* dengan rancangan *Non Equivalent Pretest-Posttest Control Group Design*. Data keterampilan membaca dikumpulkan dengan tes pilihan ganda, sedangkan data keterampilan menulis dikumpulkan dengan tes kinerja. Data yang diperoleh dianalisis dengan MANCOVA dengan keterampilan membaca awal dan keterampilan menulis awal sebagai kovariat. Pengujian hipotesis dilakukan pada taraf signifikansi 5%. Hasil penelitian menunjukkan bahwa, (1) terdapat perbedaan keterampilan membaca dan menulis bahasa Inggris secara bersama – sama antara siswa yang belajar dengan model *Know Want Learned* (KWL) dengan strategi *Flipped Classroom* dan siswa yang mengikuti model pembelajaran *Direct Flipped Classroom*. Nilai yang diperoleh oleh siswa yang mengikuti model model *Know Want Learned* (KWL) dengan strategi *Flipped Classroom* lebih tinggi dibandingkan dengan siswa yang mengikuti model pembelajaran *Direct Flipped Classroom*; (2) terdapat perbedaan keterampilan membaca bahasa Inggris antara siswa yang mengikuti model *Know Want Learned* (KWL) dengan Strategi *Flipped Classroom* dan siswa yang mengikuti model pembelajaran *Direct Flipped Classroom*; (3) terdapat perbedaan keterampilan menulis bahasa Inggris antara siswa yang mengikuti model *Know Want Learned* (KWL) dengan strategi *Flipped Classroom* dan siswa yang mengikuti model pembelajaran *Direct Flipped Classroom*.

## ABSTRACT

**Reni Purnami, Ketut** (2023). *The Effect of Know Want Learned (KWL) Model with Flipped Classroom Strategy on English Reading and Writing Skills of Ninth Grade Students of SMP Negeri 2 Amlapura*. Thesis, Educational Technology, Postgraduate Program, Ganesha University of Education.

This thesis has been supervised and approved by: Dr. I Gde Wawan Sudatha, S.Pd., S.T., M.Pd and Prof. Dr. Ketut Agustini, S.Si., M.Si.

Keywords: Know Want Learned (KWL) Model, flipped classroom, Reading and Writing Skills

This study aimed at describing the effect of *Know Want Learned* (KWL) model with *Flipped Classroom* strategy on English reading and writing skills. The population of this study was ninth grade students of SMP Negeri 2 Amlapura in the 2022/2023 academic year consisting of 177 students. Group Random Sampling technique was used to determine 2 classes as samples, then randomized again to determine 1 class as an experimental group and 1 other class as a control group. This study is a quasi experiment research with Non Equivalent Pretest-Posttest Control Group Design. Reading skill data were collected by multiple choice tests, while writing skill data were collected by performance tests. The data were analyzed by MANCOVA with pre students' reading and writing skills as covariates. The hypothesis was tested at 5% level of significance. The results indicated that , (1) there was a difference in English reading and writing skills simultaneously of the students who learned by the *Know Want Learned* (KWL) model with the *Flipped Classroom* strategy and students who learned by the *Direct Flipped Classroom* learning model. The scores obtained by students who learned by the *Know Want Learned* (KWL) model with *Flipped Classroom* strategy are higher than the students who learned by the *Direct Flipped Classroom* learning model; (2) there was a difference in English reading skills of the students who learned by the *Know Want Learned* (KWL) model with *Flipped Classroom* strategy and students who learned by the *Direct Flipped Classroom* learning model; (3) there was a difference in English writing skills of the students who learned by the *Know Want Learned* (KWL) model with *Flipped Classroom* strategy and students who learned by the *Direct Flipped Classroom* learning model.