

P-ISSN: 2338-8617

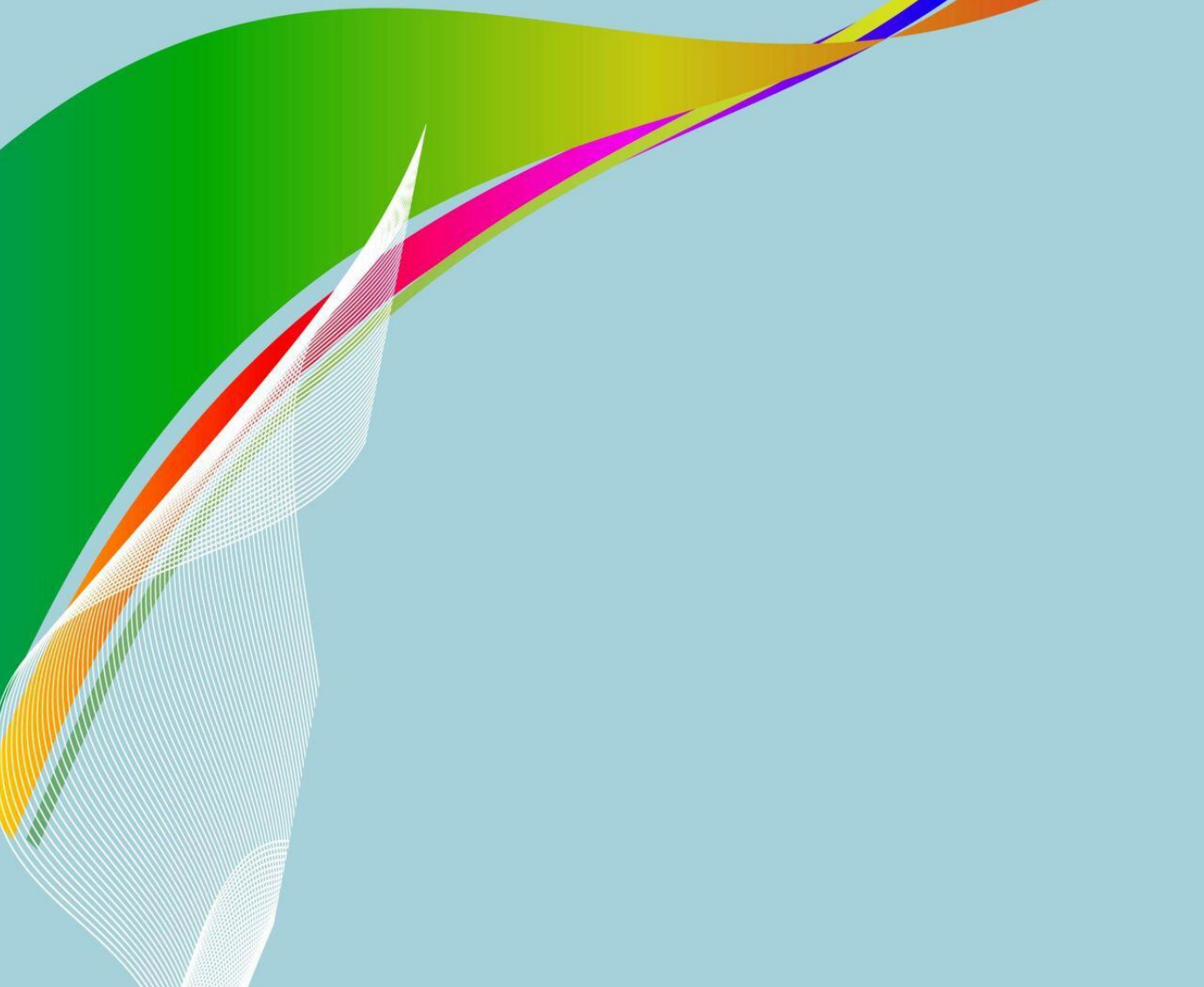
E-ISSN: 2443-2067

Jurnal Ilmiah

PEURADEUN



Vol. 12, No. 1, January 2024



SCAD Independent
Accreditation by IAO since 2014

JIP

The Indonesian Journal of the Social Sciences
www.journal.scad-independent.org
DOI Prefix Number: 10.26811



Accredited "Sinta 2" by Decree No. 164/E/KPT/2021
Valid Until the January 2026 Edition



**Investigating Students' Writing Performance and Attitude
Towards a Web 2.0-Based Flipped Classroom Instruction**

Safrul Muluk¹ & Syarifah Dahliana²

^{1,2}Universitas Islam Negeri Ar-Raniry Banda Aceh, Indonesia

Article in Jurnal Ilmiah Peuradeun

Available at : <https://journal.scadindependent.org/index.php/jipeuradeun/article/view/1090>
DOI : <https://doi.org/10.26811/peuradeun.v12i1.1090>

How to Cite this Article

APA : Muluk, S., & Dahliana, S. (2024). Investigating Students' Writing Performance and Attitude Towards a Web 2.0-Based Flipped Classroom Instruction. *Jurnal Ilmiah Peuradeun*, 12(1), 137-164.
<https://doi.org/10.26811/peuradeun.v12i1.1090>

Others Visit : <https://journal.scadindependent.org/index.php/jipeuradeun>

Jurnal Ilmiah Peuradeun (JIP), *the Indonesian Journal of the Social Sciences*, is a leading peer-reviewed and open-access journal, which publishes scholarly works, and specializes in the Social Sciences that emphasize contemporary Asian issues with interdisciplinary and multidisciplinary approaches. JIP is published by SCAD Independent and published 3 times of year (January, May, and September) with p-ISSN: 2338-8617 and e-ISSN: 2443-2067. JIP has become a CrossRef member. Therefore, all articles published will have a unique DOI number. JIP has been accredited by the Ministry of Education, Culture, Research, and Technology, the Republic of Indonesia through the Decree of the Director-General of Higher Education, Research and Technology No. 164/E/KPT/2021, date December 27, 2021. This accreditation is valid until the January 2026 edition.

All articles published in this journal are protected by copyright, licensed under a Creative Commons 4.0 International License (CC-BY-SA) or an equivalent license as the optimal license for the publication, distribution, use, and reuse of scholarly works.

JIP indexed/included in Web of Science, Scopus, MAS, Index Copernicus International, Erih Plus, Sinta, Garuda, Moraref, Scilit, Sherpa/Romeo, Google Scholar, OAJI, PKP, Index, Crossref, BASE, ROAD, GIF, Advanced Science Index, JournalTOCs, ISI, SIS, ESJI, SSRN, ResearchGate, Mendeley and [others](#).





INVESTIGATING STUDENTS' WRITING PERFORMANCE AND ATTITUDE TOWARDS A WEB 2.0-BASED FLIPPED CLASSROOM INSTRUCTION

Safrul Muluk¹ & Syarifah Dahliana²

^{1,2}Universitas Islam Negeri Ar-Raniry Banda Aceh, Indonesia

¹Correspondence Email: safrul.muluk@ar-raniry.ac.id

Received: August 6, 2023	Accepted: December 12, 2023	Published: January 30, 2024
Article Url: https://journal.scadindependent.org/index.php/jipeuradeun/article/view/1090		

Abstract

One of the methods gaining popularity in the context of teaching in recent years is flipped classroom instruction (FCI). The FCI encourages EFL learners to maximize their time away from class by using products of advanced technologies. Owing to this fact, the researchers conducted a study on the issue of Students' writing performance and their attitudes about the use of technology. A mixed-method study was used to investigate students' writing achievement and their attitudes to web-based instruction in the form of Flipped classroom instruction. Quantitative data was collected through survey questionnaires, while qualitative data was gained from interviews. The investigation on flipped classroom instruction was conducted at three State Islamic Universities in Indonesia. The questionnaires were distributed to EFL students at these three State Islamic universities to identify students' experience in learning writing by using flipped classroom instruction. There were 198 students involved in this research. Also, twelve English lecturers from those three universities were interviewed. Findings suggested that most students had a positive attitude toward flipped classroom instruction. Although flipped classroom interaction does not guarantee the improvement of students' writing performance, it is believed that flipped classroom instruction supports students to have a meaningful and effective learning experience.

Keywords: Writing Performance; Student; Web 2.0; Flipped Classroom.



A. Introduction

Writing is the most difficult of the four English language skills for EFL students. So much so that it is difficult even for native speakers to fully master writing due to issues in cohesion and structure (Nunan, 1999; Suadah, 2014; Susanto & Nanda, 2023). Writing requires students to possess specific writing skills, such as providing a thesis statement, supporting details, reviewing, and editing (Alsamadani, 2010). In addition, when writing, learners must be aware of several aspects determining a good piece of writing, such as arrangement, aim, content, audience, lexis, mechanism, punctuation, spelling, and paragraphing (Rass, 2001), because “writing is the mental work of inventing ideas, thinking about how to express them, and organizing them into statements and paragraphs that will be clear to a reader” (Nunan, 2003). Similarly, (Ekmekci, 2017) conveyed that “being one of the productive skills, writing in a foreign/ second language is attached to great importance as learners are expected to reach an adequate proficiency level in written communication”.

For this reason, within the context of teaching writing, teachers must offer learners interesting and encouraging teaching methods, addressing both students’ apprehension towards writing and encouraging their self-confidence. This is important because students, in addition to negative attitudes towards writing, also have to deal with problems associated with the EFL context, such as the learning environment, students’ characteristics, different teaching approaches, etc. With limited class time for teachers to work on students’ writing, educational practitioners and researchers must identify different methods to improve students’ writing experiences. To motivate and improve EFL learners in writing, undoubtedly, interactive and motivating activities in the EFL classroom are needed. Integrating digital technology into learning is one of the strategies considered to impact learning, including writing positively.

The proliferation of technology has changed the way we do our business. Educators must keep up with technology and upgrade their teaching practices through innovative instructions within the teaching context. This is especially true because today’s students are attached to



technology products such as smartphones, tab, and laptops. Zainuddin et al. (2019) argued that “today’s learners grow up immersed as digital natives and familiar with a wide range of digital devices”. Consequently, to continue addressing the needs of students of different learning styles, teachers should consider updating their teaching approaches to enable a supportive and creative learning environment. As such, educators must adopt innovative classroom instructions by integrating digital technology into the teaching-learning process. Adopting technology that students are familiar with can be a great solution to improving their academic achievement.

One of the methods gaining popularity in recent years and has been commonly used by EFL teachers is flipped classroom instruction (FCI). The FCI encourages EFL learners to maximize their time away from class by using products of advanced technologies that they can access before class and allocate class time for active and stimulating learning (Burns, 2013; Cheng et al., 2019). While researchers have recently published positive effects of the FCI (Chuang, Weng, & Chen, 2018; Zainuddin et al., 2019), evidence about whether this approach can promote students’ positive writing learning outcomes remained limited, particularly in the context of Indonesian higher education institutions. Thus, to fill this gap, the current study is designed to investigate students’ attitudes toward FCI and to examine the impact of FCI on students’ academic writing. While many studies have been conducted concerning FCI, this study is different in how it focuses on Islamic Higher education in Indonesia. Limited studies, if any, have been conducted in writing using FCI.

Flipped Classroom Instruction (FCI) is one of the teaching methods involving group instruction in an active and collaborative setting. Network (2014) describes it as a “pedagogical approach in which direct instruction moves from the group learning space to the individual learning space”. The group space becomes a dynamic, interactive learning environment where the teacher guides students as they apply concepts and think creatively about the subject matter. The flipped classroom emphasizes the student’s role in the learning environment’s center and facilitates active learning



pedagogy. FCI allows students more time outside the classroom for additional practice and materials preparation that can be accessed at students' ease, allowing more class time for discussion (Arnold-Garza, 2014; Herried & Schiller, 2013). This strategy is vital in the effort to encourage students to use higher-order reasoning, allowing "the learning and teaching focus on higher forms of cognitive work (applying, analyzing, evaluating and creating in Bloom's revised taxonomy), and the lower levels (remembering and understanding) are presented before class through recorded lectures and video" (Wang, 2017). Thus, class time and learning activities can be devoted to promoting students' higher thinking and knowledge construction, which can be done through group discussions, debates, presentations, and take-and-give conversation (Slomanson, 2014), while pre-class independent asynchronous learning can be assigned to knowledge transmission (Long et al., 2017; Strayer, 2012).

Previous research has indicated that flipped classrooms (FC) resulted in considerably better student test scores than those in a traditional mortar and brick classroom (Kurt, 2017; Lee & Wallace, 2017; Lin & Hwang, 2018), improved students' academic performance (Mireille, 2014; M. K. Lee, 2018); promotion of students' active and collaborative learning (Blau & Shamir-Inbal, 2017), encouragement of learners' technology self-efficacy (Yilmaz & Baydas, 2017), and improvement in students' motivation (McLaughlin et al., 2014). Further, Chuang, Weng, and Chen (2018) reported that students' motivation and self-paced learning skills improved considerably.

Hung (2015) argued that the FCI model allows the combination of technology and active learning strategies to advance students' language learning experiences to achieve better results and to dedicate more time and effort to learning by adopting regulated and semi-regulated flipped lessons. The positive results were also reported by Huang and Hong (2015), who found that implementing FC positively affected students' ICT and reading comprehension skills. Davies, Dean, and Ball (2013) expressed the versatility and scalability of FC as an instructional technology within a large



classroom. They conducted a quasi-experimental mixed methods study to examine how instructional methods determined students' performance and motivation in learning. The study yielded positive learning results of FC intervention and the possibility of the method.

Some researchers (Hung, 2017; Yilmaz & Baydas, 2017) contend that the success or failure of FC in engaging learners can be attributed to several factors, even though the aforementioned L2 studies essentially confirmed the positive effects of FC in any aspect. Learners' technology literacy is a factor that plays a significant role in fostering student engagement in online classrooms.

Writing is an essential part of language teaching. As one of the language skills, the importance of writing stems from its prominent position within the human social structure, serving as a means of communication by which many different purposes in all facets of human life are accomplished. Within the context of EFL, Ekmekci (2017) stated that "writing is assumed to be more difficult than writing in English as a second language (ESL) context". Similarly, Farah (2014) argued that "the difficulties are related to the linguistic and rhetorical level in terms of accuracy and fluency". Writing requires higher-level skills in planning and organizing and lower-level skills in spelling, punctuation, and word use. It often triggers anxiety and concern on the part of language learners (Richards & Renandya, 2002). This is why "among language skills, writing, in particular, represents a major concern for many EFL learners who are expected to complete reports and longer research essays as part of their academic career" (Sohrabi & Mohammadi, 2019).

Understandably, EFL learners, when confronted with the daunting task of writing in the context of a foreign language, find it discouraging and frustrating, resulting in a lack of confidence and negative attitudes. Utilizing a stimulating teaching method is vital in delivering meaningful learning experiences to advance students' writing proficiency. Research on integrating technology into teaching writing has been recorded in recent years. A study on the use of Web 2.0 in teaching writing was conducted by Shih (2011), investigating the effects of using Facebook as a teaching medium on Taiwanese students' English writing skills. His study indicated that peer



assessment through Facebook triggered students' cooperative learning and improved their writing motivation.

Buitrago and Díaz (2018) used flipped classrooms to teach writing in Colombia by requiring students to watch six videos of flipped writing seminars. They utilized various technologies, including YouTube and self-made videos, to deliver the desired content. The findings indicate that students received technology in writing instruction well. Students believed that using a variety of applications provided them with adaptable opportunities to practice their lesson plans. Nonetheless, some students exhibited reluctance to partake and engage in online courses, and in some instances, there was no discernible difference between FC and traditional classrooms. The FC mode of instruction may have influenced their motivation, anxiety, and efficacy in actual learning environments.

Alghasa (2020) examined the effect of rotating a writing classroom on EFL students' writing competencies and perceptions in a recent study. Thirty EFL teacher-students enrolled in an advanced writing course participated in this investigation. The duration of the investigation was thirteen weeks. The data were gathered through the administration of a questionnaire and semi-structured interviews. The results indicated that the EFL students viewed the flexible classroom positively. Further data analysis revealed that rotating the writing classroom created a more effective learning environment, offered flexible instruction that increased students' use of writing strategies, and enhanced students' motivation and interaction.

This study aims to discover students' attitudes towards a web 2.0-based flipped classroom instruction, to enclose students' writing performance by learning with flipped classroom instruction, and to explore the challenges in teaching writing with flipped classroom instruction. The discussions will benefit students and language instructors by providing rich information related to teaching instruction and technology use as a source of learning. For the teachers, the findings may enrich their insights on dealing with students' problems in producing quality writing; they will know students' attitudes in learning with a web 2.0-based flipped classroom instruction and its effect on

students' competency in writing; thus, they can develop their writing class to be more effective and meaningful.

This paper provides information about one way to improve students' writing performance. It may inspire them to follow the procedure in flipped classroom instruction to enhance their writing skill. As producing quality writing is not accessible for most students, the discussions in this paper are believed to be significant.

B. Method

This study utilized a mixed-method approach to investigate students' writing achievement and attitudes concerning web-based instruction. By employing the mixed-method study, the researchers can comprehensively utilize quantitative and qualitative data collection and analysis to illustrate the investigated phenomenon. Quantitative data will be collected through survey questionnaires and pre-test and post-test results. Qualitative data were gained from interviews. The qualitative data enabled the researcher to explore students' unique experiences more in-depth.

The investigation on flipped classroom instruction was conducted at 3 (three) State Islamic Universities (UIN Syarif Hidayatullah Jakarta, UIN Sunan Gunung Djati Bandung, and UIN Sunan Kalijaga Yogyakarta). The questionnaires were distributed to EFL students at these three state Islamic universities to identify students' students' experience in learning writing using flipped classroom instruction. There are 198 students involved in this research. Also, twelve English lecturers from those three universities were interviewed to share their insights on implementing flipped classroom instruction in writing class, including the student's performance by learning with flipped classroom instruction and the challenges in effectively applying the instruction for writing class.

To benefit from quantitative and qualitative methods, the researchers utilized survey questionnaires and semi-structured interviews to collect the data. The interviews were conducted with a duration ranging from 30-50 minutes for each interviewee. The data were analyzed using



thematic analysis procedures to generate a list of possible themes based on the purpose of the study. With participants' consent, all interviews were audiotaped, which were later transcribed to discover themes related to the issues under investigation. In doing so, "the general issues of interest are determined before the analysis, but the specific nature of the categories and themes to be explored are not predetermined" (Ezzy, 2002). The data was then coded to enable the researchers to get the issue's themes to produce a conceptual framework, which included classifying the data into specific group categories (Corbin & Strauss, 2015).

The researchers adopted a questionnaire designed by Mireille (2014) to investigate learners' attitudes toward web-based instructional methods. The questionnaire was adapted to facilitate the researchers' research design. A 5-point Likert scale ranging from "strongly agree" (5) to "strongly disagree" (1) was employed to get students' attitudes towards the method. The Cronbach's Alpha of internal consistency coefficient was employed to evaluate the reliability acceptance of the instrument.

Data collected from the questionnaire were analyzed using SPSS to examine students' attitudes toward implementing the web-based method in English writing courses. The researchers used descriptive statistics to illustrate the participants' mean scores concerning questionnaire items. The interview data gained in this research was analyzed using a thematic analysis approach by adopting a six-step data coding process (Creswell, 2012). As such, before writing a research report, the researchers carried out the process of data coding as follows: organizing and preparing the data; reading all the data; starting the coding of the data; generating a description of the setting or people as well as categories or themes for analysis; advancing how the description and themes will be represented in a qualitative narrative, and interpreting findings and results in qualitative research.

Data preparation and organization within this study were done by transcribing interview data. Once this stage was done, the researchers started to read the data and look for common themes based on the research

questions, which were then coded and categorized accordingly. This allowed the researchers to describe and present the data in a qualitative narrative. The last step was to interpret the findings and discuss the results.

C. Result and Discussion

1. Result

This research aims to discover students' attitudes towards a web 2.0-based flipped classroom instruction, to enclose students' writing performance by learning with flipped classroom instruction, and to explore the challenges in teaching writing with flipped classroom instruction. Some crucial findings are noted based on the questionnaire and interview data.

a. Students' attitude towards a web 2.0-based flipped classroom instruction

Based on the student's responses to the questionnaire, students' attitudes toward flipped classroom instruction show a positive result. When asked whether they liked learning English with flipped classroom instruction, 169 students answered positively, and only 29 did not like learning using this instruction.

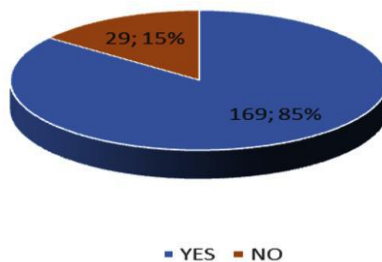


Chart 1. Students' attitudes toward flipped classroom

The majority of students use various types of Web 2.0 applications. These include Facebook, Instagram, Google Meet, Zoom, Telegram, WhatsApp, Google Classroom, and Schoology. The data shows that most students also use more than one application, as described in the following chart.



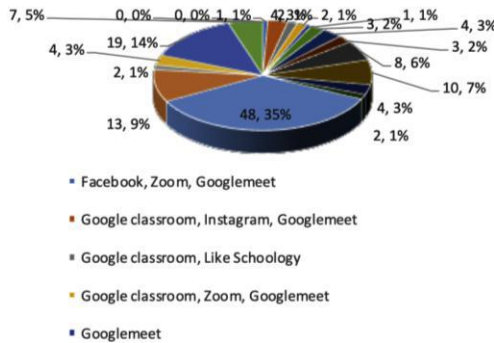


Chart 2. Data of students use various types of Web 2.0 applications

Detailed information about the student’s attitude toward FCI can be seen in the following data.

1) The preparation stage is helpful.

The first two statements aim to dig into the information about students' attitudes related to preparation before the flipped classroom activities are implemented. This attitude includes the availability and relevancy of pre-class material with classroom activities and the adequate time to learn or work with the material.

Table 1. Pre-class materials were available on Google Classroom before the FCI activities

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	9	4.5	4.5
	3	80	40.4	44.9
	4	77	38.9	83.8
	5	32	16.2	100.0
Total	198	100.0	100.0	

The data obtained indicate that most students acknowledged that pre-class materials were available on Google Classroom before the flipped classroom activities. Most students had positive experiences with their lecturer regarding material availability before learning. Concerning the adequate time provided for the pre-class materials before the flipped classroom activities, most students also responded positively, as seen in the following table.



Table 2. Adequate time was provided to spend on the pre-class materials before the flipped classroom activities

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	3	1.5	1.5	1.5
	3	99	50.0	50.0	51.5
	4	74	37.4	37.4	88.9
	5	22	11.1	11.1	100.0
	Total	198	100.0	100.0	

Table 2 shows that 22 students strongly agree, and 74 students agree that the time is enough to read or work with the materials before they are involved in flipped classroom instruction. Ninety-nine students gave neutral responses. Only 3 students provided negative responses to the question. Thus, most students think the lecturer gave enough time to work with the pre-class materials.

2) Classroom activities lead to meaningful learning

In terms of the implementation of FCI, most students also provided positive responses. These responses include classroom activities and students' engagement in class.

Table 3. The activities during the FCI session improved my understanding of critical writing concepts

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	8	4.0	4.0	4.0
	2	2	1.0	1.0	5.1
	3	101	51.0	51.0	56.1
	4	72	36.4	36.4	92.4
	5	15	7.6	7.6	100.0
Total		198	100.0	100.0	

Some students agreed (36.4%) and strongly agreed (7.6%) that the activities during the FCI session improved their understanding of critical writing concepts. Some others (51%) choose neutral for this statement. Only a few students disagreed with this statement (5%). It means that many students note the benefit of learning writing with FCI.



Table 4. The flipped classroom is more engaging than conventional classroom instruction

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	14	7.1	7.1	7.1
	2	1	.5	.5	7.6
	3	119	60.1	60.1	67.7
	4	51	25.8	25.8	93.4
	5	13	6.6	6.6	100.0
	Total	198	100.0	100.0	

Based on the data above, most students choose a neutral attitude (60,1%) toward whether the flipped classroom is more engaging than conventional classroom instruction. Meanwhile, some others (32,4%) agreed that the flipped classroom led them to engage in classroom activities. Only 7,6% of students gave a negative response to the statement.

3) The lecturer’s role in the classroom is essential

From the data, it is shown that the role of the lecturer is essential, as it is said in the following data.

Table 5. The lecturer was able to engage me in the FCI activities

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	8	4.0	4.0	4.0
	3	87	43.9	43.9	48.0
	4	88	44.4	44.4	92.4
	5	15	7.6	7.6	100.0
	Total	198	100.0	100.0	

The data indicated that 88 students agreed and 15 strongly agreed with the notion that the lecturer could engage them in the FCI activities. Eighty-seven students chose neutral to this statement. Only 8 students strongly disagreed with this statement. It means that most students chose positive responses to the efforts of the lecturers to engage them in all activities implemented in the FCI. One of the lecturer’s efforts to engage students is by providing clarification and examples on complex concepts during the FCI activities.



Table 6. The lecturer provided clarification and examples of complex concepts during the FCI

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	4	2.0	2.0	2.0
	3	95	48.0	48.0	50.0
	4	80	40.4	40.4	90.4
	5	19	9.6	9.6	100.0
Total		198	100.0	100.0	

Ninety-nine students (50%) believe their lecturer provided clarification and examples on complex concepts during the flipped classroom activities. Some other students (48%) chose neutral to the statement about clarification and examples from the lecturers. Only four students disagreed that the lecturer could provide clarification and examples of complex concepts during the FCI activities.

4) Self-development occurs

Implementing FCI activities in learning writing also influenced students' self-confidence to participate in classroom activities. The following table shows the information about it.

Table 7. After watching the pre-class materials, I feel more confident to ask for clarifications and contribute to the discussion.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	12	6.1	6.1	6.1
	3	90	45.5	45.5	51.5
	4	73	36.9	36.9	88.4
	5	23	11.6	11.6	100.0
Total		198	100.0	100.0	

The table above shows that 96 students felt more confident to ask for clarifications and contribute to the discussion after watching the pre-class materials. It equals those who choose a neutral attitude (90 students). The data also shows that 12 students still lacked the confidence and needed confidence to participate in the classroom, although they had already read the materials before the class. Some students also felt that they were



confident in what they were learning and believed that their learning would bring them competency and skills in writing.

Table 8. I feel more confident about my learning due to the FCI

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	13	6.6	6.6	6.6
	3	104	52.5	52.5	59.1
	4	71	35.9	35.9	94.9
	5	10	5.1	5.1	100.0
Total		198	100.0	100.0	

The data in the table shows that most students (52,5%) have a neutral attitude towards their confidence about learning with FCI. Some other students (41%) were confident with their learning with the FCI method. Only 6,6% disagreed with the statement.

b. Students' Writing Performance

This study was conducted in three Islamic Universities in Indonesia. The data informed that students' writing performance by learning with FCI was considered positive as they need to follow particular steps that lead them to meaningful learning experiences. The participating lecturers note several positive student performances when learning writing with flipped classroom instruction; these performances include producing better quality products, becoming more active in participation, having more autonomous and self-regulated learning, and producing more exciting ideas.

1) Produce better quality product

Some lecturers believed that learning with FCI leads to better understanding, which makes it produce better quality J1 stated.

... by looking at the amount of exposure students receive, the number of opportunities students have to explore, and the opportunity for lecturers to provide reviews, comments, and comments on student assignments, for example, with AI, track changes, and Grammarly premium, yes I am sure with a few parameters I am sure, of course, the results will be better. (J3).



J1 added.

The difference in response is students' speed in the accuracy of the products they produce. Especially for writing, when they do citations, we give them PowerPoint presentations, so when they do presentations of their products, they are usually more precise and more valid.

The procedure of FCI, which starts with reading the materials in the preparation session outside the classroom, provides a broader space to search and read more information so they can learn the material and be well-prepared when they join the classroom activities. The students are more ready to write, so they can produce a good essay as they already have information about the topic.

2) Become a more active participant

Flipped classroom instruction is believed to lead students to become active in learning as they have to prepare the material before coming to the class and joining the activities. One of the participants, J2, mentioned.

I think students feel the difference between studying with FCI and the conventional method... Their progress is quite good because they learn actively to produce a piece of writing. (J2).

B1 stated.

... they already have the material, they have searched for information from the journal, then grouped each of one, even though there are one or two slow students, but when there is an instruction, the instructions are carried well by students. (B1).

Based on the statement, flipped classroom instruction forced students to be involved in classroom activities. Thus, whether they like or dislike it, the students must follow the procedure and do the tasks as requested by the lecturer.

3) Have more autonomous and self-regulated learning.

Some lecturers found that their students have more self-regulated learning. They are more responsible and independent to learn and do the task. J4 said.

I found that my students developed more competence and more independence. Their autonomous and self-regulated learning increase. (J4).



J3 shared a similar view.

When they are required to do self-correction or self-feedback on the task at hand, they will see a pattern of their mistakes, for example, making mistakes in singular-plural; by doing self-feedback, automatically, they will be aware of their mistake and think that they must do better in the future.

In brief, the activities in the flipped classroom instruction, which include self-feedback, lead the students to be more independent and have self-regulated learning; they will learn from their mistakes to have better results in the future.

4) Produce more exciting ideas.

One of the most challenging factors in constructing a written paper is finding the ideas related to the assigned topic. If the students know what they want to write, it is possible to create a good paragraph. In FCI, this problem can be solved as a preparation stage requires students to work with materials provided by the lecturer before they come to the class and join the activities. B1 mentioned.

FCI encourages a more open-minded, fresher, and easier way to express their thoughts in writing. This is because they have already searched the topic. Thus, the students will have more structured ideas. In the FCI, they can search the topic through websites; thus, finally, they will have higher competency, their expressions will be more varied, and their ideas will be more sophisticated. (B1).

It is clear from the statement above that flipped classroom instruction solves the students' problems related to finding ideas. The pre-classroom material leads the students to search, read, and explore the topics before the class. More time outside the class, before and after the class, gives students more time to gain insights from various resources.

Although all participants believe that the use of FCI positively impacts student performance, as mentioned above, they are still determining whether the good performance of each of their students is due to implementing the FCI. B2 stated.

Ultimately, it is difficult to separate because, like this, the theme of memoir, they make a memoir between these three meetings with the theme of

memory. From these three or four meetings, I use a combination of two conventional methods and two flips methods, so this is unity. So I cannot tell whether the whether the flip is more effective, or the conventional one is more effective because this is a unity; in, the flip is part of the overall learning, so it cannot be separated from each other.

Y2 added.

I think it helps students' performance in writing, but like this, if, for example, the four meetings are always conventional and those that combine conventional with flips, it is different. Adding the flip makes it more effective, but what I do not know is whether, compared to the flip, everything will be more effective or not, I do not know. (Y2).

The fact that flipped classroom instruction is usually combined with the conventional method. Thus, the outstanding performances of the students in the classroom participation and grades or scores are considered to be the contribution of both the flipped classroom instruction and the conventional method. Two of them cannot be separated from each other in the classroom teaching-learning process and help students to learn.

c. The challenges in teaching writing with FCI

From the data, it can be detected that there are some challenges in teaching writing with flipped classroom instruction. These challenges include confusion in choosing important resource points, low motivation, writing block, time management, and wrong feedback.

1) Confusion in choosing important points in resources

One participant said that most of the time, her students find it challenging to decide the essential points from the reading text. They often need clarification on which part of the text needs to be quoted to support their paper. She mentioned.

When the material we provide is quite a lot and long, students need help determining the critical points they will make, so on average, students only take the surface ones. For example, we want students to take elements in social media. Usually, students only take the parts and the title, for example, practical elements, so many points should be taken and discussed in detail. (J1).



2) Low motivation

Low motivation is also one of the inhibiting factors contributing to student's failure to have meaningful learning from the FCI, as mentioned by Y1, as follows.

If we look at some of the students, maybe they need to be more motivated or maybe they need to be more focused because of Covid; going through Zoom is tiring, too. (Y1).

B3 added.

Our students need help with writing. We are not used to writing, and 300 words essay is difficult, not to mention 500 words..... they usually need more motivation to write. (B3).

The data from the questionnaire also show that many students need to put more effort into working with pre-class material. Most of them only spent 60 minutes working on writing papers. Detailed information about the duration of time spent per week working on writing papers to develop their writing skill can be seen in the following chart.

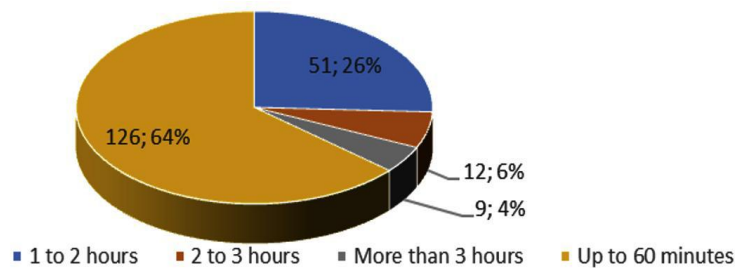


Chart 3. The duration of time spent per week working on writing papers to develop their writing skill

From the chart, we can see that most of the students (64%) spent 60 minutes working on writing papers per week. Only 4% of students spent more than 3 hours. It means the student's effort to develop their writing skills has not been maximal. Their motivation to learn and take advantage of the procedure in the FCI can still be considered low.

3) Time management

Time management is considered one of the challenges in applying FCI. One of the lecturers said.

One of the obstacles is related to time; it can be strengths and weaknesses, especially in giving assignments; lecturers must make sure that they can oversee the review process, and so on, because it is easy to give assignments, but how to review them. (J3).

J4 stated.

The consistency of lecturers in giving feedback on students' assignments is very important. Here, time management is very important. (J4).

Applying the flipped classroom instruction requires a lecturer to manage time wisely to control the students' activities and provide feedback to students. As flipped classroom instruction usually focuses on using class time for active work, the students come to the class with some ideas to be discussed with friends and peers, which usually takes longer. The same situation also happens when students come to the class without preparation; it will take longer to manage the class to reach the objectives of the teaching-learning process.

4) Feedback from Peers

Feedback from peers provides some dilemmas in the flipped classroom instruction. The ability of students to review their peers' work is different, so most of the time, the peers provide the wrong feedback. B2 said:

When they give feedback to their friends because they do it individually, not in class, the feedback is often not quite right. So, there is no problem with this manuscript, text, or sentence, but according to his friend, it is wrong, or vice versa. It is wrong, but it is not corrected. (B2).

J5 stated.

There is a session for giving feedback from their friends. However, the feedback; if could be better it is in class, we can monitor it (J5).



In some parts, the requirement of giving comments to peers leads to extra work for the lecturer as the students may provide incorrect feedback, which raises many questions about the assessment received from their friends. This situation requires the lecturer to recheck the feedback to ensure it is correct, which also requires extra checking time.

5) Students' different behavior and ability

Students' different behaviors and abilities can also make it challenging to implement FCI. B1 stated.

Because they are in groups, there may be groups in which they can cooperate with others. However, there are also those in the group who cannot work together, so in the discussion group or the class, someone may disobey the rules, while others are strict to the rules; thus, conflict may appear. (B1).

Each student has a different behavior and learning style. Thus, we must expect that every task is responded to in a different way by the students. The students may need to follow the procedures and be more active in preparing and reading the material provided by the lecturer. Their motivation to learn by themselves could be higher; as a result, they are hesitant to participate in doing tasks and be involved in classroom activities.

2. Discussion

Based on the data findings, the students' attitudes toward web 2.0-based flipped classroom instruction are positive. It can be seen from their answers to the questionnaire, which reflected their positive views of implementing Flipped classroom instruction in the writing class. This result is coherent with previous research, which mentioned that FCI has positive effects on students' learning (Chuang et al., 2018; Zainuddin et al., 2019; Burns, 2013). Among 198 participants (135 female and 63 male) who returned the questionnaire, 169 (85%) students said they liked FCI. Only 69 (25%) students prefer to avoid learning with flipped classroom instruction.



For the students, Flipped classroom instruction (FCI) improved their writing performance. The lecturer noted positive results of applying FCI in writing class; one of these positive outcomes is the students' better-quality writing product. Learning in FCI helps students to find ideas in writing. They can research and read more literature before producing the paragraph; thus, they have more ideas to develop their writing. As an idea is one of the critical aspects of producing excellent writing, knowledge, and understanding of the topic to be written are crucial. The prior preparation before class and the intensive discussions during classroom activities provide a broader space to complete and improve their tasks. Thus, there is no surprise that FCI resulted in better student test scores (Kurt, 2017; Lee & Wallace, 2017; Lin & Hwang, 2018) and improved students' academic performance (Lee, 2018).

From the interview, most lecturers need help deciding whether Flipped Classroom Instruction (FCI) has directly influenced students' performance in writing as, usually, FCI is conducted with another teaching method. However, all of them believe that FCI supports students in developing their writing skills; the students can explore the learning materials before they come to the class by reading books, journals, and other related materials. These explorations will enrich students' insight, which is very useful in writing as students need to have many ideas when organizing paragraphs. In other words, FCI provides students with extra time to prepare and practice (Arnold-Garza, 2014; Herried & Schiller, 2013).

For the students, using FCI leads them to be more engaged in the teaching-learning process. One hundred three students strongly agreed that their engagement with the subject increased due to prior preparation before the class. This condition also helps students reduce their fear and tension as their preparation may give them the confidence to participate in the class. Blau and Shamir-Inbal (2017) claimed that FCI promotes students' active and collaborative learning.

Furthermore, applying FCI in writing class leads students to autonomous and self-regulated learning. Each session of FCI procedures



encourages students to direct their learning. As FCI allows personalized learning, learners are more likely to be involved and motivated to learn. It also encourages autonomous learning on the part of learners, enabling them to direct their learning by relying on their mental ability, motivation, and interests (Zainuddin et al., 2019).

Although FCI is believed to lead students to have better performance, the lecturer noted some challenges in implementing FCI. Some students need help deciding the critical points of learning resources; thus, the lecturer needs to fix the right points that must be considered to reach the proper outcomes. Some students also need clarification about finding the right learning resources for the tasks. The lecturer needs to be very clear in guiding the students to have the learning resources. The success and failure of FCI are affected by learners' technology literacy (Hung, 2017; Yilmaz & Baydas, 2017).

Students' low motivation to learn is also noted as an inhibiting factor that makes students follow all procedures of FCI in writing class. Zoom activities and independent learning may make students feel bored and lose motivation to follow the instructions from the lecturer appropriately.

Another challenge may come from the lecturer himself. As FCI concerns self-inquiry, many tasks may be expected to be part of the teaching-learning process. Thus, the lecturer has to spend more time reviewing the assignments to provide feedback to the students. In writing class, feedback is critical. The feedback usually comes from the lecturer and peers. Feedback from peers is necessary to provide different perspectives on the paragraphs from people of the same age. Nevertheless, most of the time, the feedback from friends could be more accurate. The peers' knowledge and ability are still minimal, so their judgment still needs to be controlled by the lecturer.

D. Conclusion

Flipped classroom interaction can be applied in any language classroom. In writing class, flipped classroom interaction has its benefits, as performance in writing is determined by several aspects, such as ideas,



sentence structure, vocabulary, organization of paragraphs, and coherence. The requirement of preparing oneself with learning material prior to the teaching-learning process in the classroom leads to flipped classroom interaction, which helps students develop their writing paragraphs. Thus, it is no surprise that most students like learning with flipped classroom interaction. Although flipped classroom interaction does not guarantee that students' writing performance increases, it is believed that it supports students to have a meaningful and effective learning experience.

The data also indicated that the student's writing performances developed after learning with flipped-classroom instruction. This development includes: producing better quality products, becoming more active participants, having more autonomous and self-regulated learning, and producing more exciting ideas. However, lecturers also find some challenges in applying flipped classroom interaction. These challenges include confusion in choosing important points, low motivation, students' and lecturers' time management, feedback from peers, and students' different behaviors and abilities. The lecturer can overcome these challenges through careful planning, healthy preparation, and explicit instruction for each task assigned.

Based on the findings, it is apparent that flipped classroom instruction positively impacts writing skills. Thus, the lecturer should be familiar with this method and know the procedure of using this instruction. In this light, the university needs to make sure that each lecturer understands FCI and knows how to apply it in the classroom; also, it is the responsibility of the university to provide a support system related to the facility of the teaching-learning process.

Furthermore, as flipped classroom instruction includes some steps involving learning outside and inside the classroom, the lecturers should plan the classroom activities carefully and communicate well with the students; explicit instruction for each task assigned will provide an effective and meaningful teaching-learning process.



Bibliography

- Alghasab, M.B. (2020). Flipping the Writing Classroom: Focusing on the Pedagogical Benefits and EFL Learners' Perceptions. *English Language Teaching*, 13(4), 28-40. <https://doi.org/10.5539/elt.v13n4p28>.
- Alsamadani, H. A. (2010). The Relationship between Saudi EFL Students' Writing Competence, L1 Writing Proficiency, and Self-regulation. *European Journal of Social Sciences*, 16(1), 53-63. <https://www.europeanjournalofsocialsciences.com/>.
- Arnold-Garza, S. (2014). The Flipped Classroom Teaching Model and its Use for Information Literacy Instruction. *Communications in Information Literacy*, 8(1), 7-22. <https://doi.org/10.15760/comminfolit.2014.8.1.161>.
- Blau, I., & Shamir-Inbal, T. (2017). Re-Designed Flipped Learning Model in an Academic Course: The Role of Co-Creation and Co-Regulation. In *Computers and Education* (Vol. 115), 69-81. Elsevier Ltd. <https://doi.org/10.1016/j.compedu.2017.07.014>.
- Buitrago, C.R., & Díaz, J. (2018). Flipping Your Writing Lessons: Optimizing Time in Your EFL Writing Classroom. In J. Mehring, & A. Leis, *Innovations in Flipping the Language Classroom*. Springer, 69-91. https://doi.org/10.1007/978-981-10-6968-0_6.
- Burns, M. (2013). Success, Failure or no Significant Difference: Charting a Course for Successful Educational Technology Integration. *International Journal of Emerging Technologies in Learning*, 8(1), 38-45. <https://www.researchgate.net/publication/289155667>.
- Cheng, L., Ritzhaupt, A.D., & Antonenko, P. (2019). Effects of the Flipped Classroom Instructional Strategy on Students' Learning Outcomes: A Meta-Analysis. In *Educational Technology Research and Development*, 67(4), 793-824. Springer US. <https://doi.org/10.1007/s11423-018-9633-7>.
- Chuang, H.H., Weng, C.Y., & Chen, C.H. (2018). Which Students Benefit Most From a Flipped Classroom Approach to language Learning. *British Journal of Educational Technology*, 49(1), 56-68. <https://doi.org/10.1111/bjet.12530>.
- Corbin, J., & Strauss, A. (2015). *Basics of Qualitative Research: Techniques and Procedures for Developing Grounded Theory*. Sage Publications.
- Creswell, J.W. (2012). *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches*. Sage.

- Ekmekci, E. (2017). The Flipped Writing Classroom in Turkish EFL Context: A Comparative Study on a New Model. *Turkish Online Journal of Distance Education*, 18(2), 151-167. <https://doi.org/10.17718/tojde.306566>.
- Ezzy, D. (2002). *Qualitative Analysis: Practice and Innovation*. NSW: Allen & Unwin.
- Farah, M. (2014). *The Impact of Using Flipped Classroom Instruction on the Writing Performance of Twelfth Gradetwelfth-Grade Female Emirati Students in the Applied Technology High School*. British University in Dubai. <http://bspace.buid.ac.ae/handle/1234/676>.
- Herried, C.F., & Schiller, N.A. (2013). Case Studies and the Flipped Classroom. *Journal of College Science Teaching*, 42(5), 62-66. <http://www.jstor.org/stable/43631584>.
- Hung, H.T. (2015). Flipping the Classroom for English Language Learners to Foster Active Learning. *Computer Assisted Language Learning*, 28(1), 81-96. <https://doi.org/10.1080/09588221.2014.967701>.
- Hung, H.T. (2017). Language Teaching and Technology Forum: The Integration of a Student Response System in Flipped Classrooms. *Language Learning and Technology*, 21(1), 16-27. <https://scholarspace.manoa.hawaii.edu/server/api/core/bitstreams/a3c6051b-4303-4b43-b270-e11bddd1a86b/content>.
- Kurt, G. (2017). Implementing the Flipped Classroom in Teacher Education: Evidence from Turkey. *Educational Technology and Society*, 20(1), 211-221. <http://www.jstor.org/stable/jeductechsoci.20.1.211>.
- Lee, G., & Wallace, A. (2017). Flipped Learning in the English as a Foreign Language Classroom: Outcomes and Perceptions. *TESOL Quarterly*, 52(1), 62-84. <https://doi.org/10.1002/tesq.372>.
- Lee, M.K. (2018). Flipped Classroom as an Alternative Future Class Model?: Implications of South Korea's Social Experiment. *Educational Technology Research and Development*, 66(3), 837-857. <https://doi.org/10.1007/s11423-018-9587-9>.
- Lin, C., & Hwang, G. (2018). *EFL Students or al Performance Flipped*. 21, 205-219.
- Long, T., Cummins, J., & Waugh, M. (2017). Use of the Flipped Classroom Instructional Model in Higher Education: Instructors' Perspectives. *Journal of Computing in Higher Education*, 29(2), 179-200. <https://doi.org/10.1007/s12528-016-9119-8>.



- McLaughlin, J.E., Roth, M.T., Glatt, D.M., Gharkholonarehe, N., Davidson, C.A., Griffin, L.M., Esserman, D.A., & Mumper, R.J. (2014). The Flipped Classroom: A Course Redesign to Foster Learning and Engagement in a Health Professions School. *Academic Medicine*, 89(2), 236–243. <https://doi.org/10.1097/ACM.0000000000000086>.
- Network, T.F.L. (2014). *What is Flipped Learning?* <http://www.flippedlearning.org/definition>.
- Nunan, D. (1999). *Second Language Teaching and Learning*. Heinle & Heinle Publishers.
- Nunan, D. (2003). *Practical Language Teaching*. McGraw Hill Company.
- Rass, R. A. (2001). Integrating Reading and Writing for Effective Language Teaching. *English Teaching Forum Online-Bureau of Educational and Cultural Affairs*, 39(July), 1–6. https://americanenglish.state.gov/files/ae/resource_files/01-39-1-g.pdf
- Richards, J.C., & Renandya, A.W. (2002). *Teaching Writing*. Cambridge University Press.
- Shih, R.C. (2011). Can Web 2.0 Technology Assist College Students in Learning English Writing? Integrating Facebook and Peer Assessment with Blended Learning. *Australasian Journal of Educational Technology*, 27(5), 829–845. <https://doi.org/10.14742/ajet.934>.
- Slomanson, W.R. (2014). Blended Learning: A Flipped Classroom Experiment. *Journal of Legal Education*, 64(1), 93–102. <https://jle.aals.org/cgi/viewcontent.cgi?article=1016&context=home>.
- Sohrabi, O., & Mohammadi, M. (2019). The Impact of Flipped Model Instruction on Writing. *Journal of English Language & Translation Studies*, 7(3), 111–122. <http://www.eltsjournal.org/archive/value7issue3/12-7-3-19.pdf>.
- Strayer, J.F. (2012). How Learning in an Inverted Classroom Influences Cooperation, Innovation and Task Orientation. *Learning Environments Research*, 15(2), 171–193. <https://doi.org/10.1007/s10984-012-9108-4>.
- Suadah, L. (2014). Enhancing Efl Learners' Writing Skills Through Blogging. *Englisia Journal*, 2(1), 20-29. <https://doi.org/10.22373/ej.v2i1.135>.
- Susanto, S., & Nanda, D. (2023). Analyzing the Student's Phonological Awareness and its Relation to the Reading Skill in EFL Classroom. *Jurnal Ilmiah Peuradeun*, 11(2), 425-440. <https://doi.org/10.26811/peuradeun.v11i2.793>.

- Wang, T. (2017). Overcoming Barriers to 'Flip': Building Teacher's Capacity for the Adoption of Flipped Classroom in Hong Kong Secondary Schools. *Research and Practice in Technology Enhanced Learning*, 12(1), 1-11. <https://doi.org/10.1186/s41039-017-0047-7>.
- Yilmaz, R.M., & Baydas, O. (2017). An Examination of Undergraduates' Metacognitive Strategies in Pre-Class Asynchronous Activity in a Flipped Classroom. *Educational Technology Research and Development*, 65(6), 1547-1567. <https://doi.org/10.1007/s11423-017-9534-1>.
- Zainuddin, Z., Habiburrahim, H., Muluk, S., & Keumala, C.M. (2019). How do Students Become Self-Directed Learners in the EFL Flipped-Class Pedagogy? A Study in Higher Education. *Indonesian Journal of Applied Linguistics*, 8(3), 678-690. <https://doi.org/10.17509/ijal.v8i3.15270>.



