The Use of 'Traditional Flip' Method in Teaching Writing: Exploring Students' Perceptions

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Abstract

The increasing of educational technology compels the educator to undergo a transformation. Teachers must design an innovative media and method in the learning process to attract students' interest and motivation. Flipped classroom is one of teaching methods which can be used in teaching learning process. There are several models of flipped classroom. One of the models which suitable with the writing skill is traditional flip. Traditional flip is simply front-loading a video of content followed by problems, activities, or writing in class based on that content (Cockrum, 2014) This study aimed to investigate the students' perception about flipped classroom in writing class. The design of the study was qualitative study using purposive sampling technique. The data were collected using interview and questionnaire. Ten students of twelfth grade participated in this study based on their experience through flipped classroom in writing class. The finding indicated that there were seven benefits obtained by the use of flipped classroom. They were categorized in the term of flexibility, feedback, students prior knowledge, efficiently use time, community, and autonomous learning. Another finding was about the obstacles occurred in learning process including internet connection, difficulty in understanding the video, and the lack of giving a score.

Keywords: *Flipped Classroom; Students' Perception*

Penggunaan Metode 'Traditional Flip' pada Pengajaran Menulis: Mengeksplorasi dari Sudut Pandang Siswa

Abstrak

Meningkatnya teknologi pendidikan memaksa pendidik untuk menjalani transformasi. Guru harus merancang media dan metode inovatif dalam proses pembelajaran untuk menarik minat dan motivasi siswa. Kelas *flipped* adalah salah satu metode pengajaran yang dapat digunakan dalam proses belajar mengajar. Ada beberapa model kelas *flipped*. Salah satu model yang cocok dengan keterampilan menulis adalah '*traditional flip*'. '*Traditional Flip*' hanya memuat video dari depan diikuti oleh masalah, kegiatan, atau menulis di kelas berdasarkan konten itu (Cockrum, 2014). Data dikumpulkan dengan menggunakan wawancara dan kuesioner. Penelitian ini bertujuan untuk menyelidiki persepsi siswa tentang kelas *flipped* dalam kelas menulis. Desain penelitian adalah penelitian kualitatif dengan menggunakan teknik purposive sampling. Sepuluh siswa kelas dua belas berpartisipasi dalam penelitian ini berdasarkan pengalaman mereka melalui kelas *flipped* di kelas menulis. Temuan ini menunjukkan bahwa ada tujuh manfaat yang diperoleh dengan menggunakan kelas *flipped*. Mereka dikategorikan dalam hal fleksibilitas, umpan balik, pengetahuan awal siswa, efisien menggunakan waktu, komunitas, dan pembelajaran mandiri. Temuan lain adalah tentang hambatan yang terjadi dalam proses pembelajaran termasuk koneksi internet, kesulitan dalam memahami video, dan kurangnya memberi nilai.

Kata kunci: *Kelas Flipped; persepsi siswa*

1. Introduction

Writing is one of the skills in language learning that must be mastered by students because writing is a final product after learners have studied about listening, speaking and reading. Writing is an activity that can usefully be prepared for by work in the other skills of listening, speaking and reading (Nation, 2009). It can be concluded that writing is required by other skills such as listening, reading, and writing. Moreover, writing is prominent not only for educational but also for business and personal reasons. The ability to write effectively is becoming increasingly important in our global community and instruction in writing (Weigle, 2002). Thus assuming an increasing role in both second – and foreign – language education.

Since, the development of educational technology, the educator should create an innovative teaching method to enhance students' motivation and skill in a writing class. There are a number of models in teaching writing. One of the models which cover technology and meet 21st aspect is flipped classroom. There are several models of flipped classroom according to Cockrum (2014). One of the models which suitable with the writing skill is traditional flip. Traditional flip is simply front-loading a video of content followed by problems, activities, or writing in class based on that content (Cockrum, 2014).

Recently, flipped classroom becomes very popular among the teacher as an innovative teaching method. Flipped classroom is a pedagogical model which involves inverting the way that instruction is presented and homework is accomplished. In the traditional classroom, teachers teach during class time, and students engage in writing, reading, and problem-solving tasks outside the classroom (Lage, Platt, &Treglia, 2000). However, this method, students are able to study outside the classroom by using the video that has been provided by the teacher, and then discuss it in the classroom, do a group work, discuss topics and issues and also solve a problem. In specific, students undertake homework in class and do class work at home in the flipped model, creating an "inverse" or "upside-down classroom" (Baker, 2000).

Technology and out of class video are the crucial aspects in the flipped classroom. Besides, the teacher and students' role to "flip" the way of education is crucial. Trends in Teaching English as Second Language (TESL) have continually been moving towards improving students' oral and written language abilities – shifting away from translation and moving towards delivering vast amounts of "comprehensible input" (Gregg, 1986). Teachers must have a good ability in using technology in order to keep updated in the field of English Language Teaching (ELT) and to adjust learners' needs. Computer Assisted Language Learning (CALL) is one of the media or method in language learning which can develop students' motivation and achievement.In this study, the researchers intended to investigate the students' perception of flipped classroom in writing class.

2. Literatur Review

Writing is used by people in many purposes of some different forms. Writing is used for various purposes in some different forms (Harmer,

2004). For instance, in the school students may write some notes that are dictated by the teacher, write a letter to their friends or family, write a short story, narrative, and many others. The ability to write has become an essential skill for attaining employment in many walks of life (Brown, 2004). It means that writing is prominent for the students because writing is needed in many works of the majority. There are many jobs required good writing. Hence, writing is also used as written communication and indicated as a demanding skill.

Meanwhile, with writing, as with the other skills of listening, speaking, and reading, it is useful to make sure that learners are involved in the meaning-focused use, language-focused learning, and fluency development (Nation, 2009). It can be concluded that it is the same with other skills such as listening, speaking and reading. The students must organize the text correctly and make the text understandable. Furthermore, students have to know and master the elements such as vocabulary, spelling and sentence pattern in writing so they are able to have an adequate writing skill. It is in line with Patel and Jane (2008) statement, "Writing is essential features of learning a language because it provides a very good means of foxing the vocabulary, spelling, and sentence pattern. It becomes an important aspect of students' expression at higher stage".

One of the methods that can be applied to develop writing is Flipped classroom. In this 21st century, flipped classroom is regarded as the fashionable model in the educational technology used in higher education (Johnson, Adams Becker, Estrada, & Freeman, 2015). The idea of flipped classroom is using technology to deliver asynchronous direct instruction with the intention of freeing up class time for student-centered learning and it gives the ability to practice project-based learning, peer instruction and more (Cockrum, 2014). The concept of flipped learning is based on the framework of inverted classrooms, reversed instruction, and blended learning (Yarbro et al., 2014). Students must complete previews before coming to class, and teachers maximize the use of class sessions, for example, steering students through assignments,problem-solving, group discussions, and interactive classroom activities. In this research, the researcher aims to investigate the students' perception of traditional flip in writing course. Traditional flipis simply front-loading a video of content followed by problems, activities, or writing in class based on that content (Cockrum, 2014).

The component of flipped classroom that makes it different to others is simply explained by Hamdan, McKnight, and Arfstrom (2013), they create acronym FLIP; a Flexible environment helps create a Learning culture with Intentional content, which requires a Professional educator. In addition, the teacher must use technologies to meet their roles as a facilitator in the classroom (Panzavolta&Carvalho, 2013). Particularly, the digital video takes an important part in this model (Bergmann &Sams, 2012). Flipped classroom has been in existence within the broader educational sphere for a number of years, throughthe requirement of students having to complete preparatorywork beforeattending class to discuss concepts at a deeper level (Strayer, 2012).The result of this model would emerge student-centered learning environments, student empowerment and higher levels of student

satisfaction by learning (Smit et al., 2014). Furthermore, there are three main components of flipped classroom; Instruction delivered asynchronously, students have immediate and consistent access to information and teachers are available during class time to answer questions and guide learning (Cockrum, 2014). It means that to free up class time for work, lecturer needs to find a way to deliver instruction asynchronously by using video, podcast, interactive books and many others. The lecturer must prepare tool of learning so that the student can access the content easily. While during the class time the lecturer can guide learning process and answer the question.

Many researchers have argued about the ineffectiveness of lectures in traditional learning environments (Berryman, 1993; Millis, 1995). In traditional classrooms, the teacher gives the information directly to the students that are considered as the teacher-centered approach. However, flipped classroom is more student-centered, creating a more suitable environment for better learning opportunities (Hamdan et al., 2013). In flipped classroom, the teacher role is changed to a guide, facilitator, and organizer. So, flipped classroom can support the students to be active learners.

The benefits of flipped classroom arefree classroom time, opportunities for personalized learning,opportunities for more student-centered learning,a continuous connection between student and teacher,increased the motivation of students, a learning environment full of familiar tools, and variety in lecture content attuned to different learning styles (Basal, 2015). Another idea about the benefit of flipped classroom comes from (Cockrum, 2014), they are Individualized instruction, Community, Self-pacing, Choice in activities/alternate assessment, Focus on the fun stuff, Grading, Efficiently use time, Autonomous learning, Common Core State Standards (CCSS). Since, there are many benefits of flipped classroom, the implementation of using this great method is enhancing also.

Regarding about the flipped classroom toward writing, there are several researches have been conducted. One of the researchers comes from Engin (2014) that conducted a research entitled Extending the flipped classroom model: Developing second language writing skills through student-created digital videos. The results of this research are students encouraged to follow already established flipped classroom mode. Moreover, the feedback from the students is that tensionbetween students as producers, and students as consumers in flipped classroom must be considered as one of the problems. By using the Student-createdvideos, it supported second language learning through research, simplification,explanation, and encouraged more focus on form, promoting accuracy in English. Anyhow, it must be concerned that students prefer explanation from teacher to peer. Furthermore, there were attentions over the "trustworthiness" of a peer-producedvideo tutorial.

Moreover, Zhonggen and Guifang (2015) conducted a research entitled Academic Achievements and Satisfaction of the Clicker-Aided Flipped Business English Writing Class. The research instruments in this study included a satisfaction scale, a BusinessEnglish Writing Test, and a semi-structured interview. The research procedure was made up of a pre-

test treatment-posttest design. The results of this research are the flipped businessEnglish writing classroom brought about better academic achievements than the traditional one and theflipped business English writing classroom was more satisfactory than the traditional one.

Since the use of flipped classroom enhances students' academic achievements, it is important to know the other researches regarding with teachers' or students' perception toward flipped classroom. Webb et al. (2014) conducted a case study research about flipped classroom. They implemented observations and surveys to intermediate level EFL classes at a university in Macau, China. The result of the study was that students asked additional flipped materials and revealed more comfortablewith the model. Another finding from teaching journals indicated that three of four teachers suggested the flipped approach for promoting creativity and opportunities for higher order learning in the classroom.

O'Flaherty (2015) also conducted research about scoping review that the purpose was to provide a comprehensive overview of relevant research regarding the emergence of the flipped classroom and the links to pedagogy and educational outcomes, identifying any gaps in the literature which could inform future design and evaluation. The results indicate that there is much indirect evidence emerging of improved academic performance and student and staff satisfaction with the flipped approach but a paucity of conclusive evidence that it contributes building lifelong learning and other 21st Century skills in undergraduate education and post-graduate education. In addition, Wanneret.al (2015) investigated student and teacher perceptions about flexible learning and assessment in a flipped university course. The study indicated that students enjoyed and are more engaged with flipped classroom, prefer a blended learning to a fully online learning approach, wanted clear structure and guidelines, and strongly value flexible assessment through more choices and control. The fundamental concerned of higher education teachers was the time commitment and lack of institutional support for flipping classrooms and providing a flexible assessment. It revealed that personalizing learning required more personalizing of assessment and that it was mainly the fruitful of teachers and institutions to develop 'flexible students'.

Subsequently, Hao (2016) had surveyed 84 undergraduate students, majoring in education, in order to collect their perspectives regarding with flipped classrooms and investigate their readiness levels for flipped learning. The result showed that approximately 60% agreed with the idea of flipped classrooms, but only 39% agreed that the flipped classrooms fulfilled their learning needs. Their readiness levels for flipped learning were moderately above the average levels, and males or juniors (compared with freshmen), revealed more ready for flipped learning. Thus, course grades, self-directed learning readiness, and group work preference couldforecast the different readiness dimensions. While this research explores the students' perception in an Indonesia University Writing Class about their flipped classrooms.

Flipped Classroom is appropriate in teaching writing to senior high school students since writing is very important. While this research had surveyed ten students who have joined with the writing class applying

traditional flip, one of the models suggested by Cockrum (2014). The problem explored in this study is How are the students' perspectives about traditional flip in writing course?

3. Methodology

This study aimed to investigate the students' perception in flipped classroom writing class. The design of the study was a qualitative study that applied a case study design using purposive sampling technique. A Case study is applied to explore phenomena deeply by using extensive data collection (Creswell, 2012, p. 465).

Ten students of twelfth grade of natural science program from SMA Al-Azhar Syifa Budi Solo were selected to participate in this study based on their experience through flipped classroom in writing class. There were 6 males and 4 females. They were enrolled in essay writing that was a required subject in that school.

The researchers used an open-ended questionnaire that consisted eight questions and interview consisted seven questions. Furthermore, the researchers did descriptive qualitative method. The researchers analyzed the data based on Creswell theory. The analysis of the data was done in the following steps: collecting the data from ten participants, classifying the data by coding to generate the setting and people, selecting/displaying the data to make it easier in analysis and interpreting data which is involved interpretation or meaning of the data. In addition, the researcher interpreted by adopting the qualitative narrative inquiry framework. It was used to examine and extract information from the open-ended questionnaire and interview.

4. Finding and Discussion

The finding indicated that 40% of the respondents were females and 60% were males. There were seven questions asked in the interview. All the respondents (100%) mentioned that they have known and ever taught by using flipped classroom. 80% of the respondents indicated that they have experienced flipped classroom method in the writing class. When the researchers asked them about their opinion using flipped classroom, their answers were various. Nevertheless, it was indicated that they enjoyed in the using of it in the classroom because it provided innovative method mix with the technology. Another question, they were also asked about the use of learning tool in the flipped classroom method, all the respondents (100%) assumed that the tool of learning gave them a number of benefits especially in enhancing the learning process effectiveness. There was also a question about the effectiveness of flipped classroom and traditional teaching method. 80% of the respondents stated that the flipped classroom is more effective than the traditional method, whereas 20% stated that it could not be applied because of the insufficient and limited internet connection. In the last question, the respondents were asked about whether any obstacles or not in the flipped classroom especially traditional flip and 100% said yes for various reasons.

4.1. The Benefits in Using Flipped Classroom

In the questionnaire, the respondents were asked some several questions according to the benefits and obstacles that they experienced during the learning activity used flipped classroom method, especially traditional flip. The benefits of flipped classroom especially traditional flip were flexibility, feedback, students' prior knowledge, efficiently use time, community, autonomous learning. For the first benefit, flexibility, 90% respondents assumed that by using flipped classroom, they could be more flexible. They were able to obtain the materials wherever and whenever they were. The second benefit was feedback. 80% respondents assumed that the use of flipped classroom was able to involve the teacher and students for giving feedback. They were not only giving the feedback in the classroom but also after the classroom. Another benefit was students prior knowledge, 70% of respondents assumed that uploaded video about material that would be learned gave contributions to the learning process in the class because the video was more interesting and effective rather than book or text that sometimes difficult to understand. In addition, by using video improved students' interests to learn the material. "Community" was the next benefits, 80% respondents assumed that flipped classroom could facilitate students to corporate each other or to conduct group work. The lecturer sometimes uploaded assignment in the tool of learning and asked the students to do it in a group in the classroom. They could discuss with their groups about their difficulties to finish the assignment. The last benefit was autonomous learning, 100% respondents agreed that flipped classroom could support students becoming autonomous learner because they could access the tool of learning to open the video repeatedly if they did not understand the material without asking friends since they had their own account. In addition, they must understand the material before the lesson.
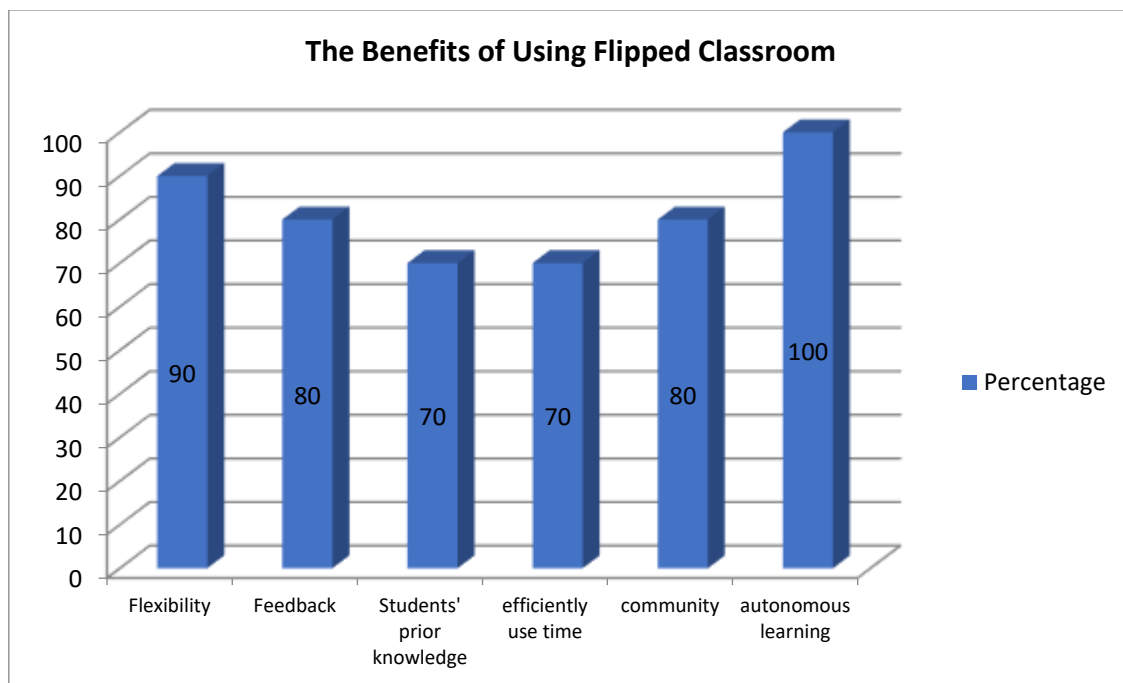

Diagram 1. The Benefits of Using Flipped Classroom

In the figure above, we could conclude that autonomous learning became the first benefit which was experienced by the students. It was proven by 90% respondents assumed about the benefit of autonomous learning. The second benefit that has been found was flexibility, 80% respondents argued about having flexibility in using flipped classroom especially traditional flip. Moreover, three benefits were having the same result. There were feedback, efficiently use time, and community. The last benefit was supporting students' prior knowledge, 60% respondents were argued about having this benefit in their learning activities.

4.2. The Obstacles Occurred in the Learning Process

Another finding was about the obstacles faced by the students in writing class using traditional flip. They were an internet connection, difficulty in understanding the video, and the lack of giving the score. 40% of respondents stated that the prominent obstacle of using flipped classroom was the internet connection. It became a problem especially in the developing country such as Indonesia. The dissemination of internet connection was not adequate excellent. While 30% of respondents argued of having problems in understanding the video. The last obstacle was the lack of giving a score, 30% of students stated about it, he said that the teacher was sometimes late in giving a score to the students that made the students had a trivial point of view of flipped classroom method.

The Obstacles in using Flipped Classroom

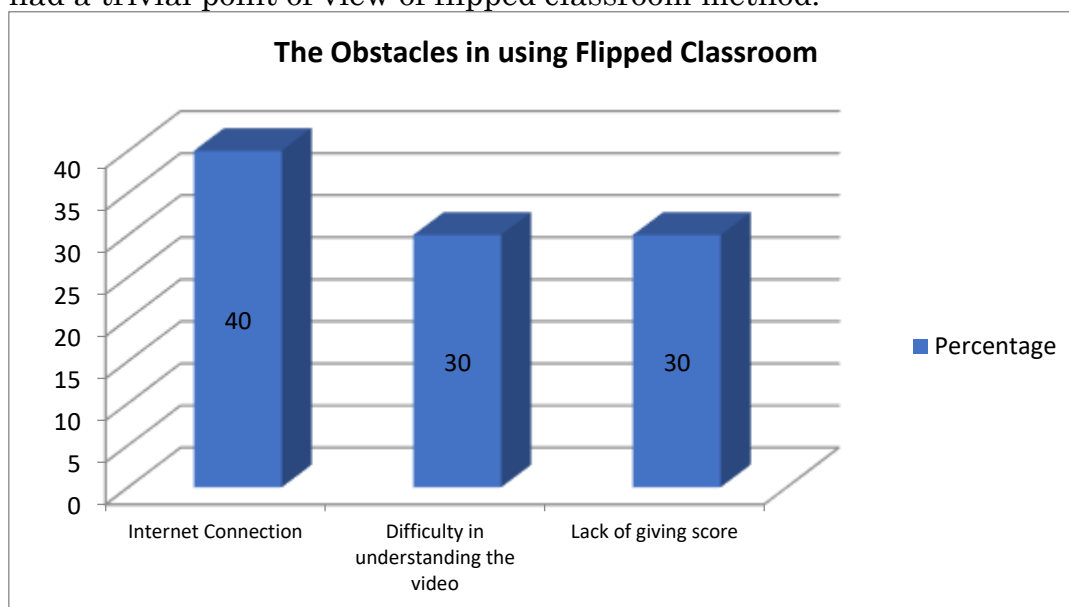|	
40	Internet Connection
30	Difficulty in understanding the video
30	Lack of giving score

Diagram 2. The Obstacles in Using Flipped Classroom

It showed from the figure above that the prominent obstacle was the problem with internet connection. 80% of respondents assumed about having this problem. The difficulty of understanding the video and lack of giving score had the same percentage, there were 10% of respondent assumed about having this obstacle.

5. Conclusion

As it conclusion, the finding suggests using flipped classroom especially the traditional flip in writing class. It can develop the students' motivation in writing and the use of technology in the classroom. By using

flipped classroom, there were several benefits which could be obtained. There were seven benefits categorized in the term of flexibility, feedback, students' prior knowledge, efficiently use time, community, and autonomous learning. From the result, it could be assumed that most of the students become an independent learner. They also could study the material flexibly and efficiently in using time. They also could build the community between teacher and students.

Applying flipped classroom method in the writing class especially traditional flip faced some obstacles. The prominent constraint was the internet connection. It could be assumed that the respondents lived in the area which had a problem with it. The use of flipped classroom must be considered in the area which has a good internet connection.

On a final note, it is recommended for the teacher to check the readiness of internet connection which is available in the living area of the students. It is the crucial aspect thatinfluences the learning process using flipped classroom especially traditional flip. Furthermore, students also have to be more active in giving feedback to the teacher about the learning process hence the teacher can modify the method in order to develop the process and output which can be obtained.

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