

TEACHERS' PERCEPTIONS ON THE IMPLEMENTATION OF FLIPPED CLASSROOM MODEL IN LEARNING WRITING

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Abstract

The flipped classroom is a relatively recent method of the teaching-learning process. Based on the current pandemic of COVID-19, a flipped classroom is one of the suitable learning models to use. It aims to improve student engagement and performance by bringing technology to the teaching-learning process outside of the classroom. However, the flipped classroom model is not widely used in Indonesia. This study discusses instructors' perspectives on using the flipped classroom concept in teaching writing. The subjects of this study were six Senior High School English teachers that used the flipped classroom to teach writing for the twelfth grade of Senior High School. The data were collected by using an open questionnaire and unstructured interview. The researchers provide the data by using a descriptive qualitative approach. This research shows that the flipped classroom is one of the modern learning models with several benefits and facilitates the teacher and the students in the teaching-learning process. The teachers can use the material they have prepared (in videos, PowerPoint, or modules) to teach several classes while the students have an opportunity to be more independent and active in learning because of their high curiosity.

Keywords: Flipped Classroom, Writing, Teachers' Perceptions

INTRODUCTION

How to teach writing is one of the difficulties faced by English teachers in EFL classrooms. In writing, students not only think but also demonstrate the products of their thought in a word form that requires more reflection (Afrilyasanti, Cahyono, & Astuti, 2017). It can be speculated that the concept of writing for students is not only about how to write but also how to use the maximum brain capacity to think that will help students use their thoughts (Tchudi & Yates, 1983). Some teachers employ an innovative teaching style that provides students with extra possibilities to learn and write in English. To this end, to help them teaching writing, some teachers use the flipped classroom model. They believe that it is necessary to use modern technologies to assist EFL students in their writing activities (Afrilyasanti, Cahyono, & Astuti, 2017). As we know that knowledge and technology have changed very fast, that's why education must be adjusted to it and forwards its development with an innovative learning approach (Ozdamli & Asiksoy, 2016).

The flipped classroom is a form of blended learning in which students study topics earlier than going to class and more practice-oriented work in class. (Ping, Verezub, & Chen, 2019). It involves 40% self-learning online (conducted at home) and 60% in-class learning (Afrilyasanti, Cahyono, & Astuti, 2017). The flipped classroom is representing a modification from passive to active learning which focuses on higher thinking skills (HOTS) such as, applying, analyzing, evaluating, and creating (Li & Suwanthep, 2017). In short, this technique asked the students to think critically and react to what had happened around them.

This model is also in line with K-13, which asked the students to be more active and productive (Syafitri, 2016). Flipped learning is distinguished by improved learning equipment in and out of the classroom (Quyen & Loi, 2018). The simplistic definition of a flipped classroom is the opposite of conventional classrooms to provide material and homework (Syafitri, 2016). In the flipped classroom, students read the learning subject material from their home via PowerPoint, book, or video. Students may learn on their own or in a group and do the task in a class (Afrilyasanti, Cahyono, & Astuti, 2017). The flipped classroom is a strategy to support the teacher to make time in a class more effective and efficient. The flipped classroom modifies standard teaching methods by delivering online lessons outside of class and bringing assignments into the classroom, giving professors more time to aid students with their questions and provide one-on-one attention or support. (Bishop & Verleger, 2013).

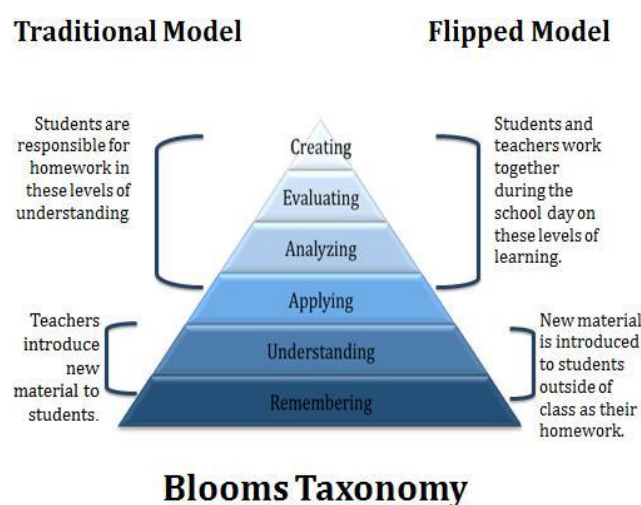


Figure 1 Anderson/Krathwohl and Flipped Classroom

The flipped classroom has been declared to be a successful solution to many of the issues present in conventional education, such as increasing participation and developing a positive learning attitude (Yujing, 2015). Based on the previous studies, the flipped classroom has many benefits to apply in the classroom. According to (Fauzan & Ngabut, 2018) the results of their research into the adoption of the flipped classroom model in learning writing were positive that flipped classrooms have been demonstrated to be beneficial in teaching writing. On the other studies, about the effectiveness of teaching reading using flipped classroom, the result also provides that flipped classroom is effective for teaching reading in senior high school students (Syafitri, 2016). However, research related to teachers' perceptions of flipped classrooms has not been performed. In this study, the researcher will observe the teachers' perceptions on the implementation of a flipped classroom model. Thus, the researcher uses writing as the component of skill that will be observed.

Bloom's taxonomy supplies six stages of learning that are arranged to start from the lowest to the highest level (Zainuddin & Halili, 2016). Remembering is the first level. In this stage, students attempt to memorize information while also attempting to comprehend the content they have learned. The second level is understanding. Students attempt to verify their understanding by construing the material and summarizing what they have learned at this stage. The third is applying. In this stage, the students demonstrate or apply the knowledge that they have learned to the actual situation. The fourth level is analyzing. In this stage, the

students utilize their critical thinking to solve the problem. They can compare the answer with peers, discuss it with their friends and make a summary. The students will get new knowledge after discussion with their friends. The fifth is evaluating. In this stage, the students are evaluating the overall material they have learned and they can make a judgment about how far they managed to learn. The last level is creating. Students have to use what they have learned to design, produce, and manufacture something new.

There are 3 simple steps in the flipping classroom:

1. Create Flipped Content

The first is that teachers do their best to convey new content via video, PowerPoint slides, or text. Learning content includes connections, sequence teaching steps, and humor. For the videos, teachers can use their creativity and many demonstrations or illustrations as they do in a real class to make teaching videos easier for students to understand.

2. Share it with the students

After teachers finish making the learning material, they can share the learning materials using Google Drive, Google Classroom, Twitter, a WhatsApp group, Facebook, or other online learning platforms. After that, students can download the learning material and study before a class. This way will make students free for choosing when and where they want to learn. The students can study the material by themselves, with parents or friends. They also can pause, re-watch or re-read and take some notes related to the material to make them more understanding.

3. Spend class time differently

After studied the material at home, class time will be spent on applying lessons in an interesting, simple, and collaborative way. While some students study in groups, teachers can assist students based on their needs and provide individual explanations to students who are still having difficulty grasping the topic. As a result, during class time, students are limited to sitting and listening, with more opportunities to do and learn. The goal of the flipped classroom models is to make teachers' and students' class time more effective, pleasant, and engaging.

Flipped Classroom is a pedagogical approach that focuses on students-center. This model has applied by Jonathan Bergmann in high school, initially because of necessity. He created the flipped classroom model to save time and ensure that his students who skipped class did not have to retake the content. (Eduardo, 2015). So that, the students who did not come to the class did not lose the materials and they can get the explanation from the teacher (Blair, Maharaj, & Primus, 2015). This technique has a chance to give the content more varied and provides meaningful experiences in the classroom. Then they will be motivated and the last is students' lower frustration level (Flores, Del-Arco, & Silva, 2016). On the other hand, the flipped classroom can enhance teacher-student interaction. In a traditional class, the teacher simply stands in front of the class and explains the content before assigning a task. It was ineffective because while the teacher was explaining, usually the learners were busy with their take notes or themselves.

The goal of this research is to analyze how EFL teachers' perceptions of the use of the flipped classroom model in learning writing. In this study, the researchers examined how are teachers' perceptions of the implementation of flipped classrooms especially in learning writing. In addition, the researchers also examined how are teachers' perceptions of the following capacity advantages for students within flipped classroom model. Furthermore, in

this article, the researcher also discussed the weaknesses of implementing flipped classroom model according to the teachers.

METHOD

The subjects of this study are six Senior High School teachers in some cities in East Java. To collect the data, the researcher uses two techniques those are questionnaire and interview. The researcher is the key instrument. To enrich data, the researcher uses the open questionnaire technique with open-ended questions. Responses to the questionnaire consist of short sentences; open responses are generally much longer in practice (Yamanishi & Li, 2002). Among that, the researcher also uses an unstructured interview to obtain more detailed and in-depth information or data. The data are obtained from people's views, thoughts, emotions, conditions, and experiences (Ary, Jacobs, Sorensen, & Razavieh, 2009). There was no pre-determined list of questions. Based on the teacher's response to the questionnaire, the question was asked right away. In analyzing the data, the researcher followed the steps by (Ary et al., 2010). There are three steps of analyzing qualitative data, those are familiarizing and organizing, coding and reducing, interpreting, and representing. The first is familiarizing and organizing. The researcher must be conversant with all of the data depending on the research questions' categories. Then, the researcher must re-read and re-check the data. The second is coding and reducing. The researcher gives some code for the main point to make it easier to classify the information. Meanwhile, the researcher can reduce the data which is not needed for this research. The third is interpreting and representing. The researcher will interpret the data in detail. To represent the data, the researcher elaborates the outcomes of the data descriptively in the form of a word that explains teachers' perception of the implementation of flipped classroom model in learning writing.

RESULTS AND DISCUSSION

Results

Teachers' Perceptions on the Implementation of Flipped Classroom Model in Learning Writing.

To answer the first research questions, the researcher provided some questions on the questionnaire and interviewed one of the participants. Based on the question given to the teacher, most of them had the same perceptions. In applying flipped classroom model, they used all of the stages in the flipped classroom such as, create a flipped content, share it with the students, and spent class differently. Here are some teachers' responses:

- A: Yes, for the first, I prepare the learning material such as making PowerPoint, animation videos, or any other that related to the material. Then, I upload my material to Google drive so that I can share the link with the students and they download the material. For the second, the students should learn the material by themselves or with their friends or parents. They can learn at home. The last, the students are ready to discuss in the class, convey the material to the class, or doing the assignment if there is. The teacher only explains if some students do not comprehend the material.
- B: I implemented flipped classroom model properly, giving the materials in the form of PPT or video to students and ask them to study at home. Then, do assignments in a class. I usually share materials via Google drive.
- C: I provide material about writing from several videos and a summary that I wrote on Google drive, and then I ask them to study at home. Meanwhile, in a class we do some exercises from the book and questions answer activity.

Most teachers implemented flipped classroom model for three weeks or three meetings. Based on the result of the questionnaire and interview, teachers needed three meetings and divided them into several parts or steps. Here are the teachers' answers:

A: I usually have 3 meetings, in the first meeting I gave the material through Google drive or

WhatsApp, then I used the second meeting to discuss student difficulties, do some exercises

in a book and at the end of the lesson, I gave the material again so that they can learn at home. At the next meeting, I asked them to practice writing.

B: I need 3 meetings to apply flipped classroom model

C: Usually in three weeks

Although flipped classroom facilitates teachers in teaching-learning process, some teachers had difficulties when applied flipped classroom model. However, all of the participants stated they can apply to flipped classrooms well. Here is some teachers' answer:

A: I think I can, but sometimes I worry that my students don't understand the material, therefore I have to prepare the material well and it makes me a little bit confused.

B: Yes, I can apply flipped classroom well event though I have difficulty finding the right and appropriate the material before I give it to my students.

C: The flipped classroom is modern learning models that I like; I feel there are no difficulties when applying this model.

D: I think the flipped classroom is appropriate for learning writing in 12 grades, I can apply

this method well, and that's why I don't have any obstacles.

Potential Benefits of Flipped Classroom Model for Students

The researcher wanted to know about the flipped classroom model and tried to get more detail information. Therefore, the researcher asked some questions on the questionnaire related to whether the flipped classroom model provided potential benefits for students or not.

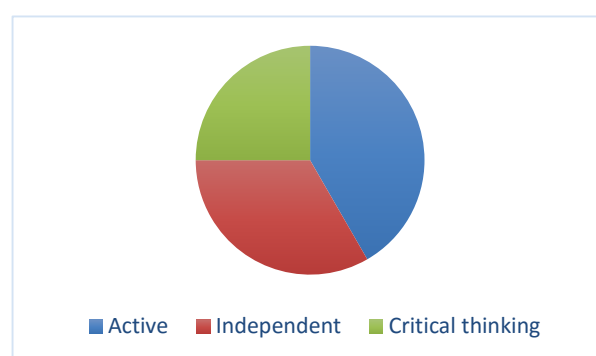


Figure 2 Potential Benefits of Flipped Classroom Model for Students

Based on the responses to the questionnaire and the interviews with the teachers, the result was so good. They believed that flipped classrooms made students be more active, independent, and have critical thinking. Here is some teachers' answer:

A: I think yes, it can increase their independence in learning and their critical thinking because they will try to solve the problem by themselves. Students are asked to study at home by themselves with the material that the teacher has provided. Sometimes, I give some questions related to the material just for checking their understanding. So, if they can't answer

my question, they will try to look for other references that make them more informed. Flipped the classroom also can train students to be more active rather than in a class. I feel happy when my students want to find references by reading from various sources because it can make them more active and increased their literacy.

B: Yes, by implementing flipped classroom, it makes students more active, attractive, and enjoyable during the learning process.

C: Sure, in my opinion, the flipped classroom can build students' critical thinking.

D: Yes sure, because flipped classroom can help them (My students) to be more independent and not dependent on the teacher.

The Weaknesses of Flipped Classroom Model

The researcher wanted to obtain detailed information about flipped classroom model, not only about the strength but also the weaknesses. Based on the responses of the teachers to the questionnaire and interview, the researcher concluded that, while flipped classrooms can assist teachers and students in a variety of ways, it also has some drawbacks for both teachers and students. Some teachers stated that there were no weaknesses in the implementation of flipped classroom model. However, most teachers stated that there were weaknesses in the implementation of flipped classroom model. Here are teachers' responses:

A: I think, not all the teacher can apply this model, and not all students can accept this model.

In my opinion, the flipped classroom cannot be used by underage students such as elementary school or junior high school. If we use this learning model to them, probably they want to open and learn the material in their home. The flipped classroom is a good learning model. However, this learning model only appropriate for the students who are diligent and have a responsibility in learning. Unfortunately, not all Indonesian students are like that. Likewise for teachers, only creative and painstaking teachers who want to use this learning model because most of them don't want to be complicated.

B: Some students don't have enough quotas

C: Even though have many benefits, but there are some students around 3-4 students who cannot follow the learning process well because they difficult to understand if they learn at home so, in the class, I try to explain and ask which one that they do not understand.

D: Some of my student being lazy and didn't learn the material by themselves.

Discussion

Related to the teachers' perceptions on the implementation of flipped classroom model in learning writing, most of the participants' stated flipped classroom facilitates them to teach writing especially for the twelfth grade of Senior High School students. By using flipped classroom model, the teacher has provided a new learning model that can increase students' motivation in learning. This case was supported by several theories. (Hyunh & Nguyen, 2019) reviewed several content-related types of research concluded that flipping the classroom has shown that it promotes student motivation, learner autonomy, and learning achievement in many subjects, and proposed that the model could be tested in L2 classrooms and that teachers should focus critically on it. The flipped classroom has been claimed to be a successful solution to many of the issues present in conventional education, such as increasing participation and developing a positive learning attitude (Yujing, 2015).

The flipped classroom also provided many benefits for students. Teachers stated flipped classroom model instructs the students to be more active and attractive, independent, and not dependent on the teacher. This model also led students to have critical thinking It is

also supported by several theories from an expert. This model has spread faster in a few years during K-13 settings because some educators trust that flipped classroom is suitable with the curriculum and it can also enhance the students learning (Morgan, 2014). Students can use the flipped classroom to build their critical thinking skills and expedite their learning processes by working cooperatively with their peers. (Flores, Del-Arco, & Silva, 2016). On the other hand, Flipped Classroom also has advantages for the students such as; the students' achievement is inclined to increase by self-regulated learning. They also get an active role. Some students feel bored or disengaged when they in traditional class settings. This technique has a chance to give the content more varied and provides meaningful experiences in the classroom. Then they will be motivated and the last is students' lower frustration level (Flores, Del-Arco, & Silva, 2016).

Based on this study, the researcher knew that although flipped classroom can help the teacher and has several benefits for students, this model also has some weaknesses for the teacher and students. Some of the teachers stated that based on their experienced, the flipped classroom had several weaknesses such as, some of their students were lazy to learn the material at home, which made the teacher has to explain all of the material from the beginning in a class. Besides that, some of the students did not have facilities and enough quotas for learning at home.

Several theories supported this case. According to (Silva & Yijonsuuri, 2014), the flipped classroom has the advantage of allowing everyone to learn at their own pace. However, this strategy very dependent on students' self-motivated. Several students are less motivated than others, and this model of instruction will enable those students to succeed. Students in low-income communities do not have access to the computers and Internet that the flipped classroom necessitates. Students who do not have access to their computers or networks will be required to use public computers or networks at a library or an internet café. When it is noisy, there are certain limitations. This is a serious issue. Another disadvantage is that students spend all of their "homework time" in front of the computer (Strayer, 2012).

CONCLUSION

Based on the result and discussion above about the teachers' perceptions on the implementation of flipped classroom model in learning writing, it can be concluded that this study indicated that flipped classroom is one of the modern learning models that has several benefits and facilitate the teacher in the teaching-learning process. How to teach writing is one of the problems faced in EFL classrooms by English teachers. Some teachers use flipped classrooms as the modern learning model for teaching writing. The flipped classroom model is gaining traction as a way to promote 21st-century learning, in which technology is the primary instructional instrument. Students in the twenty-first century are more likely to study by gathering information from a variety of sources, particularly the internet. The flipped classroom has been claimed to be a successful solution to many of the issues present in conventional education, such as increasing participation and developing a positive learning attitude. Reviewed several content-related types of research concluded that flipping the classroom has shown that it promotes student motivation, learner autonomy, and learning achievement in many subjects, and proposed that the model could be tested in L2 classrooms and that teachers should focus critically on it. The teacher did not have to repeat content for students who missed class, and the flipped classroom model saved time.

The teacher believes that flipped classroom has several benefits for students and teacher. In flipped classroom model, students have an opportunity to be more independent and active in learning because of their high curiosity. The teacher provides the material in the form of video, PowerPoint, or resumes through google drive, email, WhatsApp, etc., then the teacher asks students to learn the material by themselves. Students can learn with their friends or family. They can read and study the materials wherever and whenever they want. Furthermore, students can study from a variety of sources, including videos, websites, mobile apps, and other sorts of materials. It makes them easier to understand the material rather than only learning from the blackboard and books. As for teachers, the flipped classroom is a modern learning model that more effective because they can use the material they have prepared (in videos, PowerPoint or modules) to teach several classes.

This learning style can also save teachers time because they do not have to explain all of the content; instead, they simply have to explain the sections that students find challenging. In flipped classroom model there is active communication between teachers and students because the teaching-learning process in a class is mostly done by discussing (question and answer) between students and teacher. Although the flipped classroom is an appropriate learning model and provides several benefits for students and teacher, based on the result of the questionnaire about teachers' perception of the implementation of flipped classroom model above, flipped classroom also has several weaknesses for teacher and students. Some teachers have a problem in preparing material because, in addition, to have to manage the administration and compiling lesson plans, teachers also have to create content to upload or write modules that will be studied before by the students. Furthermore, not all the school, teachers especially students who have the facilities to support flipped classroom model. In this learning model, both teachers and students are expected to have a smartphone and enough quotas. Besides, the flipped classroom can only be done by the students who have a responsibility to learn the material by themselves.

ACKNOWLEDGMENTS

The researcher would like to express her sincere gratitude to Allah SWT for the blessing bestowed in whole life particularly during the jurnal writing without which this jurnal would not have come to its final form.

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