FLIPPING WRITING CLASSROOM AT SECONDARY SCHOOL: EFL STUDENTS' PERFORMANCE AND PERCEPTION

A RESEARCH PAPER

Submitted to the Department of English Education, Faculty of Language and Literature Education, Universitas Pendidikan Indonesia in Partial Fulfillment of the Requirements for *Sarjana Pendidikan* Degree

Destian

NIM 1503833

DEPARTMENT OF ENGLISH EDUCATION

FACULTY OF LANGUAGE AND LITERATURE EDUCATION

UNIVERSITAS PENDIDIKAN INDONESIA

2019

FLIPPING WRITING CLASSROOM AT SECONDARY SCHOOL: EFL STUDENTS' PERFORMANCE AND PERCEPTION

Oleh

Destian

NIM 1503833

Sebuah skripsi yang diajukan untuk memenuhi salah satu syarat memperoleh gelar Sarjana Pendidikan pada Fakultas Pendidikan Bahasa dan Sastra

©Destian 2019

Universitas Pendidikan Indonesia

September 2019

PAGE APPROVAL

"FLIPPING WRITING CLASSROOM AT SECONDARY SCHOOL: EFL STUDENTS' PERFORMANCE AND PERCEPTION"
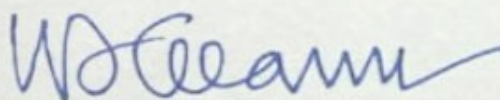
A Research Paper

Destian

1503833

Approved by:

Supervisor

Yanty Wirza, M.A., Ph.D

NIP. 197701152005012003

Head of Department of English Education

Faculty of Language and Literature Education

Indonesia University of Education

Wawan Gunawan, M.Ed., Ph.D

NIP. 197209162000031001

STATEMENT OF AUTHORIZATION

I hereby certify that this research entitled *"Flipping Writing Classroom at Secondary School: EFL Students' Performance and Perception"* is my own work. I am fully aware that I have quoted some statements and ideas from several resources. All the materials from other sources and references from work done by other people or institutions have been properly cited.

Bandung, Agustus 2019

Destian

1503833

PREFACE

All praise to Allah who blesses me with this beautiful journey until I can accomplish my research paper. My prayer goes to Muhammad for he is the most beautiful creation in the world.

This research, entitled "Flipping Writing Classroom at Secondary School: EFL Students' Performance and Perception" is submitted to fulfil one of the requirements for *Sarjana Pendidikan* degree of English Education Department of Faculty Language and Literature Education of Indonesia University of Education. This research is aimed to find out the effect of flipping writing classroom at secondary school on EFL students' performance and perception. The need to conduct this research is to give an insight of flipped classroom model to provide more teaching model for teachers. Finally, to complete this research, supportive suggestion and constructive criticism are highly welcomed, appreciated and expected for better research.

Bandung, Agustus 2019

Destian

1503833

ACKNOWLEDGEMENTS

Alhamdulillahi rabil 'alamin, the researcher expresses her highest gratitude to Allah SWT for blessing, love, opportunity, health, and mercy to complete this undergraduate thesis. This undergraduate thesis entitled "Flipping Writing Classroom at Secondary School: EFL Students' Performance and Perception" is submitted as the final requirement in accomplishing undergraduate degree at Universitas Pendidikan Indonesia.

In arranging this thesis, a lot of people have provided motivation, advice, and support for me. In this valuable chance, I intended to express her gratitude and appreciation to all of them. First, my deepest appreciation goes to my beloved parents, my fatherand my mother for the endless love, pray, and support, in order to remind me to keep going and never give up, in addition, I also would like to thank to my beloved sisters, Dhiya Ulhaq and Darisa Aribah who never stop asking about finishing of my study and help me through it.

I present my sincere appreciation to my supervisor, Bu Yanty Wirza, Ph.D. This thesis would not have been possible without her help, support and patience. I also would like to thank to my supervisor for the advice and guidance from the very early stage of this research as well as correction until the completion of this thesis.

I gratefully thank to XI IPA 1 students for allowing me to conduct my research in their class. I could never have finished this without your help. I am very grateful to have some close friends who always support me, such as Tira, Dewi, Alzahra, and Rani. You are always be there for me to cheer me up as well as being a good listener for every problem that I faced. I also want to express my appreciation to my

classmates from English Education A class and A2 class for endless supports as well as to the entire brothers and sisters of English Education Department batch 2015 who cannot be mentioned here one by one. In addition, I would like to thank to Beswan Djarum friends and my senior high school friends who always support me in finishing this thesis. I gratefully thank to English Students' Association and English Speaking Community batch 2016 and 2017 for allowing me to experience meaningful activities, so that I could enhance my soft skills and networking. I also would express my gratitude to English Education staffs who helped and waited for me patiently to collect this thesis.

Finally, I would like to thank everybody who was important to the successful realization of this undergraduate thesis. This undergraduate thesis is far from perfect, but it is expected that it will be useful not only for the researcher, but also for the readers. For this reason, constructive thoughtful suggestion and critics are welcomed.

FLIPPING WRITING CLASSROOM AT SECONDARY SCHOOL: EFL STUDENTS' PERFORMANCE AND PERCEPTION

Destian

Supervisor: Yanty Wirza, M.A., Ph.D

Department of English Education, FPBS, Universitas Pendidikan Indonesia

Destianderiya@student.upi.edu

ABSTRACT

Recent phenomena indicates that conventional learning or teacher-centered learning still dominate the learning process in secondary education which conflicts with the constructivist approaches to teaching and learning, especially in teaching writing skills. Based on the problem, this research was aimed to implement flipped classroom model in teaching writing skills for EFL students at secondary school because flipped classroom could create more student-centered learning. This research was aimed to find out the implementation of flipped classroom on EFL students' performance in writing skills and their perception toward flipped classroom. The method which was used in this study was classroom action research that consisted of two cycles. The participants of the study were eleventh grade students. The data were collected through classroom observations, interviews, questionnaires, and document analysis. The data of the study were in the forms of qualitative and quantitative data. The qualitative data were obtained by observing the teaching and learning process of writing and interviewing the students. Meanwhile, the quantitative data were obtained through students' writing in two cycles and distributing the questionnaires to students. The research findings showed that the implementation of flipped classroom was proven to be effective to help EFL students' performance in writing skills. The activities that could help them in composing cause and effect text were watching video lectures out-of-class, getting peer and teacher feedback, and performing quizzes in every meeting. Majority of students showed their improvement of students' performance in three elements of writing skills, such as ideas and content, organization, and conventions. Moreover, this study also evidenced that most of students gave positive response toward flipped classroom.

Keywords: *Flipped Classroom, Writing, Students' Performance, Students' Perception*

TABLE OF CONTENT

LIST OF TABLES

LIST OF FIGURES

REFERENCES

Afrilyasanti, R., Cahyono, B. Y., & Astuti, U. P. (2016). Effect of flipped classroom model on Indonesian EFL students' writing ability across and individual differences in learning. *International Journal of English Language and Linguistics Research, 4*(5), 65–81. Retrieved from http://www.eajournals.org/wp-content/uploads/Effect-Of-Flipped-Classroom-Model-on-Indonesian-EFL-Students'-Writing-Ability-Across-and-Individual-Differences-in-Learning.pdf

Ahmed, M. A. E. A. S. (2016). The effect of a flipping classroom on writing skill in English as a foreign language and students' attitude towards flipping. *US-China Foreign Language, 14*(2), 98–114. https://doi.org/10.17265/1539-8080/2016.02.003

Anderson, L. W. & Krathwohl, D. R. (eds.) (2001): *A Taxonomy for Learning, Teaching, and Assessing: A Revision of Bloom's Taxonomy of Educational Objectives*, New York, Longman.

Allan, Seaman & Garret. (2007) Blending In: The Extent and Promise of Blended Education in the United States.

ALRowais, A. (2014). The Impact of Flipped Learning on Achievement and Attitudes in Higher Education. *International Journal for Cross-Disciplinary Subjects in Education (IJCDSE), Special Issue, 14(1)*, pp. 1914-1921.

Alwasilah, A. Chaedar. (2009). Pokoknya Kualitatif Dasar-dasar Merancang dan Melakukan Penelitian Kualitatif. Jakarta : Pustaka Jaya.

Basal, A. (2015). The Implementation of a Flipped Classroom in Foreign Language Teaching. *Turkish Education Online Journal of Distance -TOJDE, 16(4)*, pp. 28-37. http://dx.doi.org/10.17718/tojde.72185

Bailin, S., Case, R., Coombs, J. R., & Daniels, L. B. (1999). Common misconceptions of critical thinking. *Journal of Curriculum Studies*, 31(3), pp. 269–283.

Bergmann, J., & Sams, A. (2012). *Flip your classroom: Reach every student in every class every day*. Alexandria, VA: International Society for Technology in Education.

Blanchard, K & Root, C. (2003). Ready to Write. New York: Person Education Inc.

Brown, H. D. (2001). *Teaching by principles: An interactive approach to language pedagogy*. New York: Addison Wesley Longman, Inc.

Brown, C & Hood, S. (1993). *Writing Matters Writing Skills and Strategies For Students Of English*. USA: Cambridge University Press.

Browne, M. N. & Keely. S. M. (2007). *Asking the right questions: A guide to critical thinking*. Upper Saddle River: Pearson Prentice Hall.

Bushweller, K. (2011). Navigating the path to personalized education. *Education Week,* Vol. 30(*25)*, pp. 20-22.

Bull, G., Fester, B. & Kjellstrom, W. (2012). Inventing the Flipped Classroom, *Learning & Leading with Technology,* 40(1), pp. 10-11. Retrieved from: http://www.learningandleading-digital.com/learning_leading/201208?pg=12#pg12

Burns, A. (2010). Doing Action Research in Language Teaching: A Guide for Practitioners. NY: Routledge

Caviglia-Harris, J. (2016). Flipping the Undergraduate Economics Classroom: Using Online Videos to Enhance Teaching and Learning. *Southern Economic Journal, 83*(1), pp. 321-331

Creswell, J. (2012). *Educational Research: Planning, Conducting and Evaluating Quantitative and Qualitative Research* (4th ed.). Thousand Oaks, Calif: Sage Publication.

Cohen, L., Manion, L., & Morrison, K. (2007). *Research Methods in Education* (6th ed.). London: Rotledge Falmer.

Cheong, C. M., & Cheung, W. S. (2008). Online discussion and critical thinking skills: A case study in a Singapore secondary school. *Australasian Journal of Educational Technology*, *24*(5), pp. 556-574.

Chung, L. (2015). Exploring the Effectiveness of Self-Regulated Learning in Massive Open Online Courses on Non-Native English Speakers. New Taipei City: *International Journal of Distance Education Technologies.*

Cockrum, T. (2014). *Flipping Your English Class to Reach All Learners. Strategies and Lesson Plans,* London, Routledge.

Crouch, C. & Mazur, E. (2001). Peer instruction: Ten years of experience and results. *Am. J.Phys*. 69 (9), 970-977.

Danker, B. (2015). Using flipped classroom approach to explore deep learning in large classrooms. *The IAFOR Journal of Education, 3*(1), 171–186. Retrieved from http://files.eric.ed.gov/fulltext/EJ1100618.pdf

Davis, M. R. (2011). Schools use digital tools to customize education. *Education Week,* 30 (*25*), pp. 10-11.

Davies, R., Dean, D., & Ball, N. (2013). Flipping the classroom and instructional technology integration in a college-level information systems spreadsheet course. *Educational Technology Research and Development*, *61*(4), pp. 563-580.

Deng, Z. (2001). The centrality of subject matter in teaching thinking: John Deweys' idea of psychologizing the subject matter revisited. *Educational Research Journal*, *16*(2), pp. 194-212.

Deng, Z. (2011). Revisiting curriculum potential. *Curriculum Inquiry*, *41*(5), pp. 538-559.

Egbert, J., Herman, D., & Lee, H. (2015). Flipped Instruction in English Language Teacher Education: A Design-based Study in a Complex, Open-ended Learning Environment. *The Electronic Journal for English as a Second Language*, 19 (*2*), pp. 1-23.

Elder, L. (2012). *Our concept and definition of critical thinking*. Retrieved from, http://www.criticalthinking.org/pages/our-concept-and-definition-of-critical-thinking/411.

Farah, M. (2014). *The impact of using flipped classroom instruction on the writing performance of twelfth grade female Emirati students in the applied technology high school (ATHS)*. (Master's thesis). The British University in Dubai (BUiD). Retrieved from https://bspace.buid.

Faridi, A., Bahri, S., & Nurmasitah, S. (2016). The Problems of Applying Student Centered Syllabus of English in Vocational High Schools in Kendal Regency. *English Language Teaching,* 9 (*8*), pp. 231-240.

Flumerfelt, S., & Green, G. (2013). Using lean in the flipped classroom for at risk students. *Educational Technology and Society*, *16*(1), pp. 356-366.

Fox, N. (2009). *Using Interviews in a Research Project.* Nottingham: The NIHR RDS for the East Midlands/ Yorkshire & The Humber.

Fulton, K. P. (2012). 10 reasons to flip. *Phi Delta Kappan*, *94*(2), 20-24.

Gannod, G. C. (2007). *Work in progress: Using podcasting in an inverted classroom*. Paper presented at Annual Frontiers in Education Conference, Milwaukee, WI.

Giancarlo, C. A., & Facione, P. A (2001). A look across four years at the disposition toward critical thinking among undergraduate students. *Journal of General Education*, 50(1), 29–55.

Hanafiah (2010). Model Pembelajaran Think Pair Share dalam Mata Pelajaran Sejarah pada Siswa Kelas X SMA Negeri 1 Langsa, *Kultura*, Vol. 1, pp. 1–13.

Hao, Y. (2016). Middle school students' flipped learning readiness in foreign language classrooms: Exploring its relationship with personal characteristics and individual circumstances, *Computers in Human Behavior*, 59, pp. 295-303. Doi: 10.1016/j.chb.2016.01.031

Hasan, S., Tumbel. F.M., & Corebina, A.D. (2013). Empowering Critical Thinking Skills in Indonesia Archipelago: Study on Elementary School Students in Ternate. *Journal of Modern Education Review,* 3(*11*), pp. 852-858.

Hedge, T. (2005). Writing. Oxford: Oxford University Press.

Hill, C. (2013). *The benefits of flipping your classroom.* Retrieved August 26, 2014 from Faculty Focus website: http://www.facultyfocus.com/articles/instructional-design/thebenefits- of-flipping-your-classroom/

Huong, H.T.L., Huy, N.H.D., & Ha, N.N. (2018). The Flipped Classroom: Using Thematic Teaching to Develop Critical Thinking for High School Students. *American Journal of Educational Research,* 6 *(6),* pp. 828-835.

Huang, K. H., Hung, K.-C., & Cheng, C.-C. (2012). Enhancing interactivity in geography class: Fostering critical thinking skills through technology. *Problems of Education in the 21st Century*, *50,* pp. 32-45.

Hughes, W., Lavery, J., & Doran, K. (2014). *Critical Thinking: An Introduction to the Basic skills* (7th ed.). Peterborough, Ontario: Broadview Press.

Junining, E. (2016). Developing Critical Thinking Skills in Language Teaching: Oral Interpretation Class. *PROSIDING ICTTE FKIP UNS,* 1(*1*), pp. 870-873.

Kemmis, S. and McTaggart, R. (1988).*The Action Research Reader*. Third edition. Victoria: Deakin University Press.

Kelly, W. (2013). Flipped Classroom Workshop in a Book: Learn How to Implement Flipped Instruction in Your Classroom.

Keefe, J., & Jenkins, J. (2002). Personalized instruction. *Phi Delta Kappan,* 83(6), pp. 440-448.

Kim, K., Sharma, P., Land, S. M., & Furlong, K. P. (2013). Effects of active learning on enhancing student critical thinking in an undergraduate General Science course. *Innovative Higher Education*, *38*(3), pp. 223-235.

Köroğlu & Çakır, (2017) Implementation of flipped instruction in language classrooms: An alternative way to develop speaking skills of pre-service English language teachers. *International Journal of Education and Development using Information and Communication Technology, 13*(2), pp. 42-55.

Kvashnina, O. S. & Martynko, E. A. (2016). Analyzing the Potential of Flipped Classroom in ESL Teaching, *International Journal of Emerging Technologies in Learning, 11* (3), pp. 71-73. Doi: 10.3991/ijet.v11i03.5309

Lankford, L. (2013). Isn't the flipped classroom just blended learning? [Online]. Retrieved from https://ileighanne.wordpress.com/2013/01/24/isnt-the-flipped-classroom-just-blended-learning/

Lee S. T. (2009). *Examining the Relationship between metacognition, self-regulation, and critical thinking in online socratic seminars for high school social studies student* (Unpublished Doctoral dissertation). The University of Texas, Austin, Texas.

Leis, A., Tohei, A. A., & Cooke, S. (2015). The effects of flipped classrooms on English composition writing in an EFL environment. *International Journal of Computer-Assisted Language Learning and Teaching (IJCALLT), 5*(4), 37–51. https://doi.org/10.4018/IJCALLT.2015100103

Lie, A. (2007). Education policy and EFL curriculum in Indonesia: Between the commitment to competence and quest for higher test scores. TEFLIN Journal V. *18*(1), 1-14.

Malik, R.S., & Hamied, F. A. (2014). *Research Methods: A Guide for First Time Researchers.* Bandung: UPI PRESS.

Mazur, A. D., Brown, B. & Jacobsen, M. (2015). Learning Designs using Flipped Classroom Instruction, *Canadian Journal of Learning and Technology*, 41 (2), pp. 1-26. Retrieved from: http://www.cjlt.ca/index.php/cjlt/article/view/909/421

McMahon, G. (2009). Critical thinking and ICT integration in a Western Australian secondary school. *Educational Technology and Society*, *12*(4), pp. 269-281.

McNiff, J & Whitehead, J. (2002). *Action Research: Principles and Practice Second Edition*. London and New York: Routledge

Mehring, J. (2014). *An Exploratory Study of the Lived Experiences of Japanese Undergraduate EFL Students in the Flipped Classroom*. Doctoral Dissertation, Pepperdine University.

Mehring, J & Leis, A. (2018). *Innovation in Flipping the Language Classroom.* Singapore: Springer Nature.

Mischel, L. J. (2018). Watch and Learn? Using EDpuzzle to Enhance the Use of Online Videos. *SAGE,* pp. 1-7. DOI: 10.1177/2379298118773418

Missildine, K., Fountain, R., Summers, L., & Gosselin, K. (2013). Flipping the Classroom to Improve Student Performance and Satisfaction. *Journal of Nursing Education*, 52(*10*), pp. 597–599.

Mularsih H. (2010). Strategi Pembelajaran, Tipe Kepribadian dan hasil Belajar Bahasa Indonesia pada Siswa Sekolah Menengah Pertama, *Makara, Sosial Humaniora*, Vol. 14, pp. 65–74.

Muldrow, K. (2013). A New Approach to Language Instruction – Flipping the Classroom, t*he Language Educator*, pp. 28-31. Retrieved from: https:// www.actfl.org/sites/default/files/pdfs/TLE_pdf/TLE_Nov13_Article.p df

Musallam, R A. (2013). Pedagogy-First Approach to the Flipped Classroom. Retrieved from http://www.cyclesoflearning.com/

Obari, H., & Lambacher, S. (2015). Successful EFL teaching using mobile technologies in a flipped classroom. In F. Helm, L. Bradley, M. Guarda, & S. Thouësny (Eds.), *Critical CALL – Proceedings of the 2015 EUROCALL Conference, Padova, Italy,* pp.433-438. Dublin: Research-publishing.net

Oshima, A & Hogue, A. (2007). *Writing Academic English*. New York: Addison Wesley Publishing Company.

Overmeyer, J. (2012). Flipped classrooms 101. *Principal,* 46-47.

Richard, J.C. & Renandya, W.A. (2002). Methodology in Language Teaching: An Anthology of Current Practice. Cambridge University.

Restad, P. (2013). *"I don't like this one little bit" tales from a flipped classroom.* Retrieved from Faculty Focus website: http://www.facultyfocus.com/articles/teaching-with-technology-articles/i-dont-like-thisone-little-bit-tales-from-a-flipped-classroom/.

Shimamoto, D. (2012). *Implementing a flipped classroom: An instructional module.* Presented at the Technology, Colleges, and Community Worldwide Online Conference, Honolulu, HI. Retrieved from http://scholarspace.manoa.hawaii.edu/handle/10125/22527.

Snyder, L. G. and Snyder, M. J. (2008). Teaching critical thinking and problem solving skill. *The Delta Pi Epsilon Journal*, 1 (*2*), pp. 90-99.

Sung, K. (2015). A case study on a flipped classroom in an EFL content course. *Multimedia-Assisted Language Learning, 18*(2), 159-187.

Toto, R. & Nguyen H. (2009). Flipping the work design in an industrial engineering course, *Proceedings, 39th ASEE/IEEE Frontiers in Education Conference*, pp. 1-4. Doi: 10.1109/FIE.2009.5350529.

Webb, M., Pussey, E., & Doman, K. (2014). Flipping a Chinese university EFL course: What students and teachers think of the model. *The Journal of Asia TEFL, 11*(4), 53-87.

Wong, K. & Chu, D. W. K. (2014). Is the Flipped Classroom Model Effective in the Perspectives of Students' Perceptions and Benefits?, in Cheung, S. K. S., Fong, J., Zhang, J., Kwan, R., Kwok, L. F. (eds.), *Hybrid Learning. Theory and Practice*, Shanghai, Springer, pp. 93-104.

Yang, S. C., & Chung, T.-Y. (2009). Experimental study of teaching critical thinking in civic education in Taiwanese junior high school. *British Journal of Educational Psychology*, *79*(1), pp. 29-55.

Yang, Y.-T. C., & Wu, W.-C. I. (2012). Digital storytelling for enhancing student academic achievement, critical thinking, learning motivation: A year-long experimental study. *Computers and Education*, *59*(2), pp. 339-352.

Yin, R.K. (1994). *CASE STUDY RESEARCH Design and Methods Second Edition*. London: SAGE Publication.

Yujing, N. (2015). Influence of flipped classroom on learner's empowerment-a study based on English writing courses in China. *Journal of Literature, Languages and Linguistics,* 12, 1-7.