

## THE IMPLEMENTATION OF FLIPPED LEARNING IN WRITING CLASS DURING THE PANDEMIC: STUDENTS' PERCEPTION AND REFLECTION

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### Abstract

Flipped Learning is a pedagogical approach in a dynamic and interactive learning environment where the educator guides students to apply concepts and engage creatively in the subject matter. Flipped Learning in this case is a learning process where students learn materials independently before having a discussion with the lecturer. This study aimed to determine the effectiveness and the impact of implementing flipped learning on the improvement of students' writing competence in creating English persuasive essays on IT. There were thirty-two students of the third-semester students of higher education majoring in Informatics Engineering who took part as the object of this study. This method is applied in the course of English III in the Informatics Engineering Study Program, STMIK STIKOM Indonesia. This study also aimed to analyze students' perception about the flipped learning method using an educational technology, Google Classroom for delivering writing materials and task submission and Google Meet for online discussion as the solution for distance learning during COVID-19 pandemic. Qualitative data were obtained from an online questionnaire in the form of a Google Form which consists of questions on the type of scale and paragraph. The questionnaire results were analyzed for knowing students' perceptions over the application of flipped learning and aspects of students' writing skill. The results showed that students gave positive responses on the application of flipped learning because it can be adjusted to the level of each individual ability in understanding the material in depth, increasing interaction during online discussion and enhancing project management.

**Keywords:** flipped learning, writing, educational technologies

### INTRODUCTION

Transition from traditional pedagogical methods to more innovative and technology-involved methods is required in the context of modern education such as through flipped learning method. In the application of flipped learning, the delivery of material is transferred from face-to-face meetings in class to virtual classes, therefore class time is used for the implementation of more critical and active learning activities (Stone, 2012). Flipped learning is generally defined as a teaching model in which learners learn material before class begins through videos provided by the teacher or other pre-class learning materials outside the classroom, while time in the classroom is used for active and student-centered learning, such as problem solving, collaborative work, and project completion (Long, Logan, & Waugh, 2016). There were two main phases in the implementation of flipped learning in this study. The first phase was independent learning where students independently learned the online material provided by the lecturer, and then the second phase was an active learning that occurred during meeting sessions. Due to Covid-19 pandemic, classes were only held online so face-to-face meetings were absent. Thus, the learning process including active discussion on material, task and review were done via video conferences, namely google meet. Based

on this concept, this method emphasizes the process for students to make pre-class preparations, and take the initiative to participate in learning activities.

In the context of teaching English in Indonesia, studies related to the flipped learning approach are still limited, although several authors such as Agustina, (2015); Yuliani, Santosa, & Saputra, (2017); Asri, Widowati, & Roisatin, (2018) and Sukerti, Rudiastari, Susana (2020) have discussed the potential of adopting the flipped learning approach in study of practical skills, i.e., writing and speaking. Based on these researchers reports, this teaching model can be a promising approach to language competency education, particularly in improving students' academic achievement and learning quality. However, empirical studies on students' perceptions of the implementation of flipped learning and collaborative abilities in the context of teaching writing have not been undertaken. Thus, this study aims to determine students' perspectives on teaching writing through a learning management system, namely Google Classroom during the pandemic of COVID-19 (Corona Virus Disease 2019). This pandemic has an influential impact on education, including university education. The closure of educational institutions due to preventive measures against the spread of COVID-19 has affected the education systems in the world, even the academic institutions had to shut down temporarily. The presence of this virus hinders learning activities which are normally carried out in a direct meeting. The learning system is done remotely by utilizing information technology. It challenged the educational institution and encouraged the more use of information technology in distance learning activities. Online learning has become a wide-spread practice nowadays and it generates student's online learning experience and concern about time management. There are some recent studies covering the topic of implementing flipped learning method during COVID-19 pandemic including Nerantzi, (2020), Khan & Abdou, (2020) and Guraya, (2020).

Those previous studies on flipped learning during pandemic highlighted that this approach not only helps students establish active learning habits, supported by their tutors but also lead to the learner empowerment as they seamlessly integrate self-paced active learning as a vital part of learning outside the physical or live classroom therefore increasing students' own sense of responsibility for their learning and fostering autonomy in a supportive environment. Instructors support and guidance can focus on the specific obstacles and encourage students' involvement within a particular area of discussion through students' engagement in the self-paced activities in live or classroom session. New topics can be introduced, and face-to-face meeting can be conducted through a conference call either Skype, Zoom or Google Meet. Apart from the similar method, this present study focuses on different topic, i.e., teaching persuasive writing for IT students using Google Classroom as the online platform for transferring the course material, slides and tasks and Google Meet for interactive face-to-face discussion. It is hoped that the implementation of this procedure can facilitate sufficient time for individual support and to guide learners to the next chapter. Once face-to-face classes begin, the content can be checked, and potential issues are discussed. Thus, it will enhance students' learning particularly when the current situation forces them to adjust to full time online learning.

## **METHODS**

This classroom action research uses mixed methods to describe students' perception about the implementation of flipped learning especially during this pandemic. Thirty-two students of the third semester of the Informatics Engineering study program participated in this research. This study analyzed the data collected using an online questionnaire namely Google Form distributed to the students after given flipped learning method and completed

the final essay on the topic of computer or IT. The questionnaire was designed in a scale type (1-4), ranging from “Strongly Disagree” to “Strongly Agree”, covering 32 questions to obtain quantitative data in the form of numbers and percentages. Online learning (the online classroom itself) was used for online discussions between students and the lecturers related to persuasive writing issues in more depth. In addition, students were required to give responses in the form of paragraph based on the questions posted in the google form. Responses could be given in English and Indonesian to prevent language barriers. The online questionnaire and discussion data were then categorized and presented to describe students’ perceptions. Data analysis was shown according to the subsection of the questionnaire that we want to describe according to the highest percentage representing each statement. Thematic analysis (Braun & Clarke, 2006) was adopted to describe the data according to sub-themes related to the implementation of flipped learning.

## RESULTS AND DISCUSSIONS

During the COVID-19 pandemic, educational practices in Indonesia and around the globe needed to alter the learning process from dominantly face-to face meeting to be fully online. Jessop, (2020) acknowledges that there is now the opportunity to re-imagine the pedagogical approaches we use, and calls for action. Fullan et al. (2020) also note that the disruption that has been caused by the pandemic has required quick (re-)thinking and actions to navigate uncertainty. Learning from this experience has the potential to help us re-imagine learning and teaching. Re-imagining requires creativity and innovation. More recently and especially since the start of the pandemic we have seen creativity elevated to rescuer (Crawford, 2020). This present study indicates that flipped learning has the potential to engage students during the online learning both in Google Classroom and Google Meet. Converting face-to-face interactions in classroom into online classes due to the pandemic was inevitable. As put by Guraya, (2020) technological developments have allowed us to adapt effective teaching pedagogies such as the e-flipped classroom model referring to online classes that can facilitate the delivery of theoretical knowledge.

By utilizing the materials and exercises which were solely structured and arranged by the lecturer, flipped learning brought about dynamic and more profound commitment in the learning process. Course materials consisting of slide equipped with lecturer’s recorded audio explanation, persuasive essay samples, YouTube videos and systematic tasks were uploaded in Google Classroom. During in online meeting via Google Meet, comprehension on essay structure and samples were reinforced through interactive discussion in order to deepen students’ understanding further and also identify any aspects of the learning theories they struggled with. The outcomes demonstrated that students enjoyed the authentic nature of the assignment, felt that they were learning and could uphold each other in their learning and when confronted with technical difficulties. Class-time was utilized to talk about and explain explicit parts of theoretical framework that students experienced hard to comprehend. The following discussion displays findings in this study which were described in accordance with the results of the responses to the Google Form and the answers to the online discussion questions.

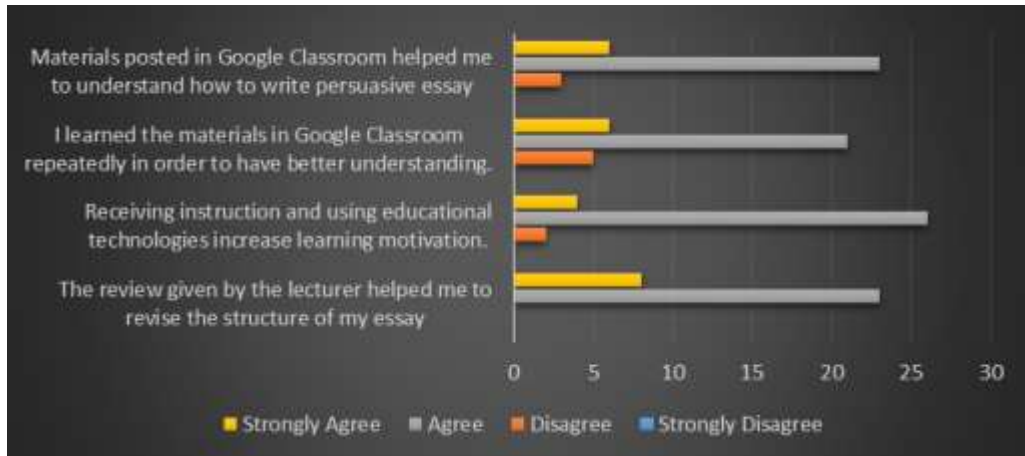


Figure 1. Graphic of Google Form Response with Scale Type (1)

Figure 1 shows that students gave various responses on learning experience using flipped learning approach, including the process of studying material uploaded to Google Classroom, repetition of material and the process of draft review. A total of 23 people (72%) stated that the material they obtained online helped them understand how to write persuasive essay better. Learning through Google Classroom also allowed students to study material repeatedly as needed. This statement was supported positively in which 65% of respondents or 21 people chose scale 3, namely "Agree". Apart from being given material in the form of videos and slides, students also got instructions on educational technologies e.g. for class assignment. Most of the respondents gave positive feedback in which 26 people (81%) stated that the instructions given could increase their learning motivation. In addition, most students (a total of 8 people or 26% chose a scale of 4 and 23 people or 74% chose a scale of 3) to the statement that the results of review on their essay drafts helped the revision process, especially the structural aspects of the essay being worked on.



Figure 2. Graphic of Google Form Response with Scale Type

In this study, the drafts of students' persuasive essays were uploaded to the assignment section (classwork) to receive review in terms of structure, idea development, sentence structure and grammatical aspect. In the process of writing this essay project, students did not get explicit exposure to English grammar in class since it was delivered as an integral part of the essay writing process. Regarding the statement whether the comments given by the lecturer helped students learn grammar from the mistakes they made, all respondents gave positive answers by choosing a scale of 4 (12 people or 37%) and a scale of 3 (20 people or 62%). In this questionnaire, students were also asked to provide feedback on the essay they wrote. A total of 32 respondents agreed (21 people or 66%) and strongly agreed (11 people or 34%) on the statement that they enjoyed the process of writing about Computer or IT in English because it could increase their knowledge about their academic field of interest. In the process of implementing flipped learning, students had online class discussions to solve obstacles while completing the revision of the outline and developing drafts according to the results of review given by the lecturer. A large number of respondents, namely 27 people (84%) agreed and 5 people (16%) strongly agreed that this process increased their learning quality. In general, students gave positive responses to the effectiveness of writing improvement through flipped learning where 26 people agreed by choosing a scale of 3 and 4.

Based on the results of Google Form questionnaire and online class discussion, the implementation of flipped learning received good responses because most students gave positive responses to aspects related to classroom management, learning experiences, and independent learning. The implementation of flipped learning with learning management system of Google Classroom helped students to optimize online face-to-face discussion via Google Meet for the process of equating perceptions of the material that has been studied prior to the meeting. Technology integration in the class also supported students to improve interaction because there are chat features that can be used to discuss with each other so that online class time is used for conceptualization and assignment discussion. Using the materials, students take the role of being responsible for their own acquisition on the materials and are encouraged to attend the class with a fundamental comprehension of the subject so they can actively take part and engage in online class discussion. Hence, initial learning in this way is self-guided and independently directed, empowering students to control when to access the materials. Interactivity occurs in the classroom when the students work collaboratively to solve problems, evaluate and synthesize ideas and concepts (Lewis, 2020). Learning deepens as the learner develops new ideas and alters existing ideas when interacting with content and collaborating with other learners and the instructor (Prince, 2004; Sternberg, 2008 and Baeten et al., 2013). This approach allows educators to optimize their time, and increases educator-student interaction as the educator is present when students attempt to analyse and apply their new knowledge (Moffett, 2014; McLaughlin et al., 2014).

Furthermore, students' responses in the form of paragraph also highlighted that in terms of the learning experience aspect, students stated that the application of flipped learning helped in understanding the material more comprehensively. This was due to the fact that the course materials could be repeated many times as needed without time and place limits as the materials could be accessed online via a smartphone, laptop or desktop PC. In addition, students could adjust their learning time and speed in mastering the material according to their abilities. During the implementation stage, students were given the opportunity to be actively involved in independent learning and progressively increase their mastery of the material (Moraros et al., 2015). Students also had access to raise questions to the lecturer more freely when facing some problems. Interaction in the form of question and

answer conducted in English also motivated and provided space for students to practice English language competence. During the learning process, the lecturer observed and monitored student progress through completing assignments. Referring to that reason, this study suggests the adjusted flipped classroom as an alternative and suitable answer during the current situation. This suggestion is derived from previous studies that highlighted a various range of positive impact if flipped classroom is implemented correctly (Castedo et al., 2019; Cheng et al., 2018). Due to it numerous advantages, from students' liking it to instant support from instructor through active learning, flipped classroom is regarded as ideal pedagogical model where both purely theoretical as well as practical based subjects can be taught successfully in the Higher Educational Institutions (Castedo et al., 2019; Long et al., 2016).

## CONCLUSION

The implementation of the flipped learning method helps students to create positive attitudes towards learning, increase learning motivation and authorize the learning process. Individual authorization or control over the stages and process of learning gives students the opportunity to reflect on their ways and the material they have learned. Reflection then leads to in-depth thinking about the learning process which ends by expanding the experience to the surrounding environment and recent situation of COVID-19 pandemic. The flipped learning method is recommended to be implemented during pandemic since it not only increases the level of material comprehension but also encourages active and independent learning for the students.

With the support of the most recent accessible innovative devices and resources, lecturers who flip can make a more intuitive learning condition in which their job can shift as guides and instructors. The learning sources including materials that can give authentic English language input, for example, YouTube videos and supplemental materials gave by course readings, among others. Lecturers can also make their own substance for recordings that is explicit to their course targets and students' levels by utilizing instruments, for example, Screen Recording in PowerPoint as well recording software, for example, Format Factory. Moreover, there are numerous free tools and platforms that can assist lecturers in fostering students' learning while they are given material at home, including Google homeroom, Edmodo, Schoology or Institution's web-based learning framework. These wide ranges of technological tools can be utilized to help contribute of quality learning outside of class.

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