FLIPPING ENGLISH WRITING CLASSROOM: EFL STUDENTS' EXPERIENCES

THESIS

Submitted in Partial Fulfillment of the Requirements for

Bachelor Degree of English Education Departement

By:

Sri Intan Prihatina

1803046009

ENGLISH LANGUAGE EDUCATION DEPARTMENT

EDUCATION AND TEACHER TRAINING FACULTY

UNIVERSITAS ISLAM NEGERI WALISONGO

2022

A THESIS STATEMENT

I am a student with the following identity:

Name : Sri Intan Prihatina

Student Number : 1803046009

Department : English Language Education

Title :

FLIPPING ENGLISH WRITING CLASSROOM: EFL STUDENTS' EXPERIENCES

State that this thesis is definitely my own work. I am completely responsible for the content of this thesis. Other writer's opinions or findings included in the thesis are quoted or cited in accordance with the ethical standards.

Semarang, 04 August 2022

The Researcher

Sri Intan Prihatina

NIM: 1803046009

RATIFICATION

KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI WALISONGO SEMARANG
FAKULTAS ILMU TARBIYAH DAN KEGURUAN
Jl. Prof. Dr. Hamka (Kampus II) Ngaliyan Semarang
Telp. 024-7601295 Fax. 7615387

RATIFICATION

Thesis with the following identity:

Title	: Flipping English Writing Classroom: EFL Students' Experiences
Name	: Sri Intan Prihatina
Student Number	: 1803046009
Department	: English Language Education

Had been ratified by the board of examiners of Education and Teacher Training Faculty of UIN Walisongo Semarang and can be received as one of any requirements for gaining the Bachelor's degree in English Language Education.

Semarang, 15 September 2022

THE BOARD OF EXAMINER

Chairperson,

Lulut Widyaningrum,M.Pd.
NIP. 19800803 200901 2 010

Secretary,

Dr. H. Muhammad Nafi Annury, M.Pd.
NIP. 1978719200511007

Examiner I,

Agus Mutohar, MA., Ph, D
NIP.19840801 2019 03 1 007

Examiner II,

Dr.Hj. Siti Mariam, M.Pd
NIP. 19650727 199203 2 002

Advisor

Lulut Widyaningrum, M. Pd.
NIP. 19800803 200901 2 010

ADVISOR NOTE

KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI WALISONGO SEMARANG
FAKULTAS ILMU TARBIYAH DAN KEGURUAN
Jalan Prof. Hamka Km.2 Semarang 50185 Telepon 024-7601295, Faksimile 024–7615387 www.walisongo.ac.id

ADVISOR NOTE

Semarang, 04 August 2022

To
The Dean of Education and Teacher Training Faculty
Walisongo State Islamic University Semarang

Assalamu'alaikum wr. wb.

I inform you that I have given guidance, briefing, and correction to whatever extent necessary for the following thesis:

Title	:	**FLIPPING ENGLISH WRITING CLASSROOM: EFL STUDENTS' EXPERIENCES**
Name of Student	:	Sri Intan Prihatina
Student Number	:	1803046009
Department	:	English Education

I state that the thesis is ready to be submitted to the Islamic Education and Teacher Training Faculty of Walisongo State Islamic University to be examined at the Munaqasyah session.

Wassalamu'alaikum wr. wb.

Advisor

Lulut Widyaningrum, M.Pd
NIP. 19800803 200901 2010

ABSTRACT

Title : Flipping English Writing Classroom: EFL Students' Experiences

Name : Sri Intan Prihatina

NIM : 1803046009

Abstract

The goal of this research is to shed light on EFL students' experiences in the implementation of flipped classroom model in learning writing skills and to explain the challenges faced by the students in the use of the flipped classroom. This qualitative research used a semi-structured interview to collect the data and analyzed it by using thematic analysis. There were four themes emerged and fifteen students at the eighth grade of Junior High School in Semarang acted as participants and explained their experiences and challenges toward the use of flipping English writing classroom. The findings show that the students report positive experiences regarding the flipped writing experience and that students describe themselves as more motivated to write and more engaged in class. The finding also indicates that the students' challenges are limited internet quota and duration of the video material. Thus, the findings of this research may have implications as the pioneer in investigating students' experiences of flipped classroom model and contribute to the development of EFL learning in general.

Keywords: flipped classroom,students'experiences,writing skills.

DEDICATION

Praise is given to Allah SWT who has blessed the researcher so that the researcher could finish the thesis.

This thesis is dedicated to all English teachers and everyone who supported the researcher in accomplishing the thesis, especially to my beloved father and mother (Cipto Anugraha M and Luana Lansri Hawati) who always give me support, motivation, and end less love.

MOTTO

لَا يُكَلِّفُ اللَّهُ نَفْسًا إِلَّا وُسْعَهَا ۚ

Allah does not charge a soul except [with that within] its capacity. (Al Baqarah:286)[1]

[1] Quran.com, Al Quran QS Al-baqarah/ 3:286.

ACKNOWLEDGEMENT

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيم

Alhamdulillah, Praise is always given to Allah SWT as the most beneficial and the most merciful who blessed the researcher so that this thesis is completely finished. Shalawat and salam also raised up to Prophet Muhammad SAW who brings ummat from the darkness era into the brightness era.

In arranging this thesis, the researcher realizes that there are many people who were willing to help whether direct or directly. Hence, in this chance, the researcher would like to express great appreciation to:

1. Dr. KH. Ahmad Ismail, M.Ag as the Dean of Faculty of Education and Teacher Training of Universitas Islam Negeri Walisongo.
2. Sayyidatul Fadlilah, M.Pd. as the Head of English Language Education.
3. Lulut Widyaningrum, M.Pd. as the academic advisor patience and willingness in providing guidance, helpful corrections, advice as well as suggestion, and encouragement during consultation.
4. My forever support system, Mamak, Ayah, Ayuk Hisma, Ayuk Widya, Adinda, Mutia, thank you for always praying

the best for me. Thank you for never letting me down and reminding me that I can get through it.

5. Dra. Hj Ma'rifatul Fadhilah, M.Ed, as the guardian lecturer during I was in University.
6. The deepest gratitude for all lectures of the English Language Education Department.
7. Mrs. Yunita Lestari, S.Pd and Students of SMPN 18 Semarang who have volunteered to be the participant. Without them, this research would not be completed.
8. Sholehah Group,Yessy, Devy, Afrilia, Khumairah, and Yuan , thanks for being together, I love you guys.
9. My best friends, Reza, Utari, Fia, Birta, Ristia, Uli, Armila, Athin, and Amelia, thanks for your everlasting support.
10. All my friends of English Education Department PBI-A 2018.
11. Last but not least, I wanna thank me. I wanna thank me for believing in me, for doing all this hard work, for having no days off, and for never quitting.

The author hopes that this thesis would be beneficial for others, especially for the researcher herself.

Semarang, 04 August 2022
The Author,

Sri Intan Prihatina
NIM.1803046009

TABLE OF CONTENTS

COVER…………..i

THESIS STATEMENT…….....iii

RATIFICATION……iii

ADVISOR NOTE……..……..iv

ABSTRACT…….v

DEDICATION…….....vi

MOTTO…….vii

ACKNOWLEDGEMENT……viii

TABLE OF CONTENTS …….....xi

CHAPTER: **INTRODUCTION**…….....1

A.Background of the Research…….....1

B.Research Questions.....8

C.Objectives of the Research.....8

D.Significances of the Research.....9

E.Scope of the Research.....10

CHAPTER II: THEORETICAL REVIEW.....11

A.Previous Research.....11

B.Literature Review.....19

1. Teaching Writing For EFL.....19

2. Teaching Writing for Junior High School in Indonesia….....21

3. Standard Process of Learning.....23

4. Flipped Classroom.....26
5. Conceptual Framework.....33
CHAPTER III: RESEARCH METHOD.....36
A. Research Design 36
B. Research Setting.....37
C. Research Participants 38
D. Research Type and Data Source 39
E. Technique of Data Collection.....39
F. Technique of Data Analysis 42
CHAPTER IV: **RESEARCH FINDINGS AND DISCUSSION**……..46
A. Findings 46
1. EFL Students' Experiences toward the use of flipping English writing classroom…….....46
2. Challenges faced by EFL students toward the use of flipping English writing classroom…….....51
B. Discussion.....53
CHAPTER V: CONCLUSION AND SUGGESTION……...61
A. Conclusion……..61
B.Suggestion…….....62
REFERENCES 64
APPENDICES.....82
CURRICULUM VITAE……89

CHAPTER I
INTRODUCTION

This chapter presents the background of the study, problems of the study, the purpose of the study, the significance of the study, scope and limitation, definition of the key, and organization of the study.

A. Background of the Research

Due to the outbreak of Covid 19, Technology is fully appli ed in learning process According to Hockly, technology is truste d to provide language learners with a great number of chance to e nhance language learning.[2] Technology has been practiced at all levels of the education system, from preschool to higher education. The role of technology in learning English in the 21st century is very important.[3] One of them is the internet, the internet makes it easy for teachers and students to access teaching materials through several websites. which alters the

[2] Nicky Hockly, *Focus on Learning Technologies* (Oxford University Press, 2016).

[3] Berlinda Mandasari and Achmad Yudi Wahyudin, 'Flipped Classroom Learning Model: Implementation and Its Impact on EFL Learners' Satisfaction on Grammar Class Corresponding Email Article's History Flipped Classroom Learning Model: Implementation and Its Impact on EFL Learners' Satisfaction on Grammar Class', *Ethical Lingua*, 8.1 (2019), 2021.

learning process.Then students can access a wide range of tools to develop their writing needs.

Nowadays, the teaching of the English language in EFL writing needs a modern strategy. Writing is one of the language skills that need to be learned alongside other skills. To achieve the competence of writing, we must master writing skills as one of four skills in English. But students still find difficulties in constructing ideas through writing. Writing is a process of communication that uses a conventional graphi c system to convey a message to a reader.[4] Learning English writing in Junior High School have faced several obstacles. The most challenging skill for EFL students because they need to know grammar, vocabulary, and writing structure to construct English writing.

Moreover, teachers should be aware of modern strategies used in the teaching and learning process to motivate and courage students in the learning process, especially in EFL writing. Monaghan notes regarding this problem, teaching writing required strategies, defined as a method of delivering knowledge that is integrated with ICT;

[4] Haerazi Haerazi and others, 'Incorporating Intercultural Competences in Developing English Materials for Writing Classes', *Journal of Language Teaching and Research*, 9.3 (2018), 540 <https://doi.org/10.17507/jltr.0903.13>.

multimedia tools; video, pictures, and Schoology.[5] The current trend of integrating technology in education is the flipped classroom model.

Flipped classroom which was developed by American educators Jonathan Bergmann and Aaron Sams in 2000 (Bergmann & Sams, 2012). The idea of this technology is that the main stages of the teaching and learning process such as classroom activities and homework are reversed.[6] That is, theoretical material is studied by students individually using watching video lectures recorded by the teacher or downloaded from the Internet websites while classroom activities are devoted to fulfilling practical tasks and discussing the major issues with the teacher.

The flipped classrom relies on technology and is therefore suitable for learning during the COVID-19 pandemic. In short, a flipped classroom is a learning strategy that changes learning patterns by providing video lectures related to basic knowledge of learning materials to be

[5] Gede Juni Arta, Ni Made Ratminingsih, and Made Hery Santosa, 'The Effectiveness Of Blended Learning Strategy On Students' Writing Competency Of The Tenth Grade Students', *JPI (Jurnal Pendidikan Indonesia)*, 8.1 (2019), 29 <https://doi.org/10.23887/jpi-undiksha.v8i1.13501>.

[6] Arina Evseeva and Anton Solozhenko, 'Use of Flipped Classroom Technology in Language Learning', *Procedia - Social and Behavioral Sciences*, 206 (2015), 207 <https://doi.org/10.1016/j.sbspro.2015.10.006>.

studied at home, and when at school, students can focus on deepening the material.[7]

It's related to the Circular letter (SKB) of 4 ministries of Indonesia Number 3, 2021.The government issued a new policy on the implementation of limited face-to-face learning that can be implemented. Therefore, the system of learning experienced changes whereas the use of the internet was a source of the learning process. This policy system has been valued and implemented for various reasons in higher education such as addressing a need for more flexible and personalized curricula.[8] In these conditions, the principals and teachers continue to look for effective and efficient learning models used to enhance students' learning motivatio n, especially in writing.

Numerous studies have been conducted by researchers related to the flipped classroom. Research by Richard aimed to investigate academic achievement revealed that students' academic achievement was significantly higher than those in the conventional group. These findings imply that the flipped

[7] Jonathan, and Aaron Sams. Bergmann, *Flip Your Classroom: Reach Every Student in Every Class Every Day.*, 2012.

[8] Bram Bruggeman and others, 'Experts Speaking: Crucial Teacher Attributes for Implementing Blended Learning in Higher Education', *The Internet and Higher Education*, 48 (2021), 100772 <https://doi.org/10.1016 /j.iheduc.2020.100772>.

classroom strategy could improve the attitude of students towards chemistry, thereby enhancing their academic achievement.[9]

Research was conducted by Vidi Rachmawati, this study aims to describe the teachers' perception of the use of the flipped classroom model in mathematics instruction. The result showed that the flipped classroom: (i) can motivate and make students active in learning mathematics; (ii) can train students' critical thinking skills; (iii) can train students' problem-solving skills. Besides, the use of the flipped classroom in mathematics instruction would be optimal when it is combined with the other learning methods, especially for new learning topics that require a prior conceptual understanding.[10]

Another study explained the effectiveness of the use of flipped writing classroom to improve students' writing skills which have been done by Ridwan, et.al (2021) under the title The Implementation of Flipped Classroom in Improving

[9] Cecilia Obi Nja and others, 'Students' Attitude and Academic Achievement in a Flipped Classroom', *Heliyon*, 8.1 (2022), e08792 <https://doi.org/10.1016/j.heliyon.2022.e08792>.

[10] V Rachmawati, W Setyaningrum, and H Retnawati, 'Flipped Classroom in Mathematics Instruction: Teachers' Perception', *Journal of Physics:Conference Series*, 1320.1(2019), 012088 <https://doi.org/10.1088/1742-6596/1320/1/012088>.

Student Writing Skills at the University of Brawijaya. The flipped classroom implementation in improving students' writing skills has enhanced students' participation and happiness to learn, as proby from the result of students' response imposing flipped classroom combined with the Schoology app. It can be concluded learning based on technology can engage the student in the new experience, increase their active class participation, and work in pairs very well during the learning.[11]

So far, there have been many studies carried out in a general education context, but very little is currently known about the flipped learning model in teaching English as a foreign language (EFL) context, specifically in Indonesia. However, few studies have investigated the effects of the flipped learning model in English as a foreign language (EFL) classroom and then to find learners' perceptions of the flipped learning model.[12]

It is generally agreed that one of the most important factors that determine the success of a flipped class is

[11] Ridwan Adi Siswanto, 'The Implementation of Flipped Classroom to Improving Students' Writing Skills at University of Brawijaya',27(2021),58–63 <https://doi.org/10.17977/um048v27i2p58-63>.

[12] Given Lee and Amanda Wallace, 'Flipped Learning in the English as a Foreign Language Classroom: Outcomes and Perceptions', *TESOL Quarterly*, 52.1 (2018), 62–84 <https://doi.org/10.1002/tesq.372>.

students' level of motivation to undertake substantial out-of-class work (i.e. reading pre-class materials and watching videos). It is therefore important to examine what would enhance students' level of motivation when a flipped model is used. Further work needs to be done to establish whether the flipped learning model can enhance learners' motivation in writing skills.

To fill these gaps, the present study aimed to explain the experiences and challenges of eighth-grade students in the use of flipped classroom model in teaching and learning writing. The interview aimed to probe students' experiences with flipped classroom sections. This research is important since it has established the success of the learning process. So, implementing this kind of learning is important for the learning process in language education but is still infrequently investigated, the researcher believes exploring this is further.

In addition, the researcher used a qualitative method where it can be used to uncover evidence in the field of the research problem. This research is expected to support the improvement of English teaching and learning in EFL countries and contribute to the enrichment of flipped classroom theories.

Based on the explanation, the researcher is interested to research "Flipping English Writing Classroom: EFL Students' Experiences".

B. Research Questions

The research questions are:

1. How are the EFL Students' Experiences toward the use of flipping English writing classroom?
2. What challenges do EFL students face toward the use of flipping English writing classroom?

C. Objectives of the Research

Dealing with the above research questions, the objective of the research are;

1. To explain the EFL students' experiences toward the use of flipping English writing classroom.
2. To explain the EFL students' challenges toward the use of flipping English writing classroom.

D. Significances of the Research

This research is expected to give the benefits as follows:

1. Theoretical Significance

   This research is expected to be additional information for the readers about the EFL students' experiences in the use of flipped classroom which is useful for English learning.

2. Practical Significance

   The researcher hopes that the result of this research can provide some positive contribution to the context of students' experiences. The result of this research is expected to provide some information for the researcher themselves and people in the field of education. The researcher hopes that the result of this research can be useful for:

a. For the Teacher

   This researcher hoped that this research was useful and become input for teachers and students at Junior High School in the implementation of the flipped classroom.

b. For the Researcher

The research can help and be valuable for the researcher to fix and finish his research as one of the requirements. The researcher expects that the research can provide useful information for the readers.

c. For the Other Researchers

The research can help and be valuable for the next researcher to do his/her research on a similar topic. Hopefully, the next researcher can dig for further information about the same topic.

E. Scope of the Research

This research is intended to figure out students' experiences and their challenges with the implementation of flipped classroom model in writing for EFL students at Junior High School.

To avoid deviations in this study, the researcher limits the problem of this research to EFL Students in eighth grade at one of the Junior High schools in Semarang which are actively involved in the flipped classroom model for writing. Fifteen students are involved in the interview for data collection.

CHAPTER II
THEORETICAL REVIEW

This chapter comprises previous research and related literature review of this research. It will discuss some researches that have been conducted before this research. Hopefully, it can make it the reader easier for to understand the research and definitions that consist in the research.

A. Previous Research

In the previous research, the researcher includes the related study in this part. Five related studies connect with this research, as follows:

First, The research was conducted by Rebecca Lee Su Ping (2019). The study explored English as a Foreign Language (EFL) low proficiency students' reflections and experience of learning in a structured flipped writing program, in a foreign university branch campus in Malaysia. It investigated the areas in which students showed improvement after flipped classroom learning. Qualitative data collected from semi-structured interviews of a sample of 18 students revealed that most students had positive experiences with the use of flipped classroom, reporting that they had greater time preparation before class; increased practice, engagement, interaction,

motivation, and immediate feedback during class, and a higher level of self-efficacy after class. Some shortcomings of this approach included the feeling of boredom and that it was time-consuming.[13] However, this research study is different from the researcher's study whose scope is specified to Junior high school students' experiences of using flipped classroom in EFL writing classes as the main data of the research.

Second, The research was conducted by Shuang Jiang Li and Jitamat Suwanthep (2017). The title of their research is "Integration of Flipped Classroom Model for EFL Speaking". He examined the effect of integrating flipped classroom model to teach speaking in an EFL context. About 12 weeks experiment through flipped instructions on grammatical and lexical knowledge via online video lectures and practice speaking through role-playing in the class session.

The result revealed the score of the post-test in the experimental group was higher than that in the controlled group. The majority of students held positive opinions

[13] Rebecca Lee Su Ping and others, 'Tracing EFL Students' Flipped Classroom Journey in a Writing Class: Lessons from Malaysia', *Innovations in Education* and *Teaching International*, 57.3(2020),305–16 <https://doi.org/10.1080/14703297.2019.1574597>.

toward the integration of constructive roleplays. The constructivist learning environment in the classroom also gained appreciation from students. To illustrate, 79.3% of the students considered that the 54 instructions on why and how to do the role-play were necessary 89.1%. However, 52.2% of the students reported that they felt shy when they do role-play with their partners, and 43.5% of the students deemed that the time was not enough for them to prepare and act the roles out in the class. [14]

Further, the students expressed supportive opinions about the implementation of flipped instructions and constructive role-play. Moreover, this study is different from the researcher's study where the researcher's study used a descriptive qualitative study design and the interview was used to collect data.

Third, the research was conducted by Fauzan A and Ngabut M. N (2018). This research aims at finding out EFL students' perceptions of the implementation of Flipped Learning in writing class. Survey research was applied with a one-shot design and a questionnaire was used to collect data. The setting of this research is at one

[14] Shuangjiang Li and Jitpanat Suwanthep, 'Integration of Flipped Classroom Model for EFL Speaking', *International Journal of Learning and Teaching*, 3.2 (2017), 118.

university in Central Kalimantan Province in Indonesia where English is a foreign language. The students were in their fourth-semester learning writing skills. To avoid teacher-centered learning which may cause a boring and monotonous classroom, this research implemented Flipped Learning which could change the way students learn.

The approach was done during one semester and the questionnaires were then handed out at the end of the semester. After the questionnaires were collected and analyzed quantitatively and qualitatively, the result of this research shows that students had positive perceptions of the implementation of Flipped Learning in Writing class.[15] Moreover, this study is different from the researcher's study where the researcher's study wants to reveal Junior high school students' writing experiences in using flipped classroom. In addition, the researcher's study will use the qualitative method and Semi-structured interviews as the main data collection which can show different results from the study.

[15] Akhmad Fauzan and Maria Novary Ngabut, 'EFL Students' Perception on Flipped Learning in Writing Class', *Journal on English as* a Foreign *Language*, 8.2(2018), 115 <https://doi.org/10.23971/jefl.v8i2.792>.

Fourth, the research by Abdurrahman (2022) titled "Stem-Integrated Flipped Classroom in the Teacher's perspective: Could Its Implementation in E-Module improve System Thinking ability". This study aims to describe the teacher's perception of flipped classroom learning strategy using STEM-integrated E-Modules in improving systems thinking ability. The research was conducted in Lampung Province, Indonesia, and was involving 50 junior high school, science teachers. The method used in this research is mixed methods with Sequential Explanatory Design.

Data were retrieved using a Questionnaire and were analyzed using descriptive analysis. The survey results show that teachers have a positive perception of the STEM approach. The results of the analysis also show that most teachers have not used the STEM approach in schools to provide an understanding of science.[16] In addition, teachers also have not implemented STEM-integrated teaching materials. However, this previous study is different from the researcher's study which is the

[16] Almira Aspridanel and others, 'STEM-Integrated Flipped Classroom in the Teacher's Perspective: Could Its Implementation in E-Module Improve System Thinking Ability?', *Indonesian Journal of Science and* Mathematics Education, 5.1 (2022),p.43–52 <https://doi.org/10.24042/ijsme.v5i1.10663>.

previous study focused on science class while the researcher's study was conducted in English class.

Fifth, a study by Sangay in 2020 presented to examine the Bhutanese students' attitudes and perceptions toward the flipped learning approach in a second language context. The participants of this study were forty students (20 females and 20 males). Data collection instruments used in this study were questionnaires and semi-structured interviews. Findings from the questionnaire demonstrated that the flipped learning approach helped learners to learn grammar; moreover, the students showed positive attitudes and perceptions towards the flipped classroom approach. Similarly, findings from a semi-structured interview revealed four important themes of the flipped learning approach, which are: conducive learning atmosphere, use of more technology, a better relationship, and collaboration.[17] Moreover, this study is different from the researcher's study where the research study will be used a descriptive qualitative method design to reveal

[17] S. Singay, 'Flipped Learning in the English as a Second Language Classroom: Bhutanese Students' Perceptions and Attitudes of Flipped Learning Approach in Learning Grammar', *Indonesian Journal of Applied Linguistics*, 9.3 (2020), 666 <https://doi.org/10.17509/ijal.v9i3.23217>.

students' experiences. In addition, the researcher's study will be conducted on the students in junior high school it can show different results from the study.

Last, the study by Yang et.al (2018) presented through an in-depth analysis of quantitative and qualitative data, this article offers a case study of the advantages and challenges in the application of the flipped learning approach in the instruction of Chinese as a foreign language at the beginning level. Data were collected from two first-year Chinese classes (one in traditional and the other in flipped format) to investigate whether there were statistically significant differences in learning outcomes and students' levels of satisfaction between the two classes. Final exam and oral test scores showed that students in the flipped class performed better in speaking since more time was devoted to meaningful interactions in class. As indicated in the results of the end-of-the-semester questionnaire, these students also gave higher average ratings on three aspects of their learning experience: level of required self-directedness, amount of practice in class, and stimulation of interest in the

subject.[18] Moreover, this study is different from the researcher's where previous research explored Chinese students' experience in using the flipped classroom while the present study used EFL students' experiences.

Finally, regarding the explanation above the researcher is going to research EFL students' experiences and their challenges with the role of flipped classrooms in writing. This research is expected to be a guide for the EFL students and also the teacher in conducting an effective teaching-learning activity to support the students' improvement, especially in their writing performance.

[18] Wei Yang, Jia Yin, Chengxu Wang, 'Flipping the Classoom in Teaching Chinese as a Foreign Language', *University of Hawaii National Foreign Language Resource Center Michigan State University Center for Language Education and Research*, 22.1 (2018), 16.

B. Literature Review

1. Teaching Writing For EFL

English is taught in junior high school as a compulsory subject. The students learn all basic components and English skills. The English skills are learned by students including listening, reading, writing, and speaking. Writing is one of the English skills learned by the students.

Huy states that writing is a complex metacognitive activity that draws on an individual's knowledge, basic skill, strategies, and ability to coordinate multiple processes.[19] In addition, Huy claims that writing is one of the ways to transmit thoughts or ideas to other people. Teaching writing is an important part of language teaching. It also has become more important as one of communicative language teaching that is, teaching language as a system of communication rather than as an object of study- has taken hold in both second and foreign language settings.[20]

[19] Nguyen Thanh Huy, 'Problems Affecting Learning Writing Skill of Grade 11 at Thong Linh High School', *Asian Journal of Educational Research*, 3.2 (2015).

[20] S. C. Wegle, *Cambridge University Press*, New York, 2002.

In Indonesia an EFL context, English is a foreign language that is only taught in schools as a subject, writing in secondary education students are only given the exercises to make some sentences, then make paragraphs to manipulate the words grammatically. Moreover, they noted that writing in Indonesia is taught at various levels in educational institutions.

According to Harmer there are four reasons for teaching writing to the students of English as a foreign language:

a.Reinforcement

Some students gain language in a simply spoken way, but most of them benefit greatly from seeing written language. Visual demonstrations of language construc ts are invaluable in understanding how everything fits together and as a help to bring a new language to memory.

b. Language Development

The actual writing process helps students learn over time. The mental activities they have to go through in order to produce a written text correctly are part of the ongoing learning process.

c. Learning Style

Writing is appropriate for learners who take a little longer time at picking up a language just by looking and listening. It can also be quite reflective activity instead of the rush and bother of interpersonal face-to-face communication.

d. Writing as a Skill

Teaching writing is a basic language skill just as important as speaking, listening, and reading. Students need to know how to write letters, how to reply to advertisements etc, they also need to know some of writing special conventions such as punctuation, paragraph construction, etc.[21]

2. Teaching Writing for Junior High School in Indonesia

Teaching and learning writing is pivotal. Based on the Indonesia national curriculum, it is stated that the competence standard of writing at the Junior High School level is to express meaning in functional written texts and simple short essays in the form of descriptive, procedure, narrative, recount, and report to interact with both the closer environment and the

[21] Harmer, Jeremy. *The practice of English language teaching*. Pearson longman, 2007.

context of daily life.[22] As one of the productive skills, learning writing is important for English learners, particularly junior high school students.

Considering the importance of English in the age of globalisation, the Indonesian government has conducted English subjects in the academic curriculum as a mandatory subject to be taught in junior and senior high school by Governing Law Number. 32, 2013, Indonesia's education system launched a curriculum in 2013. This curriculum aims to prepare Indonesian people to be religious, productive, creative, and innovative. The purpose of language teaching is to develop four language skills; listening, speaking, reading, and writing. These skills should be addressed in a way that helps students to develop their communicative competence gradually.

Teaching writing is not easy as we think especially in junior high school grade. Most students feel that writing English is very difficult seen from the way they write some exposition and descriptive writing. Based on the explanation, teaching writing for junior high school students must be related to the curriculum. It means that the teacher must be able to make interesting

[22] Suma Ningsih, 'Guided Writing to Improve the Students' Writing Ability of Junior High School Students', *Indonesian Journal of EFL and Linguistics*, 1.2 (2016), 130.

teaching for students. One of the interesting ways to teach successfully is using methods or media exactly, which will support students learn effectively.

3. Standard Process of Learning

Decree No. 65/2013 issued by the Indonesian Ministry of Education and Culture about the standard of process in the 2013 Curriculum states that the standard of the process is the criterion of the teaching and learning process to achieve the standard of competence. It formulates six chapters; 1) the introduction that contains teaching and learning principles in conformity with the standard of graduate competency, 2) the characteristics of teaching and learning, 3) the planning of teaching and learning;syllabus,and lesson plans, 4) the implementation of teaching and learning process, 5) the evaluation on teaching and learning process, and 6) the supervision of teaching and learning process (Kemendikbud, 2013a).

Classroom management includes ten aspects that shall be applied in the teaching and learning process. In addition, the teaching and learning process is the embodiment of less on plan implementation. Three activities are ruled in the tea ching and learning process of the 2013 curriculum; they are introductory activities, core activities, and closing activities

.These two items must be evaluated whether or not, they have been properly implemented and carried out in line with the 2013 Curriculum.

There are 3 classifications of teaching and learning processes[23]:

a) Introductory Activities

In the introductory activities, teachers must: prepare students' psychology and physics to involve in the process of teaching and learning; motivate students to learn contextually about the material's benefits and their applications in everyday life, by giving examples and comparisons of local, national and international; ask questions that are linked knowledge before the material to be learned; explain the purpose of learning or the basic competencies to be achieved, and; convey the material and learning activities explanation in line with the syllabus.

b) Core activities

The core activities use learning models, learning

[23] Muhamad Taridi, 'English Teaching and Learning Process Analysis in Accordance with the 2013 Indonesian Curriculum', *Vol*, 1 (2016), 14.

methods, learning media, and learning sources that are referred to the subjects' and students' characteristics. The selection of thematic approaches, integrated thematic, scientific, inquiry, and discovery produce work-based learning and problem solving (project-based learning) adapted to the characteristics of competence and level of education. There are five important aspects in the core activities; the use of learning models, approaches and methods, the use of learning media and sources, attitude, knowledge, and skills.

c) Closing activities

In the closing activities of the 2013 Curriculum standard of process, teachers must; make a summary about the teaching and learning process, give feedback on the process and result of teaching and learning, follow up assignments are given to continue the process, and inform the future materials for next meetings are shared.

4. Flipped Classroom

4.1 The Definition of Flipped Classroom

The flipped classroom is considered a kind of blended learning, defined as a" mixture of two instructional technologies".[24] According to Bergma nn and Sams, the initial concept of this model which is homework traditionally done at home inverts to be done in the classroom, then it is called The Flipped Classroom Model.[25]

In 2007, Bergmann and Sams tried the model of the classroom to solve their problems. In the beginning, they still used the lecturing model in teaching students (math and sciences subjects) in remote areas typically millennial students. He recorded the video explanation and students could watch the video for learning at home. The next day, students do homework and exercises in the classroom assisted by the teacher.

Flipped learning is a pedagogical approach in

[24] Hui-chia Judy Shih and Sheng-hui Cindy Huang, 'College Students' Metacognitive Strategy Use in an EFL Flipped Classroom', *Computer Assisted Language Learning*, 33.7 (2020), 756 <https://doi.org/https://doi.org/10.1080/09588221.2019.1590420>.

[25] Bergmann.

which direct instruction moves from the group learning space to the individual learning space and the resulting group space is transformed into a dynamic, interactive learning environment where the educator guides students as they apply concepts and engage creatively in the subject matter.[26]

4.2 The Procedures for Applying Flipped Classroom

This procedure is adapted from Surana Karin's research with some modifications in applying or implementing The Flipped Classroom Model in the Indonesian context. There are four phases in this procedure such as introduction, learning materials, process, and evaluation:[27]

4.2.1 Introduction Phase

The students are introduced to the use of the flipped classroom to enhance students writing

[26] Maryam Miraei Mohammadi, Seyyed Mohammad Alavi, and Mohammad Khatib, 'The Effect of Face-to-Face Verses Online FLIP Learning on the Speaking Skill of Lower-Intermediate Iranian University EFL Learners', *Journal of English Language Pedagogy and Practice*, 14.28 (2021), 200–220 <https://doi.org/https://dx.doi.org/10.30495/jal.2022.687592>.

[27] Todsapon Suranakkharin, 'Using the Flipped Model to Foster Thai Learners' Second Language Collocation Knowledge.', *3L: Southeast Asian Journal of English Language Studies*, 23.4 (2017) <https://doi.org/http://doi.org/10.17576/3L-2017-2303-01>.

skills.

4.2.2 Learning Materials Phase

Before the meeting, the online video is given to facilitate the students' readiness.

4.2.3 Process Phase

1) Before class

a. The students watch online videos for less than 7 minutes.

b. The teacher gives 2 questions as a guideline and the students should take a note (only key point) that will be discussed and checked later.

2) In Class

a. The students are divided into group discussions consist 5-6 students and discuss the homework (the online video before the class phase).

b. The students take part in the collaborative activities to present the answer to 2 questions to the member group

c. The teacher walks around to conduct interactive feedback session where the students are engaged in group discussions.

d. Then the teacher checks the note-taking of the students and clarifies their misconceptions about descriptive text, and vocabulary makes sure all the students are active to speak up, and also checks their understanding of the main idea of the video. The total discussion is about 20 minutes.

e. The teacher conducts the lesson as usual but the video also has been watched in the 'before class phase'. This lesson consumes about 65 minutes. Hence, the total of 'the process phase' is about 85 minutes.

3) Evaluation Phase

The teacher evaluates per meeting the students' work and evaluates the students' enhancement through the post-test of writing in the last meeting.

In addition, Bergmann states that procedures of the flipped classroom in teaching foreign language classes for reading are as follows:

1. Teacher gave a video reading lesson to students before learning time in class.
2. In the class, students read the text and discuss it related to the video in groups.

3. Teacher gives some questions about it.

4. Students would respond to the questions.

4.3 The Characteristics of Flipped Classroom

There are some characteristics of the flipped classroom, they are:[28]

a. There is a switch from the teacher-centered to students-centered. Converting from a lecture-based class into an activity-based. Hence, the students are more active and interactive to discuss.

b. Providing exposure before class. The exposure such as reading from a textbook, micro lecture, or downloading vi deos from youtube, Coursera, etc.

c. A classroom where the teacher is not the "sage on the stage", but the "guide on the side". The teacher is not the main source of the information which is generally via lecture mode.

[28] Suwarna Rani Subramaniam and Balakrishnan Muniandy, 'Concept and Characteristics of Flipped Classroom', *International Journal of Emerging Trends in Science and Technology*, 3.10 (2016), 46 <https://doi.org/https://dx.doi.org/10.18535/ijetst/v3i10.01>.

4.4 The Advantages and Disadvantages of the Flipped Classroom

Flipping the classroom establishes a framework that ensures students receive a personalized education tailored to their individual needs. Educators are expected to find a way to reach these students with their very different needs. Personalization of education has been proposed as a solution. Based on the definition and the characteristics of the flipped classroom, it gives a positive impact on the flipped classroom. Here is the table of advantages and disadvantages of the flipped classroom, as follows:

1) Advantages

a. *More interactive in the discussion.*

In the flipped classroom students watch the video at home and discuss it in the classroom with their friends. It makes the students more interactive and active in peer or group discussions.

b. *Increased engagement in the material.*

The students are given contextual material that is related to the topic. It can help and motivate the students to prepare the material on the outside. Hence, the students are confident in the classroom to discuss

because they have already known and prepared the material before coming to the classroom.

c. *Increased interaction between students and teacher.*

The students bring their prior and background knowledge about the material or topic which will be discussed in the classroom. The teacher is a facilitator and has a role and authority to be involved in-class activities to guide more in learning than teaching.[29]

2) Disadvantages

a. Many educators react to new teaching strategies, including flipped classrooms, with skepticism and suspicion. Since educators are met with a constant barrage of new techniques and trends in education, they will require significant reassurance that flipping is more beneficial than the numerous other educational strategies that have been touted in the past before they commit to deviating from their current teaching practices.[30]

b. Some students will be uncomfortable with the move

[29] Natalie B Milman, 'The Flipped Classroom Strategy: What Is It and How Can It Best Be Used?', *Distance Learning*, 17.4 (2020), 71–72.
[30] Vanessa M Rivera, 'Flipped Classrooms: Advantages and Disadvantages from the Perspective of a Practicing Art Teacher', 2016 <http://hdl.handle.net/20.500.12648/691>.

towards a tech-based approach. It would not be wise to neglect that individual students have different learning styles and may prefer in-class lectures over videos or other digital media.

c. Many teachers have seen that their students are unlikely to complete their homework whether it's in the form of a short and engaging video lecture or a boring worksheet.Although teachers can make accommodations for unprepared students or explain things verbally in class that can negate in-class lecture time-saving benefits the flipped classroom method is often touted as its' primary advantage.[31]

5. Conceptual Framework

According to Camp, a conceptual framework is a structure that a researcher believes can best explain how the research problem would be explored.[32] This is arranged by providing a picture or visual display of how ideas in a study related to one another.

---

[31] Ibid.

[32] David Billing, 'Generic Cognitive Abilities in Higher Education: An International Analysis of Skills Sought by Stakeholders', *Compare: A Journal of Comparative and International Education*, 33.3(2017),p.338 <https://doi.org/https://doi.org/10.1080/03057920302596>.

In this research, the researcher analyzed the implementation of flipped classroom and the students' experience when a flipped model is used. The prominent Self-Determination Theory (SDT) framework argues that for one to feel effective and motivated, there are three basic psychological needs that should be fulfilled: need for competence, need for autonomy and need for relatedness.[33] The need for competence refers to the feeling of having the ability to complete a task. The need for autonomy refers to the feeling of volition when performing a task. The need for relatedness refers to a sense of belonging and support from a social group. Studies have shown that fulling these three needs would promote students' motivation to learn.[34]

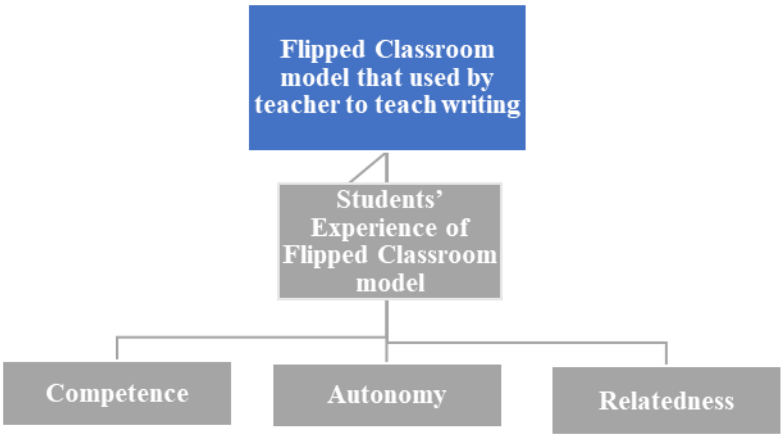
Therefore, in this study, the SDT framework was used to develop interview questions, guide the analyses of the qualitative findings, and lastly, to identify practical implementation strategies. The SDT has been widely used in a large number of studies within the education literature and it

[33] Deci, Edward L., and Richard M. Ryan, eds. *Handbook of self-determination research*. University Rochester Press, 2004.

[34] Maloy, Robert W., Sharon A. Edwards, and Allison Evans. "Wikis,Workshops and Writing:Strategies for Flipping a College Com munity Engagement Course." *Journal of Educators Online* 11.1 (2014): n1

has been suggested that the SDT represents a useful theoretical lens for exploring flipped classrooms.[35]

Figure 2.1 Conceptual Framework



[35] Maloy, Robert W., Sharon A. Edwards, and Allison Evans. "Wikis, Workshops and Writing: Strategies for Flipping a College Community Engagement Course." *Journal of Educators Online* 11.1 (2014): n1

CHAPTER III
RESEARCH METHOD

This chapter presents the research approach employed in the research design, research setting, technique of data collection, and data analysis

A. Research Design

In this research, the researcher used a descriptive qualitative research method with a case study as a design. Cresswell states that qualitative research is research with an approach to exploring and understanding the meaning of a social or human problem that happened to individuals or groups. [36]Meanwhile, According to Ary states that descriptive qualitative research studies are designed to obtain information concerning the current status phenomena. In qualitative research, there is little or no statistic.[37]

This research includes the type of case study using the descriptive qualitative method. According to Creswell, case studies are a design of inquiry found in many fields, especially evaluation, in which the researcher develops an in-depth

[36] John W Creswell and Cheryl N Poth, *Qualitative Inquiry and Research Design: Choosing among Five Approaches*, ed. by Megan Marchani, fourth (Sage publications, 2016).p.7.

[37] Donald Ary, C L Jacobs, and Asghar Razavieh, 'Introduction to Research in Education USA: Wadsworth Thompson Learning' (Inc, 2002).

analysis of a case, often a program, event, activity, process, or one or more individuals.[38] In other words, a case study is a study that focuses on a social phenomenon and collects data from people's perspectives. This research contains a qualitative aimed to describe how the use of a flipped classroom model affects the teaching and learning experiences of EFL students, and in writing class and the challenges when learning.

B. Research Setting

This research was collected from students in 8th grade and at SMPN 18 Semarang. The reason for choosing the location of the research is that the students of this school had been taught by using a flipped classroom for several months and that the school prioritizes technology. The prior itized technology and supporting infrastructure here are based on the vision and mission of SMPN 18 Semarang, excellence, high minded, and love of the environment. So the implementation of the flipped classroom can be worked. The research has been carried out from May 25 – 2 June in the second semester of the 2021/2022 academic year.

[38] Creswell and Poth.

C. Research Participants

The population was not used in qualitative research. As the result, it was used "social situation" instead of population. It had three elements, consisting of place, actor, and activity which interacted together at the same time. The point was that this kind of research used a sample called a participant or informant.[39] In this case study, purposive sampling is used in a qualitative way to emphasize the views of those who are known to encounter the same phenomenal experience.

The participants of this research were Junior High School students in Eighth grade. They are 4 males and 11 females. The students were about 14-15 years old when the study was conducted. In this case, the participant is chosen because they are familiar with the study problem so that they can provide information following the phenomenon of the research and get the research objectives. Those participants are fifteen students who had joined English writing, and also they are active in following the class and also it is based on

[39] Monique Hennink and Bonnie N Kaiser, 'Sample Sizes for Saturation in Qualitative Research: A Systematic Review of Empirical Tests', *Social Science & Medicine*,29.2 (2021),p.11 <https://doi.org/https://doi.org/10.1016/j.socscimed.2021.114523>.

teachers' recommendation. Based on the reason above, this study only took 15 students as the participant.

D. Research Type and Data Source

The type of data in this research was EFL students' experiences with the implementation of the Flipped classroom in writing class. The primary data were collected by doing an interview with the participant directly. All the data collection would be used for finding out the participants' experiences and challenges in the implementation of the flipped classroom.

E. Technique of Data Collection

This section discusses the data collection technique and the research instrument used in this research. To reach the objectives of the research, the researcher used some techniques in collecting the data such as:

1. Interview

   Semi-structured interviews were selected as the means of data collection because they are well-suited for the exploration of respondents' experiences and opinions regarding complex and sometimes sensitive issues in the

flipped language classroom. According to Miles and Huberman, semi-structured interviews enabled probing for more information and clarification of answers.[40] Students were asked to talk about their class activities, share their flipped classroom experiences in comparison with the traditional classroom, and comment on their writing skills after the training. The individual interviews ranged in length from 20 to 30 minutes, and were digitally audio-recorded and later transcribed.

This would be conducted by the researcher by asking the participants (informants) directly offline interview. The result of the interview was used to formulate data and to investigate the experience of the participants toward the use of Flipped Classroom in Writing.

Interview Guideline

No	Questions
1.	Selama pembelajaran, apakah kalian pernah mendapatkan materi yang dikirimkan sebelum pembelajaran menulis di kelas berlangsung?

[40] Miles, Matthew, Michael Huberman, and J. Saldana. "SAGE: Qualitative data analysis: A methods sourcebook." (2013).

2.	Materi atau sumber belajar apa saja yang diberikan kepada anda yang membantu anda untuk menghasilkan tulisan?
3.	Apakah guru juga memberikan tugas kepada siswa saat memberikan materi tersebut? Kalau iya, jelaskan bentuk-bentuk penugasan yang diberikan kepada anda!
4.	Bagaimana kegiatan pembelajaran menulis pada saat kelas berlangsung?
5.	Bagaimana pendapat anda terkait pemberian materi dan tugas yang dilakukan guru di luar pembelajaran di kelas tersebut?
6.	Apakah pemberian materi dan tugas di luar pembelajaran di kelas tersebut membantu anda dalam proses menulis?
7.	Hal-hal apa yang anda perlu anda peroleh sehingga pemberian materi dan/atau tugas di luar pembelajaran di kelas tersebut lebih bisa membantu anda untuk bisa menulis?
8.	Tantangan apa yang anda hadapi dalam pemberian materi atau tugas di luar pembelajaran menulis di kelas?

2. Documentation

Besides those methods mentioned above, the researchers also used documentation as a data collection method. In this study, researchers will take several pictures during teaching and learning English to support the research data so that it is more credible and valid.

F. Technique of Data Analysis

This study uses a qualitative approach with a thematic analysis method, in which the analysis focuses on identifying themes and behaviors. Thematic analysis is one way of analyzing data to identify patterns or find themes through the data that has been collected by the researcher.[41] This method is very effective when a study is to be explored in detail using qualitative data in which it must find the relation of patterns in a phenomenon and explain

[41] Virginia Braun and Victoria Clarke, 'Using Thematic Analysis in Psychology, *Qualitative Research in Psychology*, 3.2 (2015), 77–101<https://www.tandfonline.com/doi/abs/10.1191/1478088706QP063OA>.

the extent to which a phenomenon occurs through the perspective. The procedures used for the analysis largely followed the approach proposed by Braun and Clarke :

1. First, familiarization with data was internalized through transcription and translation of the interviews. The audio recordings of the interviews of 21 respondents listened to several times for their accurate translation and transcription. All interviews were directly translated into English, verbatim, by the researcher. The importance of translating the interviews as they were transcribed was first to understand the meaning rather than the language, or linguistic features first.
2. Second, The transcripts were coded on it while I listened to recordings as and when necessary. The researcher categorized the codes depending on the similarities and the ways of emerging them. The researcher used a manual technique instead of using software to analyze the data.
3. The third stage was theme development. At this stage, codes were read and reread to identify significant broader patterns of meaning (potential themes).

4. Reviewing themes

   In this phase, we can review themes as a two-level analytic process. In the first level, the researcher finds out the codes within each theme. After that review and re-read all the data to get the point that has to be added. Then the data can be added, divided, or even discard. This level will be complete if the researcher feels confident with the decision that she or he made based on their analysis. In the second level, it applies some questions similar to the theme. Does the theme fit meaningful? based on the available data. So, the researcher re-reads all the data to test the theme and recodes it. Hopefully, the data has become relevant to the research questions.

5. Defining and naming themes

   This is the final refinement of themes and the aim is to identify the essence of what each theme is about. What is the saying? If there are subthemes, how do they interact and relate to each other? The names of themes to be included in the final report are reviewed to ensure they are brief and adequately descriptive.

6. Producing the report

   The last phase is producing the report. The report should weave a narrative that provides a clear, concise, and logical account of not only how a researcher interprets the data, but also why their selection of themes and interpretation of the data is important and accurate.[42]

[42] Virginia Braun and Victoria Clarke, 'Using Thematic Analysis in Psychology, *Qualitative Research in Psychology*, 3.2 (2015),77–1<https://www.tandfonline.com/doi/abs/10.1191/1478088706QP063OA>.

CHAPTER IV
RESEARCH FINDINGS AND DISCUSSION

This chapter covers research findings and discussion which include the result of interviews by the researcher with the EFL students toward the students' experiences in the use of the flipped classrooms to support their writing ability.

A. Findings

Based on the data set, the researcher offers the two keys pattern related to the students' experiences in using flipped classrooms in writing. These two keys will be separated to make the findings more structured and easier to understand. The first key is about students' experiences while using a flipping writing classroom. The second key discussed the challenges faced by the students in using flipped classrooms. As explained below:

1. EFL Students' Experiences toward the use of flipping English writing classroom

The data of this research were obtained from interviews related to the student's experiences in the use of flipped classrooms in supporting their writing ability. Almost students showed positive attitudes and responses towards

their flipped classroom experiences. Using the SDT framework, four themes emerged in this research. These four themes are enhanced perceived competence, flexibiity,and increased students'motivation for self learning, Enhanced engagement, and interaction, and writing ability development, as explained below:

a. Enhancing perceived competence

Students reported positively about the pre-class element, especially video watching, as it enables students to develop an understanding of the course content before class. Having the basic knowledge enhances students' perceived competence in learning in class and motivates students to pay more attention during class time. This was evidenced through C2 and C12 said:

> "*Because I have the basic idea in mind during a class discussion, I quickly understand the opinions of others. It gives us more opportunities to communicate and there are more opportunities to express my ideas. Without preparation, I don't have the nerves to talk.*"*"*. (Student C2)
>
> *"I watch video outside the classroom, so on the second day I'm in class, I have some concepts.". (Student C12)*

b. flexibility and increased students' motivation for self-learning

The use of educational video and Powerpoint for pre-class preparation was generally welcomed as it allows flexibility for students to learn at their own pace by having the option to access the videos at their own time. As stated in the following quotes:

> *"I think watching the video is pretty relaxing. I was able to stay at home, choose the time to lie down and have a pleasant place to watch the video. If that's what I'm interested in, I'll look at it again. Watching it doesn't look like learning in class. It's a good easy learning."* (Student C5)
>
> *"I've seen the videos again, it helps me to retract and remember again. So that's how I prepare. I think it's important to prepare for the class. It works.". (Student C4)*

In teaching and learning, motivation is one of the most important factors that enhance performance. The feeling of being motivated gives students the confidence they need in writing. It was in line with Gardner & Lambert that motivation can be defined as a genuine interest and personal towards community and culture which are represented by the other community.[43] Those results can be

[43] Wallace E Lambert, 'Psychological Approaches to the Study of Language: Part II: On Second-Language Learning and Bilingualism', *The* Modern Language *Journal*, 47.3 (1963),114 <https://doi.org/https://doi.org/10.2307/320615>.

obtained and identified by seeing this interview with the students:

> *"In a flipped classroom, we got a lot of time to write and to think about the work, It's different as usual which is we have limited time to practice because there a lot of things that happen in the class, so we don't have enough time.* (Student C1)

Confidence does not only come from watching the lecture videos before class, it also comes from their teacher, as C15 said:

> "*The teacher gave us the confidence to write. The teacher is guiding you all the time in the classroom. Allow us to write by ourselves. In the traditional classroom, there's less guidance". (Student C15)*

c. Enhancing engagement and interaction

Students' active engagement appeared to facilitate in-depth learning during the increased class time spent on sharing and discussion. Being able to elicit comprehensive insights through interaction with classmates and teachers was the most frequently reported gain among students and teachers. This helped the EFL students learn and master the English language more effectively. The flipped classroom approach also enabled students to have discussions with their peers, after class hours, through online media This information

was found from the interview with the students:

> *"I like the class activities and writing in pairs or the group in the flipped classroom. I like to work together. It's more interesting because in-class activities, we can discuss together. When we have a problem, we can always ask each other".(Student C6)*

Some students also mentioned in their interviews that flipped classroom learning increased student-teacher interaction and gave them more opportunities to receive feedback from the teacher. Students commented positively about the teacher's feedback in a flipped classroom, stating that teacher knew their strengths and weaknesses and was able to indicate to them the areas that they needed to improve. Those results can be obtained and identified by seeing this interview with the students:

> "*Absolutely. While we were having the discussion, the teacher walked around giving feedback to the students. Immediate feedback helps. I also like direct feedback from friends."* (Student C8)

d. Writing skills development

Most of the students mentioned that flipped classroom improves their writing skills. Regarding their learning, the EFL students perceived that flipped classroom helps

improve many areas. It is greatly beneficial for students, especially in writing, as it helps them with comprehension and in return, elaborated on how the flipped writing course helped them to write text more confidently. The information was found from the interview with the students:

> *"I have learned the structure of recount text and become 'more confident, I knew how to write and how to write an introduction and put ideas in the body paragraph*". *(Student C9)*
>
> *"Through this learning session, I can improve my writing ability to put my ideas to write the text because my teacher has shared the material clearly, such us video and ppt". (Student C11)*

2. Challenges faced by EFL Students toward the use of flipping English writing classroom.

This question focuses on the barriers which are got by the students in understanding writing material using flipped classroom: It is based on the students' views and the reason why students feel difficult will be presented here, such as:

a. Limited internet quota

The students were also distracted by the limited internet quota during their learning activities. They did not have enough mobile data to open it freely because they were

worried about running out of quota before the next online class. This was supported by the interview with the student below:

> *"I can't watch the provided video at home because I have trouble with the internet quota. So, I watched the video material at school. (Student C7)*

b. Duration of the video

The students mentioned some boredom and difficulties. Two students commented that watching the video material was a challenge as they found it hard to stay focused for more than 5 minutes and it added to their workload. Here are the student mentioned:

> *" My problem was that it was really long. People don't like it when things are very long. So in as much as the teacher wants to explain in detail, they should not make the videos very long."* (*Student C10)*

> *"watching the video for fun is easy but watching the 10-minute video for homework is difficult"*(Student C3)

However, these comments on the shortcoming of the flipped classroom were not critical, because they did not affect the overall student satisfaction with the flipped classroom. Students added that the flipped model had helped them improve their writing, and they had more confidence in their writing ability.

B. Discussion

This section provides a discussion of the research findings. Depending on the analysis of students' interviews, the researcher infers that EFL students who are using flipped classroom in their writing class get various experiences based on their perceptions. According to data analysis of semi-structured interviews with the students of Eighth grade, the researcher found four themes of students' experiences and two challenges that students faced during the implementation of flipped classroom.

According to Wegle, teaching writing is an important part of language teaching. It also has become more important as one of communicative language teaching that is, teaching language as a system of communication rather than as an object of study- has taken hold in both second and foreign language settings.[44] Based on the Indonesia national curriculum, it is stated that the competence standard of writing at the Junior High School level is to express meaning in functional written texts and simple short essays in the form of descriptive, procedure, narrative, recount, and report to interact with both the closer environment and

[44] S. C. Wegle, *Cambridge University Press*, New York, 2002.

the context of daily life.[45]

Harmer states that writing has always formed part of the syllabus in teaching English. As one of the four language skills, writing has always occupied a place in most English language courses.[46] It means that the teacher must be able to make interesting teaching for students. One of the interesting ways to teach successfully is using models or media exactly, which will support students to learn effectively.

Flipped learning is characterized by technology-based preliminary study and active participation of students in face-to-face classes, and by reversal of traditional education methods. In other words, Pre-Class is conducted online; and in the actual In-Class class, students can make the most of their class time with learner-centered debate and discussions, and advanced exploratory learning. It has the advantage of improving the learner's interest and satisfaction for the following reasons: Learners can receive personal guidance from professors and experience interaction with professors and team members through

[45] Ningsih, Suma. "Guided writing to improve the students' writing ability of junior high school students." *Indonesian Journal of EFL and Linguistics* 1.2 (2016): 129-140.

[46] Harmer, Jeremy. *How to teach writing*. Pearson Longman, 2004, p.31

discussion and cooperation learning; they can also learn from After-Class assignments and learn at their own pace.[47]

The first research question reported the students' experiences based on the data analysis of the semi-structured interviews using the SDT framework.[48] Most students in this study felt positive about the flipped classroom model. Students' positive feelings can be explained using the main components of the SDT. The researcher found out four themes emerged in this research. These four are enhanced perceived competence, flexibility and increased students' motivation for self-learning, Enhanced engagement and interaction, and Writing ability development.

The first theme of the finding is Enhanced perceived competence. The students have reflected that relevant and concise pre-class materials help increase students' confidence in understanding course materials. Therefore, the first basic cognitive need, a sense of competence, could

[47] Bergmann J, Sams A. Flip your classroom: reach every student in every class every day. Eugene*: International Society for Technology in Education.* 2012.

[48] Deci, Edward L., and Richard M. Ryan, eds. *Handbook of self-determination research*. University Rochester Press, 2004.

be effectively fulfilled by the presence of well-designed pre-class materials. Students felt more competent with tasks and activities that motivated them to cultivate self-directed learning as compared with conventional classrooms.

During the interview, most of the students said they felt more competent about the flipped learning activities that took place in and out of class. This allowed students to take ownership of their learning, as they could prepare for their EFL lessons before coming to the class via online video lectures. This activity enabled students to understand the subject better because of having prepared before attending class. The findings of this study were supported by the findings from Bergmann and Sams, whereby students of flipped classes revealed that they felt more confident and competent in engaging in classroom activities because they were prepared before coming to class.

The second theme of the findings is flexibility and increased students' motivation for self-learning. The flip-class model used in this EFL writing classroom also supported students' learning need for autonomy. The flipped model successfully integrated a flexible learning environment, established student-centered learning, and developed autonomous learners. Most students perceived that

their EFL flip class had trained them to study independently, at their own pace. That was relevant to the roles of curriculum 2013 whereas the students needed to explore their knowledge independently and not always depend on their teacher.

This finding is coherent with Keengwe and Hussein who found that innovative instructional practices used in the teaching of English reinforced students autonomous learning and improved their motivation.[49] Various studies have sought to determine the benefits that the flipped classroom model has on language learners' autonomy. Another Previous study from Zainuddin and Halili conducted a content analysis of 20 refereed articles regarding flipped learning and found that most flipped classroom studies sought to investigate students' autonomous learning needs. It was evident that the more students took responsibility for their studies, the more autonomous they perceived themselves, and the more intrinsically motivated they were.

The third theme of the findings is enhanced engagement and interactions. This theme fulfilled

[49] Jared Keengwe and Farhan Hussein, 'Using Computer-Assisted Instruction to Enhance Achievement of English Language Learners', *Education and Information Technologies*, 19.2 (2014), 298.

students' need for relatedness. Building a good interaction between students and teachers could ignite students' interest in learning. According to Zamzani et.al, the flipped classroom model also enabled students to have discussions with their peers, after class hours, through online media. However, in the non-flipped class that was more lecture-based, it appeared that the students had lower interaction among themselves.[50]

The last theme of the first research question is defined to be writing skills development. Students perceived the flipped classroom model as beneficial for the improvement of their writing skills. They agreed that they could do well in their English writing class. The result is supported by the findings from Ridwan (2021), The result showed that flipped classroom implementation in improving students' writing skills has enhanced students' participation and happiness to learn, as proby by the result of students' response to imposing flipped classroom combined with the Schoology app.[51]

---

[50] Zamzami Zainuddin and Corinne Jacqueline Perera, 'Exploring Students' Competence, Autonomy and Relatedness in the Flipped Classroom Pedagogical Model', *Journal of Further and HigherEducation*,43.1(2019),115.<https://doi.org/10.1080/0309877X.2017.1356916>.

[51] Siswanto.

The second research question reported the challenges that students faced during the implementation of flipped classroom. There were some students who stated that they have difficulty downloading and watching the video material before the class because they have a limited internet quota in their homes. They watch the video material only at school, it makes them fail to prepare their self in class. They are confused about what they should do in the class while other students have been ready for beginning the class with their material preparation provided before the class. Although the students were able to access the online lesson, without viewing the videos and slideshows, they missed an essential part of the lesson in understanding the concepts. Johnson and Renner state there were students in a class who practiced flipped teaching who did not participate in the lesson outside the classroom. The class then technically split into two, which made it difficult for the teacher to group and assist the students in their learning.

Another challenge also mentioned by the students, It was the long video material by the teacher. The video duration should not be too long. Therefore, a previous by Richard exposed that the perceptions of students with

regard to the nature of the videos had to do with issues concerning the duration of the videos they experienced. They mentioned that the duration of the video provided by the teacher was their challenge in understanding the material.[52] This theme captures students' opinions of the videos they experienced during the course. of the videos. With regard to the content of the videos, the students' perceptions were on issues concerning the duration of the videos, and how uninteresting or boring the videos were.

[52] Richard Boateng and others, 'Videos in Learning in Higher Education: Assessing Perceptions and Attitudes of Students at the University of Ghana', *Smart Learning Environments*, 3.1 (2016), 1–13 <https://doi.org/10.1186/s40561-016-0031-5>.

CHAPTER V
CONCLUSION AND SUGGESTION

This is the final chapter of the research study. This chapter comprises conclusion and suggestion of what have been discussed in this study.

A. Conclusion

Based on the finding and discussion that explain EFL students' experiences and challenges on the implementation of the flipped classroom in writing class, then the researcher could conduce that Qualitative data from the semi-structured interviews found positive experiences regarding the flipped writing experience and students described themselves as more motivated to write and more engaged in class. The literature in this area lacked theory-driven studies to examine the mechanisms and key features of the flipped classroom that could enhance students' learning experiences. This research extends the extent of literature by applying a psychology theory from a motivational perspective.

In the term of challenges, the students found some problems such as limited quota at home so the students find it difficult to relate with the material in the class because they

didn't watch the video before the class, without viewing the videos and slideshows, they missed an essential part of the lesson in understanding the concepts. The second challenge faced by students is the long video duration. This makes them feel bored watching the video and the duration of the video provided by the teacher was their challenge in understanding the material. The solution of that challenges, the teachers can make accommodations for unprepared students or explain things verbally in class that can negate in-class.[53] This study also contributes to the development of English as a foreign language learning process.

B. Suggestion

Based on the conclusion above the teacher would try to give some suggestions that could be beneficial for the teacher and further researchers.

1. For the teacher

   In the English teaching and learning process, especially in writing teachers are recommended to select flipped classroom model as the appropriate teaching model. Since, it is capable to encourage the improvement of

[53] Vanessa M Rivera, 'Flipped Classrooms: *Advantages and Disadvantages from the Perspective of a Practicing Art Teacher*', 2016 <http://hdl.handle.net/20.500.12648/691>.

students' writing ability and to build their motivation in studying writing.

2. For The Next Researchers

Hopefully, this research can be used as a good reference for the next researcher who wants to conduct the same topic. The researcher recommends that a larger sample be invoved in future research. It will be better if not only students' perspective. So there is a comparison between the students and the teacher's perspectives.

REFERENCES

Arta, G. J., Ratminingsih, N. M., & Hery Santosa, M. (2019). The Effectiveness Of Blended Learning Strategy On Students' Writing Competency Of The Tenth Grade Students. *JPI (Jurnal Pendidikan Indonesia)*, *8*(1), 29. https://doi.org/10.23887/jpi-undiksha.v8i1.13501

Ary, D., Jacobs, C. L., & Razavieh, A. (2002). *Introduction to research in education USA: Wadsworth Thompson Learning*. Inc.

Aspridanel, A., Abdurrahman, A., Lengkana, D., & Jalmo, T. (2022). STEM-Integrated Flipped Classroom in the Teacher's Perspective: Could its Implementation in E-Module Improve System Thinking Ability? *Indonesian Journal of Science and Mathematics Education*, *5*(1), 43–52. https://doi.org/10.24042/ijsme.v5i1.10663

Bergmann, J. and A. S. (2012). *Flip your classroom: Reach every student in every class every day.*

Billing, D. (2017). Generic cognitive abilities in higher education: An international analysis of skills sought by stakeholders. *Compare: A Journal of Comparative and International Education*, *33*(3), 338. https://doi.org/https://doi.org/10.1080/03057920302596

Boateng, R., Boateng, S. L., Awuah, R. B., Ansong, E., & Anderson, A. B. (2016). Videos in learning in higher education: assessing perceptions and attitudes of students at the University of Ghana. *Smart Learning Environments*, *3*(1), 1–13. https://doi.org/10.1186/s40561-016-0031-5

Braun, V., & Clarke, V. (2006). Using thematic analysis in

psychology. *Qualitative Research in Psychology*, *3*(2), 198. https://www.tandfonline.com/doi/abs/10.1191/1478088706QP063OA

Bruggeman, B., Tondeur, J., Struyven, K., Pynoo, B., Garone, A., & Vanslambrouck, S. (2021). Experts speaking: Crucial teacher attributes for implementing blended learning in higher education. *The Internet and Higher Education*, *48*, 100772. https://doi.org/10.1016/j.iheduc.2020.100772

Creswell, J. W., & Poth, C. N. (2016). *Qualitative inquiry and research design: Choosing among five approaches* (M. Marchani (ed.); fourth). Sage publications.

Deci, E. L., & Ryan, R. M. (2004). *Handbook of self-determination research*. University Rochester Press.

Evseeva, A., & Solozhenko, A. (2015). Use of Flipped Classroom Technology in Language Learning. *Procedia - Social and Behavioral Sciences*, *206*, 207. https://doi.org/10.1016/j.sbspro.2015.10.006

Fauzan, A., & Ngabut, M. N. (2018). EFL students' perception on flipped learning in writing class. *Journal on English as a Foreign Language*, *8*(2), 115. https://doi.org/10.23971/jefl.v8i2.792

Haerazi, H., Irwansyah, D., Juanda, J., & Azis, Y. A. (2018). Incorporating Intercultural Competences in Developing English Materials for Writing Classes. *Journal of Language Teaching and Research*, *9*(3), 540. https://doi.org/10.17507/jltr.0903.13

Hennink, M., & Kaiser, B. N. (2021). Sample sizes for saturation in qualitative research: A systematic review of empirical tests. *Social Science & Medicine*, *29*(2), 11. https://doi.org/https://doi.org/10.1016/j.socscimed.2021.

Hockly, N. (2016). *Focus on learning technologies*. Oxford University Press.

Huy, N. T. (2015). Problems affecting learning writing skill of grade 11 at Thong Linh high school. *Asian Journal of Educational Research*, *3*(2).

Iswantiningtyas, V., Yulianto, D., & Utomo, H. B. (2022). Implementasi Pembelajaran Tatap Muka Terbatas dan Daring Masa Kenormalan Baru Pada Anak Usia Dini di Kabupaten Kediri. *Equilibrium: Jurnal Pendidikan*, *10*(1), 30–38.

Keengwe, J., & Hussein, F. (2014). Using computer-assisted instruction to enhance achievement of English language learners. *Education and Information Technologies*, *19*(2),295–306. https://doi.org/https://doi.org/10.1111/jcal.12549

Ko, S., & Rossen, S. (2017). *Teaching online: A practical guide*. Routledge. https://doi.org/https://doi.org/10.4324/9780203427354

Lambert, W. E. (1963). Psychological approaches to the study of language: Part II: On second-language learning and bilingualism. *The Modern Language Journal*, *47*(3), 114–121. https://doi.org/https://doi.org/10.2307/320615

Lee, G., & Wallace, A. (2018). Flipped Learning in the English as a Foreign Language Classroom: Outcomes and Perceptions. *TESOL Quarterly*, *52*(1), 62–84. https://doi.org/10.1002/tesq.372

Li, S., & Suwanthep, J. (2017). Integration of flipped classroom model for EFL speaking. *International Journal of Learning and Teaching*, *3*(2), 118.

Li, Z., Tsai, M.-H., Tao, J., & Lorentz, C. (2014). Switching to blended learning: The impact on students' academic performance. *Journal of Nursing Education and*

Practice, *4*(3), 245. https://doi.org/https://doi.org/10.5430/jnep.v4n3p245

Maloy, R. W., Edwards, S. A., & Evans, A. (2014). Wikis, Workshops and Writing: Strategies for Flipping a College Community Engagement Course. *Journal of Educators Online*, *11*(1), 23. http://www.thejeo.com

Mandasari, B., & Wahyudin, A. Y. (2019). Flipped Classroom Learning Model: Implementation and Its Impact on EFL Learners' Satisfaction on Grammar Class Corresponding Email Article's History Flipped Classroom Learning Model: Implementation and Its Impact on EFL Learners' Satisfaction on Grammar Class. *Ethical Lingua*, *8*(1), 2021.

Milman, N. B. (2020). The flipped classroom strategy: What is it and how can it best be used? *Distance Learning*, *17*(4), 71–72.

Miraei Mohammadi, M., Alavi, S. M., & Khatib, M. (2021). The Effect of Face-to-Face Verses Online FLIP Learning on the Speaking Skill of Lower-Intermediate Iranian University EFL Learners. *Journal of English Language Pedagogy and Practice*, *14*(28), 200–220. https://doi.org/https://dx.doi.org/10.30495/jal.2022.687592

Ningsih, S. (2016). Guided writing to improve the students' writing ability of junior high school students. *Indonesian Journal of EFL and Linguistics*, *1*(2), 130.

Nja, C. O., Orim, R. E., Neji, H. A., Ukwetang, J. O., Uwe, U. E., & Ideba, M. A. (2022). Students' attitude and academic achievement in a flipped classroom. *Heliyon*, *8*(1), e08792. https://doi.org/10.1016/j.heliyon.2022.e08792

Purnawarman, P., Susilawati, & Sundayana, W. (2016). The

use of Edmodo in teaching writing in a blended learning setting. *Indonesian Journal of Applied Linguistics*, *5*(2), 242–252. https://doi.org/10.17509/ijal.v5i2.1348

Rachmawati, V., Setyaningrum, W., & Retnawati, H. (2019). Flipped classroom in mathematics instruction: Teachers' perception. *Journal of Physics: Conference Series*, *1320*(1), 012088. https://doi.org/10.1088/1742-6596/1320/1/012088

Rivera, V. M. (2016). *Flipped Classrooms: Advantages and disadvantages from the perspective of a practicing art teacher*. http://hdl.handle.net/20.500.12648/691

Shih, H. J., & Huang, S. C. (2020). College students' metacognitive strategy use in an EFL flipped classroom. *Computer Assisted Language Learning*, *33*(7), 756. https://doi.org/https://doi.org/10.1080/09588221.2019.1590420

Singay, S. (2020). Flipped learning in the English as a second language classroom: Bhutanese students' perceptions and attitudes of flipped learning approach in learning grammar. *Indonesian Journal of Applied Linguistics*, *9*(3), 666. https://doi.org/10.17509/ijal.v9i3.23217

Singh, J. K. S. and L. S. (2021). "Combining the best of online and face-to-face learning: Hybrid and blended learning approach for COVID-19, post vaccine, & post-pandemic world." *Journal of Educational Technology Systems*, *50*(2), 140–171.

Siswanto, R. A. (2021). *The Implementation of Flipped Classroom to Improving Students' Writing Skills at University of Brawijaya*. *27*, 58–63. https://doi.org/10.17977/um048v27i2p58-63

Su Ping, R. L., Verezub, E., Adi Badiozaman, I. F. bt, & Chen, W. S. (2020). Tracing EFL students' flipped

classroom journey in a writing class: Lessons from Malaysia. *Innovations in Education and Teaching International*, *57*(3), 305–316. https://doi.org/10.1080/14703297.2019.1574597

Subramaniam, S. R., & Muniandy, B. (2016). Concept and characteristics of flipped classroom. *International Journal of Emerging Trends in Science and Technology*, *3*(10),46.https://doi.org/https://dx.doi.org/10.18535/ijetst/v3i10.01

Suranakkharin, T. (2017). Using the Flipped Model to Foster Thai Learners' Second Language Collocation Knowledge. *3L: Southeast Asian Journal of English Language Studies*, *23*(4).https://doi.org/http://doi.org/10.17576/3L-2017-2303-01

Taridi, M. (2016). English teaching and learning process analysis in accordance with the 2013 indonesian curriculum. *Vol*, *1*, 14.

Wahyuni, S. (2018). The Effect of Blended Learning Model towards Students' Writing Ability. *J-SHMIC : Journal of English for Academic*,*5*(2), 97–111, https://doi.org/10.25299/jshmic.2018.vol5(2).1801

Yang, Jia Yin, Chengxu Wang, W. (2018). Flipping the classoom in teaching Chinese as a foreign language. *University of Hawaii National Foreign Language Resource Center Michigan State University Center for Language Education and Research*, *22*(1), 16.

Zainuddin, Z., & Perera, C. J. (2019). Exploring students' competence, autonomy and relatedness in the flipped classroom pedagogical model. *Journal of Further and Higher Education*,*43*(1),115–126.https://doi.org/10.1080/0309877X.2017.1356916

Zhu, J., & Zhang, J. (2008). Contemporary trends and developments in early childhood education in China. *Early Years*,*28*(2),173182. https://doi.org/10.1080/09575140802163584

APPENDICES

APPENDIX 1: Transcript of interviews

Nama: RPS (Student, C2)

Day/Date: May 29, 2022

Time: 10.00 A.M

NO	Pertanyaan (Questions)	Jawaban
1	Selama pembelajaran,apakah lian pernah Mendapatkan materi yang dik mkan sebelum pembelajaran menulis di kel berlangsung? During the teaching and learning process,have you ever Obtained materials submitted before learning in classroom?	Iya, guru memberikan materi sebelum pembelajaran dikelas dimulai. Biasanya guru mengirimkan materi 3-2 hari sebelum pembelajaran berlangsung. Yes, the teacher provided material before the learning in class begins. Usually, the teacher shared the material 3-2 days before the lesson takes place.
2.	Materi atau sumber belajar apa saja yang diberikan kepada anda yang membantu anda untuk menghasilkan tulisan? What materials or learning resources are given to you that help you to produce writing?	Materi/ sumber belajar yang biasanya diberikan kepada saya berupa video atau berupa PPT The material/learning resources that were usually given to me were in the form of videos or the form of PPT
3.	Apakah guru juga memberikan tugas kepada siswa saat memberikan	Iya, guru memberikan tugas yang berkaitan dengan materi yang sedang

	materi tersebut? Kalau iya, jelaskan bentuk-bentuk penugasan yang diberikan kepada anda! Did the teacher also assign assignments to students when giving the material? If so, explain the forms of assignments given to you!	dijelaskan. Tugas tersebut biasanya berupa kerja kelompok, bermain kuis, merangkai sebuah teks dan berdiskusi dengan teman. Yes, the teacher gave tasks related to the material being described. These tasks were usually a group of work, quizzes, arranging sentences into a text, and discussions with friends
4.	Bagaimana kegiatan pembelajaran menulis pada saat kelas berlangsung? How were the writing learning activities during class?	Saat kami sedang melakukan diskusi, guru berkeliling untuk memberikan umpan balik kepada siswa. Umpan balik langsung membantu. While we were doing the discussion, the teacher walked around to give feedback to the students. The immediate feedback helps.
5.	Bagaimana pendapat anda terkait pemberian materi dan tugas yang dilakukan guru di luar pembelajaran di kelas tersebut? What did you think about the provision of materials and tasks that teachers do outside of learning in that class?	Menurut saya dengan diberikannya video dan ppt diluar pembelajaran tentang materi yang akan kami pelajari dikelas ini sangat efektif karena saya bisa menonton ulang video, itu membantu saya untuk merevisi dan belajar lagi. Jadi itu semacam persiapan bagi saya. Saya pikir penting

		untuk mempersiapkan sebelum kelas. In my opinion, the provided videos and ppt outside of learning about the material we'll have been learning in class were very effective. I could re-watch the videos, it helps me to revise and learn again. So that is a kind of preparation for me. I think that it is important to prepare before class.
6.	Apakah pemberian materi dan tugas di luar pembelajaran di kelas tersebut membantu anda dalam proses menulis? What did you feel about the provision of materials and tasks that teachers do outside of learning in that class?	Iya, pemberian materi dan tugas di luar pembelajaran di kelas membantu saya dalam proses menulis. Saya menjadi lebih paham dengan materi yang sedang dipelajari. Yes, I felt giving materials and assignments outside of classroom learning helped me in the writing process. I became more familiar with the material being studied.
7.	Hal-hal apa yang anda perlu anda peroleh sehingga pemberian materi dan/atau tugas di luar pembelajaran di kelas tersebut lebih bisa membantu anda untuk	Pemberian materi dan tugas di luar pembelajaran di kelas membantu saya dalam memahami materi dan dapat melatih untuk belajar mandiri di luar jam pembelajaran di kelas.

	bisa menulis? What were you need more to acquire so that provided materials and assignments outside of learning in the classroom can more helpful for you to improve your writi ability?	The provided materials and assignments given outside the classroom helped me understand the material and trained me to study independently outside the classroom.
8.	Tantangan apa yang Anda hadapi dalam materi yang diberikan atau tugas di luar kelas belajar menulis yang dilakukan oleh guru? What challenges do you face in the material given or tasks outside of classroom writing learning performed by the teacher?	Saya tidak bisa menonton video yang disediakan di rumah karena saya kesulitan dengan kuota internet. Jadi, saya menonton materi video di sekolah. I can't watch the provided video at home because I have trouble with the internet quota. So, I watched the video material at school.

Name: LH (Student,C11)

Day/Date: May 29, 2022

Time: 10.00 A.M

NO	Pertanyaan (Questions)	Jawaban
1	Selama pembelajaran,apakah lian pernah Mendapatkan materi yang dil mkan sebelum pembelajaran menulis di kel berlangsung? During the teaching and learning process, have you ev Obtained materials submitted before learning in the classroom?	Iya guru membagikan video dan ppt tentang materi yang akan kami pelajari di kelas, kemudia guru juga meminta kami membuat 1 kalimat yang setlah itu akan guru beri komentar. Yes, the teacher shared videos and ppt about the material we will have been learning in class, the teacher also asked us to make 1 sentence, then the teacher gives comments.
2.	Materi atau sumber belajar apa saja yang diberikan kepada anda yang membantu anda untuk menghasilkan tulisan? What materials or learning resources are given to you that help you to produce writing?	Video di youtube dan Powerpoint Youtube videos and Powerpoint
3.	Apakah guru juga memberikan tugas kepada siswa saat memberikan materi tersebut? Kalau iya,	Iya, mengoreksi kalimat, menyusun dan merangkai kalimat dengan benar, menuliskan struktur pada

	jelaskan bentuk-bentuk penugasan yang diberikan kepada anda! Did the teacher also assign assignments to students when giving the material? If so, explain the forms of assignments given to you!	teks. Yes, correct sentences, compose and arrange sentences correctly, and write structures in the text.
4.	Bagaimana kegiatan pembelajaran menulis pada saat kelas berlangsung? How were the writing learning activities during class?	Guru meminta kami untuk berdiskusi, melakukan tanya jawab serta Menyusun kalimat untuk menuliskan text. The teacher asked us to discuss, asked questions, and compose sentences to write the text.
5.	Bagaimana pendapat anda terkait pemberian materi dan tugas yang dilakukan guru di luar pembelajaran di kelas tersebut? What did you think about the provision of materials and tasks that teachers do outside of learning in that class?	Melalui sesi pembelajaran ini, saya dapat meningkatkan kemampuan menulis saya untuk menuangkan ide-ide saya untuk menulis teks karena guru saya telah membagikan materi dengan jelas, seperti video dan ppt. Through this learning session, I can improve my writing ability to put my ideas to write the text because my teacher has shared the material clearly,

		such us video and ppt.
6.	Apakah pemberian materi dan tugas di luar pembelajaran di kelas tersebut membantu anda dalam proses menulis? What did you feel about the provision of materials and tasks that teachers do outside of learning in that class?	Iya materi yang diberikan sebelum kelas berlangsung membuat saya lebih percaya diri. Saya tahu apa yang ingin saya lakukan karena setelah saya menonton video tentang materi yang diberikan saya mendapatkan pengetahuan dan ide baru dalam proses menulis text, seperti text recount yang kami pelajari. Yes, I felt, that the material given before the class made me more confident. I knew what I want to do in class because after I watched the video about the material given, I got new knowledge and ideas in the process of writing text, such as the recount text that we learned.
7.	Hal-hal apa yang anda perlu anda peroleh sehingga pemberian materi dan/atau tugas di luar pembelajaran di kelas tersebut lebih bisa membantu anda untuk bisa menulis? What were you need more to acquire so that	Saya rasa guru harus memberikan Video pembelajaran yang lebih menarik dan singkat. I think the teacher should provide a more interesting and short learning video.

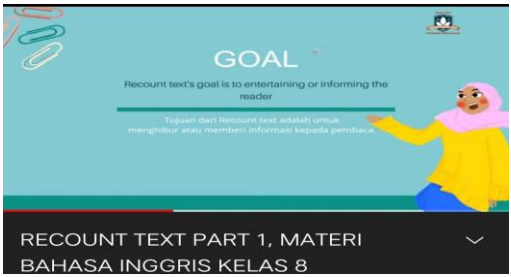
	provided materials and assignments outside of learning in the classroom can more helpful for you to improve your writi ability?	
8.	Tantangan apa yang Anda hadapi dalam materi yang diberikan atau tugas di luar kelas belajar menulis yang dilakukan oleh guru? What challenges do you face in the material given or tasks outside of classroom writing learning performed by the teacher?	Masalah saya yaitu video yang diberikan itu memiliki durasi yang panjang. Guru menjelaskan secara detail tapi itu akan membosakan. My problem was that it was really long. People don't like it when things are very long. So in as much as the teacher wants to explain in detail, they should not make the videos very long

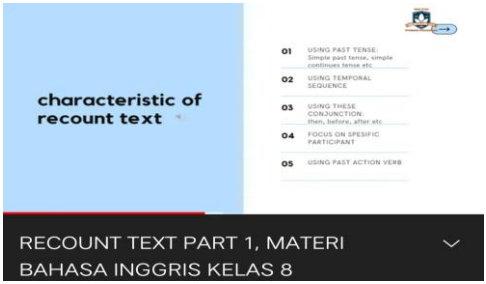
Appendix 2: Participants' Check Sheet

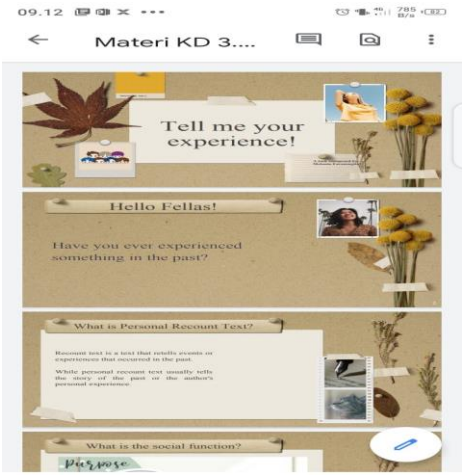
Code	Student's Name	Class
C1	Aulia Nurlita Hartono	VIII-C
C2	Rina Puspita Sari	VIII-C
C3	Iqbal Habibie Cahyadi Putra	VIII-C
C4	Maariyah Raihannun Pramesti	VIII-C
C5	Dhehan Maulana	VIII-C
C6	Raffi Khoirul Imam Saputro	VIII-C
C7	Khaylilla Alissa Putri	VIII-C
C8	Naura Rajwa Jati	VIII-C
C9	Chavia Zagita Megawati	VIII-C
C10	Machika Salsabela Nugraheni	VIII-C
C11	Lukman Hamid	VIII-C
C12	Nadhifa Nur Syaharizqi	VIII-C
C13	Nila Ainiya	VIII-C
C14	Salsabila Kirana Ismaya	VIII-C
C15	Sukma Putri Dwi Wijayanti	VIII-C

Appendix 3: documentation

Picture of learning material (Videos, PowerPoint) by the English teacher

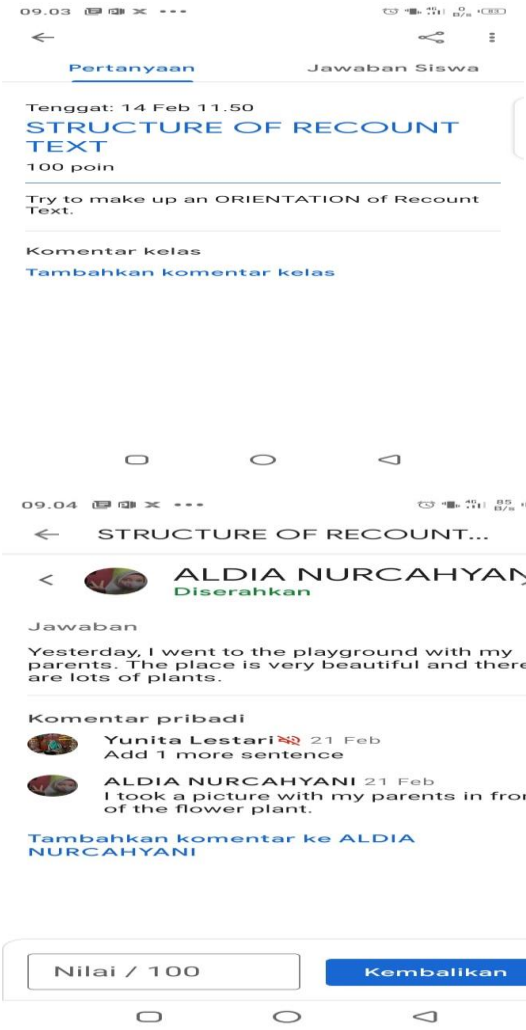


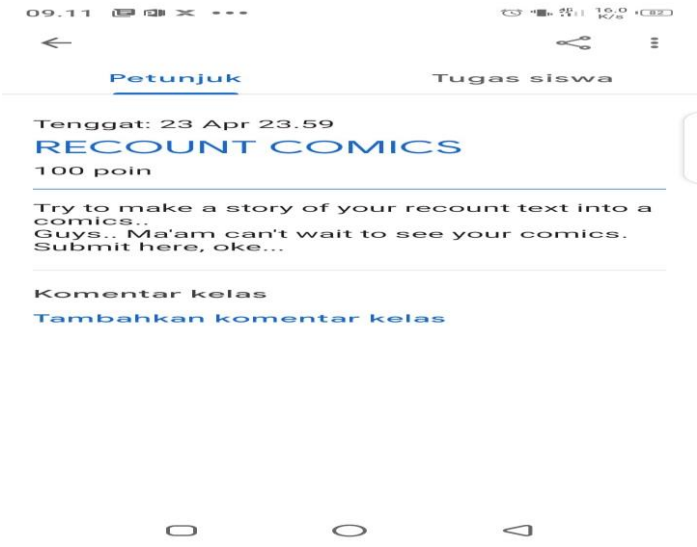



09.12
Materi KD 3....
Tell me your experience!
Hello Fellas!
Have you ever experienced something in the past?
What is Personal Recount Text?
What is the social function?
Purpose

Purpose
Text Structure
Orientation
Reorientation
Event
1. Orientation
Example
Yesterday I stayed the night at my friend's house, Delia, with my other three friends, Amanda, Tiara and Charisse. Delia's house is so pretty.
2. Event

Picture of the learning process in Google Classroom and Whatsapp Group




09.11
Petunjuk
Tugas siswa
Tenggat: 23 Apr 23.59
RECOUNT COMICS
100 poin
Try to make a story of your recount text into a comics..
Guys.. Ma'am can't wait to see your comics. Submit here, oke...
Komentar kelas
Tambahkan komentar kelas

Appendix 4:Letter of appointment of advisor

KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI WALISONGO SEMARANG
FAKULTAS ILMU TARBIYAH DAN KEGURUAN
Jalan Prof. Hamka Km.2 Semarang 50185 Telepon 024-7601295, Faksimile 024–7615387 www.walisongo.ac.id

Semarang, 06 Agustus 2021

Nomor : B-2475/Un.10.3/J.4/DA.04.09/08/2021
Lamp. :
Hal : Penunjukan Pembimbing

Kepada Yth.
Lulut Widyaningrum, M. Pd

Assalamu'alaikum Wr. Wb.

Berdasarkan hasil pembahasan usulan judul penelitian di Jurusan Pendidikan Bahasa Inggris (PBI), maka Fakultas Ilmu Tarbiyah dan Keguruan menyetujui judul skripsi mahasiswa:

Nama : Sri Intan Prihatina
NIM : 1803046009
Judul : Flipping English writing Classroom: EFL Students' Experiences

Dan menunjuk saudari Lulut Widyaningrum, M. Pd sebagai pembimbing.

Demikian penunjukan pembimbing skripsi ini, atas kerjasamanya diucapkan terimakasih.

Wassalamu'alaikum Wr. Wb.

a.n. Dekan
Ketua Jurusan Pendidikan Bahasa Inggris

Sayyidatul Fadhilah, M.Pd.
NIP. 19800710 2 001

Appendix 5: Letter of Research Permission

KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI WALISONGO SEMARANG
FAKULTAS ILMU TARBIYAH DAN KEGURUAN
Jalan Prof. Hamka Km.2 Semarang 50185 Telepon 024-7601295, Faksimile 024–7615387 www.walisongo.ac.id

Nomor: 2091/Un.10.3/D1/TA.00.01/04/2022 — 24 Mei 2022
Lamp : -
Hal : Mohon Izin Riset
a.n. : Sri Intan Prihatina
NIM : 1803046009

Yth.
Bapak/Ibu Kepala sekolah
di SMP N 18 Semarang

Assalamu'alaikum Wr. Wb.,
Diberitahukan dengan hormat dalam rangka penulisan skripsi, bersama ini kami hadapkan mahasiswa :

Nama	:	Sri Intan Prihatina
NIM	:	1803046009
Alamat	:	Ds. Kacung, Kec. Kelapa, Kab. Bangka Barat.
Judul Skripsi	:	Flipping English Writing Classroom: Students' Experiences.

Pembimbing :
1. Lulut Widyaningrum, M.Pd,

Sehubungan dengan hal itu mohon kiranya yang bersangkutan diberikan izin riset, dukungan, serta data-data yang dibutuhkan berkaitan dengan hal tersebut. Demikian atas perhatian dan terkabulnya permohonan ini disampaikan terimakasih.
Wassalamu'alikum Wr.Wb.

a.n. Dekan,
Wakil Dekan Bidang Akademik

Ir. Mahmud Junaedi

Tembusan :

Appendix 6 : Letter of Having Carried Out the Research

PEMERINTAH KOTA SEMARANG
DINAS PENDIDIKAN
SMP NEGERI 18 SEMARANG
Jalan: Purwoyoso 1, Kel.Purwoyoso, Kec. Ngalivan Kota Semarang, Tel: 7603798

LEMBAR DISPOSISI

1. Rahasia	2. Penting	3. Biasa
Nomor Agenda Tanggal	: 154 : 25- 05-2022	Tanggal Penyelesaian: 02-05-2022
Perihal Nomor Tanggal Surat Dari	: Izin Riset : 2091/ Un.10.3 : UIN Walisongo	
Instruksi/ Informasi 1. Diterima / membaca 2. Diberitahukan pada yang bersangkutan 3. Diperhatikan dan dilaksanakan 4. Disampaikan / diumumkan 5. Diberitahukan / dipersiapkan	6. Dibicarakan / Ditindaklanjuti 7. Dibuatkan jawaban 8. ..... 9. ..... 10.	Diteruskan Kepada 1. Yunita Lestari, S.Pd.

Kepala SMP Negeri 18 Semarang

Dra. Nurwakhidah Pramudiyati
NIP. 19650305 199003 2 006

CURRICULUM VITAE

Name : Sri Intan Prihatina

Place of Birth : Desa Kacung

Date of Birth : July 13th, 2000

Home Address : Rt 01 Rw 01 Ds. Kacung Kec. Kelapa Kab. Bangka Barat

Dorm Address : Jl. Purwoyoso II No. 18 Tambakaji-Ngaliyan-Semarang

Phone Number : 0857-8720-6766

Formal Education:

1. SDN 11 Kelapa
2. SMPN 2 Kelapa
3. SMAN 1 Simpang Teritip
4. UIN Walisongo Semarang (English Education)

Semarang. 04 August 2022

The Researcher,

Sri Intan Prihatina
NIM.1803046009