

THE EFFECT OF FLIPPED LEARNING ON DEVELOPING ACADEMIC WRITING SKILLS

Hendriwanto

Fakultas Keguruan dan Ilmu Pendidikan Universitas Swadaya Gunung Jati

Email Korespondensi : hendriwanto46@gmail.com

Abstract

This study examines the effect of flipped learning toward the competence of academic writing in student of university. This strategy instruction is able to be hoped an alternative of teaching writing in academic context. The quasi experimental design is applied in this study to know the effectiveness of using writing strategy instruction. There are 30 students involving as an experimental class and 30 students as a control class. The instrument of this study is test, observation, and questionnaire. The result of the study showed the effectiveness of the using flipped classroom gained the score 3.4 for reliability and 4.2 for validity in which this outperformed the participant.

Keywords: Flipped learning, writing instruction, teaching writing, and academic writing

BACKGROUND OF THE STUDY

Teaching academic writing through technology in using flipped learning has been studied by any scholars (Aoyama G, 2016; Bates, Almekdash, & Gilchrest-Dunnam, 2017; Jeong & González-Gómez, 2016 and Chan, Tse, & Yu, 2015). Academic writing is one of the required skills that all students have to gain this competence since this subject is often used when students are hoping to complete their study from university. Academic writing, on the classroom context, never been taught by giving them the whole appropriate instruction in class. Sometimes, teacher needs to clarify to what extend the learning process in teaching academic writing whether they are categorized as a good

writing instruction in mobile and technology or as other problems.

In writing classroom, an appropriate instruction is required to make sure that students receive the true insight from academic writing class. As can be seen in flipped learning theory, (Franqueira & Tunnicliffe, 2015) stated that flipped learning can be instructed in the language classroom with the steps of the lesson. Writing for academic purpose in university level requires a set of instructional both in pre-lesson and the feedback of the lesson. The instruction reveals that more improve the student in the ability to write. Those are defined as flipped learning (Bergmann & Swam: 2012).

One of the writing strategy as a means to do their works is using mechanical technique. It is used to memorize what the student listen and read. The students, here,

can write a new expression for their flashcard (Huang & Hong, 2016). Other strategies can be found in language learning, while instruction is given to the students by the teacher. The more the teachers understand of writing strategy instruction, the more they give a valuable teaching in writing for academic purpose.

In writing class, the instruction that teacher adapt should be able to give proportion for the students to acquire their chance to use their strategies in language learning. For example, students take a note when they listen and read one of the texts. This encourages students to involve in more interactive what they want to learn.

Dealing with writing strategy instruction, any articles published in these areas which provide the more comprehensive idea to utilize the theoretical to the application in language classroom. The research focus on writing instruction in academic writing is little publication for development of teaching writing.

In the classroom, the works of writing in academic such as journal, research proposal, an article are still not well developed in the instruction. This can lead students to improve their ability in order to belong sense in writing English for academic purpose.

Based on the explanation above, the research topic relating to the writing strategy instruction encourages the writer to conduct the research to know the effect of the use of writing instruction in teaching academic writing. The two research question address 1) to examine the flipped learning through schoology relating to academic writing

provide better performance in language classroom in relating to accuracy and the ability to write academically, 2) to examine the flipped learning through schoology give the norm of academic teaching in relation to academic writing as a requirement of writing competence.

Flipped Learning

In teaching writing, it is essential to provide the completely learning outcome. To full fill that, flipped learning devotes the alternative way to gain the learning. In flipped learning, the teacher prepares the materials for the class before the teacher comes to the class for giving instruction (Bergmenn & Swams: 2012). In addition, flipped learning simply the instruction through video so that students can learn in their home by watching the material prepared in the video (Heintz, Hagerman, Boltz, & Wolf, 2017; Hwang, Lai, & Wang, 2015; and Lim, Kim, & Lee, 2016).

The benefit of using flipped learning devotes numerous learning such as flexibility in learning environment, learning culture, intentional content, and professional educators (Bergman: 2012). In applying flipped learning in the classroom, there are some steps how to do that. Firstly, the teacher prepares the learning materials. Then they should upload it into their website, social media, or other platform (Muir & Geiger, 2016; Papert, 2016 and Tsai, Shen, Chiang, & Lin, 2017).

The process of teaching through academic writing in schoology as a tool of media devote the similar instruction in the input of intake language. This provide us a beneficial learning by giving flipping to the

students (Watkins & Glover, 2016; (C.-Y. Tsai et al., 2015; Su, Deng, Xu, Li, & Tu, 2016; and Graziano, 2017).

Writing Strategy Instruction

In delivering teaching language, the instruction is a major component to know what extent that the learning process works well definitely. This is due to the proportion of language student can use. Given the instruction in the classroom, learning brings them to a good condition in language learning. This is, however, rarely found in the devoted learning; yet this provides the similarities between the two aspects.

Instruction in teaching writing has been recognized since there is a lot of strategy in teaching writing. The learning process in which materials derives from constructed textbook or other resources will have beneficial into learning instruction. That instruction is a good point to deliver appropriate teaching is a main reason for the teacher to conduct this instruction design.

Teaching Academic Writing

Teaching academic writing requires some skilled based competence in which writing performs the readable text. Writing in academic context is a particularly need among the writing genre. The text that written form is to elaborate the scientific knowledge consists of detailed information. To explore the writing academically, a main instruction need to apply in language classroom.

RESEARCH METHOD

The method of the research is by using quantitative in which the researcher

conduct the research into the empirical data. This method tries to examine the existing data relying on the pre-existing and after the impact. Quantitative method provides the numerical data that can be answered the research questions.

The major aspect of quantitative research relates the variable in terms of examining the hypothesis. Then, given the mentioned variability rarely require the appropriate decision; yet this remains aspect of concordance in requiring the findings. by statistical formulation, the study conducts how to prove the hypothesis. Quasi experiment, here, is chosen by the researcher to investigate that the certain variable into independent variable.

The design of quasi provides robust impact in the more treatment class. Dornyei (2007) give a good guidance in doing experiment study. This design partially yields the type of design such as pre-experiment and quasi experiment.

In a quasi-experimental research, it can be used by randomize experimental condition by using treatment or task condition in intact classes (Phakiti, 2015). Therefore, the writer conduct the study by using quasi experiment in order to obtain indispensable data from the treatment.

Participant

The participants of the study are the students who enroll the academic writing subject in the fifth semester year 2016. They have an average score in language proficiency. There are two class in this course, namely class 4K and 4L. The sample consists of forty students of the university. The twenty students are allocated into

experimental class in which they get treatment. Then, the left students are allocated into control class.

The participants have learned the subject of Basic English writing when they were in previous semester. In order to require the participant in the study process, some steps are to be conducted in the process.

Data Collection Instrument

The instrument is by using achievement test that the teacher made the test. In addition, the questioner is distributed to the student to gain the respond from the student in what they have things in

learning academic writing through flipped learning.

FINDINGS AND DISCUSSION

Prior to answer the two research questions, I need to clarify that flipped classroom worked with an internet access when using the schoology platform, To make sure that the findings of the study find the flipped learning through schoology relating to academic writing provide better performance in language classroom in relating to accuracy and the ability to write academically; find the flipped learning through schoology give the norm of academic teaching in relation to academic writing as a requirement of writing competence. In the table below, it is provided the descriptive dat of the participant.

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Gender	20	1	2	1.50	.513
testscore	20	18.00	22.00	20.1000	1.29371
pretest	20	50.00	80.00	64.7500	8.34692
posttest	20	60.00	85.00	72.0000	8.01315
Valid (listwise)	N 20				

Descriptives^{a,b,c}

		Statistic	Std. Error
Pretest			
Mean		1.60	.245
	Lower	.92	
95% Confidence Interval for Mean	Upper	2.28	
	Bound		
5% Trimmed Mean		1.61	
Median		2.00	
60.00 Variance		.300	
Std. Deviation		.548	
Minimum		1	
Maximum		2	
Range		1	
Interquartile Range		1	
Skewness		-.609	.913
Kurtosis		-3.333	2.000

Statistics

		Id	Gender	testscore
N	Valid	20	20	20
	Missing	0	0	0

Writing rubric was assessed on organization, paraphrasing, topic sentence, and thesis statement. Cohesion and coherence are considered into the mostly taking into account the readability of the text. If we found uncommon pattern of the sentences in

which they disturb the existence of the flowed text, it will be deleted. However,

we gave the opportunity to do the revision. Mechanical part of this writing analysis such as spelling, the most very important point is that the text was allocated. After comparing with the result of the experimental class, it was found that 20% earned higher score. The average grade of the twenty participants went from an overall average of 20.

Id

	Freque ncy	Gramma r	Vocabular y	Language Feature
1.00	1	5.0	5.0	5.0
2.00	1	5.0	5.0	10.0
3.00	1	5.0	5.0	15.0
4.00	1	5.0	5.0	20.0
5.00	1	5.0	5.0	25.0
6.00	1	5.0	5.0	30.0
7.00	1	5.0	5.0	35.0
8.00	1	5.0	5.0	40.0
9.00	1	5.0	5.0	45.0
10.00	1	5.0	5.0	50.0
Valid 11.00	1	5.0	5.0	55.0
12.00	1	5.0	5.0	60.0
13.00	1	5.0	5.0	65.0
14.00	1	5.0	5.0	70.0
15.00	1	5.0	5.0	75.0
16.00	1	5.0	5.0	80.0
17.00	1	5.0	5.0	85.0
18.00	1	5.0	5.0	90.0
19.00	1	5.0	5.0	95.0
20.00	1	5.0	5.0	100.0
Total	20	100.0	100.0	

Figure 3 and Table above present the results of validity analysis. Of the three aspects, the learners in experimental class 1 demonstrated the greatest improvement. In particular, they significantly gained in grammar (0.73), vocabulary (0.60), language feature (0.52). The same tendency was observed for the learners in control class 3 (grammar: 0.36; vocabulary: 0.31).

An interesting difference between experimental class and control class was the difference in writing academic.

Gender

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Male	10	50.0	50.0	50.0
Valid Female	10	50.0	50.0	100.0
Total	20	100.0	100.0	

Testscore

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 18.00	3	15.0	15.0	15.0
Valid 19.00	3	15.0	15.0	30.0
Valid 20.00	6	30.0	30.0	60.0
Valid 21.00	5	25.0	25.0	85.0
Valid 22.00	3	15.0	15.0	100.0
Total	20	100.0	100.0	

As identified above, during the process of developing student writing, the flipped classroom in which they perceive the writing competence was set up with the intact classes. The post test score were

compared with pretest score. The calculation distribution of all students were identical: 34% for grammar, 20% for spelling, and 46% for vocabulary.

Case Processing Summary

	Count
Overall	20
Excluded	0
Total	20

The next findings of the treatment was to explore the the extent to which the whole component of writing academically affected individual development. These can be highlighted in table 2 in which they presents

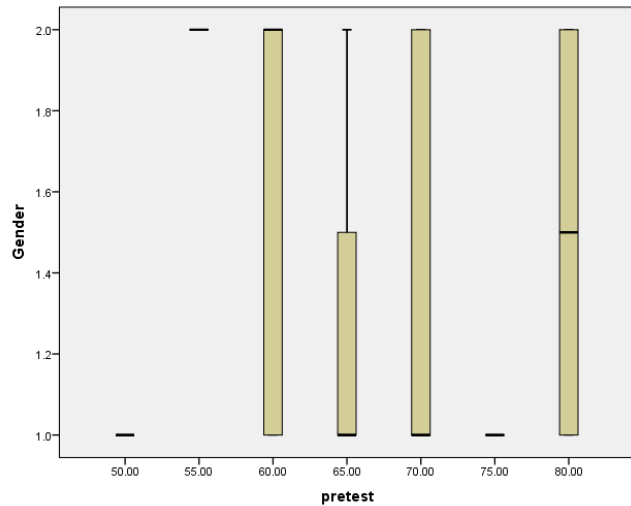
the score between the two classes. Generally speaking, these calculation reported that the score was greater in the experimental class (sum of differences = 4.32) than the score in control class (sum of differences = 2.93

Ratio Statistics for pretest / posttest

Price Differential	Related Coefficient of Dispersion	of Coefficient of Variation	
		Median Centered	
1.001	.044	7.4%	

The table above present provides the account of development in academic writing for the 20 participants of the experimental group. There are three important cases to note. First, the experimental group in which they treated by flipped classroom started out higher than the control group in which they use partial learning process. Second, it can be identified that more importantly the experimental classroom with flipped learning showed greater improvement than the control group in academic writing. The fact that they owe at the final tes were higher than those of the control class. Differences on scores, however, were no significance.

Furthermore, one of our research questions relates to the extent to which writing development entail flipped classroom to enhance their writing ability. Table 3 shows a comparison of flipped classroom data for any treatment. As can be seen, the flipped class decreased considerably and control class decreased slightly. There were slightly increasing for the experimental group in some phases and meeting. It is the fact that what our research question answered in more detail relating to the development of writing in academic context



CONCLUSION

Rather than leaving students to grasp at straws on their own when it comes to strategy use, teaching academic writing can systematically involve flipped classroom with enabling students to develop writing accurately and refine their English writing skills. Academic writing as one of the language competence in which they have to acquire to fulfill the requirement. It is better for the teacher as writing instructional need to adhere the content of flipped classroom and writing corpora with the appropriate writing.

This study examines the effect of flipped learning toward the competence of academic writing in student of university. This strategy instruction is able to be hoped an alternative of teaching writing in academic context. The quasi experimental design is

applied in this study to know the effectiveness of using writing strategy instruction. There are 30 students involving as an experimental class and 30 students as a control class. The instrument of this study is

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