

## INVESTIGATING STUDENTS' PERCEPTIONS OF USING FLIPPED CLASSROOM IN EFL WRITING

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### Abstract

This study aims to investigate students' perceptions of the implementation of the flipped classroom method in EFL writing. A quantitative approach with a descriptive survey design was used in this study. The participants were 50 students from the English Education Study Program at UIN Sultan Maulana Hasanuddin Banten. Data were collected through a questionnaire distributed via Google Forms and analyzed using descriptive statistics. The results show that students generally have positive perceptions of the flipped classroom. The method helps students better understand writing materials, improves their writing skills, and increases their readiness before class through pre-learning activities. In addition, students become more active and engaged during classroom activities, and the level of interaction also improves. Furthermore, the flipped classroom enhances students' confidence and motivation in writing. Students also find the method easy to follow and feel comfortable using it. Most of them prefer the flipped classroom over traditional learning methods. The flipped classroom is an effective approach for teaching EFL writing, as it supports students' learning experiences and promotes a more interactive and student-centered learning environment.

**Keywords:** flipped classroom EFL writing, students' perception writing skills motivation.

### INTRODUCTION

Writing is widely regarded as one of the most difficult skills for students learning English as a Foreign Language (EFL). In writing, learners must organize their ideas clearly, use correct grammar, and express their thoughts in a meaningful way.

However, many students still struggle to develop their writing skills. This problem often happens because students have limited opportunities to practice writing and are usually taught through teacher-centered methods, where the teacher dominates the classroom (Hyland, 2003:45).

In many traditional classrooms, teaching focuses mainly on lecturing. Students tend to become passive learners who only receive information rather than actively participate in the learning process. As a result, students may feel less engaged and lack confidence in their writing abilities. This situation shows that there is a need for more effective teaching strategies that can create an active and student-centered learning environment (Richards & Rodgers, 2001:78).

One teaching approach that has gained attention in recent years is the flipped classroom model. This approach changes the traditional learning process by asking students to study learning materials, such as videos or online resources, before coming to class.

Therefore, classroom time can be used for more meaningful activities, such as discussions, collaboration, and writing practice (Bergmann & Sams, 2012:15). This method is expected to give students more opportunities to actively engage in learning and improve their writing skills.

Several previous studies have shown positive results regarding the use of the flipped classroom. For example, Afrilyasanti et al. (2017:102) found that students showed positive attitudes and higher motivation when learning through the flipped classroom model. Similarly, Lee and Wallace (2018:63) reported that students who learned in flipped classrooms performed better academically and were more actively engaged compared to those in traditional classrooms.

Despite these advantages, the flipped classroom also has some challenges. Some students may find it difficult to learn independently, and others may face problems related to limited access to technology. These issues can affect the effectiveness of the approach. Therefore, it is important to investigate students' perceptions to better understand how the flipped classroom supports their learning, especially in EFL writing (Estache, 2001:23).

Based on these problems and considerations, this study is motivated to explore students' perceptions of the implementation of the flipped classroom in EFL writing using a quantitative approach. The findings of this study are expected to provide insights into whether this approach can effectively address students' difficulties in writing and improve their learning experience.

## **RESEARCH METHOD**

This study employed a quantitative descriptive survey design to examine students' perceptions of the flipped classroom model in EFL writing. Grounded in constructivist and student-centered learning theories (Bergmann & Sams, 2012:15), the study was non-experimental and focused on describing existing conditions based on

students' responses (Creswell, 2014:155). The respondents were 50 students from the English Education Study Program (TBI) at UIN Sultan Maulana Hasanuddin Banten, selected through purposive sampling (Etikan, 2016:3). Participation was voluntary and identities were kept anonymous to ensure confidentiality.

Data were collected via a self-developed questionnaire distributed through Google Forms (Wright, 2005), consisting of closed-ended items using a five-point Likert scale (1 = Strongly Disagree to 5 = Strongly Agree) and open-ended questions. The instrument, developed based on Lee & Wallace (2018) and Hung (2015), was validated by ELT experts and demonstrated acceptable reliability with a Cronbach's Alpha above 0.70 (Taber, 2018:1279). Quantitative data were analyzed using descriptive statistics (frequencies, percentages, and mean scores) assisted by Microsoft Excel, while open-ended responses underwent thematic analysis across key themes including perceptions, benefits, challenges, and suggestions.

## RESULT AND DISCUSSION

### Findings

#### Perceptions

No	Indicator	Average (Mean)	Standard Deviation (SD)	Percentage of Positive Response	Percentage of Negative Response
1	Students' level of understanding of writing materials	3,96	27,18	0,7%	0%
2	Students' readiness before the learning process	4,18	28,69	0,8%	0,0%6
3	Improvement in students' English writing skills	3,9	26,77	0,7%	0,02%
4	Students' activeness in classroom activities	3,68	25,26	0,38%	0%
5	Level of interactivity in classroom activities	3,9	26,77	0,68%	0%
6	Students' confidence in writing	3,88	26,63	0,68%	0,0%4
7	Ease of following the learning method	4,04	27,73	0,74%	0,02%
8	Comfort in using the learning method	3,88	26,63	0,7%	0%
9	Students' motivation to	3,9	26,77	0,7%	0%

No	Indicator	Average (Mean)	Standard Deviation (SD)	Percentage of Positive Response	Percentage of Negative Response
	learn writing				
10	Preference for the flipped classroom method	3,94	27,04	0,76%	0,02%

**Tabel 1. Summary of Students' Questionnaire Results on Flipped Classroom in EFL Writing**

The table presents ten indicators used to measure students' perceptions of the implementation of the flipped classroom method in English writing learning. These indicators are designed to represent various aspects of students' learning experiences, including cognitive, affective, and participatory dimensions throughout the learning process.

The first indicator reflects students' level of understanding of writing materials. This refers to how well students comprehend the content delivered through the flipped classroom approach. The second indicator focuses on students' readiness before the learning process begins, which is supported by pre-class materials such as videos or readings that student's study independently outside the classroom. This readiness plays an important role in enhancing the effectiveness of in-class activities.

Furthermore, the third indicator measures the improvement in students' English writing skills, representing the direct impact of the flipped classroom method on students' productive abilities. The fourth and fifth indicators relate to participatory aspects, namely students' activeness in classroom activities and the level of interactivity during the learning process. These indicators illustrate how the flipped classroom can create a more dynamic and engaging learning environment, encouraging students to actively participate in discussions and writing practices.

The sixth indicator examines students' confidence in writing after participating in flipped classroom learning. This confidence is important as it influences students' willingness to express their ideas in written form. The seventh and eighth indicators focus on the ease and comfort of using the flipped classroom method, reflecting how well students can follow and adapt to this learning approach.

In addition, the ninth indicator measures students' motivation to learn writing, highlighting their internal drive to engage in the learning process. Meanwhile, the tenth indicator represents students' preference for the flipped classroom method compared to traditional learning methods. This indicator is essential in identifying whether students favor this approach over conventional teaching practices.

Overall, the table provides a comprehensive overview of the indicators used to assess students' perceptions of the flipped classroom method. These indicators cover

multiple dimensions of the learning experience, offering valuable insights into the effectiveness of the flipped classroom in improving the quality of writing instruction.

## **Discussion**

The findings presented in the table indicate that the implementation of the flipped classroom method has a generally positive impact on students' learning experiences in writing classes. These results can be interpreted through several relevant theoretical perspectives in language learning and instructional design.

Based on the results of the validity test, it was found that all questionnaire items are valid. The validity testing was conducted using the Product Moment correlation formula developed by Karl Pearson. This method is commonly used to measure the correlation between each item score and the total score in order to determine whether the instrument items are valid or not.

The results show that all items have correlation coefficient values ( $r$ -count) higher than the  $r$ -table value at the chosen significance level. This indicates that each item has a strong correlation with the overall score, meaning that all items are able to measure the intended construct accurately. Therefore, none of the items need to be revised or discarded.

The outcomes of this study provide additional support for the growing body of research suggesting that the flipped classroom approach is effective in enhancing EFL students' writing proficiency. Earlier work by Afrilyasanti, Cahyono, and Astuti showed that learners who participated in flipped learning environments tended to achieve better writing results compared to those in traditional settings. This improvement can be attributed to the reallocation of classroom time, which allows students to focus more on practice and receive targeted feedback from the teacher. Consistent with these findings, the present study indicates that students who accessed learning materials prior to class, particularly through video-based instruction, demonstrated a higher level of readiness and engagement during writing activities. In addition, previous studies have emphasized that students generally view this learning model positively, as it promotes interactive classroom experiences such as peer collaboration, discussion, and continuous feedback.

These conditions appear to facilitate the development of writing skills by enabling students to refine their ideas through interaction and reflection. The opportunity to exchange feedback with peers and receive guidance from the teacher contributes to clearer organization of ideas and greater confidence in written expression. Nevertheless, the implementation of the flipped classroom is not without challenges. Several studies have highlighted that students do not always complete preparatory tasks before class, often due to limited access to technological resources and insufficient motivation. Similar issues were encountered in this study, indicating

that the effectiveness of this approach is closely related to students' responsibility and readiness to engage in independent learning outside the classroom setting.

In addition, the validity of all items suggests that the instrument is appropriate for measuring students' perceptions of the flipped classroom method in writing learning. Since all items meet the validity criteria, the questionnaire can be considered a valid research instrument and is suitable to be used for further data collection and analysis.

From a cognitive perspective, the improvement in students' understanding of writing materials and writing skills is consistent with the theory of active learning, which emphasizes that students learn more effectively when they actively engage with the material (Bonwell & Eison, 1991). In the flipped classroom, students are exposed to instructional content before class, allowing them to process information at their own pace. This is also supported by Jonathan Bergmann and Aaron Sams (2012), who argue that flipped learning enables students to use classroom time for higher-order thinking activities rather than passive content reception.

In addition, the increased readiness reported by students aligns with the concept of self-regulated learning, where learners take responsibility for their own learning process (Zimmerman, 2002). By accessing pre-class materials such as videos and readings, students develop autonomy and come to class better prepared. This preparation enhances the effectiveness of classroom interactions and supports deeper learning.

From the participatory aspect, the findings show that students become more active and engaged during classroom activities. This supports the principles of student-centered learning, where learners play an active role in constructing knowledge (Vygotsky, 1978). The increased interactivity in classroom activities also reflects the concept of social constructivism, which highlights the importance of interaction and collaboration in learning. Through discussions and writing practices, students are able to co-construct knowledge and improve their writing skills.

Furthermore, the increase in students' confidence in writing can be explained by affective filter hypothesis proposed by Stephen Krashen (1982). According to this theory, lower anxiety and higher confidence can facilitate language acquisition. The flipped classroom creates a supportive and interactive environment, which helps reduce students' anxiety and encourages them to express their ideas more freely in writing.

The findings also indicate that students perceive the flipped classroom method as easy to follow and comfortable to use. This is in line with the concept of technology-enhanced learning, where appropriate use of digital tools can improve learning experiences (Bishop & Verleger, 2013). When instructional materials are well-designed and accessible, students are more likely to accept and adapt to the learning method.

Moreover, the increase in students' motivation to learn writing can be explained through self-determination theory (Deci & Ryan, 2000), which states that motivation is influenced by autonomy, competence, and relatedness. The flipped classroom supports autonomy through independent learning, enhances competence through practice, and fosters relatedness through classroom interaction. These factors collectively contribute to higher student motivation.

Students' preference for the flipped classroom over traditional methods indicates a positive perception of this approach. This finding is supported by previous studies (Bishop & Verleger, 2013; Bergmann & Sams, 2012), which suggest that flipped learning can create a more engaging and effective learning environment compared to conventional teaching methods.

Overall, the results suggest that the flipped classroom method is not only effective in improving students' writing skills but also in enhancing their engagement, confidence, and motivation. Therefore, it can be considered a valuable pedagogical approach in English writing instruction.

## **CONCLUSION**

Based on the findings of this study, it can be concluded that the flipped classroom method has a positive impact on students' perceptions of learning in EFL writing. The results show that students benefit from pre-class materials, which help them better understand writing concepts and prepare for classroom activities. The implementation of the flipped classroom also enhances students' writing skills, activeness, and interaction during the learning process. In addition, students demonstrate increased confidence and motivation in writing, indicating that the method supports both cognitive and affective aspects of learning.

Moreover, students perceive the flipped classroom as easy to follow and comfortable to use. Most of them express a preference for this method compared to traditional teaching approaches, suggesting a positive acceptance of flipped learning.

Therefore, the flipped classroom can be considered an effective and innovative teaching strategy for improving EFL writing instruction. It is recommended that teachers adopt this method to create a more engaging, interactive, and student-centered learning environment

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