

Students' Perception on Flipped Learning Conducted in an Online Writing Class During the Pandemic: A Survey Research

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Abstract: Flipped learning (FL) is the approach used in this research based on two reasons: firstly, the traditional learning fails to facilitate students' need for knowledge construction, collaboration, and sufficient practice and feedback in online learning; therefore, the teacher had to use another approach called Flipped Learning. Secondly, Flipped Learning has the potency to facilitate the students' needs mentioned earlier. This research is a survey research and was conducted in an online Writing Class at the university of Palangka Raya and a questionnaire and interview were the instruments used to collect the data needed. The result shows that the success in implementing the FL could be achieved when the four pillars of FL integrated appropriately in the teaching and learning process. As the result, the students gave highly positive responses towards FL that it can facilitate their needs in the online writing class during the pandemic as the four pillars are accordingly implemented; therefore, the pre-learning activities, practices, small group discussions and feedbacks are adequately provided through FL.

Keywords: students' perception; flipped learning; online writing class; Covid-19 pandemic

INTRODUCTION

There have been studies conducted to investigate the contribution of Flipped Learning (FL) towards the language learning. A study recorded that FL could improve students' academic performance as this learning helped students more engaged in their learning; and therefore, the students' participation level is very high as the students had more space to be more active as they could have access to the course materials anytime convenient for them both before the class and after the class (Hung, 2014). FL also proves to make learning more effective as students were more engaged and interested in the learning, therefore it helped learners to achieve the class objectives (Chen Hsieh et al., 2016).

Concerning to some problems in teaching, FL can solve the problems related to the lack of time for practice in the classroom. As the materials related to knowledge had been given to students before the class, thus students and teachers could spend more of the class time for activities and tasks in more details (Gürsoy & Orhan Göksün, 2020). In addition, FL has assisted students to have positive attitude towards the use of technology for language learning (Webb & Doman, 2020), FL encourages Cross-Cultural Critical Thinking in the L2

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classroom (Jensen, 2019), prevents demotivation in writing class (Wu et al., 2020), boosts learners' autonomy on their learning (Tsai, 2019), and facilitates students' needs in time of crisis caused by natural disaster such as experienced by students of Indonesian EFL writing class during the post-earthquake in Mataram (Husnawadi, 2021).

In terms of language skills and components, there have been studies on writing skill (Swamy Chatta & Imdadul Haque, 2020), (Arifani et al., 2020) therefore, elaborates on the effect of flipping (i.e. reversing, (Husnawadi, 2021), (Wu et al., 2020). Those studies prove how FL improves students' writing skill as they could write better as they were more active, motivated, and enthusiastic. Similarly, a study on grammar reported positive attitude towards the use of Flipped Learning (Noorozi et al., 2021).

However, there are also some studies reported that FL does not give significant difference in students' achievement. A study on vocabulary learning shows that FL does not affect the vocabulary achievement of the students. It can be caused by teacher's lack of knowledge, skill, and experiences in implementing the FL; therefore, there were no various flipped classroom models applied, and technology as one of the key element in FL has not been integrated appropriately in the EFL classes (Jalili et al., 2020). Similarly, one study reported that the possible cause of insignificance in student's achievement was the low-readiness level of e-learning as the content was too difficult or the adequate sources were not available. This refers to third pillar of FL (intentional content). Therefore, the students were not motivated to learn in the pre-learning materials. Yet, this study also reported that the students considered the positive aspect of this learning as they came to the classroom more equipped and there was no homework as they completed the assignment in the class (Cabi, 2018).

Furthermore, there have been studies conducted on certain phases or steps used in Flipped Learning and how they affect the success of FL. The first is a research on the influence of pre-class learning on the final FL success. The result was significant and strong, twice higher compared to in-class learning. This research also shows that learner's self-directedness (learner's personal motivation) was more essential rather than self-regulation or media aptitude (Lee & Choi, 2019). Next, a research on knowledge construction during group space activity revealed that group discussion highly promoted knowledge construction as students ask questions and collaborate to give information and find answers. The result also highlights the important significance of teacher's presence and support during the collaborative work (Winter, 2018).

Other study focuses on influential factors that improves FL outcomes. The result shows that academic capability significantly impacted the students' engagement and the learning outcomes. Therefore, teacher needs to consider this factor carefully when designing a FL course, not only concerning the in-class group learning activities (Lee et al., 2018). The next research addresses special focus on participants with disabilities in order to explore the experience with different types of students in an inclusive blended learning model and the result point out positive perception of the participants. FL creates suitable learning environment for students with disabilities especially in concern to the flexible time and

place applied in this learning (Andujar & Nadif, 2020). Some other research have propose strategies to empower FL such as a concept map-guided problem-posing strategy (Hwang et al., 2021), a student response system (SRS) (Hung, 2017), and mastery-based language learning outside class (Wang & Qi, 2018).

The current research addresses students' perception on Flipped Learning used in an online writing class during the Covid-19 pandemic. FL is chosen as the approach used in this research based on two reasons. The first is the problems in an online writing class, especially during the Covid-19 pandemic. When the traditional learning model is applied in the synchronous meeting of the online learning, it then becomes too much teacher-centered, and there is often insufficient time to explore the materials in-depth during the in-class time. Moreover, as students come to class unprepared with the materials, some students encounter difficulties in mastering the materials in-class time as the speed and the familiarity with the materials are different from one student to another. Time is spent most for lecturing; therefore, there is limited time left for group discussions and giving direct feedback for students' work. During the online learning, building the engagement and interest of the students makes the challenges even harder. Students easily lost their focus and interest during the lecture as they are not actively working and are just passively listening to lecture most of the time. Therefore, Flipped Learning is chosen in order to have more effective teaching and learning. This research focuses on how the FL is conducted appropriately based on the four pillars of FL (Flipped Learning Network Board Members, 2014).

The previous researches have promoted FL as the effective approach to deal with the problems mentioned above. This becomes the second reason why FL is chosen as the approach used in this research. FL allows the students to learn conceptual knowledge online before the class and do practical tasks in the face to face classroom. Since this pandemic has caused the teaching learning activities conducted are full online, so the terms synchronous and asynchronous learning are introduced. Flipped learning switches the traditional lecture materials to be consumed at home by the students individually through the LMS (asynchronous learning), while the traditional homework is discussed and done during the face to face class (synchronous learning). According to Zainuddin & Halili, "This way maximizes the learning hours by engaging the students in a collaborative discussion to solve particular learning problems and to do more practices, rather than merely listening to the lecture in the in-site classroom." (Zainuddin & Halili, 2016)

In order to have a profound analysis, the objective of this research is then formulated as the following:

To analyse students' perception on how Flipped Learning is conducted at the online writing class in accordance with the four pillars of Flipped Learning.

METHODS

This research applies survey research and the subject for gaining the data were 31 students of an online writing class. This research was conducted at the second/even semester in academic year 2020/2021 at the English Education Study Program, at the University of Palangka Raya.

“In survey research, investigators ask questions about peoples’ belief, opinions, characteristics and behaviours” (Ary et al., 2010). In order to get the data related to students’ opinions concerning the Flipped Learning, the students were given a questionnaire using Google Form and then 6 students were chosen as the key informants to be interviewed to have more details on the class’ opinions on the FL and how the FL can fulfil their needs in online writing class. The interviewees have various levels of achievement in the writing class as it is assumed that students from different levels of achievement might perceive FL differently. It is based on the previous research which states that academic capability significantly impacted the students’ engagement and the learning outcomes (Cabi, 2018).

RESULTS

There were two instruments used to collect the data needed for this research: a questionnaire and interview.

1. *The Result of Questionnaire*

A questionnaire was administered to the students in the last synchronous meeting of the class in the end of the semester. There were 31 students who gave their responses. The questions in the questionnaire were grouped into some dimensions: Flipped Learning in general, the four pillars of FL (flexible environment, learning culture, intentional content, professional educators), group discussions, feedback in writing, and paragraph writing. Result for each dimension is presented in the following tables.

Table 1. Flipped Learning in general

<i>Questions</i>	<i>Strongly Disagree</i>	<i>Disagree</i>	<i>Agree</i>	<i>Strongly Agree</i>
1) FL is a new kind of learning for me.	32%	22.6%	58.1%	16.1%
2) It’s difficult for me to learn with FL.	16.1%	77.4%	6.5%	0%
3) It’s difficult for me to access the materials in LMS.	16.1%	77.4%	6.5%	0%
4) It’s difficult for me to comprehend the materials given through FL.	6.5%	80.6%	12.9%	0%

According to data in Table 1, FL is a new way of learning for most of the students (question no. 1); therefore, it is understood that most of them need time to adjust to this kind of learning. However, most of them did not experience difficulty in FL (question no. 2). It could be supported by the fact that they could easily access the materials in the LMS (Learning Management System) which means that the LMS chosen was easy to use for most of them (question no.3), and the materials were relevant to their level and need which means that teacher had provided proper content for the e-learning (question no. 4).

The Flipped Learning Network Board Members appointed that there are four pillars of FL that teachers should integrate appropriately in order students can profusely participate in the learning: flexible environment, learning culture, intentional content, and professional educators.

Table 2. Flexible Environment – The first Pillar of FL

<i>Questions</i>	<i>Strongly Disagree</i>	<i>Disagree</i>	<i>Agree</i>	<i>Strongly Agree</i>
1) FL gives flexible time and place for me to learn the materials before class.	0%	0%	58.1%	41.9%
2) In FL, if I have materials I haven't understood yet, I can repeat the materials independently.	0%	3.2%	48.4%	48.4%
3) In FL, the lecturer/facilitator often monitors the learning and do adjustment as needed by the students.	0%	0%	87.1%	12.9%
4) In FL, the lecturer presents the materials in various media.	0%	0%	48.4%	51.6%

Table 2 presents the students' perception for the flexible environment in FL. According to the students' responses, the FL conducted in the writing class has fulfilled the criteria for flexible environment as most of the students agree that there is flexibility in terms of time and place for them to access the materials (question no.1). They can learn the materials before class in order to come to class more prepared, and they can repeat the materials as needed (question no.2). The materials are available after the class as well. In every meeting, the teacher is present and monitors the students in their synchronous meetings and makes some adjustment, such as the teacher's presence is flexible whether she is in small group or class discussion depending on the students' needs regarding the materials given (question no.3). In order to facilitate students' different learning styles, the materials had been presented in various media that matched their need (E.g., YouTube videos and pdf files) (question no.4).

Table 3. Learning Culture – The Second Pillar of FL

<i>Questions</i>	<i>Strongly Disagree</i>	<i>Disagree</i>	<i>Agree</i>	<i>Strongly Agree</i>
1) In FL, I have more responsibility for my own learning.	0%	0%	77.4%	22.6%
2) In FL, I have more time to explore the materials before class.	0%	3.2%	58.4%	41.9%
3) FL dedicates the class time to learning which focuses on practice.	0%	3.2%	83.9%	12.9%
4) In FL, the students are more active than the lecturer.	0%	9.7%	77.4%	12.9%
5) In FL, I have more time for class discussion and dig in the materials in group work.	0%	0%	80.6%	19.4%
6) In FL, the lecturer has more function to facilitate the students' needs.	0%	0%	71%	29%
7) In FL I get feedback and direct guidance from the lecturer both in group or individual work.	0%	0%	64.5%	35.5%
8) In FL, I am more independent and actively involved in the process of my own learning.	0%	0%	61.3%	38.7%
9) In FL, I know my progress through the quizzes and assignments given.	0%	0%	58.1%	41.9%

<i>Questions</i>	<i>Strongly Disagree</i>	<i>Disagree</i>	<i>Agree</i>	<i>Strongly Agree</i>
10) In FL, I realize that in order to actively involved in the synchronous meetings, I have to take the responsibility to learn the materials before class.	0%	0%	67.7%	32.3%
11) In order to learn the materials given by the lecturer in the LMS, I also use other sources to learn (E.g. dictionaries, books, internet)	0%	6.5%	64.5%	29%
12) I realize that if I cannot follow the materials and discussion in synchronous class is because I do not learn well before class.	3.2%	16.1%	45.2%	35.5%
13) I have difficulties to discipline myself to learn the materials before class.	0%	51.6%	41.9%	6.5%

According to most of students' responses in Table 3, FL applied in their classroom presents the culture of students' learning center in which students who are more responsible and more active in their learning while teachers facilitate their needs in the process (question no. 1, 4, 6, 8). Being active in the learning starts before the class (question no. 2). Students could learn the material for the meeting before the class, therefore their knowledge starts being constructed before the synchronous meeting. As the result, they can do more practice in the face to face meeting (question no 3) as they are more prepared by the knowledge they have previously learned. During the synchronous meetings, the time is dedicated for class discussion and students dig the materials together (question no. 5). Here, the knowledge construction is continued together with the practice. Students understand better when they do not only learn the theories, but also learn how to put them into practice. Students also get assistance from the teacher in the process as teacher is available when they need guidance or feedback (question no. 7). At the same time, the students realize that their progress and success in the learning depends a lot on their willingness to take the responsibility in the learning steps, started from the pre-learning to the quizzes /assignments in the end of every meeting (questions 9, 10, 11). They also realize the consequences when they fail to follow the steps conducted in this learning (questions 12 & 13).

Table 4. Intentional Content – The Third Pillar of FL

<i>Questions</i>	<i>Strongly Disagree</i>	<i>Disagree</i>	<i>Agree</i>	<i>Strongly Agree</i>
1) The materials I have to learn before the synchronous meetings are about concepts/theories that I can access through the LMS.	0%	6.5%	61.3%	32.3%
2) The lecturer makes/chooses the materials (usually in the form of video) in which the content is suitable for my needs for the meeting.	0%	0%	54.8%	45.2%
3) By learning the materials the lecturer prepares before the synchronous meeting, I feel more prepared for the synchronous meeting.	0%	3.2%	48.4%	48.4%

4) The materials given before the synchronous meetings, the discussion in synchronous meetings, the assignment/quiz are all well-connected and accordance to the materials I have to master for the meeting.	0%	0%	61.3%	38.7%
5) The presentation videos given by the lecturer are easy to understand.	0%	0%	51.6%	48.4%
6) Presentation videos given by the lecturer are interesting.	0%	3.2%	80.6%	16.1%

Table 4 approves that the content designed and delivered in the class are well-designed (questions no. 2 & 4), visually attractive and engaging and suitable with their needs and well-equipped them for the synchronous meetings (questions no. 3, 5 & 6).

Table 5. Professional Educators – The Fourth Pillar of FL

<i>Questions</i>	<i>Strongly Disagree</i>	<i>Disagree</i>	<i>Agree</i>	<i>Strongly Agree</i>
1) The lecturer prepares the materials well.	0%	0%	41.9%	58.1%
2) The lecturer has given you chance to be more active in my learning activities	0%	0%	58.1%	41.9%
3) All the activities that the lecturer designs (questions for discussions, small group discussions, class discussions) are effective.	0%	0%	64.5%	35.5%
4) The lecturer gives sufficient time for discussions.	0%	16.1%	74.2%	9.7%
5) The lecturer guides and directs the discussions well.	0%	0%	48.4%	51.6%
6) The lecturer explains the materials well.	0%	0%	51.6%	48.4%
7) The presence of the lecturer in the synchronous discussion is really needed.	0%	0%	32.3%	67.7%
8) The lecturer is present and helps me during small group and class discussions.	0%	0%	64.5%	35.5%
9) The lecturer gives me adequate time to ask questions.	0%	0%	61.3%	38.7%
10) The lecturer gives adequate time to do the quiz/assignment.	0%	0%	61.3%	38.7%
11) The questions given in the Quiz/assignment are according to the materials taught in the meeting.	0%	0%	32.2%	67.7%
12) Though I am encouraged to be active and independent, the presence of the lecturer in the synchronous meeting is essential in order this FL can have a satisfying result.	0%	0%	35.5%	65.4%

Table 5 presents the students' responses towards the teacher of the class. According to the students, the teacher has been doing her role professionally in which she has designed well-structured materials and activities (questions no. 1, 3, 6, 9, 10, 11), as well as assistance as needed, especially during group discussions and class presentations (questions no. 4, 5,

8). All of the students agree that the teacher has a vital role in the FL of this class. This means by applying FL, the teacher is successful to be the accountable agent during the time of crisis in this pandemic (questions no. 7 & 12).

Table 6 presents students' perception in their progress in paragraph writing which is the main goal of the course.

Table 6. Students' Perception in Their Progress in Paragraph Writing

<i>Questions</i>	<i>Strongly Disagree</i>	<i>Disagree</i>	<i>Agree</i>	<i>Strongly Agree</i>
1) I have experienced difficulties in understanding the materials in the online Writing class.	3.2%	54.8%	38.7%	3.2%
2) In the end of the semester, I learned a lot new knowledge about paragraphs.	0%	0%	71%	29%
3) In the end of the semester, my comprehension in paragraph writing has improved a lot.	0%	0%	19.4%	80.6%
4) In the end of the semester, my skill in paragraph writing has been significantly improved.	0%	6.5%	87.1%	6.5%
5) I feel that FL is very effective for online writing instruction.	0%	0%	61.3%	38.7%

Table 6 sums up the students' perceptions towards their experience in FL classroom in the semester. Some of the students still experience difficulties in the online Writing class. However, the students have very positive attitude towards FL applied in this online writing class as they experience a lot of improvement in their knowledge and skills in paragraph writing in the end of the semester. According to them, despite of the difficulties they encounter, FL is very effective for online writing instruction.

2. The Result of Interview

The interview was conducted to six students as the representative of the class. They have various levels of achievement, and there are 4 females and 2 males. The result of the interview confirms the result of the questionnaire as well as digging out more information that might be not included in the questionnaire.

a) Pre-Learning Materials

First of all, what the students find very useful in FL is the pre-learning materials. According to the students, FL meets their expectation for ideal teaching learning as they can have access to the materials and learn the materials before the class.

“I prefer FL to traditional learning as it is easier for me to understand the materials in FL. In traditional learning, the materials are delivered and explained directly by the teacher in the synchronous meeting, so I often find it difficult to understand the materials as the lecturer might explain it too fast or the materials are indeed too complicated to be comprehended in short time.” (Student 1)

“It is a must for me to learn the materials before class because if I don't learn

the materials, I cannot follow the lesson well in the synchronous meeting. I once experienced that I didn't learn the materials because I did not have internet quota. As a result, I could not follow the activities in Zoom well.” (Student 5)

According to Student 1 & 5, it is very helpful to be able to learn the materials before class as they can come to class more prepared and it reduces the anxiety for the subject compared to if they have to learn them directly in the synchronous meetings. According to them, writing materials are quite difficult, therefore it is very helpful when they can access the materials before the class and have more time for learning by their own. Student 5 also adds that he cannot follow the materials well when they are directly delivered in the synchronous meetings.

“For me, it is really the way I learn and want to learn. Having learned the materials before the class was crucial for me. I might not completely understand all the materials, but I come to class more prepared and I can spend the synchronous meetings for more difficult concepts and practices” (Student 4)

“As I realize that face to face meeting is limited in time, so by having the materials before the class, in the face to face meeting we can skip the easy parts and spend the time to discuss the difficult parts of the materials, so we have deeper understanding on the materials.” (Student 5)

According to student 4 & 5, having the pre-learning materials before class enables them to learn more in the synchronous meetings. They can focus more on difficult concepts and practices; therefore, they can have deeper understanding on the materials. It is often difficult to do in the traditional learning as time is already spent for lecturing, as the result, there is less time left for deeper discussions and practices.

“What I like about pre-learning materials is that I can pause or repeat the materials as needed.” (Student 1)

“I learn with FL in the other classes, and I don't have difficulties in this learning because the materials given can be repeated as needed. I also can use other sources to help me, such as dictionary” (Student 5)

Student 1 can digest the materials better as she can pause or repeat the materials as needed when she learns by herself. It is not easy to do in a classroom with many different students with different levels and needs. In addition, student 5 also mentions that he can find other supplementary materials to support him in the materials, such as dictionary. It is possible that they have difficulties in pre-learning materials, such as with the vocabulary; however, they can consult to other sources such as dictionary, other books, or internet.

“I access the materials, not only before the synchronous meetings, but also after the meetings. I often repeat the materials independently.” (Student 5)

The materials are also available after the class, therefore any time students need them, they can access them and improve their knowledge and skill on the subject.

b) Media Preference

Related to the students' media preference, both videos and pdf files are helpful for them. They use all the materials presented in videos and pdf files. The videos and PDF files use the same materials in the form of presentation slides. Therefore, the materials are already in the form of points and the teacher always gives other references that students can refer to in the end of the slides.

“I use both the videos and pdf files. I usually watch the video first to get detailed explanation, and when I need the summary, I read the presentation slides in the PDF file.” (Student 1)

“I prefer the videos to pdf files as I like watching videos, but I also use the pdf files of presentation slides to relearn the materials.” (Student 2)

According to the students, the main materials are the videos as they can have more detailed explanation directly from the teacher in the videos. When the students want the summary or they learn the materials again, they usually read the presentation slides provided in PDF file.

“The materials (videos and pdf materials) are easy to understand. I prefer pdf files to the videos as I can print the materials and write notes on them. However, videos are OK as long as the duration is not too long.” (Student 3)

“For the materials in the form of videos and pdf files, I learn both of them and I found them suitable for me. However, I have a tendency to learn more from the pdf materials as I can have them printed and have my notes on them.” (Student 4)

For students above, they really need the printed materials as they can have notes on them. They still watch the videos, and they add their own notes in the presentation slides in PDF files.

“For the materials, I think both videos and pdf files are compulsory as I access both of them and learn both of them. I watch the video first, and I read the pdf file.” (Student 5)

“For me personally, I prefer detailed materials and examples for writing course in the presentation slides. Instead of presentation slides consisting of main points only, I prefer slides with points, detailed explanation, and examples. The examples are very helpful for me.” (Student 1)

According to the student, slides with detailed explanation and examples are more preferable. However, some students prefer if there are more visuals in the video, such as the use of animation to make it more interesting.

“Related the materials, the presentation videos are easy to understand, however if the videos are more visuals such as using animation, I find them more interesting and easier to understand.” (Student 2)

“Related to the presentation slides, I prefer the slides with a lot of writing rather than pictures. But if the slides have moving animation and some writing for the explanation, I also find them very interesting.” (Student 5)

The other students have more emphasis on how the content is presented. For them, the slides which have clear points and presented clearly are most essential consideration, either there are more visuals or not in the slides.

“Related to the presentation videos, I find them very effective as the teacher gives clear points of the materials in the slides.” (Student 5)

“Regarding the materials, it doesn’t matter when the presentation slides are more writing or more visuals as long as the materials are clearly presented and explained, so we can understand them well.” (Student 6)

c) Small Group Discussions in Zoom Breakout Rooms

Generally, all the students give positive responses towards the small group discussions using Zoom breakout rooms in the synchronous meetings.

“I like small group discussion in Zoom breakout rooms because I can share the difficult materials with friends, and they can give feedback and we can help each other.” (Student 1)

“The discussion in Zoom breakout rooms helps me a lot as I can chat with my friends and discuss the materials.” (Student 3)

“Small group discussion in Zoom breakout room is effective because we can share our arguments, ideas, and discuss the materials together.” (Student 5)

According to the students, they often find difficulties in the materials, therefore it is very helpful when they can share the problems with their peers and help each other. Working with peers might also feel more comfortable for the students, they can have time together without their teacher’s assistance most of the time. However, they also encounter some problems related to small group discussions.

“I sometimes experience difficulties in Zoom breakout rooms when my peers in the group are too passive, they do not respond to my questions, or they do not learn the materials before class, so they do not have any ideas about the topic. Eventually I have to work by myself.” (Student 1)

“Discussion in breakout room is effective that we can work on the assignment together, but it sometime depends on my peers in the group. When some of them are too quiet, so I need to start to encourage them to speak. It happens that way sometimes.” (Student 4)

According to the students, problem that sometimes happens is when their group members are not actively involved in the discussion. They are too passive and do not want to contribute to solve the problems together. Some also do not learn the pre-learning materials, so they come to the discussion with very limited knowledge.

“The problems encountered during Zoom breakout rooms are the poor internet connection that slow down our discussion.” (Student 2)

The next typical problem is the poor internet connection that students experience during the discussion. It causes them not be able to communicate smoothly in the discussion.

“The difficulties that might happen in small group discussions in Zoom are when we have different arguments and we get confused on how to find the correct ones. But finally, we can get agreement on how to solve the problems.” (Student 5)

Other students encounter problems when they have different arguments. This happens when the members are actively involved. Actually this naturally happens in discussion and eventually they can find the solutions for their problems. The teacher is also available in this phase to give feedback for them.

d) FL to Facilitate Students' Needs in Online Writing Class During the Pandemic

All of the students being interviewed agree that FL can facilitate their needs in an online learning during the pandemic.

“FL is effective to facilitate my needs for online writing class during this pandemic, especially the pre-learning activities.” (Student 1)

“According to my experience in the writing class, Flipped Learning really fits my needs for learning.” (Student 4)

“I think this class is the only class that I feel I really learn something, especially during this pandemic. I'm very happy because I improve a lot in my knowledge and skills in writing.” (Student 6)

However, there is a student who still experiences difficulties in FL, but still considers FL is better for online learning compared to traditional learning. FL is also recommended for other courses to apply.

“For me, I still find difficulties as I prefer face to face meetings, not virtual meetings. However, in online learning I prefer FL to traditional learning.” (Student 3)

“This learning is recommended for other courses and I think all lecturers can apply this learning.” (Student 5)

However, in order to be successful when applying this approach, teachers should design this learning carefully.

“FL is recommended for other courses. The teacher plays very important role to facilitate the learning. He or she should explain the materials well, creates

the video, and design the activities and assignments. They all should be well-connected and easy to understand.” (Student 6)

This student thinks that FL is an ideal learning. However, it is not easy to be applied by teachers as there are a lot of things to consider and prepare carefully. Therefore, teachers should work hard in order to be able to apply this learning for their classes.

DISCUSSION

Students’ perception on how Flipped Learning is conducted at the online writing class in accordance with the four pillars of Flipped Learning. There are four pillars of FL that teachers should integrate appropriately. As a result, students can experience the maximum benefits of the learning: flexible environment, learning culture, intentional content, and professional educators. (Flipped Learning Network Board Members, 2014). Based on the result of questionnaire and interview, these four pillars are discussed as the following:

1. *Flexible Environment*

Flipped Learning should allow a variety of learning modes in terms of time and space, activities, and media used. **Table 2. Flexible Environment – The first Pillar of FL** shows that FL conducted in the online writing class meets the requirement for flexible environment as the students agree that they are given flexible time and place to learn the materials before class (51.8% agree, 41.9 strongly agree), repeating the materials as needed (48.4 % agree, 48.8 strongly agree), and having some media to learn such as video for audio-visual students and presentation slides in PDF files for reading/writing students (48.4 % agree, 51.6% strongly agree). All students being interviewed said that pre-learning materials which can be learned individually before and after the class considered very important for them. It is the first thing that they mention as the benefit of FL. In addition, “Educators often physically rearrange their learning spaces to accommodate a lesson or unit, to support either group work or independent study” (Flipped Learning Network Board Members, 2014). It means that the teacher’s presence is more flexible depends on students’ need. She can be present in either group discussion in Zoom breakout rooms, in the main room during students’ presentation and class discussion, or in the LMS giving writing feedback to students’ writing. All of these approve the previous studies that flexible environment promotes higher participation level of students in learning (Hung, 2014), resulting in deeper understanding of the materials learned as students could spend more of the class time for activities and tasks in more details (Gürsoy & Orhan Göksün, 2020).

2. *Learning Culture*

Flipped Learning replaces the traditional teaching-learning model which focuses on the teacher as the primary source of information. According to **Table 3. Learning Culture – the second pillar of FL**, the learners are more independent (question no. 8, 61.3 % agree, 38.7 strongly agree) and have more responsibility for their own learning (question no. 1, 77.4 % agree, 22.6 % strongly agree). This approves that “learner’s self-directedness (learner’s personal motivation) was more essential rather than self-regulation or media aptitude.” (Lee & Choi, 2019).

Collaborative work additionally characterizes the learning culture in FL. The synchronous meetings are mostly dedicated for small group and class discussion in which students work with their peers in order to answer questions the teacher gives for the meetings. According to the interview, in spite of the problems the students encounter in discussion, they find benefits through discussion as they can work together to answer difficult questions.

“I like small group discussion in Zoom breakout rooms because I can share the difficult materials with friends, and they can give feedback and we can help each other.” (Student 1)

In this phase, the teacher is not the centre. According to **Table 3**, question no.6, she functions more as the facilitator to guide and give assistance to students as needed (71 % agree, 29 % strongly agree). This emphasizes that “group discussion highly promoted knowledge construction as students ask questions and collaborate to give information and find answers. The result also highlights the important significance of teacher’s presence and support during the collaborative work.” (Winter, 2018)

Moreover, “in-class time students have more opportunities to exploring the topics in greater depth and creating rich learning opportunities” (Flipped Learning Network Board Members, 2014). This is clearly stated in question no. 5 in **Table 3** and spoken by two students being interviewed related to the questions on pre-learning materials.

“For me, it is really the way I learn and want to learn. Having learned the materials before the class was crucial for me. I might not completely understand all the materials, but I come to class more prepared and I can spend the synchronous meetings for more difficult concepts and practices.” (Student 4)

“As I realize that face to face meeting is limited in time, so by having the materials before the class, in the face to face meeting we can skip the easy parts and spend the time to discuss the difficult parts of the materials, so we have deeper understanding on the materials.” (Student 5)

The students’ statements show that they realize that independence learning is very essential for them. They need their teacher, but not as the centre most of the time. They need to have their own willingness, their own time, and responsibility to do their learning.

Other important points related to learning culture is that the class time is more dedicated for practice (**Table 3**, question no. 3), therefore automatically the students are more active (**Table 3**, question no. 4). These two points are hard to achieve in traditional learning and online learning in general. Having the practice and being actively involved in class activities are possible as the students have been equipped by the pre-learning materials before the synchronous meetings.

3. *Intentional Content*

The previous research stated that the possible cause of failure in FL was the low-readiness level of e-learning as the content was too difficult or the adequate sources were not available (Cabi, 2018). Therefore, when the teacher designs the materials, she has to make

sure that the materials match the students' level in a way that they are neither too difficult nor too easy for the students. The data found in **Table 4. Intentional Content – the Third Pillar of FL** shows that according to the students in question no 1 - the materials are easy to access (61.3 % agree, 32.3 strongly agree), question no. 2 – the materials are suitable for students' needs (54.8 % agree, 45.2 % strongly agree), question no. 5 – the materials are easy to understand (51.6 % agree, 48.4 % strongly agree), and question no. 6 – the materials are interesting (80.6 % agree, 16.1 % strongly agree). Since the points related to intentional content are already fulfilled, the students can follow the materials well and they are motivated to learn the materials in order to prepare themselves for the synchronous meetings.

Started from the pre-learning activities up to the in-class time activities, students learn to develop their conceptual understanding and according to the students in the interview, they use both of the materials given (the presentation videos and pdf files). Therefore, it is important that teacher can prepare both materials in form of videos and pdf files and students can choose which one suitable for them according to their learning style.

In addition, in designing the presentation slides, the students find that the presentation slides are very effective since the teacher gives clear points of the materials.

“Related to the presentation videos, I find them very effective as the teacher gives clear points of the materials in the slides.” (Student 5)

Even though the presentation slides consist of a lot of writing, the teacher uses big font size (the minimum size used is 36) with different colours, italics, bold, or underline for emphasis. Instead of having few slides with small font size, the teacher prefers a lot of slides with big font size. If the points need more emphasis, even one slide only consists of one or two sentences long. By doing so, students are hoped to get the important points and details more easily, and hopefully remember the details as well.

“Regarding the materials, it doesn't matter when the presentation slides are more writing or more visuals as long as the materials are clearly presented and explained, so we can understand them well.” (Student 6)



4. *Professional Educators*

Table 5. Professional Educators – The Fourth Pillar of FL records students' opinion about their teacher who applies Flipped Learning in the online writing class. According to the students, in response to question no 1, the teacher prepares the materials well that cover the pre-learning and in-class learning materials (41.9 % agree, 58.1 % definitely agree). Responses to question no. 3 show that the teacher is considered professional as she has designed well - structured materials and activities (64.5 % agree, 35.5 % strongly agree), explained the materials appropriately (question no. 6 – 51.6 % agree, 48.4 % strongly agree), as well as given assistance as needed (question no. 8 – 64.5 % agree, 35.5 % strongly agree), especially during group discussions and class presentations (questions no. 4, 5, 8). All of these approve that “Teacher takes on less visibly prominent roles in FL, however they remain the essential ingredient that enables FL to occur.” (Flipped Learning Network Board Members, 2014).

CONCLUSION

The discussion describes that the four pillars of Flipped Learning are appropriately implemented in the online writing class during the pandemic. The result of questionnaire in Table 6 displays that in the end of the semester, the students learn a lot new knowledge about paragraph (question no. 2) (71 % agree, 29 % strongly agree); their comprehension in paragraph writing has improved a lot (question no. 3) (19.4 % agree, 80.6 % strongly agree); and their skill in paragraph writing has been significantly improved (87.1 % agree, 6.5 % strongly agree). In summary, the students consider that Flipped Learning is very effective for online writing instruction (61.3 % agree, 38.7 % strongly agree). In addition, based on the result of the interview, FL can facilitate students' need in an online writing class during the pandemic since the pre-learning activities, practices, small group discussions and feedbacks are adequately provided through FL.

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