

The Students' Engagement Realization in Academic Writing Flipped Classroom

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ABSTRACT

They were teaching academic writing to fulfill the students' ability in writing action research through blended synchronous faces some problems in this endemic COVID 19. Most issues are found in creating a face-to-face environment, but the condition is studied from home. We applied synchronous and asynchronous learning to academic writing courses using flipped-classroom media to overcome this problem. The objective analysis of this current research is to investigate the effectiveness of flipped-classroom media on academic writing courses through synchronous and asynchronous learning. The participants were 25 students from the second semester. The results showed that the implementation of flipped-classroom media is effective in teaching academic writing courses through synchronous and asynchronous learning. The students' engagement had positive results when the students learned academic writing through synchronous and asynchronous learning. Thus, this study contributes to the successful implementation of flipped-classroom media through synchronous and asynchronous learning in academic writing courses.

Keywords: engagement, academic writing, flipped classroom

INTRODUCTION

University students are part of adult learners discovering their identity where they usually experience emotional, cognitive, and behavioral problems. This significantly impacts their ability to take online learning during a pandemic. Based on this situation, they must adjust to the conditions of face-to-face virtual learning to replace face-to-face learning, which is still prohibited from being implemented in the red zone due to the COVID 19 virus.

In this case, the role of lecturers is vital in arranging enjoyable, flexible, and easy-to-understand learning so that students can practice and apply their abilities after receiving knowledge. This phenomenon occurs in academic writing learning, where students are expected to be able to practice their scientific writing skills even though through virtual flipped classroom learning or a combination of face-to-face virtual, and online. It cannot be separated that all learning processes will achieve the planned goals if the students are actively involved and lecturers present short,

concise, and weighty lessons. Besides, writing is a skill that is closely related to thinking activities. In other words, writing is applied to metacognition and the production of thoughts of a person or group with a systematic direction through metacognitive control directed at the goals of a person or group. The translation is considered an external symbolic representation in the form of writing. Therefore, producing competent academic writing products is paramount for students' success in college education.

Previous research was done discussing students' engagement and perceptions of academic writing through flipped classrooms and blended learning. Fisher, Perenyi & Birdthistle (2018) claimed that flipped and blended education have a beneficial impact on perceptions of engagement, accomplishment, and happiness, but flipped learning mediates the results of blended learning, suggesting that blended teaching pedagogies are implementation methods that influence learning. Moreover, Milad (2017) proved that blended learning effectively enhances students' skills in academic writing, which influence their cognitive development when producing an academic essay. Purnawarman, Susilawati, and Sundayana (2016) discussed that the Edmodo application facilitated the student's engagement, especially for their cognitive side, when they joined in discussion sessions in Edmodo. They presented their various responses when the teaching-learning processes had been done. To sum up, implementing flipped classrooms or blended learning can enhance the learners' engagement, motivation, perception, and self-regulation to achieve autonomous learners. To overcome the pandemic situation, *Universitas Terbuka* proposed a virtual flipped classroom, which differentiates into some sessions or activities-sized during the online learning.

Based on the pre-observation, in this pandemic, COVID 19, teaching academic writing courses to sixth-semester students from *Universitas Terbuka* to fulfill the students' ability in writing skills through flipped classrooms, faces some problems. Most problems are found in creating a face-to-face environment, but the condition is studied from home. So, the teaching-learning process for one semester applied virtual blended learning or virtual flipped classroom. The activities-sized was arranged using some instructions and rules. One hundred minutes was divided into four parts, such as; fifteen minutes for apperception and opening activities on what app group, 40 minutes for main activities via virtual classes using Microsoft Teams, 20 minutes for a writing activity, and twenty minutes for discussing the concluding materials and feedback at e-learning chat room, and five minutes for closing activities of learning via what app group. Therefore, it needs the students' engagement to enhance the student achievement in the activities-sized of teaching-learning processes, especially in academic writing courses.

The objective study of this current research is to investigate the students' engagement in academic writing courses through virtual

classrooms.

METHOD

This current research employed descriptive quantitative. It used the students' engagement questionnaire (SEQ) adopted from Kember & Leung (2009) and Fedricks et al. (2004). The SEQ instrument applied three dimensions, namely behavioral engagement, emotional engagement, and cognitive engagement, divided into four indicators: academic challenge level, active & collaborative learning, students & lecturer interaction, and enhancing education experience. The SEQ was distributed to 20 English Specific Purposes students from the sixth semester at Universitas Terbuka, which got an academic writing course for one semester, and they had done the learning process by virtual flipped classroom or integrating virtual class and online activities through some platforms; Microsoft teams, what app group, e-learning, and paper rater. The questions were 25 questions that had been validated first before distributing to 20 students. After validating, the 22 questions were valid, and all the questions had a reliability of 0.75, which meant that the 22 questions were worthy of use in this current research.

FINDINGS AND DISCUSSION

This current research is answered the objective analysis by investigating the students' engagement in academic writing courses through flipped classrooms. The results will be explicated into four indicators from 22 questions of SEQ. The first indicator is the academic challenge level with five questions, such as the readiness to follow academic writing class, motivation in academic writing learning, and checking the writing product before the submission deadline. The teaching in the inside class will help the students achieve their future and practice writing academic writing in their spare time. The first indicator and questions of the analysis of the results are described in Figure 1.

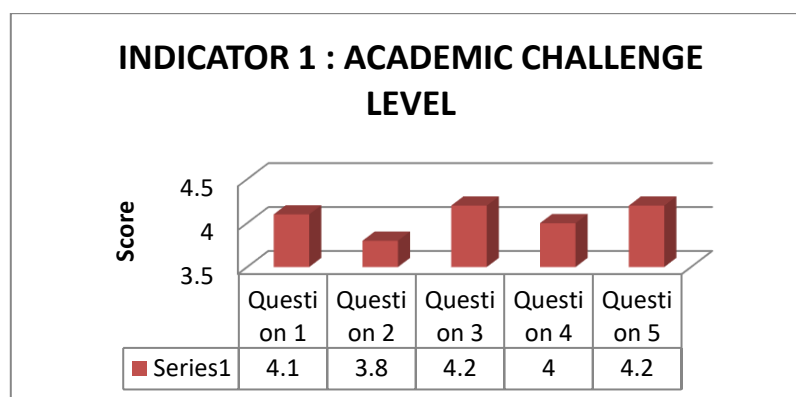


Figure 1. Academic Challenge Level Indicator of Students' Engagement

Figure 1. depicts the academic challenge level of learning academic writing through a virtual flipped classroom. The highest score is on the students checking the writing product before submission 4.2 by doing peer assessment with their partner and applying paper rater to check the plagiarism, grammar, vocabulary, and coherent level. The second highest score is 4.2 on the students who did practice writing academic writing regularly in their spare time. At the same time, the lowest score goes to the students' motivation in academic writing 3.8. They got less motivated to learn because of many problems when joining the virtual and online classes, such as the error connection, error network, and unstable signals. They listened to the low voices of the lecturer if they lived in a rural area and there were incomplete electrical devices there. To overcome this phenomenon, the lecturer gave the motivation by supporting them to be active not only in virtual classes but also in asynchronous classes using what app or e-learning. There were some applications on e-learning and what app groups can be used, such as chat rooms and creating a new group for what app to discuss some materials which did not understand clearly because of the connection and the rural area. The second indicator and the questions of SEQ are exposed in Figure 2.

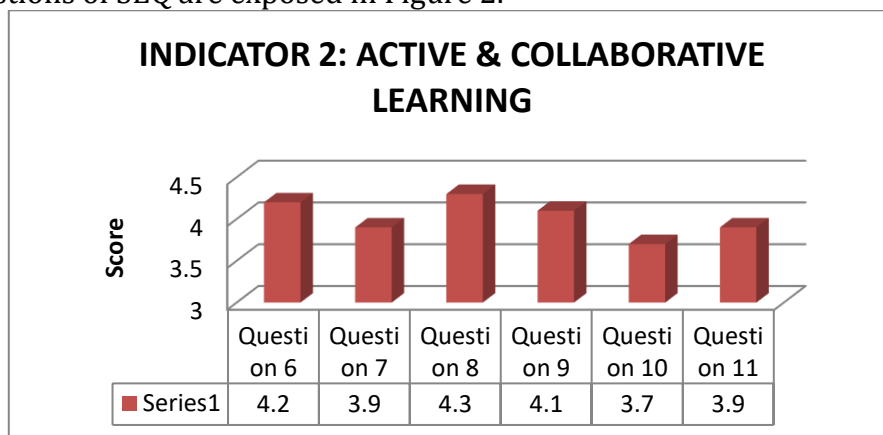


Figure 2. Active & Collaborative Learning Indicators of Students' Engagement

Figure 2 explains the active and collaborative learning between lecturer and students, which is elaborated into six questions, such as; students' enthusiasm, students' activeness, students' engagement in discussion when they gave an opinion in the teaching-learning process, students' support to their friend who got difficulties on academic writing, the students were diligent in reading the writing materials. The students did the practice academic writing regularly. The highest score is the students' enthusiasm 4.2, which is described by their expressions of emotions, such as happiness, cheerfulness, collaboration in the practices, and challenge to do the writing activities. The lowest score is their reading activities when joining the virtual flipped classroom. They tended to read

what they wanted without thinking about what they needed in writing and were lazy in reading the materials. Hence, the lecturer explained again through the online platform.

The third indicator discussed the students and lecturer interaction which was divided into six questions, such as; the most accessible students' communication with the lecturer to ask the feedback, the convenience of students talking with the lecturer, the lecturer's attention to students regarding academic writing difficulties, the patience and openness of lecturers to their students, the two-way communication is established between lecturer and students, and the lecturer's attractive teaching. The summary of indicator three can be seen clearly in Graphic 3.

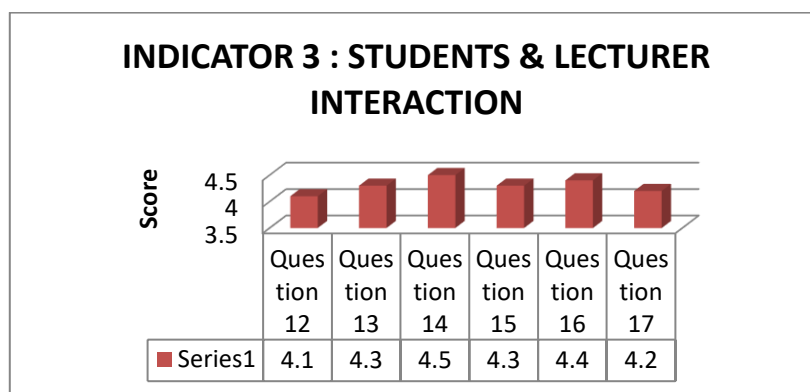


Figure 3. Students & Lecturer Interaction of Students' Engagement

Figure 3 exposes the interaction between the students and lecturer in academic writing class, which is elaborated into six questions. The highest score is for the lecturer's attention to students regarding academic writing difficulties 4.5. In this part, the lecturer gave feedback by asking the students to do peer feedback, then uploading their writing to the paper rater.com website to see the plagiarism and their writing mechanics. Finally, the lecturer did a virtual meeting by summarizing that most students' difficulties in writing are how to make every sentence in one paragraph coherent. So, the class displayed how to create a cohesive essay using Microsoft teams. The lowest score is the most accessible way students communicate with the lecturer to ask for feedback 4.1. The reason why the students tended to feel ashamed to request feedback from the lecturer was because of their unconfidence feeling from them. To facilitate them to ask for feedback easier and freely, the lecturer asked them to write which part of the writing needed input using the Mentimeter application, so they could freely write and easily share their difficulties.

The last indicator is enhancing education experience, which is elaborated into five questions, such as; the students' activeness to follow English events in the English Department of Unimus, the students' use of free time to visit the library, the student's application of theory and concepts of the accepted writing materials in their daily life, the students'

discussion with other to solve the problem in writing, and the student's critical thinking in writing and creating sentences. The summary of the fourth indicator can be described in Graphic 4.

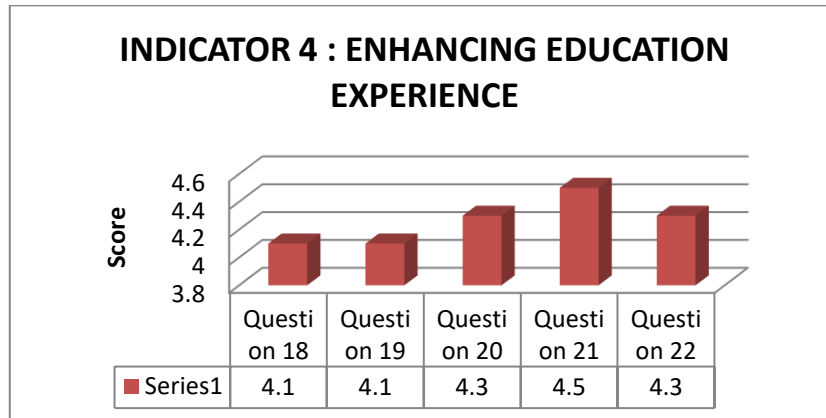


Figure 4 Enhancing Education Experience of Students' Engagement

Figure 4 shows the students' enhancing education experience, especially in academic writing, through virtual flipped classrooms. The highest score is for the students' discussion with others to solve the problem in writing 4.5. In this case, the students enjoyed group discussion and discussing the difficulties in academic writing. The issues they faced were how to relate one sentence to the following sentence, how to create the topic scientifically, how to elaborate their paragraph, and how to define their theme to be associated with the rest of the writing content. They did a discussion via video call on what app. They determined their solution together and reported the discussion to the lecturer to check again whether their discussion needed some revisions the lecturer. Whereas the lowest one is the students' activeness to follow English events on the English Department of Unimus and the students' use of free time to visit library 4,1. The reason why they can't join the English Department virtual events freely and they do not see the library online regularly is because of their lousy network connection. So, to overcome the problem, there are some free quotas from the Education Ministry by registering their number through every university to get the free allocation. Therefore, the students can join the virtual events and visit the library freely.

In conclusion, the research on the student's engagement in academic writing through virtual flipped classrooms has positive student attention, seen from the emotional, cognitive, and behavioral dimensions. This result is in line with Ismail & Abdulla (2019) that the students' engagement had positive outcomes through virtual flipped classrooms.

Then, Gorgilla et al. (2018) discussed the validation of students' engagement questionnaire using four dimensions that correlate with this research dimension questionnaire. It meant that the indicator proved the scientific result of students' engagement. Therefore, the current research

has a different focus on learning in academic writing, which no study before scrutinized students' engagement in academic writing courses through the virtual flipped classrooms.

CONCLUSION

All in all, the students' engagement realized in academic writing courses that the students perceive positively when they learned academic writing using flipped-classroom; this study contributes to the successful implementation of flipped-classroom in academic writing courses.

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