EXPERIENCE OF STUDENTS' ENGAGEMENT IN FLIPPED CLASSROOM STRATEGY TO LEARN ENGLISH WRITING SKILL IN JUNIOR HIGH SCHOOL

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Article Info

ABSTRACT

To improve their writing learning outcomes, it is necessary to carry out learning activities that involve student participation (student-centered). This can be achieved by using the Flipped Classroom technique as an appropriate teaching strategy. Because the flipped classroom is a relatively new method among Indonesian educators, it might be considered a new variation of imaginative learning. The current research, which is based on a descriptive case study, strives to provide a thorough and contextualized image of a specific phenomenon it is used to explain phenomena and circumstances that occur in real life. This was done through a google form using mobile phones and the internet to find out students" perceptions of writing English. Practically speaking, the interviews were addressed to six participants (three men and three women). The outcomes of the semi-structured interviews reveal some similar patterns in general. Different participants had a degree of resemblance with their English class interviews. Second, while numerous other respondents claimed to be involved at the same level, the reasons for their statements differed. This perspective can help guide the design of questions so that students" ideas about their participation in English e-learning are captured accurately. The aim of this study is to highlight the problems and solutions associated with teaching English writing to junior high school students. On the one hand, these difficulties include student talent. On the other hand, the difficulties include students" failure to generate ideas for writing in English, students" lack of knowledge of English vocabulary, and students" lack of motivation to learn to write in English
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1. INTRODUCTION

This ability is very important for students as one of their communication tools, and cannot be separated from the language learning process because it allows students to communicate their ideas, emotions, and feelings in writing (Dombey, 2013; Nassi & Nasser, 2018; Salma, 2015). Writing is one of the most common language skills taught to ESL and EFL students at all levels of education, especially junior high school students. On the other hand, writing has long been seen as a difficult talent to instill in students. And learning to write in a second language is considered more difficult than learning other language skills (Sohli and Eginli. 2020). However, teachers are encouraged to teach the various components to students using cognitive methods and prior information about the target culture. Writing requires a number of procedures that require writers to produce written expressions that are understandable, clear, and instructive (Yuce and Atac, 2019). This writing talent requires not only putting words on paper, but also selecting and organizing those thoughts taking various factors into account. Content, structure, vocabulary, language use (grammar), and method are all aspects of writing (Reird. 1993). Teaching writing can help students practice grammar, reading, and vocabulary in a communicative setting. As a result, teaching writing to junior high school students in the EFL environment remains difficult (Widiawati and Cahyono. 2001).

Several studies suggest developing language skills and strategies to improve written content (Myles, 2002). However, when given to students an input text with comparable ideas to read before writing, and then ask them to produce a 30-minute argument essay on the same topic (Han, 2020). There is the use of learning tasks designed as epistemic practice, such as methods and procedures to create material that is similar to real-life experiences, and progressive learning strategies to strengthen teacher-student arguments (Álvarez Valdivia & Lafuente Martínez, 2019). Writing studies have been well investigated for decades (Amalia, H., et al., 2020). However, while writing activities are often associated with tasks that only require the use of pen and paper, students may find them boring and uninteresting (DeVoss et al., 2010; Zakiya, 2020). On the other hand, to improve their writing learning outcomes, it is necessary to carry out learning activities that involve student participation (student centered). This can be achieved by using the Flipped Classroom technique as an appropriate teaching strategy. Because the flipped classroom is a relatively new method among Indonesian educators, it might be considered a new variation of imaginative learning. Teachers are also expected to be able to develop their learning models on a regular basis and to answer problems that arise in the classroom (Indahwati 2020).

In a study conducted by Zakiya (2020), the advantages of employing the Flipped Classroom technique in enabling learning activities and enhancing student accomplishment were also proved (Soltanpour & Valizadeh. 2018; Afriyalsanti, et, al. 2016; Engin. 2014). This study employs Edpuzzle, a web-based interactive learning tool, to help the learning process that is connected with technology utilizing the Flipped Classroom Strategy. It was picked after considering Edpuzzle's success in helping students improve their writing abilities. Several studies have demonstrated that Edpuzzle can engage students' past knowledge to increase their knowledge and is more effective than other traditional media in boosting students' English text writing skills (Julinar & Yusuf, 2019; Yesika, 2017). The steps involved in putting the Flipped Classroom strategy into practice (Becker & Birdi, 2018; Bergmann & Sams, 2012; Davies et al., 2013): 1) the teacher assigns students to observe and collect information related to the content of the learning video about the material to be studied; 2) the teacher assigns students to observe and collect information related to the content of the learning video about the material to be studied later when they enter the classroom; and 3) the teacher assigns students to observe and collect information related to learning video content about students writing questions on video content or other information they have collected, students asking and discussing these questions in class, 4) teachers clarifying answers and providing comments to students. The point of the study is to

look at the issues that instructors have while teaching writing to junior high school students and how they deal with them.

Furthermore, teachers encountered challenges in developing English writing skills due to students' lack of grammar and vocabulary knowledge, motivation, and a lack of interest in the text book's theme. Mother tongue interference among students is a disruptive element in teaching writing (Almubark, 2016). It is strongly advised for teachers to attempt and adapt the Flipped Classroom technique utilizing ed puzzle according to their field of study, based on the learning results and engagement and excitement of students in studying writing (Hidayat, L. E., & Praseno, M. D. 2021). Collaborative writing activities boost the overall quality of student writing by allowing students to develop their writing abilities, allowing them to compose a text with more clauses and be more creative (Biria and Jafari 2013). As a result, collaborative English writing activities that take into account motivation and students' grasp of English writing might be a way to dealing with challenges in teaching English writing.

2. METHOD

The current research, which is based on a descriptive case study, strives to provide a thorough and contextualized image of a specific phenomenon; it is used to explain phenomena and circumstances that occur in real life. This research method was chosen because it explained and concentrated on the phenomena of English instructors' issues and answers for dealing with such challenges when teaching junior high school students to write.

1. Participants

Six students from one of Bekasi's Junior High Schools who were studying English participated in this study. They are junior high school seventh graders. They were chosen because they consented to take part in the research. They are, however, chosen from each grade level. They were between the ages of 13 and 14. In general, people converse in both the Indonesian native language and a foreign language (i.e. English). They were divided into male (L = 3) and female (P = 3) groups based on their gender.

2. Data Collection Procedure and Instrument

This research data collection using semi-structured interviews. This was done through a google form using mobile phones and the internet to find out students' perceptions of writing English. Practically speaking, the interviews were addressed to six participants (three men and three women). Furthermore, the interview guide was designed with several numbered topics to ask questions. It, topics related to the challenges faced by students and perceptions of English writing activities.

Table 1. Participants

Name	F/M	Age	Linguistics Background
Students 1/S1	Female	13	Indonesia, Sundanese
Students 2/S2	Female	13	Indonesia
Students 3/S3	Female	14	Indonesia, Sundanese
Students 4/S4	Male	13	Indonesia
Students 5/S5	Male	14	Indonesia

3. *Data Analysis*

This data analysis uses descriptive analysis in which case studies are used to find problem points in students' writing abilities using the Flipped Classroom strategy. And, the results of data analysis showed that students had better achievements in writing.

3.   FINDINGS AND DISCUSSIONS

The results of semi-structured interviews revealed some general patterns. Different participants had a degree of similarity with their English class interviews. Second, while many other respondents admitted to being involved to a similar degree, the reasons for their statements differed. Several factors that contributed to the respondents' interest in learning English were also a determinant of whether these participants had positive or negative experiences, as discussed in the questionnaire. However, Students actively participate in the learning process, according to observations of their participation. This is evident through the homework they do, the questions they ask about the content in class, the discussions they participate in, and the issues they solve for their teachers. Students work on and deliver their final projects to teachers with excitement.

Table 2. Semi-structured Interviews

INTERVIEWS	ANSWERS
Apakah Kamu Kesulitan Menulis Bahasa Inggris? (Alasannya?)	- *Studnts 1* *iya, karena menulis bahasa Inggris berbeda dengan menulis seperti biasanya menggunakan bahasa Indonesia. tetapi, seru sekali menulisnya, aku bisa belajar cara ejaan yang benar dalam penulisan bahasa Inggris* - *Students 2* *tidak, menulis itu sangat mudah untukku. namun ada tantangan tersendiri karena menulis bahasa inggris menggunakan rumus tersendiri yaitu grammar dan vocab. dikelas ini aku baru belajar pengejaan bahasa inggris* - *Students 3* *tidak, menulis bahasa Inggris itu sangat seru* *iya, susah banget nulis bahasa Inggris. aku salah terus untuk menulis pengejaan bahasa inggris.* - *Students 4* *Iya, susah banget* - *Students 5* *tidak, mata pelajaran yg aku suka adalah bahasa inggris. jadi aku ada niat untuk mempelajarinya semua. dari hal menulis, membaca, mendengarkan, dan berbicara. semua pemahaman tentang bahasa inggris*

Bagian Mana Yang Kamu Tidak Mengerti Dalam Menulis Bahasa Inggris?	- *Students 1* *Semuanya.* - *Students 2* *grammar dan vocabulary. sangat sulit sekali dipahami* - *Students 3* *ada.* - *Students 4* *grammar dan vocab dan verb* - *Students 5* *arti bahasa inggris, grammar*
Apakah Flipped Classroom Membantu Kamu Sebelum Memulai Pembelajaran?	- *Students 1* *Iya* - *Students 2* *iya, karena guru memberitahu bagian materi mana yang akan kami pelajari sebelum guru memasuki ruangan kelas. namun kami sudah belajar setelah apa yang guru sampaikan* - *Students 3* *tidak, aku harus belajar sendiri karena tidak bisa bertanya pada guru* - *Students 4* *iya, karena disuruh belajar mandiri sebelum guru masuk ke kelas. sama halnya belajar mandiri dirumah dan mengerjakan PR dirumah lalu dikumpulkan besok kepada guru* - *Studenys 5* *iya. karena aku suka belajar dirumah teknik yang guru sampaikan mudah sekali untukku*

From table 2 The Flipped Classroom learning technique was implemented for a variety of reasons that improved student success and engagement in writing instruction. Technology plays a significant part in the learning process in this study. Technology not only gives students new opportunity to study in different settings, but it also encourages them to participate more actively in class.

4.   CONCLUSIONS

The aim of this study is to highlight the problems and solutions associated with teaching English writing to junior high school students. Students encounter problems and strategies for overcoming these challenges when learning to write. On the one hand, these difficulties include student talent; On the other hand, the difficulties include students' failure to generate ideas for writing in English, students' lack of knowledge of English vocabulary, and students' lack of motivation to learn to write in English.

After completing some analysis, it is evident that using reverse classes to teach English composition may be a useful method that can greatly improve writing skills. In fact, composing English compositions more efficiently may be achieved by following reverse class instructions.

Additionally, reverse advice has a significant impact on understanding the instructional form, according to the professional. First of all, it creates a communal environment where students may learn from one another and share their discoveries. Additionally, reverse tutoring helps pupils realize that they are in charge of their own independent studies.

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