

**LOQW**

Language in the Online & Offline World

**Language in  
the Online and Offline World 5:  
The Amplitude**

**April 19-20, 2016**



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# *Language in the Online & Offline World 5: The Amplitude*

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## **PREFACE**

The interest of the LOOW conferences held by the English Department of Petra Christian University has indeed been in the language used in the online and offline world. The first time it was held in 2010, the conference explored the language used in the online and offline world. In the following year, 2011, the second LOOW conference was held with the theme “The Awakening”, realizing that there might be differences in the language used in the online and offline world. Then, having realized the changes occur in the language used in the online and offline world, another conference, LOOW 3, was held in 2012 with the theme, “The Transformation”. In 2014 echoing the freedom of opinion in its theme, “The Latitude”, LOOW 4 re-examined the language trends and practices and offered challenges in teaching.

This time the theme taken is “The Amplitude”. As it is conveyed by the word, the proceedings of LOOW 5 contain papers of a wide range of topics, such as literature, culture, teaching, research, and business communication. I do hope that through the exchange of ideas in the parallel sessions and through the plenary and featured speakers’ presentations, more ideas and insights can trigger all the conference participants to have a broader horizon in the respective fields and to come up with fresh ideas in our next LOOW conference.

On behalf of the organizing committee, I would like to express my sincere gratitude for all the plenary and featured speakers, who are willing to share their ideas and knowledge in this conference. To all the presenters and participants, I express my heartfelt gratitude for your participation in this conference. Without your efforts and interest, it would be impossible to hold this conference.

We wish you a productive conference that will enlighten not only your mind, but also your heart.

Dr. Julia Eka Rini  
Chairperson of the Organizing Committee

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## UTILIZING FLIPPED CLASSROOM MODEL IN TEACHING WRITING

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**Abstract:** Teaching writing is challenging and requires interactive and motivating activities. Usually, learners lost their interest and discourage in writing class so they tend to avoid writing activities and exercise. The reasons is that they get difficulties in exploring their ideas in written form and they cannot consult and meet the teacher individually during class time because of limited time for teaching. Thus, learners need motivation in triggering themselves to write. Teachers have very significant contribution to improve quality of learning and support the learners to maintain their motivation by applying interactive teaching model. Therefore, flipped classroom is alternative model that could be utilized in managing inside or outside classroom activities. It is a digital technology is used to shift direct instruction outside of the group learning to individual learning, usually via videos. This article aims to share best practices and challenges of implementing the flipped classroom model in teaching writing.

**Keywords:** Flipped Classroom, Writing

Writing is one of skills in learning language must be mastered by learners because writing is a final product after learners have studied about listening, speaking and reading. According to Nation (2009: 113), "Writing is an activity that can usefully be prepared for by work in the other skills – listening, speaking and reading". It can be concluded that writing requires other skills such as listening, reading and writing in order to master writing skill. Moreover, writing is important not only for educational but also for business and personal reasons. Weigle (2002: 1) explains that the ability to write effectively is becoming increasingly important in our global community and instruction in writing is thus assuming an increasing role in both second – and foreign – language education. Brown (2004: 218) also states that the ability to write has become an essential skill for attaining employment in many walks of life.

However, writing is difficult to learn because the students should master aspect of writing (content, organization, vocabulary, language use, and mechanic) and other skills such as listening, speaking, reading and they must be able to develop and organize the ideas well. Kencall and Khuon (2006: 37) says that "Writing is all about making meaning. Teaching writing to English Language Learners (ELLs) can be a challenge because they frequently get confused about what they want to say as they work". So the students do not only write an English text, but they also organize the text correctly and the text has to be understandable.

Another problem is that the students will be able to get bored easily with the material. Commonly, the University students feel uninterested with the material if there is no modification in teaching writing. In addition, the time for teaching is limited and because of the different ability that students have. So, in order to make the tudents able to develop and organize their writing in appropriate order and attract the students' motivation in writing activity, so the teacher should give the students appropriate model in teaching writing.

Regarding with the writing cases, the teacher should use appropriate model, so that the the students can write well. There are many models of teaching writing, one of the appropriate and the newest model is flipped classroom. Cockrum (2014: 27) explains, "Writing seems to be the place where a lot of ELA teachers begin their flipping experience". From those explanation, we can infer that flipped classroom is very appropriate in teaching writing.

Cockrum (2014: 9) states that flipped classroom is using technology to deliver asynchronous direct instruction with the intention of freeing up class time for student-centered learning and it gives the ability to practice project-based learning, peer instruction and more. Moreover, there are some model of flipped classroom that can be applied in teaching writing. One of them is traditional flip. The activities of this model are students watch the video of the material before they come to the class, then during the activities in the class they should collaborate to do the task while the teacher circulates and is available to answer questions, then the students should share their project to the classroom, after that students begin to do the task by their own self, finally students will peer evaluate other students' project.

### The Concept of Writing

There are some definitions of writing according to some experts. Patel and Jain (2008: 125) state, "Writing is essential features of learning a language because it provides a very good means of fixing the vocabulary, spelling, and sentence pattern. It becomes an important aspect of students' expression at higher stage". In addition, Meyers (2005: 2) explains, "Writing is speaking to others on paper or on a computer screen and writing is also an action a process of discovering and organizing the ideas, putting them on a paper and reshaping and revising them". While Harmer (2004: 31) also states that writing is used for a variety of purposes in some different forms. From those statements, it can be said that writing is write what we want to say which provides a very good means of fixing the vocabulary, spelling, and sentence pattern used for variety of purposes.

### Micro and Macro Skill of Writing

The classification scheme is formulated to include the most common genres that a second language writer might produce, within and beyond the requirements of a curriculum. You should be aware of the surprising multiplicity of options of written genres that second language learners need to acquire. Brown (2004: 221) lists the skills of writing as follow:

- a. Micro skills
  - 1) Produce graphemes and orthographic patterns of English.
  - 2) Produce writing at an efficient rate of speed to suit the purpose.
  - 3) Produce an acceptable core of words and use appropriate word order patterns.
  - 4) Use acceptable grammatical systems (e.g. tense, agreement, and pluralization), patterns and rules.
  - 5) Express a particular meaning in different grammatical forms.
  - 6) Use cohesive devices in written discourse.
  
- b. Macro skills
  - 1) Use the rhetorical forms and conventions of written discourse.
  - 2) Appropriately accomplish the communicative functions of written texts according to form and purpose.
  - 3) Convey links and connections between events and communicate such relations as main idea, supporting idea, new information, given information, generalization, and exemplification.
  - 4) Distinguish between literal and implied meanings when writing. Correctly convey culturally specific references in the context of the written text.
  - 6) Develop and use a battery of writing strategies, such as accurately assessing the audience's interpretation, using pre-writing devices, writing with fluency in the first draft, using paraphrases and synonyms, soliciting peer and instructor feedback, and using feedback for revising and editing.

From the explanation above, micro and macro skills are needed by the students in writing to make them easy to write types of text.

### Process of Writing

According to Harmer (2004: 4), there are four processes of writing:

- a. Planning: experienced writers plan what they are going to write. Before starting to write or type, they try and decide what it is they are going to say. For some writers this may involve making detailed notes.
- b. Drafting: we can refer to the first version of a piece of writing as a draft. This first go at a text is often done on the assumption that it will be amended later.
- c. Editing (reflecting and revising): reflecting and revising are often helped by other reader (or editor) who comment and make suggestions. Another reader's reaction to a piece of writing will help the author to make appropriate revisions.
- d. Final Version: this may look considerably different from both the original plan and the first draft, because things have changed in the editing process.

### The Concept of Flipped Classroom

There are some experts defines about flipped classroom. Cockrum (2014:9) says that it is using technology to deliver asynchronous direct instruction with the intention of freeing up class time for student-centered learning and it gives the ability to practice project-based learning, peer instruction and more. Aranson et. al (2013) also explains that in flipped classroom model, some or most of the direct instruction is delivered

outside the group learning space using video or other modes of delivery. Class time is used for students to engage in hands-on learning, collaborate with their peers and evaluate their progress rather than traditional direct instruction delivery. So that flipped classroom is model of learning that is focussed on student-centered learning, using technology by delivering asynchronous direct instruction outside the classroom. The teachers can enable students to practice in collaborative activity, peer instruction or feedback, project based-learning or creative project.

#### The Benefit of Using Flipped Classroom In Teaching Writing

Cockrum (2014: 14) explains that there are some benefits of using flipped classroom: individualized instruction, community, self-pacing, choice in activities/alternate assessment, focus on the fun stuff, grading, efficiently use time, autonomous learning and common core state standards.

- a. Individualized instruction  
Because the students are required to watch the video before coming to the class. So during the learning process the teacher can ask the students' difficulties, and also the teacher can give the feedback outside the classroom personally by using the tool of learning.
- b. Community  
In flipped classroom model, the teacher allows the student to collaborate with other.
- c. Self-pacing  
In flipped classroom, the teacher may ask the students to do self-pacing. Especially when they do not understand about the material, they watch the video again and many other.
- d. Choice in activities/alternate assessment  
Because of using tool of learning the teacher can offer the students multiple option in how they show learning. The teacher can also use alternate assessment such as ask the students to create creative project.
- e. Focus on the fun stuff  
Cockrum (2014: 16) explains that fun stuff is the activity done in the classroom, the application of the material, watching the students grow and make deep connections to the material. It means that the teacher focus on the activity done in the classroom, the application of the material, watching the students grow and make deep connections to the material.
- f. Grading  
The teacher can read the students' duty in the classroom. The teacher also can give them feedback immediately, or the teacher can give audio feedback, record of written feedback and more.
- g. Efficiently use time  
The time for teaching is limited. So, by using flipped classroom the teacher can use the time efficiently. The teacher deliver asynchronous direct instruction outside the classroom.
- h. Autonomous learning  
Students have a larger responsibility to manage their own time, and with necessary support, can learn crucial time management strategies.
- i. Common Core State Standards (CCSS)

Many states are going to the Common Core State Standards with a goal of having career ready. According to Cockrum (2014: 18), "the Council of Writing Program Administrators produced a document the attributes, what it calls "Habbit of Mind" writers to be college and career ready". In addition the Flipped Classroom gives teacher the ability to address many of the skill required in CCSS. The work outlines the following skills: curiosity, openness, engagement, persistence, responsibility, flexibility, and metacognition. (Council of Writing Program Administrators, 2011).

#### Teaching Writing Using Flipped Classroom Model

There are three main components that are required for a classroom to be considered a flipped classroom. Cockrum (2014: 11) mentions three main components of flipped classroom; instruction delivered asynchronously, students have immediate and consistent access to information, and teachers are available during class time to answer questions and guide learning. It means that to free up class time for work teacher need find way to deliver instruction asynchronously by using video, podcast, interactive books and many others. In addition the teacher must prepare tool of learning so that the students can access the content easily. During class time the teacher can guide learning process and answer question that is made by the students. Furthermore, technology, one of component in flipped classroom is very important in writing, the



students can transfer of information, resources and ideas among students, and exchanges between students on different campuses, or in different countries and cultures.

There are some models of flipped classroom that can be applied in teaching writing. One of them is traditional flip. The activities of this model are students watch the video of the material before they come to the class, then during the activities in the class they should collaborate to do the task while the teacher circulates and is available to answer questions, then the students should share their project to the classroom, after that students begin to do the task by their own self, finally students will peer evaluate other students' project.

Traditional flipped is simply front-loading a video of content followed by problems, activities, or writing in class based on that content (Cockrum, 2014:21). So it is clear that the general activities of this model are students watch the video of the material before they come to the class, followed by some activities in the classroom such as writing and doing the tasks. In this investigation, the effect of the flipped classroom and associated differentiation was studied to measure the impact on student achievement and student stress levels. For the second semester of their senior year, students watched video lectures outside of class and completed assignments during class time. Students reported lower stress levels in this type of classroom environment compared to other classes. While semester grades showed improvement.

### The Example of Writing Lesson Plan (Traditional Flip)

According to Cockrum (2014) the example of writing lesson plan of traditional flip is as follows:

#### ENGLISH AND ITALIAN SONNETS

Topic: Types o Poetry

Grade Level: 6-10

Skill: Writing English and Italian Sonnets

Established Goals: Common Core State Standard

*CCSS.ELA-Literacy. CCRA.R.5* Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section chapter, scene, or stanza) relate to each other and the whole.

*CCSS.ELA-Literacy. CCRA.W.4* Produce clear and coherent writing in which the development, organization, and style are appropriate to ask, purpose, and audience.

#### Essential Question:

How does the form and structure of a sonnet contribute to its meaning?

#### Objectives

Students will understand....

- Poems have different patterns that contribute to their form.

Students will know....

- structure of an English sonnet and Italian sonnet

Students will....

- be able to write accurate sonnets and evaluate how the form contributes to sonnets' meaning

#### Assessment

Evidence

Performance Tasks:

- Students will write an accurate Italian sonnet and English with Minimal scaffolding

Self-Assessment

- The questions students ask will be used to evaluate their level of understanding as the unit progresses

Other Evidence:

- Students' final work

#### Learning Plan

Lesson is based on 40- minute class periods but can be modified to fit your needs

**Flip:** Video introducing sonnets and explaining the pattern for English and Italian Sonnet

Day 1:

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- Provide students examples of English and Italian sonnets they read on their own at their pace/discretion. Answer any immediate questions.
- Students begin writing sonnets together in groups
- The teacher circulates and is available to answer questions.

### Day 2:

- Students will answer question in a Google Form designed to show reflection.
- Students begin to write sonnets on their own
- The teacher circulates and is available to answer questions.

At the teacher's discretion, this lesson could be divided into two lessons for each type of poem.

### **Reflection Methods**

- Students will do a reflective exercise (Google form) after watching the videos.
- Students will share their thinking about the poem and lessons learned in class discussions.
- Students will peer evaluate other students' poem

### **Materials**

#### **Facilities:**

- Classroom or computer lab

#### **Equipment ( non-tech):**

- Printouts of sample poems

#### **Equipment ( tech)**

- Device to view flipped video lesson.
- Device to access Internet site

### **Student Sample**

#### **Group Poem during Lesson**

By Annie and Sylvia, seventh grade  
A terrible British band  
Was hated much  
Because they had an ugly hand  
They were not touched  
And they were in the Americans' land  
They ate a British lunch  
That was all canned  
They were a bad bunch  
No one liked them etc.

#### **Individual Poem after Lesson**

By Annie, seventh grade  
The bright blue sky  
With rolling clouds  
With the wind very dry  
And the yelling of crowds  
Voices loud and clear in the sunlit rays  
Yelling various cheers  
In their own craze  
The wild wind  
Making leaves fall down  
Making the world destined  
For the next season around etc

### Conclusion

Flipped classroom is very appropriate for teaching writing. There are some models of flipped classroom, and one of them is traditional flipped. It is the newest technique. The activities of this model are students watch the video of the material before they come to the class, then during the activities in the class they should collaborate to do the task while the teacher circulates and is available to answer questions, the students should share their project to the classroom, after that students begin to do the task by their own self, finally students will peer evaluate other students' project. It is very appropriate for the teacher who has struggled with innovation in the classroom that is using technology. Finally, hopefully it can be useful for the English teacher to improve students' writing skill and improve education in Indonesia and other country.

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Nama : Mahendra Puji Permana Aji, M.Pd.  
Fakultas/Prodi : FKIP/ Bahasa Inggris  
Keperluan : Sebagai Penyaji/Presenter Utama dalam Kegiatan Forum Ilmiah Language in the Online & Offline World 5: The Amplitude dengan judul "Utilizing Flipped Classroom Model In Teaching Writing"  
Waktu : 19-20 April 2016  
Tempat : English Department of Petra Christian University, Surabaya

Demikian surat tugas ini dibuat untuk dilaksanakan dengan penuh tanggung jawab.



Kediri, 13 April 2016  
Dekan FKIP,

*[Handwritten Signature]*  
Dr. Hj. Sri Panca Setyawati, M.Pd.