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## IMPLEMENTING FLIPPED CLASSROOM MODEL WITH PEER GROUP TO STRENGTHEN EFL UNIVERSITY STUDENTS' WRITING ACHIEVEMENT

by

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### Abstract:

*This study was designed to assess students' writing achievement in the third semester of the Syiah Kuala University Paragraph Writing Course in 2021. This study used a quasi-experimental design. Pre-tests, post-tests, and questionnaires were employed as the research instruments. The data were analysed quantitatively. The results indicate that the mean score of the post-test for the experimental group (83.52) is higher than that of the control group (68.76).*

*Furthermore, the percentage of questionnaire results showed that 27.3% strongly agree and 51.1% agree that this teaching model motivates students in learning writing. It can be concluded that there is a significant difference in the writing achievement of students between the experimental and control groups. In other words, the Flipped Classroom Model with Peer Group is an effective teaching model. Hence, the implementation of the Flipped Classroom Model with Peer Group in teaching writing could improve students' learning results and increase students' writing motivation.*

**Keywords;** *Experimental research; flipped classroom; peer group; teaching writing; writing achievement*

### Abstrak:

*Penelitian ini dirancang untuk mengetahui prestasi menulis mahasiswa kepada mahasiswa semester III Universitas Syiah Kuala untuk Mata Kuliah Penulisan Paragraf tahun 2021. Penelitian ini menggunakan desain quasi eksperimental. Pra-tes, pasca-tes, dan kuesioner digunakan sebagai instrumen penelitian. Data dianalisis secara kuantitatif. Hasil penelitian menunjukkan bahwa skor rata-rata pasca-tes kelompok percobaan (83,52) lebih tinggi dari skor rata-rata pasca-tes kelompok kontrol (68,76). Selanjutnya, persentase hasil kuesioner menunjukkan bahwa terdapat 27,3% yang sangat setuju dan 51,1% setuju bahwa model pengajaran ini memotivasi siswa dalam belajar menulis. Dapat disimpulkan bahwa ada perbedaan yang signifikan dalam prestasi menulis siswa antara kelompok eksperimen dan*

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*kontrol. Dengan kata lain, Model Flipped Classroom dengan Peer Group adalah model pengajaran yang efektif. Oleh karena itu, penerapan Model Flipped Classroom bersama Peer Group dalam pengajaran menulis dapat meningkatkan hasil belajar siswa dan meningkatkan motivasi menulis siswa.*

**Kata kunci;** *penelitian eksperimental; kelas terbalik; kelompok sebaya; mengajar menulis; Penulisan pencapaian*

## INTRODUCTION

Existing flipped learning studies have gained in writing quality, learner motivation, and classroom climate; however, they have relied on technology, personal blogs, iPads, institutional LMSs, or synchronous video platforms that presuppose uniform student access (Ahmed (2016); Afrilyasanti et al. (2017); Ekmekci (2017); Soltanpour and Valizadeh (2018); and Husnawadi (2021). This access barrier remains under-examined, particularly for diverse resource cohorts. The flipped classroom effectively improved learners' writing tasks, boosted motivation, and created a conducive learning environment (Mohammad & Khan, 2023; Sabri et al., 2023; Kawinkoonlasate, 2024; Khuibut et al., 2024). At Syiah Kuala University, diagnostic profiling revealed two persistent weaknesses in paragraph writing courses: deficiencies in content organization and a concomitant decline in student motivation. To address both issues simultaneously, the present study operationalizes a peer-assisted flipped classroom model delivered entirely through the WhatsApp Messenger application. By embedding pre-class video micro lectures and structured peer review tasks within WhatsApp's chat and voice note functions, the intervention is designed to lower technological entry costs, scaffold idea generation and thesis statement formulation, and revitalize intrinsic motivation through social presence. This study, therefore, extends the flipped learning literature by testing a universally accessible platform while empirically linking writing skill gains with motivational outcomes in a paragraph writing context.

Current evidence suggests that many students struggle at the very beginning of academic composition, specifically in generating ideas and articulating a focused thesis. This deficit manifests in topic sentences that lack clear controlling ideas and paragraphs that lack cohesion (Workie & Haregu, 2020; Wulandari et al., 2023). Their prose remains stylistically flat because they have yet to fully internalize the full spectrum of writing competencies, including mechanics, logic, organization, diction, cohesion, and audience awareness (Sari et

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al., 2023). Compounding the skills gap is low motivation, often triggered by repeated writing failures and uninspiring classroom environments.

Academic writing emphasizes that effective paragraph construction not only adheres to linguistic accuracy (grammar, vocabulary, and conventions) but also conveys the writer's intent and emotional clarity (Krisnawati et al., 2023; Bui et al., 2023; Farsani et al., 2019). It highlights the distinct formal register required in academic contexts (Bailey, 2019), contrasting it with informal discourse, while positioning writing as a tool to foster critical thinking and language development (Widyastuti, 2018). The use of descriptive text in this study is pedagogically aligned with ESP principles, emphasizing contextual relevance and learner-specific adaptation (Alfayed et al., 2024).

Therefore, an effective teaching model plays a fundamental role in EFL (English as a Foreign Language) learning. 21st-century learning utilizes the internet and social media, such as WhatsApp, Facebook, Instagram, and TikTok, as teaching media that reflect students' daily lives. This type of learning utilizes technology, enabling students to leverage various sources, particularly the internet (Afrilyasanti et al., 2017). Additionally, ICT can help teachers access a wide range of authentic materials during the teaching process, including writing (Dhivya et al., 2023; Malik et al., 2023; Zhou et al., 2023). In this study, we attempted to implement the Flipped Classroom Model with a Peer Group method to enhance students' writing skills.

The Flipped Classroom Model, initially introduced by Bergmann and Sams in 2007, reverses traditional instruction by shifting content delivery to the home and active learning to the classroom (Sams & Bergmann, 2012). Supported by recent studies (Bond, 2020; Gaol & Hutagalung, 2020; Rasheed et al., 2020; Shi et al., 2020; Stöhr et al., 2020; Wang et al., 2021), the model emphasizes online self-learning and in-class application. This study extends the model's accessibility by leveraging WhatsApp Messenger as a delivery tool, enabling flexible asynchronous learning. The approach enhances student preparedness and promotes active classroom engagement, aligning well with the principles of learner autonomy and digital pedagogy.

Flipped and blended learning align with contemporary trends in language education (Vivek & Ramkumar, 2021). It highlights the dual-modality advantage, combining self-paced

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online content engagement with interactive in-class collaboration supported by digital platforms (He, 2020). Drawing on Ahmed (2016) and Afrilyasanti et al. (2017), it emphasizes how the flipped model fosters learner autonomy, enhances classroom participation, and cultivates a dynamic, student-centered environment.

The Flipped Classroom Model, as outlined by Sams and Bergmann (2012), emphasizes its sequential design from content delivery via video to independent practice. This study not only adopts but adapts these steps by integrating Ahmed's (2016) pedagogical perspective, introducing peer grouping and peer review as core components. The contrast between the original individual-centric model and Ahmed's collaborative approach highlights a meaningful pedagogical evolution, enriching the flipped learning experience through social interaction and formative assessment. This comparative adaptation demonstrates both theoretical alignment and instructional innovation.

This study presents a structured six-step adaptation of the Flipped Classroom Model, integrated with peer collaboration, which enhances both learner autonomy and interactive learning. Initial face-to-face meetings served to establish clear expectations for out-of-class activities, ensuring alignment between teacher and students. Learning materials were disseminated via WhatsApp, facilitating asynchronous access. The model further innovates by embedding peer group work, where students are divided into small groups, practice writing independently, engage in peer review, and revise their work accordingly. This iterative process culminated in a final written product, serving as the basis for assessment. The design reflects a methodologically sound and pedagogically rich adaptation of flipped learning, incorporating digital tools and collaborative writing, an approach well-aligned with the research rigor and innovation.

L2 writing motivation, a significant individual component, can influence how learners perceive writing as an appealing task, recognize their writing deficiencies, engage in the writing process, and perceive themselves as writers (Camacho et al., 2021; Rad & Alipour, 2023). Payne (2012) stated that motivation to write is a crucial factor in writing competence, and students who lack motivation to write will not readily engage in academic writing activities. Numerous subtypes of motivation have been examined in L2 writing contexts, including intrinsic and extrinsic motivation, autonomous and controlled motivation, as well as

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other motivation-related variables such as self-efficacy, attitude, anxiety, value, and goal (Camacho et al., 2021; Cen & Zheng, 2024). That is why knowing these factors can help teachers devise the right solution to resolve the problem.

The gap in the research lies in the low academic writing achievement and motivation. The objective of this research is to improve students' writing achievement and increase their motivation. The first research question focuses on the students' writing aspects, including content, organization, grammar, mechanics, and style. The second research question addresses students' motivation in writing, which was inferred from their responses on the questionnaire. For the purpose of implementing Flipped learning through WhatsApp in our study, the following research questions (RQs) are addressed:

1. Is there any significant difference in achievement between the students who are taught by using the Flipped Classroom Model with Peer Group and those who are taught by using the conventional model in teaching writing?
2. What is the students' response toward the implementation of the Flipped Classroom Model with a peer group on students' writing motivation?

## METHOD

### *Design*

To achieve the goal, the current study employed a quantitative approach using a quasi-experimental design and a questionnaire. Johnson and Christensen (2019) stated that quantitative research focuses on hypothesis and theory testing. The primary focus of a quantitative study is on hypotheses and testing these hypotheses with empirical data. The purpose of this testing is to determine whether the sample data support the hypothesis.

The purpose of quasi-experimental research is to determine cause-and-effect relationships. The experimental treatment is one type of independent variable. In contrast, the specific behavior that we seek to change during the experimental group treatment is the dependent variable (Sanjaya, 2013). While the control group was not given the experimental

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treatment, they were measured with the dependent variable. A comparison of the performance of both groups helps us estimate the effect of the experimental treatment.

### ***Participant***

This research is conducted at Syiah Kuala University, Banda Aceh. A total of 50 third-semester students from the English Department were involved. Both experimental and control groups consisted of 25 students each. There were 17 females and eight males in the experimental group, and 20 females and five males in the control group. The sample was taken using a purposive sampling technique. This technique involves deliberately selecting participants based on specific qualities or criteria pertinent to the research question, ensuring that the sample is well-aligned with the study's objectives.

### ***Instrument***

The instruments used in this research were tests (pre-test and post-test) and a questionnaire. Both the experimental and control classes were involved in the test. However, only the experimental group was required to respond to the questionnaire after the post-test. Tests are in the form of essay tests, where students are required to write a paragraph on a specified topic and adhere to specific writing criteria. The students' work was then scored using a writing scoring rubric by Brown (2007), as shown in the Table 1 below.

***Table 1. Writing scoring rubric***

No	Elements of Writing	Category/Rating Scale	Description
1	Organization, Introduction, Body, and Conclusion	20 – 18, 17 – 15, 14 – 12, 11 – 6, 5 – 1	Excellent to Good, Good to Adequate, Adequate to Fair, Unacceptable, Not college level work
2	Logical of Development of ideas, Content	20 – 18, 17 – 15, 14 – 12, 11 – 6, 5 – 1	Excellent to Good, Good to Adequate, Adequate to Fair, Unacceptable, Not college level work
3	Grammar	20 – 18, 17 – 15, 14 – 12, 11 – 6, 5 – 1	Excellent to Good, Good to Adequate, Adequate to Fair, Unacceptable, Not college level work
4	Punctuation, Spelling, and Mechanics	20 – 18, 17 – 15, 14 – 12, 11 – 6, 5 – 1	Excellent to Good, Good to Adequate, Adequate to Fair, Unacceptable, Not college level work
5	Style and Quality of Expression	20 – 18, 17 – 15, 14 – 12, 11 – 6, 5 – 1	Excellent to Good, Good to Adequate, Adequate to Fair, Unacceptable, Not college level work

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The questionnaires were used to assess students' responses toward the implementation of the Flipped Classroom Model with a peer group in relation to students' writing motivation. In this study, the questionnaire was adapted from Payne's (2012) questionnaire design of academic writing motivation. It consisted 37 items of the questionnaire. However, only 15 items were selected for this current research. All of these items were classified under extrinsic motivation.

We measured the motivation level based on a 5-point Likert scale proportion of responses model from a closed-ended questionnaire. The students were directed to cycle one of the five options, which are a (strongly agree), b (agree), c (uncertain), d (disagree), or e (strongly disagree). All of the options are related to the teaching model. The questionnaire aimed to measure students' motivation for learning writing after the implementation of the Flipped Classroom Model. The questionnaire was then analysed based on the students' responses.

### ***Data collection technique***

There are three types of data collection procedures for both the experimental and control classes, namely pre-test, treatment, and post-test. The pre-test and post-test were performance tests in the form of essays. A pre-test was administered before the teaching and learning process. It was conducted to assess the students' writing skills prior to the treatment. The students were asked to write a descriptive text about a place, based on the title "Tsunami Museum," of approximately 150 words or more. We provided some pictures and information about the location of the Tsunami Museum in a PowerPoint presentation. The task was allocated 40 minutes.

The post-test was given after the treatment. The treatment itself is the implementation of the Flipped Classroom Model with Peer Group in the experimental class. Meanwhile, the treatment for the control class was the implementation of the Conventional Model. The post-test was administered to assess the writing abilities of students in the control class and the experimental class. In this phase, the students were asked to write a descriptive text about a place, titled "Danau Laut Tawar". We also provided some pictures and some information

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about the location of "Danau Laut Tawar" in PowerPoint, as we did in the pre-test. The time allocated to complete the task was 40 minutes.

Meanwhile, the control class was taught by using the conventional model (non-blended learning) for three meetings as well. After that, both classes were assigned the post-test, which required them to write a descriptive paragraph about the place with the topic "Danau Laut Tawar". After the post-test, the experimental class completed a questionnaire consisting of 15 questions, and the data were analyzed using the Likert scale.

### ***Data analysis technique***

In this study, the researcher employed a descriptive statistical technique to analyze the data for both experimental and control classes. Furthermore, to analyze the descriptive statistics data, the researcher used SPSS 21. To analyze the data from the writing test, the researcher employed quantitative analysis, which was conducted to organize the data from the pre-test and post-test of both experimental and control classes. These data are presented in a table of frequency distribution and analyzed using formulas for mean, standard deviation, normality tests, homogeneity tests, and t-tests. The researchers used parametric statistics with the Shapiro-Wilk test, as the data were normally distributed. In this study, paired sample t-test and Independent sample t-test were used to answer the first research question. The experimental class used the Flipped Classroom Model with Peer Group. In contrast, the control class used the conventional model (non-blended learning). There are two hypotheses formulated: the null hypothesis ( $H_0$ ) and the alternative hypothesis ( $H_a$ ):

$H_0$ : There is no significant difference in achievement between the students who are taught by using the Flipped Classroom Model with Peer Group and those who are taught by using the conventional model in terms of content and organization.

$H_a$ : There is a significant difference in achievement between the students who are taught by using the Flipped Classroom Model with Peer Group and those who are taught by using the conventional model in terms of content and organization.

Meanwhile, the questionnaire was given to 25 students of the experimental class at the end of the last meeting, which consisted of 15 questions with five possible answers: A, B, C, D, and E. This data was analyzed using a Likert scale, ranging from 5 (Strongly Agree) to 4

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(Agree), 3 (Uncertain), 2 (Disagree), and 1 (Strongly Disagree). The questions concern the students' motivation for implementing the Flipped Classroom Model with Peer Group in teaching descriptive paragraphs about a place. The students' responses were represented based on their selection of one among five offered options to answer the second research question. Furthermore, to identify the differences in percentage among the students' responses regarding the Flipped Classroom Model with Peer Group in teaching writing, the results of the questionnaire are presented in the table of questionnaire results.

## RESULT AND DISCUSSION

### *Result*

The first finding was from tests. This study included two types of quantitative data: the pre-test and post-test results for the experimental and control classes. The results from both experimental and control classes were presented in the form of statistical descriptions. Afterward, the data were statistically evaluated by calculating the mean and standard deviation, and a t-test was performed. The summary of the normality test, the homogeneity test, and the t-tests is presented in Table 2.

**Table 2. Statistical summary of the normality test**

Class	Shapiro-Wilk			
	Statistic	df	Sig.	
Result	Pre-Test Experimental	0.940	25	0.148
	Post-Test Experimental	0.953	25	0.288
	Pre-Test Control	0.958	25	0.371
	Post-Test Control	0.940	25	0.152

Normality test was used for both the experimental and control classes. The test was used to determine if a data set is usually distributed. Based on the output of the statistical summary from the normality test in Table 2, it is evident that the significant value (Sig.) for all Shapiro-Wilk test data was greater than the typical alpha level of 0.05 or ( $> 0.05$ ). The significance value of the pre-test experimental class is  $0.148 > 0.05$ , and the post-test experimental class is  $0.288 > 0.05$ . Furthermore, the significance value of the pre-test control class is 0.371, which is greater than 0.05. Similarly, the post-test control class has a significance value of 0.152, also greater than 0.05. It can be concluded that the data from the experimental and control classes pre-test/post-test are normally distributed.

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**Table 3. Statistical Summary of the Homogeneity Test**

		<i>Levene Statistic</i>	<i>df1</i>	<i>df2</i>	<i>Sig.</i>
<i>Result</i>	<i>Based on Mean</i>	0.658	1	48	0.421
	<i>Based on Median</i>	0.706	1	48	0.405
	<i>Based on Median and with adjusted df</i>	0.706	1	47	0.405
	<i>Based on the trimmed mean</i>	0.685	1	48	0.412

The homogeneity test is used to determine whether the variance of two or more groups has the same distribution. Based on the statistical summary of the homogeneity test from Table 3, the variance is homogeneous. It can be seen that the significance value (Sig.) of the experimental and control post-tests is greater than the typical alpha level of 0.05. Statistically, the alpha level of all four aspects is greater than the significance value, based on a mean of 0.421, a median of 0.405, a median with adjusted degrees of freedom of 0.405, and a trimmed mean of 0.412. Hence, the variances of the pre-test and post-test of both experimental and control classes are homogeneous.

**Table 4. Statistical summary of paired sample test**

	<i>Paired Differences</i>					<i>t</i>	<i>df</i>	<i>Sig. (2- tailed)</i>
	<i>Mean</i>	<i>Std. Deviation</i>	<i>Std. Error Mean</i>	<i>95% Confidence Interval of the Difference</i>				
				<i>Lower</i>	<i>Upper</i>			
<i>Pair 1 Pre-post test</i>								
<i>Experimental</i>	20.52	8.70	1.74	24.11	16.27	11.788	24	.000
<i>Pair 2 Pre-post test</i>								
<i>Control</i>	6.80	4.00	0.80	8.45	8.50	8.500	24	.000

Paired sample t-test is used to determine the differences between two samples of pre-test and post-test. There are two hypotheses formulated: the null hypothesis (Ho) and the alternative hypothesis (Ha):

Ho: There is no significant difference in achievement between the students who are taught by using the Flipped Classroom Model with Peer Group and those who are taught by using the conventional model in terms of content and organization.

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Ha: There is a significant difference in achievement between the students who are taught by using the Flipped Classroom Model with Peer Group and those who are taught by using the conventional model in terms of content and organization.

Table 3 presents the statistical summary of both the pre-test and post-test results for the experimental and control classes. Based on the output of pair 1, the significant value or sig (2-tailed) of the pre-test and post-test from the experimental class was  $0.00 < 0.05$ . It means that the significant value was less than the typical Alva level (0.05). The t-test is higher than the t-table ( $11.788 > 2.064$ ). In short, there is a significant difference in the average learning outcomes of the students between the pre-test and post-test of the experimental class. Hence, the Ho is rejected and the Ha accepted.

Based on the output of pair 2, the significant value or sig (2-tailed) of the pre-test and post-test for the content aspect from the experimental class is  $0.00 < 0.05$ . It means that the significant value is less than the typical Alva level (0.05). The t-test is higher than the t-table ( $8.500 > 2.064$ ). Therefore, the Ho is rejected and the Ha is accepted. In conclusion, there is a difference between the pre-test and post-test of both groups.

**Table 5. Statistical summary of the independent samples test**

		<i>Levene's Test for Equality of Variances</i>		<i>t-test for Equality of Means</i>						
		<i>F</i>	<i>Sig.</i>	<i>t</i>	<i>df</i>	<i>Sig (2-tailed)</i>	<i>Mean Difference</i>	<i>Std. Error Difference</i>	<i>95% Confidence Interval of the Difference</i>	
									<i>Lower</i>	<i>Upper</i>
<i>Result</i>	<i>Equal Variances assumed</i>	0.66	0.42	6.849	48	.000	14.76	2.15	10.42	19.09

The independent sample t-test is used to compare the means of two independent groups to determine whether there are any mean differences between the experimental and control post-test groups. Table 5 presents the results of the Independent sample t-test on the students' scores from the post-test of both experimental and control classes. The result shows that (Independent sample t-test) the significance value (2-tailed) was less than the typical Alva level (0.05), where the significance value (2-tailed) is  $0.00 < 0.05$ . The t-test is higher than the

t-table ( $6.849 > 2.000$ ). Therefore, it can be concluded that there were mean differences in the students' learning outcomes. As a result, the  $H_0$  is rejected and the  $H_a$  is accepted.

The second finding was from questionnaire. The students' responses to the implementation of the Flipped Classroom Model with peer group instruction in writing were obtained through a questionnaire. A 15-point questionnaire was distributed to all 25 students of the experimental class. Table 6 presents the percentage of the frequent option that the students choose in each item.

**Table 6. Students' responses to 15 items in the questionnaire (n=25).**

Item No.	Score				
	1	2	3	4	5
1. I enjoy learning paragraph writing by using the Flipping Classroom Model with a Peer Group.	0	1	5	16	3
2. I like to write down my thoughts after learning paragraph writing by using the Flipping Classroom Model with a Peer Group.	0	1	6	15	3
3. After learning writing by using the Flipping Classroom Model with Peer Group, I complete a paragraph writing assignment even when it is difficult.	0	0	7	12	6
4. After learning writing by using the Flipping Classroom Model with a Peer Group, I write more than the minimum on paragraph writing assignments.	0	1	12	10	2
5. I put much effort into my paragraph writing after learning writing by using the Flipping Classroom Model with a Peer Group.	0	0	4	18	3
6. After learning writing by using the Flipping Classroom Model with Peer Group, I like to participate in written online discussions.	0	3	5	11	6
7. I like to get feedback from an instructor on my paragraph writing after learning writing by using the Flipping Classroom Model with a Peer Group.	0	0	1	10	14
8. After learning writing by using the Flipping Classroom Model with Peer Group, I can express my ideas in paragraph writing clearly.	0	1	8	11	5
9. It is easy for me to write good paragraphs after learning writing by using the Flipping Classroom Model with Peer Group.	0	2	8	11	4
10. After learning writing by using the Flipping Classroom Model with Peer Group, I like classes that require much writing.	0	3	7	12	3
11. It is important to me that I make an A on a writing assignment after learning writing by using the Flipping Classroom Model with a Peer Group.	0	2	1	11	11
12. After learning to write by using the Flipping Classroom Model with Peer Group, I like others to read what I have written.	0	2	5	12	6
13. Spelling is easy for me after learning to write by using the Flipping Classroom Model with a Peer Group.	0	1	5	16	3
14. After learning writing by using the Flipping Classroom Model with Peer Group, choosing the right word is easy for me.	0	1	11	8	4

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15. I am motivated to write in my classes after learning writing by using the Flipping Classroom Model with a Peer Group. 0 1 6 12 6

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Table 6 demonstrates the students' responses toward the implementation of the Flipped Classroom Model with Peer Group in teaching descriptive paragraph writing. The overall result shows that the students have a positive response in terms of motivation in learning writing through the Flipped Classroom Model with Peer Group. Furthermore, the students' responses, along with their percentages for each item, will be elaborated and discussed further below.

The first question refers to students' sentiment after experiencing the Flipped Classroom Model with Peer Group situational learning. Most of the students in the experimental group enjoy the writing class. A total of 12% of the students strongly agreed, and around 64% of them agreed that learning writing was enjoyable through this method. Furthermore, 20% of the students were uncertain, and the rest disagreed. Meanwhile, no student chose strongly disagree.

In the second question, we asked about the students' opinions on understanding the learning material through the Flipped Classroom Model with a Peer Group. Their response was highly positive, with 12% strongly agreeing and 60% agreeing that this teaching model has encouraged them to write down their ideas and complete the assignment on time. Meanwhile, some of them were uncertain (24%) and disagreed (4%) with the item, though none of them strongly disagreed.

The third question deals with the after-effects of the implementation, mainly on their capability to complete the writing task. This question is related to students' writing development. Many of them were in agreement, with 24% strongly agreeing and 48% agreeing, that they were able to write better in English through this teaching model. Meanwhile, about 28% of the students were uncertain, yet none of them disagreed or strongly disagreed with the statement.

The positive effect of the Flipped Classroom Model with Peer Group on implementation became apparent after the students' responses to the fourth item. Eight percent of the students strongly agreed, and 40% agreed that this instructional model increased their

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writing skill ability. Gradually, their post-test results showed that students tend to write more than the minimum limitation they were usually accustomed to. However, around 48% of the students were uncertain, and 4% disagreed, although no one chose strongly disagree.

The fifth question showed that the Flipped Classroom Model with Peer Group encouraged students to put a great deal of effort into their paragraph writing, especially when writing a descriptive paragraph. Twelve percent of the students strongly agree, and 72% agree that this teaching model offers numerous advantages for their writing improvement. However, the rest (16%) of them were uncertain, although nobody disagreed or strongly disagreed with the item.

The result of the sixth question showed that 24% of the students strongly agreed and 44% agreed with the statement. They were enthusiastic to participate and be involved in online discussions with their peers through the WhatsApp Messenger Application because it helped them to be well-prepared before coming to class. Meanwhile, 20% of the students were uncertain, 12% disagreed, and 0% strongly disagreed.

Next, the seventh question attempted to explore how students perceive the role of feedback in the Flipped Classroom Model with peer group teaching of descriptive paragraphs. The results showed that approximately 56% of the students strongly agreed and 40% agreed that feedback played an important role. Whereas 4% of the students were uncertain, no one disagreed or strongly disagreed with this question.

The eighth question was used as a benchmark to assess the students' improvement in their ability to express ideas in writing descriptive paragraphs after the implementation of the Flipped Classroom Model with Peer Group. The majority of the students (64%) were in agreement that this instructional model helped with idea organization. Around 20% of them strongly agreed, and 44% opted to agree. Meanwhile, some of them were uncertain (32%) and disagreed (4%) about the statement, though no one chose strongly disagree.

The ninth question assessed the students' ability to compose a good descriptive paragraph after undergoing the treatment. The results showed that 16% of the students strongly agreed and 44% agreed with the statement. Meanwhile, the rest of them were

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uncertain (32%) and disagreed (8%). However, none of the participants chose strongly disagree.

The tenth question referred to students' opinions about the classroom environment after learning descriptive paragraph writing through the Flipped Classroom Model with Peer Group. The consensus of the responses inclined toward agreement, with a total of 12% of the students strongly agreeing and 48% agreeing with the question. Whereas the rest of the students were uncertain (28%) and disagreed (12%), no one chose strongly disagree.

In the eleventh question, the majority of the students expect a change after the treatment. Almost 88% of them (with an equal distribution between those who strongly agreed and those who agreed) believed that it is important to have a great score in the writing course after the treatment. However, 4% of students were uncertain, and 8% disagreed, although no one chose strongly disagree.

The twelfth question referred to students' opinions about whether they need other people to review their writing. As a result, about 24% of the students strongly agreed and 48% agreed that they need someone else to review their work. It is essential so that they can receive feedback on the errors and other matters that might be needed for better writing. Meanwhile, the rest of the students (20%) were uncertain and disagreed (8%). However, no student chose strongly disagree.

The objective of the thirteenth question was primarily to assess the students' improvement in their writing skills following the treatment. It can be seen from how they express their ideas, organize their writing, and the content and style of their writing. Overall, 12% of the students strongly agreed and 64% agreed that the flipped classroom helped improve their writing. Meanwhile, 20% of them were uncertain, 4% disagreed, but no one strongly disagreed with the statement.

In the following item, almost half of the respondents (16% strongly agreed and 32% agreed) agreed that this model of learning has increased their ability to choose the correct vocabulary to express their ideas. The improvement is evident from the word selection for each expression in the paragraph. On the other hand, the rest of the students (44%) were uncertain, and 8% disagreed with this statement. However, no one strongly disagrees.

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In the last question, the students were asked to give their opinion on whether or not the flipped classroom motivates them to write a descriptive paragraph about a place. In this case, the students gave their best effort by having good preparation, which included searching for different kinds of related material to complete the writing task. A total of 24% of the students strongly agreed and 48% agreed with the statement. Meanwhile, 24% of the students were uncertain, and 4% disagreed, although no one chose strongly disagree.

### ***Discussion***

The first part of the discussion concerned the first research question. This study demonstrates that a WhatsApp-mediated Flipped Classroom Model with peer-group support provides EFL writers with a flexible, high-access learning space. By choosing a platform already ubiquitous among students, the authors extend earlier work that used less universally available blogs, LMS sites, or device-specific applications (Ahmed, 2016; Afrilyasanti, 2017; Ekmekci, 2017; Soltanpour & Valizadeh, 2018; Husnawadi, 2021). Pre-class engagement with multimodal materials (video, audio-visual slides, concise handouts) liberated classroom time for peer review and targeted instructor feedback, resulting in superior post-test performance, especially in organization and content, relative to a lecture-based control group. These findings corroborate recent evidence that flipped writing instruction boosts both achievement and motivation (Kawinkoonlasate, 2024; Khuibut et al., 2024; Mohammad & Khan, 2023; Sabri et al., 2023) and align with claims that the flipped classroom model outperforms traditional delivery (Ekmekci, 2017; Soltanpour and Valizadeh, 2018).

The second part of the discussion section addressed the second research question. Based on the results of the students' responses, it was shown that the students have positive responses toward the use of the Flipped Classroom Model with Peer Group in teaching writing. They are motivated to study English because they receive explanations about the material that they can watch and read as much as they want before class time. They can also discuss parts of the materials with their peers and lecturer in a WhatsApp Messenger group that they do not understand. Those things have been realized through the Flipped Classroom Model with Peer Group. This teaching model provides them with the opportunity to learn at their own pace before participating in classroom activities. As observed during the research

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activities, they were very enthusiastic about being involved in peer group discussions. They consider that this teaching model provides more time to do writing practice in the classroom.

Nevertheless, increasing students' motivation in teaching and learning writing is important. The impact that students experience from having good writing motivation is an increase in learning outcomes. The results of the post-test for the experimental and control classes, focusing on organization and content aspects, are evident. Therefore, this teaching model is suitable for development and application at the university level. It is relevant to the previous research conducted by Ahmed (2016) and Afrilyasanti et al. (2017). They found that most students watched the videos at least once; some watched them twice or three times. A few students reported using the videos for review purposes. It means that they enjoy learning through this teaching model. Many students also mentioned that the explanations were clear, and the video served as a summary of the main points of the lesson. In terms of different learning styles, many students commented on how the pictures, writing, and voice helped them to understand better.

## CONCLUSION AND IMPLICATION

### *Conclusion*

Based on the study's research questions, two key points can be concluded regarding the implementation of the Flipped Classroom Model with Peer Group in teaching writing. Firstly, there was a substantial difference in student accomplishment, indicating that the Flipped Classroom Model with Peer Group was more effective in helping students develop descriptive paragraph writing skills. This study suggests that the Flipped Classroom Model, combined with Peer Group Learning, can help students learn more effectively and efficiently. It allowed the students to "pause" and "rewind" the content of the subject until they really understood. It also benefits them because it can be done at any time and from anywhere, based on their availability. Secondly, this model can motivate students in learning descriptive paragraph writing, as evidenced by the significant improvement in the post-test scores of the experimental group. Students actively participate in peer review and discussion by asking questions and sharing their opinions.

### *Limitation*

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This study focused solely on the implementation of the Flipped Classroom Model with peer groups, specifically examining students' writing aspects and motivation, utilizing WhatsApp as a medium. There are many other aspects that we have not explored or investigated. For that reason, it is hoped that future researchers will research other elements and aspects of the English language, such as listening comprehension, public speaking skills, and critical reading.

### ***Implication***

For theory development, it is expected that other researchers would utilize the Flipped Classroom Model with Peer Group in various English skills and associated subjects. The researcher used the WhatsApp Messenger Application to distribute the contents; however, it is proposed that future researchers use other media that are acceptable for students at a specific level, such as digital storytelling or animation in speaking classes. Furthermore, the current study's findings are likely to serve as a reference point for future research.

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