



## EFFECT OF USING FLIPPED CLASSROOM FOR TEACHING WRITING BASED ON STUDENTS' MOTIVATION: A QUASI-EXPERIMENTAL RESEARCH

by

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(Received: 22-06-2022 Review1: 12-10-2022 Revised1: 14-10-2022 Revised2: 18-10-2022 Accepted: 18-10-2022 Published: 30-10-2022)

### Abstract:

*The flipped Classroom is an approach that has been often mentioned in recent years, namely a learning model in which pedagogical concepts are reversed that can reorganize students' needs to ensemble the times in the modern era. This research aimed to analyze: (1) Does Flipped Classroom have better effectiveness than the Conventional Learning Model for teaching writing?; (2) Do high-motivation students show better writing competencies than low-motivation students?; (3) Is there any relationship between the learning model and students' motivation for conducting writing subject? Institut Teknologi & Bisnis Bakti Nusantara is the research location in this quasi-experimental study. The researchers employed two classes in this study: control and experimental classes. This research has 48 students as the sample of study in which each class consists of 24 students in both classes. The writing test and motivation questionnaire were employed for collecting the data as the research instrument. Before utilizing the Tukey test to identify the significance of different pairs of group means, the researchers conducted a 2x2 Multifactor Analysis of Variance for data analysis. The research findings unraveled the mean scores of  $F_1M_1$  70,  $F_1M_2$  75,  $F_2M_1$  68, and  $F_2M_2$  69. This finding concludes that (1) Flipped Classroom offers better effectiveness than the conventional learning model to teach writing, (2) There are differences in writing scores by students who have low motivation and high motivation, (3) There are interactions of learning model and student's motivation for teaching writing. Therefore, this research is expected to provide implications for implementing Flipped Classrooms with LMS for teaching English in higher education institutions in Indonesia to encourage the improvement of the flipped-classroom learning model on a larger scale.*

**Keywords:** experimental research, flipped Classroom, students' motivation

## INTRODUCTION

Educators must adapt to students' various needs in the digital era to achieve learning objectives. The use of technology is expected as an innovative learning approach that

### How cite this article:

Andewi, W. & Hastomo, T. (2022). Effect of using flipped classroom for teaching writing based on students' motivation: A quasi-experimental research. *Premise: Journal of English Education and Applied Linguistics*, 11(3), 615–631. <https://doi.org/10.24127/pj.v11i3.5511>

*Andewi & Hasomo*

educators can use. Students can improve contemporary skills through adequate space and time and can be accommodated through technology (Nova, 2020). There is an opportunity for real education reform if the education system can be changed to accommodate student competencies. Thus, innovation in educational settings can be achieved if stakeholders can provide an appropriate learning environment in the current education system, namely the use of Flipped-Classroom in English language teaching (Stöhr et al., 2020).

Flipped Classroom is a teaching model that can reorganize students' needs to ensemble the times in the modern era. It is an approach that has been often mentioned in recent years, namely a learning model in which pedagogical concepts are reversed (Akçayır & Akçayır, 2018). Group learning is the main focus of this model so that educators can create an interactive and dynamic learning atmosphere so that learning activities can be conducted effectively. Meanwhile, the flipped classroom model's primary goal is the more effective use of face-to-face time at the learning activity stage after the students identify, study, and prepare the learning material.

Furthermore, the researchers found that little flipped classroom research focuses on students' motivation for teaching writing subjects. Consequently, the researchers decided to discover the usefulness of flipped Classrooms for teaching writing from the perspective of students' motivation. Student achievement indicators can be investigated in an effective learning environment, influenced by student motivation (Dilfuza Tashlanovna et al., 2020). Student motivation is a characteristic acquired when participating in teaching and learning activities. These characteristics can be seen when the student listens to the material in class, does homework, and actively discusses when participating in learning (Budiana & Djuwari, 2018). Therefore, this research is expected to provide implications for implementing Flipped Classrooms with LMS for teaching English in higher education institutions in Indonesia to encourage the utilization of flipped classroom learning pedagogy on a larger scale.

There are various explanations of concepts in the flipped classroom. It is a learning model that focuses on student needs and consists of individual learning through learning management systems outside the Classroom and interactive learning in the Classroom (Blair et al., 2015). Meanwhile, another definition states that the flipped Classroom is "a learning model that encourages the assignment to be completed in class, while what is done in class must be done at home" (Awidi & Paynter, 2019). Educators can provide materials such as

*Andewi & Hasomo*

eBooks, videos, audio, and basic information before students conduct offline meetings in class. Furthermore, the teacher also has a job as a facilitator in the teaching process, such as brainstorming, problem-solving, and discussion (Murillo-Zamorano et al., 2019).

Based on the researchers' observations, educators need the most time to explain the material in the Classroom using the conventional learning model. Meanwhile, the teacher must provide text, pictures, videos, and audio that can be accessed through the LMS to implement the flipped classroom approach (Rahayu et al., 2022). The teacher can start the activity in a class by brainstorming questions, and students can also demand an explanation if they cannot understand the material clearly. Meanwhile, discussion activities can also be held to improve their communication skills. Therefore, LMS can provide various opportunities for teachers and students to organize English learning by utilizing the various features provided to achieve learning targets (Çepik et al., 2016).

Educators can create efficient time in learning activities using educational technology such as LMS, which is the initial concept of developing the flipped classroom model. Students can implement an interactive learning approach, participate in dynamic discussions, improve their English language skills, and use technology tools in a flipped-classroom approach (Juliana & Syah, 2021). Meanwhile, students' motivation in learning can be developed using the flipped Classroom as a learning model. Moreover, student achievement indicators can be seen in an effective learning environment and are influenced by student motivation in learning (Rotellar & Cain, 2016).

In many educational institutions, flipped classroom model has become a solution for teaching-learning activities. For collaboration activities and active learning, the teacher can free up the in-class time before the students attend the Classroom and the teachers deliver the material (Akçayır & Akçayır, 2018). Moreover, flipped classrooms have been implemented extensively in higher education. Based on the previous research, the finding shows that learning activities in the flipped Classroom are student-centered with the help of guidance from the teacher in student group discussions (Awidi & Paynter, 2019). Moreover, students positively perceived the flipped classroom approach (Blair et al., 2015). Furthermore, this learning model can improve students' communication skills, facilitate learning independently, and change study habits to be more critical (Rotellar & Cain, 2016).

*Andewi & Hasomo*

Furthermore, there are other benefits that students can get when they implement flipped classrooms, such as students being able to access materials in various places and times through a learning management system. This model also can allow students to learn the material based on their abilities (Chen Hsieh et al., 2016). This approach facilitates students to think critically so that there is an intensification in understanding the material presented by the educator. In addition, students can also increase participation in class because they have studied the material while they are at home (Lo & Hew, 2017). Meanwhile, the flipped classroom can facilitate learners develop their best competencies because they have much time to study material more deeply outside the Classroom (Schmidt & Ralph, 2016).

On the other hand, there are some drawbacks to the flipped Classroom, such as students having difficulty participating in classroom learning if they do not access the material that has been prepared by the teacher at the LMS when they are at home (Akçayır & Akçayır, 2018). Furthermore, teachers also have difficulty ascertaining whether their students access the material outside the Classroom (Ozdamli & Asiksoy, 2016). Preparing material in text, video, audio, and eBook and implementing it in the flipped classroom approach is the most challenging for educators. Without harmony between these two aspects, the learning objectives will not be achieved (Blair et al., 2015).

The learning process and course performance can be affected by adverse effects if students' level of motivation is low (Vibulphol, 2016). Student motivation results from successful classroom learning activities to achieve learning objectives, and students obtain satisfaction. In addition, student motivation is also influenced by educational experiences, effective communication with teachers, academic activities, and active and collaborative learning.

In summary, this current study aimed to investigate the formulation of problems:

1. Does Flipped Classroom have better effectiveness than the Conventional Learning Model for teaching writing?
2. Do high-motivation students show better writing competency than low-motivation students?
3. Is there any relationship between the learning model and learners' motivation for writing the subject?

**METHOD**

***Design***

The study tracked the learning model's quantitative factorial design of high to low-motivation variables. We assigned an experimental class and a control class.

**Table 1. Factorial Design 2X2**

Learning Model Motivation	Flipped Classroom (Experimental Class) (F <sub>1</sub> )	Conventional Learning Model (Control Class) (F <sub>2</sub> )
High (M <sub>1</sub> )	F <sub>1</sub> M <sub>1</sub>	F <sub>2</sub> M <sub>1</sub>
Low (M <sub>2</sub> )	F <sub>1</sub> M <sub>2</sub>	F <sub>2</sub> M <sub>2</sub>

The quasi-experimental research was employed at Institut Teknologi & Bisnis Bakti Nusantara. According to table 1 above, the research design in this study is a Post-Test Only Design with a simple 2x2 factorial design. The present study applied the treatment for one semester in two classes, such as the flipped classroom class and the conventional class. The control class used a conventional learning modal, while the experimental class used flipped Classroom as a learning model.

***Participants***

The research setting is *Institut Teknologi & Bisnis Bakti Nusantara*. The researchers have been teaching for five years to be accustomed to the characteristics of students, culture, and learning systems. This study had 48 students as a research sample divided into two classes, so one class consisted of 24 students. Cluster random sampling was chosen as a sampling technique.

***Instrument***

Motivation and writing tests were two instruments employed to gather research data in this current research. The motivation test instrument consists of 20 multiple-choice questions. On the other hand, the writing test instrument is a test where the students must write an essay that consists of four paragraphs, including an introduction, a body paragraph, and a conclusion. This present study employed a scoring rubric that consists of mechanics, vocabulary, grammar, organization, and content (Frazier & Brown, 2001). The time for the

### *Andewi & Hasomo*

writing test is 90 minutes. Both instruments have passed the reliability test and validity tests. Quantitative data is the type of data in this research.

There is the eighth classification of data in this research: (1)  $F_1$  is the scores from the students using Flipped Classroom, (2)  $F_2$  is the scores from the students using the Conventional Learning Model, (3)  $M_1$  is the score of writing evaluation from higher motivation student, (4)  $M_2$  is the score of writing evaluation from lower motivation student, (5)  $F_1M_1$  is data of writing evaluation from higher motivation student using Flipped Classroom, (6)  $F_1M_2$  is data of writing evaluation from lower motivation student using Flipped Classroom, (7)  $F_2B_1$  is data of writing evaluation from higher motivation student using the Conventional Learning Model, and (8)  $F_2B_2$  is data of writing evaluation from lower motivation student using the Conventional Learning Model.

### ***Data Collecting Technique***

This research has a primary data type obtained directly using two instruments. The researchers employed a teacher-made test in this research. Moreover, they also prepared a specific topic so the students could conduct free writing to construct an essay. There are some aspects of the scoring rubric for assessing this writing test. On the other hand, the present study employed a motivation test to investigate students' motivation. The median is appropriate for determining the degree of students' motivation, and the median is the mid-point of a student motivation test score.

### ***Data Analysis Technique***

This step was conducted using inferential and descriptive analysis. The current study employed Microsoft Excel 365 to analyze the data. Moreover, This section aimed to illustrate the findings of standard deviation, median, mode, and mean scores of writing tests. On the other hand, the homogeneity and normality tests were already conducted before starting the hypothesis analysis. Therefore, this research employed inferential analysis using two-way ANOVA. The interpretation of this analysis is that  $H_0$  is rejected if  $F_o > F_t$ . Furthermore, the research employed the Tukey test to identify which class is more effective if  $H_0$  is rejected.

The next stage is the data analysis phase, which contains descriptive and inferential analysis. The researcher identified the descriptive study's standard deviation, median, mode, and mean. Researchers applied normality and homogeneity tests before carrying out hypothesis

testing. This study utilized inferential analysis through a 2x2 multifactor variance analysis. There is a rejection of  $H_0$  if  $F_t$  is less than  $F_0$ . The current study can determine which class is better by taking the Tukey test if  $H_0$  is rejected. On the other hand, the whole process of citing and listing references uses an automatic model, "Mendeley Cite" (Turmudi, 2020)

## RESULT AND DISCUSSION

The study tries to answer if Flipped Classroom has better effectiveness than the Conventional Learning Model for teaching writing, if high-motivation students show better writing competency than low-motivation students and if there is any relationship between the learning model and learners' motivation for writing subject.

### *Results or Findings*

**Table 2. The Normality Test Results**

No	Variables	Number of data	$L_0$	$L_t$	Description	Test Discussion
1	Writing Evaluation Results from The Students in the Flipped Classroom Group ( $F_1$ )	24	0.142	0.180	Normal	$H_0$ is accepted
2	Writing Evaluation Results from The Students in the Conventional Learning Model Group ( $F_2$ )	24	0.168	0.180	Normal	$H_0$ is accepted
3	Writing Evaluation Results from The Students who Have High Motivation Group ( $M_1$ )	24	0.132	0.180	Normal	$H_0$ is accepted
4	Writing Evaluation Results from Low Motivation Group ( $M_2$ )	24	0.140	0.180	Normal	$H_0$ is accepted
5	Writing Evaluation Results from the High Motivation Students in the Flipped-Classroom Class ( $F_1M_1$ )	12	0.138	0.254	Normal	$H_0$ is accepted
6	Writing Evaluation Results from the Low Motivation Students in the Flipped-Classroom Class ( $F_1M_2$ )	12	0.182	0.254	Normal	$H_0$ is accepted
7	Writing Evaluation Results from the High Motivation Students in Conventional Learning Model Group ( $F_2M_1$ )	12	0.227	0.254	Normal	$H_0$ is accepted
8	Writing Evaluation Results from the Low Motivation Students in Conventional Learning Model Group ( $F_2M_2$ )	12	0.138	0.254	Normal	$H_0$ is accepted

*Andewi & Hasomo*

According to the table 2 above, there are eight classification data: (1) Writing evaluation results from the learner in Flipped-Classroom class group ( $F_1$ ) have the highest score of  $L_t$  : 0.180 and  $L_o$  : 0.142, (2) Writing evaluation results from the learner in Conventional Learning Model group ( $F_2$ ) have the highest score of  $L_t$  : 0.180 and  $L_o$  : 0.168, (3) Writing Evaluation Results from The Students who Have High Motivation Group ( $M_1$ ) show the highest score of  $L_t$  : 0.180 and  $L_o$  : 0.132, (4) Writing Evaluation Results from The Students who Have Low Motivation Group ( $M_2$ ) show the highest score of  $L_t$  : 0.180 and  $L_o$  : 0.140, (5) Writing Evaluation Results from the High Motivation Students in the Flipped Classroom Group ( $F_1M_1$ ) show the highest score of  $L_t$  : 0.254 and  $L_o$  : 0.138, (6) Writing Evaluation Results from the Low Motivation Students in the Flipped Classroom Group ( $F_1M_2$ ) show the highest score of  $L_t$  : 0.254 and  $L_o$  : 0.182, (7) Writing Evaluation Results from the High Motivation Students in Conventional Learning Model Group ( $F_2M_1$ ) the highest score of  $L_t$  : 0.254 and  $L_o$  : 0.227 , and (8) Writing Evaluation Results from the Low Motivation Students in Conventional Learning Model Group ( $F_2M_2$ ) show the highest score of  $L_t$  : 0.254 and  $L_o$  : 0.138 . This finding has normal data distribution because at the level of significance  $\alpha = 0.05$ ,  $L_o$  is lower than  $L_t$ .

Moreover, this research has a homogeneity test conducted by the researchers with a result is 1.68. At the significance level = 0.05, 1.68 as the  $\chi_o^2$  is lower than 7.81 as the  $\chi_t^2$  in which the data of this research is homogeneous.

**Table 3. The Mean Scores**

	<b>F<sub>1</sub></b>	<b>F<sub>2</sub></b>	<b>Total</b>
<b>M<sub>1</sub></b>	81.20	74.20	77.60
<b>M<sub>2</sub></b>	67.60	68.50	68.05
<b>Total</b>	74.40	71.35	72.87

According to table 3 above, Flipped Classroom has better efficiency than the control class because the  $F_1$  (74.40) average is higher than the  $F_2$  (71.35) for teaching writing. On the other hand, the researchers found that  $H_o$  is rejected because there is a substantial difference between the columns. In summary,  $F_o$  (5.40) is higher than  $F_t$  between columns (4.06) according to the significance level = 0.05.

The researchers found that the low-motivation students have inferior writing ability than the high-motivation students. It is indicated by the average  $M_2$  (68.05), lower than the average



*Andewi & Hasomo*

$M_1$  (77.60). Therefore, this research has a substantial difference between the scores of high-motivation and low-motivation students. It is indicated by the findings that show  $H_0$  is rejected because there is a substantial difference between rows, and  $F_0$  between rows (54,06) is higher than  $F_t$  (4.06) at a significance level of  $= 0.05$ .

On the other hand, the effectiveness of the learning model employed was affected by the student's motivation. Furthermore, the researchers found that the learning model has interacted with the student's motivation in teaching writing.  $H_0$  is rejected, and this statement plays a role as evidence of the rejection. It is supported by the findings that  $F_0$  column by rows (9.60) is higher than  $F_t$  (4.06) at a significance level  $= 0.05$ .

**Table 4. Research Data of ANOVA 2x2**

Variance Sources	S.S.	Df	MS	$F_0$	$F_t$ (.05)
Between column (Learning Model)	93.025	1	93.025	5.40	4.06
Between row (Motivation)	931.225	1	931.225	54.06	
Columns by row (Interaction)	164.02	1	164.02	9.60	
Between-group	1188.27	3	396.09		
Within group	608.70	36	16.91		
Total	1796.98	39			

After finding that the data is normal and homogeneous, the researchers analyze the data using ANOVA 2x2 as Multifactor Variance analysis. This test identified that the independent variable caused an impact on the dependent variable, and this test also identified a relationship /interaction between the variables. The researchers found that  $F_t < F_0$ , so the hypothesis is rejected based on table 4 above.

Furthermore, the means of each data group were compared by the researchers using the Tukey test. Consequently, this test could determine the interaction of the dependent and independent variables. This test can also identify the independent variable's ability to influence the dependent test. A summary of data can be identified in Table 5 below:

**Table 5. Tukey Test Data**

Data	Sample	$q_0$	$q_t$	Status
$F_1 - F_2$	24	3.23	2.85	Significant
$M_1 - M_2$	24	10.40	2.85	Significant
$F_1M_1 - F_2M_1$	12	5.36	3.05	Significant
$F_1M_2 - F_2M_2$	12	0.67	3.05	Not Significant

### *Andewi & Hasomo*

The description of table 5 is illustrated in this section. The finding shows that the use of Flipped Classroom has better effectiveness than the Conventional learning model. This statement is in line with the findings that the mean score of  $F_1$  (74.40) is higher than  $F_2$  (71.35) for teaching writing. Therefore, the utilization of Flipped Classroom is substantially different from than Conventional learning model because, in the level of significance  $\alpha = 0.05$ , the  $q_0$  between column 3.23 is higher than  $qt$  2.85 as the data of ( $F_1-F_2$ ).

Furthermore, the high motivation students show better writing ability low motivation students. This statement is supported by the findings that the mean scores in the  $M_1$  (77.60) are higher than  $M_2$  (68.05). Therefore, there is a substantial difference in the scores of high-motivation students compared to those of low-motivation students for teaching writing. In the level significance  $\alpha = 0.05$ , the  $q_0$  between columns (10.40) is higher than  $qt$  (2.85).

On the other hand, the writing test showed that Flipped Classroom has better efficiency than the Conventional learning model, with the students having high motivation. This statement is supported by the findings that  $F_1M_1$  (81.20) is higher than  $F_2M_1$  (74.20). Furthermore, there are substantial differences between both learning models for highly motivated students. In the level significance  $\alpha = 0.05$ , the intercell  $q_0$  between cells (5.36) is higher than  $qt$  (3.05) as the data of  $F_1M_1-F_2M_1$ .

The previous description discusses how low-motivation students have the same effectiveness when taught using the Flipped Classroom and the Conventional learning model. It is supported by the findings showing that in the level significance  $\alpha = 0.05$ , the interaction  $q_0$  between cells 0.67 is lower than  $qt$  (3.05) as the data of  $F_1M_1-F_2M_2$ .

### ***Discussion***

#### ***The Difference between Flipped Classroom and Conventional Strategy***

According to the previous section, this current study found substantial differences between the students' writing scores using Flipped Classroom and the Conventional learning model. The mean score in the Flipped Classroom class is higher than in the Conventional learning model. Therefore, Flipped Classroom is more effective than the Conventional learning model for learning writing.

In this research, the current study found that Flipped Classroom as a learning model offers a positive and active contribution for the students based on observing the learning activity. The students can utilize some advantages because of the Flipped Classroom, such as

*Andewi & Hasomo*

getting more chances to improve their engagement in a writing activity (Basal, 2015). In this learning model, the students can prepare to contribute to collaborative and high-order activities in the writing subject using the integration of LMS and Flipped Classroom. The educators can require monitoring the students' writing ability and provide direct feedback to the individual or group using the Learning Management System. Therefore, the students as language learners can participate in the learning activity in this learning model and LMS because it can motivate them to actively increase their English ability (Chuang et al., 2018).

On the other hand, this current study found that the teachers are the individuals who dominate and act as the focus of the learning activity in the Conventional learning model. Because of the domination of the teachers, the students can not get the chance to be active in learning activities (Usman, 2015). This conventional learning model makes the teacher determine the steps students must process and conduct in the writing activity. The teacher's explanation of the text structure in the stage is demonstrated by the teacher's decision to deliver and convey the information to the students. Furthermore, the students only analyze the structure of the text and write the text based on the guidance of the teachers. Therefore, the teachers are the individuals who become the center of learning activity in this learning model. These problems negatively impact motivated and passive students (Fathi & Rahimi, 2020). In the control class, this model encourages the students to be inactive and needs the guidance of the teachers in writing subjects. This problem contradicts the learning English activity because this action requires the students to be active in the learning activity (Nair et al., 2013). Therefore, this current study concluded that Flipped Classroom offers better effectiveness than the conventional learning model to teach writing.

***The Difference between High Motivation Students and Low Motivation Students***

Based on the research results, low-motivation students can not produce better writing texts than high-motivation students. The high-motivation student shows improvement in completing the writing assignments, following the teacher's guidance, and preparing all the materials studied in their home using LMS. Furthermore, the teaching-learning activity in the Classroom can be conducted effectively. Writing good English texts requires the students' motivation, and this requirement can be solved by preparing the appropriate learning model for achieving the learning target. Yeung et al. (2011) state that high-motivation students are diligent, disciplined, and focused on preparing the learning materials to contribute actively to

### *Andewi & Hasomo*

the teaching process. Therefore, the high motivation students can construct complex texts because of their characteristics to participate in the learning activity in the LMS. Moreover, Lee et al. (2018) state that students with high motivation can produce complex and varied text compositions.

Moreover, this current study found that low motivation is frequently connected with inactive students. The students showed repetitious concepts, ideas, and construction when they decided to construct English text because they were not motivated to produce better creations in the writing activity (Mirzaei et al., 2022). Based on the observation in the Classroom, these students can not deliver new ideas and suggest learning activities and are not enthusiastic about contributing and participating in learning writing subjects. The low-motivation students only do what the teacher asks them to do. They do not prepare all the materials in their home because they are not enthusiastic about the learning activity. Nair et al. (2013) state that passive low-motivation students have difficulty delivering the idea and demonstrate a long time preparing and planning activities. In this category, students will construct a text similar to the other participants and have difficulty constructing a new and complex English text. Low-motivated students frequently construct a simple text because they are not enthusiastic about preparing and collecting the data material for composing complex English text (Samir Abou El-Seoud et al., 2014). Therefore, this current study concludes that there are differences in writing scores among students with low and high motivation.

### ***Interaction between Students' Motivation and Learning Model on the Students' Writing Skills***

According to the result and findings, this current study found that the student's motivation and the learning model influence the students' writing ability. According to the data, the Flipped Classroom plays a substantial role as a learning model for teaching writing to high-motivation students in the LMS. Nevertheless, the differences are not significant for students with low motivation.

In this research, the researchers found some benefits for the students to utilize Flipped Classroom for participating in writing subjects. Those benefits can support the teaching-learning activity to be conducted more effectively, so this learning model can be more effective in encouraging students who have high motivation to participate in writing class (Sharom & Na,

*Andewi & Hasomo*

2022). Moreover, Lo & Hew (2017) convey that Flipped Classroom creates high student collaboration, student communication, and interactive learning activity and improves students' English skills.

Furthermore, the students with high motivation show high imagination power, dare to the initiative, have great interest, heightened curiosity, have flexible thinking, improved self-confidence, dare to take risks, and dare to express new ideas. Vibulphol (2016) states that students having high motivation show strong determination, offer many choices, generate and recognize the idea, and have the problem-solving ability and mental activity to collaborate with other students.

On the other hand, there are different attributes of the high-motivation students compared to the low-motivation students. They are not enthusiastic about improving their writing ability because they submit the assignment. After all, it is the obligation in the Classroom. Low-motivated students prefer simple and short texts because they avoid constructing complex text. This idea is supported by Lee et al. (2018). They state that low-motivation students do not prepare all things related to learning material, avoid doing complex things, and are reluctant to construct something new.

Furthermore, this current study found that low-motivation students show passive participation in the students' collaboration. They can not convey the message and deliver a new idea, so they depend on the other students to participate in the writing project (Fathi & Rahimi, 2020). Moreover, the low motivation students do not prepare to challenge a complex activity and assignment. Consequently, they tend to plagiarize the content from other sources, such as the internet, and if they decide to construct a text, the result is too simple and does not offer a fresh idea. Nair et al. (2013) define some attributes related to low-motivating students, such as lack of passion, achievement drive, less challenge, less fun, lack of confidence, and diversity of knowledge.

Based on the illustration of the characters above, the low motivation students can use Flipped Classroom for learning writing subjects. The benefits of using Flipped-Classroom can encourage the students to construct more complex English text. Schmidt & Ralph (2016) convey that low-motivation students were not significantly influenced by using the learning model in the teaching-learning activity. This current study concludes that the Flipped Classroom has the same effect as the conventional learning model in teaching writing subjects to low-motivation

*Andewi & Hasomo*

learners. Therefore, the researchers conclude that there are interactions between the learning model and students' motivation to teach writing.

### CONCLUSION AND IMPLICATION

According to the description above, there are some research findings, such as (1) Flipped Classroom offers better effectiveness than the conventional learning model to teach writing, (2) There are differences in writing scores the students who have low motivation and high motivation, (3) There are interactions of learning model and student's motivation for teaching writing. The students using Flipped Classroom as a learning model display that high-motivation students illustrate better writing scores than low-motivation students. On the other hand, low-motivation students have better writing scores than high-motivation students when they use the conventional learning model for writing subjects.

Furthermore, there is some recommendation for the subsequent study that the following researchers can conduct research using another dependent variable, such as students' engagement or student creativity. Furthermore, the following researchers also can investigate a similar topic using a bigger sample size.

### ACKNOWLEDGEMENT

The researchers decided to thank the Ministry of Education, Culture, Research, and Technology for funding this current study.

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Andewi & Hasomo

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