

The EFL learners' perception about flipped learning method for increasing writing ability

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ABSTRACT

The aim of this research is to find out the EFL learners/students' perception about their writing ability including the factors which can increase and decrease their writing ability based on their perception. This research also aims to find out the EFL learners/students' perception about the implementation of flipped learning for increasing their writing ability. This research design is One-Shot Survey Design. The researchers applied closed-ended questionnaire and there is explanation for each item as instrument. There are two parts in the questionnaire. The writing part consists of eight statements and the flipped learning part consists of ten statements. This research implemented Likert scale type. The findings were analyzed by calculating percentages for each aspect of the Likert scale. The researchers took the conclusion of the students' perception about their writing ability and the implementation of flipped learning for increasing their writing ability from viewing the percentages which have been combined with their explanations. There are 35 participants in this research. This research proved that major students have positive attitude toward their English writing ability in general. However, they still got some difficulties when they did the English writing activity. They got difficulties because cognitive, psychological, and linguistic factors. Then major students also have their own strategies to remove their problems in English writing based on their experience. This research successfully affirmed that the application of flipped learning in Essay Writing II class was successful. Most students gave their positive responses for the implementation of flipped learning in their writing class.

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1. Introduction

3.1. 1.1 Background

The writing process surely will develop the linguistic capability of students. It also will increase their critical thinking when they face problems. Writing activity demands student to go through of many phases that give them enough for learning deeply before fulfilling their assignments. However, there are time limits due to limited sessions at each class meeting because English is not a core subject. This unavoidable situation usually make students get problems in writing activity when

they do it at home without any feedback from teachers or classmates. The implementation of flipped learning can be the great solution for solving this problem.

The usefulness of flipped learning method has been reported excellently across disciplines in both K-12 and higher education (Alvarez 2012; Love et al., 2014; Missildine et al., 2013). Flipped learning method reverses from traditional approach into active learner approach, where learners are directed to contemplate the materials that have been shared in the online platform before the class is started (Bergmann & Sams, 2012). Some researches has proved that flipped learning method successfully escalated learner commitment, higher levels of learner acquirement, and stronger learning outcomes, they indicated that the flipped learning method possibly can be more powerful than traditional approach (Nouri, 2016; O'Flaherty & Phillips, 2015; Qiang, 2018).

The main principal of flipped learning is more focusing on learners and their learning process, but without exhausting the learning time for getting new material (Lage et al., 2000). The flipped learning gives many advantages like giving more focus on higher-order thinking skills or difficult content and offering better learners; participation in the class (Alnuhayt, 2018). Thus, the flipped learning method develops learners' participation, motivation, and academic achievement (Tucker, 2012).

The applications of flipped learning method have been inquired by many inquirers in different classes through multiple online learning platforms with different goals, such as Line in Oral Training Classes (Scott Chen Hsieh et al., 2016; Chen Hsieh et al., 2017), Moodle in General English classes (Evseeva & Solozhenko, 2015; Nouri, 2016), and Websites in Writing and Computer Classes (Afrilyasanti et al., 2016; Sohrabi & Iraj, 2016; Sojayapan & Khlaisang, 2020; Fauzan & Ngabut, 2018). The previous researches that have been mentioned generally giving positive feedback for the application of flipped learning method. The differences between the prior researches with this research are the researchers attempt to focus inquiring the 5th UHAMKA English students' perception about their writing ability in online Essay Writing II class and the application of flipped learning method to increase their writing ability during Covid-19 pandemic.

1.2 Research Questions

1. What are the EFL learners' perception of their ability in writing class?
2. What are the EFL learners' perception of flipped learning for increasing their ability in writing class?

2. Review of Related Literature

3.2.2.1 Perception

2.1.1 The Definition of Perception

Perception is familiar word in people's thinking, but what is the true meaning or definition of perception based on the experts? Every persons have different ways of constructing their perception. Perception is stimulant that has been elected and categorized to be depicted by a person, it is according to Altman et al. (1985). Altman et al. (1985) gave another definition of perception is the process of understanding the circumstances that we are in there (P. 85). Another experts like Huffman et al. (1997) explained that perception is the process of picking, sorting, and exemplifying the signal which is sent to the brain (P. 79). Then Szilagyi & Marc (1980) explained that perception is about the system which person uses to collect, arrange, and translate the stimulant which he gets, than manifesting it into action and behavior. Huffman et al. (1997) grouped a stimuli to be perceptions into three processes:

- A. Picking: A person picks the stimulant which he gives his attention.
- B. Sorting: A person sorts the stimulant which he has gathered in his mind. He tries to pattern it into the good structure which he can easily understand.
- C. Judgment: This is the final which person judges or interprets a pattern which he has understood than exemplifying it into his material world. This state can be affected by some factors like such as early life experiences, perceptual expectancy, cultural factors, needs and interests, and

frames of reference. The judgment of perception involves objects, symbols, and people in the light of relevant experiences (Gibson et al., 1985).

2.1.2 The Factors Which Affect the Perception

Many factors can affect person's perception. Altman et al. (1985:86) arranged many factors which affect person's perception. The first factor is the election of stimulant, person elects partial stimulant which he has got. Person cannot elect all stimulants which he has got, he/she can only gather them in a small number. The choices which each of persons elect can be different. The second factor is the patternization of stimulant, when person has already elected the stimulant which he/she collected, he/she will pattern it into structured and meaningful information that he/she can understand. Situation is the third factor which significantly affects person's perception. Situation is defined as experiences, intention, and familiarity which person has experienced in his past. Then the person's self-image is the way of person think and feel himself. It will affect their perception.

2.2 Writing

2.2.1 The Definition of Writing Skill

Damiani et al. (2011) explained that writing skill is the process of planning, drafting, and organizing ideas from mind into written text. The other experts like Bell and Burnaby (1997, p. 148) defined writing skill as the cognitive process of choosing accurate vocabularies, arranging sentence structure precisely, and putting punctuation correctly. Bell and Burnaby also emphasized that the writer has to have great knowledge in the linguistic and he can harmonize informations coherently and cohesively into the perfect written form.

2.2.2 The Problems of Writing

Many researchs have been conducted to find out the Indonesia EFL students' writing problem. Hasan & Marzuki (2017) revealed that Indonesia EFL students got problem in grammatical field which consist of using verbs forms, clauses, plural forms, articles, passive voice and preposition. The research by Rahmatunisa (2014) has unveiled that Indonesia EFL students faced difficulties in writing because psychological, linguistics, and cognitive factor. Ariyanti & Mahakam (2017) also exposed that Indonesia EFL University students got problem in choosing correct diction, arranging coherent and cohesive sentences, facing errors in spelling, and using grammar.

Other contexts of EFL Learners' difficulties also have been explained in many prior researchs. Nasser (2018) stated that Iraqi EFL students' writing errors were related to use of punctuation, spelling, grammar, and handwriting. Then the research of Al-Jaro et al. (2016) proved that traditional method which was implemented by Sana'a University lecturers has made students faced the mistakes and errors in writing skills. The low writing experience, lack of reading, and first language transfer also have made Tlemcen University students got difficulties when they tried to make writing coherently and cohesively (Belkhir & Benyelles, 2017).

According to informations above, writing is claimed as the hardest skill for learners, since it does not only emerged ideas from mind, but also these ideas could be transferred into perceived-text (Richards & Renandya, 2002). And writing also demands students to integrate the capabilities physical, cognitive, neurological, and affective (Murray & Moore, 2006). It can be categorized that the problems in the writing are because two factors. They are internal and external factors. Which internal factor dealt with students' low English writing proficiency, meanwhile external factor referred to their deficient quality in studying the writing skills (Husin & Nurbayani, 2017).

2.3 Flipped Learning

2.3.1 History of Flipped Learning

The genesis of flipped learning or class room can be inquired that it was firstly implemented by Professor Erik Mazur in his physics class at Harvard University in 1991. He permitted his students to prefer material and pace for their learning. After that they applied interactive learning in the class (Mazur, 1991). The term of inverted class room has been changed into flipped class room/ learning by Baker (2000) after Lage et al. (2000) defined inverted class room as fun class room which manifested inside and outside class room. Then the other experts defined flipped learning is the new radical learning method which changes learners' position from passive teacher listeners into active teacher listeners in teaching-learning activities (Baepler et al., 2014). Another expert like Bergmann & Sams in (2012) defined flipped learning is as a hybrid learning method which learners has been given the learning material through online platform before the class is started and it guides students

to be more practical in the class. So, flipped learning method gives chances for teacher to develop his learning-teaching situation creatively by implementing many variety of activities and the class room can be worked towards active and cooperative learning (Roach, 2014).

Salman Khan, a MIT graduate, the Founder of Khan Academy, he popularized flipped learning by producing free education videos in almost fields of academic subjects like science, social issues and technology (Nguyen, 2017). Even though, initially, he only recording his teaching video and uploading it to YouTube for teaching his cousin. After that many schools encouraged their teachers and students to apply flipped learning by watching from Khan's videos (Thompson, 2011; Martin, 2013).

The implementation of flipped learning method has shifted lower levels of Bloom's Taxonomy (remembering and understanding) from inside to be done in outside class and the main class be used for implementing, investigating, and adjudicating the class material (See & Conry, 2014). And the effect is the teacher can give the feedback immediately for clearing the learners' confusion and it can be used to strengthen the learners' knowledge to higher levels of Bloom's taxonomy (O'Flaherty & Phillips, 2015).

2.3.2 Flipped Learning in the English Language Teaching and Learning Activity

The inquiries of flipped learning implementation have developed in the English language teaching and learning activity in the more than past six years. Many experts have discussed flipped learning, one of them is Correa. Correa (2015) stated that there is the network between flipped learning and the pedagogical transformation. Correa explained (2015, p.119-120), these two pedagogical approaches have same general factors like learning time, scaffolding, learner autonomy, accessibility and functioning knowledge. Kiwan Sung (2015) conducted the flipped learning research for EFL class in Korea. Sung's students were given preview material consisting reading or video, they also did the discussion in an online platform. Then Sung's students groupthinked what they have done in online platforms by presenting their Thought Papers (TPs). Sung's students gave positive attitudes toward flipped learning approach. Some recent studies has proved that flipped learning gave positive effect in increasing writing ability of first year of college students as Baranovic has said in 2013 (Alnuhayt, 2018). Another study which has been conducted by Grimsley in (2013) that 19 college students' gave positive perception about flipped learning method in writing class and they preferred flipped learning method to traditional learning method. And the mix-method research which has been done by Oki (2016) that students felt flipped learning approach more satisfied than traditional learning approach. Nguyen's research has recorded the positive responses of students towards flipped learning. One student cheerfully said, "I like best in a flipped classroom is the method of studying. I know what I will learn, before class I can prepare for the answers. I can gain initiative in class about preparing for the lesson and getting high scores. I think a flipped classroom is good for me" (Nguyen, 2017). Or another student affirmed that discussions between teacher and student got increased as he said, "I think I understand the lesson more. The teacher has much time to discuss with each student" and "Students were allowed to discuss sincerely with the teacher and classmates, which made them more self-confident" (Nguyen, 2017, *ibid*). Then, Fauzan and Ngabut (2018) narrated from their survey research that flipped learning was successfully applied in writing 3 class in Group B at the English Education Study Program of University of Palangka Raya in academic year 2016/2017. The most students gave positive feedback for flipped learning as has been recorded in the questionnaire. It also could be proved because the students of writing 3 class fulfilled written writing projects, midterm, and final test competently.

2.3.3 Flipped Learning in the EFL Writer Context of Indonesia

Husnawadi (2021) proclaimed that flipped learning in EFL context of Indonesia is a new transformation of education-based technology. The 30 Indonesian High School students' perception have been explored about the using of flipped method in writing class by (Afrilyasanti et al., 2017). The using of flipped method or pre-class was expected to increase their knowledge of the concept of writing which compared to the other students who did not get flipped method or pre-class. Afrilyasanti et al's research revealed that students appreciated the implementation of flipped method for increasing their writing ability.

Afrilyasanti et al. (2016) also did another research about the impact of flipped learning method to improve students' writing skill with variant learning methods. Afrilyasanti et al. categorized 62 students into experimental and control groups. Students' writing skill was developed significantly

and statistically. Another research by Zainuddin (2017) presented that the application of flipped class room affected the students' engagement be more actively in collaborative or individual learning, students felt more motivated to learn, and giving more chance for students to learn earlier before the main class. In other side, students gave positive response to the instructional approach.

3. Method

3.3.3.1 Research Method

This research used the survey research to investigate learners' perception about their writing ability and the using of flipped learning method for increasing their writing ability in online essay writing class. Survey research is an inquiry which is implemented to gather the information from a group of people to depict opinions, beliefs, abilities, attitudes, and knowledge (Frankel & Wallen, 2008, p. 389). Survey research gathers the information by giving the questions which can be demonstrated in the interviews or questionnaires. The design which implemented in this research was One-Shot Survey Design because the researchers wanted to determine the current perception of one group at one point in one time (Lodico et al., 2010, p. 202). Questionnaires were applied to gather the learners' perception.

Besides, this research used quantitative and qualitative approach to scrutinize the findings of the research, even though the survey research is postulated to be a specifically quantitative approach (Julien, 2008, p. 846). This research used both approaches because the inquirer disseminated open-ended questions which presents narrative responses will be interpreted by using qualitative approach and close-ended questions which presents numerical data will be interpreted by using quantitative approach.

3.4.3.2 Research Participant

The research participants of this research are 5th semester learners of Essay Writing II of English department of UHAMKA. The total of participants are 35 students. The researchers choose this class because this class has experienced full online class during Covid-19 pandemic.

3.3 Instrument and Data Gathering Technique

This research implemented questionnaire as the instrument to gather data. The questionnaires were disseminated to the all students 5th semester learners of Essay Writing II of English department of UHAMKA. A questionnaire is defined as one of the apparatuses which depicts somatic form of all ideas, hypotheses, and theories that have inputted into the survey planning (Szilagy & Marc, 1980:187). This research implemented questionnaire to collect the learners' perceptions. This research concentrated only on the learners as the respondents. This research applied closed-ended questionnaires and there is explanation box for each statement.

Closed-ended questionnaire is the kind of questions in mutiple-choice forms. (Wiersma, 1995:181) said that the respondents has to answer based on a number of opinions. Close-ended questionnaire can be utilized to scale attitudes, knowledge, and opinions (Frankel & Wallen, 2008, p. 397). This research applied likert scales form. Likert scales form is a general level scheme for surveys. There were five options to respond to every statement (Strongly Disagree, Disagree, Slightly Agree, Agree, and Strongly Agree). This research adapted and modified questionnaires from Fauzan & Ngabut (2018), Nguyen (2017), and Muhliso et al. (2020).

3.5.3.4 Data Analysis Technique

After the students filled the questionnaire, the students sent it back to the researchers. The researchers analyzed the questionnaire by calculating percentages for each aspect of the Likert scale (strongly disagree, disagree, slightly agree, agree, and strongly agree). Next, the researchers looked for exciting values which consist of the highest numbers or an unexpected numbers. The researchers also analyzed the explanation for each of items, then taking the exciting explanations which can indicate the students' perception about their writing ability and an implementation of flipped learning in the writing class. Finally, the researchers conclude of students' perception about their writing ability and the implementation of flipped learning for increasing their writing ability from viewing the percentages which have been combined with their explanations.

4. Findings and Discussion

4.1. Finding

Table 1. Student's Perception about Their Writing Ability

No.	Statement	Strongly Disagree	Disagree	Slightly Agree	Agree	Strongly Agree	Total
1.	I feel that writing in English is easy to do.	1 (2.9%)	5 (14.3%)	20 (57.1%)	9 (25.7%)	0 (0%)	35 (100%)
2.	In preparing my writing in English, I find difficulties in deciding the purpose and the ideas of my writing.	0 (0%)	2 (5.7%)	10 (28.6%)	18 (51.4%)	5 (14.3%)	35 (100%)
3.	In preparing my writing in English, I find difficulties in organizing my ideas.	0 (0%)	3 (8.6%)	14 (40%)	15 (42.9%)	3 (8.6%)	35 (100%)
4.	In processing my writing in English, I find difficulties in arranging sentence grammatically correct.	0 (0%)	3 (8.6%)	7 (20%)	15 (42.9%)	10 (28.6%)	35 (100%)
5.	I find difficulties in English writing activity during the Covid-19 pandemic.	1 (2.9%)	9 (25.7%)	13 (37.1%)	8 (22.9%)	4 (11.4%)	35 (100%)
6.	I feel happy when I do English writing activity, even though during the Covid-19 pandemic.	0 (0%)	2 (5.7%)	15 (42.9%)	12 (34.3%)	6 (17.1%)	35 (100%)
7.	I have the strategies that I use to solve my difficulties in English writing during the Covid-19 pandemic.	1 (2.9%)	2 (5.7%)	13 (37.1%)	15 (42.9%)	4 (11.4%)	35 (100%)
8.	Developing the organization of ideas for English writing is easy to do during the Covid-19 pandemic.	2 (5.7%)	7 (20%)	18 (51.4%)	6 (17.1%)	2 (5.7%)	35 (100%)

The researchers exhibited the results by showing the percentages form and learners' explanations on each item.

In the first statement, 82.8% students agreed that they felt writing in English is easy to do. One student expressed her slightly agreement by uttering that, *"Well for me, it depends on what I am asked to write for example I am more comfortable in writing narrative or descriptive writings, in fact since I was a child that was my past time, but when writing articles such as persuasive ones I find it difficult."* And another student expressed their agreement by stating, *"This is because I have often practiced writing in English. Writing in English also decreases my anxiety levels when writing in Indonesian. I usually become more confident."* 17.2% students refuted the statement because they thought writing in English they have to give more attention to grammar than in Bahasa.

In the second item, 94.3% students agreed that in preparing their writing in English, they found difficulties in deciding the purpose and the ideas of my writing." One student declared her agreement by saying, *"Yes I often find this difficulty when writing. I don't work well with pressure but at the same time I do need to be pushed. It's more often that I have many ideas but don't know how to write it down or have no complete idea."* Then one student explained why she slightly agreed, *"Sometimes I still find it difficult to write English, because of my doubts whether the writing I wrote is right or wrong, but when I have found ideas and goals in writing, I am really ready and sure to write."*

In the statement number three, 91.5% students admitted that they difficultly organized their writing ideas when they prepared their English writing. The researchers assume they can be happened because the students have low ability in writing aspects like content, organization, vocabulary, grammar and mechanics, this argument has been supported by Toba et al. (2019). This also has been confirmed by one student who presented why she agreed, *"Even when I have found an idea, I still am still in trouble to develop it into writing. To think about this even I get a minor*

headache in a few times with. Whether it is because of a lack of ideas or most ideas that are incoherent with each other". Another student also explained why she slightly agreed, "Because my vocabulary is limited, so it is hard for me too".

In the fourth, 91.5% students thought they heavily organised their English writing in correct grammar. One student revealed why it could be happened, *"Agree, because the words those are in the Indonesian context, so when I want to translate it into English, it is difficult to determine the correct grammar that is in accordance with existing conditions."*

In the fifth statement, 71.4% students justified that they received hardships when they did the English writing activity during pandemic. One student clarified why she slightly agreed that English writing is difficult, *"Actually, when the pandemic, there are very many moments to write. But there are many temptations that make me feeling lazy and unmotivated during this pandemic."* 28.6 % students dismissed the claim because they think by staying at home, they had more flexible times, therefore they have more time to do writing.

In the sixth item, 94.3% students testified that they felt happy when they did English writing activity, even though during the Covid-19 pandemic. One student slightly agreed said, *"I feel happy when I write what I feel or want to express in English on my blog, or in my notes."* Then one student also uttered that she felt joyous when she executed English writing in Covid-19 time because she has many free times when pandemic and she used it for writing in English, such as writing daily activity. This phenomenon can be explicated because the students experienced happy event when they did English writing in pandemic time.

In the seventh statement, 91.4% proclaimed that they have the strategies which they used to solve their difficulties in English writing during the Covid-19 pandemic. One student explained, *"My strategy before writing is I read first the topic that I will write so that I can get an idea, then I start to write. I also can't write hurriedly, so I often pause when I am writing.)"* Then the other student stated, *"Usually what I will do is work step by step, I do not do my writing process at one time because it will make tired. So what I do is with the method of one day one paragraph."* And one student said, *"I would read many articles related to my topic and ask for my friends' opinion."*

In the eight item, 74.2% students felt that developing the organization of ideas for English writing is easy to do during the Covid-19 pandemic. One student who agreed said, *"Developing an idea into a piece of writing was challenging for me because I was demanded to reorganize the idea I had in order to become a meaningful essay."* Then the other student enunciated, *"Because at the time of pandemic where we write in online that can make it easier for us to without feeling burdened by time."*

In the first statement, 100% students professed if they read learning materials before they come to the class, it will help them to improve their English writing skill a lot. One student stated that. *"I think all the lessons if we learn them first that they will be easier understood when teacher explains it in the class."* In the second statement, 82.9 agreed that they can manage the time of learning when they have to learn outside of classroom activity. One student explained, *"I can divide my time well in academic and non-academic terms."* In the third statement, 94.3% students confirmed that learning outside of classroom activity was comfortable. It was explained when students learned outside of class, they felt more relax and joyous so they can more develop their learning material which they have been learned during the class. In the fourth statement, 100% students agreed that learning outside of classroom activity demanded their commitment to develop themselves. One student stated, *"Yes, because when I study outside of class activities then I will assume that I have to be better than before. Like the rhetorical phrase, "Many times has been used for learning, but there is no development at all?"* Then another student said, *"Of course, because it will also train myself and develop the skills that are within me."* And the other student explained, *"By feeling the atmosphere of learning outside the classroom, it can give students to be more creative and responsible for what they get, so that it will make students able to manage their self-development."*

Table 2. Student's Perception about Flipped Learning for Increasing Their Ability

No.	Statement	Strongly Disagree	Disagree	Slightly Agree	Agree	Strongly Agree	Total
1.	Reading learning materials before coming to the class helps to improve my English writing skill a lot.	0 (0%)	0 (0%)	4 (11.4%)	17 (48.6%)	14 (40%)	35 (100%)
2.	I can manage the time of learning when I have to learn outside of classroom activity.	0 (0%)	6 (17.1%)	14 (40%)	8 (22.9%)	7 (20%)	35 (100%)
3.	Learning outside of classroom activity is comfortable.	1 (2.9%)	1 (2.9%)	16 (45.7%)	9 (25.7%)	8 (22.9%)	35 (100%)
4.	Learning outside of classroom activity demand my commitment to develop myself.	0 (0%)	0 (0%)	9 (25.7%)	17 (48.6%)	9 (25.7%)	35 (100%)
5.	Essay writing II Classroom is used effectively for exploring materials during the Covid-19 pandemic.	0 (0%)	1 (2.9%)	7 (20%)	17 (48.6%)	10 (28.6%)	35 (100%)
6.	Essay writing II Classroom is used effectively for creating richer learning opportunities (individual work, group work, analysis, presentation) during the Covid-19 pandemic.	0 (0%)	0 (0%)	5 (14.3%)	17 (48.6%)	13 (37.1%)	35 (100%)
7.	Essay writing II Classroom allows me to write good texts during the Covid-19 pandemic.	0 (0%)	0 (0%)	5 (14.3%)	16 (45.7%)	14 (40%)	35 (100%)
8.	Essay writing II Classroom allows me to get feedback for my writing/project from the lecturer during the Covid-19 pandemic.	0 (0%)	0 (0%)	6 (17.1%)	14 (40%)	15 (42.9%)	35 (100%)
9.	The flipped learning is more interesting than the traditional one.	0 (0%)	1 (2.9%)	17 (48.6%)	9 (25.7%)	8 (22.9%)	35 (100%)
10.	Flipped Learning is effective for Essay Writing II classroom during the Covid-19 pandemic.	0 (0%)	0 (0%)	11 (31.4%)	17 (48.6%)	7 (20%)	35 (100%)

In the fifth statement, 97.2% students agreed that Essay Writing II classroom was used effectively for exploring materials during the Covid-19 pandemic. One student stated, *"In this Essay Writing II class I can feel the difference because in here I read and write more, I get the feedback that makes my writing can develop for be better."* Then another student declared that Essay Writing II classes have been used very well to explore learning materials during this pandemic. Students are always guided and directed to stay on the path of learning Essay Writing II materials disciplinarily and discussing with each other during classroom activity. In the sixth statement, 100% students agreed that Essay Writing II Classroom was used effectively for creating richer learning opportunities (individual work, group work, analysis, presentation) during the Covid-19 pandemic. One student explained, *"Extremely agree, Essay writing give me a lot of benefits to creating richer learning opportunities."* Then another student steadily confirmed, *"Essay Writing II class not only improves students' writing skills, but also improves students' ability to communicate in groups and solve problems using critical thinking systems."* In the seventh statement, 100% students agreed that Essay Writing II Classroom allowed them to write good texts during the Covid-19 pandemic. One student said, *"The feedback from the lecturer is effectively impact my writing to have a good writing."* The other student also expressed, *"Even though at the time of the Covid-19 pandemic, I am still able to write well despite learning through online because the learning materials which have been given were clear and easy to understand."* In the eighth statement, 100% students witnessed that essay writing II classroom allowed them to get feedback for their writing/project from the lecturer during the Covid-19 pandemic. One student explained, *"My lecturer in essay writing 2 gives*

detailed feedback for my essay, this is very helpful for me in improving my essay.” Then the other student uttered, *“My lecturer will give excellent feedback, she also gives a lot of guidances in writing a good essay.”* In the ninth statement, 97.2% students agreed that the flipped learning was more interesting than the traditional one. One student stated, *“I agree, Flipped learning is an interesting thing because it can improve brain performance in order to be encouraged in thinking.”* And the last is 100% students agreed that flipped Learning was effective for Essay Writing II classroom during the Covid-19 pandemic. One student said, *“Yes because in Flipped learning we can be more independent in learning, besides that we will also interact a lot with friends through learning discussions.”*

4.2. Discussion

Data showed that the most students thought that writing in English commonly is easy for them. But when writing is focused specifically like writing persuasive text, it is not easy for them. This data is coherent with the research of (Huwari & Abd.Aziz, 2011; Kurniashi, 2013; Fareed et al., 2016; and Wahyuni & Umam, 2017) which proved the negative attitude of learner influences his writing ability. Students also agreed that English writing is easy to do because they encountered good experience when they did English writing. This data confirmed the explanation of Altman et al. (1985) which explained situation as experiences, intention, and familiarity which person has experienced in his past, the one of factors which significantly affects person’s perception. The result also showed that some students got struggled in English writing because they have problems in grammar, it has been verified by Ariyanti & Mahakam (2017) which asserted that university EFL students got some troubles in English writing especially in grammar.

This data also proved that minimum technique in English writing is one of factors which make students difficultly manifest their writing idea into text as Kurniashi (2013) and Wahyuni et al. (2017) have expounded. Then data revealed that the doubtfulness of students influences their English writing, (Rahmatunisa, 2014) has grouped Indonesia EFL students’ writing obstacle into three categories, they are psychological, cognitive, and linguistics. Then limited vocabulary of students also gives students difficulty in English writing as Toba et al. (2019) who expounded that writing aspects like content, organization, vocabulary, grammar and mechanics impact student’s writing ability. The first language transfer which has been explained in the table that also impacted students’ ability to write in English correctly. It is coherent with the study which has been conducted by Belkhir & Benyelles (2017).

Students confirmed that they heavily wrote in English during pandemic because they have lack motivation, it is coherent with the study by Toba et al. (2019) said that Indonesia EFL learners have writing problems beside their low ability are because they have minor experience in writing experience, get writing nervousness, and low writing motivation. The this study unveiled that the majority students still felt happy writing in English even though during pandemic because they have many times many free times which can be used to write in English. They also uttered that developing the organization of ideas for English writing is easy to do during the Covid-19 pandemic because they thought this activity was very challenging for them and they have their own strategy to develop their idea. This data is in harmony with Altman et al. (1985) which explained that the situation and the person’s self-image affect his or her perception.

In the flipped learning question section, the data testified majority students expressed that if the learning materials have been shared and learned before they learned them in the class, the students felt that they would easily understand the learning materials when they learned them in the class with teacher. The researchers tries to compare this data with the inquiries which have been by Stone (2012), Basal (2015), Hung (2015), and Nguyen (2017), their studies are coherent with this research which their inquiries presented the positive impacts of self-regulated learning. Then the majority students expounded that they could manage their time smoothly, they felt more joyous and relax when they learned outside class, and acknowledging that learning outside of classroom activity demanded their commitment to develop themselves. This data is agreeable with the research by (Fauzan & Ngabut, 2018).

The majority students stated that Essay Writing II classroom was used effectively for exploring materials during the Covid-19 pandemic because they were always given good feedback so they could produce good Essay text. This report proved that the implementation flipped method in Essay Writing II class has been successful based on the first of four elements of flipped learning (Network,

2017). The first element is flexible environment. Teacher manifests group and then students with the other students, in their group each of students can discuss and reflect for the learning material which have been learned during the class (Greene, 2013). Then students affirmed solidly that Essay Writing II class was not only improving students' writing skills, but also increasing students' ability to communicate in groups and solve problems using critical thinking systems. This fact indicated that the application of flipped method in Essay Writing II class has been coherent with the first element (flexible environment) and the second element (learning culture) of four flipped learning foundations. Learning culture in four flipped learning foundations is defined the situation where the students are actively involved in classroom activities. Learners inside the classroom are bestowed opportunities to engage substantial activities, they concentrate on high levels of cognitive processes, i.e. organizing and scrutinizing after they finish the low levels of cognitive processes, i.e. understanding and remembering i.e. outside the classroom activities (Brame, 2013). Then students declared that the learning materials which have been given were clear and easy to understand. They also really honored their lecturer because their lecturer gave them great and detailed feedback which was very helpful for them to improve their Essay Writing. From these results, they can be deduced that the application of flipped learning in Essay Writing II class has been lucrative based on the third and fourth aspect of four flipped learning foundations. The third aspect is intentional content, the teacher or lecturer gives valuable contents which easily can be reached and understood by students (Network, n.d.). Then the fourth aspect is professional educator, the teacher or the lecturer frequently monitors and evaluates students to give them significant feedback (Network, 2017).

5. Conclusion and Suggestion

There are two research questions in this research. First questions is about what EFL Learners' perception about their writing ability and this research successfully revealed it. From the result, the researchers can conclude that most students (EFL Learners) believe writing in English generally is easy to do. But in other side, they still got some troubles when they do English writing activity because some factors like cognitive, psychological, and linguistic factors. The most students still felt happy doing English writing activities, even though during Covid-19 pandemic. Then the majority of EFL students have their own strategy to solve their writing problems. And large-scale students admitted evolving their writing idea structure is easy to do, even though during pandemic time. The second research question is about EFL Learners' (students') perception about flipped learning method for increasing their ability in writing class. This research propitiously unveiled that the mass of EFL students acknowledged flipped learning method helped them to develop their writing ability. They expounded that they could easily to understand the learning material because they have learned the learning material before they attended in the Essay Writing II class. Then, they also felt that the dialectic of each students in class was more alive and attractive because they have discovered the essence of learning material before they studied in the class. As uttered in the chapter I, this research is hoped to give the valuable informations to English teachers especially teachers who teach Essay Writing II. They could some informations from this research. By acquiring the factors which increase and decrease the students' ability in writing class, teachers can evaluate, elaborate their way of teaching and helping the students to develop their writing ability, especially in Essay Writing II. Moreover, the teachers also can implement the flipped learning method to the other skills like speaking, listening, and reading. Because the flipped learning method is the method which can be implemented in all of English skills.

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