

Effect of Flipped Classroom Model on Indonesian EFL Students' Writing Achievement across Cognitive Styles

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Abstract

Recently, there have been a lot of studies examining the effect of the application of flipped classroom model. However, most of the studies focused on students' achievement without much regard on cognitive styles. This study was aimed to investigate the effect of flipped classroom model on Indonesian EFL students' writing achievement across cognitive styles (i.e., field dependent and field independent). It involved 58 university students from two intact classes which were divided into experimental and control groups. Both groups were given a pre-test and a post-test to know their writing achievement before and after treatment. The results of the study revealed that the mean score of the students from the experimental group was significantly higher than that of the students from the control group ($p < 0.016$). This study also uncovered the significantly different interaction of students from each cognitive style.

Keywords: cognitive styles, EFL students, flipped classroom, writing achievement

Effect Of Flipped Classroom Model On Indonesian Efl



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Effect Of Flipped Classroom Model On Indonesian Efl:

Proceedings of the 6th International Conference on Current Issues in Education (ICCIE) 2023 Paramita Cahyaningrum Kuswandi, Ezi Apino, Syahri Ramadhan, Ririn Susetyaningsih, Siwi Widiastuti, 2024-05-18 This is an open access book In this Industrial Era 4.0 society encounters significant environmental economic and social challenges Thus educational institutions need to ensure that all students are well prepared for the future and that they can act as agents of change As a result educational institution must expand their educational system extensively to address these challenges including reshaping teaching and learning notions and platforms that immensely focus on not only developing a broad set of academic staff and student s knowledge skills attitudes and values but also upholding the fast growing technology Building strong learning connections should be perceived as the highest priority in educational institutions The connection paves the way for critical thinking and it is a fundamental concept that connects both context and relevance In this digital information age technology has enormous potential to assist this whole process of connection The 5th International Conference of Current Issues in Education ICCIE 2023 provides platforms for researchers and practitioners to share their ideas and experiences concerning these issues The conference also brings an excellent opportunity to connect with global participants and enhance further collaborations The nature of human experience with language and education Çelen Dimililer, Ahmet Güneylü, 2023-06-05

Integration of Engineering Education and the Humanities: Global Intercultural Perspectives Zhanna Anikina, 2022-07-25 This book tackles the problems of engineering students and teachers while developing language skills through language education transforming students mind set through cultural studies developing students intellectual abilities and personal qualities and the use of information technologies in order to enhance the educational process The International Conference Integration of Engineering Education and the Humanities Global Intercultural Perspectives will take place 20-22 April 2022 It will be organized by Peter the Great Saint Petersburg Polytechnic University Saint Petersburg Russia in collaboration with Research Centre Kairos Tomsk Russia The event aims to raise discussions around a variety of aspects related to the integration of the humanities into engineering education As such the book will be of interest to the teachers researchers and institutional leaders looking for the latest insights experiences and research results on the topic

Proceedings of the International conference of Economics Business and Economics Education Science (ICE-BEES-24) Kris Brantas Abiprayu, Avi Budi Setiawan, 2024-10-02 This is an open access book ICE BEES 2024 is a refereed conference organized by Universitas Negeri Semarang Indonesia in collaboration with University Teknologi MARA Malaysia and Diponegoro University Indonesia The conference will be held from 12th to 13st June 2024 at Oak Tree Hotel in Semarang City Central Java Province Indonesia Handbook of Research on Teacher Education Myint Swe Khine, 2022-07-07 This comprehensive book presents emergent findings and promising results in teacher education curriculum assessment teaching and learning approaches pedagogical innovations and practices and professional development in educating the next

generation of students The volume reflects the current trends and highlights teacher education programs in all 14 MENA countries in one place The chapters in this handbook discuss the challenges and the ways to improve teacher education by the educators in the Middle East region including Bahrain Egypt Iran Iraq Jordan Kuwait Lebanon Oman Palestine Qatar Saudi Arabia Syria Turkey United Arab Emirates and Yemen It also provides an extensive and rich reference for future comparisons across the countries The book contains chapters written by experienced international teacher educators who draw on their experience and expertise to perennial issues and formidable challenges in teacher preparation and meaningful school reforms This volume is a valuable resource and essential companion for teacher educators faculty members staff developers trainee teachers undergraduate and postgraduate students researchers school leaders policy makers and professional learning communities to refresh their knowledge and improve their understanding This book is a must read for anyone interested in evolving issues in teacher education in the Middle East region

Curriculum, Teachers and Technology in the Turkish and International Contexts Fatma Bıkmaz, Fatma Mızıkacı, 2022-09-15 This volume addresses problems and emerging trends in curriculum and technology and discusses educational matters at the intersection of national and international challenges It takes the reader on a journey considering issues in curriculum research and practice and developments in teacher education and technology The book also shows that curriculum as an applied discipline has direct and indirect influences not only on schooling but also on uncertainties of society vulnerable groups and global changes It will be of great interest to curriculum scholars educators and practitioners especially when distance education and remote teaching are on the agenda of all education systems throughout the world

Education Reimagined: The Impact of Advanced Technologies on Learning Mohammad Khalil, Mohammed Saqr, Sonsoles López-Pernas, Isabel Hilliger, 2024-12-18 The last decade has seen significant progress in technology particularly in the fields of Artificial Intelligence and machine learning which have had a profound impact on numerous industries including education The integration of technology in education has fundamentally altered the landscape of learning where data becomes a crucial component to provide insights into for example how students learn when and where additional support is needed Employing educational data is proving to be a catalyst for innovation in education opening up new possibilities for students and educators alike The focus of this Research Topic is to explore the impact of recent technological innovations and advances such as AI AI powered Chatbots Learning Analytics Virtual and Augmented Reality and remote and virtual labs on different education systems both from the educational and the psychological perspective The scope is twofold on the one hand examining the use of these advanced technologies in learning and teaching activities and on the other hand teaching students about these technologies and understanding the impact of including them in new education policies and curricula including teaching of AI data science analytics and the ethical implications of data The Research Topic seeks to provide insightful and thought provoking perspectives on how technology is being utilized to enhance the learning experience for

students of all ages Both in higher education and K12 education and their transition to higher education By gathering experts in psychology education and technology this Research Topic aims to present research findings and best practices and to stimulate discussions on the role of technology in shaping the future of education The ultimate objective is to inspire innovation and to improve the education of future generations through advanced technologies

The Roles of Social Media in Education: Affective, Behavioral, and Cognitive Dimensions Hung Phu Bui, Mark Bedoya Ulla, Veronico N. Tarrayo, Chien Thang Pham, 2023-10-24

technologies in education A large body of research has attempted to measure the extent to which social media change human communication In education researchers and educators have employed social media to increase students engagement inside and outside the classroom They have been exploring the effects of the use of social media on the learning outcome and learners beliefs and experiences However some of their endeavors are inconclusive As the effects of social media in education are context sensitive research results reflecting different contexts around the world will contribute to the literature on social media and education Student engagement in learning a growing interest in educational research is widely believed to contribute to the success of learning The contemporary literature shows that students can engage in learning affectively behaviorally and cognitively Recent studies are also interested in using technology to mediate students social and metacognitive engagement in learning As student engagement is a multidimensional area interdisciplinary studies have recently expanded their literature The use of social media to increase student engagement in learning remains underexplored

Empowering Alpha Generation with Digital Literacy Skills for Facing Industrial Revolution 5.0 in New Normal Era Atsani Wulansari, Sri Waluyo, Hanie Ika Setyowati, Ika Noviana Nuranita, Rismaningtyas, Dwi Rahayu, Alfi Nurrohman, Chusna Apriyanti, Saptanto Hari Wibawa, Luh Aryani, Paramita Dewi Fortuna, Dini Nurlaila Fadillah, Aulya Cahyaningrum, Indrajiid Mayang Safitri, Lu'luil Maknun, Joko Prayudha S., Arsyada Nihayati, Afgrill Syaiqilla Putra, Siti Hajar Amrina, Efrida BR. Silalahi, Puput Idasari, Penerbit Pustaka Rumah C1nta, The conference is a place for students teachers lecturers and researchers to discuss the research of English language literature for empowering alpha generation with digital literacy skills for facing industrial revolution 5 0 in new normal era This antology called Empowering Alpha Generation with Digital Literacy Skills for Facing Industrial Revolution 5 0 in New Normal Era This book is about Directive Speech Act and Translation Technique in Mowgli s Brother Story Reading Theory A Systematic Literature Review Translation Accuracy of Online Dictionary Kamusku and U dictionary in Translating Narrative Text Analysis Meaning Variation of Translation in Grab Application Students Perceptions on the Use of Asynchronous Lectures and Synchronous Lectures on English Language Teaching A Case Study Desktop Analysis of Speaking Skills with Hello English Application for Alpha Generation Students Perception Toward Teacher s Feedback to Increase Students Achievement in Critical Reading and Writing Class Video Project Based Learning to Improve Student s Confidence in Speaking Skill Student s Perspective Students Perspective Towards Quizizz as a Platform to do Online Quizzes The Effectiveness of Flipped

Classroom Model as A Distance Learning Model on EFL Classroom The Morphological Process on English Adjectives Class
The Effectiveness of WordUp Application on Students Writing Hopefully this anthology book can give the advantages for the readers *The Effect of Using Inquiry-based Flipped Classroom Model on Reading Comprehension Proficiency of EFL Freshmen* □□□,2020 Flipped Classroom With Game-Based And Paper-Based Methods on Vocabulary Learning ,2024-05-15

The monograph is designed to give a broader perspective to all students as well as teachers and lecturers especially in the field of English as a Foreign Language about a flipped classroom framework on vocabulary learning The learning method is explored through two ways gamified technology and paper based methods This book does not only provide theoretical review but also example of vocabulary learning materials to assist students in acquiring vocabulary knowledge **Flipped Learning in Undergraduate English Departments in Indonesia** Sigit P. Jati,2023 Flipped learning FL has been emerging as an alternative in education that aims to accommodate interactive activities and promote learning independence for students This study explores the implementation of FL in university English departments in Indonesia by observing classroom interaction CI and investigating the students learner autonomy LA It also seeks to capture perceptions of FL among stakeholders the lecturers heads of departments HoDs and students The study employs a qualitative case study to capture the FL implementation process in five cases from four university English departments in the Indonesian provinces of West Central and East Java Classroom observations interviews with the lecturers and the HoDs and focus group discussions FGD with the students were conducted to collect the data which were then thematically analysed to answer the research questions The study finds that all of the observed FL classes belonged to the two phase model of FL the pre class phase in which students prepared for the class using the materials and instructions shared by the lecturers and the in class phase which involved interactive activities during the class such as discussions role plays poster presentations debates and peer review This in class phase ended with the reflection phase led by the lecturers at the end of the sessions During the observations the interactivity during FL was observed Students initiated interaction and students interaction time dominated the observed classes The five lecturers mainly aimed to direct the classroom into interactive activities ask questions to initiate interaction and give information to assist students when they had difficulties Confirming the observations both lecturers and students agreed that the FL classes were interactive From the interviews with the lecturers and focus group discussions with the students FL accommodated the students LA in all four dimensions technical psychological political philosophical and socio cultural In the technical dimension FL encouraged the students to learn independently expand their learning embolden their learning goals reflect on their learning progress and plan for their learning In addition the flipped classroom was appropriate for the existing learning facilities at their disposal In the psychological dimension students became motivated to prepare and participate in classroom activities experienced positive emotions such as excitement relaxation inspiration and comfort and believed that their learning needs were accommodated during the class In the political

philosophical dimension the students enjoyed the flexibility of FL could anticipate the classroom activities and expand their learning independently In the socio cultural dimension the students enjoyed the interactions and the peer learning involved and believed that FL was culturally appropriate and fitted the curriculum in lower education levels which aimed to accommodate student centred activities Both lecturers and HoDs reported positive perceptions of FL The lecturers showed clear comprehension of FL and aimed to provide a better learning experience for the students Specifically the lecturers aimed to improve the students understanding facilitate more practice and feedback exemplify emerging teaching practice and help less privileged students with materials The lecturers complained about the additional work and commitment in implementing FL IT problems selecting suitable materials and students unpreparedness The HoDs believed that FL was suitable for the students considering increased levels of device usage They expressed support for innovations in English language teaching ELT such as eLearning platforms and institutional policy They also noted improvements required for FL including eLearning internet and electricity infrastructure Students reported that FL helped them be more prepared and willing to participate in classroom activities leading to a better learning experience The lecturers were available to assist the class became interactive and engaging and they reported positive impressions of teaching professionalism and expertise Regarding challenges they complained about time limitations study load language problems IT related issues distractions and classroom management issues Some students identified a need for more materials individual exercises feedback from the lecturers more time to prepare and more organised interactions This research provides insight into FL implementation Specifically this research points out how FL improves students learning experiences CI and LA The study also elaborates on FL s prevalence in Indonesian higher education institutions Finally this thesis calls for further research regarding FL in less resourced areas CI analysis with students to allow for deeper analysis of student interaction LA research involving students notes diaries and other student generated documents to understand better the students views on LA an exploration of what students have learnt in the FL context research that would compare FL in two phases with FL in three phases and lastly FL post the COVID 19 pandemic

Effect of Project-Based Learning Using E-Poster on Indonesian EFL Students' Speaking Ability Across Personality Types Wulan Wuryantari Winasih, Bambang Cahyono, Johannes Ananto Prayogo, 2019 Preparing students to compete and face any challenges of the rapid changes of globalization is a responsibility of any form of education Students success in today s learning lies on their ability to utilize technology as the heart of globalizations as well as to communicate in English effectively within a variety of purposes Project based learning as one of the technology based activities is believed to be an effective method to facilitate the use of technology and oral communication skill in English as a foreign language EFL classroom This article investigates whether there is a significant difference in students speaking ability between students taught through PBL using e poster and those taught through conventional method It also determines whether there is a significant difference in students speaking ability between extrovert and introvert students taught through

PBL using e poster Sixty one Indonesian secondary level students from two intact classes were involved and assigned randomly into experimental and control groups The quantitative data were collected through pre test and post test from both groups Analysis of the first result revealed that students who were taught through PBL using E poster significantly outperformed those who were taught through a conventional method Conversely the second result showed that students personality types extrovert and introvert did not affect their speaking achievement

The Effectiveness of the Flipped Classroom Model on Teaching EFL - A Study on the Perspectives of Fourth-year Teaching Oriented Students at the English Department, Hanoi University Thanh Hà Nguyễn,2023

An Empeirical Study on the Perceptions of the Flipped Classroom Model as a Paradigm Shift for Teaching EFL Students' Speaking Skills Mohammed Maussaoui,2025

The Impact of Flipped Classroom Methodology on Academic Performance and Engagement: A Comprehensive Study of Grade 6 Students in Arizona KHRITISH SWARGIARY,2024-09-01 This study investigated the effects of flipped classroom methodology compared to traditional teaching methods on academic performance and engagement among grade 6 students in Arizona A sample of 60 students was equally divided into flipped classroom n 30 and traditional n 30 groups Pre test and post test scores revealed significantly higher academic improvement in the flipped classroom group M 21 14% SD 1 83% compared to the traditional group M 11 97% SD 0 86% t 58 24 91 p 001 Cohen s d 6 44 The flipped classroom group also demonstrated significantly higher engagement levels across all measured variables including on task behavior 84 23% vs 64 07% d 9 61 homework completion 92 07% vs 75 30% d 7 00 and interest in the subject M 8 17 vs M 6 10 d 3 21 Engagement in specific activities showed marked differences with the flipped classroom group outperforming in group discussions 86 50% vs 76 50% d 1 40 problem solving tasks 81 50% vs 67 33% d 1 88 and collaborative projects 76 17% vs 62 50% d 1 82 Longitudinal data collected after three months showed sustained benefits in the flipped classroom group particularly in interest in the subject M 8 24 vs M 5 73 d 18 82 and class participation M 8 53 vs M 6 60 d 11 63 However material retention was similar between groups 70 00% vs 66 67% 1 N 60 0 08 p 777 While both groups faced some challenges including initial adaptation difficulties for the flipped classroom group the overall results strongly support the effectiveness of the flipped classroom model in improving academic performance and sustaining student engagement in grade 6 education

Keywords Flipped classroom Student engagement Academic performance Active learning Longitudinal effects

The Effects of a Flipped Classroom Model in an Affluent Suburban Honors Biology Classroom Donald Lee Weiss (III),2018 The purpose of this study was to investigate the effect of a flipped classroom model in an affluent suburban biology classroom through pre and posttest data a motivation and learning environment perception Likert scale survey student interviews and classroom observations The instruments used were to analyze the effect of a flipped classroom model on academic performance student motivation and learning environment perception The results of this study demonstrated no significant difference between traditional and flipped classrooms with both classrooms having a positive perception of their

learning environment The findings of this study will facilitate the improvement of instruction for 21st century students as well as best practices for technology implementation within the classroom

The Effect of Using the Flipped Classroom Model on Junior High School Students ' English Listening Proficiency -Take a Junior High School in Taoyuan City as an Example- 曹丹丹,2016

Applying the Flipped Classroom Model to English Language Arts Education Young, Carl A.,Moran, Clarice M.,2017-03-31 The flipped classroom method particularly when used with digital video has recently attracted many supporters within the education field Now more than ever language arts educators can benefit tremendously from incorporating flipped classroom techniques into their curriculum Applying the Flipped Classroom Model to English Language Arts Education provides a comprehensive examination of the latest strategies for incorporating the flipped classroom technique into English language courses Highlighting innovative practices and applications in many areas such as curriculum development digital tools and instructional design this book is an ideal reference source for academicians educators students practitioners and researchers who are interested in the advancement of the flipped classroom model in curriculums

Promoting Active Learning through the Flipped Classroom Model Keengwe, Jared,2014-01-31 This book focuses on an in depth assessment on strategies and instructional design practices appropriate for the flipped classroom model highlighting the benefits shortcoming perceptions and academic results of the flipped classroom model Provided by publisher

Effect Of Flipped Classroom Model On Indonesian Efl Book Review: Unveiling the Power of Words

In a global driven by information and connectivity, the power of words has be much more evident than ever. They have the capability to inspire, provoke, and ignite change. Such is the essence of the book **Effect Of Flipped Classroom Model On Indonesian Efl**, a literary masterpiece that delves deep in to the significance of words and their effect on our lives. Written by a renowned author, this captivating work takes readers on a transformative journey, unraveling the secrets and potential behind every word. In this review, we will explore the book is key themes, examine its writing style, and analyze its overall affect readers.

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