

The Utilization of Teaching Delivery Methods in the Flipped Classroom Correlates with the Writing Skills of Upper Secondary Students

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To Link this Article: <http://dx.doi.org/10.6007/IJARPED/v13-i3/22765>

DOI:10.6007/IJARPED/v13-i3/22765

Published Online: 02 September 2024

Abstract

The Flipped Classroom (FC) approach is a form of active teaching that centers around student-centered technology. A qualitative study of a multiple-site case was conducted to explore the use of FC teaching delivery mediums in the teaching of writing by four Malay Language teachers of Fourth Grade, in two full boarding schools in Sarawak. The FC approach is significantly underutilized by teachers in the schools due to the lack of delivery guidelines, limited exposure to its implementation methods, insufficient digital devices in schools, and unreliable internet access. The study attempts to delineate the implementation process of this FC approach in teachers' writing instruction in the classroom. Qualitative research data was collected and analyzed through three sources: interviews, observations, and document analysis. Participants were purposefully sampled. The study found that all four participants used delivery mediums such as i) face-to-face discussions, ii) information exploration on selected websites (WhatsApp, Telegram, Google Meet, Webinars, Group chats, Google Classroom), iii) note-taking, and iv) the use of teaching aids. Each medium complements and strengthens teaching and learning activities. FC teaching requires students to search for information, explore self-learning or group learning. The activities provided are ultimately assessed by the teacher. FC has the potential to enhance teachers' teaching methods in the classroom, especially in teaching Malay Language writing skills. This study also brings a fresh perspective to the development of pedagogy in education, especially for language teachers. Further research on FC should be conducted to provide new insights and to familiarize educators with its strengths and advantages. Exposure and proficiency in handling FC by teachers have the potential to add value to the teaching and learning process of Malay Language Education in our country.

Keywords: Teaching Delivery Medium, Flipped Classroom, Teaching of Writing, Language Pedagogy, Student-Centered.

Introduction

Flipped Classroom (FC) is a pedagogical concept that replaces traditional classroom lectures with out-of-class teaching processes through exploration and examination of materials via video clips and readings. One-way teaching time transforms into a student-centered teaching environment where students are encouraged to actively engage in activities such as knowledge construction, collaborative discussions, and problem-solving. The FC approach was initially introduced in 1998 by Walvoord and Anderson as cited in Suwarna et al. (2016) through the book "Effective Grading." They exposed teaching approaches grounded in processing theories such as synthesis, analysis, and problem-solving in the classroom. To ensure students are prepared for essential topics, they introduced a task-based model where students would work at home, such as reading notes or writing essays. In 2001, Crouch and Mazur introduced this method through "peer instruction." These researchers found that pre-class teaching or assignments are beneficial because students move or learn beforehand. The initial implementation proposed by these researchers slightly differed from Walvoord and Anderson (1998) and Lage et al. (2000), as Crouch and Mazur (2001) utilized online multimedia approaches to enable student communication outside the classroom.

In Malaysia, the FC approach is a relatively new teaching method introduced. According to the Malaysian Ministry of Education (KPM, 2019), Deputy Director of the Policy Sector & Curriculum Research, Tuan Haji Naza Idris bin Saadon, stated, "FC is part of the blended learning approach and is the most popular," contrasting with traditional teaching methods. Lecture time is conducted online, and classroom time is utilized for collaborative work, discussions, projects, or assignments. In the traditional approach, teachers typically deliver the teaching content in class, while students take notes and practice exercises. Students usually only engage in problem-solving activities at home. Teaching using this approach is often one-way and does not involve students much. Students rely more on teachers to understand the topics being taught. In the FC approach, students learn the topic through instructional videos provided by teachers or other online materials. Students only engage in practical exercises, discussions, and problem-solving exercises in the classroom. Teachers act as facilitators or tutors who are always ready to assist students when they encounter difficulties. Moreover, by using the FC approach, teachers can manage time more effectively.

Problem Statement

In Malaysia, the practice of the FC approach is still nascent, despite the Malaysian Ministry of Education beginning to focus on online teaching and learning (Roziyah Ibrahim et al., 2021). The FC approach is a way to integrate all elements of teaching and learning without adding teaching time and neglecting curriculum content. This approach has been empirically proven effective abroad, but research on its implementation in Malaysia remains limited and needs to be expanded. One of the main problems in the current FC implementation is the lack of systematic implementation guidelines (Juliana Adri et al., 2021). Additionally, the existing FC approach lacks emphasis on student learning activities and styles. Therefore, this study can address the gaps seen in the application of guidelines or implementation processes, teaching styles of teachers, and teachers' abilities to implement the FC approach. According to Ibrahim et al. (2020), the failure of FC usage is due to its design being less suitable for Malaysian students' needs. Although their study focused on Special Education students, they and their colleagues emphasized that design in FC plays a crucial role in maintaining momentum and

motivation for learning, including for typical students. Therefore, there is a need to explore the implementation process of the FC approach in teaching Malay Language by teachers. There is no clear implementation model as a reference for teachers and all schools that adopt it. This study aims to explore the implementation of the FC approach in Malaysia while addressing some of the gaps found in previous FC research.

Research Objectives and Questions

- (a) Describing the use of mediums in flipped classrooms for teaching fourth-grade writing skills.
- (b) Explaining the weaknesses of using teaching delivery mediums in flipped classrooms for fourth-grade writing skills.

Literature Review

Flipped Classroom Concept

According to Mohamad Amin and Ebrahim Panah (2014), the Flipped Classroom (FC) teaching approach is defined as a pedagogical concept that replaces standard lectures and classroom formats, providing opportunities for students to grasp concepts and information based on instructional materials provided outside the classroom. Essentially, the term Flipped Classroom is identified from the conventional classroom concept where lessons are delivered through various lecture formats. In a traditional classroom setting, students are assigned homework tasks to be completed outside of school hours at their convenience in the teaching process (Siti Hajar Halili & Zamzami Zainuddin, 2015). The basic idea behind the FC approach is that the reception of information and knowledge occurs outside the classroom through independent access in the form of homework assignments, while issues related to information and knowledge are resolved through collaborative activities with peers in the classroom (Lage, Platt, Treglia, 2000). Additionally, Emparan et al. (2019) have defined the Flipped Classroom method as a space for problem-solving, acquiring new concepts, and encouraging collaborative teaching among students by involving teaching styles that integrate interactive engagement, just-in-time teaching, Peer Instruction approach, and content integration. Furthermore, students need to master the knowledge and information provided through watching lecture recordings, podcasts, or reading materials outside the classroom first, which differs from conventional teaching methods that allow students to solely master knowledge within the classroom (Barker, 2000; Milman, 2012). Essentially, in a flipped classroom, students are required to watch or review lectures or teaching materials before class begins and during class, engage in collaborative processes that allow them to conduct research, discuss, and apply the knowledge they have learned (Hanapi et al., 2020; Nederveld & Berge, 2015). The purpose of implementing a flipped classroom is to shift the culture or teaching methods from passive teaching to teaching that emphasizes Higher Order Thinking Skills (HOTS) approaches such as levels in Bloom's taxonomy, namely analysis, synthesis, and evaluation (Kaviza et al., 2019).

This introduced approach allows students to access knowledge about the content of the field of study to be taught before the actual class using various approaches such as online videos or instructional text content in a collaborative teaching environment. Therefore, the teaching process carried out in this method is technology-based. This aligns with the views of Hanapi et al. (2020); Nederveld & Berge, (2015) who explain that today's students are accustomed

to using computers and multimedia programs (such as video games) and similar components in online teaching materials, which aligns with their lifestyle and future work. This indicates that teaching using technology is not unfamiliar to today's students. The use of flipped classrooms allows students to access teaching at any time and prioritizes immediate and mobile teaching access needed by students (Liew et al., 2020, Aziz et al., 2020).

Flipped Classroom Model

Various models for implementing flipped classrooms have been introduced. Essentially, in this flipped classroom model, students access instructional content before class begins and engage in assignments during class. This implementation process contrasts with traditional classrooms where assignments are done outside of class. According to Alias et al. (2021) and Azahari et al. (2022), in their study, they explain the principles of flipped classrooms by stating that the roles of teachers and students are the same, where students prepare for class by watching videos, listening to podcasts, reading articles, or pondering questions that access their knowledge during the teaching process outside of class.

According to the flipped classroom teaching model outlined by Hamad Alsowat, 2016 (Figure 1), student instruction is divided into three (3) stages: the teacher provides topics or materials to be used for student instruction outside of school hours, outside of the classroom, and during class.

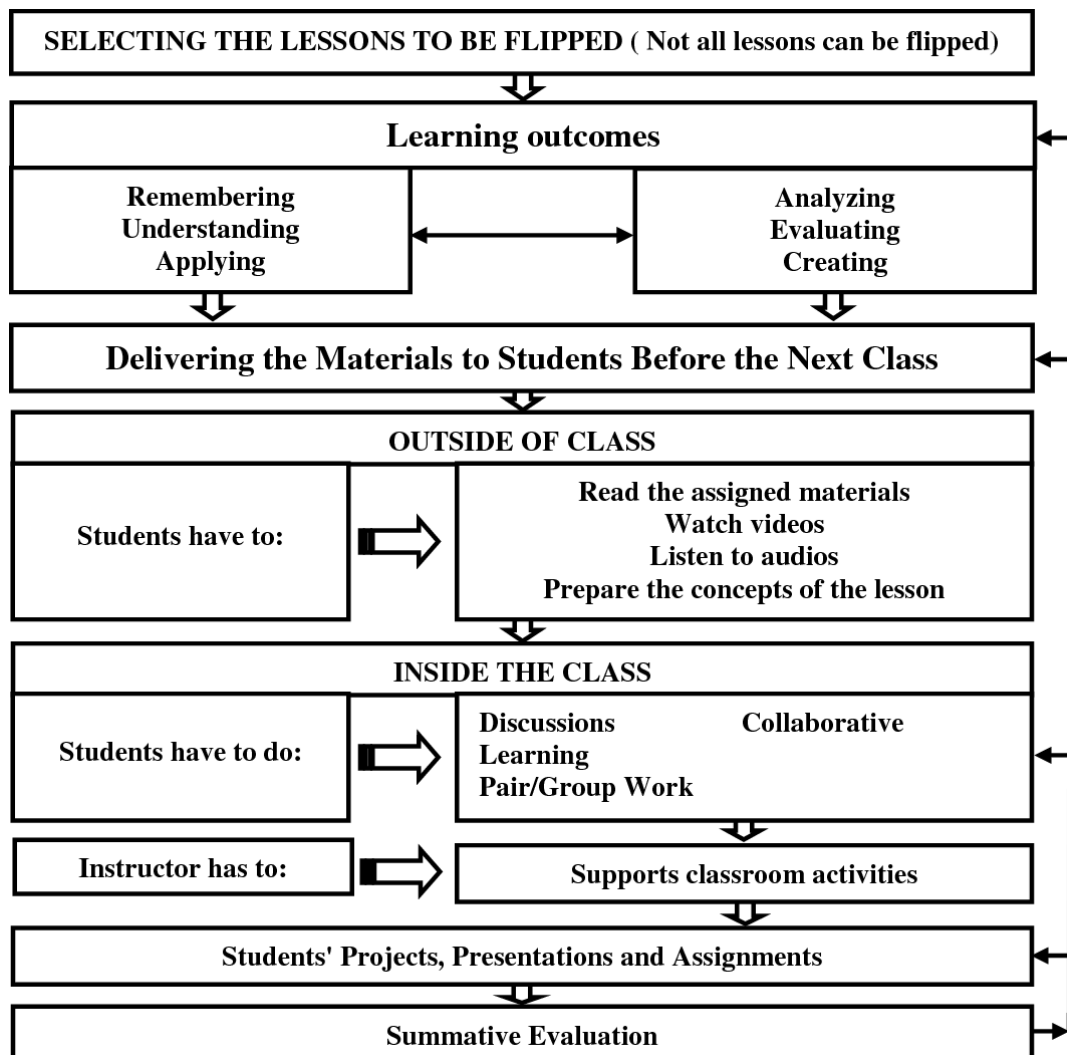


Figure 1. Implementation Model of the Flipped Classroom Teaching Approach (Adapted from Hamad Alsowat, 2016)

According to the model presented by Alsowat (2016), the implementation process of the flipped classroom begins with the teacher providing materials to students before the next class. This means that the teacher will provide these instructions a day before the class starts as preparation for the students. During the out-of-class time (outside of school hours), students should either watch, listen to, or read the materials provided by the teacher. This should be done by the students themselves to understand, analyze, and note down any key points as a test of their own comprehension. At this stage, students will learn or practice their skills of remembering, understanding, and applying.

In the subsequent stage, the following day, during the class session, students should engage in collaborative discussions with their peers in the classroom to discuss what they have learned at home or before that. From there, students will articulate and present their ideas. This serves as an addition to more solidified ideas and knowledge, enhancing each student's understanding. At this stage as well, the teacher will act as an assistant and guide to the students if they require further assistance and clarification. After the discussion session is conducted, and the students have obtained ideas and key points, as well as enhanced

understanding, they will be given tasks to present the results of their group discussions. This is where the teacher will conduct summative assessments of the students.

Several studies conducted abroad on flipped classroom teaching have shown various findings regarding the outcomes of flipped classrooms. However, the associated aspects vary, and each focuses on its own. Fulton (2012) explained that there are 10 reasons for implementing flipped classrooms, namely:

Implementation of self-directed learning,

- i. When "homework" is done in class, teachers can assist students with various backgrounds such as students' teaching style abilities.
- ii. Teachers can enhance and update the teaching they want to convey, and access can be made available to students at any time.
- iii. Students can access a variety of teacher expertise.
- iv. Professional development for teachers can be enhanced by watching videos among teachers.
- v. Class time can be used more creatively and effectively.
- vi. Parents have access to the teaching and learning process.
- vii. Student achievement will increase, as will students' interest and engagement in class.
- viii. Teaching theory supports new approaches.
- ix. The use of technology is flexible and suitable for 21st-century teaching methods.

Methodology

The design of this case study is a descriptive qualitative study of a single case conducted at multiple locations. The implementation of the case study allows the researcher to understand the implementation procedures of the flipped classroom (FC) approach by four teachers in two full boarding schools in Sarawak. Creswell (2009) suggests that to conduct an in-depth examination of a studied case, the researcher will purposefully select participants and study sites. Therefore, this study applies purposive sampling method to select 4 teachers as participants who can provide rich data with descriptions to explain the studied case. Data collection for this study uses qualitative research method protocols, namely interviews, classroom observations, and document analysis such as teachers' daily lesson plans (RPH), field study notes, and PowerPoint slides. Data collection from various sources is one of the triangulation processes to enhance the credibility and validity of qualitative research data (Creswell, 2009). Study participants were selected based on predetermined criteria, namely being a Malay language teacher, having at least 3 years of teaching experience, and having previously used the flipped classroom approach in teaching writing skills. Interviews in this study were conducted following classroom observation sessions with teachers (participants). Throughout the study period, interviews were conducted three times for each participant. Each interview session lasted between 15 to 30 minutes. The initial interview for all study participants lasted for 60 minutes. Classroom observations were conducted twice using observation protocols during Malay language teaching and learning sessions. In the context of this study, document analysis involves formal documents such as teachers' daily lesson plans, slides, images, and media used by teachers to interact with students.

Table 1
Procedure, Validity, and Reliability of the Study

Criteria	Approach	Research Stage	Evidence	Expert Validation
Construct Validity	Triangulation: Through data collection methods: interviews, observations, and document analysis	<ul style="list-style-type: none"> Research Design Data Collection 	Triangulation: through data collection methods: interviews, observations, and document analysis.	
Internal Validity	<ul style="list-style-type: none"> The process of reviewing information with participants Long-term observation 	Information Gathering	<ul style="list-style-type: none"> Reviewing information with participants Long-term observation 	
Reliability	<ul style="list-style-type: none"> Explaining theory Prioritizing ethical issues Developing comprehensive data for each participant Preparing an Audit Framework 	<ul style="list-style-type: none"> Research design Data Collection Report Writing 	<ul style="list-style-type: none"> Explaining theory Prioritizing ethical issues Developing comprehensive data for each participant Preparing an Audit Framework 	
Credibility (Internal Validity)	<ul style="list-style-type: none"> Prolonged engagement Continuous observation Triangulation Participant validation 	<ul style="list-style-type: none"> One school semester (4 months) Data collection Data collection After completing data analysis 	<ul style="list-style-type: none"> List of observation dates for participants, interviews, and document collection 3 times for each participant Various data sources: Participant observation, interviews, documents Informal discussions with participants 	<ul style="list-style-type: none"> Name: Norlela Ahmad Position: SISC+ PPD Kuala Selangor Expertise: Serving as a teacher mentor in pedagogy for SKPMg2 Std 4: BM Rendah (Low Proficiency BM) for 18 years BM Men (Moderate Proficiency BM) for 5 years Other subjects for 6 years
Transferability (External Validity)	<ul style="list-style-type: none"> Detailed Description Coding Procedure and Analysis 	<ul style="list-style-type: none"> Data collection from 4 different classes/teachers Data analysis 	Analysis Report	
Expectations	<ul style="list-style-type: none"> Inquiry Audit Stating Researcher Bias 	<ul style="list-style-type: none"> Data analysis and reporting Research design and analysis 	<ul style="list-style-type: none"> Supervisor review Research report 	<ul style="list-style-type: none"> Name: Mohd Zikri Ihsan Bin Mohamad Zabhi Position: Head of Malay Language Committee & Sixth Form Academic Teacher Expertise: Teaching Malay Language
Certainty	<ul style="list-style-type: none"> Audit Trails Making Reflections 	Throughout the study period	<ul style="list-style-type: none"> Study protocol, raw data, coding, and categorization Researcher's journal/notes 	

Research Findings

Objective 1 Findings: The Use of Teaching Delivery Mediums in Flipped Classrooms for Teaching Fourth-Grade Writing Skills

The analysis of interview data found that all study participants most frequently used teaching delivery mediums for upper secondary-level writing skills, as formulated in Table 4.5 below.

Table 2

Usage of Mediums in Flipped Classroom Teaching by Frequency

Category	Theme	Subtheme	Sub-subtheme
Teacher Delivery Mediums PK1,PK2,PK3,PK4	(i) Watching	YouTube	
	(2) Discussion	Group Discussion	
	(iii) Exploring Information	Google Applications Notebooks & e-Books Articles & Magazines	WhatsApp's, Telegram, Google Meet, Webinar, Group chat, Google Classroom
	(iv) Note-taking	Notes / key points	
	(v) Teaching Aids for Teachers		

Source: Interviews with study participants, namely PK1, PK2, PK3, and PK4, as primary data, and teaching observations and document analysis as secondary data.

(i) Watching

a. YouTube

YouTube is the preferred choice of all study participants in delivering their teaching in the classroom.

"Sure. I usually instruct all my students to **watch the videos** I provide, which I take from **YouTube...**" (PK1/TB2/b92).

"Sure. I asked them to watch videos on **YouTube.**" (PK2/TB2/b100).

"...It means we provide students to **watch YouTube** or instructional **videos.**" (PK3/TB1/b40).

"Students **watching**? Yes. I ask students to **watch videos** on **YouTube**. I give them the link. They **watch.**" (PK4/TB2/b38)

(ii) Discussion

a. Group Discussion

Discussion activities related to searching for lesson content or activities to search and filter information about the topic of the essay to be written continue to occur, both between teachers and students and among students outside the classroom through various internet device applications.

"... Outside of school, **discussions take place on WhatsApp** after school hours." (PK3/TB2/b74).

"This one is available. **Discussion via Telegram**, usually after school hours. Not during academic hours." (PK3/TB2/b76).

"...that's quite common. We use **WhatsApp** and **Telegram**. Because we have a class group using both. It's convenient for communication." (PK4/TB2/b71).

"... ooooo, there's a teacher. Because we have **WhatsApp** and **Telegram** groups for our class. We will have **discussions** there too. When they don't understand, usually they will ask there. The teacher will discuss, oh sorry, **the students will discuss there**. Usually, as a teacher, I will also explain there." (PK2/TB1/b74).

"Google Meet? "Yes, it was implemented." (PK4/TB2/b35-b36).

*"Participating in a **webinar**". (PK3/TB2/b94).*

*"In **Google Classroom**, we have a **group chat** feature available." (PK4/TB2/b77).*

(iii) Exploring Information

a. Google Applications

Study participants directed students to explore information based on topics provided by teachers in the classroom and when students were outside of school hours.

*"As a teacher, I will instruct them to **search for information using the internet**, namely **Google**. Search for information **using Google**... So, I instruct them to search for key points.". (PK1/TB1/b48)*

*".....Once they have **explored**, they delve into various things on **Google**, on the website, so they can articulate a topic more effectively, more comprehensively. ..." (PK2/TB1/b90).*

*"They will watch and **search for relevant information** using **Google** because we asked them to find information" (PK4/TB1/b88).*

b. Notebooks & e-Books

*"I asked them to read either their **lecture notes** or **reference books**. They could also use **online books** or any existing books.". (PK2/TB2/b108).*

c. Articles & Magazines

*".....I also encourage reading **newspapers, whether online, articles, or magazines**". (PK2/TB1/b66).*

(iv) Note-Taking

Taking notes is a definite medium for implementing the flipped classroom (FC), as it involves students in seeking information outside of school hours, requiring them to gather extensive information and remember it. Therefore, it is important for students to take notes or record information.

*"I will ask them to explore information, and I will ask them to make **brief notes** or **jot down key points**." (PK3/TB1/b52). Additionally, PK3 made an additional remark during the second interview session, which was recorded as follows: "...This is important. **Students should always take notes** on the information they explore and find so that they remember". (PK3/TB2/b90).*

*"Sure, this is what I often ask them to do: **jot down all their understandings** based on what they watch and read.". (PK1/TB2/b122).*

*"Yes, I will instruct them to **take notes**. I always encourage my students to **take notes**, and they should bring them to class later.". (PK2/TB2/b138).*

(v). Teaching Aids for Teachers

The teaching aids used by teachers are the theme of the second objective of this study to address the second research question in part A. Teaching aids used by teachers are the mediums used by teachers in their classroom teaching sessions.

a. PowerPoint slides

“There are **PowerPoint slides** that I often create.” (PK2/TB2/b50). This is similar to the explanation provided by PK4, who stated the following: “Sure, there’s always **PowerPoint**. I’ll provide a copy and share it in the WhatsApp or Telegram group. Sometimes, I print it out and ask them to photocopy it”. (PK4/TB2/b48).

“There are teachers. Typically, I would **prepare PowerPoint slides** to be displayed in the classroom. This is to facilitate my teaching process, teacher. Using an LCD and computer in the classroom” (PK1/TB2/b20).

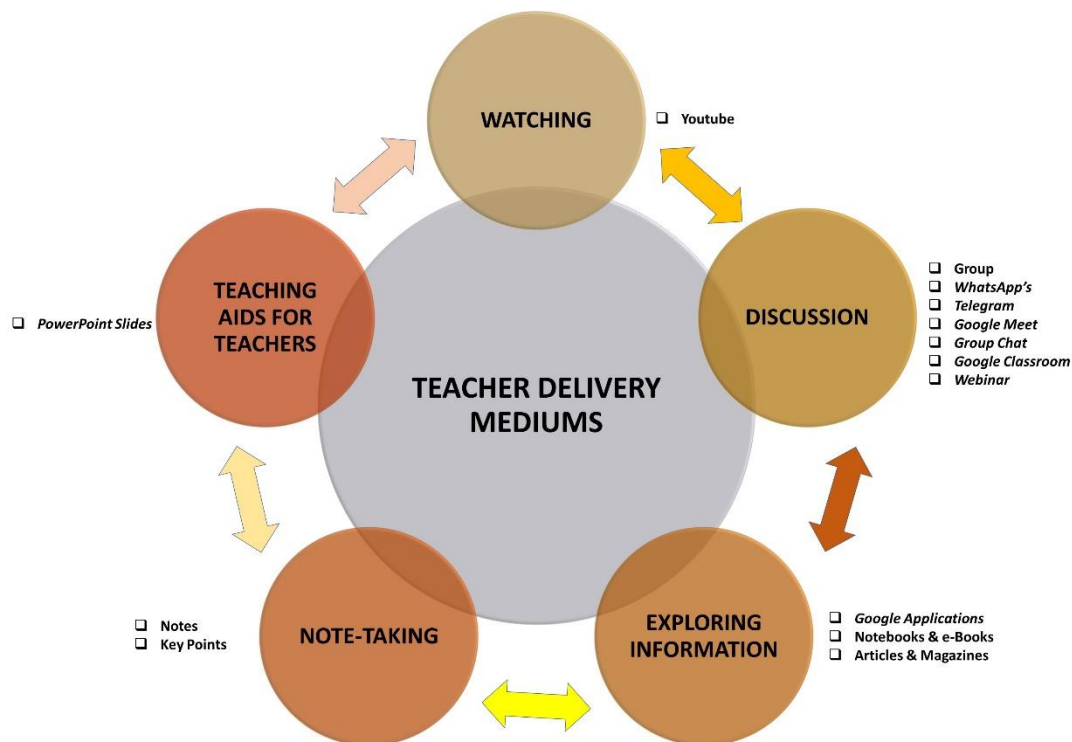


Figure 3. Summary of Teacher Delivery Mediums

Objective 2 Findings: Discussing the weaknesses of using teaching delivery mediums in the flipped classroom for fourth-grade writing skills.

Weaknesses of Using Mediums in Implementing Flipped Classroom

There are also weaknesses identified through this study regarding the implementation of the flipped classroom approach in teaching writing skills, including:

- a. Learning styles of weak students,
- b. Internet access and technical issues, and,
- c. Weakness in terms of student engagement outside the classroom

Access to the internet and availability of devices are the main limitations to the implementation of the flipped classroom (FC) by both teachers and students. This finding is also consistent with the statement made by Mohd Adam Mohd Yusof and Siti Mistima Maat (2022), as per the responses from study participants, indicating that varying internet access

among students' environments affects students' ability to watch instructional videos for subsequent teaching and facilitation sessions. Additionally, some students are forced to share devices not only with siblings but also with parents. This research finding also aligns with Davies, Dekan, and Ball (2013), stating that the transition from traditional classrooms to FC can be challenging due to the lack of facilities, internet accessibility, and effective models. Due to the digital divide between urban and rural areas, this approach is only suitable for areas with stable internet access. However, while teachers are proficient in handling ICT-based software, some students may lack computer skills, do not have access to computers, or do not have internet access at home, which can also be a reason why teachers cannot use this method at school. This is evidenced by a study conducted by Ab Rahman et al. (2022) on 600 students in rural schools, which found that the percentage of computer ownership and Information and Communication Technology (ICT) usage was low, while basic ICT skills were at a moderate level. These findings indicate that the digital divide remains an ongoing issue in rural areas.

In the implementation of the flipped classroom (FC) approach, teachers heavily rely on good devices and internet networks. Thus, considering the lack of facilities for students, this inevitably becomes a major constraint to the smooth implementation of FC by these teachers. This finding is consistent with the research findings of Masri et al. (2020) and Mohd Adam Mohd Yusof & Siti Mistima (2022) regarding factors influencing the readiness of first-year students to engage in teaching, where external factors such as electronic device availability and internet services play a role. This shortage is seen as unfair when compared to students who have adequate equipment. This finding has also been raised by Halili, S. H., & Razak, R. A. (2021), expressing concerns of teachers regarding students who lack computer facilities at home. Thus, the implementation of FC only benefits students with internet access and sufficient devices.

Additionally, a weakness of implementing the flipped classroom (FC) approach is that teachers find it challenging to monitor students' learning when it occurs outside the classroom. This is based on the findings of Mohd Adam Mohd Yusof and Siti Mistima Maat (2022), who stated that disruptions occur when students are outside the classroom, especially at home, where parents are less attentive to their children's learning, studying in public places, and disturbances from other family members. Therefore, this aspect makes it difficult for students to smoothly implement FC compared to students who reside in hostels. However, internet disruptions and device limitations may be the primary constraints for hostel students. This aligns with the findings of Mohd Adam Mohd Yusof and Siti Mistima Maat (2022), who stated that environmental factors such as parental attention and cooperation from other family members also pose challenges to the implementation of the FC approach.

The researcher thus summarizes the weaknesses of the flipped classroom approach to teaching Malay language writing skills for fourth-grade students, as depicted in Figure 4 below:

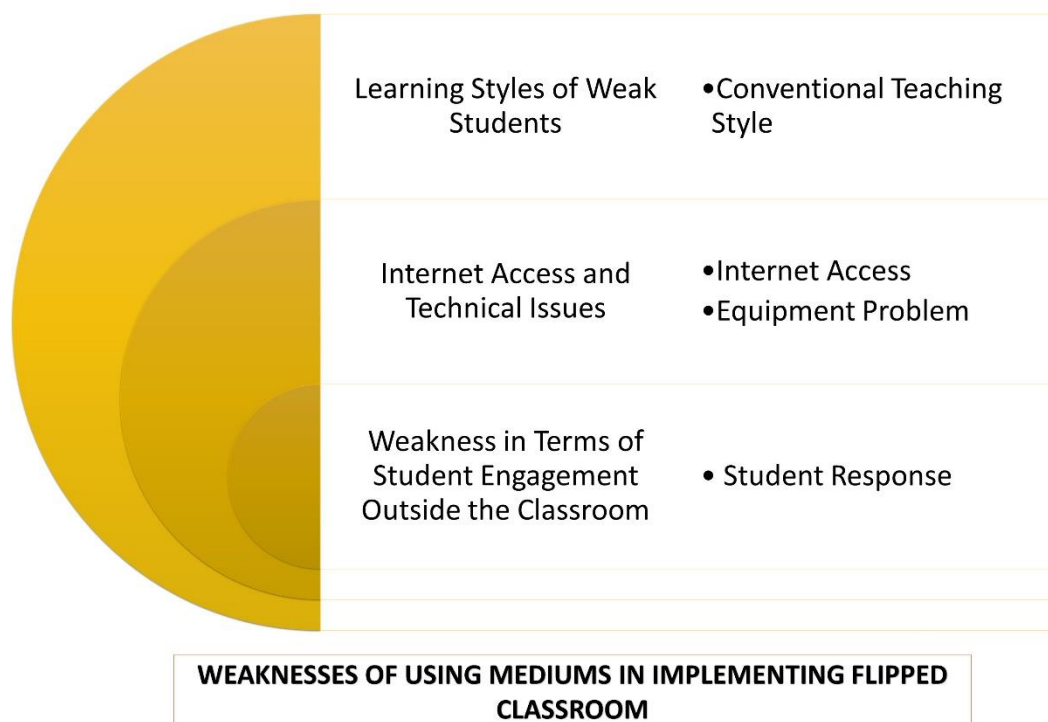


Figure 4. Summary of Weaknesses in Implementing the Flipped Classroom Approach

Summary

In conclusion, this study suggests that the implementation process of the flipped classroom (FC) approach is a suitable method for teaching writing skills in the classroom, aligning with the educational goals of the nation. The implementation of the FC approach can be seen in Figure 5.8, which indicates that teachers should have knowledge and understanding of FC and be aware of the delivery mediums that can be used by teachers not only outside the classroom but also during the teaching and learning process in the classroom. Simultaneously, the implementation of FC involves cognitive skills of students along with activities conducted by teachers and students, whether before, during, or after class time, thus enhancing students' writing skills through a student-centered approach. Through this process, students' writing skills are expected to improve and become more creative.

Implication of Study

This study aims to investigate the delivery mediums used in the implementation of the flipped classroom approach in teaching writing skills for Malay language teachers in secondary schools. Overall, this study yields three main implications: (a) implications for teachers' teaching practices, and (b) implications for students' learning practices. In general, this study makes a significant contribution to the field of Malay language teaching in secondary schools by providing a deeper insight into the implementation of the flipped classroom approach in the context of teaching writing skills. The proposed implications can have a positive impact on teachers' teaching practices and students' learning in this field. For further information, the details for each implication are provided below.

Implications for Teacher Instruction

Teaching experience in Malay language writing skills based on the flipped classroom approach in this study has helped teachers familiarize themselves with teaching approaches suitable for practical application in schools, aiming to enhance the Malay language teaching process. Furthermore, this study can also assist new and experienced teachers in designing creative and innovative teaching activities to engage students' attention and interest during teaching and learning (T&L) sessions, whether in the classroom or outside the classroom.

The findings of this study can also enhance the pedagogy of Malay language teachers and help them reflect on the best teaching approaches in the context of Malay language instruction. This includes teaching strategies, approaches, and techniques that can greatly benefit student learning outcomes. The findings of this study provide valuable guidance to Malay language teachers in designing and implementing flipped classroom approaches to teach writing skills. These implications include effective teaching strategies, integrating technology into the teaching process, and emphasizing student-centered interactions. Teachers can learn from the findings of this study to improve the quality of teaching and achieve desired learning goals.

Implications for Student Learning

The practice of knowledge sharing through the flipped classroom approach in teaching Malay language writing skills is believed to have an impact on students' learning practices. Through this approach, student learning outcomes can be enhanced, especially by implementing student-centered teaching approaches, as well as using appropriate, engaging, and diverse flipped classroom approaches.

Therefore, the significance of this study contributes to improving students' writing performance through active student engagement, optimal student focus and attention, positive student responses, multidimensional interactions, and student thinking and learning practices. Teachers must understand and comprehend teaching practices to achieve optimal positive learning outcomes. In the context of student learning, this study provides a clearer picture of how the flipped classroom approach can influence the learning of Malay language writing skills. This involvement encompasses the development of students' critical thinking skills, research skills, and autonomy in managing their learning. Teachers and school administrators can use the findings of this study as a basis for designing learning activities that support comprehensive student development.

Limitation of the Study

This study involved only four fourth-grade Malay language teachers from the Mara Junior Science College (MRSM) in Sarawak. It was limited to two MRSM schools, namely MRSM X and MRSM Y, both of which have internet access available to teachers and students, whether at school or in the dormitories. The flipped classroom requires both teachers and students to have internet access as a teaching and learning medium within the classroom and beyond after the end of the school session on that day. The rationale for selecting teachers from these two MRSM schools is because, besides their different locations, these teachers can provide a more comprehensive insight into the implementation of the flipped classroom approach in teaching writing skills within the classroom. There was no gender discrimination among the study participants.

This study focused on teaching fourth-grade Malay language writing skills. The main focus was to examine the implementation of the flipped classroom approach in teachers' teaching for the purpose of producing essays, rather than analyzing their writing achievement scores. In the context of exploring the flipped classroom approach in teaching Malay language by teachers, the focus was on teaching writing, starting from the teacher providing essay topics, activities for students to undertake in and out of the classroom, followed by discussions and setting writing based on shared search materials. These skills are considered essential as they involve students' ability to search, select, and organize information from various external sources. However, teaching these skills itself was not the main focus of this study.

This single-case study in two locations used a qualitative method. Data collection was through semi-structured interviews, observations, and document analysis. The frequency and duration of interviews were at least three times, but it also depended on the data needs, whether they were not enough or already saturated. This study was also guided by the Flipped Classroom Teaching Approach Model by Hamad Alsowat (2016).

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