



The Application of the Flipped Classroom Model in Learning German Writing Skill

Sarda Wahyuni, Irma Permatrawati*, Pepen Permana

German Language Education Study Program, FPBS Universitas Pendidikan Indonesia, Bandung, Indonesia

**Corresponding author. Email: irma.permatawati@upi.edu*

ABSTRACT

This research focuses on addressing the challenges students face in learning German writing skills by implementing the Flipped classroom model. The study aims to investigate the effectiveness of this model by examining students' German writing skills before and after its implementation and gathering their responses to the approach. The research follows a quantitative research design using a quasi-experimental method, with a population comprising 10th-grade students at a high school in Bandung during the second semester of 2022/2023. The experimental class and the control class each consisted of 20 students. The findings reveal that students in both classes initially displayed poor proficiency in German writing skills. However, after the application of the Flipped classroom model, the experimental class demonstrated a significant improvement, reaching a good proficiency level. In contrast, the control class remained in the poor proficiency category. The analysis indicates a substantial difference in German writing skills between the experimental class before and after implementing the Flipped classroom model. Moreover, the study establishes the effectiveness of the Flipped classroom model in facilitating German writing skill development. Students responded positively to the model, reflecting its potential as an alternative learning approach for German writing skills. These outcomes suggest that the Flipped classroom model can effectively address the challenges students face in learning German writing by providing increased opportunities for practice and self-directed learning. In conclusion, this research demonstrates the benefits of the Flipped classroom model in enhancing German writing skills. The findings support its use as an effective instructional method, offering valuable insights for educators seeking to improve writing proficiency among German language learners.

Keywords: *Flipped classroom, learning model, writing skill.*

1. INTRODUCTION

As time progresses, it is undeniable that technological innovation is moving at an increasingly rapid pace. Various sectors within society are beginning to be affected by this technological progress. This technological innovation has also significantly impacted the spread of foreign languages. In the current era of globalization, communication skills are highly important for society. Communication plays a key role in social life. Every activity in life requires communication, both verbally and non-verbally, to express ideas, concepts, thoughts, and so on. Learning a foreign language has become something important to master in order to compete in the current global era.

Therefore, the mastery of foreign languages is highly important to be able to adapt in the future. Most foreign language learning in schools covers the four language skills: speaking, listening, reading, and writing. Learners must master each of the four skills, each skill has its challenges. Writing is considered a productive language skill because the act of writing generates or produces language. This aligns with Sukirno's (2016) viewpoint that 'writing is an activity intended for pouring out the results of ideas in written form or expressing thoughts and feelings in writing'. In the context of learning, writing is necessary to support the learning process, such as taking important notes, conveying information, self-expression, and more.

Writing activities in foreign language learning remain a challenge for both students and teachers because students require full support and guidance from a teacher. Westwood (2008) argues that effective strategies can enhance

motivation and writing skills in a foreign language. This aligns with the opinion of Chalk, Hagan-Burke, and Burke (2005, p. 86) that: “The word production and quality of students’ essays increased following strategy instruction.”

Based on observational findings, while it is one of the most important aspects of communication, writing skill is one of the skills that students find difficult to learn. The difficulties of writing are caused by non-linguistic factors. In learning the German language, for example, (1) the limited time for German language lessons in school which leads to insufficient practice in writing German, (2) the lack of interest and motivation among students to learn German due to the perception that German is difficult to learn, (3) the fear of making mistakes that can lower grades, and (4) the habit of learning through conventional methods and the limited teaching materials used.

One solution believed to address this issue is by implementing the flipped classroom model in German writing lessons. In classes that utilize the Flipped classroom model, students first study the material that will be discussed in class through videos they watch at home. Afterward, they apply the understanding they gained earlier through various activities such as problem-solving and discussions in the classroom.

It cannot be denied that digital technology plays a significant role in the continuity of education in the present time. The development of digital technology offers numerous advantages to its users. In the field of education, one aspect that is greatly influenced by technological advancements is the learning model. Weigmann (1999, p. 12) suggests that: “*Jedem Unterrichtsmodell ist eine „Übersicht über die Unterrichtsphasen“, vorangestellt, in der Funktion(en) und Lernziele dieser Unterrichtsphasen aufgeführt werden,*” which can be interpreted as “Each teaching model is preceded by an ‘overview of the teaching phases,’ in which the functions and learning objectives of these teaching phases are listed.” Based on this perspective, it can be concluded that the learning model forms the foundation for the smooth design and implementation of education.

The flipped classroom is a learning model that is currently gaining popularity in foreign countries. The uniqueness of the flipped classroom is characterized by a reversed learning cycle compared to conventional teaching methods. According to Bergmann and Sams (2012) flipped classroom is a pedagogical model that reverses the traditional teaching method. Traditionally, students learn together in the classroom and complete assignments outside of the classroom. Meanwhile, a flipped classroom consists of two interconnected activities: in-class activities and at-home activities. These activities allow students to learn at home beforehand in order to be prepared for learning in the classroom. In other words, flipped classroom, students learn using instructional videos or other resources outside of the classroom at their own pace, and they engage in assignments and interactive activities within the classroom.

Some research has found positive results on the use of flipped classrooms. Evseeva and Solozhenko (2015) found that a flipped classroom has a positive impact on the students’ self-discipline and greater responsibility for their own learning. Similarly, Jurmey, Lham, Lhaden, Pema, and Rai (2021) found that a flipped classroom helps students with better comprehension, greater active participation, and engagement in the lesson.

Referring to the elaboration above, it can be concluded that the Flipped classroom is a teaching model that differs from the traditional classroom. Based on the explanations that have been provided, this research aims to discover: 1) Students’ writing skills before the implementation of the flipped classroom model; 2) Students’ writing skills after the implementation of the flipped classroom model; 3) The differences in students’ writing skills before and after the implementation of flipped classroom model; 4) The effectiveness of the flipped classroom model in learning German writing skills; and 5) Students’ responses to the flipped classroom model in learning German writing skills.

2. METHOD

This research aims to gather quantitative data from the results of an experimental test, thus employing a quasi-experimental method. Two classes are used in this study: the experimental class and the control class. This method is applied to determine the effectiveness of implementing the Flipped classroom model in teaching German writing skills.

The participants in this research include students from X IPA 1 and X IPA 4 classes at a high school in Bandung during the second semester of 2022/2023. There are 20 students in the X IPA 4 class serving as the experimental group, and 20 students in the X IPA 1 class serving as the control group. In class X IPA 1, which served as the experimental class, the research consisted of the pretest phase, followed by three treatment sessions, and concluded with the post-test. Meanwhile, in class X IPA 4, designated as the control class, the research included the pretest phase, followed by conventional teaching, and concluded with the post-test. This research was conducted with permission from the relevant school authorities. The research instruments used are as follows: (1) Evaluation instruments or written tests; (2) Research questionnaires; (3) Student Activity Sheets (LKPD).

The evaluation instrument or written test is used to assess the writing skills of students in the form of a test consisting of a pretest (test before treatment) and a post-test (test after treatment). The test used revolves around the theme of class

schedules (*Stundenplan*). The test used focuses on the class schedule theme (*Stundenplan*) with the type of question involving the creation of simple texts that are evaluated through expert judgment, namely German language professors and German language teachers in SMAN 4 Cimahi. The results of both tests are used to determine the German writing skills of students in the experimental and control classes, both before and after the treatment.

The learners must create a simple email reply text with the given questions. The provided questions consist of 5 items. Each question has a maximum score of three points for the “*Erfüllung der Aufgabenstellung*” (fulfillment of the task) component or the fulfillment of aspects in writing, and a maximum of one point for the “*Kommunikative Gestaltung des Textes*” (communicative design of the text) component or the presentation form of the text. Therefore, the maximum score for both the pretest and post-test is 16 points. The assessment of writing skills by *Goethe-Zertifikat* (Kiefer, Dinsel, Krieger, Hantschel, & Balme, 2023) in Table 1 uses the maximum score of 16 multiplied by 100 and divided by 16 to obtain a scale of 100. The assessment categories used according to Arikunto (2013, p. 231) are presented in Table 2.

Table 1. Assessment of writing skills (by *Goethe Zertifikat*)

Component	Point	Description
Fulfillment of the task (per content)	3 point	Task fully accomplished and comprehensible
	1,5 point	Task- only partially fulfilled due to linguistic or content-related deficiencies
	0 point	Task not fulfilled and/or incomprehensible
Communicative design of the text	1 point	Suitable for the text genre
	0,5 point	Atypical or missing expressions, e.g., no salutation
	0 point	No text-type-specific expressions

Table 2. The assessment category

Interval	Percentage	Mastery Level	Description
	80-100		Excellent
	66-79		Good
	56-65		Average
	40-55		Poor
	30-39		Fail

The questionnaire or survey in this research is used to gather data and analyze the responses of students regarding the implementation of the flipped classroom teaching model. The research questionnaire consists of 15 statements provided to the students through Google Forms. The questionnaire is designed using a Likert scale as a reference for respondents' choices.

Moreover, the steps used in the analysis of this research were (1) normality test; (2) homogeneity test; (3) Significance test; (4) independent t-test; and (5) hypothesis test.

3. FINDINGS AND DISCUSSION

In this study, the instruction was conducted over three sessions after the initial test was administered to both the experimental and control groups. The experimental group utilized the flipped classroom learning model, while the control group followed conventional teaching methods.

Before the implementation of the flipped classroom model, a pre-test was conducted for both the experimental and control groups. Students were asked to write a response to an email about their class schedule and favorite subject using simple sentences. The pre-test results for the experimental group showed scores ranging from the lowest of 25 to the highest of 63 out of a maximum score of 100, with a class average of 47.25. For the control group, the lowest score was 22 and the highest score was 59 out of 100, with a class average of 44.70. The results of the students' writing skills in learning German before the treatment in both the experimental and control groups were categorized as “poor” as seen in Table 3.

Table 3. Average pretest scores of the experimental group and control group

Pretest Result		
Class	Average Score	Category
Experimental Class	47,25	poor
Control Class	44,70	poor

After the treatment, the students were tested again using the same questions as in the initial pre-test. The final test results for the experimental group showed scores ranging from the lowest of 63 to the highest of 91 out of a maximum score of 100, with a class average of 75.40. For the control group, the lowest score was 34 and the highest score was 72 out of 100, with a class average of 55.80. The results of the students' writing skills in learning German after the treatment in the experimental group were categorized as "good," while the control group's performance was categorized as "poor" as presented in Table 4.

Table 4. Average post-test scores of the experimental group and control group

Posstest Result		
Class	Average Score	Category
Experimental Class	75,40	good
Control Class	55,80	poor

To determine the difference in German writing skills of the students before and after the treatment, a paired sample t-test is needed. In the testing, it can be observed that the average initial test results for both classes did not show significant differences in data. The experimental group had an average score of 47.25, and the control group had an average score of 44.70. However, after the treatment, a final test was conducted again, and significant differences between the two classes' scores were observed. The experimental group had an average score of 75.40, while the control group had an average score of 55.80.

The effectiveness of implementing the flipped classroom learning model can be determined through hypothesis testing. Based on the calculations performed, the implementation of the flipped classroom model is effective in teaching German writing skills, as evidenced by the significant difference in the average scores with a significance value of 0.000.

To understand the students' responses, a questionnaire consisting of 15 questions was administered. The results of the questionnaire revealed that the majority of students agreed with the implementation of the flipped classroom learning model in teaching German writing skills.

From the research results, it can be known that the implementation of the flipped classroom learning model provides a positive change in students' achievement. This can be seen from the average scores obtained in the experimental class, which improved from the "poor" category during the pretest to the "good" category during the post-test. Meanwhile, the average scores obtained in the control class did not experience a change in category, remaining in the "poor" category both during the pretest and post-test.

Referring to the results of the distributed questionnaire, the implementation of the flipped classroom learning model in teaching German writing has received a positive response. This is because students are required to collaborate and help correct each other's mistakes. The survey results show that the majority of respondents, 70% to be precise, agreed that they are more active in discussing with their peers during learning sessions using the flipped classroom learning model. This collaborative activity enhances the interaction among students and boosts their self-confidence, making them less hesitant to ask questions, thereby creating a more enjoyable learning atmosphere. This is in line with the survey findings, with 65% of respondents agreeing with this statement. This is also consistent with the views of Bergmann and Sams (2012, p. 27) who stated that: "In a flipped classroom, students are helping each other learn instead of relying on the teacher as the sole disseminator of knowledge." In a flipped classroom, students assist each other in learning, reducing their dependence on the teacher. This can be observed from the results of observations throughout three sessions, indicating that students are no longer relying solely on the teacher for learning. Students engage in discussions with their fellow students regarding the subject matter.

Students are given full responsibility to independently manage the learning process. This aligns with the opinion of Baker (cited in Schallert-Vallaster, 2017, p. 1) who stated, "*SchülerInnen die Chance geben, ihren Lernprozess verantwortungsbewusst selbst zu steuern.*" It can be translated that 'students get the opportunity to responsibly self-manage their learning process.' Gradually, with this sense of responsibility, students increasingly explore the German writing learning material and become accustomed to constructing German sentences directly and correcting errors in

the sentences they create. The survey results indicate that 65% of respondents agree that the flipped classroom cultivates a sense of responsibility for self-directed learning.

Based on the theoretical explanation and survey results, it can be concluded that the implementation of the flipped classroom learning model is effective in learning German writing skills.

4. CONCLUSION

Based on the results of implementing the flipped classroom learning model in teaching German writing skills, the following conclusions can be drawn: 1) flipped classroom has improved students' writing skills from "poor" to "good"; 2) the improvement can be seen from the paired sample t-test results which indicate a significant difference in students' skills before and after the implementation of flipped classroom; 3) the hypothesis test using independent t-test yielded a significance value (2-tailed) of 0.000, indicating the significance value is less than 0.05. In other words, there is a significant difference between the learning outcomes of the control and experimental groups. It can be concluded that the implementation of the flipped classroom learning model is effective in teaching German writing skills; 5) The questionnaire results show an average percentage index of 84.47%. This means that students responded positively to the implementation of the flipped classroom learning model in teaching German writing skills.

The findings also showed that students' writing skill abilities of the experimental and control group students before implementing the flipped classroom learning model showed that their German writing skills were categorized as "poor". Also, students' writing skill abilities of the experimental group students after implementing the flipped classroom learning model indicated that their German writing skills were categorized as "good", whereas the control group remained in the "poor" category. Further, there is a difference in the average scores of students before and after the implementation of the flipped classroom learning model. This can be observed from the paired sample t-test results, where the significance value (2-tailed) obtained is 0.000. This significance value is less than 0.05 ($0.000 < 0.05$), indicating a significant difference in students' skills before and after the implementation of the flipped classroom learning model. Lastly, the hypothesis test using an independent t-test yielded a significance value (2-tailed) of 0.000. This indicates that the significance value is less than 0.05. In other words, there is a significant difference between the learning outcomes of the control and experimental groups.

Based on the research findings, it can be observed that the implementation of the Flipped classroom learning model has positive implications for the learning of German writing skills. This model allows students to actively participate and enhance their discipline and self-confidence when interacting and learning in the classroom. Nevertheless, it is important that the teacher who wants to use a flipped classroom as a model teaching allocates sufficient time to prepare the materials for pre-class activities to ensure the effective delivery of the content to students. Other researchers interested in implementing the flipped classroom model can utilize this model in teaching German language skills in other aspects such as listening, reading, and speaking.

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