



The Implementation of Flipped Classroom Learning Model in Teaching Paragraph Writing

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Abstract: Nowadays, English is the most important language, including the students which study in STKIP Situs Banten. To be fluent in English students have to increasing their ability in writing the paragraph. The Researcher used a flipped classroom learning model, since the Covid-19 Pandemic struck Indonesia and the classroom meeting cannot be assessed. This model incorporates dynamic learning; understudy inclusion and present day innovation by utilizing ICT. In a flipped classroom, the material was given through learning recordings, instructional exercise and Power Point material by means of WhatsApp group that understudies saw in their homes before the virtual class is acquired. The key objective of this investigation is explored the practicality of flipped classroom learning model for teaching paragraph writing. The analyst took the examples from second semester students in the English instruction division of STKIP Situs Banten. After this activity research measure has been done, this flipped examination lobby learning model can be utilizes as a reasonable model for growing understudies limit in section composing. The researcher had dissected that there are a few reasons which drives this occurred: understudy's inspiration, understudy's Writing propensities, students autonomously and varieties of alluring material.

INTRODUCTION

In this globalization era everybody must have the option to ace English as one of the principle aptitudes alongside joint effort and correspondence. English is something critical for examined and aced by students since unquestionable that English is as a global language is utilized as a specialized device among countries on this earth, similarly as the language of direction in science, advancement, preparing, articulations and human behaviors. Thusly English as premier need that understudies must have the alternative to pro English better to develop their skills in speaking with others both truly and the virtual world.

For being expert in English language is need key language aptitudes, one of fundamental language capacities is composing as the highest noteworthy capacity in language learning and teaching, since everybody have to ace writing aptitudes before acing different aptitudes in language learning, for example, listening, speaking, and reading. Writing aptitudes possess a place that is significant and the soonest contrasted with other language abilities on the grounds that as an underlying entryway opening of comprehension of different ideas of information in each part of human life. Writing abilities are required for all student in this world, without

Writing students would not get data and information totally and flawless to build up their scholarly potential. With great writing aptitudes students can likewise expand and extend information and innovation without the requirements of reality. Students need to further develop their writing skills through guided or independent practice (Renandya, 2020).

Reading increases students' reading skills, but not necessarily their writing skills. To improve on their writing, they need to consciously attend to the rhetorical, syntactic and lexical features that authors use to present their contents so that they can use these in their own writing at a later time (Renandya, 2020). As affirmed by an examination on the execution of the cycle approach recorded as a hard copy classroom, it is uncovered that the cycle writing approach with legitimate model methods could improve students' writing aptitudes (Miftah, 2015). Advanced education needs another approach to introduce itself, a way that proceeds with the best of its long savvy conventions without being musically challenged to the necessities of it is general surroundings (Talbert, 2017). For quite a long time in advanced education, the most proficient approach to instruct students was to assemble them into a fixed spot on a fixed timetable, disperse relevant data, and afterward have students work with that data in exercises including psychological cycles more mind boggling than simply recording spread data. This is as yet the transcendent method of guidance in colleges today, and it ought to be natural to almost everybody. Students show up at a virtual class meeting by using zoom room meeting with their classmates, partake in starting contact with new material through a discussion, and a while later get back to work with that material through schoolwork, papers, ventures, and so forth. This pattern of gatherings, trailed by higher-request work, trailed by

gatherings proceeds, accentuated by infrequent daily evaluations (Talbert, 2017).

The fundamental issues originate from the lecturing model, encouraging materials utilized, among which there are no approach or models that emphasis on English Writing abilities that are appropriate for use at STKIP Situs Banten. This is on the grounds that this course needs intellectual cycle to develop phonetic significance by disentangling etymological articles, for example, letters, words, expressions and sentences as understanding cycle (Kotani, 2009). While lecturer has various methodologies and showing techniques, alternate points of view and headings in showing writing course. Some attention on acing jargon, others center around writing hypothesis and some emphasis on writing cycles and strategies. Regarding learning models do not give inspiration to students to like composition and additionally composing, on the grounds that numerous students actually make composing as a commitment instead of a need. As indicated by Maria (2012) if students have the inspiration to peruse, they will understand more. At the point when they read more, they will have the option to improve their writing skills, especially in terms of understanding.

Another issue is the learning media utilized recorded as a writing subjects have not had the option to reinforce the dominance and comprehension of English composing rapidly and just for esteem. Instructors have not had the option to utilize and improve the composing capability of students. Teachers just expect students to peruse without going with and fortifying the Writing cycle. As indicated by Macalister (2010) Reading quicker is connected to more prominent amount of composing, better understanding, and more noteworthy pleasure, though in "the vicious circle of the weak reader" absence

of comprehension, absence of satisfaction, absence of composing, and moderate perusing feed off one another. Another facts faced by the students' is they writing score still unsatisfied, some of the students even under passing grade than minimum score is 70.

In light of the portrayal above it tends to be said that it takes a creating learning model that is reasonable for entry making courses at the English Education Department at STKIP Situs Banten. As indicated by those realities and issues in the understudies English composing aptitudes, the investigate need one sensible learning model that can improve understudies' English writing ability. That model in particular Flipped Classroom Learning Model. This Flipped model is gaining assists instructors with moving ceaselessly from direct guidance as their essential showing device toward a more understudy focused methodology. In this way, there is a move in eye to eye class time, from an educator focused communication to an understudy focused association (Sams and Bergmann, 2012 in Afrilyasanti, 2016).

Literature review

A diagram of the flipped study hall approach in some composing glance through shows that there is some strong confirmation of extended getting using reverse class procedures or thinking. For example, in mid-2007, Jeremy Strayer detailed his examinations at Ohio University on the point "the impact of reverse classes on the learning environment: comparing activities between traditional classes and flipped classrooms" (Strayer, 2007). Exploration regarding this matter has been done by Tran Van Hung and Mohan Yellishetty, which has used the flipped learning classroom in their teaching learning. The eventual outcomes of the assessment give the information about essential impact on

the discussion cycle was far better than using regular or inert systems. The resulting impact is that understudies sharpen their learning cycle and writing abilities. (Hung, Yellishetty, Thanh, Patil, and Huy, 2017).

Flipped Learning is an educational methodology wherein direct guidance moves from the get-together learning space to the individual learning space, and the subsequent social affair space is changed into a dynamic, intuitive learning air where the instructor guides understudies as they apply contemplations and partner innovatively in the point (Talbert, 2017). Flipped classroom includes understudies understanding material or force focuses or understanding recordings to have essential data time permitting and afterward assembling in study halls to apply information through critical thinking exercises with direction from an instructor (Strayer, 2012). Short writing tests are normally used to guarantee an essential comprehension of this virtual class courses. Preparation to lead, and the motivation to succeed, are also relevant to these tasks and the eagerness to exhibit capacities frequently significant obstruction confronting understudies, hence instructors are likely either to be not ready to study this, or uninformed of the need to do thusly. By bringing issues to light of the favorable circumstances gave by students' eagerness to partake as cooperative individuals from a gathering inside the classroom, and specifically while occupied with an unequivocal errand, students might be guided toward progress (Kessler and Ware in Maria, 2013).

(Talbert, 2017) stated that there are urgent issues with the conventional model that are turning out to be increasingly more clear as our general surroundings changes: 1). The customary model makes a backwards connection between intellectual trouble of understudy

work and understudy admittance to help. This suggests in the traditional model, understudies are achieving the simplest work when their channels of help are most rapidly open and the hardest work when the help is least accessible; 2). The standard model eliminates time from social, guided examination of more significant learning. In a standard homeroom setting where talk is ruling, the time focused on non-tending to practices is a limited quantity of the entire class meeting; 3). The traditional model doesn't propel self-guided learning rehearses. Self-controlled learning is a complex mental thought with its own entire assessment composing, and entire books can and has been made with respect to the issue. 4). The standard model makes vexatious academic states of understudies on teachers. These issues will all in all build up an atmosphere where the understudy educator relationship can slant toward unfortunate dependence. Right when the instructor is the gatekeeper for information, as in the ordinary model, understudies can come to acknowledge that the teacher is central for learning and subsequently show qualities that are consistent with this conviction.

(Sarpparaje M., 2018) has plainly demonstrate that understudies have an inclination over this Flipped Classroom model and demonstrated to access a ton to their open insight just as there was a generally better presentation on post test scores of centered than the controlled ones. It is trusted that the consequences of this examination will at last prompt better comprehension of innovation use in educating learning exercises and to more profound comprehension of Flipped Classroom Approach.

By using a flipped learning model, the whole of the issues in the regular model referred to previously can be watched out for: 1). In flipped learning, the association between scholarly difficulty and induction to help is as of now prompt rather than

talk. Understudies are using their class get-togethers to go after mentally advanced tasks, where they have peers and a teacher close to them to discover uphold as they work; 2). In flipped learning, the entire class getting is opened together for the teacher to orchestrate whatever dynamic, creative, careful activities best serve the prerequisites of the understudies. There are no more inside courses of action for class time to fit in the discussion and no situations where the discussion pursues some time and precludes works out. Further, considering the way that in flipped learning the essential contact with new material oftentimes happens going before the class meeting, there is the ideal open door for understudies to "ingest" the new material and posture requests before being drawn nearer to apply that information to a further created task; 3). Flipped learning progresses self-rule since self-guided learning rehearses are constrained to show up at the point consistently. Students might be given talks before class, yet they are in charge of how they gain from those talks; 4). Since students are currently accountable for working with essential material, the educator is allowed to renounce the part of information guard and rather move to a function of mentor, partner, and advisor as students take a shot at higher-request errands. A more gainful, expert, and "adult" connection among understudy and teacher is in this manner induced.

Talbert (2017) expressed that "spreads out four mainstays of flipped learning, helpfully orchestrated as the abbreviation FLIP": 1). Flexible climate. Flipped learning depends on permitting students to learn in various manners and at various rates, and to give students decision by the way they show proof that they have aced course content. Versatility furthermore implies the instructors in a flipped learning atmosphere, who are needed to be versatile in their

arrangements, making on-the-fly modifications for singular students or for whole classes if developmental evaluation information recommend that changes should be made; 2). Learning social orders. A flipped learning atmosphere is an organization that characteristics the learning cycle in the sum of its structures, including all the moles, with understudies at the center rather than the instructor. Understudies in a flipped learning climate are utilizing their significant social event space on high effect; 3). Intentional substance. Materials utilized in flipped learning are sharpened to a sharp edge, with express relationship with learning bases on that are unmistakably imparted; text, video, and online substance that is positively worked with high edifying quality and near no "cushion"; and materials are disconnected so understudies at better places in their learning can take a shot at something important; 4). Professional instructor. An educator in a flipped learning climate completes various troublesome positions. The educator needs to set up the substance and set up the learning climate. The educator has to observe the students as they work and know when to intervene and when to let students struggle. The educator has to collect formative assessment data to know where the "hot spots" are as students learn and make appropriate in the-moment adjustments. And after the fact, educator should be a reflective teacher, taking time to evaluate her own performance and share her results as well as being well connected with an active community of practice, whether at her university or online or both.

In a flipped classroom, the standard pieces of study hall and homework are exchanged: understudies focus all alone using automated indicating materials or e-picking up going before class and a while later apply their learning in homeroom exercises (Shigeta in

Umezawa, et.al., 2016). One research expressed that recordings contain fascinating and logical employments of language and they can be pertinent to explicit content sorts and reading material. They can have their enacting function in pre-composing in the section of composing course (Mekheimer, 2011 in Saeidi and Ahmadi, 2016).

As indicated by Marlowe (2012) within investigation named "the impact of the flipped classroom on understudy accomplishment and stress shows that the impacts of flipped classroom and related separation are concentrated to gauge the effect on understudy accomplishment and feeling of anxiety student's". Teachers need to utilize a huge part of the class time to explain the material before setting off to the composing task; there is limited time for the forming practice itself. In this manner, the understudies need to finish their forming task at home.

This definition and the FLIP rubric that accompanies it allow us to confront some common misconceptions about flipped learning (Talbert, 2017):

1) Flipped learning is putting video lectures outside class and doing homework in class. 2) Flipped learning requires video. Included in the previous misconception is an assumption that you must have lectures recorded to video in order to have a "true" flipped learning environment. 3). Flipped learning is a new, untested concept. It's true that the terms used are relatively new. As we will see in the next chapter when we discuss the history of flipped learning, the adjective flipped was introduced around 2007 to describe what instructors were doing. 4). Flipped learning is not a new concept. That said, it would not be entirely correct to say that flipped learning is not new and has been around since the Middle Ages. This view is sometimes used in a dismissive way, to suggest that the excitement around flipped learning is just

some people rediscovering the wheel and that professor who have been requiring Writings or problems outside of class and then discussing them in class are already doing flipped learning.

(Talbert, 2017) expressed that Lori Ramey, who instruct for composing and English at Erskine College, says it along these lines: "For a student to really dig into a text, we need to prepare them to do that work on their own, so they can bring their insights into the classroom. Flipping allows teachers to focus attention of the group on details that truly matter, and gives the students the opportunity to work like experts in the discipline..."

Teachers who currently use the flipped model or who intend to use this technique will profit by understanding the flipped homeroom from understudies' points of view. They by then can change their educating procedures to acclimate to various adjusting needs or to propel understudy affirmation of flipped learning, thus developing more practical learning conditions and overhaul the current ESP demonstrating practices (Nguyen, 2019). The assessment found that by far most of respondents regarded the occasion to rehearse both inside and outside the homeroom, and passed on an all-inclusive premium and trust in ESP learning (Nguyen, 2019).

These days, mechanical advances have made high expectations among numerous educators, chairmen, scientists, and strategy creators, who accept that the computerized gadgets offer incredible guarantee as instructional devices for proficiency training. Basic uses of existing e-writing innovation, for example, changing text dimension on-screen, utilizing text-to-discourse highlights to give double contribution of text, or using the Internet to cooperate on learning activities may liberally improve the learning of various understudies (Biancarosa and Griffiths, 2012 in Naely, 2018). Moreover, as educators need to

utilize the majority of the class time to clarify the material before going to the composing task, there is restricted time for the composing practice itself. In this manner, the understudies need to complete their composing task at home (Muldrow in Afrilyasanti, 2016).

Mobile Assisted Language Learning (MALL) is the importance of flexible learning, to be specific the utilization of laptop and cell phones for language teaching learning characterize versatile learning as a task that will in general be utilized to configuration study and most recent innovation that is still seldom utilized and comprehended (Kukulaska et.al. in Fadilla, 2017). Further characterizes that "mobile learning is a device or instructive media that is prevailing regarding innovation and simple to convey and get to." Related to language learning, portable learning alludes to learning media which are completed with gadgets that are anything but difficult to convey and furthermore simple to get to whenever and anyplace (Traxler, 2017).

In light of the quantity of month to month dynamic clients, WhatsApp is the most well-known worldwide versatile courier applications today (Statista in Maulina, 2019). WhatsApp is considered as an imaginable medium to help teaching and learning. Moreover, the shared characteristic of the use of WhatsApp pulled in specific experts to explore the use of WhatsApp in EFL educating and learning by using WhatsApp application for passing on content of course to the understudies before the class. As indicated by the above issue plan, the targets of this investigation are: 1).Knowing the process of students' paragraph writing through the flipped classroom learning model; 2).Knowing the results of paragraph writing through the flipped classroom learning model. Researcher trust when exploration cycle is finished, the final objective is the flipped

classroom learning model can be used as an appropriate model in learning paragraph writing.

METHOD

Participants

This research conducted at STKIP Situs Banten in the second semester of the English Education Department studying paragraph writing course with the understudy sum are 6 people. Recovery of information begins in the Academic Year 2019/2020 from March until July 2020. The virtual classroom is held once every week.

Procedure

Research is a cycle to examine the essential issues, which contribute in the structure of students' information. The exploration cycle set up new truth, discovers new realities, figures new hypothesis and proposes new applications (Singh, 2006).

Action research is a strategy for improving and altering the working arrangement of a study hall in school. The educators and chief can consider their issues of instructing deductively. It is a target arranged strategy (Singh, 2006). The specialist utilizes Classroom Action Research (CAR) in this research. CAR is a succession research movement that has direction to improve social quality, which is finished by gathering information or data deliberately through four stages: planning, acting, observing, and reflecting. Wallace stated in his book "Action Research for Language Teachers" that "Action research is very different from other kinds of research."

The legitimacy of the information in this investigation was acquired by utilizing triangulation strategies. Triangulation is the utilization of at least two information assortment techniques in considering a few parts of students conduct (Cohen, Manion, and Morrison,

2007). This triangulation strategy in humanism endeavors to show or clarify in full the unpredictability of human lead by pondering it through more than one points of view, this is finished by utilizing both dynamic and quantitative information.

Jonathan Bergmann, as the pioneer of flipped classroom learning model recorded composing learning as below: a). Selecting the fitting development media. For this circumstance the expert used a remote that is controlled by all understudies; b). Arranging accounts and course subject through the WhatsApp gathering. Educator transmitting a video, rules or composing text that can be sourced from internet, through WhatsApp bunch media to be examined by understudies before addresses start; c). Summary empowering material sourced from reference books, exercises, web or others. d). Build an examination plan, the sort of a test tendency, errands, or task finished by understudies; e). get into the virtual class. After all the accounts and empowering content sent weeks before learning by methods for versatile, the researcher gets into the class to pass on stronghold of the content beforehand; f). Guaranteeing understudies have inspected and seen the material that has been given; g). Get progress that understudies do; h). Conducting commitment on all techniques that have been done.

While conducting this action research the researcher assisted by one collaborator from other lecturer in STKIP Situs Banten that assist the researcher in recording, observing, and recording the process of applying flipped classroom in English Writing courses. The following are some data collection techniques that will be carried out.

Data resources

1. Observation

By watching the taking in cycle happens the speaker, understudies or the association between the two social occasions. The outcomes of these perceptions by then will be utilized as conversation material among accomplices and professional to pick perspectives that will be improved in the going with stage.

2. Questionnaire

research use Likert scale for the overviews that balanced by all understudies to find the cycle, penchants, impact, results and appraisals of understudies in the whole pattern of Writing English by using flipped homeroom learning model. The scale is between 5 – 1 show immovably agrees, agree, middle agree, not agree and unequivocally not agree.

Test is paragraph writing test. The tests are writing task to gauge the aftereffects of improving understudies capacity to write in English.

Action Research Procedure

The learning cycle in this action research is done dependent on the activity research strategy proposed by Kemmis and McTaggart which comprises of four phases: planning, implementation, observation and reflection. Around the globe, numerous individuals are currently acquainted with this 'winding of activity research'. In actuality, activity research is infrequently as slick as this winding of independent patterns of arranging, acting and watching, and reflecting recommends (Kemmis, McTaggart and Nixon, 2014).

1. Planning

Based on the results of preliminary observations of the learning process of paragraph writing courses and the results of pre-cycle tests which show that students' English Writing skills are still low and should be improved in the learning cycle. The initial step taken is to

pick a suitable learning technique to be applied to help students when they compose English. Based on studies and research from various references mentioned, the strategy chosen is flipped classroom learning. After finding the strategy to be used, the next step is to develop learning tools, including: lecture event units (SAP), preparing learning material, student worksheets and observation sheets to observe student learning activities and research activities during the learning process.

2. Action

The implementation of the action in this study was carried out in the even semester of the academic year 2019/2020 in 1 class in the English Education department, STKIP Situs Banten which was held for the first cycle from March 11 to April 9, 2020 and for the second cycle from April 23 to June 20, 2020.

3. Observation

The third step in action research conducted by researchers to describe the learning process that occurs in order to improve students' English Writing skills using a flipped learning classroom. Observations were made for the following three things: a). the learning process carried out by researchers using observation sheets; b). Student learning process; and c). Observation of the implementation of actions in the form of student work assessment.

4. Reflection

The fourth step in this action research. Based on observations of the implementation of learning it turns out there are still deficiencies in the learning process that causes the students' English writing skills are still far from the standard of graduation values and expectations. To achieve writing results according to the minimum established completeness criteria of 70%, it takes training and perseverance from students. Students are asked to read in accordance with the theories that have been given,

understand the meaning and content of discourse and answer questions on existing discourse quickly and accurately.

RESULT AND DISCUSSION

Learning process of students' paragraph writing course through flipped learning classroom

This action research was carried out for 2 cycles; preceded by pre cycle, cycle 1 and cycle 2. At the pre cycle held initial observations in class about the process of learning to read and filling out the initial questionnaire by students which contains the theory of writing, writing habits, writing methods and their usual daily writing activities. Pre-cycle results indicate that most students have understood the basic concepts and theories of writing, only they are still lacking in writing English habit, they only read English if there are course assignments, if there is no assignment they rarely write English texts. The second finding on the pre cycle in terms of paragraph writing is that they have to write several times to be able to write English writing well. In terms of the learning process, they are still learning with individuals, because there is no division of discussion groups and there is no material that they have read and mastered before.

The way toward learning in understudy passage writing course through flipped learning classroom in cycle 1 and cycle 2 happens easily. In the learning cycle students are given material as video instructional exercises, power focuses and different writings before addressing multi week sooner by means of the Whats App application. The example of understudy self-learning

began since they read the material in their home straightforwardly. Right when the class starts, understudies take a gander at in the virtual class to develop and team up their comprehension with different accomplices in the class about the material that has been analyzed and found in their homes. After the conversation is done, they will make their own composing practice given by the instructor in class.

The results of improving students' English Writing skills through flipped learning classroom

After the process of learning to read English students through a flipped learning classroom is carried out, there is an increase in paragraph writing skills, slowly from pre-cycle, cycle 1 and cycle 2. In pre-cycle the average score is 67.5. In the cycle 1 the average score is 74.16 and in the cycle 2 the average score is 80.83. There was a significant increasing score in the value of students' paragraph writing after pre-cycle, cycle 1 and cycle 2 using flipped learning classroom.

Table 1. The score result of student's paragraph writing test

NO	STU.	ANSWER		
		PRE-CYCLE	CYCLE 1	CYCLE 2
1	U	70	70	80
2	I	70	70	80
3	Ni	60	75	80
4	V	70	80	80
5	Ne	65	70	80
6	S	70	80	85
	AVER	67.5	74.16	80.83

Table 2. Student Answer of Flipped classroom learning model questionnaire

NO	STU	ANSWER																			
		A1	A2	A3	A4	A5	A6	A7	A8	A9	A10	A11	A12	A13	A14	A15	A16	A17	A18	A19	A20
1	U	2	3	3	4	4	4	2	2	4	3	3	2	4	2	2	4	3	3	4	3
2	I	2	3	2	3	4	2	3	3	2	4	3	3	2	2	5	3	2	4	2	3
3	Ni	2	3	2	3	2	2	3	3	3	4	3	3	2	2	5	2	2	3	3	3
4	V	2	4	2	3	2	2	3	2	2	4	3	2	2	2	5	2	2	4	3	3
5	NE	2	3	3	4	4	4	2	2	4	3	3	2	4	2	2	4	3	3	4	3
6	I	5	4	3	4	4	4	3	3	3	2	3	2	3	3	3	3	3	3	3	3
	AVERAGE	2.5	3.3	2.5	3.5	3.3	3	2.7	2.5	3	3.3	3	2.3	2.8	2.2	3.7	3	2.5	3.3	3.2	3

Since the specialist viewed the understudies' development in the study hall the understudies were extending in their joint exertion inside the social events in the homeroom. They feel more appreciate when entering the virtual study hall since they recently peruse and watch the bearing before the class was held. The information introduced above shows that the utilization of flipped learning study passageway has improved understudy writing limits. This is considering the way that understudies have enough to look at and understand address material at home before entering class, so addresses in class are for the most part the additionally persuading and valuable.

From portrayal above, can be pulled in with respect to the tendencies and harms of the utilization of flipped study entryway, particularly for application in Indonesia. The possible additions of flipped classroom, for example, 1).Students can repeat the video and the material so they truly comprehend the material, not at all like in standard learning; on the off chance that understudies don't see, by then the educator must clarify again so understudies can see so it is less valuable; 2).Students can get to the video and the material from any place as long as they have palatable web alliance, can even

download and are more fulfilled to watch it over and over; 3). Efficient, in light of the fact that understudies are moved closer to consider the material at home and recalling that in class, understudies can zero in extra on their conversation and elaboration. The weaknesses of flipped homeroom are: 1).A commendable web alliance is depended upon to get to the video given by the teacher; 2).Students may require an immense measure of help to ensure they comprehend the material introduced in the video.

CONCLUSION

According to the explanation above, we can get the conclusion that flipped classroom learning is success in improving understudies' section composing capacities, it marker from growing proportion of understudy language authority, understudies creating penchants, understudies forming styles, and making test result can be extending in the wake of using flipped study hall learning model. The flipped homeroom learning model can be uses as a sensible model for learning and improving understudies' section composing aptitudes. The authority had once-overs that there are a couple of reasons which drives this occurs: student's eager, time

allocated for student to writing and students attractively. This research finding about improving students' paragraph writing skills by using Flipped Classroom Learning can be applicable to a global Second Language Acquisition audience, especially paragraph writing course.

As sketched out over, the flipped model may have a few advantages for language learning, and it can likewise assist students with obtaining innovation abilities in a completely incorporated manner that they may somehow or another not utilize or be presented to in class, for example, use recording programming, instructional video, learning the board frameworks and being autonomous Writing. It can likewise permit time for course exercises that may somehow be constrained out because of time requirements in a customary understudy focused study hall. What separates the flipped model from customary understudy focused guidance is the consolidation of innovation that underpins the asset rich, speaker as of now use to connect with their students in ideal learning conditions. Generally, our encounters more than one semester have persuaded that it isn't about if the homeroom is flipped, however whether the flip addresses the issues of the objective students. Since it seems, by all accounts, to be hypothetically solid as a rule doesn't imply that it ought to be actualized in light of the fact that the innovation is accessible.

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