

**STUDENTS' PERCEPTIONS
OF FLIPPED CLASSROOM-MEDIATED TASK:
INSIGHTS FROM AN INDONESIAN POST-EARTHQUAKE
EFL WRITING PEDAGOGY**

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Abstract

Despite its positive impact on students' learning and learning outcomes, studies documenting empirical evidence on how Flipped Classroom anchored in technology-mediated task can facilitate and promote students' learning in post-Earthquake EFL writing pedagogy context remain scarce. To fill this void, this action research, documenting both quantitative and qualitative data, anchored in González-Lloret's and Ortega's (2014) technology-mediated task framework, aimed to garner students' perceptions towards the use of FC-Mediated Task (FCMT) for learning essay writing; how they perceived this instructional approach compared to face-to-face only classes; and what challenges appeared while implementing this approach for the teaching and learning of writing in such a post-earthquake pedagogical context. The statistical evidence showed that the majority of the students positively perceived the use of FCMT for the learning of essay writing. The students also preferred the use of this approach to FTF only classes for learning to write essays in English in terms of the effectiveness and efficiency, engagement, language skills development and motivation. Pedagogical and technological challenges remained their prominent barriers in the implementation of this approach.

Keywords: Flipped Classroom-Mediated Task; EFL; TBLT

1. Introduction

Acquiring the writing skill is highly cognitively and linguistically challenging as it requires the ability to generate and organize ideas, and turn them into coherently and cohesively comprehensible texts (Seow, 2002). Adequate learning hours, writing practices, authentic learning materials, and language use beyond the classroom are critical to L2 writing instruction. However, a major problem faced by all schools and universities, particularly the State Islamic University on the Island of Lombok, Indonesia, was the catastrophic impacts of the earthquakes a magnitude of 6.4, 7, 6.2, and about a thousand aftershocks stroke the Island from August to October 2018, severely damaging the school buildings and psychologically leaving the students

and lecturers in a traumatic stress condition. As a panacea, the Islamic University initiated to employ tents as the emergency classrooms in the odd semester (August-December 2018) (see Figure 1 below).



Figure 1. Temporary Classrooms under the emergency tents

Nonetheless, most of these classes were inconvenient for both the lecturers and students because the rain and hot humid weather respectively made the classroom muddy and stuffy. Also, the lecturer's and the students' absences resulted in numerous missing materials that the latter were expected to learn. Additionally, the deficient pre-class preparation was responsible for the students' less participation in the class. Such drawbacks hampered them from achieving the learning objectives.

In the following even semester of the academic year 2018-2019 (February-May 2019), during which the Islamic university buildings were being renovated, the English Study Program, where the current study was conducted, ran its administration at a private Islamic Senior High School, where secondary school students attended the classes in the morning, while the university students presented in the afternoon from 1:30 p.m. Consequently, the learning hours slumped from 100 to 60 minutes a week, which was insufficient for the writing class.

To deal with the aforementioned issues, a novel instructional approach, such as making use of the online learning system which would not replace the lecture-based course and which would also allow the students to study at home at their own pace and convenience, is pivotal. One of such prominent approaches that has recently gained popularity in the realm of education is Flipped Classroom (FC) (Cabi, 2018).

FC allows the students to learn conceptual knowledge online and do practical tasks in the FTF classroom (Adnan, 2017; Cabi, 2018; Mehring, 2016; Mehring, 2018). It is a learner-centered approach that engages students in learning a larger proportion of classroom tasks online, e.g., teachers share the materials, such as videos, soft-file, learning webs, discussion and give feedback as well as exercises; and in which the students only learn practical tasks, e.g., writing tasks, in the FTF classrooms. This way maximizes the learning hours by engaging the

students in a collaborative discussion to solve particular learning problems and to do more practices, rather than merely listening to the lecture in the in-site classroom (Zainuddin & Halili, 2016).

Current studies have documented pedagogical benefits of FC in the L2 context, such as promoting the students' English idiomatic repertoire (Hsieh, Wu, & Marek, 2017); learning, motivation, and content knowledge (Zainuddin & Attaran, 2015); writing skills and opportunities to learn beyond the classroom (Buitrago & Díaz, 2018). However, studies documenting empirical evidence on how FC grounded in a SLA theory, say Task-Based Language Teaching (TBLT), can facilitate and promote students' learning, particularly in the post-earthquake writing pedagogy, remains unexplored. González-lloret (2017) and Ziegler (2016) opine that marrying TBLT and technology promotes L2 learning outcomes as theoretically justified by some previous studies (e.g., González-lloret, 2017; Ziegler, 2016; Baralt & Gómez, 2017).

Based on the rationales above, this study, anchored in González-Lloret's and Ortega's (2014) Technology-Mediated Task framework, aimed to examine how the use of FC-Mediated Task (FCMT) for the teaching of essay writing in an Indonesian post-earthquake EFL writing instructional context facilitates and promotes the students' learning. The following overarching research questions guided the whole part of this study.

1. What were the students' perceptions towards the use of FCMT for learning essay writing?
2. What were students' overall experiences for the use of FCMT for learning essay writing compared to other conventional lecture-based courses in the post-earthquake writing pedagogy?
3. What challenges were faced by the students and the writing instructor regarding the application of FCMT in the learning context?

2. Literature review

2.1. Technology-mediated tasks

As the sub-branch and product of CLT, TBLT has gained popularity among L2 researchers (Ellis, 2009). This "process-based approach" derives from the work of Dewey known as 'experiential learning' or 'learning by doing', which emphasized students' active participation,

meaning and use of language for communicative purposes (Ziegler, 2016; González-Lloret, 2017). Willis (1996) regards 'task' as any goal-oriented activity which allows learners to use the learnt language to achieve certain learning outcomes. Ellis (2009) views tasks as the activities that drive language learning. Nunan (2004) defines TBLT as the pre-, during, and post-tasks that enable learners to manipulate, understand, create and actively partake in the use of English, in which grammatical knowledge is oriented towards meaning making, not towards grammatical exercises.

With regard to TBLT and technologies, Ellis (2018) states that TBLT and CALL first made its way to language education in the same period, in 1980s. Likewise, the interplay between TBLT and technologies can be associated with the penetration of both the Communicative Approach and CALL into the realm of education in the early and late 20th century, which entails similar characteristics, such as the emphasis on authenticity, meaningful resources, and real-world activities (Thomas & Reinders, 2010). Although L2 educators have been interested in the use of digital technologies of Web 2.0, such as blogs, chats, wikies, etc., their use will remain less effective unless grounded in the L2 learning theory (González-Lloret & Ortega, 2014; González-Lloret, 2017). With regard to FC and technologies, its application should focus on developing students-centered learning that provides a smoother access to learning and materials for both teachers and learners through discussion forum posts, videos, quizzes etc. As FC is frequently applied using online learning platforms, Web 2.0 applications, Facebook, personal learning websites, and some free e-learning platforms such as Edmodo, Schoology and etc., the employment of TBLT underlying its learning design may give additional values to the language learning process. González-Lloret and Ortega (2014) and González-Lloret (2017) offer TBLT as one of the best communicative approaches that can underlie the effective practice of language learning using Web 2.0 technologies as it may actively engage learners in doing and creating real world tasks. Drawing on several recent studies on TBLT and technologies, González-Lloret and Ortega (2014, p. 5-6) offer the following five primary principles of technology-mediated tasks, which framed the present study:

1. *Primary focus on meaning*: The learning should accentuate meaning, and language form is taught implicitly despite the provision of the preceded learning goal.
2. *Goal orientation*: The learning activities should engage students in the process of task completion that offers communicative purposes and orients towards both (non)communicative outcomes driven by information gap or transfer.

3. *Learner centeredness*: Task should be based on needs analysis, knowing what students want and need, and allow them to employ their non(linguistic) and digital abilities.
4. *Holism*: Task caters authentic and real-world language use that entails grammatical, functional and meaningful learning of language.
5. *Reflective learning*: Task does not only encourage language use for task execution or activities but also provides reflective learning for the learners.

2.2. Flipped classroom in EFL context

Lee and Wallace (2017) advocate that CLT fails in the EFL context due to the contextual barriers, such as the absence of English use beyond the classroom, and insufficient learning hours; thus, the students gain less knowledge, learning outcomes and interaction, which hampers their language development. FC provides an alternative to the contextual constraints because it affords the learners more opportunities to learn in and beyond the classroom in a flipped manner.

The employment of technology in the EFL context has brought about more learner-centered and communicative learning (Mehring, 2016). FC creates such learning characteristics as it facilitates students' interaction before FTF class takes place, peer feedback pertinent to the tasks from the teacher, individual and collaborative learning, access to authentic learning materials, and encourages them to be more participative in the classroom as they gain more time for preparation (Mehring, 2018; Adnan, 2017). For this reason, FC has recently gained its popularity among instructors and researchers as a pedagogical alternative for the traditional classroom (Cabi, 2018).

Hsieh, Huang, and Wu (2017) investigating the effect of FC on Taiwanese students' mastery of English idioms revealed that it enhanced their motivation and participation in the class. Although the use of both conventional lecture-based instruction and FC improved the students' idiomatic knowledge significantly, the latter approach made higher significant idiomatic knowledge gain at the significant level ($p < .001$) and mean difference of the post-test at 14.04. Similarly, Zainuddin and Attaran (2015) unveiled that the students at a Malaysian university were positive about the use of the learning approach. It was also found that the use of FC motivated them to learn. In particular, 67% of the students perceived that the instructional approach promoted conducive communication between them as learners; lower ability and shy students were encouraged to communicate, question and respond; 78% of them opined that it

facilitated learning beyond the classrooms; and 77% and 78% of them respectively perceived that the learning approach escalated their motivation and content knowledge.

With respect to the teaching of L2 writing, Buitrago and Díaz (2018) revealed that FC afforded more opportunities and time for students to do writing tasks. Learners were more capable of writing complex sentences using connectors, correctly identifying grammatical errors, using appropriate lexical choices and ways of writing, and understanding rhetorical patterns from various essay genres. It was also found that FC promoted the students' positive attitudes toward the learning. Adnan (2017) investigated the effect of FC and non-FC learning approach and documented students' learning experience at a Turkish university by means of Facebook as the e-learning platform. The statistical evidence showed that the students' results from the two different classes did not have a significant difference in terms of Quizzes and Portfolio, yet they were significantly different in terms of essay score given the value $p < .05$ ($p = .010 < .05$), which indicates that the use of FC was more effective in improving the students' essay writing skills. The qualitative evidence also showed that the students gained better understanding of the content; they became less stressed, more disciplined and motivated to learn, as well as more actively engaged in FTF classes.

2.3. Flipped classroom in the Indonesian EFL context

In the Indonesian EFL context, FC is a new form of instruction-based technology. This is evidenced from a lack of studies pertinent to its use published in internationally high-indexed journals. To the author's best knowledge, there have been three research articles pertinent to the implementation of FC recently published in the international journals by the time of writing this paper (August 2019), albeit two studies recorded in the state as evidenced in the systematic review study by Turan and Akdag-Cimen (2019). Afrilyasanti et al., (2017) investigated how 30 Indonesian High School students perceived the use of FC in learning writing. The findings indicated that the students positively perceived FC for learning writing. The use of pre-class activities (online learning, using videos) was deemed to improve their understanding about the concept of writing compared to their peers who did not watch the videos. However, the students in the study also faced some challenges, namely inadequate access to the internet, lack of facilities, and overloading with tasks from other subjects at the same time. The students also perceived that the learning method could improve their writing skill. Similarly, Zainuddin (2017) found that the use of FC more actively engaged the students in the individual and collaborative learning online, and motivated them to learn, afforded more chances to learn earlier before FTF class, and gained direct feedback from the lecturer. The students also

positively perceived the use of the instructional approach. Afrilyasanti et al. (2016) also investigated the impact of FC on the writing skills of students with different learning styles. 62 students were divided into experimental and control groups. The statistical evidence showed that FC significantly improved the students' writing skills (t -count = 10.893; p -value= 0.000). Another finding also showed that the students with accommodating and converging learning styles felt the significant benefits of learning through FC, while it did not apply to those with assimilating learning style.

Nonetheless, the majority of the aforementioned studies are not anchored in any SLA theory, TBLT for example. González-Lloret and Ortega (2014) and González-Lloret (2017) argue that learning L2 using technologies without being undergirded by a SLA theory or principles will only be no more than an entertainment. Moreover, there remains a dearth of studies quantitatively and qualitatively collecting empirical evidence on students' perception pertinent to FC application during post-earthquake EFL writing pedagogy in the literature, which may provide theoretical and practical insights on how to teach English under such a remote learning condition, where facilities and learning hours are of the primary concern. Further, none of the research cited in this study employed a free e-learning platform, which actually serves for virtual learning purposes, such as Schoology, one of the many available web-based Learning Management Systems (LMS) that allows teachers to distribute materials, monitor, and assess students interactively through its various features, such as discussion forum, assessment grading and etc. (Robinson, 2017). Zainuddin and Halili (2016) reviewed a large number of studies regarding the application of FC from 2013 to 2016 to discover that none of the studies under review employed the aforementioned web-based LMS (see Zainuddin & Halili, 2016, p. 323). For these reasons, the current study aimed to provide empirical evidence on how the application of FCMT through Schoology platform can facilitate and promote students' learning in the Indonesian post-earthquake EFL writing pedagogical context.

3. Methodology

3.1. Research design

This study reports findings of broad Action Research study (AR). It was deployed to resolve the contextual problems mentioned earlier and improve the learning. Burns (2010, p. 2) advocates that AR is a sort of "reflective practice", in which the teacher simultaneously becomes the researcher. Hence, my dual role in this research was being the English writing instructor and researcher at the same time. This study adopted four general phases of AR as

first coined by Kemmis and McTaggart (1988) cited in Burns (2010, p.8), namely Plan, Action, Observe, and Reflect. This set of AR stages was applied in two research circles throughout the semester

3.2. Participants and the context

This study took place in an English Essay Writing class carried out once a week at an English Study Program of an Indonesian State Islamic University situated in Lombok Island, Indonesia. 30 participants of Sophomore Pre-service EFL students, whose language levels varied from elementary to pre-intermediate, were involved in the study. The students had never experienced FC learning model.

3.3. Design and procedure

The goal of the course was to develop the students' ability to write different genres of essay in English, such as descriptive, narrative and expository. The primary textbooks used were the second edition of *Writer's Resources: From Paragraph to Essay* by Robitaille and Conelly (2007) and the third edition of *Writing to Communicate: Paragraphs and Essays* by Boardman and Frydenberg (2008), including the use of other relevant materials and videos taken from the internet shared through the e-learning platform, Schoology, a free user-friendly LMS for teachers and students that offers various pedagogical features, such as an announcement board, discussion forum, quiz, assignment submission, folder, add-links, grading and grading setup (visit <https://www.schoology.com/>) (Robinson, 2017).

The class began with the introduction to the course objectives, assessment, and use of Schoology. 70% of the students' attendance was allocated for online class because the larger portion of the overall classroom activities were conducted online, while the remaining 30% was for FTF classroom where the students only did the assignment given online regarding writing practices, presentation, debate, brainstorming, collective and individual feedback. A poll was created to collect the students' preferences for learning (FTF only, online only or a combination of the two), which showed that the majority of them preferred the combination of the two (see Figure 2 below). It was done because TBLT must begin with a needs analysis at the outset (González-Lloret & Ortega, 2014; Baralt & Gómez, 2017), which comprise the information regarding the students' preferences in the use of technological devices for mediating the learning process (González-Lloret & Ortega, 2014).

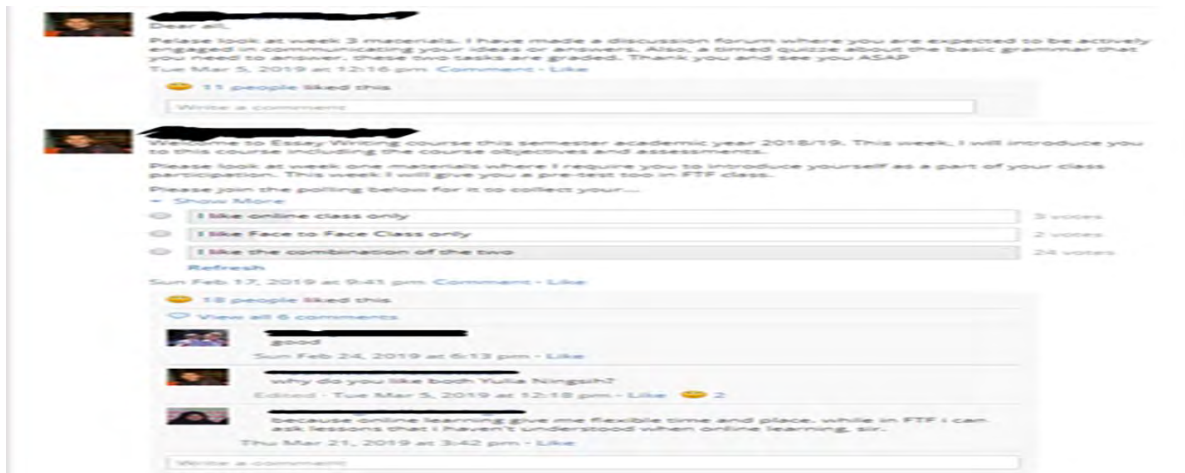


Figure 2. Students' learning preferences

Table 1 provides a summary of the learning activities throughout the semester (see below). Although the primary focus is on meaning, the importance of grammatical awareness necessary for executing each of the writing tasks plays a crucial role in the writing accuracy. For that reason, Littlewood (2007) advocates the need for adapting rather than adopting TBLT concept in the EFL context, where social, cultural and educational values differ from the context of its origin, L2 context. This, however, does not necessarily detach the principles of technology-mediated task as the form-focused instruction is also inclusive to the learning approach (Ozkoz & Elola, 2014).

Table 1. FCMT learning activities throughout the semester

Week	Lesson	Online 70%	FTF 30%
2,3,4,5	Descriptive Essay: Describing favorite tourism destination on the Island of Lombok	<p>Discussion forum:</p> <p>Video:</p> <ul style="list-style-type: none"> What is and how to write a descriptive essay <p>Grammar:</p> <ul style="list-style-type: none"> How to use present tense (present, continuous, perfect and perfect continuous Coordinating connectors Intro to using Free mind mapping software Transitions <p>Reading</p> <ul style="list-style-type: none"> Textbooks (chapter 6, 7, & 8 (Robitaille and Conelly, 2007); 	<p>Writing Practice</p> <ul style="list-style-type: none"> Practice of writing descriptive essay Collaborative Presentation of descriptive essay using FreeMind mapping software <p>Feedback</p> <ul style="list-style-type: none"> Peer-gap noticing Collective Feedback Teacher-student feedback (individual conference)

		Chapter 4, Boardman and Frydenberg, 2008).	
		Feedback:	
		<ul style="list-style-type: none"> • Collaborative peer-feedback 	
		Quiz:	
		<ul style="list-style-type: none"> • Present tense • Coordinating connectors 	
6,7,8	Narrative Essay: Retelling the most memorable story	<p>Discussion forum:</p> <p>Video:</p> <ul style="list-style-type: none"> • What is and how to write a narrative essay • Writing a silent movie scene (listen to a short film) • What is cohesion and coherence? Why are they important? <p>Grammar:</p> <ul style="list-style-type: none"> • How to use past tense (present, continuous, perfect and perfect continuous) • Coherence and cohesion • Subordinating Connectors • Transitions <p>Feedback:</p> <ul style="list-style-type: none"> • Collaborative peer-feedback <p>Quiz:</p> <ul style="list-style-type: none"> • Past tense • Subordinating connectors 	<p>Writing Practice</p> <ul style="list-style-type: none"> • Practice of writing Narrative essay • Individual random presentation of memorable story <p>Feedback</p> <ul style="list-style-type: none"> • Collective feedback from the instructor • Individual feedback <p>Test</p> <ul style="list-style-type: none"> • Mid-term test
9,10,11,12	Agree and Disagree: Arguing for or against the implementation of the Indonesian National exam	<p>Discussion forum:</p> <p>Video:</p> <ul style="list-style-type: none"> • What is and how to write an Agree and Disagree essay • Paraphrasing strategies and exercises • Collective Online Brainstorming on national exam <p>Feedback:</p> <ul style="list-style-type: none"> • Collaborative peer-feedback <p>Quiz:</p> <ul style="list-style-type: none"> • Paraphrasing 	<p>Writing Practice</p> <ul style="list-style-type: none"> • Oral debating on banning the national exam • Mind-mapping ideas • Writing an agree and disagree essay on banning the national exam. • Paraphrasing <p>Feedback</p> <ul style="list-style-type: none"> • Teacher-student feedback (individual conference) <p>Test</p> <ul style="list-style-type: none"> • Post-test

3.4. Data collection tools and procedures

This study drew on multiple sources of data, namely a questionnaire, a semi-structured focus group interview, and students' and instructor's reflective journals. To answer the Research Question No. 1 (RQ1), a questionnaire adapted from Hsieh et al. (2017) was distributed to the students at the end of the course and computed using SPSS 20 to generate the descriptive statistics. It comprised 14 items constituting four constructs: 5 items for motivation, 4 items for effectiveness, 4 items for engagement, and 1 item for overall satisfaction with 5-point Likert scale indicating "Very disagree, disagree, neutral, agree and very agree". The phrase "mediated-task" was added to the phrase "Flipped classroom"; hence, it states "a flipped classroom-mediated task is a better way of learning". The reasons for using the questionnaire was its validation by two other experts (Hsieh et al., 2017) high reliability (the Cronbach's Alpha value $\alpha=.88$), meaning that the internal consistency of the items was high (Field, 2009).

Semi-structured focus group interview and reflective journals of the students and the writing instructor were used to garner the data pertaining to RQ2 and RQ3. Twelve most participative students were purposively chosen for the interview and were audio-recorded using a smartphone. In addition, the data gained from the reflective journals and some visual representations of the learning activities were used to illustrate and corroborate both the quantitative and qualitative findings garnered respectively through the questionnaires and the interview. These qualitative data were analyzed using Braun's and Clarke's (2016) thematic data analysis procedures: understanding the data, initial codes generation, identifying themes, themes review, theme definition and naming, and reporting. To validate the findings, two other English language translation experts were invited to review the translation results. Also, the analysis results were confirmed to the participating students to ensure their intended meaning and to avoid misinterpretation.

4. Findings and discussion

The deployment of the FCMT in this learning context was overall perceived positive as it effectively and efficiently facilitated and promoted the students' learning and gave them more learning opportunities. The students generally found it motivating, engaging, and satisfying.

RQ 1: Students' perceptions towards the use of FCMT for the learning of essay writing

The statistical evidence showed that overall the students perceived the use of FCMT as positive: motivating (M=3.84); effective (M=3.60); engaging (M=3.72); and satisfying (4.17) (see Figure 3).

Figure 3. Descriptive statistics of students' perception of FCMT learning experience

Constructs	N. Items	Min.	Max.	Mean	SD
Motivation	5	1	5	3.84	0.70
Effectiveness	4	2	5	3.60	0.55
Engagement	4	1	5	3.72	0.57
Overall Satisfaction	1	2	5	4.17	0.61

N=28

This quantitative finding corresponds to that of the qualitative pertaining to RQ2.

RQ2: Students' overall learning experiences of using FCMT compared to other conventional lecture-based courses

The qualitative evidence unveiled that the use of FCMT for learning to write essays in English was perceived more positively compared to the use of FTF-only classes. Four themes were generated, namely effective and efficient learning, learning engagement, improvement of writing and related language skills, as well as motivation and learning enjoyment. Due to word limits of this paper, sample excerpts from the focus group interview, reflective journals of both the students and lecturer, and images depicting the learning activities were succinctly presented in the Table 2 beneath.

Table 2. Summary of the students' perceptions on the use of FCMT

Themes	Sample Excerpts and Images
Effective and efficient learning	<p>".....the use of FCMT after the earthquake hit my island is helpful for me. I find it easier to find the course. Unlike in FTF where students only have the materials at one time, FCMT offers a combination of both FTF and online learning using Schoology that provides a 24-hour course distributed by the lecturer." [Student 9 focus group interview 23/05/2019]</p> <p>"I think using FCMT is very efficient because it was impossible to learn writing for 60 minutes only by FTF". [Student 1 focus group interview 23/05/2019]</p> <p>"The use of FCMT for learning essay is better and more effective..... because of the reduced learning hour from 100 minutes to 60minutes.... The lecturers in FTF classes often run out of time as the classes will be used by another lecturer, for they immediately changed the topics of the courses despite our less comprehension....." [Student 1's reflective journal]</p>
Learning engagement	<p>".....the use of FCMT promotes my participation in FTF class as the lecturer gives me opportunities to discuss related topics via online class in Schoology." [Student 4 Focus group interview on 23/05/2019]</p> <p>".....I can learn everywhere at any time by the online class via Schoology". [Student 3 focus group interview 23/05/2019]</p> <p>"I have much more time to learn and prepare myself before entering the FTF classroom via the videos shared and discussion forum created by the lecturer" [Student 4's reflective journal]</p>

“It was noticeable that the students who watched the video about paraphrasing strategies in week 10 and did the task earlier was more active in the class than those who did not. When I was reviewing the online lessons about Paraphrasing strategies in FTF class for example, the students doing the task were responding quickly to me and answering the questions perfectly.....” [The instructor’s reflective journal]

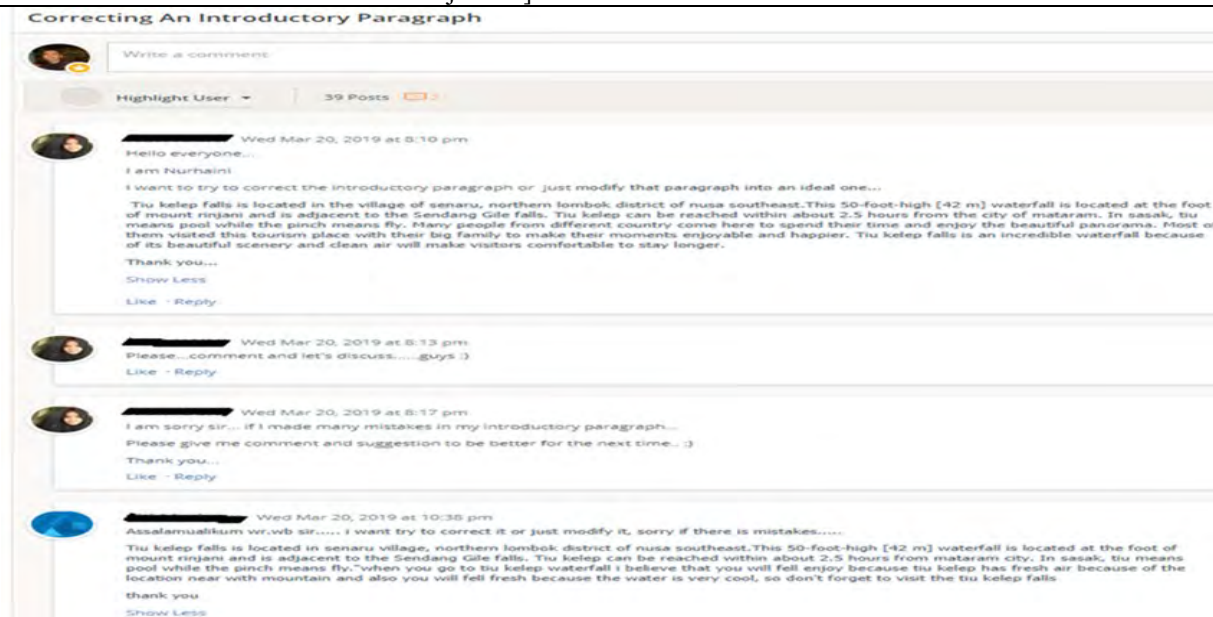


Figure 4. Online collaborative feedback

Improvement of writing and related language skills

“I can understand the learning materials more comprehensively because I can ask about what I do not understand online in FTF class.....”

[Student 1 in Focus group interview on 23/05/2019]

“.....while in FCMT, the tasks given, such as watching the videos were complete in that it allowed me to improve not only my writing, but also listening skills and vocabulary as I listen to native speakers.”

[Student 2 in Focus group interview on 23/05/2019]

“The materials and videos shared by the lecturer helped me understand better about how to write essay writing, enriched my vocabulary. Also, the discussion forum was helpful for improving my writing skills, and the feedback from my friends and lecturer allows me to better my writing, for example, in writing thesis statement....” [Student 5’s reflective journal]

“It is noticeable that the students could collaboratively share their ideas and gave feedback orally to each other when presenting their descriptive essay using MindMapping software. Also, the students were actively engaged in debating for and against the implementation of the Indonesian national exam for the authorship of agree and disagree essay.....” [The instructor’s reflective journal]



Collaborative brainstorming or case building



Presenting arguments on the Indonesian national exam

Figure 5. Collaborative brainstorming and argument presentation



Figure 6. Online debating

Motivation and learning enjoyment	<i>"I was encouraged to be more active as I could see that my score was increased the more I participated in the online class."</i> [Student 6 focus group interview 23/05/2019]
	<i>"In traditional class, we just have a teacher-centered teaching organization. In this class (FCMT), particularly online class, we are forced to be on time in submitting our tasks. If we are late for one second, we will be at risk. So the first thing I learn is time management."</i> [Student 1 focus group interview 23/05/2019]
	<i>"FCMT is an interesting approach that it reduces the learning boredom. This approach compliments FTF and online learning..... The use of Schoology as a learning platform in this method motivates me to be more active online because it shows my grade. The more we participate, the better score we gain".</i> [Student 2's reflective journal]

RQ3: The challenges faced by the students and writing instructor using FCMT for the learning of Essay Writing

Drawing on the data taken from the focus group interview and students' and the writing instructor's reflective journals, pedagogical, and technological issues remained the primary learning challenges. The following Table 3 provides succinct accounts of such findings.

Table 3. Summary of perceived challenges on the use of FCMT

Themes	Sample excerpts
Pedagogical challenges	<i>"Duration for quizzes should be extended because it is difficult for us to think quickly in a short period of time....."</i> [Student 9 focus group interview 23/05/2019]
	<i>".....What needs to be improved in FCMT is the feedback from the instructor. When my friends made some mistake online, the lecturers did not give much feedback on it.....".</i> [Student 7 focus group interview 23/05/2019]
	<i>"What I dislike about FCMT is that our friends often copy paste our answer in the discussion forum."</i> [Student 7 focus group interview 23/05/2019]
	<i>"Drawing on the interview in the mid-week, when asking some of the students about how they progressed in the class, the one that the students complaining was the copy paste of their comments by one of the students....."</i> [Instructor's reflective journal]
	<i>"I felt that I learn more from the use of FCMT, yet I find it difficult to manage my</i>

	<p><i>time to study twice a week [one online learning for pre-class activities, and the other for in class activities].....”.</i></p> <p>[Student 12 Focus group interview: 23 May 2019].</p> <hr/> <p><i>“.....I had a lot of other homework from other lecturers, so it is sometimes too demanding for me.....”</i></p> <p>[Student 8 focus group interview: 23 May 2019]</p>
Technical challenges	<p><i>“....I find it hard to log in to Schoology due to limited internet connection. However, we still have another alternative, such as a public Wi-fi in my dormitory. It is accessible for me because I have Wi-fi in my dormitory.”</i></p> <p>[Student 4 focus group interview 23/05/2019]</p> <hr/> <p><i>“....Also, when we work on the quiz, the connection is error and all the answers are blank.....”</i> [Student 12 focus group interview 23/05/2019]</p> <hr/> <p><i>“.....there are some problems that the other students faced using this approach such as limited internet access and facilities, such as laptops to support the learning. It is sometimes problematic when doing the quizzes online during a low internet connection.....”.</i></p> <p>[Student 10’s reflective journal]</p> <hr/> <p><i>“.....lecturers sent the works in the absence of announcement or notification. We know that most students do not have smart phones that support their study in online learning, for example, I have smartphone, but it is impossible for me to open Schoology every day. It is hard for me to notice a new task given online. As a result, students who do not submit the task will have a low score.....”</i></p> <p>[Student 11 Focus group interview 23/05/2019]</p> <hr/> <p><i>“I was finding it harder to set up the class in Schoology platform in the beginning, such as setting the grading period, dividing it into several grading categories, sharing one lesson to other groups, etc. However, I could figure them out by watching videos on Youtube on how to use Schoology for teaching, and throughout the lesson, my technical skills at using this learning platform were improved.....”</i></p> <p>[Instructor’ reflective journal]</p>

The present study investigated how EFL students perceived the implementation and challenges of FCMT for learning essay writing, particularly in the post-earthquake pedagogy. The two primary rationales drove this study: contextual and theoretical issues. The former refers to the inadequacy of classrooms and learning hours, which was 60 minutes a week for the students to study Writing; while the latter relates to the gap in the literature.

The statistical evidence showed that overall the students positively perceived the use of FCMT in learning Essay Writing. It is also unveiled that the application of the learning approach was pedagogically fruitful for both the students and the writing instructor in the post-earthquake pedagogical setting, where the classrooms and learning hours remain a concern despite the provision of some instructional and technical barriers that, to some extent, hampered its implementation.

Drawing on the statistical evidence garnered through the questionnaires, the majority of the students were satisfied with the implementation of FCMT for learning essay although two of them strongly disapproved its enjoyment and pleasure. This finding accords with that of Hsieh at al. (2017), who unveiled that the students in their study were overall satisfied with the implementation of the flipped method despite the very disagreement with the preference of the

flipped method over the FTF only. It was because the students had to study harder in the flipped learning model. With this regard, Mehring (2018) suggested that the teachers should gradually implement this approach as it creates a new learning context that gives students an extra load of work than usual. The teacher should prepare the class before FTF for students to be actively engaged in the online class.

The qualitative evidence in the current study also corroborated the assumption that the FCMT was a new approach for learners to have such an intense study, where learning writing is linguistically and cognitively demanding, and that they were overloaded with tasks from other 10 courses throughout the term. Nevertheless, in the second circle of the learning design, the students were given less demanding tasks, which was a part of the continuous needs analysis through reflective practices. In addition, the inclusion of a Web-based app also created some barriers, including unstable internet access and the absence of notification of Schoology learning platform app on their mobile phones. The aforementioned challenges for the implementation of FC faced by the students were justified by the result of the systematic review study by Turan and Akdag-Cimen (2019) that overload with work and technological or internet access remained the prominent learning barriers. Likewise, Afrilyasanti et al. (2017) also uncovered similar findings in that the Indonesian secondary school students faced similar challenges: lack of facilities, inadequacy of internet access and overload with tasks from other lectures.

Nevertheless, the majority of the students in this study positively perceived the implementation of FCMT as the learning approach for the teaching of writing in the post-earthquake learning environment because it was more effective and efficient compared to the FTF class only, giving them more opportunities and time to study at their own pace anytime and anywhere. These findings are correspondent to those of several other studies cited in this study (e.g., Buitrago & Díaz, 2018; Zainuddin & Attaran, 2015; Adnan, 2017; Zainuddin, 2017). In addition to the positive perception of the Flipped Classroom, Buitrago and Díaz (2018) unveiled that the implementation of FC afforded the students more opportunities and time to learn. Another finding of the present study was that the students were more engaged and motivated in learning. The nature of the flipped learning model using Schoology e-learning platform facilitating learning beyond the classroom through timely and marked online discussion forum and quizzes and other features which encouraged the students to learn on time: participating in discussions, doing tasks, submitting assignments and doing quizzes more punctually. The findings were also aligned with the previous studies on the employment of FC. For instance, Hsieh et al. (2017) found that the students were more motivated to learn idiomatic

expressions and more participative in the FTF classroom. Similarly, Lee and Wallace (2017) discovered that the Korean students in the FC were more involved in learning than their counterparts in the non-FC due to online pre-learning activities. Afrilyasanti et al. (2016) also discovered that the students who watched the videos in the online class were more active in the class, which did not happen otherwise. Lee and Wallace (2017) advocated that the affordance of the flipped learning model on learning English beyond the classroom can be the panacea for the absence of English use as a means of daily communication in the EFL context, which has long been regarded as the primary barrier to the target language mastery inasmuch as the students gain less exposure to the target language. They argued that less exposure to input has prevented CLT from achieving its communicative goals in EFL teaching context (see Lee & Wallace, 2017). This indicates that the marriage between FC and TBLT as the variant of CLT as evidenced in this learning design provides the alternative to this learning barrier. The presence of the Web 2.0 technology, such as Schoology, could help instructors reach the students and facilitate learning outside the classroom. With this regard, González-Lloret and Ortega (2014) advocate that the appropriate use of technology-mediated tasks for language learning instruction would promote students' self-confidence, motivation, creativity in interaction; expose them to the target language, create an authentic learning environment, promote cultural understanding; and provide them with the unprecedented amount of input. In this study, it was inevitable that the learning design allowed the students to communicate and share their ideas in English facilitated by Schoology as the learning platform. Such a learning activity represents learner-centered and meaning-focused instruction as some of the characteristics of the technology-mediated task inasmuch as the students were directed to focus on communicating their ideas both in the online discussion forum and FTF.

The current study also showed that students perceived that the deployment of FCMT developed not only their writing skills, but also other related skills, such as speaking, listening, and vocabulary compared to the conventional classes. The native English-speaking videos about the writing concepts and other relevant readings or materials shared by the writing instructor provided the students with the learning opportunities beyond writing skills; as they listened to and imitated the ways native speakers speak English. The finding echoes the previous studies cited in this present study, in which the employment of FC could better improve students' language skills: e.g., writing skills (Afrilyasanti et al., 2016; Afrilyasanti et al., 2017; Buitrago & Díaz, 2018; Adnan, 2017; Lee & Wallace, 2017); idiomatic learning outcomes (Hsieh et al., 2017); speaking skills (Köroğlu & Çakır, 2017; Hsieh et al., 2017); listening, vocabulary and speaking (Hung, 2017). With this regard, Blake (2016) argues that L2

teaching with technologies carefully and appropriately undergirded by the TBLT theory will enable the L2 instructors or curriculum designers to integrate the four macro skills simultaneously. This study provides empirical evidence for the abovementioned claim. The employment of videos showing the native speakers of English and other e-learning sources shared through Schoology adheres to the principles of goal orientation and holism of the technology-mediated instruction as they offer the authentic, grammatical, and non(linguistic) or multimodal learning experiences for the students. These are adequately accommodated by the students through watching and discussing videos as well as doing grammatical exercises on the e-learning platform. In addition, the reflective practice principle is evident in that the students were noticing their classmates' presentations using the Freemind app and the journal reflection that they were required to write. Overall, the present study yields insightful evidence on the successful implementation of FCMT for the teaching and learning of essay in the post-earthquake EFL writing pedagogy on the Island of Lombok, Indonesia.

5. Conclusion

The Flipped Classroom model guided by the technology-mediated task principles provides promising pedagogical benefits. This study offers empirical evidence of such educational advantages, particularly with reference to learning essay writing in English. The implementation of FCMT in this study has been overall positively perceived compared to FTF-only classes by the students in that it facilitates their learning beyond the classroom and gives them more opportunities to learn and use English in and outside classroom, leading to necessary input; hence, improving their motivation and English skills, particularly writing. The five characteristics of Technology-mediated task: primary focus on meaning, goal orientation, learner centeredness, holism, and reflective learning, underlie the learning design. Both the task-based framework and FC are complementary inasmuch as the former maximizes the potential use of the technologies for language learning purposes, while the latter enhances the employment of the language learning theory (González-Lloret & Ortega, 2014), and, if carefully designed, the combination of the two may integrate the four macro skills (Blake, 2016). The nature of FC, where the students learn advanced concepts about writing through the Web 2.0 technology and do respective learning tasks or activities in the classroom FTF, adds another educational benefit or power to the technology-mediated task as the pedagogical framework for the teaching of L2 using technologies. On the other side of the coin, the principles of technology-mediated tasks guide the application of FC.

Despite contributing to the growing body of literature in the ELT context, this study highlights some important points for better future pedagogical application of FCMT. Practically speaking, future design of FCMT should be less cognitively demanding, particularly in such contexts in which this approach is new to students to avoid being overloaded with tasks. For the same token, Mehring (2018) suggests that learning using FC as a new learning approach should be gradually developed. The issue of copying someone else's work in online discussion forum as grumbled by one of the students in this study should be taken into account. Setting suitable time allotment for the quizzes can be an alternative for this issue, including setting the discussion forum where the students are unable to see their classmates' responses before they take part, especially when using Schoology learning platform.

English (writing) teachers or instructors should continually carry out reflective practices to address the aforementioned issues. Future studies may try to ground the learning design in Task-based methodology as developed by Skehan (1996) and Willis (1996), such as pre-, during, and post-task, with a less demanding task design.

Theoretically speaking, since the current study provides more specific contextual qualitative data, it lacks empirical evidence on the effect of the deployment of FCMT on the students' writing skills. Hence, experimental studies are of paramount importance, such as pure-experimental research, quasi-experimental design. Further, given the diverse contextual complexities, Design-Based Research (DBR) can be an alternative methodology for future studies to figure out the correlation between various contextual variables and generate practical theories for its implementation in similar or different pedagogical contexts. Nonetheless, the present study encapsulates the successful implementation of FC anchored in the technology-mediated task framework in the context of post-earthquake EFL writing pedagogy that offers theoretical and practical insights for English (writing) instructors and academics interested in the sphere.

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