

Flipped Project-Based Learning Model in Creative Writing Class: How Do Students Need It?

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Abstract

Student needs for each course are different. Implementations that do not meet the needs will cause problems in the learning process. This study aims to analyze the characteristics of materials to be used in creative writing classes, especially while learning opinion writing that meets the students' needs of learning materials. This research is a quantitative descriptive study. Using purposive sampling technique, 38 of all students of the PGRI University of West Sumatra in the Indonesian Language and Literature Education Study Program, participated in this study. The students were asked to respond to an online questionnaire investigating their situation in the creative writing class, their needs and difficulties in learning materials about opinion writing as one of subtopics in the creative writing course. This research provides insights to design a Flipped Project Based Learning model using an e-learning platform. The results revealed that with the conventional learning, some students were less motivated and creative, so it is necessary to provide learning materials that can encourage all students' active participation and writing creativity without exception. Besides, the students need a complete and systematic set of learning materials about the concept of opinion writing that allows them to customize the topics and ideas for writing opinions, along with lecturer guidance in understanding the concept of writing the opinions. Additionally, the materials should be able to help them deal with their difficulties in determining ideas and the title of the opinion essay.

Keywords: writing opinion, flipped project based learning, creative writing

Introduction

Creative writing is a mandatory subject for students of the Indonesian Language and Literature Education Study Program before completing their studies. It guides students to process experiences, imaginations, fantasies into beautiful writing (Dewilenimastuti, 2020; Kurniawan, 2014). Moreover, through creative writing activities, the students can develop their writing skills and creative ideas. The ideas in creative writing can describe the author's wishes (Sardila, 2015). Therefore, it is necessary for universities to provide them with interesting, meaningful learning materials about writing in creative ways to facilitate the students in understanding the lectures. Among the creative writing lectures, materials about opinion writing are listed. Learning this subtopic encourages the students to write creative writings designed to entertain and provide information about an event, situation or aspect of a person's life. Doing writing activities can fill a person's time to communicate thoughts, add insight and think positively and critically in addressing life (Miranti et al., 2021; Yarmi, 2014). Hence, the students are expected to have creativity in writing, especially writing opinions.

Opinion writing is also one of the print media journalism courses at the PGRI University of West Sumatra, Indonesian Language Education Study Program. In this course, the students are required to be able to produce appropriate opinion writings for publication. The basic concept of opinion is people's feelings and thoughts on a subject (Santana, 2007) . It comes from the author's sensitivity to an existing phenomenon and currently discussed event. In modern times, opinion is associated with the popular scientific term which refers to individual thoughts, which start from facts and then are written into the form of ideas or opinions (Sakaria & Nojeng, 2018) . Besides, opinion is a popular short scientific article that discusses a particular problem and only contains the author's opinion (Purmomo, 2019) . Anyone who has new ideas or aspects to discuss can pour them into written forms or oral exposures of a particular language event (Romadhon, et al., 2018) . Usually news articles containing opinions become controversial. In other words, it is often discussed by the public (Rahayu et al., 2015) .

Writing an opinion means providing insight and knowledge to others. The given information is varied; it can be data and experience. Therefore, writing an opinion should be an activity that is carried out with the heart: feeling joy to share ideas and love to contribute to knowledge and science. Opinion writing is a fun activity. Anyone really can and is able to write an opinion. Everyone who has knowledge, is able to write, in fact he can write opinions (Ahsin & Widianto, 2021) . In lectures or in the learning process, writing opinions can be assisted by the use of appropriate teaching materials.

The use of teaching materials can affect students' understanding of a material (Kuswanto, 2019; Magdalena et al., 2020) . Interesting teaching materials are needed in the learning process because they can increase students' motivation and interest in learning (Arianti, 2016) . In the writing opinion, the lecturer also uses teaching materials to serve as guidelines for teaching these teaching materials. Teaching materials that contain lecturers' teaching materials are a very important part of an overall learning process. To achieve the goal of writing opinions, one way is to use interesting and quality teaching materials according to the needs of students.

As one of the factors supporting the success of learning, teaching materials must be adapted to the needs of students. Teaching materials are all materials (both information tools and texts) that are systematically arranged, which displays a complete picture of the competencies that must be mastered by students and used in the learning process with the aim of planning and studying the implementation of learning (Prastowo , 2011) . Lecturers must equip themselves according to the characteristics of students and the subjects being taught to meet the needs of teaching materials (Arsanti, 2018) . The characteristics referred to are good from the availability of resources that affect learning, facilities and infrastructure. Research on teaching materials has been carried out by several researchers, (Elmubarok et al., 2019; Purwati & Suhirman, 2017; Sholikhah, 2020; Tegeh & Kirna, 2013) . Research proves the importance of teaching materials for learning, especially students.

The problem found in opinion writing lectures is that during the lecture process they still use the lecture method which requires the lecturer to explain the material and use textbooks. Lectures are only one-way and students are less motivated to study independently because theoretical textbooks make it difficult for students to understand. Students tend to wait for an explanation from the lecturer in understanding a material. When students are faced with solving writing problems that have not been trained by the lecturer, students will have difficulty solving them. Thus, this research needs to be done to overcome this problem. One way is to analyze student needs for problems in opinion writing lectures.

Needs analysis is an important step if planning is really expected to match the actual situation (Bogolepova, 2016; Sunandar, 2006) . Needs analysis should not be ignored (Aflah & Rahmani, 2018) . Analyzing needs is one of the important activities in designing learning to help solve student needs and teaching needs (Nasrullooh & Ismail, 2017) . Often the need is only based on guesswork or estimates in solving problems and to improve results are not analyzed accurately. Needs analysis looks for the underlying cause of the gap between ideal conditions (Yaumin, 2013) . There are several activities involved in needs analysis, namely identifying the needs, selecting the most important ones, placing them in order of priority and ignoring the unimportant ones. A needs analysis was also carried out by several researchers, (Adiyaman et al., 2018; Bipinchandra et al., 2014; Dian & Mansur, 2018; McIlroy et al., 2019) .

Research on the challenge of writing an opinion has been done (Sakaria & Nojeng, 2018) . The results showed that the teaching materials developed were feasible and effective to use in learning to write opinions and essays. Furthermore, research conducted (Rahayu et al., 2015) . The results of the

study showed positive results from the use of video-based teaching materials in learning to write opinions in schools. In improving the results of opinion writing skills, have also conducted research with research results showing that contextual learning can improve students' ability to write opinions (Untari & Masnunah, 2019) .

Based on the results of previous studies, there are differences in the research to be conducted with previous research. In previous studies, making teaching materials and using certain methods to improve students' opinion writing skills. Meanwhile, in this research, types of teaching materials will be developed in accordance with learning to write opinions based on the analysis of student needs. By analyzing the needs of students first before making certain teaching materials, the teaching materials that will be produced are in accordance with the needs and can support the success of the lectures that have been set.

Thus, this study explores what type of materials best suit student needs for learning opinion writing, a subtopic of creative writing, at the PGRI University of West Sumatra, through a survey. This study will be the foundation of the materials development to enhance students' understanding and interest in learning writing opinions in the creative writing course in the classroom and beyond .

Methods

Accordingly, descriptive quantitative research was carried out. Descriptive research enables researchers to collect information about the status of existing phenomena, namely facts or situations that were present at the time the research was conducted (Zellatifanny & Mudjiyanto, 2018) . This present study collected qualitative data in the form of students' behaviors and activities in learning opinion writing as well as their need for materials to learn the subtopic in the online learning mode.

Undertaken at PGRI University of West Sumatra, this research involved 38 of all students enrolled in the Indonesian Language and Literature Education Study Program. This sample was taken from the research population using purposive sampling technique. The data were gathered through a survey. The respondents were shared a link via WhatsApp to get access to an online questionnaire that was made with Google Forms and consists of 10 items related to the topic being studied. The collected data were then analyzed and interpreted descriptively to find the descriptions of materials for learning to write opinions online that meet the students' needs.

Results and Discussion

The results of the research are grouped into four sections: situation, needs, and difficulties in learning materials about opinion writing. The results are presented and discussed as follows .

Students' Situation in Learning Creative Writing and Opinion Writing

To find out the students' situation in the learning creative writing and opinion writing process, they were asked to respond to the first two items in the questionnaire, indicating their participation (Figure 1) and the effect of learning the materials (Figure 2).

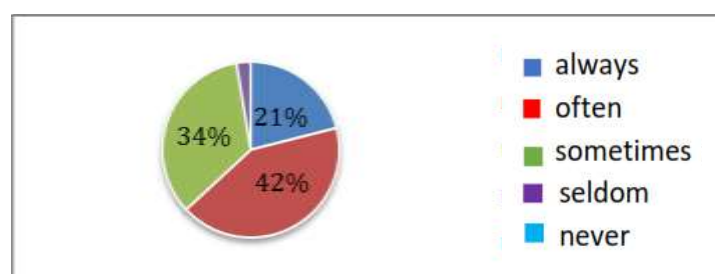


Figure 1. Students' Participation in Learning Creative Writing and Opinion Writing

Figure 1 presents that 42% of the students often take part actively during the creative writing learning process, especially when it comes to learning opinion writing and 21% of others always participate well during the lecture. In other words, the majority of them were active during the lecture. This indicates that the students have been quite motivated to learn creative writing in general and opinion

writing in specific when using the conventional learning materials. Meanwhile, 34% of them found themselves having active participation sometimes and 3% reported that they were rarely in part.

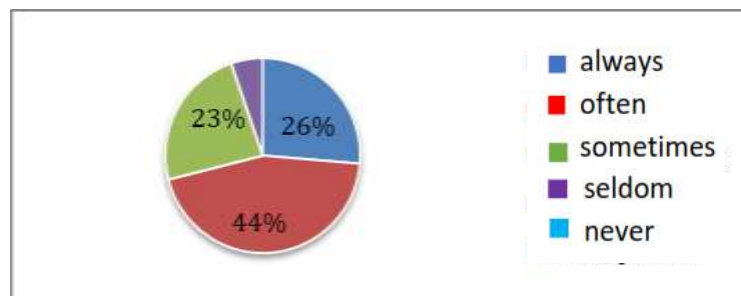


Figure 2 . The Effect the Students Feel about Learning Creative Writing and Opinion Writing

On another hand, Figure 2 reveals that about learning creative writing generally and opinion writing particularly, 44% of the students often felt that they became creative in writing, especially writing opinions and 26% of them always felt so. This indicates that most students found the learning has slightly brought up their writing creativity when they used the conventional learning materials. In contrast, 23% of them sometimes felt that way. Additionally, the rest of them (7%) felt that they rarely found themselves becoming creative after learning.

To sum up, the results show that the majority of students perceive learning creative writing and opinion writing is advantageous for developing their creativity in writing, especially in writing opinions. However, there are 30% to 37% of them were less motivated and creative. Therefore, new materials for learning to write opinions that can encourage all students' active participation and boost their writing creativity are on demand.

Students' Needs of Learning Materials

To investigate the students' needs of materials for learning opinion writing, they were asked to respond to the next five items in the questionnaire. These five items indicating whether they need: 1) freedom in determining topics and ideas in opinion writing (Figure 3), 2) the concept of learning to write opinions (Figure 4) that is systematic (Figure 5) and complete (Figure 6) , as well as 3) the lecturer's guide in writing opinions (Figure 7) or not.

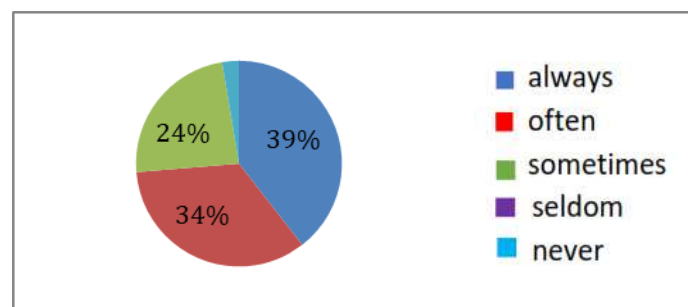


Figure 3 . Students' Need of Freedom in Determining Topics and Ideas for Writing Opinions

The results reveal that the students need learning materials that allow them to choose their topics and ideas while writing opinions. This can be seen from Figure 3 that presents 39% of the students were always willing to get opportunities to determine topics and ideas to write in their opinions. In addition, 34% of them often had the same will, and 24% of the students sometimes wanted topics and ideas that were different from what the lecturer gave. Only 7% of them decided to do consistently what the lecturer told. That means, best part of the students need the learning materials which they can be involved in deciding what opinion is about to write.

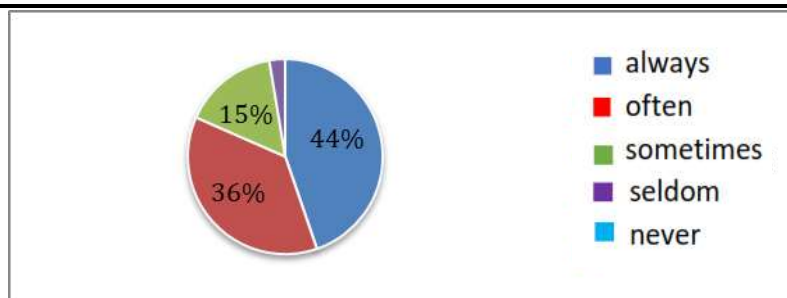


Figure 4 . Students' Need of the Concept of Learning to Write Opinions

From Figure 4, it can be identified that the majority of students need learning materials that are provided with the concept of learning to write opinions. Statistically, 44% of students always needed the concept to be included in the learning materials, 36% of them often agreed with it, whereas 15% of them were neutral, sometimes they felt they needed it but sometimes they did not. Only 5% of them rarely needed the concept materials. This indicates that the concept of learning to write opinions must have been included in the learning materials in order to meet the students' need.

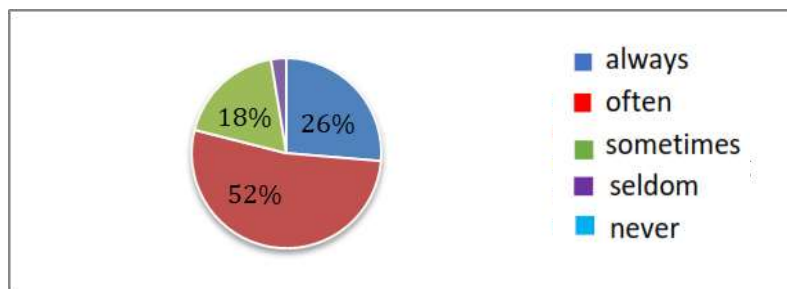


Figure 5 . Students' Need of the Systematic Concept of Learning Opinion Writing

To be precise, Figure 5 adds another criterion for providing the concept of learning opinion writing. It shows that the students need the concept to be systematic. The greater number of students who often (52%) and always (26%) believe that the systematic concept about learning to write opinions is in need proven it, although the rest of them thought sometimes it is necessary (18% of students) and not really needed (4%).

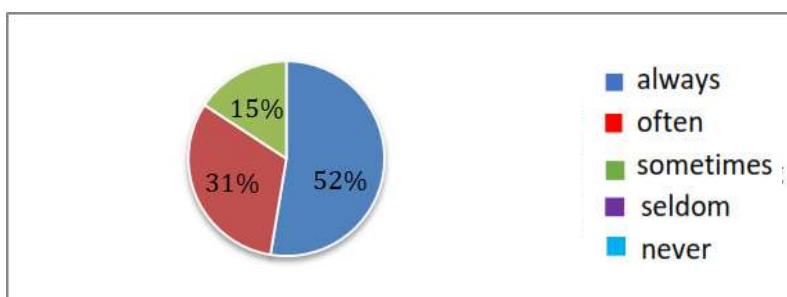


Figure 6 . Students' Need of Complete Learning Materials

Moreover, to complete the criteria of the concept of learning opinion writing, Figure 6 reveals that 73% of students agreed that apart from being systematic, the concept should be complete as well. This was obtained from the students who always (52%) and often (31%) assumed that the concept should be complete too outnumbered another group of students, namely those who thought that it should be complete somewhat (15%).

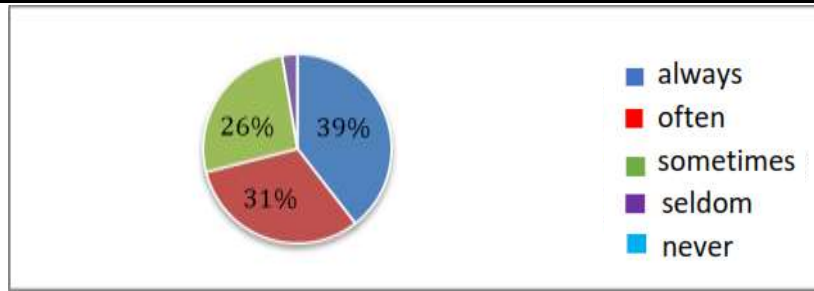


Figure 7 . Students' Need of Lecturer's Guidance in Writing Opinions

Figure 7 shows that materials for learning opinion writing should give the students access to the lecturer's guidance. This was indicated from the greater number of students who believed that lecturer's guidance was also essential to make their understanding of the opinion-writing concept better. The 39% of students always believed so, 31% of them often thought so, and 26% of them were neutral, thinking it may help partially.

Overall, the students need learning materials that contain complete and systematic concepts of writing opinions. Besides, the students require a comprehensive and systematic collection of learning materials about the concept of opinion writing that allows them to tailor the themes and ideas for writing opinions, and to get lecturer support in understanding the notion of writing opinions.

Students' Difficulties in Writing Opinions

To identify the students' constraints while learning opinion writing, they were asked to respond to the last three items in the questionnaire. These three items indicate whether they find it difficult: 1) to write opinions in general (Figure 8), 2) to determine ideas of the opinion (Figure 9), and 3) to give it title (Figure 10).

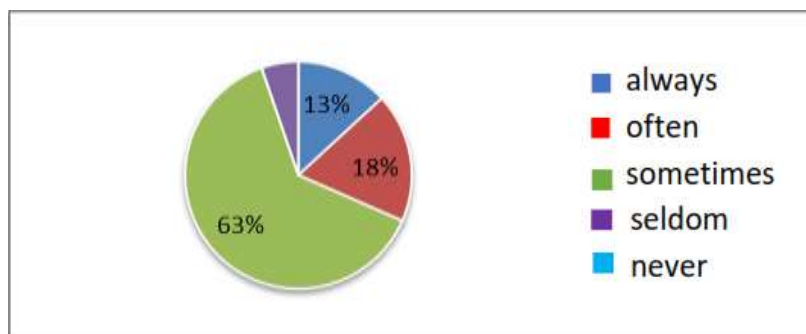


Figure 8 . Students' Difficulties in Writing Opinions

Figure 8 presents that in fact, the majority of students sometimes find it difficult to write opinions (63%). On top of that, 18% of them often face this difficulty, while another 13% always do. Only a small number of students (6%) assume that writing opinions is easy.

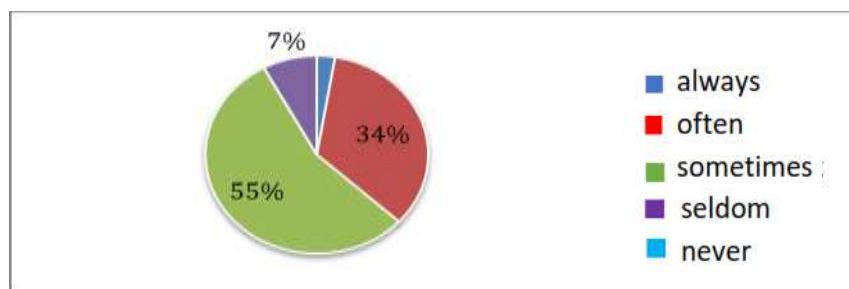


Figure 9 . Students' Difficulties in Determining Ideas to Write

Figure 9 tells that most of the students found it was sometimes difficult to determine ideas in opinion writing (55%) and 34% of them often faced this difficulty. On the other hand, 7% of them often found it easier and the rest 4% even claimed it was not difficult at all.

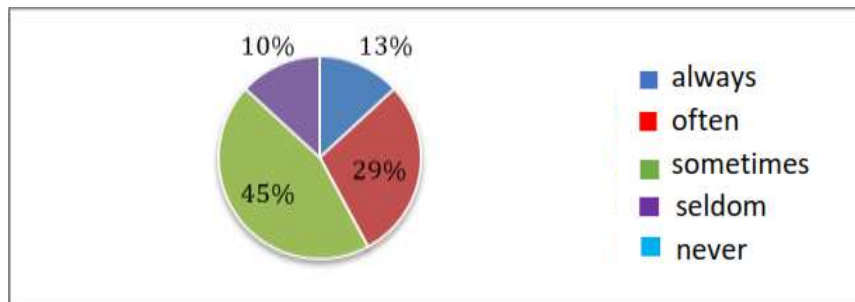


Figure 10 . Students' Difficulties in Titling Opinions

Finally, Figure 10 presents how difficult it is to give a title to the opinion they wrote. Almost a half of students (45%) thought it was sometimes difficult to title the opinion. Surprisingly, 29% of them often faced this difficulty and 13% of students said it was always difficult. However, 10% of students thought it was easy.

Mostly, the majority of students (74% to 94%) had trouble writing opinions, determining ideas to write, and titling the opinions. Hence, it was necessary to provide learning materials that could help them to overcome these three difficulties.

Based on these data, it can be concluded that students need a complete learning concept about opinions, they need complete teaching materials, students want freedom regarding the topic they will write into an opinion, students need guidance from the lecturer. Based on the students' needs, solutions are offered in learning. creative writing that uses the flipped project based learning model. The solution offered is the Flipped Project Based Learning model, because this model allows students to learn independently through the learning materials and videos provided. These materials and videos are contained in teaching materials made by lecturers, namely in the form of student books. Flipped Project Based Learning because it is considered capable of overcoming problems in learning creative writing. With Flipped Classroom, students can understand the material in depth at home through the videos provided, then practice creative writing in class, preceded by group discussions, group work, evaluation by the lecturer, presentations and quizzes.

Conclusion

There are still students who take opinion writing lessons with low participation and fail to increase their creativity in writing opinions. Therefore, lecturers are required to provide learning materials that can attract the interest of all students and improve their creative writing skills. Apart from that, learning materials with complete and systematic concepts of opinion writing, lecturer guidance, and adjustments to topics and ideas are also needed to overcome obstacles in writing opinions, determining ideas, and giving opinions titles. The use of the flipped project based learning model is able to overcome the problems of learning to write opinions and meet students' needs because it provides learning materials for writing opinions and learning steps that can arouse students' motivation and creativity in writing opinions.

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