Improving Grade 3 Students' Poetry Writing Skills Through Flipped Model of Instruction

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Abstract
The flipped model of instruction has been the focus of many researchers through the years due to its impact on students' academic performance. This action research study aims to uncover the pedagogical effects of applying the flipped classroom strategy to Grade 3 students' poetry writing skills. The researcher applied the triangulation technique where the data were analyzed through multiple resources to get more reliable information. A researcher-made test on concepts on poetry was given to the participants as the pretest and the post-test of the study, worksheets, quizzes, and Culminating Unit of Assessment (CUA) results were used for as a quantitative data, whereas questionnaire on students' perception of the program through G-form, interview results, poetry writing for their main output and researchers observations were used for the qualitative data gathering. The research participants were chosen purposively, coming from three sections in Grade 3 (n=74). To achieve this, a 4-week plan was designed to provide students with activities on poetry writing. The students received the flipped model of instruction, materials were given to them ahead of time through their Learning Management System (LMS) which is the Seesaw Application, moreover, this is a student self-paced learning. The researcher used descriptive statistics in interpreting the results of the pretest, the post-test, and the feedback forms for data analyses. The results indicated that there was a statistically significant difference in terms of the students' writing skills based on the data gathered, it also revealed that the students had a positive attitude towards the program.

Keywords: Flipped Model of Instruction, Poetry, Writing Skills, Online Distance Learning, Rhyme Scheme

Introduction

The flipped model of instruction has been the focus of many researchers through the years due to its impact on students' academic performance. This action research study aims to uncover the pedagogical effects of applying the flipped classroom strategy to Grade 3 students' poetry writing skills.

"When a classroom is "flipped" students' homework is to read and watch online videos and other materials prepared by their teacher. Time in class is used for discussion of concepts, to work on gaps in learning to clear up the misunderstanding, and for the teacher to work more intensely with students who need additional instruction or support. Labs and other application of learning occur during class when the teacher is available to respond to questions, provide clarification as well as assist and support students." (Williamson,2012)

De La Salle Santiago Zobel School (DLSZ) is one of the institutions that started the academic year earlier than other schools in this new normal, geared with the online distance learning setup (ODL). The notion of a flipped model of instruction (FMI) has been part of the students learning environment for the past years, however, this setup will be a big challenge in terms of adjustment and adaptation to the students and to the teachers as well. For this reason, the study will custom this approach in an online distance learning environment and tries to uncover the potential benefits on the FMI by employing technology in improving their poetry writing skills.

Bergmann and Sams (2015) have researched the effects of the flipped model of instruction on student performance and achievement. According to them, the students wanted teachers to answer questions and help them when they didn't understand concepts. They found that students can easily catch up because they can access the materials online and watch lessons.

Thus, the advantages of this model show that this can be implemented as an alternative to traditional teaching methods to enhance students' poetry writing skills.

To mount the FMI, the students have a lower level of cognitive work the understanding and remembering (gaining knowledge) is done outside the classroom, whereas apply, analyze, evaluate and create (analyses, application, evaluations, etc.) are done inside the classroom (Figure. 1)

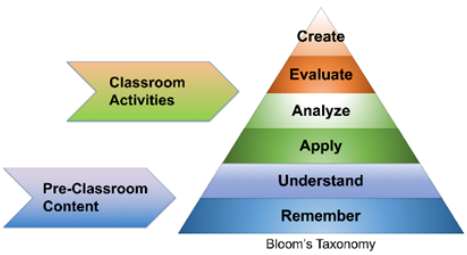

Figure 1: Blooms Taxonomy

"When we began flipping our classrooms, we quickly realized that we had stumbled on a framework that enables teachers to effectively personalize the education of each student—the goal of educators since the concept of individualized learning first appeared." Bergmann and Sams (2015).

The research questions are the following:

1. What are the students' prior knowledge of poetry writing?
2. What are the significant changes in students' poetry writing skills before and after the implementation of the flipped model of instruction?
3. What are the students' perceptions of the flipped model of instruction on poetry writing?

The research aims to improve your practice of teaching poetry writing skills to Grade 3 students, and improve as well the students' skills in writing poetry.

Methodology

Research Design

A descriptive mixed-method approach was utilized in this study, considering multiple sources of data for triangulation purposes.

Research Participants

The subjects of the study were 74 grade 3 students enrolled in the school year 2020-2021. The participants' ages ranged from 8 to 9. For research ethics, a letter of consent was signed by the parents upon enrollment.

Research Instruments

A questionnaire was employed and divided into two sections to examine the students' prior knowledge on poetry writing, it aims to assess the prior knowledge of poetry writing. Students were asked concepts questions in the first section, this was for items 1-7. For the second section, it consists of writing poetry following a rhyme scheme this was interpreted through the use of a 4-point rubric.

Data Gathering Procedure

Quantitative data sources were obtained from the researcher-made test on concepts on poetry as pretest and post-test, worksheets, quizzes, and Culminating Unit of Assessment (CUA) results. Whereas, questionnaires on students' perception of the program through G-forms, interview results, poetry writing for their main output, and researcher's observations were the sources for qualitative data.

Data Analysis

SPSS was used for statistical analysis. A descriptive mixed-method approach was utilized for all the items.

Results and Discussion

The flipped model proved to be efficient based on the results of the research, the school could utilize it more effectively. The implications/ recommendations from the action research may help educators steer as to how they can implement the flipped model of instruction to improve students' poetry writing skills in an online distance learning setup. With the online distance learning set-up, what will be the impact of the flipped model of instruction on students' poetry writing skills. The flipped model of instruction has been introduced a few years ago and not a lot of research has been carried out especially on its effectiveness in improving students' poetry writing skills in an online distance learning setup, this study can fulfill this gap.

Moreover, the independent variable was the FMI and the dependent variable was poetry writing skills. The mean difference from comparing the pretest and post-test is 1.97. With the mean of 13. 92, it shows that the R1: students do have prior knowledge of poetry writing, the frequency results with the use of a graph show that it was skewed to the right. R2: There is a significant difference, as a result, using a sample t-test, the skewness and kurtosis values are analyzed. The skewness in the pretest is -.728, the post-test is -1.234. The kurtosis, pretest result is -.700 while the post-test result is .825. As these values are between -1 and + 1, it can be said that the presumption of normality has been met. (Table 1)

Statistics

		students' pretest score	students' posttest score
N	Valid	74	74
	Missing	5	5
Mean		13.92	15.89
Std. Deviation		5.001	3.454
Skewness		-.728	-1.234
Std. Error of Skewness		.279	.279
Kurtosis		-.700	.825
Std. Error of Kurtosis		.552	.552

Table 1: Pretest and Posttest

For figure 2, the result shows that the students' pretest results were high, this means that they have prior knowledge of the concept questions asked.

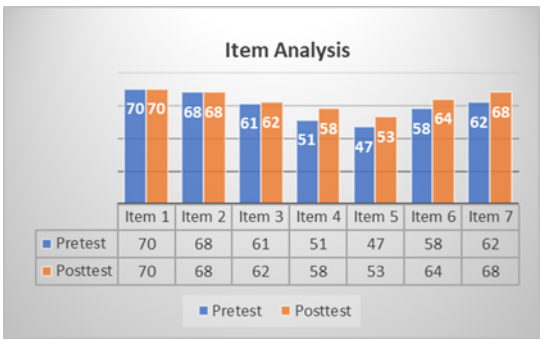

Figure 2: Item Analysis Pretest and Posttest

For table 2, it shows the rubric that the research to grade the students' Main Output. As part of the students' Performance Task for the first term, the researcher asked the students to write quatrain poetry about Climate Change which was the theme for their poetry writing in line with Dr. Byron Miller, Dr. Socorro Aguja, Dr. Maricar Prudente's project Global Education on Climate Change.

CRITERIA	4	3	2	1
Organization	The ideas in the poem are well-organized and easy to follow.	The ideas are simple yet easy to follow.	Some ideas are irrelevant but still understandable	The poem is disorganized and hard to understand.

Table 2: Rubric for the Main Output

Students were asked if they like the flipped classroom. R3: The response is overwhelmingly positive. Perhaps, results may be attributed to the exposure of students to a different approach to learning. Focus group data were examined through content analysis. In the analysis process, the data were examined by the researcher and the results were compared. In this context, the data were coded manually, At the end of the focus group interview analysis, the data were supported with observation results and meaningful results were attempted to generate.

According to Bergmann and Sams (2014), students 'engagement in the flipped classroom is not just about using videos. It is also about replacing a passive learning approach with a more active learning and collaborative approach in the classroom. Those adopting the flipped model of instruction are likely to see the classroom atmosphere begin to change because of the greater focus on interactive learning; for example, there is more time for classroom activities such as brainstorming, peer discussion, group discussion, and other more interactive learning activities. (Morevec, Williams, Aguilar-Roca, & O'Dowd, 2010)

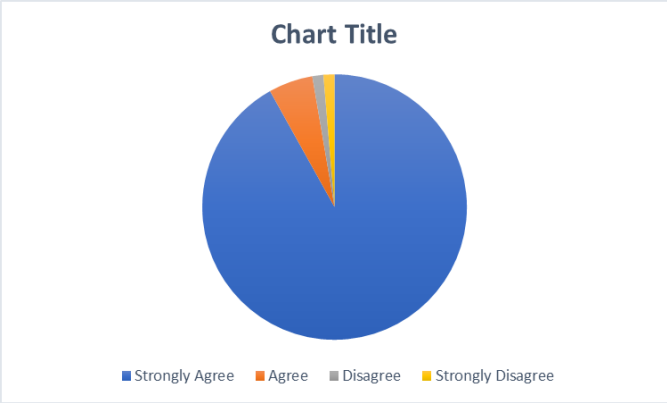

Figure 3: Shows the results on the survey statement: I would like to have another flipped lesson in the next term.

In summary, the survey results seem to suggest that technology is one of the factors of interest in the pedagogical benefits of the flipped model of instruction. According to Zainuddin & Halili (2016) for technology to lead to positive learning changes, it must be presented in the right way. Lockwood and Esselstein (2013) said that if teachers explain how videos will be used in the flipped classroom at the initial stage of the course, students will have a basic understanding of the flipped classroom concept

and its intention thus, students might enhance their motivation to participate in their learning. In general, students may be less motivated to engage in activities or a pedagogical approach if they do not have a clear rationale for doing so (Van der Meer, 2012)

Implications

The research strongly recommends having a session to explain the flipped model of instruction to the students and to the parents before implementing it. Add more videos especially to the students who needed more materials to understand the lesson. Give badges to those who watch the videos, read materials for the asynchronous session to monitor if the students are doing the assigned tasks. More interactive activities for the students for the synchronous sessions. Divide the class into groups/ have breakout sessions for cycle 2.

The flipped model of instruction engaged and motivated the participants in the synchronous and asynchronous activities, they were able to respond to the tasks more effectively. Although the study was short–term, it provided further evidence of the effect of the flipped model of instruction on students' poetry writing skills.

Conclusions

The flipped model proved to be efficient based on the results of the research, the school could utilize it more effectively. The action research may help educators steer as to how they can implement the flipped model of instruction to improve students' poetry writing skills in an online distance learning setup. With the online distance learning set-up, what will be the impact of the flipped model of instruction on students' poetry writing skills. The flipped model of instruction has been introduced a few years ago and not a lot of research has been carried out especially on its effectiveness in improving students' poetry writing skills in an online distance learning setup, this study can fulfill this gap.

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