วารสารอิเล็กทรอนิกส์

ทางการศึกษา

ผลของการสอนเขียนโดยใช้รูปแบบการสอนของทูลมินในบรรยากาศห้องเรียนกลับด้านที่มีต่อ
ความสามารถในการเขียนโต้แย้งของนักศึกษาปริญญาตรี

EFFECTS OF WRITING INSTRUCTION BASED ON THE TOULMIN MODEL IN A FLIPPED LEARNING
ENVIRONMENT ON THE ARGUMENTATIVE WRITING ABILITY OF UNDERGRADUATE STUDENTS

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บทคัดย่อ

การวิจัยนี้มีจุดประสงค์เพื่อ 1) ศึกษาผลของการสอนเขียนโดยใช้รูปแบบการสอนของทูลมินในบรรยากาศ ห้องเรียนกลับด้านที่มีต่อความสามารถในการเขียนโต้แย้งของนักศึกษาปริญญาตรี และ 2) ศึกษาแนวความคิดต่อการ สอนเขียนโดยใช้รูปแบบการสอนของทูลมินในบรรยากาศห้องเรียนกลับด้าน กลุ่มตัวอย่างประกอบไปด้วยนิสิตชั้นปีที่ 4 เอกภาษาอังกฤษ มหาวิทยาลัยมหาสารคาม จำนวน 17 คน ที่ลงทะเบียนเรียนวิชาการเขียนเรียงความแบบอรรถาธิบาย และโต้แย้ง ใน ภาคเรียนที่ 1 ปีการศึกษา 2558 การทดลองใช้เวลาทั้งสิ้น 10 สัปดาห์ การเก็บข้อมูลใช้การรวบรวมเชิง คุณภาพและปริมาณ สถิติที่ใช้ในการวิเคราะห์ความแตกต่างระหว่างความสามารถในการเขียนเรียงความโต้แย้งทั้งก่อน และหลังการทดลองคือ สถิติทดสอบค่าที สำหรับข้อมูลเชิงคุณภาพใช้สถิติเชิงพรรณนาและนำเสนอในรูปแบบของความถี่ และร้อยละ

ผลการวิจัยพบว่า 1) คะแนนเฉลี่ยของการเขียนเรียงความโต้แย้งก่อนและหลังการทดลองของกลุ่มตัวอย่าง เพิ่มขึ้นอย่างมีนัยสำคัญทางสถิติที่ระดับ .05 และ 2) ผู้เรียนมีความคิดเห็นเชิงบวกต่อการเรียนการสอนที่ใช้รูปแบบการ สอนของทูลมินในบรรยากาศห้องเรียนกลับด้าน โดยนิสิตมีความเห็นว่า การเรียนการสอนที่ใช้รูปแบบการสอนของทูลมิน ในบรรยากาศห้องเรียนกลับด้านนั้นได้ช่วยพัฒนาทักษะการเขียนเนื่องจากนิสิตได้มีการเตรียมตัวดูวีดีโอเนื้อหามาก่อน และได้มาฝึกเขียนในห้องมากขึ้น พร้อมทั้งยังได้รับความเห็นและการช่วยเหลือจากอาจารย์ผู้สอนมากขึ้นเช่นกัน อย่างไร ก็ดี ผู้เรียนบางคนมีความเห็นว่า ยังประสบปัญหาในการเรียนอยู่บ้าง เนื่องจากปัญหาทางเทคโนโลยี และเวลาที่จำกัดใน การเขียนในห้องเรียนส่งผลให้ผู้เรียนไม่สามารถเขียนได้ดีอย่างที่ตั้งใจไว้

คำสำคัญ: การสอนเขียนภาษาอังกฤษ/ ทูลมินโมเดล/ ห้องเรียนกลับด้าน/ การเขียนโต้แย้ง

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Abstract

The objectives of this study were 1) to examine the effects of writing instruction based on the Toulmin model in a flipped learning environment on the argumentative writing ability of undergraduate students, and 2) to explore the students' perceptions towards the writing instruction based on the Toulmin model in a flipped learning environment. The samples were 17 English major seniors from Mahasarakham University who enrolled in an Expository and Argumentative writing course in the first semester of academic year 2015. The experiment was held for 10 weeks. The data were collected quantitatively and qualitatively. A paired-sample t-test was used to investigate the differences between the mean scores from the pre and post writing tests. The qualitative data were analyzed using content analysis. The findings of the study revealed that 1) there was a significant difference in students' mean scores of their English writing abilities before and after the implementation of the writing instruction at the significant level of .05, and 2) students had a positive perception of the writing instruction based on the Toulmin model in a flipped learning environment. They said that the writing instruction improved their argumentative writing ability since it allowed them to get exposed to prior content and practice more in class. They also received more feedback and help from the teachers as well. However, some students said that they had difficulties in learning due to technology problems, and the limitation of time for writing in class.

KEYWORDS: ENGLISH WRITING INSTRUCTION/ TOULMIN MODEL/ FLIPPED LEARNING/ ARGUMENTATIVE WRITING

Introduction

In Thai society, English has become more significant because of globalization and the rise of investment from foreign countries. The proficiency in English is required for higher education, especially reading and writing, in order to access academic resources and keep up with world standards in all disciplines (Tapinta, 2006). For students, being proficient in English is one important requirement for their future's achievement in these present days (Kongsontana, 2015). Not only for speaking, listening, and reading skills, writing skills have been emphasized and increased its significance. Writing is used as both a standard system of communication and a tool for acquiring knowledge (Boonpattanaporn, 2007). There are several genres of writing that students commonly encounter in university. One of them is argumentative writing (Ka-kan-dee & Kaur, 2014; Wu, 2006). Argumentative writing requires students to take a stance, and provide strong evidence and reasons to support their stance in order to convince the readers to accept the idea which is based on a controversy. Writing argumentative essays helps students acquire knowledge, and leads to an increase in intrinsic motivation and problem-solving performance in the academic setting (Driver,

Newton, & Osborne, 2000; Schwarz, Neuman, Gil, & Iiya, 2003). It is important for students to be able to write argumentative essays, not only for university assignments, but also for standardized tests of English proficiency such as TOEFL, IELTS, and GRE which students need to take if they want to study abroad.

Argumentative writing has been confirmed by many researchers that it is the most difficult genre of writing (Neff-van Aertselaer & Dafouz-Milne, 2008). To write in a second language is even more difficult, because it involves not only the ability to construct a text, but also the ability to use the target language in order to express ideas effectively (Zhu, 2009). In composing argumentative writing, ESL and EFL students often encountered difficulties in the use of complex syntactic patterns and appropriate elements (Ka-kan-dee & Kaur, 2014). In addition, the major challenges that ESL students encountered were the rhetorical concerns, and linguistic aspects respectively (Zhu, 2009). For Thai university students, they generally exhibited low levels of skills in writing, especially in argumentative essays (Wongsothorn, 2003). They were unable to produce good argumentative essays because of the inability to propose a convincing thesis statement, and a lack of sufficient writing practice in class (Ka-kan-dee & Kaur, 2014). To help students constructing arguments, one of the most well-known models which are widely used in teaching and researching is the Toulmin model of argumentation (Erduran, Simon, & Osborne, 2004).

The Toulmin model of argumentation suggests that there are six components in effective arguments. Claims, evidence, and warrants are required in every argument, while backing, rebuttals, and qualifiers are optional (Toulmin, 2003). The Toulmin model can help students when writing argumentative essays in two ways: presenting their positions coherently, and checking the soundness of their overall argument (Hillocks, 2010). Many researchers suggested several ways to use Toulmin model for teaching writing (Hillocks, 2010; Irish, 2003; Karbach, 1987). Basically, the class began with introducing students to the elements of Toulmin model first, and then providing some activities such as identifying each element from a passage, brainstorm ideas about the definition of each element based on their understanding, or practice writing arguments based on the model in order to construct students' knowledge about the model as well as develop their understanding. After that, to check students' comprehension, the teacher should ask them to write their own papers by using Toulmin model as a guideline. When they finished their draft, they could use the model as an evaluation tool to justify the qualification of their arguments. However, to be fluent at writing, only a good model is not enough. They need to bring the model into

practice. There is a recent concept that can help teachers effectively manage class time. It is called Flipped learning (Barseghian, 2011; Bergmann & Sams, 2012; Tucker, 2012).

Flipped learning is a shift of direct instruction, which is normally occurred in class, to outside of classroom by using digital technologies so that classroom time can be used more effectively and creatively (Wiginton, 2013). Offloading direct instruction in this way, teachers can pay attention to utilize valuable face-to-face class time. Students can use class time to collaborate with their peers more effectively, engage more deeply with content, and pay attention to practice skills (Hamdan, McKnight, McKnight, & Arfstrom, 2013). In this study, the students learned the concept of writing online via the videos made by the teacher. The contents in the videos, for example, were including the introduction of argumentative writing, the essential three elements of Toulmin model, the optional three elements of the model, and how to apply Toulmin model in argumentative writing. Each week, the students were required to watch one or two lectured videos and finished online assignments before they came to class. By preparation beforehand with flipped learning, the students came to class with knowledge and readied to bring the concepts into practice. The main activities in class were including group discussion, idea brainstorming, and multiple writing practices. Their writing competency can be improved through multiple practices under supervision of the teacher. Because there is more time available, the teacher is able to give suggestions and feedback to students individually as well as pay more attention to students who may lack behind in class (Cockrum, 2014).

In order to raise students' argumentative writing ability, the researcher would like to employ writing instruction based on Toulmin model in flipped learning environment. In this study the researcher aimed to find out the effects of writing instruction based on Toulmin model in flipped learning environment on argumentative writing ability of undergraduate students as well as to explore the students' perceptions towards writing instruction based on Toulmin model in flipped learning environment.

Objectives

The objectives of this study were 1) To examine the effects of writing instruction based on Toulmin model in flipped learning environment on argumentative writing ability of undergraduate students, and 2) To explore the students' perceptions towards writing instruction based on Toulmin model in flipped learning environment.

Definition of terms

The Toulmin model of argumentation: Toulmin introduced his model of argument with six elements: claim, evidence, warrant, backing, qualifier, and rebuttal. The first three components were essential in every argument, while the latter three were optional. The six elements of Toulmin model in this study were defined as follows:

Claim: a position or a side of an issue that the author argued for.

Evidence: support for your claim.

Warrant: a link or a connection between evidence and claim in order to establish mutual understanding between audiences and the author.

Backing: further support for your warrant

Qualifier: a word or a phrase that expresses degree of possibility such as probably, possibly, usually, or in most cases

Rebuttal: an opposing idea to the claim or a counterargument.

Flipped learning environment: referred to a classroom that shifted direct instruction to outside of classroom by using digital technologies, so that classroom time could be used more effectively and creatively for practice. In this study, out of class, students were required to watch lectured videos and do online assignments related to the lectured videos and they had to finish the assignments before coming to class. In class, the students mainly practiced argumentative writing with suggestions of a teacher, along with group discussions and brainstorm activities.

Argumentative writing ability: referred to an ability of students to write a five-paragraph argumentative essay by taking a stance, using facts and evidence to support their viewpoint, and using logic to explore the reasons behind each claim.

Students' perception: referred to an interpretation of sensory information that the students received from their learning experience in a flipped learning environment with the writing instruction based on Toulmin model in three main aspects: usefulness, engagement, and the students' preference in learning in a flipped classroom.

Methodology
Research Design

The study employed a quasi-experimental with one-group pretest-posttest design. The writing test, questionnaire, and semi structure interview were used to measure the students' argumentative writing ability and their perception. The independent variable in this

study was the writing instruction based on Toulmin model in flipped learning environment. The dependent variable in this study were students' argumentative writing ability, and student's perceptions of writing instruction based on Toulmin model in flipped learning environment.

Population and Participants

The population of this study was English major undergraduate students from Mahasarakham University. The participants were 17 English major seniors who enrolled in Expository and Argumentative writing course in the first semester of academic year 2015. On the first week, there were 15 students who came and did the pretest. The other 2 students enrolled in the course a week later. Therefore, they did not do the writing pretest, but they still participated for the rest of the course.

Conceptual framework

Figure 1 : Framework of the writing instruction based on Toulmin model in flipped learning environment
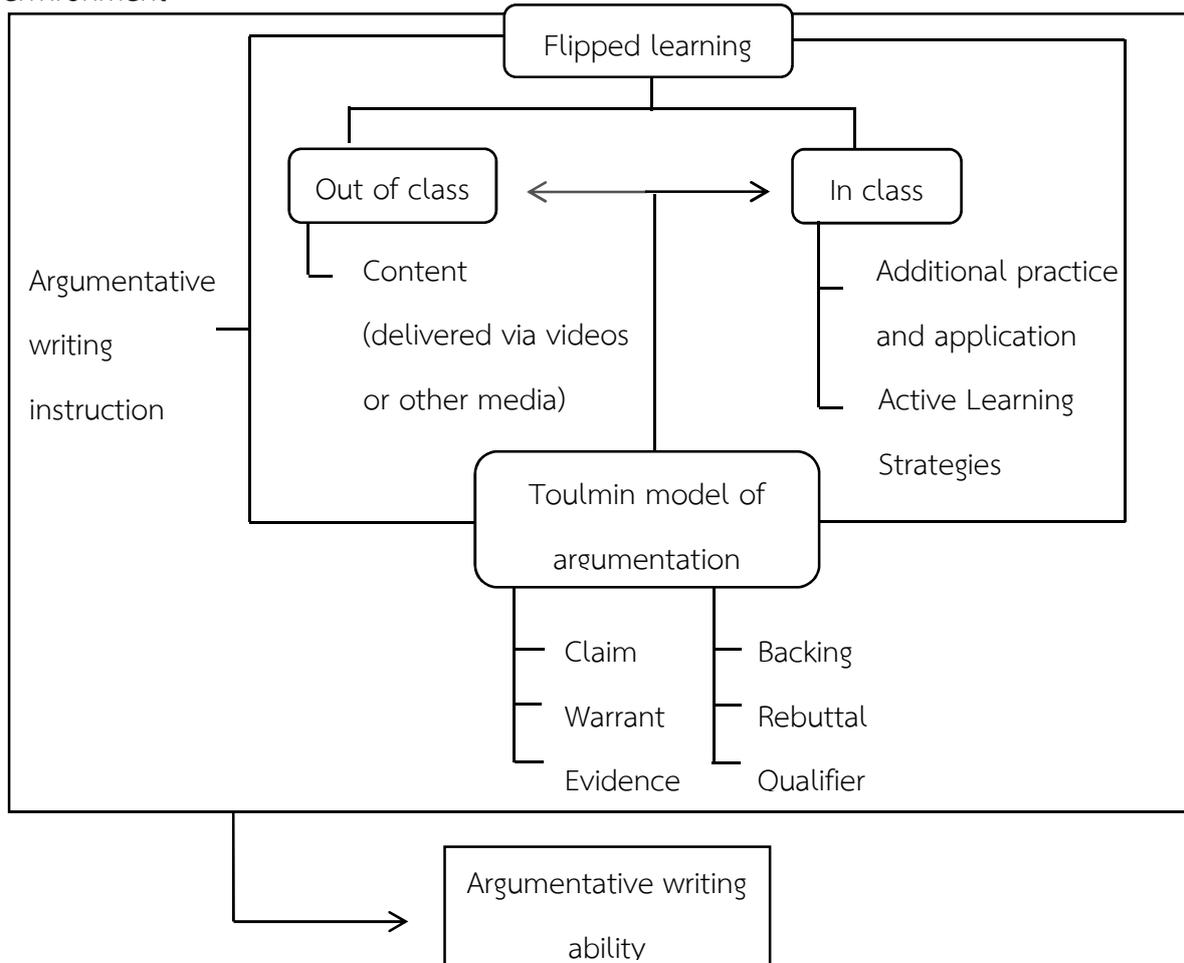
Research Instruments

In this study, the research instruments consisted of lesson plans, writing test, questionnaire, and semi-structure interview questions.

The first instrument was the lesson plans. There were two writing themes in the lesson plans: the influence of social media, and education. The themes were obtained from informal needs analysis of 20 English major students. There were three unit plans for the whole 10 weeks. The first unit plan was related to the introduction to argumentative writing and it covers 3 weeks. The second unit plan was Toulmin model of argumentation and it covered 4 weeks. In this unit, each week the students watched the lectured videos including the overview of Toulmin model, the three essential elements, the three optional elements, and how to apply the model into writing respectively. After finished watching, they were required to do online assignments to check their understanding; then in class, they constructed and revised their arguments based on the model. The last unit plan was writing workshop and it covered the last 3 weeks. The students were required to write one argumentative essay for each theme. They wrote the first draft and revised it in the following week; then submitted the second draft as a final draft. In total, the students used Toulmin model to write 2 main argumentative essays.

The second instrument was the writing test developed by the researcher. Both pretest and posttest were the same test. Two topics were chosen from the result of informal needs analysis: the influence of social media and education respectively. On the writing test, there were two writing prompts and the participants were asked to select one topic and write an argumentative essay for approximately 300 words within 90 minutes. The analytical scoring rubric adapted from Argumentative writing rubric based on Toulmin model (Krieger-James, 2012) was used to assess students' writing ability. The rubric assessed two main parts of the argumentative essay: arguments (five elements of Toulmin model— claim, evidence, warrant, qualifier, and rebuttal) and convention (grammar and spelling). The total point is 31. The argument score is 26 and convention score is 5. To ensure the reliability of grading, there was other expert to rate the students' writing. This expert has been an English lecturer for more than ten years. The rater was trained to rate the writing pieces by the researcher.

The third instrument was the questionnaire. It was designed to explore students' perception of the writing instruction mainly in terms of usefulness, engagement, and the preference in learning in a flipped classroom. The questions were adapted from Johnson's

(2013) study. The questionnaire was divided into two parts: general information, and students' perception. In the first part, there were six items which aimed to elicit background information of the participants. The second part consisted of 20 statements with a four-point Likert scale design. The scales were 1) strongly disagree, 2) disagree, 3) agree, and 4) strongly agree. The questionnaire was distributed to the students on the last week of the course.

The fourth instrument was semi-structure interview. There were two main questions to gain in-depth information about students' perception of learning writing in a flipped classroom, and Toulmin model of argumentation. Six students were selected from the sample group based on their writing ability (good, medium, and fair). The interview was conducted in Thai in order that the researcher would be able to receive as many details as possible, and the interviewees were able to elaborate and clearly state what they thought about the instruction.

Research Procedure

In this study, the whole procedures consisted of two phases. The first phase of the research procedure was the development of the instruments used in the study. After the population and sample were specified, the researcher studied the related research, studies, journals, documents, theses, and dissertations about argumentative writing instruction, Toulmin model, flipped learning and other related issues. Then, the research instruments including lesson plans, writing test, questionnaire, and interview questions were developed. The research instruments were evaluated by three experts and they were revised according to the suggestions. After that, the research instruments were piloted. Then, lesson plans and other research instruments were revised according to the results from the pilot study.

The second phase, the implementation of the writing instruction based on Toulmin model in flipped learning environment was carried out. The study was conducted in Expository and Argumentative writing course for 10 weeks. The students attended the class once a week and each session lasted two hours. For flipped sessions, the teacher posted video clips and other materials such as PDF files, and Youtube videos; then assigned work related to the content. The students were required to watch lecture videos and do assignments on Edmodo.com. The materials used in flipped sessions were mainly lectured videos and online assignments created by the researcher. In class, practice writing was the main activity. However, not only individual writing, but the researcher also provided various active learning activities such as group discussion, and brainstorming. On the first week, they

were asked to do the pretest and listened to the orientation of the course. At the end of the instruction, the students were asked to finish the posttest and the questionnaire. Six students were interviewed to gain in-depth information about their perception towards the writing instruction.

Result

The findings of the study can be summarized in two parts: 1) the effects of writing instruction on students' argumentative writing ability, and 2) students' perception of the writing instruction.

According to the first research question, "To what extent does writing instruction based on Toulmin model in flipped learning environment affect argumentative writing ability of undergraduate students?", the writing test was used to assess the students' argumentative writing ability before and after the treatment. Paired sample t-test was used to analyze the mean scores of the students and to investigating whether the pretest mean scores differed from the posttest mean scores at the significant level of 0.05. The pretest and posttest scores of the students, standard deviation, t-values, and statistical significance are shown in Table 1.

Table 1: *Means, standard deviations, mean difference, t-values, degree of freedom and statistical significance of the argumentative writing pretest and posttest*

The writing test (Total score = 31 points)	Min	Max	Mean Scores ($\overline{x}$)	S.D.	t	df	Sig.
Pretest	14	26	19.80	4.161	7.493	14	.000
Posttest	22	29	25.53	2.232			

*p < .05, n = 15

As shown in the table 1, the students' posttest mean score was higher than their pretest mean score. The finding of the paired sample t-test shows that there was a statistically significant difference of the mean scores of the pretest and posttest (t = 7.493, p = .000), which indicated that the scores that the students gained in the post-test was improved at a significant level. The total score of the writing test was 31. The difference of mean scores from the pretest and posttest was -5.73. The mean score of the pretest was 19.80 with the lowest score of 14 and the highest score of 26, while the mean score of the posttest was 25.53 with the lowest score of 22 and the highest score of 29. The result

revealed that there was a significant difference between the pretest and posttest mean scores of the students at the significant level of .05 (p < .05). From these findings, the first hypothesis which claimed that the writing instruction based on Toulmin model in flipped learning environment enhanced the students' argumentative writing ability was accepted.

The rubric adapted from Argumentative writing rubric based on Toulmin model (Krieger-James, 2012) was used to assess the argumentative writing ability in two main aspects: arguments (claim, evidence, warrant, qualifier, and rebuttal), and convention (grammar and spelling). The mean scores, the minimum and maximum values, standard deviations, mean difference, degree of freedom, and paired-sample t-test of the pretest and posttest in each aspect (argument, and convention) were presented in the tables 2.

Table 2: *Means, standard deviations, mean difference, t-values, degree of freedom and statistical significance of the argumentative writing pretest and posttest in argument and convention parts*

The writing test	Pretest		Posttest		Mean Difference	t	df	Sig. (2-tailed)
	Mean	S.D.	Mean	S.D.				
Argument part	16.20	3.052	21.33	2.059	5.13	7.525	14	.000
Convention part	3.53	1.407	4.33	1.234	0.80	3.055	14	.009

*p < .05, n = 15

From the table 2, the students' posttest mean score was higher than their pretest mean score in both two parts. To conclude, the students showed a great improvement of their argumentative writing skills, especially in argument part (mean difference = 5.13). The mean score from the posttest was significantly higher than the pretest which indicated that writing instruction based on Toulmin model in flipped learning environment could enhance students' argumentative writing ability at the significant level of 0.05.

According to the second research question, "What are the perceptions of the students towards writing instruction based on Toulmin model in flipped learning environment?", the questionnaire and the semi-structure interview were used to explore the students' perception. The result from the questionnaire was reported by the mean scores (x) and standard deviation (S.D.). The mean scores of all items were higher than 2.5 and the grand mean scores of 3.22 indicated that the students had positive perception towards the writing instruction based on Toulmin model in flipped learning environment. Apart from the questionnaire, the semi-structure interview was conducted to gain in-depth information. Six

students were interviewed. They were chosen based on their argumentative writing ability—good, medium, and fair. The result from the semi-structure interview indicated that the students have positive perception of the writing instruction as well.

To illustrate, it was found that most of them (66%) like the instruction and believed that it helped them improving their writing skills. They felt that Toulmin model of argumentation was useful for constructing effective arguments. For instance, Toulmin model helped them to carefully craft their argument step by step. Then the model allowed them to check the soundness and logic of their argument, and revise it afterwards. Learning writing in a flipped classroom, the students had more chances to interact with peers and teachers, and practice writing. Having more time for practice was very crucial for writing, specifically argumentative genre which was the most difficult genre and which required a lot of time, practice, and useful feedback from teachers. Moreover, they mentioned that materials used in flipped sessions were interesting, engaging, and accessible. However, there were some difficulties that the students experienced in learning. For instance, without subtitles, some videos were difficult to understand. 33% of students also mentioned that they would like to get instant feedback when they had questions while watching the videos, and they encountered some technical difficulties when trying to access to the online materials.

Discussion

According to the purposes, the findings were examined and discussed in relation to two main aspects: students' argumentative writing ability and their perceptions of the writing instruction.

1. Students' argumentative writing ability

The result from the present study indicated that the students' argumentative writing ability was significantly enhanced after receiving the writing instruction based on Toulmin model in flipped learning environment. The students gained higher scores on the posttest both in argument and convention parts; however, they showed greater improvement in argument part. The reasons for the development of argument might be from Toulmin model of argumentation which aimed to improve students' argumentative writing skills. All six elements of Toulmin model had a purpose to help constructing effective arguments. In accordance with the literature review, the researcher identified two main factors that affected the improvement of the student's argumentative writing ability: Toulmin model of argumentation, and Flipped learning.

In the pretest, the students had difficulties providing relevant evidence, warranting arguments as well as predicting opposing ideas. It is consistent with what McCann (1989) and Knudson (1992) found from their study that the most problematic aspects of argumentative writing that students expressed were including warranting arguments, providing convincing evidence, and responding to opposing viewpoints. However, after the treatment, there was a great improvement of the students' argumentative writing ability. They wrote strong claims, provided more effective supporting evidence, wrote good warrants, as well as provided a rebuttal. It could be seen that the use of Toulmin model could enhance students' argumentative writing ability in terms of constructing effective arguments in a logical way. The students could clearly choose a position on a topic. In addition, Toulmin model guided them to evaluate their evidence. Therefore when they provided evidence, the evidence was more related, credible and sufficient. Additionally, because of Toulmin model, they could write explicit warrant; in other words, they could clarify reasons for using the evidence. It was very helpful when writing arguments since they could check the relevance of the evidence and the claim and it made their writing logical. The findings coincides with what Lunsford (2002) concluded. He said that Toulmin model is not only useful to evaluate arguments in a writing piece, but it is also "an effective tool for writing instruction" (p.159). With Toulmin model, the students learned elements of arguments, formulated their argument, check the effectiveness of the argument, and revised it. Since Toulmin model focused on process-based instruction, instead of eliciting product-based writing instruction, it encouraged writers to develop their writing skills through multiple drafts (Wilson, 2014).

However, besides Toulmin model, the class was conducted in flipped learning environment. With flipped learning, the students said that they were exposed to the prior contents via lectured videos. With the preparation beforehand, they participated in activities provided by the teacher in class more effectively. They learned Toulmin model with examples from the videos. They watched the videos as many times as they preferred and they also prepared questions to ask the teacher in class. After watching the videos, they did assignments to check their understanding and prepare for in-class writing practice. When the direct instruction was moved out, class time was available for writing and feedback. As a result, the students practiced more writing and it led to their improvement in argumentative writing skills. The finding of the study is supported by other research in the past which indicated some improvement of students performance when learning in flipped environment (Bate & Galloway, 2012; Mason, Shuman, & Cook, 2013; Schwankl, 2013). Bate

and Galloway's study (2012) implemented flipped learning in a physic class and found that there was a significant increase in student knowledge. In the same way, Mason, Shuman, and Cook (2013) also found that the student performance, if not better, was at least as well as the traditional teaching method. Furthermore, the result from Schwankl's (2013) study indicated that the students who received flipped learning instructional method got higher scores in all tests.

From the findings, it can be concluded that the improvement of the students' argumentative writing ability resulted from the effectiveness of writing instruction based on Toulmin model in flipped environment. As Crowhurst (1991) stated, for the writing instruction to be effective in order to develop writing ability, persuasive model together with practices were key factors. On the other hand, model alone without practice, either writing or reading persuasive text, could not successfully improve students' writing ability.

2. Students' perceptions of the writing instruction

The results of the questionnaires and semi-structure interview showed that the students reflected positive perception of the writing instruction based on Toulmin model in flipped learning environment. The students mentioned that Toulmin model helped them improve their argumentative writing skills. The model helped them to focus on the writing topic, present relevant evidence to support the argument logically, reorder ideas, and check the link of claim and evidence. However, the students revealed that warrant is the most difficult part to write. The finding is accordance with McCann (1989) and Knudson (1992) found from their study that the one of the most problematic elements for students when writing argumentative essays is warrants. In addition, Burkhalter (1995) and Crammond (1998) also mentioned that warranting argument was the greatest source of difficulty when writing arguments. Establishing mutual agreement with audiences about the reasons of choosing this piece of evidence is not easy. Although some parts of the model were a bit difficult, the students still felt that Toulmin model of argumentation was easy to understand. It is consistent with Locker and Keene's (1983), and Hillocks' (2010) study. They claimed that Toulmin model does not require a long period of time to be understood. It can be taught within 20 minutes. Furthermore, Yeh (1998) found that Toulmin model was not too complicated for novice writers since it facilitated writers in terms of suggesting goals and procedures for writing a simple argument.

Moreover, the students said that flipped learning was beneficial for improving their writing skills too, especially for argumentative writing. They felt that watching the videos in

flipped sessions prepared them for the writing activities in class. They could watch the videos as many times as they wanted for a better understanding anytime and anywhere. In addition, the students enjoyed learning in flipped environment and also thought that the materials used in a flipped session were interesting and engaging. The research result is consistent with the study of Revere and Koach (2011). When technology was used appropriately, it is beneficial for students since it can foster student engagement in the learning process, enhance learning outcomes, and improve student satisfaction. In class, the students said that they had more time to practice writing, and also receive more feedback. They could ask the teacher immediately when they had questions. Additionally, they interacted more with both peers and the teacher through the activities which led to an increase in the engagement of their learning. Such findings confirms what Wiginton (2013) discussed in his research that the student-centered activities that most teachers used in flipped classrooms could help students increase their engagement, interaction with peers and teachers, and their satisfaction towards learning.

Nevertheless, some students reported some difficulties in learning in flipped environment. They encountered technological problems when trying to access the materials. However, the students claimed that these problems went away when they were familiar with accessing the materials. Additionally, some students said that when the students watched the videos and they had doubts, they preferred to ask questions at that time, but they could not do it. This issue coincides with what Johnson (2013) stated. He mentioned that during video instruction, students expressed frustration when they could not get immediate responses to their questions.

To sum up, the students viewed flipped learning as an effective way to learn English writing. With flipped learning, the course was more interesting and engaging. It also allowed them to learn from various types of materials. Overall, the result revealed that the students preferred to learn writing class in flipped learning environment because they were more engaged and satisfied with their improvement in argumentative writing ability.

Recommendations for future study

Based on the findings of this study, the following are some areas that could be investigated in future research. First, the future research could be conducted to investigate effects of the writing instruction on argumentative writing ability and perceptions of students in different level such as secondary school students. In addition, to confirm the

effectiveness of the treatment, the future research could be conducted with students from different province. Second, this study employed a quasi-experimental with one-group pretest-posttest design. For better understanding about the effects of the writing instruction on students' writing skills, further study could add more groups to compare the results of the effects of the treatment. Finally, to investigate students' perception of the instruction more profoundly, the other types of instruments, such as student logs and classroom observation could be employed for further study.

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