



Needs Analysis of Paragraph Writing Materials Using The Flipped Classroom Model for EFL Students at MTsN 1 Kota Bengkulu

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ABSTRACT

This study examines students' needs in learning paragraph writing and the role of the Flipped Classroom model in supporting this process. A mixed-method approach was used, involving questionnaires and classroom observations with students of MTsN 1 Kota Bengkulu. The findings show that students still face difficulties in developing ideas and organizing sentences into coherent paragraphs, despite having prior experience in writing. The results also indicate a very strong need for structured materials, clear guidance, relevant examples, and continuous feedback. A total of 83% of responses fall into the very strong category, showing strong support for the use of instructional videos, online materials, and interactive classroom activities. The Flipped Classroom model is considered effective in promoting active learning and improving students' paragraph writing skills.

Keywords: Flipped Classroom, paragraph writing, EFL students, learning needs, writing skills.

INTRODUCTION

Writing is a fundamental skill in language learning as it enables students to express ideas, develop critical thinking, and construct meaningful communication (Pereira et al., 2023; Lin, 2024). Writing is not only a medium for conveying information but also a process that involves creativity, reflection, and the organization of ideas in a logical manner (Weatherall & Bridgman, 2025). In academic contexts, writing plays a crucial role in supporting literacy, digital competence, and academic credibility (Malham & Mobbs, 2024; Bosnia and Herzegovina, 2024). Without adequate writing skills, students may struggle to organize their thoughts, express their ideas clearly, and participate effectively in academic activities (Rogers et al., 2023). Therefore, writing is considered a key component in students' academic development and overall language proficiency.

Previous studies have highlighted the importance of cognitive, linguistic, and technological factors in developing writing skills. Research shows that writing ability is closely related to reading skills, language competence, and cognitive development (Johansson & Rijlaarsdam, 2023; Caemmerer et al., 2023). In addition, the integration of digital technology has been found to enhance writing instruction by facilitating collaboration and improving learning efficiency (Devitt et al., 2023; Ramadhan et al., 2024). However, insufficient instructional support may lead to low motivation, lack of confidence, and poor writing performance among students (Myhill et al., 2023; Amo Sánchez-Fortún et al., 2024). These findings indicate that effective writing instruction requires not only appropriate materials but also supportive learning environments and innovative teaching approaches.

Preliminary observations at MTsN 1 Kota Bengkulu revealed that students still face difficulties in developing ideas and organizing sentences into coherent paragraphs, despite having basic knowledge of paragraph structure. Students were moderately active during classroom activities, but their readiness before writing lessons remained low, as they were not accustomed to studying materials independently. Interviews with the teacher further confirmed that students need clear examples, step-by-step guidance, and continuous feedback to improve their writing skills. The teacher also highlighted that the use of pre-class materials, such as instructional videos, could help students better understand the material and allow classroom time to be used more effectively for writing practice and discussion.

These findings highlight the importance of integrating innovative instructional models, particularly the Flipped Classroom model, in paragraph writing instruction. By shifting learning activities outside the classroom and focusing on interactive practice during class time, the Flipped Classroom approach can promote learner autonomy, increase engagement, and improve writing performance. Therefore, this study aims to address the gap between traditional instruction and students' needs by designing a more effective and student-centered learning approach to enhance paragraph writing skills among EFL students.

MATERIALS AND METHODS

This study adopts a mixed-methods approach to examine EFL students' needs in paragraph writing instruction and to explore how the Flipped Classroom model can support the learning process. This approach was selected because it allows the researcher to obtain a comprehensive understanding of both measurable outcomes and students' experiences in a real classroom context (Creswell & Hirose, 2019; Bennett & Braumoeller, 2022). By combining quantitative and qualitative data, this study captures not only statistical trends but also students' perceptions, difficulties, and classroom dynamics related to paragraph writing.

The population of this study consists of all seventh-grade students at MTsN 1 Kota Bengkulu, totaling 138 students across four classes (VII A, VII B, VII C, and VII D). This study employs a total sampling technique, meaning that all members of the population are included as the research sample. This technique was chosen to ensure comprehensive data representation and to minimize sampling bias, as all students share similar learning objectives, curriculum, and instructional context. The inclusion of all classes also allows the researcher to capture diverse student responses while maintaining consistency in the learning environment.

Data were collected through four main instruments: questionnaires, interviews, classroom observations, and documentation. The questionnaire, designed using a four-point Likert scale, aimed to identify students' needs and perceptions regarding paragraph writing and the Flipped Classroom model. Semi-structured interviews with both students and the English teacher were conducted to gain deeper insights into their experiences, challenges, and expectations. Classroom observations were carried out to examine students' participation, engagement, and interaction during learning activities, while documentation such as lesson materials, photos, and recordings was used to support data triangulation and strengthen the validity of the findings.

The data collection process was conducted systematically in several stages, including initial classroom observations, distribution of questionnaires, interviews with selected participants, and documentation of classroom activities. This multi-instrument approach ensured that the data collected were comprehensive and credible, providing both broad and in-depth perspectives on students' learning needs.

Data analysis was carried out using both quantitative and qualitative techniques. Quantitative data from the questionnaires were analyzed using descriptive statistics, including frequencies and percentages, to identify overall trends in students' needs and perceptions. Meanwhile, qualitative data from interviews, observations, and documentation were analyzed

through thematic analysis involving data reduction, coding, categorization, and interpretation (Bogdan & Biklen, 1992). This iterative process allowed the researcher to identify key themes and patterns related to students' difficulties, learning preferences, and responses to the Flipped Classroom model. Through the integration of these methods, the study provides a holistic understanding of both the measurable and experiential aspects of paragraph writing instruction in the EFL context.

RESULTS

The analysis of instructional materials and interview results at MTsN 1 Kota Bengkulu was conducted to examine students' needs in paragraph writing and the potential integration of the Flipped Classroom model. The findings indicate that students require comprehensive digital learning materials, such as instructional videos and online modules, to support independent learning before class. This approach allows classroom time to be used more effectively for writing practice, discussion, and feedback. Students' difficulties were influenced by internal factors such as limited ability to develop ideas, lack of confidence, and insufficient mastery of vocabulary and grammar, as well as external factors including the need for clear instructional guidance, relevant learning materials, and supportive classroom activities. In addition, students benefit from collaborative learning through group discussions and peer review, which help them organize ideas and improve coherence in writing. The use of visual and audiovisual media, such as pictures and videos, also plays a significant role in stimulating idea generation and enhancing understanding. Furthermore, continuous feedback, clear assessment rubrics, and reflective learning activities are essential to support students' writing development. Overall, the integration of the Flipped Classroom model provides opportunities to promote learner autonomy, increase engagement, and create a more interactive and student-centered learning environment in paragraph writing instruction.

Table 1. Interview Results on Students' Needs in Paragraph Writing

No	Question	Answer
1	<i>In your opinion, what difficulties do students most frequently experience when writing paragraphs?</i>	<i>In my opinion, the difficulties most frequently experienced by students in writing paragraphs include problems with constructing cohesive and coherent sentences, choosing appropriate vocabulary, organizing ideas, and maintaining logical flow. In addition, students often struggle with mastering spelling rules and punctuation.</i>
2	<i>Do students tend to have more difficulty in developing ideas or in grammatical aspects?</i>	<i>I believe that students experience greater difficulty in developing ideas. They often struggle to get started because they lack confidence and feel confused about where to begin. After that, they also face difficulties in organizing a suitable storyline that clearly identifies important parts of a composition, such as the introduction, conflict, and resolution. Furthermore, the ideas they write are usually too brief and not developed in sufficient detail.</i>
3	<i>In your view, which skills do students most need to develop in order to improve their paragraph writing ability?</i>	<i>I think the most important skills students need to develop in paragraph writing begin with identifying the main idea. Once they understand the main idea, they should develop it through supporting sentences by providing evidence, examples, analysis, and more detailed explanations to strengthen the topic sentence. Sentence unity and coherence also</i>

		<i>need careful attention, ensuring that sentences are logically connected, for example through the use of appropriate transition words or connectors. Finally, students should be able to write a concluding sentence that summarizes the main points and reinforces the paragraph's central idea. In addition, because writing skills cannot be developed instantly and require a process, students need to build habits of regular reading and continuous writing practice. Over time, this will gradually improve their paragraph writing ability.</i>
4	<i>What types of instructional materials are most needed to help students write paragraphs effectively?</i>	<i>The materials most needed to help students write good paragraphs are those that focus on how to develop a main idea, depending on the context of the writing. These materials usually include patterns of paragraph development, such as illustration, comparison and contrast, cause and effect, definition, as well as narrative or chronological sequences.</i>
5	<i>Do you think students need exposure to a variety of paragraph types (descriptive, narrative, expository, etc.) in writing instruction?</i>	<i>Yes, I believe students need exposure to a variety of paragraph types, such as descriptive, narrative, evaluative, and others. This helps them understand the differences among various forms of writing and makes it easier for them to write paragraphs according to the intended context in learning.</i>
6	<i>How should teaching materials be adapted to students' context and proficiency levels?</i>	<i>In my view, teaching materials should be adapted to students' context and proficiency levels. The first step is to evaluate students' cognitive abilities, including their strengths and weaknesses, in order to determine their learning capacity. This can be done through diagnostic assessments, standardized tests, or class assignments adjusted to different learning levels. In addition, teaching materials should be aligned with students' interests so that the learning process can motivate them more effectively.</i>
7	<i>What learning media or resources do you consider most effective for teaching paragraph writing?</i>	<i>The most effective learning media or resources for teaching paragraph writing should involve a combination of various visual media, such as pictures, diagrams, and videos. Interactive learning resources that emphasize hands-on practice are also important. Visual media, such as images and illustrations, are particularly effective in improving paragraph writing skills, especially for descriptive or narrative paragraphs. Through visual media, students can generate ideas and supporting details, which are key components of a good paragraph. In addition, interactive audiovisual media, such as multimedia learning videos, allow students to learn more independently and enrich their learning experience through more varied materials. Videos often present concrete examples, enabling a single main idea to be developed into a complete paragraph.</i>

8	<i>What is your opinion on the use of instructional videos as part of the paragraph writing learning process?</i>	<i>In my opinion, the use of instructional videos is highly effective as part of the writing learning process. Through learning videos, students can see, listen, and experience the material directly, which can inspire them to write based on the content presented in the videos.</i>
9	<i>Do you think students would benefit from studying the material prior to face-to-face class sessions (in line with the flipped classroom model)?</i>	<i>I believe students would gain significant benefits from studying the material before face-to-face meetings, in line with the flipped classroom model. This approach allows classroom time to be used more effectively for in-depth discussions and interactive learning activities. As we know, one lesson period lasts only 40 minutes, and students typically have only four periods per week. In practice, class time is often conditional, and students also vary in their ability to understand explanations.</i>
10	<i>What learning activities do you find most effective in helping students develop ideas before writing?</i>	<i>In my opinion, one of the most effective learning activities for developing students' ideas is mind mapping. Students first identify the theme, then list the main ideas they want to convey, and finally develop those ideas into a well-structured and complete paragraph.</i>
11	<i>What is your opinion on the use of peer review (students giving feedback to one another) in writing instruction?</i>	<i>I consider peer review to be effective in supporting students' writing development. When students evaluate each other's work, they can provide valuable feedback that contributes to improving their writing skills.</i>
12	<i>What forms of feedback do you consider most effective in helping students improve their writing?</i>	<i>Effective feedback should be constructive in nature. Students should be informed about which parts of their writing are already good and which parts need improvement or revision. Feedback should include concrete suggestions rather than general criticism. It also needs to be specific, actionable, and delivered in a timely manner.</i>
13	<i>In your opinion, what are the advantages of the flipped classroom model for teaching paragraph writing?</i>	<i>In my opinion, the advantages of the flipped classroom model include promoting independent learning, increasing students' active participation during face-to-face sessions, and fostering a greater sense of responsibility in the learning process. Additionally, this model provides teachers with more time to offer individual guidance and focus on deeper learning activities.</i>
14	<i>What challenges might arise if the flipped classroom model is implemented in your class?</i>	<i>The challenges that may arise when implementing the flipped classroom model include the significant amount of time teachers need to prepare high-quality, well-targeted materials that students can access independently at home. Moreover, teachers who are accustomed to traditional lecture-based methods may feel uncomfortable or struggle to adapt to this approach. From the students' perspective, challenges include varying levels of motivation and discipline. Some students may be less motivated or less disciplined in studying materials at home,</i>

		<i>which can result in incomplete assignments or work of low quality.</i>
15	<i>Overall, do you agree with the use of the flipped classroom model for teaching paragraph writing in this study program? Why or why not?</i>	<i>Overall, I agree with the use of the flipped classroom model for teaching paragraph writing. In my opinion, this model allows face-to-face class time to be used more efficiently, giving students more opportunities to practice writing, engage in discussion, and collaborate with peers. Students also receive immediate and personalized feedback on their writing. In addition, this approach increases students' motivation, preparedness, independence, and classroom interaction, which may ultimately have a positive impact on their academic achievement in writing skills.</i>

Based on the interview results, it can be concluded that students still experience difficulties in paragraph writing, particularly in developing ideas, organizing thoughts logically, and maintaining coherence between sentences. Students require clearer guidance on paragraph structure, prewriting activities, and the use of instructional media that can help generate ideas. The interview also indicates that students are not yet accustomed to studying independently before face-to-face lessons, so their readiness for writing activities remains limited. Nevertheless, the Flipped Classroom model is seen as having the potential to address these issues, as it provides students with the opportunity to study the material beforehand and use class time for writing practice, discussion, and receiving feedback.

Table 2. *Questionnaire Results of Students' Needs in Learning Paragraph Writing*

No	Questions	Scale				Max Score	N	(%)	Interpretation
		1	2	3	4				
1	I have prior experience in learning how to write paragraphs in English.	1	3	97	37	80	138	81%	Very Strong
2	I have written paragraphs using appropriate format and structure.	-	9	90	39	80	138	80%	Strong
3	I often experience difficulties in developing ideas into a complete paragraph.	6	11	89	32	80	138	77%	Strong
4	I have difficulty organizing sentences coherently within a paragraph.	4	16	83	35	80	138	77%	Strong
5	I need learning materials that focus specifically on paragraph writing techniques.	1	6	72	59	80	138	84%	Strong
6	I need clear step-by-step guidance on how to write an effective paragraph.	2	3	69	64	80	138	85%	Very Strong
7	I need example paragraphs that are appropriate to my level of English proficiency.	-	2	77	59	80	138	85%	Very Strong
8	I need explanations about different types of paragraphs (e.g., descriptive, narrative, etc.).	-	5	84	49	80	138	83%	Very Strong

9	I need instructional videos that I can watch before the class begins.	1	8	86	43	80	138	81%	Very Strong
10	I need reading materials that can be accessed before the class meeting.	-	6	94	38	80	138	81%	Very Strong
11	I need interactive classroom activities to practice my paragraph writing skills.	2	4	91	41	80	138	81%	Very Strong
12	I need writing exercises related to topics from everyday life.	2	7	89	40	80	138	80%	Strong
13	I need group discussions to help generate and develop ideas before writing.	2	9	86	41	80	138	80%	Strong
14	I need peer review activities in which students provide feedback on each other's writing.	2	8	91	37	80	138	80%	Strong
15	I need direct feedback from the teacher regarding my writing.	2	8	90	38	80	138	80%	Strong
16	I need explanations of common errors that I frequently make in paragraph writing.	1	3	77	57	80	138	84%	Very Strong
17	I agree to study the material at home before the class meeting.	2	3	70	63	80	138	85%	Very Strong
18	I feel comfortable learning new material through videos or readings before face-to-face sessions	-	5	80	53	80	138	84%	Very Strong
19	Face-to-face class time should be used for writing practice and discussions.	-	2	89	35	80	138	78%	Strong
20	The flipped classroom model can help me understand paragraph writing better.	2	5	76	55	80	138	83%	Very Strong
Total								82%	Very Strong

Regarding the learning approach, the results demonstrate strong support for the implementation of the Flipped Classroom model in paragraph writing instruction. Students agreed that instructional videos and reading materials provided before class could help them better understand the learning material. They also believed that classroom time should focus more on writing practice, discussion, and collaborative activities. Overall, these findings indicate that integrating structured materials, interactive learning activities, teacher feedback, and technology-based learning through the flipped classroom model can effectively support students in improving their paragraph writing skills.

Table 3. Results of Questionnaire Paragraph Writing Learning Materials through Flipped Classroom

No	Questions	Scale				Max Score	N	(%)	Interpretation
		1	2	3	4				
1	Students often have difficulty developing ideas into paragraphs.	-	-	✓	-	80	1	75%	Strong
2	Students often struggle to organize sentences within a paragraph.	-	-	✓	-	80	1	75%	Strong

3	Students need specialized instructional materials focused on paragraph writing.	-	-	-	✓	80	1	100%	Very Strong
4	Students need clear step-by-step guidance for writing paragraphs.	-	-	-	✓	80	1	100%	Very Strong
5	Paragraph writing materials need to be adapted to students' proficiency levels.	-	-	-	✓	80	1	100%	Very Strong
6	Materials should provide paragraph examples relevant to students' contexts.	-	-	✓	-	80	1	75%	Strong
7	Students need materials that cover various types of paragraphs (descriptive, narrative, etc.).	-	-	-	✓	80	1	100%	Strong
8	Materials should include explanations of the structure and characteristics of each type of paragraph.	-	-	-	✓	80	1	100%	Strong
9	Using instructional videos before class is beneficial for students.	-	-	✓	-	80	1	75%	
10	Online materials accessed before class can improve students' understanding.	-	-	✓	-	80	1	75%	
11	Interactive in-class exercises can enhance students' writing skills.	-	-	✓	-	80	1	75%	
12	Writing exercises based on everyday-life topics are more effective for students.	-	-	✓	-	80	1	75%	
13	Group discussions help students develop ideas before writing.	-	-	✓	-	80	1	75%	
14	Peer review (providing feedback on each other's writing) is useful for students.	-	-	✓	-	80	1	75%	
15	Immediate feedback from the teacher is highly needed by students.	-	-	-	✓	80	1	100%	
16	Explanations of common writing errors help students improve their writing.	-	-	✓	-	80	1	75%	
17	The flipped classroom model can increase student engagement.	-	-	✓	-	80	1	75%	
18	Technical issues (internet access, devices) can affect the effectiveness of the flipped classroom.	-	-	✓	-	80	1	75%	
19	The flipped classroom model is effective for paragraph writing instruction.	-	-	✓	-	80	1	75%	
20	I support the implementation of the flipped classroom in paragraph writing instruction.	-	-	✓	-	80	1	75%	
Total								83%	Very Strong

Regarding the learning approach, the results demonstrate positive perceptions toward the implementation of the Flipped Classroom model in paragraph writing instruction. Students agreed that the use of instructional videos and online materials before class can enhance their understanding, as indicated by the 75% (Strong) responses. They also believed that in-class

time should be used for practice, discussion, and collaborative learning activities, which aligns with the principles of the flipped classroom. Although students acknowledged that technical issues, such as internet access and device availability, may affect the effectiveness of this approach, they still showed strong support for its implementation. Overall, these findings suggest that integrating structured instructional materials, interactive classroom activities, continuous feedback, and technology-based learning through the Flipped Classroom model can effectively support students in improving their paragraph writing skills.

Overall, the findings indicate that the integration of the Flipped Classroom model effectively supports students' paragraph writing development and learning engagement. The combination of structured digital materials, clear instructional guidance, and interactive classroom activities fosters students' ability to develop ideas, organize sentences, and write more coherent paragraphs. Both internal factors (idea development ability, self-confidence, motivation, and language mastery) and external factors (instructional materials, use of videos and media, collaborative activities, teacher feedback, and classroom strategies) contribute to creating a more active, supportive, and student-centered learning environment.

Discussion

This study aims to examine how game-based learning (GBL) enhances students' motivation and identify the factors influencing their engagement in English learning among fifth-grade students at SD Islam Al-Azhar 51 Kota Bengkulu. Unlike previous studies that focus mainly on conventional teaching methods, this research emphasizes the integration of interactive games, collaborative group activities, and structured teacher guidance to foster both cognitive and affective engagement.

Qualitative findings from classroom observations, questionnaires, and interviews support the effectiveness of this approach. Observation results showed that students demonstrated high enthusiasm, active participation, and sustained attention during game-based activities. Questionnaire results indicated that most students felt motivated, confident, and eager to engage in lessons through games, with 95% reporting excitement and 84% stating that games made learning easier to understand. Interviews further revealed that students enjoyed collaborative elements and peer interaction, while the teacher confirmed that game-based methods increased classroom engagement and learning efficiency.

An unexpected and compelling finding was that students' engagement depended on both familiarity and balance in game use. While excessive or unfamiliar games could distract, games that students already knew, such as Class of Champions (CoC), generated higher enthusiasm, confidence, and peer collaboration. Beyond enjoyment, these activities strengthened students' awareness of the importance of learning English and fostered supportive social dynamics, including collaboration and healthy competition, which played a key role in sustaining motivation.

These results align with prior research. Studies by Ahmed et al. (2022), Eltahir et al. (2021), and Liao et al. (2024) confirm that GBL increases motivation, engagement, and learning outcomes, while Huseinović (2024) highlights improvements in language skills and academic performance. Regarding factors influencing engagement, Tuan et al. (2024) and Adipat et al. (2021) emphasized enjoyment, active participation, peer collaboration, and interaction with learning content as critical elements, while Nadeem et al. (2023) noted the role of motivation, competition, and classroom dynamics.

However, not all studies reported consistent results. Ratinho and Martins (2023) and Leonardou et al. (2022) found that motivation may decline after initial novelty, and Zhang and Yu (2022) suggested that simple gamification sometimes outperforms full GBL. Similarly, Rodrigues et al. (2022), Li et al. (2023), Sun (2023), and Kratochvil et al. (2023) highlighted that engagement can be highly context-dependent and influenced by design, duration, and learner characteristics, indicating the need for careful planning to sustain effectiveness.

Overall, GBL proved effective not only in increasing students' motivation and engagement but also in fostering cognitive understanding, social collaboration, and affective awareness, creating a dynamic, student-centered learning environment that reinforces positive attitudes toward English learning.

CONCLUSIONS

This study concludes that the implementation of the Flipped Classroom model in paragraph writing instruction for EFL students at MTsN 1 Kota Bengkulu effectively supports students' writing development, engagement, and learning autonomy. The findings reveal that students become more active, confident, and participative during learning activities, while the classroom environment becomes more interactive, collaborative, and student-centered. The use of structured instructional materials, such as videos and reading resources before class, combined with interactive in-class activities, helps students develop ideas and organize sentences into coherent paragraphs. Students' improvement is influenced by both internal factors, including confidence, motivation, responsibility, and willingness to learn independently, and external factors, such as instructional design, teacher guidance, peer collaboration, and the use of appropriate learning media. Although some previous studies reported varying results regarding the effectiveness of the Flipped Classroom, this study demonstrates that when implemented with clear instructional focus and structured support, it can significantly enhance students' paragraph writing skills and overall engagement in the learning process.

Recommendations Based on the Research Findings:

1. For Schools: Provide adequate technological facilities, internet access, and institutional support to facilitate the implementation of the Flipped Classroom model, ensuring that students can access learning materials before class effectively.
2. For Teachers: Utilize the Flipped Classroom model as an instructional strategy by designing structured materials, providing clear guidance, and maximizing in-class activities such as writing practice, discussion, and peer review to enhance students' writing skills and engagement.
3. For Students: Engage actively in independent learning before class by accessing instructional materials and participate in classroom activities such as discussions and peer feedback to improve writing skills and confidence.
4. For Future Researchers: Explore further the influence of the Flipped Classroom model on other language skills and investigate factors such as students' readiness, technological access, and learning environments to gain a more comprehensive understanding of its effectiveness in different educational contexts.

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