# EFFECTIVENESS OF FLIPPED VIDEO-BASED FEEDBACK IN ONLINE CLASSES AND TRADITIONAL TEACHING ON THE QUALITY OF WRITING COMPONENTS AND STUDENTS' WRITING SKILLS

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## ABSTRACT

The aim of this research was to examine the effectiveness of video feedback in improving the quality of writing components and writing skills using flipped in online class and traditional teaching. The method used in this research was a quasi-experiment by dividing participants into two experimental groups, namely the group that received video feedback intervention with reverse instructions and group that received video feedback intervention with traditional writing instructions. The participants involved in this research were 300 high school students with a gender composition of 150 women and men each. The writing components measured were content, writing organization, vocabulary, language and sentence use. Data analysis used nonparametric tests and Mann- Whitney and Wilcoxon Signed Rank Tests. The results of the study showed that the quality scores of all writing components and writing ability who received reverse and traditional instruction intervention in the posttest phase showed a significant increase compared to the pretest phase. However, video-based feedback with flipped teaching online class had a more significant impact on the quality of the writing component and students' writing ability compared with traditional teaching. The component that shows the most significant improvement is the organizational component and is followed by the language component, vocabulary. The component that shows the smallest improvement is the mechanical component of the sentence. The mechanical component of the sentence is least affected because this component has not been able to attract students' attention optimally. These findings indicate that video feedback intervention is able to effectively improve the

quality of writing components and students' writing abilities. The implication of this research is that teachers can combine feedback with media to create innovative and effective learning processes in improving product quality and student abilities.

**Keywords:** Flipped teaching, online class, traditional teaching, video feedback, writing component quality, writing skills.

## INTRODUCTION

The writing skills of students in Indonesia is still not optimal. The majority of students find it difficult to organize their ideas into written form with good organization. This problem arises at every level, starting from elementary, middle, even students at the higher education (Alobaid, 2020; Estaji & Safari, 2023) the study explored the learners' perceptions of LOA through a survey questionnaire. To collect data, 116 English learners at an intermediate level of proficiency participated in the study and responded to Barrat's BIS 11 learning style questionnaire (Journal of Clinical Psychology 51:768–774, 1995. Writing skills is a productive language skill, meaning that a good amount of information and other language skills are needed in order to become a reliable writer. The emergence of the problem of writing difficulties among students is caused by several factors, including students' limited schemata regarding the topic and type of text that will be produced, not much good technical knowledge of writing, starting from aspects of organization, content, language, sentences and mechanical aspects (Deti et al., 2023; Talebinamvar & Zarrabi, 2022) a quasi-experimental design was used. Consequently, from 25 sections in the first year of natural sciences, two sections were selected using lottery method. A coin was flipped to assign them to the control and the experimental groups. In the study, a control group of 49 and an experimental group of 50 participants participated. A questionnaire was administered to both groups before and after treatment to measure writing attitudes and writing achievement goal orientations. A one-way between groups Multivariate Analysis of Variance was calculated using Statistical Package for Social Sciences (SPSS. These limited abilities make it difficult for students to produce quality writing. This writing ability problem is also caused by the not yet optimal use of teaching methods or models in improving students' writing skills. The majority of teachers use very boring methods and are unable to properly improve the performance and quality of students' writing (Ma, 2023a; Price, 2020). Based on these problems, a teaching method is needed that is not only able to improve students' writing skills and the quality of their writing, but is also able to increase students' motivation in learning to write well. One of them is modifying existing teaching methods with digital media or digital-based teaching methods. This digital-based teaching method has been widely used in various fields of study, especially in improving students' ability to produce products, one of which is written products (Mohamadi Zenouzagh, 2018; Rogers & Graham, 2020).

Productive language skills are writing and speaking skills. Writing skills are productive language skills because this skill requires several other skills and produces a written product. This skill certainly requires basic abilities obtained from receptive reading and listening skills. The ability to write requires other abilities such as the ability to generate ideas, organize ideas, and convert ideas into writing (Roitsch et al., 2021; Wu et al., 2020). Based on the results of previous research, writing ability is the language skill that is most difficult for high school students to master (Khosravi et al., 2023; Luo et al., 2020). Writing teaching activities are a type of teaching that has many aspects in the academic domain. Writing skills are not only needed for students, but are also needed for higher education students who are required to publish their written work in international journals (Morales-Rando et al., 2022; Roald et al., 2021). Writing instruction is currently experiencing developments that are not only traditional, but also utilize various media and technology to encourage students' writing skills. Providing feedback is one of the trending teaching methods that can improve the quality and ability of students' writing. Providing feedback also looks quite promising in improving the quality of students' writing in several previous studies (Buhl-Wiggers et al., 2023; Lin, 2019). Teaching using technology to provide feedback opens up opportunities for teachers to design innovative strategies to overcome students' writing difficulties.

Currently, digital-based writing learning is more widely known by teachers and students. This development encourages teachers to be more creative in combining learning models with the technology they use so that

they are effective in enhancing students' writing skills (Fathi & Rahimi, 2022; Su Ping et al., 2020). The reverse model of teaching is widely used in learning inside and outside the classroom using cellphones. The use of flipped teaching in writing research is still not widely used. Several previous studies have proven that traditional multimedia-based classes show quite effective learning in improving students' writing skills (Li et al., 2022; Roehling, 2018)but some important issues still need in-depth exploration, including how to increase learners' autonomous learning motivation before the class, how to work with in-class discussion activities, and how to improve learner's concentration on discussions and lower their learning anxieties for high-level cognitive thinking. This study integrated theories of digital game-based learning (DGBL. However, this research is different from previous research. This study tried the effectiveness of video feedback by using flipped teaching instructions and video feedback with traditional teaching instructions. The research focuses on components of student writing and student writing abilities. Even though there has been quite a lot of language learning using various technologies, there is still little research using technology-based feedback in writing learning. Based on this explanation, the researcher formulated the problem formulation in this research, namely how the combination of video feedback with reverse teaching and traditional teaching affects students' writing components and abilities.

## LITERATURE REVIEW

### Teacher Feedback

One of the factors that most determines student success in improving the quality of student writing is feedback. Effective feedback can improve students' ability to express new ideas and ideas into writing. Through feedback, students can learn from shortcomings or mistakes, so they can improve their writing skills to be better (Yang & Chen, 2020; Zou & Xie, 2019). Several previous studies found that feedback has proven to be quite effective in improving students' writing abilities to more than 50% of students' initial abilities (Bai et al., 2020; Challob, 2021). Apart from that, this feedback can also improve students who have lower academic abilities compared to students who have high academic abilities. This feedback is also able to minimize the gap between students who have high achievements and students who have low achievements. This feedback has also been proven to be effective not only on language skills, but has also been proven to be effective in improving other skills (Afzali & Izadpanah, 2021; Buhl-Wiggers et al., 2023). Active participation in feedback activities greatly influences teacher confidence in increasing student productivity. Feedback has been proven to be effective in improving students' writing skills, but teachers are often unable to facilitate students to achieve writing learning goals because of the limitations of the feedback media (George & Vineall, 2022; Roehling, 2018). This gap between goals and achievements can be overcome by combining feedback with media or technology. Students often feel confused by the instructions given by the teacher regarding the feedback given. These alternative traditional and technology-based feedback techniques can be used in the formative and summative evaluation phases. The use of technology in the evaluation process really helps teachers in combining teaching techniques. Technology-based feedback on writing skills provides opportunities for teachers to encourage better component quality and student writing performance.

### Video Feedback

Video based feedback rated better value than written or traditional feedback. Video feedback is feedback that uses screencast videos with several media including images, animation, illustrations and narration, not just verbal feedback to students. This video-based feedback gives students the opportunity to get emotional responses and reactions more clearly than relying solely on traditional feedback (Alobaid, 2020; Ma, 2023a). In the process, teachers can involve students interpersonally when providing verbal comments. In other research, video-based feedback using screencasts was used to provide feedback on their work. This device can save feedback comments and send them to the student's email. From the results of this research, the majority of students understand the input from the feedback more meaningfully than just input in the form of written comments (Choy & Cheung, 2022; Rogers & Graham, 2020). Students can clearly understand the phrases or sentences that need improvement through video feedback. This activity makes students more motivated to revise their writing, so that the quality of their writing gets better after getting video feedback.

Other research also proves that video comments for students learning to write a second language can make teachers and students more able to create meaningful learning processes through media that can increase student and teacher motivation (Alobaid, 2020; Deti et al., 2023). The results of this research show that video feedback is not only able to increase writing motivation but is also able to change students' negative opinions regarding writing skills in a second language. This factor is very important for second language learners who have the paradigm that writing skills in a second language are very difficult. Video-based feedback has very clear feedback advantages. This feedback is considered to be the feedback that best suits project-based learning in the classroom. Students are aware that working with visual media will really help in improving the quality of the projects they work on (Hand et al., 2021; Mohamadi Zenouzagh, 2018). However, this video-based feedback has the disadvantage that it requires quite a large device capacity. Other studies investigated feedback on multiple trials. This type of feedback is commonly used in formative evaluations which provide opportunities for students to improve their work through technology-based feedback. This technology-based feedback encourages students to find their own mistakes and correct them while learning new concepts provided by technology-based feedback (Wang et al., 2018; Zou & Xie, 2019). The main aspect that students get from technology-based feedback is that students can remember and carry out work with the same concept after the learning process has been completed.

Recent research investigating video-based feedback has proven effective in improving students' scientific argumentation skills. Students consider this video-based feedback superior to written or traditional feedback (Alobaid, 2020; Ma, 2023b). This video-based feedback is able to improve the quality of students' arguments by improving the components of the arguments they make. This feedback is considered to have excellent advantages in being applied to productive language learning. Other research also shows that there is a difference between oral language skill abilities that receive video-based feedback and traditional feedback (Fathi & Rahimi, 2022; Wu et al., 2020). Video-based feedback has a positive impact on the quality of the language skills used. They are able to improve the vocabulary, phrases and sentences they use when speaking. This is obtained from very clear video-based feedback. This video-based feedback is able to actively involve students to check their performance deficiencies and improve them based on clear input provided by the teacher.

## Teaching Writing in the Flipped Classroom and the Traditional Classroom

Traditional writing teaching is teaching that uses a material approach with printed text or worksheets and focuses on the teacher. Traditional teaching is a teaching method whose general series of activities does not involve the writing process directly, only in the form of traditional instructions about writing (Estaji & Safari, 2023; Hadianto et al., 2022a). This traditional teaching requires a supportive learning environment where students must be in the same context as the material being studied. In the traditional approach, the teacher acts as a provider of material while the students act as recipients of information, so that students appear passive in participating in the learning process. These factors make students easily bored and the paradigm that writing skills emerge is very difficult to learn even though the teacher has used all his abilities in teaching. The majority of students in Indonesia still have problems with writing skills compared to other language skills because many teachers still use traditional teaching (Hadianto et al., 2022b; Mulyati & Hadianto, 2023). The weakness of traditional teaching is that the series of activities are still not optimal in increasing students' interest in learning. Traditional teaching is also considered unable to overcome students' difficulties in writing. Currently, teachers must be able to create more teaching approaches that are able to answer students' current needs. One of them is modifying traditional writing teaching to make it more interesting and innovative by combining it with various technologies (Alobaid, 2020; Choy & Cheung, 2022).

Flipped classroom teaching is an alternative teaching that can be used by teachers besides traditional teaching. The reverse teaching method focuses on transferring tasks into a certain context using other media that is able to highlight aspects of learning in certain media. The theory that supports flipped classroom teaching is that sociocultural conditions and environments must provide autonomy support and ignore external control (Herrero et al., 2019; Liu & Chung, 2021). This learning environment can increase learning motivation and opportunities for students to reflect on student abilities, receive support from friends and teachers, regulate themselves independently, and encourage students to make their own decisions. Previous research proves

that pedagogical tools are integrated in the learning process with new classes and flipped classes. The results showed that students' academic achievements, professional knowledge and abilities improved significantly (Challob, 2021; Wang et al., 2018). In addition, the effeciency of the flipped teaching is also proven in student achievement and self-efficacy. From this research, it was found that the flipped classroom was able to encourage students to be more productive and the teaching process was more interesting. Flipped classes are also able to make students more responsible for their activities during the learning process.

## METHOD

This research uses a quasi-experimental design with purposive sampling technique. The statistical analysis used is the Mann-Whitney test and Wilcoxon Signed Rank to answer the research problem formulation.

### Participants

Participants in this research were 300 high school students with a gender proportion of 150 students each, female and male. Participants were divided into two experimental groups, namely experimental group 1 which received video-based feedback intervention with flipped classroom writing online teaching and experimental group 2 which received video-based feedback intervention with traditional writing teaching. The age of the students in the research sample was in the range of 17-19 years. The focus of this research investigates the components of student writing which include content, idea organization, vocabulary, language, sentences and overall writing ability. The research was conducted for one year or two semesters at the high school level. The population in this study were high school students in the Bandung area who had learned to write various types of text. The sample was selected purposively who had learned to write so that teachers could control the influence of teaching on students' writing abilities. Apart from that, the purposive sampling technique was used because the researchers used digital instruments for one year in the writing learning process. Researchers investigated writing components and writing abilities with a standard of 0.05 to ensure that all students in the sample had homogeneous writing abilities in both experimental groups.

### Instruments

#### Writing Assignments

Writing ability data was collected by giving writing assignments on several themes, namely health, natural disasters and government policy. Students are asked to determine the title of their own writing on this theme. The development of ideas or concepts in the pretest phase is left to the students. Themes are determined according to the focus of high school students' majors in science and social studies. In the pretest phase, students are only asked to pay attention to the assessment components which include content, idea organization, vocabulary, language, sentences and use of punctuation. After the pretest phase, intervention was carried out with two types of intervention, namely video-based feedback with flipped classroom writing teaching and video-based feedback with traditional writing teaching. Finally, a posttest was carried out by assigning students to write explanatory text with the same themes as those carried out in the pretest phase.

#### Writing Assessment Rubric

The writing assessment rubric used in this research is an analytical rubric using a 5-point assessment scale which includes content, idea organization, language, vocabulary and mechanical aspects. Assessment of content aspects is carried out on thesis development, substance and overall content coherence. Organizational aspects include coherence and cohesion of ideas, clarity of ideas, use of supporting ideas, idea organization, and idea development. Vocabulary aspects include word choice, use of word forms, and use of appropriate vocabulary. Aspects of language use include complex sentence construction, appropriate use of time, effective word order. Aspects of using punctuation include the use of spelling, punctuation, and capital and small letters, and creating paragraphs. The score composition used in each aspect is content component: 25, idea organization component: 25, language use component: 20, and vocabulary component; 15, and mechanical sentences component: 15. The total value used is 100.

### Video-based Feedback Intervention Device

Video-based feedback using the Snagit application during the learning process. Snagit can record teachers giving feedback or instructions clearly, so students can get clear feedback. Snagit can also create documentation and show students what they have done. This program is considered the best program in providing feedback to students. Snagit is usually used by teachers to provide assessments, input and feedback for products produced by students.

### Tablet Devices in Providing Feedback

Explaining concepts through visual media, teachers use the Art Creative Pen application and Touch tablets in the learning process. While the Snagi application records all activities, teachers use tablets to provide feedback to students. The use of brushes, highlighters and colored pencils makes it easy for teachers to provide feedback and instructions in providing feedback to students. This process is considered the most effective process in improving the quality of student writing.

### Video-based Writing Intervention with Flipped Teaching and Traditional Writing Teaching

Overall teaching is carried out over 32 sessions over two semesters. The first semester of teaching is carried out directly, the following semester is carried out using recordings of previous meetings and reinforced. Grammar teaching is carried out by uploading it to a learning management system or LMS that students can access which is packaged using the flipped classroom method. Teaching materials can be studied repeatedly by students through the LMS and can be accessed at any time. Traditional writing teaching is done conventionally. The teacher delivers the material directly in class. Writing materials include organization, grammar, language use, sentences, and punctuation. Traditional teaching can only be done in class and there is no opportunity for students to repeat or access it again outside of class.

## Data Collection and Analysis

The experimental group that received video-based feedback intervention with a flipped classroom received 35% of the class content with composition in the first three sessions. Students were given the opportunity to access, interpret, and repeat the flipped instruction and digital feedback. This video-based feedback was uploaded into a learning management system that was accessible to all students in this experimental group. During this intervention process, the teacher assigns students to write on several predetermined topics. This writing assignment is carried out during class and can be taken home. Collection is carried out via email. Next, the teacher provides video-based feedback based on each student's assignment and gives the feedback back to the students via email.

Students in the second experimental group received video-based feedback intervention with traditional classroom teaching in the writing learning process. The content in traditional teaching is the same as in flipped classroom teaching, but there are some differences in the technical implementation. Traditional teaching is carried out using flipped classes on aspects of paragraph structure, the creation process, paragraph comparisons and differences. However, teaching on aspects of grammar, sentences, sentence parallels, subjects and predicates, adjective clauses, nouns, adverb clauses is taught directly to students and combined with carrying out assignments at home. In the next session, the teacher provides discussion and provides reinforcement until all students understand their mistakes and can correct them.

Data analysis was carried out using SPSS software version 22. Normality tests were carried out using the Mann-Whitney test and Wilcoxon Signed Rank. Comparison of differences between two independent experimental groups was analyzed using the Mann-Whitney U Test. Analysis of differences between two experimental groups with the dependent variable (pretest and posttest phases in flipped teaching and pretest and posttest phases in traditional teaching.

## Validity and Reliabity

The reliability test was carried out by asking several assessors to assess students' writing at two stages. Reliability testing can be seen in whether the assessor's procedures can show the same results in repeated experiments. Researchers asked teachers to provide assessments on aspects of content, organization, use of

words, sentences, grammar and mechanical aspects using a rubric (Joseph Jeyaraj et al., 2022; Khoynaroud et al., 2020). Before the assessment is carried out, a practice session is carried out so that the assessors gain a clear and comprehensive understanding of all elements of the rubric assessment. Next, 45 students' writing in the pretest and posttest phases was assessed by the assessors and asked the assessors to report the results within a period of one and a half months. In order to avoid subjective aspects, the researcher did not indicate which student's writing belonged to the experimental group. Next, the reliability test in the pretest and posttest phases was calculated using the t test, the results of which are explained in tables 1 and 2. From the explanation in tables 1 and 2, the average value of each assessor was obtained with a significance level of 0.680 and 0.731 in the pretest and posttest phases. . This value is greater than the p value of 0.05. From these values it can be concluded that there are no significant differences between raters. This shows that the rubric assessment is reliable and can be used for research.

**Table 1.** Pre-test reliability test results

| | F | M | SD | T | sig |
|---|---|---|---|---|---|
| Appraiser 1 | 45 | 40.2 | 4.7 | −0.321 | 0.680 |
| Appraiser 2 | 45 | 38.5 | 4.5 | | |

**Table 2.** Post-test reliability test results

| | F | M | SD | T | sig |
|---|---|---|---|---|---|
| Appraiser 1 | 45 | 44.3 | 3.4 | −0.542 | 0.731 |
| Appraiser 2 | 45 | 46.6 | 3.7 | | |

## FINDINGS

### The Effect of Video-based Feedback with Flipped Teaching in Online Class on Component Quality and Students' Writing Ability

Based on table 3, each writing component showed better posttest scores in the pretest phase of the experimental group that received video-based feedback intervention. From these data it can be determined that this video-based feedback is able to enhance the quality of students' writing components. Another finding is that the average score for each writing component varies, which means that video-based feedback has a different influence on each student's writing component. The Wilcoxon Signed Rank test was carried out to determine the differences in the impact of the intervention on each component of student writing. Based on the results of the Wilcoxon Signed Rank Test, the sig. the difference between the pretest and posttest phases shows 0.000 which has a value lower than 0.05. From these data it can be concluded that the average scores in the two phases show significant differences in each component of student writing. So, this video-based feedback is able to have a significant impact on all components of student writing in flipped teaching. The organizational component had the most significant effect from the intervention compared to other components that had a value (m = 26.31, Z = 4.24). The next component is followed by the content component with value (m = 25.21, Z = 5.325), language use component (m = 24.53, Z = 5.341), vocabulary (m = 15.71, Z = 4.771).

The component that received the least influence from the intervention was the sentence mechanism component with value (m = 9.56, Z = 4.523). Students' writing ability in the pretest phase showed a value (m = 45.64, SD = 7.92) and there was an increase in students' writing ability in the posttest phase with a value (m = 96.31, SD = 4.75) in the experimental group who received video-based feedback intervention with flipped teaching . From the data presented, it can be said that video-based feedback with reverse teaching is able to improve students' writing skills. Next, to investigate whether there are statistically significant differences in each phase, the Wilcoxon Signed Rank Test is carried out to find out. Research findings show that the sig value in the pretest and posttest phases is 0.000. This value is lower than 0.05 with $P < 0.05$, and Z = 4.376. This data shows that the differences in the two pretest and posttest phases show significant differences. So, video-based feedback with flipped teaching can improve students' writing abilities and the quality of their writing components.

**Table 3.** Quality of student writing components with flipped teaching

| Writing component | N | Mean | SD | Rank |
|---|---|---|---|---|
| Content Component Posttest | 150 | 25.21 | 1.42 | 2 |
| Pretest Content components | 150 | 11.70 | 3.24 | |
| Organizational Component Posttest | 150 | 26.31 | 1.21 | 1 |
| Organizational Component Pretest | 150 | 10.88 | 1.92 | |
| Vocabulary Component Posttest | 150 | 15.71 | 2.30 | 4 |
| Vocabulary Component Pretest | 150 | 7.87 | 1.71 | |
| Posttest language use | 150 | 24.53 | 2.24 | 3 |
| Pretest language use | 150 | 11.12 | 2.11 | |
| Sentence Mechanical Component Posttest | 150 | 9.56 | .74 | 5 |
| Pretest Mechanical components of sentences | 150 | 7.02 | .93 | |

## The Effect of Video-based Feedback with Traditional Teaching on Students' Writing Components and Abilities

Based on the data presented in table 4, each component of students' writing who received video-based feedback intervention with traditional teaching showed an improvement in the posttest phase. These data show that the intervention was able to improve the quality of students' writing components. The average score for the quality of students' writing components in the posttest phase also varied and differed. This shows that video-based feedback interventions with traditional classes have different influences on each component of students' writing. The Wilcoxon Signed Rank Test was carried out to investigate the differences in each pretest and posttest phase whether there were significant differences or not. From the test results it was found that the sig value of the difference in both pretest and posttest phases showed a value lower than 0.05. These data show that the average scores of the two pretest and posttest phases for the quality of students' writing components have significant differences. So, video-based feedback with traditional teaching can have a significant influence on the quality of students' writing components. The most superior components as a result of the intervention were the content component with values (m = 16.31, z = 3.347, P = .001) and the organizational component with values (m = 14.31, z = 4.345, P = .001). Next, followed by the language use component with a value (m = 15.54, z = 3.435, P = .031), vocabulary with a value (m = 11.45, z = 3.572, P = .000) and finally the sentence mechanics component with a value (m = 8.13, SD = 3.241, P = 0.001). Based on the research results, the quality of students' writing components also showed an overall improvement. In the pretest phase it showed a value (m = 50.22, SD = 8.45) and experienced an increase in the posttest phase (m = 63.45, SD = 8.31). These findings indicate that video-based feedback intervention with traditional teaching is able to improve the quality of students' writing components. Next, a significance test of differences was carried out in the pretest and posttest phases of students' writing abilities using the Wilcoxon Signed-Rank test. From the test results, a sig value was found with a difference level between the two phases of 0.000, which indicates a value lower than 0.05 with a value of (z = 4.561). This value shows that there is a significant difference in writing ability scores in the pretest and posttest phases. So, video-based feedback with traditional teaching can improve the quality of the writing component and students' writing abilities.

**Table 4.** Quality of students' writing components with traditional teaching

| Writing component | N | Mean | SD | Rank |
|---|---|---|---|---|
| Content Component Posttest | 150 | 16.31 | 3.82 | 1 |
| Content components Pretest | 150 | 12.31 | 3.42 | |
| Organizational Component Posttest | 150 | 15.31 | 4.20 | 1 |
| Organizational Component Pretest | 150 | 12.71 | 2.89 | |
| Vocabulary Component Posttest | 150 | 11.45 | 2.78 | 3 |
| Vocabulary Component Pretest | 150 | 7.18 | 2.30 | |
| Posttest language use | 150 | 15.72 | 4.21 | 2 |
| Pretest language use | 150 | 13.31 | 3.31 | |
| Sentence Mechanical Component Posttest | 150 | 8.13 | .93 | 4 |
| Pretest Mechanical components of sentences | 150 | 5.04 | .45 | |

**Table 5.** Results of the Mann–Whitney U Test on the average pre-test score for the quality of the writing component in Both Groups

| Writing component | Content Components | Organizational Components | Vocabulary Components | Components of Language Use | Sentence Mechanical Components |
|---|---|---|---|---|---|
| Mann-Whitney U | 254 | 246 | 230 | 228 | 218 |
| Wilcoxon W | 570 | 568 | 552 | 548 | 546 |
| Z | –.775 | –.934 | –1.241 | –1.320 | –1.271 |
| Asymp. Sig. (2-tailed) | .452 | .364 | .272 | .237 | .250 |

**Table 6.** Post-test average score for the quality of writing components with traditional and flipped teaching

| Teaching | Content Components | Organizational Components | Vocabulary Components | Components of Language Use | Sentence Mechanical Components |
|---|---|---|---|---|---|
| Flipped Teaching | 25.21 | 25.70 | 15.57 | 24.64 | 9.82 |
| Traditional Teaching | 16.46 | 16.34 | 11.52 | 15.70 | 8.10 |

## Differences in the Influence of Video-based Feedback with Flipped in Online Class and Traditional Teaching on the Quality of Writing Components and Students' Writing Abilities

Based on the presentation of Asymp sig data in table 5, the quality value of each component of student writing shows a value greater than 0.05. From these values it can be concluded that there were no significant differences found in the pretest phase between the groups that received reverse teaching intervention and traditional teaching in the quality aspects of the writing components. From the results of this research, it is not necessary to control the influence of the pretest and calculate the pre-difference between the two phases. Analysis can be carried out on posttest scores directly. Based on the research results presented in table 6, the average score on all writing component qualities in the first experimental group who received reverse teaching intervention was superior to students in the second experimental group or who received traditional teaching. From these findings, it can be said that video-based feedback with reverse teaching is able to improve the quality of the writing component statistically better than video-based feedback with traditional teaching. Next, an investigation was carried out using the Mann-Whitney U test to determine whether

there were significant differences in each component's quality of students' writing. From the test results, the significance value of all writing components shows a value lower than 0.05, which means the difference in the average score of all components in the posttest phase is very significant. The value of each component of student writing is as follows, the value of the content component (P = 0.000, Z = 7.014), organization component (p = 0.000, Z = 6.887), vocabulary component (P = .000, Z = 6.745), language use component ( P = .000, Z = 6.846), and sentence mechanics components (P = .000, Z = 5.856). Video-based feedback with flipped teaching is more effective than traditional teaching, which is also confirmed by research findings on students' writing abilities. From the research results, writing ability with reverse teaching in the pretest phase received a score of 61.45 and in the posttest phase 96.30. These data show that video-based feedback with flipped teaching is superior in having an impact on the quality of writing components and students' writing abilities compared to traditional teaching.

## DISCUSSIONS AND CONCLUSION

Overall, the research findings show that the average quality score for all components shows an increase in the posttest phase. These findings are in accordance with several previous studies which showed that students' reading and writing abilities showed improvement after receiving video-based teaching interventions. An increase in students' abilities was seen in understanding reading problems and writing back findings in the reading. Apart from that, this video-based feedback can encourage students to be more interactive in following the learning process. Video-based media in language teaching can increase students' interest and motivation in learning. Apart from that, this media is also able to facilitate students to achieve learning goals effectively and attract students' attention to remain focused during the learning process. Video-based feedback has a positive impact on the quality of students' writing components, including content, organization, vocabulary, language and sentence components (Joseph Jeyaraj et al., 2022; Li et al., 2022). The component that shows the best improvement is the organizational component, followed by the content, language, vocabulary and sentence components. From these findings, it can be concluded that video-based teaching is more effective and efficient in improving the quality of organizational components. The writing component that attracts less attention from students is the mechanical component of the sentence which includes the use of letters, punctuation and spelling, so this component has the least impact from video-based feedback (Khoynaroud et al., 2020; Turan & Akdag-Cimen, 2020). Student editing in the flipped learning process allows students to improve students' self-monitoring abilities. This causes the ability to organize ideas to improve significantly in reverse teaching. This is confirmed in theory that the self-assessment carried out by students in evaluating the learning process is able to increase student responsibility in carrying out assignments, so that students can anticipate errors in the content and organization of students' writing (Khosravi et al., 2023; Mohamadi Zenouzagh, 2018). These findings also strengthen the fact about the effectiveness of video-based feedback in the teaching process. Video-based feedback also makes it easier for teachers to provide models of behavior or activities that students can follow appropriately. In addition, this video-based feedback provides students with the opportunity to evaluate content repeatedly in order to improve students' writing skills.

Video-based feedback with traditional teaching is also can to enhance the quality of students' writing components which can be seen from the increase in scores in the posttest phase. Video-based feedback combined with traditional teaching is still able to enhance the quality of students' writing components. This finding is in line with previous research which found that the use of technology in feedback was able to correct students' misconceptions about their ability to write argumentative texts because technology provides opportunities for teachers to explore more and more intensively the instructions delivered to students (Buhl-Wiggers et al., 2023; Khojasteh et al., 2021). This finding is also strengthened by the theory that feedback with multiple experiments applied in formative evaluation is able to encourage students to review more and correct students' misunderstandings in learning concepts or teacher instructions. The advantage of video-based feedback is that it can make students' memories stronger (Afzali & Izadpanah, 2021; Roitsch et al., 2021). Students can express concepts they have learned even though learning and evaluation have been given for quite a long time. Another finding from this research is that video-based feedback has a different impact on each component of students' writing. Video-based feedback with traditional teaching can also improve the quality of students' writing components. The component that shows the most significant improvement is the organizational component and is followed by the language component, vocabulary. The component that

shows the smallest improvement is the mechanical component of the sentence. The mechanical component of the sentence is least affected because this component has not been able to attract students' attention optimally. These findings are in line with previous research which found that most students focused more on high-level improvements such as idea organization, content, language use rather than low-level improvements such as letter use, punctuation, and spelling (Wang et al., 2018; Wassinger et al., 2022; Zou & Xie, 2019).

Improvements were also seen in writing skills in the video-based feedback experimental group with traditional teaching. This shows that this video-based feedback can improve students' abilities regardless of different teaching methods. This research is also strengthened by the results of previous research which found that video-based feedback was able to improve the quality of students' writing in higher education without having to meet directly with the lecturer (Challob, 2021; Roehling, 2018). Through video-based feedback, students can make improvements to their writing by repeatedly viewing the feedback. Script deficiencies flagged by the teacher through video-based feedback can be observed more clearly and personally. Students' views on this video-based feedback are overall positive and able to improve student performance in a better direction. However, this video-based feedback also has disadvantages, including that there are still students who have difficulty accessing feedback video files, devices that do not support it (Parr et al., 2022; Roehling, 2018). Based on these shortcomings, this video-based feedback requires sophisticated software, allowing teachers to improve, longer video duration which will overcome the shortcomings of this video-based feedback.

The influence of video-based feedback with the reverse teaching method has a more significant impact compared to the influence of video-based feedback with the traditional teaching method. This difference can be seen in the increase in the average score from the pretest phase to the posttest phase of the two experimental groups. These findings indicate that video-based feedback is more effective in improving the quality of writing components and students' writing abilities combined with flipped teaching compared with traditional teaching (Mohamadi Zenouzagh, 2018; Price, 2020). This happens because students in traditional teaching groups do not have access to repeated feedback that can be accessed in their respective homes. Students who get repeated access in flipped teaching are able to outperform all components of students' writing in traditional teaching because of aspects of the improvement process that students carry out more effectively in flipped teaching. This finding is reinforced by similar research, namely that the advantage of using technology in providing feedback is that the time given to provide more individual feedback to students (Alobaid, 2020; Nuckles et al., 2020; Rogers & Graham, 2020). The feedback provided is a combination of written instructions, corrections, and audio comments from very detailed and individual teachers that will help students make appropriate improvements.

Video-based feedback with flipped and traditional teaching can improve the quality of writing components and students' writing abilities. Although both were able to improve the quality of the writing component and students' writing abilities, video-based feedback with flipped teaching had a more significant impact on the quality of the writing components and students' writing abilities compared to traditional teaching. The component that shows the most significant improvement is the organizational component and is followed by the language component, vocabulary. The component that shows the smallest improvement is the mechanical component of the sentence. The mechanical component of the sentence is least affected because this component has not been able to attract students' attention optimally. Teacher feedback comments packaged with videos can have a positive impact on students' level of understanding of writing concepts and their shortcomings, so they can develop their writing skills. In feedback, teachers also get the opportunity to provide comprehensive feedback and give students the opportunity to learn it repeatedly. Video-based feedback explores all students' strengths and weaknesses, so students know their weaknesses and make them more motivated to improve the quality of their writing. Video-based feedback is also able to provide instructions for students to know clearly and definitely each part that needs to be improved and how to fix it. This research has implications for teachers' abilities to modify feedback with media to create innovative and effective learning processes in improving product quality and student abilities. However, the use of video-based feedback requires prior training for teachers to be able to use it optimally. This research has several limitations, including that the sample involved is still small, focuses on quantitative data, and only focuses on how feedback is given, not on student preferences in receiving feedback. Based on these limitations, the researcher recommends several suggestions, namely that a larger and broader sample size is needed, for example, try applying feedback at various levels to determine the impact of video-based feedback on students

at various levels. Furthermore, qualitative data collection is needed to examine students' views of video-based feedback in flipped and traditional teaching modes, and further research is needed on students' preferences for teacher-provided feedback.

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