

**UNIVERSITI TEKNOLOGI MARA**

**THE USE OF FLIPPED CLASSROOM  
APPROACH IN ENHANCING  
STUDENTS' BEHAVIORAL AND  
COGNITIVE ENGAGEMENT IN ESL  
WRITING CLASSROOM : A CASE  
STUDY OF MATRICULATION  
COLLEGE STUDENTS**

**NORWANI BINTI RAMLI**

Dissertation submitted in partial fulfillment of the  
requirements for the degree of  
**Master of Education  
(TESL)**

**Faculty of Education**


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## AUTHOR'S DECLARATION

I declare that the work in this dissertation was carried out in accordance with the regulations of Universiti Teknologi MARA. It is original and is the results of my own work, unless otherwise indicated or acknowledged as referenced work. This thesis has not been submitted to any other academic institution or non-academic institution for any degree or qualification.

I, hereby, acknowledge that I have been supplied with the Academic Rules and Regulations for Post Graduate, Universiti Teknologi MARA, regulating the conduct of my study and research.

Name : Norwani Binti Ramli  
Student I.D. No. : 2013901153  
Programme : Master of Edu. (TESL)  
Faculty : Education  
Dissertation Title : The Use of Flipped Classroom Approach in  
Enhancing Students' Behavioral and  
Cognitive Engagement in ESL Writing  
Classroom: A Case Study of Matriculation  
College Students

Signature of Students :  .....

Date : AUGUST 2015

## ABSTRACT

Research suggested that learning should be integrated with technology as millennials have an inclination towards interactive, fun learning styles. Thus, Flipped Classroom Approach was used to improve the cognitive and behavioral engagement of the students, and also their ESL writing skills. This approach generally prepared the students for the information as they reviewed the lecture videos before entering the class. This new approach allowed a better classroom experience where students were able to gain information at their own pace. In investigating whether this approach can enhance writing skills among the students and also its effects to the students' behavioral and cognitive engagement, a case study with the simplest experimental design was conducted. One class consisted of 17 students of Kolej Matrikulasi Selangor Session 2014/2015 were selected. Multiple sources of evidences were used in collecting the data, like self-report questionnaire, observation, Pre-test and Post-test and also focus group interview. The data were collected in regards to examine the effects of Flipped Classroom approach to students' cognitive and behavioral engagement in ESL writing class, the contribution of behavioral and cognitive engagement towards their writing performance and the comparison of writing scores before and after the Flipped Classroom approach was implemented. At the end of the study, the findings showed that there were positive effects of Flipped Classroom approach to the students' behavioral and cognitive engagement and the students who had higher engagement in the classroom resulted high performance in ESL writing. Hence, it was hoped that the Flipped Classroom approach could be considered by the educators in Malaysia to be implemented in their classroom.

**Keywords:** The Flipped Classroom Approach, engagement, behaviour and cognitive engagement, millennials, traditional classroom, L2 writing

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