

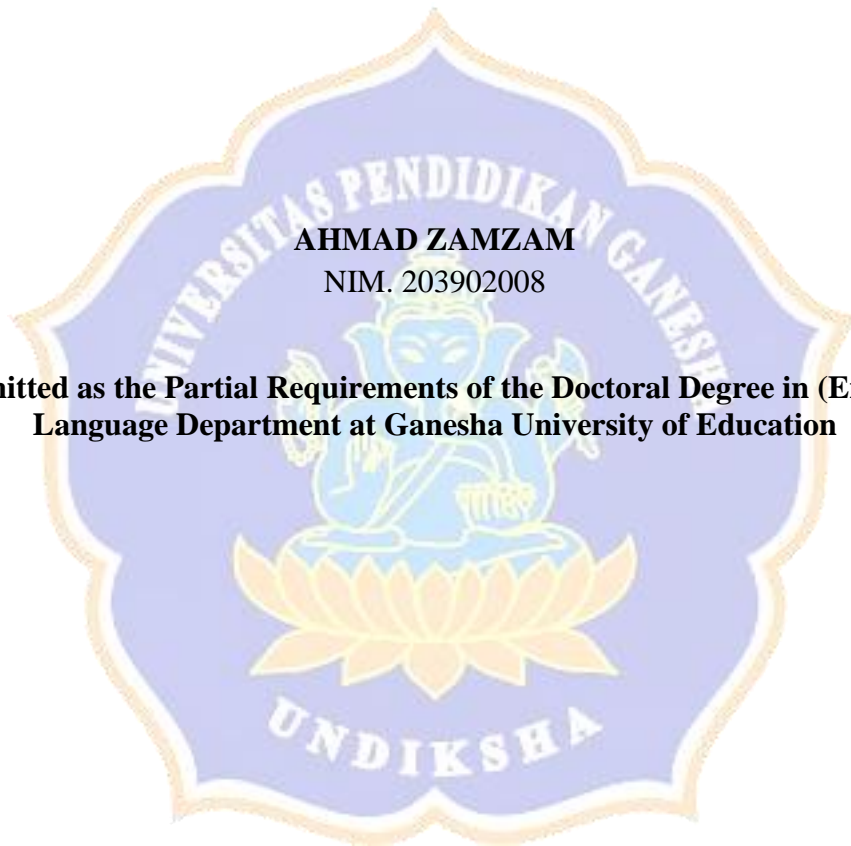
**DEVELOPING A TPACK-FLIPPED ARGUMENTATIVE WRITING
INSTRUCTION MODEL FOR PROMOTING CRITICAL AND
CREATIVE LITERACY (CCL) OF THE EFL LEARNERS
AT UNIVERSITY OF MATARAM**

A DISSERTATION

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**Submitted as the Partial Requirements of the Doctoral Degree in (English)
Language Department at Ganेशha University of Education**



**DOCTORAL PROGRAM OF LANGUAGE EDUCATION
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DISSERTATION SUMMARY

Introduction

In the argumentative writing class, students need to consider linguistic factors, writing issues, and writing genres. To do this effectively, they need critical and creative literacy (CCL) skills to internalize the structure of phrases, clauses, sentences, paragraph elements, generic structure, and language features of argumentative writing. As they learn English for written communication, students are also expected to think critically and creatively about the writing issues they convey to their readers. A key aspect of achieving these goals is supporting them to develop the necessary academic skills and to adapt to a rapidly changing world influenced by technological, social, political, and global labor market developments (Tanggaard, 2019). The literacy level significantly impacts students' success in completing academic tasks and their preparedness for the future (Kalinowski et al., 2020; Zolfaghari & Ahmadi, 2016). Therefore, integrating critical and creative literacy (CCL) skills into the teaching of argumentative writing courses, a compulsory subject in the undergraduate program of English Education at FKIP Universitas Mataram, is important. This integration can be developed across the school curriculum (Thomson et al., 2019) using a TPACK framework (Malik et al., 2019; Mishra & Koehler, 2008; Rosenberg & Koehler, 2015) in line with the semester credit system (SCS) principles, as regulated by the higher education system (*Kemenristekdikti*, No. 44 Year 2015), and flipped classroom model (Baltaci, 2022; Chukusol & Piriyasurawong, 2022; Sohaya et al., 2021).

Research Method

To develop the model, a research and development (R&D) approach with the ADDIE method was used as the research design. The process involved five

phases: Analysis, Design, Development, Implementation, and Evaluation. This research and development was conducted at the S1 English Education Program of Teacher Training and Education at the University of Mataram. The participants were students with 110 EFL who were taking the argumentative writing course in their third semester, having already completed prerequisite subjects in paragraph writing and essay writing. The argumentative writing course is part of a series of writing courses, including paragraph writing, essay writing, argumentative writing, academic writing, and creative literary writing, as outlined in the S1 Current Curriculum Document of English Education at FKIP Universitas Mataram. It is a compulsory subject and all students are required to complete this course. Data collection involved using a set of developed questionnaires of CCL, which covered seven domains: integrating critical and creative thinking skills, argumentative writing structure and elements, language features, and writing issues as the focus. Data was also collected through field notes, observation, document analysis, and open questionnaires using a Google Form. Qualitative data was analyzed using thematic descriptive analysis, while quantitative data was analyzed using descriptive and inferential statistical analysis with the SPSS program.

Results

This research began with a need analysis of the existing profile of the participants, required resources, and the argumentative writing outcomes. The results showed that the gap category of critical and creative literacy (CCL) skills across the seven domains was 1.25, which was categorized into high need. The average diagnostic test score of 45.36, in the medium category, supported the high need. The participants' responses on the internet-connected platforms showed no obstacles to implementing a blended-learning system in the form of a flipped instructional model. The critical analysis results on the current curriculum document and the related theory of critical and creative literacy, TPACK, and flipped instructional model proved that a TPACK-Flipped Argumentative Writing Instruction Model is in high demand for achieving this research goal. The findings

were used as the basis for this research and development. The second phase was designing the prototype model based on the need analysis results and theoretical review. The third and fourth phases were developing and implementing the designed model for empirical treatment. The last phase was evaluating the implementation results. The research results show that a TPACK-flipped argumentative writing instruction model is significantly effective in promoting critical and creative literacy across the seven domains as well as their argumentative writing skills.



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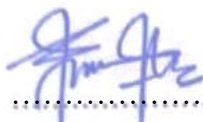









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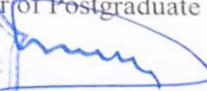
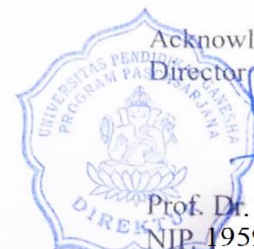
APPROVAL SHEET

This Dissertation written by I Ahmad Zamzam has been defended in front of the examination committee and accepted as one of the requirements to obtain a Doctorate degree education within the Postgraduate Language Education Program at Ganesha University of Education, Singaraja, Bali.

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STATUTORY DECLARATION

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Herewith, I testify that the dissertation entitled:

Developing a TPACK-Flipped Argumentative Writing Instruction Model for Promoting Critical and Creative Literacy (CCL) of the EFL Learners at University of Mataram

is the result of my work. It has not been submitted to any other universities or institutions. Hence later, if it is proved that there are some untrue statements in this statutory declaration, I will be fully responsible.

Singaraja, August 2024



Ahmad Zamzam

PREFACE

First and foremost, I want to express my deepest gratitude to Almighty Allah for His guidance, countless blessings, and love. I have completed my dissertation report entitled "Developing a TPACK-Flipped Argumentative Writing Instruction Model for Promoting Critical and Creative Literacy of the EFL Learners in the University of Mataram." because of His help. This dissertation fulfills a requirement for the doctoral program in the (English) Language Education Department at the Ganesha University of Education, Singaraja, Bali.

I would like to extend my thanks to my great teachers:

1. Prof. Dr. I Nyoman Jampel, M.Pd., the Director of Post Graduate Program, at the Ganesha University of Education.
2. Prof. Dr. Ida Bagus Putrayasa, M.Pd. Coordinator of the Language Education Study Program, the Language Education Program, Doctoral Program, at the Ganesha University of Education.
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5. Prof. Dra. Luh Putu Artini, MA., Ph.D., my co-promotor II, for the insightful and prompt feedback on my dissertation report.

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9. Dr. I Putu Mas Dewantara, S.Pd., M.Pd., the examiner who offered feedback, advice, and suggestions.

Secondly, while I take full responsibility for any shortcomings in this research report, I sincerely hope that it contributes to the development of students' writing performance and their critical and creative literacy skills. Additionally, I aspire for this dissertation to serve as a valuable source of knowledge and information for further research.

Finally, I thank my parents, lovely wife, son, and daughters who are aware that I cannot be always there when you need me because of completing this work.

Singaraja, August 2024



Ahmad Zamzam

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