#### **CHAPTER II**

#### REVIEW OF RELATED LITERATURE

This chapter explains several theories through reviewing some literatures related to this study. The theoretical build up as follows:

# A. Theoretical Framework

# 1. Learning Strategy

Learning strategies are the thoughts and actions that individuals use to accomplish a learning goal<sup>1</sup>. Learning strategy also can be defined as specific actions, behaviors, steps or techniques such as seeking out conversation partners, or giving oneself encouragement to tackle a difficult language task used by students to enhance their own learning<sup>2</sup>. According to Oxford which is mentioned by Dr. Victoria Scott, learning strategies are action taken by the student to make learning easier, faster, more self-directed, more effective, and transferrable to new situation<sup>3</sup>. According to Chamot, learning strategies can be functioned as tools that students themselves can employ independently to complete a language task<sup>4</sup>.

By those definitions above the researcher can summarize that learning strategies are unique action which is taken by the students in order to make them

<sup>&</sup>lt;sup>1</sup> Chamot, U A. *Issues in Learning Strategy Research and Teaching*. Electronic Journal of English Language Teaching, 2004. Vol 1(1). P. 14-26

<sup>&</sup>lt;sup>2</sup> Scarcella,R & Oxford, R. *The Tapestry of Language Learning: The Individual in the Communication Classroom.* Boston: Heinle & Heinle. 1992. P. 63

<sup>&</sup>lt;sup>3</sup> Dr. Victoria Groves Scott, "Teaching Students with ADHD to F.O.C.U.S.: A Learning Strategy" from <a href="http://education.jhu.edu/PD/newhorizons/Journals/Winter2011/Scott">http://education.jhu.edu/PD/newhorizons/Journals/Winter2011/Scott</a> retrieved on October 20<sup>th</sup> 6:23 pm

<sup>&</sup>lt;sup>4</sup> Chamot, U. A. Sailing the 5 Cs with Learning Strategies: Resource Guide for Secondary Foreign Language Educator. National Capital Language Resource Center. 2006 retrieved from <a href="http://www.nclrc.org/sailing/">http://www.nclrc.org/sailing/</a> on November 16<sup>th</sup> 2016 at 5:15 a.m.

easy to understand the learning material. As Richards said that learning strategies are intentional behavior and thoughts that learners make use of during learning in order to better help them understand, learn or remember new information<sup>5</sup>. Furthermore, learning strategies are the processes which are consciously selected by learners and which may result in actions taken to enhance the learning or use of a second or foreign language through the storage, retention, recall and application of information about that language<sup>6</sup>. Learning strategies can also enable students to become more independent and lifelong learners.

#### 2. **Flipping Classroom**

# a. Definition and Concept

In 21st century, Technology in education can be as an approach which is focused on student-centered education. According to the latest survey that organized by APJII or Asosiasi Penyelenggara Jaringan Internet Indonesia (Association of Indonesian Internet Network Organizer), during 2016 as much as 132,7 million of Indonesian are connected with internet where is the Indonesian amount is 256,2 million in total<sup>7</sup>. The survey result means that more than a half of Indonesian are using internet including the students. By the survey of internet user, teacher can create engaging learning environments using technologies in their

<sup>&</sup>lt;sup>5</sup> Richards, J.C., Platt J. & Platt H. Longman Dictionary of Language Teaching and Applied Linguistics. Essex: Longman. 1992.

<sup>&</sup>lt;sup>6</sup> Cohen, A. Language Learning: Insight for Learners, Teachers and Researchers. New York. Newbury House. 1990. P. 4

<sup>&</sup>lt;sup>7</sup> From

http://tekno.kompas.com/read/2016/10/24/15064727/2016.pengguna.internet.di.indonesia.capai.132.jut a retrieved on November 3rd 3:32 p.m.

teaching to teach more effectively, especially as students have adopted technology in their lives and use it for learning. According to Youtube Teacher's Studio educator, Ramsey Musallam, suggests to the teacher to produce videos to change the form of instruction from the classroom to homework or in other word as flipped classroom strategy<sup>8</sup>.

Flipped classroom is an innovative teaching strategy that reverses traditional teaching rather than lecturing, teachers assign videos as homework to introduce the topic. At home, student watch the video instruction as many as they wanted to understand the topic and complete the assignment in class where is the teacher is available to assist with questions to check the students' comprehension<sup>9</sup>. The flipped classroom is also a pedagogical model that inverts traditional teaching strategy so that typical lecture and homework elements of a course are reversed<sup>10</sup>. This means that the lecturing activity which is normally delivered inside the class is moved outside the class and homework which is normally the students do it outside the class is shift into the class. Herried and Schiller stated that In flipped classroom, what is usually done in the class and what is usually done as a homework is flipped or inverted. Instead of students listening to a lecture on, say, genetics in class and then going home to work on a set of assigned problems, they

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<sup>&</sup>lt;sup>8</sup> Danker, B. *Using Flipped Classroom Approach to Explore Deep Learning in Large Classroom.* IAFOR Journal of Education. Vol 3(1). 2015

<sup>&</sup>lt;sup>9</sup> From <a href="http://www.educause.edu/annual-conference/2012/2012/flipping-classroom">http://www.educause.edu/annual-conference/2012/2012/flipping-classroom</a> retrieved on October 21th 2016 12:50 p.m.

<sup>&</sup>lt;sup>10</sup> UOW technology-Enriched Learning Strategy 2015-2019 from <a href="https://www.uow.edu.au/content/groups/public/@web/@dvce/documents/doc/uow198109.pdf">https://www.uow.edu.au/content/groups/public/@web/@dvce/documents/doc/uow198109.pdf</a> retrieved on October 21th 7:52 a.m.

read material and view videos on genetics before coming to class and then engage in class in active learning using case studies, labs, games, simulations, or experiments<sup>11</sup>. Breztmann also stated that flipped classroom can be describe as reversal of traditional teaching where students gain first exposure to new material outside of class, usually via reading or lecture videos, and then class time is used to do the harder work of assimilating that knowledge through strategies such as problem-solving, discussion or debates<sup>12</sup>. The flipped classroom is instructed and represents a modification from passive to active learning to focus on higher thinking skills such as applying, analyzing, evaluating and creating (learning objectives of Bloom's Taxonomy).

There are six stages of learning level in Bloom taxonomy which are remembering, understanding, applying, analyzing, evaluating and creating<sup>13</sup>. In traditional model, remembering and understanding are normally done during the class session, and the 4 others, applying, analyzing, evaluating and creating are hold when student are outside the classroom. In the flipped classroom strategy, the learning level which are usually done throughout the class session are moved outside classroom activity, and learning level which are usually done outside the class session are moved into the class session<sup>14</sup>.

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<sup>&</sup>lt;sup>11</sup> Herreid, C.F and Schiller, N.A. *Case Studies and the Flipped Classroom*. Journal of College and Science Teaching, 2013. Vol 42(5). 62-66.

<sup>&</sup>lt;sup>12</sup> Bretzmann, Flipping 2.0: Practical Strategies for Flipping Your Class, 2013, p. 10

<sup>&</sup>lt;sup>13</sup> Krathwohl, R. D. A Revision of Bloom Taxonomy: An Overview. 2002

<sup>&</sup>lt;sup>14</sup> Tucker, B. *The Flipped Classroom*. Education Next, Vol 12 (1), 2012

# **Traditional Model**

# Flipped Model



Figure 1. Bloom Taxonomy and Flipped Classroom<sup>15</sup>

In the Flipped Learning strategy, teachers modify direct learning in a large group learning (classroom) and move it into the individual learning, using one of several technologies such as video, a course management website, etc. Teachers record and narrate a screencasts or video of lesson on their computer, create videos of themselves teaching, or take video lessons from internet sites such as TED-Ed and Khan Academy<sup>16</sup>. Many teachers and educators start flipping their classroom by using these readily available materials. The videos or screencasts are available for students to access whenever and wherever it is available—at home, during study hall, on the bus, even in the hospital—as many times as they like, enabling

<sup>&</sup>lt;sup>15</sup> Adopted from <a href="http://emergencyeducation.net/blog/amee-2015-flipped-classroom">http://emergencyeducation.net/blog/amee-2015-flipped-classroom</a> retrieved on October 28th 2016 at 11:35 p.m.

<sup>&</sup>lt;sup>16</sup> Walsh, Kelly. Flipped Classroom Workshop in a Book: Learn How to Implement Flipped Instruction in Your Classroom. 2013

them to come to class better prepared<sup>17</sup>. To give the students' preparation, teachers can give the students more time for integrating and applying their knowledge, variety of student-centered, active learning strategies such as conducting research or working on projects with classmates. Teachers also can use class time to check on each student's understanding and, if necessary, teacher can help them to develop their fluency. Teachers can give an individual feedback, an individual support for students work through the activities designed to help them mastering the material.

Flipped Classroom has been compared to online, blended, and distance learning because of the screencast or video components, but, there are clear differences. Online education, for example, occurs only remotely, and the teacher and student are never face-to-face<sup>18</sup>. Usually virtual class meetings, assignments, and lectures happen online through a course management website, but not always. Sometimes the lectures and other activities are built up by group chats or other means of facilitating collaboration and peer instruction. Blended classes also have an online element, but that usually occurs during class time along with direct student-teacher contact<sup>19</sup>. Students' experiences in face-to-face sessions change are not necessarily different than what occurs in a traditional classroom.

<sup>&</sup>lt;sup>17</sup> Musallam, R *A Pedagogy-First Approach to the Flipped Classroom.* 2013 from <a href="http://www.cyclesoflearning.com/">http://www.cyclesoflearning.com/</a> retrieved on March 15<sup>th</sup> 2016 at 12:05 p.m

<sup>&</sup>lt;sup>18</sup> Oblinger & Oblinger. Educating the Net Generation. 2005

<sup>&</sup>lt;sup>19</sup> Allan, Seaman & Garret. Blending In: The Extent and Promise of Blended Education in the United States. .2007

From the explanation above, researcher can conclude that flipped classroom is a learning strategy which is allow the student to study in individually through the learning material such as reading text or articles, video learning or presentation slide<sup>20</sup> that shared by the teacher to online media which is support file sharing and easy to download. The online media could be online classroom such as Edmodo, Schoology, Engrade or the teacher can use Facebook, Google Drive, and Whatsapp group to share the lesson material<sup>21</sup>. Teacher can also use lesson resources for the students such as video form YouTube's Education Section, TED-Ed, LearnersTV.com<sup>22</sup>. After teacher share the learning material, students enable to download it to their device at home everywhere that they are comfort to. If needed, students can re-read or re-watch the learning material, take some notes and get a deeper understanding. During the class time, teacher gives students exercises and useful feedback.

More about flipped classroom, actually it is not a specific strategy to improve reading strategy only. Flipped classroom can be used for another teaching skills and another subject except English lesson such as Math, Physic, Engineering, Health and more. Some previous study about the use of flipped classroom for another English skills and another subject are provided.

From <a href="https://library.educause.edu/~/media/files/library/2013/8/elir1302-pdf.pdf">https://library.educause.edu/~/media/files/library/2013/8/elir1302-pdf.pdf</a> retrieved on October 9th 2016 at 6:59 a.m

<sup>&</sup>lt;sup>21</sup> Walsh, Kelly. Flipped Classroom Workshop in a Book: Learn How to Implement Flipped Instruction in Your Classroom. 2013, p. 80

<sup>&</sup>lt;sup>22</sup> Ibid. p. 84

# b. The Process of Flipped Classroom

The flipped classroom is as a stategy to help teacher make time in class more efficient and effective. The flipping classroom change traditional teaching strategy by delivering lesson online outside the class and moving homework into the classroom where teachers have more beneficial time to help students with their question and one-on-one support<sup>23</sup>.

In the flipped classroom strategy, classroom lessons and Powerpoint slidess are pre-recorded. Teacher give students a task to watch the recorded Powerpoint slides or read the reading material or articles before they come to class. When students come to the class, the role of teacher has changed from presenter of content to learning mentor. As opposed of delivering information during the class, teachers spend their time talking to students about the lesson, classroom discussions, work in pair and working in small group of students. Student who understand well about the content are be able to work with other students to help them get the same understanding.

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<sup>&</sup>lt;sup>23</sup> Bishop, J. L. & Verleger, A. M. *The Flipped Classroom: A Survey of the Research.* ASEE Annual Conference and Exposition. 2013

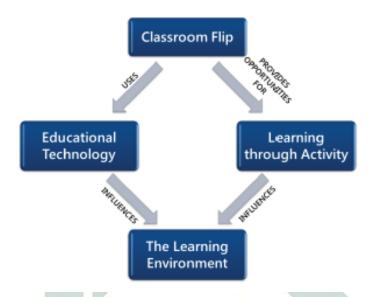


Figure 2. The concept of Flipped Classroom<sup>24</sup>

There are 3 easy steps to do flip classroom<sup>25</sup>

# 1. Create flipped content

The flip class starts with a teacher doing their best explaining the material by the video or PowerPoint slides or reading text. The learning content include the connection, the humor and the step of great teaching (for the video, teacher can use their creativity to make the video teaching more easy to understand for the students). Teacher can use many illustrations and demonstrations just as teacher's do in the real classroom, include whiteboard, images from web or anything which can improve the teaching process.

<sup>&</sup>lt;sup>24</sup> Adopted from Han, Y. J. Successfully Flipping the ESL Classroom for LEarnenr Autonomy. NYS TESOL Journal. Vol 2(1). 2015

<sup>&</sup>lt;sup>25</sup> From <a href="http://www.flippedclassroomworkshop.com/8-great-free-flipped-and-blended-learning-teaching-resources/">http://www.flippedclassroomworkshop.com/8-great-free-flipped-and-blended-learning-teaching-resources/</a> retrieved on October 9<sup>th</sup> 2016 at 8:37 a.m.

#### 2. Share it with the students

After teacher done prepare the learning material, teacher share the learning material which have been made to the student through online media. Teacher can upload the learning material on a online class such as edmodo, schoology, or others media such as Google Drive, Facebook, Whatsapp group, Twitter. Then students can download the learning material and study at home before class. This way give student a freedom of choosing where and when they want to learn and it is let the student angage with the learning material in an environment that make them comfortable. The students can study the learning material by themselves, with friends or parents. Student can also choose any device to read or watch the learning material from their iPhone or their smartphone or their laptop, etc. They can pause, take some notes and rewatch about the topic to get a more understanding.

# 3. Spend class time differently

The students have studied the learning material at home, class time can be spent to apply the lesson in engaging, practical and collaborative ways. The teacher can help the students according to their need and give an individual explanation to students who still has a problem in understanding the learning material while others are working in groups. So during the class time, the students are less "sit and listen" to be more "do and learn"— and the flipped model is making class time more enjoyable, productive and engaging for students and teachers across the world.

In this research, before the class meeting, the researcher has shared a learning video related to the topic that would be discuss in the class by online media, those were the researcher Facebook page and WhatsApp group class. The researcher asked the students to watch the video learning at home and understand the video. When the students had a problem in understanding the topic, the researcher asked the students to made notes and asked for the researcher explanation when they were in class. During the class meeting, the students applied what they have learned from the video that they have watched. The researcher also made some activities which were allowed the students to get a deep understanding about the topic. The researcher had more time to answer the students' question individually when they faced a problem in doing the activity. The students also had more time to explore the topic that they learned and done activities that the researcher has been made.

# 3. Reading Comprehension

#### a. Definition of Reading Comprehension

Reading comprehension is one of the main important elements in English language learning for all students because it provides the basis for a substantial amount of learning in education.<sup>26</sup> Based on Jeremy Harmer in book entitled 'How to Teach English', He states that in teaching reading there are some principles that we have to pay attention. Those are:

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<sup>&</sup>lt;sup>26</sup> Ahmadi, M.R. The Relationship between Students' Reading motivation and Reading Comprehension. Journal of Education and Practice. Vol 4(18). 2013

- 1) Reading is not a passive skill but it is an active skill. This is because, in reading activities, students need to be more active in the process of understanding the text. Students must understand each important part in the text. Students should be familiar with the words, pictures, bold print or italics words in the texts. It helps students to understand the whole purpose of the text and get what they want.
- 2) Students need to be engaged with what they are reading. In this case, students should be involved with what they read. So, they can explore contents of text. Then the teachers demand to use an interesting strategy in teaching reading, in order they are motivated to read and try to understand the text.
- 3) Students should try to respond content of the text. It means students do not only know the structure of the language but students should understand the important part in every paragraph.
- 4) Prediction is a major factor in reading. Because, prior knowledge of students is important to explore the contents of the text that they read. Students will estimate the content of text with regard to relevant guidance by paying attention to the title, subtitle and synopsis of the story. In this case, role of teachers is to help students by providing appropriate instructions, so they can predict content of the text easily.
- 5) Matching the task with suitable topic. Selection of interesting text and more imaginative tasks can help students to improve student's motivation

in comprehending the text. The task that given to the students must be related to the text they are reading.

Teachers exploit reading texts to the full. In each text, there is usually a sentence that implied or unimplied, the word, an idea that in pointed out by the author in writing. For this matter, teacher should pose an interesting activity for students to understand the important part of the text<sup>27</sup>.

# b. The Process of Reading

Reading is one of the most important skills required for academic achievement in general and hence the ability to read in L2 is one of the main goals of the most language courses throughout the world<sup>28</sup>. In short, reading can be defined as process to understand the written text. During the reading process, Hughes stated that there are 3 stages:<sup>29</sup>

#### 1. Stage 1: Pre-reading

In this stage, students are prepared for what they going to read. Pre-reading strategies include:

- a. Activating background knowledge
- b. Setting purpose for reading
- c. Making predictions and previewing a book

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<sup>&</sup>lt;sup>27</sup> Jeremy Harmer, *How to Teach English*. Malaysia: Addison Wesley Longman Limited. 1990, p. 70-71

<sup>&</sup>lt;sup>28</sup> Yousofi, N & Dovaise, M. S. *The Impact of Practicing Reading Skills on L2 Reading Achievement in Pre-intermediate Learners of English as a Foreign Language*. Iranian EFL Journal. Vol 10(5). 2014 <sup>29</sup> Hughes, J.M. *Teaching Language and Literacy*. http://faculty\_uoit.ca/hughes/Reading/Reading/Process.html retrieved on November 3rd 10:24 a.m.

# d. Questioning and making predictions about a story

# 2. Stage 2: Reading

# a. Responding and Exploring

Responding is to enable the students to encourage self-regulatory actions that can be used to facilitate comprehension. Exploring is to allow students to personalize learning and deepen understanding

# b. Making connections

Students relate to what they read by making connections to their own live, to other texts they have read and to the thing or event occur in the world. They compare themselves with the characters in the text and similar situations or experiences.

# c. Predicting

Making prediction or "best guesses" about what will happen in the text is an important literacy strategy and skill. Students' predictions are based on their prior knowledge and experiences about the topic, the genre and what has happened so far in the text (using both the print text and illustrations).

#### d. Synthesizing

Reader is synthesis by summarizing information into key points and combining their ideas into main idea. Synthesizing helps students to make generalizations, to integrate new information with prior knowledge and develop their opinions.

# 3. Stage 3: Post-Reading – Applying

Applying can helps the students integrate learning into their own schemata. In this step, student can reflect on their own interpretation to answer questions, construct a new project such as retelling the story, writing the new ending, etc.

In this study, reading comprehension process has two activities that have been happened during the implementation of flipped classroom, those were at home and in class. Pre-reading and while-reading were happened when the students were at home. By watched the video learning at home, the students were activated their background knowledge about the topics, made some prediction about what would they learned, which was narrative text. The while-reading activity was also happened when the students were at home. Students were able to explore the topic with search for another learning resource. The students were also able to made connection between the definition and the story in the video learning, synthesized the learning material in the video by summarizing what they have read. Post- reading activity was occurred in the class during the class meeting. The students were applied their background knowledge by answering questions about narrative text that have learned at home by watching the video.

#### c. Measuring Reading Comprehension

According to Pearson and Sarroub, there are three important aspects in reading comprehension assessment. Those are: a) norm-referenced, standardized, multiple-choice tests, b) criterion-referenced assessment of specific skills, and c)

informal classroom assessment of comprehension<sup>30</sup>. They also stated that the purpose of norm-referenced multiple-choice tests were to see how well students achieved compared to other students on the same measure. In short, reading comprehension can be measure using a test. According to merriam-webster.com, the definition of *test* itself is a procedure for measuring the skill, knowledge, intelligence, capacities or aptitudes of an individual or group<sup>31</sup>. In his research, Davis constructed tests to measure nine reading skills<sup>32</sup>:

- 1) Knowledge of word meaning,
- 2) Ability to select the appropriate meaning for a word or phrase in light of its particular contextual setting,
- 3) Ability to follow the organization of a passage and to identify antecedents and references to it,
- 4) Ability to select the main thought of a passage,
- 5) Ability to answer questions that are specifically answered in the passage,
- 6) Ability to answer questions that are answered in a passage but not in words in what the question is asked,
- 7) Ability to draw inferences from a passage about its content,

<sup>&</sup>lt;sup>30</sup> Pearson, P. D & Sorroub, L. Two Steps Forward, Three Steps Back: The Stromy History of Reading Comprehension Assessment. The Clearinghouse. Vol 72(2). 1998

<sup>&</sup>lt;sup>31</sup> From http://www.merriam-webster.com/dictionary/test retrieved on November 16th 2016

<sup>&</sup>lt;sup>32</sup> Davis, F.B. Fundamental Factors of Comprehension in Reading. Psychometrika. Vol 9(3). 1944 cited from Ginno, K. G. Measure of Content Reading Comprehension: Comparing the Accelerated Reader Measure and an Informal Measure. 2009, p. 20

- 8) Ability to recognize the literacy devices used in a passage and to determine its mood and intent,
- 9) Ability to determine a writer's intent or point of view, i.e. to draw inferences about the writer.

In this research, the researcher used multiple choices test to measure the students' reading comprehension for pre-test and post-test. Multiple choice items are a common way to measure student understanding. The researcher used this form because it is easier and to be scored and to be counted, also it allows for assessment of wide range of learning objectives and more accurate assessments.<sup>33</sup>

# 4. Narrative Text

According to Halliday and Hasan, text is language that is functional, means language that is doing job in some context<sup>34</sup>. BBC also adds that a text can come in any form and be any kind of writing. Letters, adverts, user-guides, emails, postcards, notes and magazine articles are all different types of text. When reading something, it helps to know what type of text it is.it also helps to know why it has been written<sup>35</sup>. Text has several types, there are some genres texts: Narrative text, Descriptive text, Procedure text, Report text, Recount text,

<sup>&</sup>lt;sup>33</sup> Kupsch, Brenda & Horn E. *Writing Multiple-Choice Question*. Retrieved from <a href="http://academic.son.wisc.edu/wistrec/net/multiplechoicetext.html">http://academic.son.wisc.edu/wistrec/net/multiplechoicetext.html</a> on January 31 2017 at 6:27 a.m.

<sup>&</sup>lt;sup>34</sup> Halliday, M.A.K. and Hasan, R. *Language Context and Text: Aspect of Language in Social-Semoitic Prespective*. London: Oxford University Press. 1985, p. 6

From <a href="http://www.bbc.co.uk/skillswise/factsheet/en03text-e3-f-different-types-of-text">http://www.bbc.co.uk/skillswise/factsheet/en03text-e3-f-different-types-of-text</a> retrieved on November 11th 2016 at 11:34

Exposition text, Hortatory Exposition text, and more<sup>36</sup>. The researcher will discuss about narrative in this study because the researcher use narrative text for this study.

According to Joyce and Feez, narratives are studies about person or a group of people overcoming problems. They also explain that narratives show how people react to experiences, explore social and cultural values and entertain the audience. It aims to entertain, to get and retain the attention of the reader or listener of the story<sup>37</sup>. According to Anderson & Anderson, the structure of narrative text includes orientation, complication, evaluation, resolution and coda<sup>38</sup>. Furthermore, narrative also has linguistic feature as listed below<sup>39</sup>:

- a. Specific often individual participants with defined identities. Major participants are human, or sometimes animal with human characteristic.
- b. Mainly use action verb (material processes), that describe what happens.
- c. Many narratives also use thinking verbs (mental processes) that gives us information about what participants are thinking or feeling, such as wondered, remembered, thought, felt, disliked.
- d. Normally use past tense

<sup>&</sup>lt;sup>36</sup> Hammond, J. *English for Social Purpose. A Handbook for Teacher of Adult Literacy*. Sydney: Australian Print Group. 1992, p. 75

<sup>&</sup>lt;sup>37</sup> Joyce, H & Feez, S. *Writing Skills: Narrative And Non-Fiction Text Types*. Sydney: Phoenix Education Pty Ltd. 2000

<sup>&</sup>lt;sup>38</sup> Anderson, K., & Anderson M. *Text Types in English 2*. Malaysia: The modern art production group. 2003

<sup>&</sup>lt;sup>39</sup> Mulyaningsih, D. U. *An Analysis of Students' Ability in Writing Narrative Texts*. Journal of English and Education. Vol 1(2). 2013

e. Dialogue often includes and uses a number of saying verb (verbal process) such as said, asked, and replied. The tense may change to the present or future in the dialogues. Sometimes these saying verbs also indicate how something is said.

In this research, the researcher was used several kinds of narrative texts. Those were fairy tale, folk tale, legend and fable. The researcher used these several kinds of narrative text with the aimed that the students knew the kind of narrative texts and differentiate the definition of those kinds of stories<sup>40</sup>.

# 5. Review of Previous Study

This part of reviews is about several previous studies conducted by other researcher that have similar focus with this study. The first previous study from journal research entitled "Using Flipped Classroom Approach to Explore Deep Learning in Large Classroom" which has conducted by Brenda Danker. In this journal research, the researcher focus on how does a Flipped Classroom approach engage the students in deep learning including looking for meaning in their learning, interacting actively and relating new and previous knowledge despite being in large class<sup>41</sup>.

The second previous study was conducted by Assist. Prof. Dr. Ahmet BASSAL with title "The Implementation of a Flipped Classroom in Foreign Language Teaching". The researcher studied about the benefits of using video

<sup>&</sup>lt;sup>40</sup> The stories were adopted from English online resource: <a href="http://englishonline.tki.org.nz/English-Online/Teacher-needs/Reviewed-resources/Reading/Features-of-text-forms/Narrative">http://englishonline.tki.org.nz/English-Online/Teacher-needs/Reviewed-resources/Reading/Features-of-text-forms/Narrative</a>

<sup>&</sup>lt;sup>41</sup> Danker, Brenda. *Using Flipped Classroom Approach to Explore Deep Learning in Large Classrooms*. The IAFOR Journal of Education. Vol 3(1). 2015.

lecture in advanced reading and writing. Based on comments from participants, a flipped classroom can contribute to personalization with video lectures, which present to watch or re-watch lessons as needed<sup>42</sup>.

The third previous study was conducted by Marion Engin with title "Extending the Flipped Classroom Model: Developing Second Language Writing Skill through Student-Centered Digital Videos". The journal research was about how the digital videos enable to develop the students' in language and writing skills in English. Depend on this study, in terms of developing language skills, the activity of simplification required comprehension, paraphrasing and manipulation of language <sup>43</sup>.

The next previous study was conducted by Helen Corke, Sally Smith and Nick Breeze entitle "'Flipping' Academic Reading". The aim of the research was to evaluate the effectiveness of 'flipping with a particular emphasis on encouraging wider academic reading. <sup>44</sup>Flipping' is an effective way to engage students in academic reading and begin to apply their understanding in the classroom. However, it emerged that not all students enjoy working harder in class. Lecturers acknowledged that they needed to spend time planning pre-lecture tasks and embracing the technology that will enable them to 'flip'. Lecturers also

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<sup>&</sup>lt;sup>42</sup> Ahmet. *The Implementation of a Flipped Classroom in Foreign Language Teaching*. Journal of Distance Education. Vol 16(4). 2015

<sup>&</sup>lt;sup>43</sup> Engine, M. Extending the Flipped Classroom Model: Developing Second Language Writing Skill through Student-Centered Digital Videos. Journal of the Scholarship of Teaching and Learning. 2014 <sup>44</sup> Corke, Helen, et.al. 'Flipping' Academic Reading. Worcester Journal of Learning and Teaching. Issues 9

need to embrace a facilitator role, rather than a more traditional 'sage on the stage' attitude. Overall the main benefits of 'flipping' were the ability of students to engage in material anywhere-anytime and the increased interaction in face-to-face sessions, which appears to have enhanced the student learning.

The fifth previous study was conducted by Yu Jung Han with title "Successfully Flipping the ESL Classroom for Learner Autonomy". This study has an aim to present a theoretical model of flipped learning in second language acquisition by exploring how the model provides platform successful language learning. Han stated that the flipped classroom structure requires students to be actively engaged in learning in parallel with leaner training, the development of learner autonomy could be observed. Although there are still several major drawbacks to be resolved, the flipped classroom model clearly demonstrates significant potential for use in language classes.

The next previous study entitled "Millennial Students and The Flipped Classroom" which was conducted by Cynthia R. Philips and Joseph E. Trainor<sup>45</sup>. In this journal research, they have purpose to examine the flipped classroom approach to teaching accounting to the millennial generation of students and to explore accounting-students' attitudes towards this increasingly popular instructional approach.

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<sup>&</sup>lt;sup>45</sup> Philips, C. R. & Trainor, J. E. *Millennial Students and the Flipped Classroom*. Las Vegas: ASBBS Annual Conference. 2014, p. 521

The last previous study was conducted by Dewi Surya Agustina entitled "The Use of Flipping Classroom for Teaching Story Telling to the Tenth Grades" <sup>46</sup>. The aim of conducting this study is to find out effect of flipping classroom in teaching storytelling to the tenth grade student. Depend on the conclusion of this research study there was a different score between the experimental group and the control group.

The study that was conducted by the researcher is different from the previous studies above. The different is the researcher analyzed whether the flipped classroom is effective to improve students' reading comprehension. in this context, the researcher measured the effectiveness using the final score between the experimental group and control group.

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<sup>&</sup>lt;sup>46</sup> Agustina, D. S. *The Use of Flipping Classroom for Teaching Story Telling to the Tenth Graders*. (Surabaya: State University of Surabaya, 2015)