

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Review of Related Literature

1. Flipped Classroom

a. Definition

A flipped classroom was the opposite of conventional classroom. It could be called as the active learning classroom, because the learners had more chance and times to activate or practice their ability had been learned. Staker and Horn (as cited in Engin) asserted that flipped classroom was a blending learning model in which the time, place, and pace was controlled by learners.¹

According to Lage, Platt, and Treglia, “*Inverting the classroom means that events that had traditionally taken place inside the classroom now take place outside the classroom and vice versa*”.² While Bergmann and Sams Asserted that a flipped classroom could be described as a setting where that “*which was traditionally done in class was now done at home,*

¹ Marion Engin, “Extending The Flipped Classroom Model: Developing Second Language Writing Skills Through Student-Created Digital Videos,” *Journal of the Scholarship of Teaching and Learning* 14, no. 5 (December 2014): 14, doi:10.14434/josotlv14i5.12829.

² Lage, M. J, Platt, G. J, and Treglia, M, “Inverting the Classroom: A Gateway to Creating an Inclusive Learning Environment.,” *The Journal of Economic Education*, 31, no. 1 (2000): 32.

*and that which was traditionally done as homework was now completed in class”.*³

One of the main purposes of this method was to make time efficiency. Because it was need a few time in class which was used to give an instruction, then the learning process was acted out of class and would be applied in the next meeting in the classroom.⁴

According to the definition above the flipped classroom could be conclude as the blending method between the conventional classroom and modern classroom. But the part of traditional method was little where the teacher gave instructions which was purposed to point the activity should did in class. Then the learners learning by themselves outside the class then perform it individually or cooperatively in class. The function of the teacher was change from the Stage to Side. It means the teacher did not gave a full material to the learners, but they Would be a facilitator for all learners who got a difficult in the material had been learned. In sum the learners learn outside the classroom time, while classroom time could be used for engaging in activities, discussing concepts, clarifying hard-to-understand information, and investigating questions related to content.⁵

³ Bergmann, J and Sams, A, *Flipped Your Classroom: Reach Every Student in Every Class Every Day*, Eugene (ISTE: OR, n.d.), 13.

⁴ Christopher Nwosisi et al., “A Study of the Flipped Classroom and Its Effectiveness in Flipping Thirty Percent of the Course Content,” *International Journal of Information and Education Technology* 6, no. 5 (May 2016): 348, doi:10.7763/IJET.2016.V6.712.

⁵ Assist. Prof. Dr. Ahmet, “The Implementation of A Flipped Classroom in Foreign Language Teaching,” *Turkish Online Journal of Distance Education* 16, no. 4 (October 2015): 29.

There were many media could be used on flip class, such as YouTube, TOONDO, Comic Maker, EdPuzzle, and others. Teacher could be more creative and could monitor the students progress by using that technology. It also appropriate with the students habitual in this era which always need gadget for their activity.

b. The Implementation of Flipped Classroom

The traditional classroom was focused on teacher center model,⁶ while the flipped classroom was focused on learners' center, so the learners were strived for more active and creative. In addition the classroom time was not used for input the theory or material. The learners did it out of the classroom time. So when they were in classroom they activate or express what had been learned by discussion or investigating question related to the content.

Flipped Classrooms could be delivered by either video or audio.⁷ In the application, in many research mentioned that flipped classroom was used a video or other social media to convey the material to be learned by

⁶ Ibid.

⁷ Lutz-Christian Wolff and Jenny Chan, *Flipped Classrooms for Legal Education*, SpringerBriefs in Law (Singapore: Springer Singapore, 2016), 49, <http://link.springer.com/10.1007/978-981-10-0479-7>.

students outside the classroom time, then it would be discussed in the classroom. Bishop and Verleger (as cited in Logan) asserted “it was *individual video-based learning outside the classroom and group learning inside the classroom.*”⁸ But it could use audio as the media of flipping class.

In a study, the practice of flipped classroom was executed as these following steps.

- ❖ by using you tube, teacher gave a video of case study and set of guiding question related to the video had to be answered by learners the night before the class
- ❖ Students were given the first part of the case study to work on and apply what they learned in the previous night’s video.
- ❖ After they complete the first part of the case study, a second part of video was shown in class to spur discussion.
- ❖ This step was continued until the part of video was over.⁹

While In many study was mentioned that the step of audio flipped classroom implementation was similar to video flipped classroom.

⁸ Brenda Logan, “Deep Exploration of The Flipped Classroom Before Implementing,” *Journal of Instructional Pedagogies* 16, no. 1 (July 2015): 2.

⁹ Clyde Freeman Herreid and Nancy A. Schiller, “Case Studies and the Flipped Classroom,” *Journal of College Science Teaching* 42, no. 5 (2013): 62.

The teacher gave audio contain of material and some guiding question to be answered by the learners out of the classroom time, then in class, teacher gave the learners some activities based on the audio content had been given previously.¹⁰

So, it was mean that flipped classroom used media (audio or video) to be learned by the learners in home, then it Would be presented, activate, or discussed in the classroom. But it could be modified according to the learners' conditions. The flipped classroom could use a power point or another media appropriate with the learners' needs and conditions.

c. The Advantages of Flipped Classroom

The main advantages of flipped classroom were the learners had more time to learn and understand the material given, in addition they also had more chance to express and discuss the material had been learned. According to Bergmann and Sams, there were several advantages of using flipped classroom as bellow.

1) Students Got Help on Difficult Topics¹¹

In traditional classroom, the instruction, the material, and the assignment was explained by the teacher directly, when they bring that material and instruction to home, some of them would stuck and still confuse with that.

¹⁰ Wolff and Chan, *Flipped Classrooms for Legal Education*, 50–51.

¹¹ Jon Bergmann and Aaron Sams, "The Flipped Classroom," *CSE* 17, no. 3 (2014 2013): 24.

The attitude could be done by them was gave up, call a friend, ask the teacher the next day, or in the worst case, cheat.¹²

By the flipped classroom could re-learn the material and review the instruction time after time. So, they could understand by themselves about what had to did about the assignment, the instructions, and the material.

2) **The Enhance of Teacher-Student Interaction**

In fact, a one-way communication was applied by using the direct instructions by teacher in traditional class often occur. The teacher stands in front of the class and delivering instruction, material, and assignment. It was ineffective because while the teacher was speech the learners were busy with their note. In addition, this kind of interaction only could be happened in the classroom.

Shift to the direct instruction outside of class time by using video or audio, it frees up more time for teachers to interact in small groups with students or one-on-one. Simply, the teacher Could talk or interact with the learners everyday (not depend on the classroom held)

¹² Ibid.

2. Telling Narrative Story

a. Storytelling

In academics theories, it was assumed as the method or media to present or implement the effective way of learning. By using storytelling, learners had more opportunities to get more input, more expressing the knowledge, and more in improving their skill.¹³ In addition it could be implemented in traditional and modern classroom.

Traditionally, it has been existed since long ago in many countries. For Examples were china, Germany, Indonesia, and others.¹⁴ The teacher gives the story to learners and they just focus on the story and enjoy it. In modern classroom, it was used in flipped classroom method by using technology. Teacher could use the social media in the teaching and learning environment, for example the weblog, podcasts and digital storytelling.¹⁵

¹³ Eman Mohamed Abdel-Hack and Hasnaa Sabry Abdel-Hamid Ahmed Helwa, "Using Digital Storytelling and Weblogs Instruction to Enhance EFL Narrative Writing and Critical Thinking Skills Among EFL Majors at Faculty of Education," *International Research Journal* 5, no. 1 (January 2014): 9.

¹⁴ Mokhamad Gufron and FAURIS ZUHRI, "Teaching Speaking of Narrative Text through Storytelling to the Tenth Graders in MAN 2 Kota Kediri," *RETAIN* 2, no. 2 (2014): 1, <http://ejournal.unesa.ac.id/index.php/retain/article/view/7558>.

¹⁵ Eman Mohamed Abdel-Hack and Hasnaa Sabry Abdel-Hamid Ahmed Helwa, "Using Digital Storytelling and Weblogs Instruction to Enhance EFL Narrative Writing and Critical Thinking Skills Among EFL Majors at Faculty of Education," 8.

It was more functional and more effective when it combines with online classroom. Fikriah States Storytelling Could be used as a learning strategy for online education.¹⁶ And it gives many positive impact¹⁷ and improvement on learning process.

b. Narrative Text

Narrative was one of the genre text types that must be learned by students at school as stated as the material that has to learn by students in the syllabus. According to Anderson and Anderson state that a narrative was a text which used to entertain, amuse, and educate the students.¹⁸ However, the function of Narrative text was not only to entertain the reader but also deal with actual or vicarious experience in different ways. Moreover, it usually deals with series of problematic event which lead to a crisis or turning point of some kinds, which in turn to find a resolution. The events could be real or imaginary, means that the story of the text was not entirely factual and most of them were imaginative Structure.¹⁹

¹⁶ Fikriah, "Using the Storytelling Technique to Improve English Speaking Skills of Primary School Students," 89.

¹⁷ Ibid.

¹⁸ Mark Anderson and Kathy Abderson, *Text Type in English 2* (Melbourne: Macmillan, 1997), 6.

¹⁹ Gloria, *The Narrative Theories and Concept*, 1997, 43.

3. Teacher and Learners Perception

Perception was the way of the person thing about. It was the interface between the inner and outer worlds. Hugenberg and Bondenhausen assert *“social targets and the contextual stimuli of the outer environment create signals (visual, auditory, etc.) that could be sensed, and the perceiver receives these signals and converts them into psychologically meaningful representations that define our inner experience of the world.”*²⁰ The purpose of the perception was estimating the true properties of the world.²¹ By the perception human Could gave the description about the new thing discovered.

In this case of study, it analyzes the perception of the learners and teacher. The flip class was the new thing sensed by them, it would be the stimuli to build their respond (their feeling, their suggestion, and their complaint) of it.

B. Review of Previous Study

This study was derived from some previous studies which correlate with flipped learning or E-learning mentioned bellow.

The first study was written by Asmara Miftakhol Jannah entitled *“The Effectiveness of Flipped Classroom to Improve Students’ Reading Comprehension to The Third Grade Students of Mts Unggulan Al-Jadid Waru Sidoarjo”*²².

²⁰ Galen V. Bodenhausen and Kurt Hugenberg, “Attention, Perception, and Social Cognition,” n.d., 2.

²¹ Donald D. Hoffman, “The Interface Theory of Perception: Natural Selection Drives True Perception to Swift Extinction,” n.d., 1.

²² Asmara Miftakhol Jannah, “The Effectiveness of Flipped Classroom to Improve Students’ Reading Comprehension to The Third Grade Students of Mts Unggulan Al-Jadid Waru Sidoarjo” (Universitas Islam Negeri Sunan Ampel Surabaya, 2017).

This study was focused using flip learning to improve reading skill. It was shown that flip class could improve their reading skill and build up their motivation to read.

Second was entitled “*The implementation of a flipped classroom in foreign language teaching*”²³ written by Ahmet Basal. This study was focus on the flip class implementation on the foreign language learning. This study assert that the flipped class had many benefits, for example free classroom time, opportunities for personalized learning, opportunities for more student-centered learning. But the modern method was not guarantee that successful, the human ware was the key of the learning success.

Third, the journal was written by Clyde Freeman Herreid and Nancy A. Schiller entitled “*Case Studies and the Flipped Classroom*”.²⁴ This study asserts that in early some students were had some problems to follow the flipped class, but for the long term they could follow it and develop their skill fluently.

²³ Ahmet Basal, “The Implementation of a Flipped Classroom in Foreign Language Teaching.,” *Turkish Online Journal of Distance Education* 16, no. 4 (2015): 28–37.

²⁴ Clyde Freeman Herreid and Nancy A. Schiller, “Case Studies and the Flipped Classroom,” *Journal of College Science Teaching* 42, no. 5 (2013): 62–66, <http://www.jstor.org/stable/43631584>.

Another research was come from Brenda Danker in “*Using flipped classroom approach to explore deep learning in large classrooms*” journal. The classroom flip in this study has shown encouraging results especially in the area of student participation in the lesson. The students had shown that they were involved in their own learning, with some students even applying what they learned in their own projects, and in their everyday lives. Students in this study also showed how they were able to connect new ideas to previous knowledge and apply it to the real world.

“*The Perceived Effects of Flipped Teaching on Knowledge Acquisition*” was the fifth study focus on the effect of flip learning implementation to the learners’ knowledge acquisitions. It was written by Galen Newman, Jun-Hyun Kim, Ryun Jung Lee, Brandy A. Brown, and Sharon Huston. This research creates an initial direct connection between the flipped classroom and perceived increase in student learning.²⁵

The next study was conducted from Jeremy F. Strayer on his thesis entitled “*The Effect of The Classroom Flipped on The Learning Environment: A Comparison in Learning Activity in A Traditional Classroom and A Flip Classroom that Used in Intelligent Tutoring System*”.²⁶ The flipped class which was compared with traditional class in make the better atmosphere in learning process.

²⁵ Galen Newman et al., “The Perceived Effects of Flipped Teaching on Knowledge Acquisition.,” *Journal of Effective Teaching* 16, no. 1 (2016): 68, <http://eric.ed.gov/?id=EJ1092703>.

²⁶ Jeremy F. Strayer, “The Effects of the Classroom Flip on the Learning Environment: A Comparison of Learning Activity in a Traditional Classroom and a Flip Classroom That Used an Intelligent Tutoring System.”

However, the flipped class was better than other traditional class, teacher and learners still need a textbook to control their awareness of the material learned.²⁷

The seventh previous study was “*The effect of the flipped classroom on student achievement and stress*”²⁸ written by Cara A. Marlowe. It analyzes the emotion and achievement progress was caused by flipped class implementation. This study discovers that flipped class could improve the students’ enthusiasm on learning. Cara states some students had positive feedback, they could develop their learning style and organize their learning time well. In case, some students prefer like to use the habitual method in learning but they appreciate this method decrease their stress in learning.

The next study was focus on the using narrative as the teaching method. Because the author assumed that narrative was the effective way on learning and it was proofed for long time ago. Human prefer like to listening story, because it could build up their imagination and improves their memory. This statement was discussed in the Barkhuizen’s journal entitled “*A narrative approach to exploring context in language teaching*”.²⁹

²⁷ Ibid., 196.

²⁸ Cara A. Marlowe and others, “The Effect of the Flipped Classroom on Student Achievement and Stress,” 2012, <http://scholarworks.montana.edu/xmlui/handle/1/1790>.

²⁹ G. Barkhuizen, “A Narrative Approach to Exploring Context in Language Teaching,” *ELT Journal* 62, no. 3 (April 17, 2007): 231–39, doi:10.1093/elt/ccm043.

*“Narrative Story Telling as a Teaching & Learning Strategy”*³⁰ was the study conducted by Louise Kavanagh McBride, Breda Mulgrew, and I. T. Letterkenny. It states that narrative was one of the effective methods in language learning and teaching.

The last previous study was come from Jonathan Ostenson in his journal entitled *“Exploring the boundaries of narrative: Video games in the English classroom”*.³¹ This study talks about the using of games according to the narrative text in English learning. This study proof that game combined by narrative material more absorbable and easier to understand. Because human in all ages still had a fun to enjoy the learning combined with the game.

While the study would be investigated by the author focuses on the flipped learning using on the narrative teaching-learning. The flipped class here was not pure but it was blended by the traditional method. So, the learners still had to had attendance and could had discussion with their teacher.

³⁰ Louise Kavanagh McBride and Breda Mulgrew, “Narrative Story Telling as a Teaching & Learning Strategy” (Letterkenny IT, Port Road, Letterkenny, Co. Donegal, 2011).

³¹ Jonathan Ostenson, “Exploring the Boundaries of Narrative: Video Games in the English Classroom,” *English Journal*, 2013, 71–78, <http://www.jstor.org/stable/24484129>.

