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## THE USE OF FLIPPED CLASSROOM MODEL IN READING COMPREHENSION

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### ABSTRACT

This study presents the use of the flipped classroom model in reading comprehension. This study is aimed to investigate the teacher’s way of implementing flipped classroom in teaching reading narrative text and reveal students’ perception toward the teaching model. A qualitative case study was applied as the research design of this study. The subject of this study was chosen purposively, consisting of twenty-three students from the tenth grade (X AK-1) and one English teacher in one of the vocational high schools in Cilacap, Indonesia. The writers applied the triangulation technique as where the data were analyzed through multiple resources to get more reliable data. The result of the study was showed that the teacher implemented four main stages in teaching reading narrative text using the flipped classroom model. Meanwhile, regarding the students’ perception, students perceived all the stages and activities in the flipped classroom model positively. The students viewed that flipped classroom as a fun learning model, which helped them became a more active learners, and help them overcome their shortcomings. Finally, other researchers are suggested to explore deeply into the implementation of the model that targets other topics and skills, apply other framework suggested by other experts, and explore the students’ perception using an open questionnaire to reveal the reason underlying the perception.

**Keywords:** Flipped Classroom, Teaching Reading, Narrative Text

### INTRODUCTION

Learning English as a foreign language in a school context raises reading to become the skill that is critically important to students. Reading is a necessity for students if they want to expand their knowledge. Through reading, students grasp useful information. The information that the students have read simply broaden their knowledge. Thus, it is really helpful for the students to build their background knowledge in order to get ready in the classroom learning process.

In comprehending the message of a text, the goal of the reading is as a communicative process between a writer and a reader. But sometimes the communicative process is not always successful since it is affected by various factors attached in the reader as (Westwood, 2001) stated that readers understanding is influenced by a broad range of factors, including his or her motivation, interest, vocabulary, general knowledge, knowledge of particular subject, word identification skills, reasoning ability, and the use of effective strategies. Thus, the teacher needs to carefully consider those influential factors in the teaching and learning process in order to achieve the goal of the communication process and eventually maximize students' comprehension of the text.

There are many obstacles faced in learning reading at school. Generally, the problem in teaching reading in the school is about the teaching and learning process (Westwood, 2001), cited in (Oktarina & Fitriawati, 2018). Mostly, the teaching and learning process is still less interesting to the students and tend to be teacher-centered. Students usually face difficulties and are less interested in learning because it integrates very few media and does not apply modern technology. The idea of the students' motivation and difficulties which is linked with the need of utilizing technology is supported by (Wang & Liao, 2017), they argued that when students encounter learning difficulties, they may need to seek help through learning technologies, such as smartphones, computers, learning websites, etc. Meanwhile, the teacher-centered classroom can limit the time for the students to conduct in-classroom practice because it takes time for the teacher to conduct the lecturing session. Therefore, the teacher needs to implement a strategy to address those problems in order to help the students get effective and fun learning while giving them more freedom to conduct various practices.

A flipped learning approach, a newly emerged teaching model, has the potential to address the constraints of EFL classroom contexts (Lee & Wallace, 2018). It allows more time for students to learn inside and outside the classroom because of the inverted learning process with the utilization of technology (Bergmann & Sams, 2012). In a flipped classroom, lectures are removed, and the removed content is often delivered to students through pre-class input materials such as video recordings, e-books, presentation slides, and etcetera. Students can study various types of materials (e.g., readings from a textbook and worksheets developed by their teacher) on their own outside of class time and grasp the meaning of the content. Meanwhile, in the classroom session, students work together in

a group guided by the teacher to discuss the pre-class materials and conduct the practice subsequently (Milman, 2012). The students will also benefit from the peer activities as (Dallimore, Hertensein, & Platt, 2010) stated that the group work constructs learner knowledge by creating interaction and participation.

In Indonesia, the flipped classroom model is considered a recent teaching model that takes advantage of the use of technology (Afrilyasanti, Cahyono, & Astuti, 2017). Therefore it is important to identify how students feel about and perceive a recent teaching model used because students' own judgments on what they were experiencing enable them to recognize the ease of use and the benefits of it. As a result, there will be a change in their attitudes, which will affect their willingness to study using the model and maximize the outcome of the study.

The writer found some previous studies about the flipped classroom. The first, a study conducted by (Basal, 2015) entitled "The Implementation of Flipped Classroom in Foreign language Teaching". This study aimed to gain insights into the perceptions of prospective English language teachers at a state university in Turkey on flipped classrooms. The second, a study conducted by (Nouri, 2016) entitled "The Flipped Classroom: for Active, Effective, and Increased Learning – Especially for Low Achiever". This study examined students' perceptions of flipped classroom education in a last year university course. And the last previous study was conducted by (Afrilyasanti, Cahyono, & Astuti, 2017) entitled "Indonesian EFL Students' Perceptions on the Implementation of Flipped Classroom Model". This study examined students' perceptions of the implementation of the flipped classroom model in the writing classroom.

Unlike those previous studies that focused only on exploring perceptions toward the flipped classroom model in university level (Basal, 2015); (Nouri, 2016) and targeted writing skill (Afrilyasanti, Cahyono, & Astuti, 2017), the present study also explored the teacher's way in implementing the flipped classroom model, especially in teaching reading narrative text to the tenth-grade students of a vocational high school in Cilacap. In relation to the background of the study, the research problem was formulated in the following questions:

- a. How does the teacher implement a flipped classroom in teaching reading a narrative text?
- b. How do the students perceive the teaching model?

## **Reading Comprehension**

There are many definitions of reading. Anderson N. (1999) states that reading is an active, fluent process that involves the reader and the reading material in building meaning which involves synergy between the words on the printed page with the reader's background knowledge and experiences. It means reading is not merely the process of spelling the words or the sentences but also requiring interpretation to grasp the meaning from the printed text. Reading as the process of receiving and interpreting information encoded in language form via the medium of print (Siregar, N., et.al., 2019). In addition, (Spratt, Pulverness, & Williams, 2005) define reading as a process of responding to, making sense a text being read and connecting it with readers' prior knowledge. Prior knowledge helps the reader to understand and memorize new knowledge. Therefore, it can be said that reading is a communicative process between writer and reader in which the reader attempt to acquire the information in the text by understanding, interpreting, and connecting to the reader's prior knowledge.

As reading is a communicative process between a writer and a reader, the central focus of teaching-learning in reading is comprehension. It is described as a complex intellectual process involving a number of abilities (Rubin, 2000). In addition, he stated that in the process of comprehension, readers must use information already acquired to filter, interpret, organize, reflect upon and establish a relationship with the new information on the page.

In order to understand a text, a reader must be able to identify words, know the meaning of most of the words and be able to combine units of meaning into a coherent message. Moreover, comprehension is a process that involves thinking, past experience, and knowledge (Prado & Plourde, 2005). Thus, it requires the reader to know and understand what they are reading and have the ability to relate the textual material to their prior knowledge.

In conclusion, reading comprehension is a brain process involving several components in which those components interact with one another to grasp the meaning from the text. Those components are mainly from the reader, the text and the activity. Those aspects should interact well with each other so that the readers will not face difficulties in acquiring the message from the writer.

Brown, (2001) stated that there are three types of reading process. Those types are bottom-up, top-down, and interactive. Gregory, (2008) stated that in bottom-up, the readers recognize from the small unit to the largest one. The readers start to process the word as the basis of understanding the larger part. The recognizing process starts from the word as the small unit of meaning to the largest one; those are the knowledge of the world and the knowledge of language structure.

Gregory, (2008) also explains that the top-down process is the inverse of the bottom-up process. In the top-down process, the readers proceed from the general to the particular. The readers use their prior knowledge of the world and knowledge of the language structure to recognize individual words.

Harrison, (2004) stated that the interactive process is a mixture of both bottom-up and top-down processes. In this process, the readers mostly follow the bottom-up process in which the readers recognize the word sound first to be the basis of understanding the larger part, but the input from the top-down process will be used if it is necessary.

Naturally, readers conduct the interactive process in reading since it takes advantage of both processes of understanding from small to the largest unit of meaning and also the readers' prior knowledge.

### **Flipped Classroom**

The flipped classroom is known by various names including the inverted classroom, and more simply, the flip. The story of how it emerges varies, but most of the academicians give the credit to (Bergmann & Sams, 2012) both are high school chemistry teachers from Colorado, who began using recorded lectures in 2007.

The flip emerged and evolved out of a history of experimentation with the concept of hybrid, blended learning, using active learning techniques and new technologies to engage students' learning both inside and outside the class. The core of the flipped classroom is inverting the session of the learning process. It is in line with (Bergmann & Sams, 2012), p.13), he explained that a flipped classroom is a setting where the sequence of learning which is traditionally done in class is now done at home, and that which is traditionally done as homework is now completed in class.

The lecture format has varied and evolved from the use of media such as slides, audio, podcasts, or narrated presentations, to videocasts that may also incorporate animations, screen captures, and other multimedia content. Khan Academy, Coursera, TED

talks, and even YouTube are online resources associated with the flipped classroom, providing access to recorded lectures, instructional videos, and sometimes other interactive elements for teaching and learning. In many cases instructors implement the flip depend on these resources to provide the lecture content (Bull, Ferster, & Kjellstrom, 2012). Sourcing of content from outside may be helpful for those who lack presentation skills, extensive subject knowledge or need an outside perspective to enrich their course.

In utilizing the flipped classroom model, the teacher is required to manage the student in and out of the classroom since students are required to attend not only for in-class activities but they also conduct their online self-learning. By combining the two classes, at home, the students can learn by themselves, and at school, they can be assisted by their teacher and can collaborate with their peers. It is in line with (Bishop & Verleger, 2013), he explained that the flipped classroom model as an educational technique consisting of two main parts as follows:

1. Direct computer-based individual instruction outside the classroom

The direct computer-based individual instruction outside the classroom, or usually referred to as pre-classroom or outside classroom session in a flipped teaching strategy covers two main stages as follow:

- a. Preparing the online material

The online materials are given prior to the classroom teaching and learning session. The teacher is required to prepare the appropriate materials and instruction based on the learning objectives and presents it interesting so that it attracts and motivates the students to learn.

- b. Sharing the material

After preparing the materials, the teacher is required to share it with the students. The online materials can be shared by using social application platforms such as Whatsapp and Facebook, especially using the group feature available in the respective platform or by using a learning management system which is specifically designed for educational purposes such as Schoology, Slack, Edmodo, etc. The students can access the shared materials through their computer or smartphone. Furthermore, to make sure that students have watched the videos or completed the reading at home, students are required to respond to reading questions or quizzes before joining the classroom session to report their learning progress (Houston, Michele, & Lin, 2012). Therefore the teacher is required to

consider the time in sharing the online materials so that the students will have adequate time to learn the online materials and answers the questions or the quiz.

## 2. Interactive group learning activities inside the classroom

The interactive group learning activities inside the classroom, or usually referred to as in-classroom session in flipped learning strategy covers two main stages as follow:

### a. Reviewing the online materials

Reviewing the pre-classroom material can be done by conducting a question and answer section or giving feedback toward students' pre-classroom tasks and students' notes that are already submitted in prior to the in-classroom session.

### b. Guiding and monitoring the collaborative work

During the inside classroom session, the students are required to collaboratively work in groups consisting of 4 to 6 students with heterogeneous members and conducting the practices by taking advantage of teacher guidance and peer learning in the respective group (Dallimore, Hertensein, & Platt, 2010).

## **The Advantages of Flipped Classroom**

Many instructors and researchers have discussed the benefits of flipped learning. For instance, (Bergmann & Sams, 2012)), who have promoted the flipped learning approach, stated that the approach transcends physical constraints (e.g., time, space) and allows students to study class materials anytime and anyplace as long as an Internet connection is available. (Bergmann & Sams, 2012) also emphasized that "the flipped classroom is offering students an individualized education". The flipped method could increase students' high-order thinking skills (e.g., application, analysis, synthesis, evaluation), as opposed to their lower-order thinking skills (e.g., knowledge, comprehension), as identified by (Anderson, Kratkwohl, & Bloom , 2001). After having applied the flipped model to the Integrated Humanities subject in a Hong Kong Secondary Class, (Kong, 2014) found that the new approach helped students increase their literacy competency and critical thinking skills.

## **The Disadvantages of Flipped Classroom**

The flipped classroom is an easy model to get wrong. Although the idea is straightforward, an effective flip requires careful preparation since the recording and or writing lecture content requires effort and time. It is in line with (Hamdan , Mcknight, & Arfstrom, 2013) they argue that the challenge of flipped learning related to teachers is the

time invested in recording videos. In preparing the lecture materials, the teacher needs to consider the integration of the out-of-class and in-class elements so that the students have clear insight regarding the flow of the model and be motivated to prepare for the class.

A case study conducted by (Ramirez, Hinojosa, & Rodriguez , 2015) reported that there are some disadvantages mentioned by the students. The disadvantages were mainly regarding the technical problems related to the utilization of technology, in reference to slow internet connection, software and electronic device issues, the electricity, the audiovisual content, and quality, etc. Other students' negative perceptions were about the lack of guidance, instant feedback, and further conceptual explanation in the in-classroom session with the teacher.

### **Narrative text**

A narrative text is a text which tells a story to amuse the readers (Anderson N. , 1999). The narrative text is imagination or a complicated event that directs to a crisis that finds a solution at the last (Gerot & Wignell, 1994). According to (Bach, Berth, & Gordon, 1988), the narrative is a continuous account of an event or a series of events. Based on the explanation above, it can be concluded that narrative text is a text containing a story of chronological events that is presented interestingly to amuse the reader or listeners. Therefore, the purpose or social function of narrative texts is to entertain and to inform the reader or listener.

### **METHOD**

In this study, the writers used a qualitative case study design. The study was carried out in one of the vocational high schools in Cilacap, Indonesia. The sample was chosen purposively, consisting of an English teacher and 23 tenth grade students from the class of X AK-1. The writers administered three instruments in the form of the observation, the interview, and the questionnaire. The observation included classroom observation as well as online observation. The online observation was conducted by joining and observing the teacher and students' activities in the Whatsapp group of the class. In analyzing the data, coding and transcribing were used especially to analyze the observation and interview data, whereas percentage computation as suggested by (Hatch & Lazaraton, 1991) was used to analyze the data from the questionnaire.



## **FINDINGS AND DISCUSSION**

The classroom observation was conducted to investigate the teacher's way of implementing the flipped classroom model in teaching reading narrative text. The classroom observation was conducted two times. It was conducted on April 20<sup>th</sup> and April 27<sup>th</sup>, 2019. The interview session was conducted after the interview, which was on April 27<sup>th</sup>. In conducting the observation, the writer involved as a non-participant observer, in which the writer only watched and recorded the teaching and learning process without intervening in the process. In addition, the writer also elaborated on the data from the interview and observation in order to support and validate the analysis of the data.

The data analysis concerning the implementation of the flipped classroom in teaching reading narrative text will be described based on the core concept of flipped classroom by (Bishop & Verleger, 2013) proposing that Flipped classroom consist of two main parts namely pre-classroom (or outside classroom) session that consists of two main stages: preparing the material and sharing the material, and the in-classroom session which also consist of two stages: reviewing the online material as well as guiding & monitoring the collaborative work.

### **Pre-Classroom Session**

#### **Preparing the material**

In preparing the material for the pre-classroom session, the teacher dealt with preparing the video, designing the PowerPoint material, and reading questions. The teacher used one video for every meeting session, and she chose videos that are less than 10 minutes and contains animation in order to attract the students and not to make them feel bored. But she also admitted that she used the videos that are available on the internet because she didn't have time to make her own video yet. In this case, she used videos from Youtube, The video that she used in the first meeting was a narrative video about The Rabbit and the Turtle, and for the second meeting, she used a narrative video about Malin Kundang. Unlike the video, she made her own slide presentation material that contained the explanation about narrative text and also the reading questions or the reading task in accordance with the need for her students and the learning objectives.

#### **Sharing the material**

The subsequent activity that the teacher did after preparing the material was sharing it with the students. The teacher shared the material through Whatsapp Group that they

have created specifically for the English class. She shared the materials 3 days before the meeting. She also instructed the students to finish and submit the reading task and the students' notes before the in-classroom session. Moreover, the students were required to take notes about what they don't really understand the already shared materials.

### **In-Classroom Session**

#### Reviewing the online material

For the in-classroom session, the first stage that the teacher did was reviewing the online materials. Initially, the teacher checked the students in case some of them did not learn the material or submit the task. Then, the teacher reviewed the materials based on the previously submitted tasks, which were the reading questions and the students' notes as in the notes, students wrote the things they didn't yet understand.

The data from the first classroom observation conducted on 20<sup>th</sup> April revealed that the teacher checked the student's pre-classroom session task, and found out that there was a student who didn't submit the task. As the teacher asked her the reason, she then knew that the student did not do the task because she did not have the internet quota to access the online materials. Then she reminded her to ask her friends next time if she didn't have the internet quota since she has shared the materials 3 days prior to the in-classroom session. After checking, then the teacher reviewed the online material with the students using a projector, she reviewed the reading questions, the students' note, and also the characters, plot, the language features used in the video.

#### Guiding and monitoring the collaborative work

The subsequent stage the teacher did after reviewing the material was guiding and monitoring the collaborative work. Since the total numbers of students in the class were 23, the teacher divided them into 6 groups. Thus, there were 5 groups consisting of 4 students, and 1 group consisting of 3 students. They were instructed to collaboratively work on reading comprehension practice.

She also explained that the reading questions that they had to work on collaboratively in the class were different from the reading questions that they had done individually prior to the classroom session. She added that in the pre-classroom session, the answer to the reading task can be found explicitly in the text, whereas the reading questions in the classroom session were implicit and demanded deeper comprehension of the text.

Therefore the students need to discuss actively in the group. The writer also revealed that the teacher chose the leaders of the groups purposely.

After working collaboratively in a group, the students were instructed to present their work in front of the class. In addition, the teacher also explained that she also went around the class in order to monitor students' group activities and provided them support either regarding the technical procedure of the learning or the materials.

On the second classroom observation, the writer also revealed that the teacher monitored the group six and then the student asked the meaning of a sentence in the text in which it was a sentence written in present perfect tense, then the teacher explained the grammatical pattern as well as the meaning of the sentence to the student. Teacher's activity of explaining the grammatical pattern and word meanings promoted the Bottom-up processing as suggested by (Gregory, 2008)

### **Student's perceptions toward the teaching model**

The close-ended questionnaire was used by the writer to find out students' perceptions toward the teaching model. It contained 10 items of closing statement and the students responded to each item. The questionnaire data were obtained from 23 students on the 27<sup>th</sup> April, 2019, after they conducted the learning process of reading narrative text using the flipped classroom model. The data from the questionnaire was analyzed by using the percentage computation as suggested by (Hatch & Lazaraton, 1991) The questionnaire data is presented in Table 1.

**Table 1. The questionnaire's results**

No	Question	Answers (%)	
		Yes	No
1.	The use of technology-based media motivates me in the learning	91.3	8.7
2.	The online material used by the teacher influence my comprehension in the learning process	95.6	4.4
3.	The online material provided outside or prior to the classroom session prepares me for the in-classroom activities.	86.9	13.1
4.	The teacher's review of the online material helps me understand and clarify my misunderstanding.	95.6	4.45
5.	I prefer working in a group with the help of the teacher's guidance	86.9	13.1

6.	I am assisted by the teacher's role during guiding group activities in the class	82.6	17.4
7.	I am assisted by the discussion activities with the group mates in the class	91.3	8.7
8.	Flipped Classroom model makes me more active in the learning	95.6	4.4
9.	Flipped Classroom model help me overcome my difficulties	86.9	13.1
10.	I consider Flipped Classroom as a fun learning model	91.3	8.7

From the table 1, it could be described that the large majority of students gave positive perceptions toward the teaching model. The students agreed that in flipped classroom, the benefits from the utilization of technology-based media (21 students or 91.3%), the online material (22 students or 95.6%), the pre-classroom session (20 students or 86.9%), teacher's review activity (22 students or 95.6), teacher's role in guiding group activities (19 students or 82.6%), and peer discussion (21 students or 91.3%). Besides, they positively perceived the group activities guided by the teacher (20 students or 86.9%). Furthermore, the students agreed that flipped classroom model made them more proactive in the learning (22 students or 95.6%), help them overcome their difficulties (20 students or 86.9%), and lastly, they perceived that flipped classroom is a fun learning model (21 students or 91.3%).

Based on the result of the questionnaire, the writer concluded that the majority of the students viewed the flip classroom model positively. The percentages of positive responses for each questionnaire statement were higher than 80%, with the lowest percentage rate of 82.6%. In conclusion, the students generally valued that the flip classroom model as a helpful and fun learning model, for both in and outside the classroom session. In the pre-classroom (outside classroom) session, the use of technology and online material helped them understand and get prepared for the in-classroom session, whereas in the classroom, teacher's reviews toward the online material helped them better understand and clarify the misunderstandings toward the online material. The collaborative group activities in the class also helped their learning through the role of teacher guidance and peer feedback activities.

The writers concluded that the teacher has completed all the main stages in implementing the teaching model suggested by (Bishop & Verleger, 2013). The first stage

for the pre-classroom session is preparing the online material. The use of the already available video from the internet as used by the teacher can be an easy alternative for the teacher who lacks lecturing and video editing skills (Bergmann & Sams, 2012). Meanwhile, the use of short and animated video is also useful, since it attracted the students and did not make them feel bored.

The second stage of the in-classroom session is sharing online material. This is the stage where the teacher sent the already prepared materials through the sharing application platform. The use of Whatsapp as the media for the flipped classroom was a reasonable choice since the students were already familiar with it. In addition, the sharing material activity should also be timed carefully so that the students have adequate time to learn the material and finish the pre-classroom session task since the students also have projects or homework from other teachers.

The in-classroom session also covers two main stages, the first stage is reviewing the online material. This stage noticeably helped the students understand more about the pre-classroom material and clarify students misunderstanding toward the pre-classroom material and the task. Therefore, this stage can help students use their prior knowledge from the pre-classroom learning session which lead them comprehending the reading material using top-down processing as suggested by (Gregory, 2008)

The last stage was guiding and monitoring collaborative work. Thus, the students can take advantage of the teacher's support and peer-learning as suggested by (Dallimore, Hertensein, & Platt, 2010). The teacher's explanation of the grammatical pattern and word meaning as in excerpt 4 promoted the Bottom-up processing as suggested by (Gregory, 2008). Therefore, in teaching reading narrative text using the flip classroom model, the teacher utilized an interactive process, which combined the approach of bottom-up and top-down processing as suggested by (Harrison, 2004)

The second point to be discussed is students' perception of the teaching model. Based on the questionnaire data, the writer found out that the students perceive the flipped classroom model quite positively. Their responses toward the entire ten statement items were dominated by positive responses with a percentage rate of more than 80%. The students generally viewed the flip classroom as a fun and beneficial learning model. They also agreed that the flipped learning provided advantages from the use of technology, the

online material, pre-classroom activities, review of online material, teacher's guidance, the peer learning activities.

In comparison with the previous studies, the result of this study supports the finding of the study conducted by (Basal, 2015). This study aimed to gain insights into prospective English teachers at a state university in Turkey on flipped classrooms. The subject of the study was different, but his study similarly concluded that flipped classroom was beneficial in terms of 4 categories: learning at one's own pace outside the classroom, advance student preparation, overcoming the limitations of class time practices, and increasing the participation in the classroom.

Furthermore, the writer compared the present study and a study carried out by (Nouri, 2016). This study examined students' perceptions of flipped classroom education in a last year university course. Despite the difference in the use of the subject of the study and the use of Moodle instead of Whatsapp as the media to deliver the pre-class learning materials, the results similarly revealed that a large majority of the students had a positive attitude towards the model.

The result of this study also supports the previous study conducted by (Afrilyasanti, Cahyono, & Astuti, 2017). This study examined students' perceptions of the implementation of the flipped classroom model in the writing classroom. Despite the targeted skill is different, the results of the study were similar. It showed that the students found the activities applied in the flipped classroom model helped them write better. Similarly, the videos they watched as well as teacher and peer feedback in their writing process improved their writing ability.

Even though those previous studies similarly focused on exploring the perspective toward the model, the subject of the study and the targeted skill were different. In addition, none of them utilized a qualitative case study design and explored the way the teacher implement the flipped classroom model as the writer conducted in the present study. Therefore, the result of this study does not merely support but also enriched all those previous studies by describing and exploring the teacher's way of implementing a flipped classroom model in teaching reading narrative text and revealing the perception of the tenth-grade vocational high school students.

## CONCLUSION

The writers would like to put forward two conclusions. The first conclusion revealed that in teaching reading narrative text using the flipped classroom model, the teacher implemented four main stages of flipped classroom learning. During the pre-classroom session, the teacher prepared the online materials and shared the materials to the students by utilizing Whatsapp as the media of the learning outside the classroom that bridged the pre-classroom and in-classroom session. Assigning the students' reading questions and taking students' notes were also conducted in sharing the material stage. In the in-classroom session, the teacher reviewed the online materials that were already shared in prior to the classroom session by giving feedback based on the students' tasks and notes, followed by guiding and monitoring the collaborative work while providing support to the students as needed.

The second conclusion also revealed that the students perceived the flipped classroom model positively. The data from the questionnaire showed that the majority of students agreed that in the flipped classroom model, they benefited from the utilization of technology. Besides, the pre-classroom activities made them more prepared for classroom activities. In addition, in-classroom activities provided them benefits from the review activity as well as the peer-learning activities. Besides, it helped them become more active learners and overcome their difficulties. The students also viewed that flipped classroom as a fun learning model.

Further research on the flipped classroom model is recommended to explore more deeply toward the implementation of the flipped classroom model or to use other frameworks suggested by other experts. The students' perceptions also need to be explored in-depth, which can be conducted by exploring their reason for choosing each statement item on the questionnaire. It is also recommended to conduct the study of the flipped classroom that targets other topics, skills, and education levels.

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## **Appendix 1**

### **TEACHER'S INTERVIEW (SEMI-STRUCTURED)**

1. How do you define flipped classroom model?
2. What media did you use in teaching reading narrative text using flipped classroom model?
3. How did you implement flipped classroom model in teaching reading narrative text?  
Follow-up questions:
  - How did you prepare for the pre-classroom session?
  - What did you do after preparing the materials?
  - What did you do for the in-classroom session?
  - What did you do after reviewing the online materials?

**Adapted and modified from Rodríguez (2017, p. 118)**

## **Appendix 2**

### **KUESIONER SISWA**

Jawablah pertanyaan-pertanyaan di bawah ini dengan memberi tanda centang [√] pada setiap kolom jawaban yang sesuai

No	Pernyataan	Jawaban	
		Ya	Tidak
1	Penggunaan media berbasis teknologi dalam model pembelajaran <i>flipped classroom</i> membuat saya lebih termotivasi untuk belajar		
2	Materi online yang digunakan oleh guru mempengaruhi pemahaman saya dalam proses belajar		
3	Pemberian materi secara online sebelum atau diluar pembelajaran kelas membuat saya lebih siap untuk mengikuti sesi pembelajaran di dalam kelas		
4	Ulasan guru di kelas terhadap materi dan tugas yang sudah diberikan secara online membantu saya memahami materi dan mengklarifikasi kesalahan pemahaman saya sebelumnya		
5	Saya lebih suka mengerjakan latihan secara kelompok dengan bimbingan dari guru		
6	Saya terbantu dengan bimbingan guru pada saat mengerjakan latihan secara kelompok di dalam kelas		
7	Saya terbantu dengan aktivitas diskusi bersama teman kelompok saat mengerjakan latihan di dalam kelas		
8	Model pembelajaran <i>flipped classroom</i> membantu saya lebih aktif dalam belajar.		
9	Model pembelajaran <i>flipped classroom</i> dapat mengatasi hambatan dan kesulitan belajar saya.		
10	Menurut saya <i>flipped classroom</i> adalah model pembelajaran yang menyenangkan.		

**Adapted and modified from** (Afrilyasanti, Cahyono, & Astuti, 2017).