

CHAPTER II

LITERATURE REVIEW

A. Concept of Reading

1. Definition of Reading

Anderson (1990) state that Reading is the process of constructing meaning from written texts. It is a complex skill requiring the coordination of interrelated sources of information. Reading is an essential skill that enables one to wisely select information from the various sources available in the information society. This process involves using different types of literacy, such as visual, media, academic, graphic, financial and cultural literacy, to understand new information. In addition, reading also includes the ability to generate new information based on associations, such as word groupings, relationships between sentences, relationships between paragraphs, and comparisons between the whole text and existing knowledge. This process also involves meaning-making as well as the recognition of visual elements, such as letters, shapes, and words (ARI, 2017).

Reading is a receptive language process and is part of the psycholinguistic process. This process starts from the surface representation of language encoded by the writer and ends with the meaning constructed by the reader. In other words, reading involves an interaction between language and thought. The writer conveys his thoughts through language in written form, while the reader analyzes the language to understand the writer's thoughts. Reading is also not just an activity of receiving information literally. Reading requires the involvement of the reader's entire life experience and thinking ability to understand the message conveyed by the researcher. When someone reads, their brain works actively. The reader brings all the knowledge he has about the world (schemata) and associates it with the text being read, so as to understand the idea the researcher wants to convey (ANDI NIRWANA, 2017).

From the above explanation, it can be concluded that reading is an essential skill that involves various aspects of literacy and cognitive processes. Reading not only serves to receive information, but also includes the ability to

understand, connect and generate meaning based on the text read. The reading process involves the interaction between language and thought, and utilizes the reader's life experiences and knowledge to understand the message the researcher wants to convey. Thus, reading is a complex and active activity, which connects visual, linguistic and schematic elements to build comprehension.

2. Reading Ability

Ability refers to a person's capacity to carry out various tasks. It is a noun with several synonyms, including power, skill, competency, capacity, efficiency, capability, aptitude, faculty, and talent. According to the Macmillan Dictionary, ability is defined as the fact of being able to do something or the level of skill that an individual possesses in a particular activity (Musdalifah et al., 2023). According to Urquhart and Weir (1998), reading ability is a skill in deriving meaning from written text through an interactive process between the reader and the text.

Reading skills are essential in learning a foreign language, and implementing effective reading comprehension strategies is vital for enhancing students' reading abilities (Liu & Yuizono, 2020). According to Irnasari, (2023) Reading is a fundamental communicative skill, but it involves a complex process. It can be described as a process where the reader extracts information provided by the writer in written form. In this sense, reading is an interactive process, where the reader verifies and questions the content of the text. Reading is a process through which a reader acquires information and understands the meaning conveyed by the text. Additionally, reading encompasses specific skills that allow a reader to read independently, comprehend the material, read fluently, and mentally engage with the message.

Reading is a fundamental skill that students must develop to acquire knowledge, achieve learning goals, and progress to higher levels of education, as well as to manage daily life (Idulog et al., 2023). Reading is a complex activity that involves a variety of distinct actions, requiring individuals to use comprehension, imagination, observation, and memory. It is both a physical

and mental process that can eventually become a habit. Some writers believe that reading is the ability to recognize written symbols and transform them through reading methods like phonics, which involves linking speech and spelling based on the phonetic interpretation of regular spelling, into oral reading (Musdalifah et al., 2023).

Reading skills have become essential for learners in today's educational environment. In the age of information and technology, these skills are essential for second language acquisition, improving students' ability to recognize words and read aloud, as well as improving their level, speed and comprehension. The main goal of reading is for students to learn how to interact with text in a way that helps them determine and understand its meaning (Musdalifah et al., 2023).

Based on the above conclusions, reading ability refers to a person's capacity or potential to understand and gain information from text. Reading ability involves a complex cognitive process, in which the reader uses various skills such as comprehension, imagination, observation, and memory to interact with the text. Reading ability also includes the ability to read independently, comprehend material, read fluently, and engage mentally with the message conveyed by the text. In addition, reading ability is essential in foreign language learning and plays a key role in the achievement of learning goals, the development of language skills, and success in education and daily life.

3. Types of Reading

There are several types of reading, including extensive reading, intensive reading, critical reading, and interpretive reading. First, extensive reading, extensive reading is a method of language teaching that involves the reading of multiple texts by students with a focus on overall comprehension. The main goal is to derive enjoyment from these texts for educational purposes. This technique is used to gain a broader understanding of a language (Rashid et al., 2021).

Secondly is intensive reading, Intensive reading is a teaching approach in which students concentrate on reading shorter texts thoroughly to grasp their meaning and structure. The aim is to improve comprehension, vocabulary, and language proficiency by closely examining the content, grammar, and sentence construction. In contrast to extensive reading, which focuses on reading a wide range of material for general understanding, intensive reading seeks to build a deeper and more accurate understanding of specific texts (Rashid et al., 2021).

Thirdly is critical reading, critical reading is the process of actively engaging with a text by analyzing, questioning, and evaluating its content, rather than just passively understanding it. This process involves searching for meaning beneath the surface meaning to assess the researcher's purpose, identify biases, recognize assumptions, and consider different perspectives. Critical readers interpret texts in a deeper and more thoughtful way, seeking to understand their underlying messages and implications. Critical reading is important to implement because it not only improves the cognitive aspect understanding the text but also the affective aspect reading behavior (D. M. M. Sari & Prasetyo, 2021).

Fourthly, interpretive reading, Interpretive reading is the process of reading a text in such a way that the reader seeks to understand the deeper meanings, themes, and nuances beyond the literal content. It involves interpreting the researcher's intent, tone, and the emotional or symbolic significance of the text. Unlike simple comprehension, interpretive reading requires the reader to make connections, infer meanings, and engage with the text on a more analytical level. This type of reading is often used to analyze literature, poetry, and complex texts, where understanding subtle implications and the broader context is key (Coronell-Rodríguez et al., 2017).

4. Relevance of Reading Ability in English Learning at High School

The concept of reading ability is very relevant to be used in English language learning at the senior high school level, considering that students at this level are in a stage of cognitive development that allows them to access,

understand and evaluate texts more complexly. Reading ability not only includes the ability to understand the literal meaning of the text, but also the ability to analyze the structure, find implicit meaning, draw conclusions, and criticize the content of reading. This ability is important because it supports the achievement of basic competencies in the English curriculum and prepares students for literacy-based examinations.

According to Fitriyani and Marzulina (2021), high school students are required to have the ability to understand various types of texts, both fiction and non-fiction, to support their critical thinking and academic abilities. Therefore, reading ability is a key skill that must be developed systematically. Their research shows that students with good reading ability are able to show higher academic results, because they can understand instructions, process information from the text, and make appropriate interpretations.

Reading ability indicators suitable for high school students include the ability to understand the meaning of words in context, identify main ideas and detailed information, make inferences, recognize the author's purpose, and critically evaluate the content of the text (Rahmania & Hidayati, 2022). In addition, students must also be able to apply reading strategies such as skimming, scanning, predicting, and summarizing to help them understand the content efficiently.

The relevance of reading ability to high school students can also be seen from the complexity of reading materials used in learning. Textbooks and questions for national and college entrance exams often contain long texts that require in-depth understanding. In this case, reading ability becomes a key skill that helps students navigate information, make judgments, and connect texts with their previous experience or knowledge (Sari & Permana, 2023). Thus, it can be concluded that the development of reading ability is very suitable and important to be applied to high school students. In addition to supporting the achievement of English competencies, these skills also prepare students for future academic challenges, as well as improve their literacy capacity in everyday life.

5. Teacher Roles in Teaching Reading

Teaching reading involves connecting students to the thoughts of great writers and the written accounts of their experiences. Teaching can be described as the process of assisting students in acquiring skills, providing instruction, facilitating learning, imparting knowledge, and fostering understanding (Ilmi, 2018). Teachers play a vital role in helping students develop their reading ability by creating a supportive and engaging learning environment. They facilitate active engagement with texts, guiding students to construct meaning and develop comprehension strategies. By using diverse methods, teachers ensure that learners can interact with texts effectively, focusing on understanding the content and improving reading fluency. Modeling correct reading techniques and teaching essential vocabulary are among the key strategies employed to enhance students' overall reading abilities. In addition to teaching strategies, teachers customize their instruction to meet the needs of individual learners. For students with low reading abilities, this often involves tailored interventions such as peer modeling, immediate feedback on articulation errors, and providing additional guidance during reading activities. Implementing the three essential phases of reading—pre-reading, while-reading, and post-reading—is another critical responsibility of teachers. These phases help activate prior knowledge, promote text comprehension, and allow students to reflect on and apply what they have learned (Mulatu & Regassa, 2022).

Moreover, teachers encourage independent reading as a means of fostering a lifelong habit of engaging with texts for pleasure and knowledge. Extensive reading outside the classroom not only improves language proficiency but also builds students' confidence and interest in reading. Teachers can further support this by introducing diverse and appealing supplementary materials, such as newspapers and novels, which motivate students to explore texts beyond the curriculum (Mara & Mohamad, 2021)

Finally, teachers address the unique challenges faced by struggling readers through creative and practical solutions. Translating passages into

students' first language, organizing reading competitions, and advising students on selecting appropriate reading materials are some strategies that make learning more accessible. By balancing structured lessons with activities that stimulate curiosity, teachers help students progress and succeed in their reading journey (Mulatu & Regassa, 2022).

6. Students Roles in Teaching Reading

In reading instruction, students play an active role and are responsible for their own learning progress. They are encouraged to interact meaningfully with texts by using various strategies provided by the teacher, including summarizing, asking questions, and making predictions. Additionally, they need to concentrate on understanding the text, recognizing key ideas, and linking different sections of the text to improve their overall comprehension (Mulatu and Regassa, 2022).

Students take on the role of independent learners by practicing reading extensively both in and outside the classroom. They are encouraged to select texts that interest them and challenge their reading abilities, fostering a habit of consistent reading. Additionally, students play an active role in group discussions and collaborative learning activities, which helps them share insights and improve their understanding through peer interaction (Serrano-Mendizábal et al., 2023).

Furthermore, students are responsible for reflecting on their progress and utilizing feedback provided by teachers. By identifying areas of improvement and implementing corrective actions, they can enhance their reading ability effectively. They also need to be proactive in seeking clarification and assistance when encountering difficulties with comprehension tasks. Ultimately, the success of teaching reading relies on students' willingness to engage with reading materials actively, practice regularly, and utilize the strategies and guidance provided by their teachers to improve their reading proficiency (Mara and Mohamad, 2021).

B. Concept of Flipped Classroom

1. Definition Flipped Classroom Model

The Flipped Classroom model was initially introduced by Bergmann and Sams as a solution to the issue of ineffective classroom lectures. Initially, they used this learning model to teach students in remote areas (Muzdalifah and Asril, 2022). Bergmann and Sams also state that the basic concept of Flipped Classroom is that traditional learning that is usually done in the classroom is now done at home, and what is usually done at home is now done at school. This learning model has changed the learning practices of teachers in the world. Teachers now don't have to stand in front of students for 30-60 minutes to explain learning material and this radical change has allowed teachers to take on a different role to students than they used to (Bergmann and Sams A, 2011).

Flipped learning models have experienced a surge in popularity since the COVID-19 pandemic began in 2019 (Che Mohd Sabri *et al.*, 2023). This approach aims to create a more meaningful learning experience by encouraging students to take charge of their education and actively participate in student-centered activities during lessons. This approach is highly effective in meeting the current demand in business and marketing education to increase quality face-to-face interaction and encourage teamwork. (Shin *et al.*, 2022)

Flipped learning is a pedagogical framework that equips teachers with the tools to effectively engage every student in the teaching and learning process. By reimagining the traditional classroom structure, flipped learning allows educators to introduce lesson content and basic learning concepts to students before class begins, thus providing in-class time for active learning experiences. This method encourages educators to rethink their own roles and those of their students to maximize learning time through interactive learning. As a teaching method, flipped learning also offers a way to move away from the traditional teacher-centered approach. In this model, basic instruction is often delivered via video outside of class, allowing educators to focus on

various active learning strategies, methods and techniques during class time (Birgili *et al.*, 2021)

A significant and growing body of research recognizes Jonathan Bergmann and Aaron Sams as pioneers of the flipped classroom approach. They developed a creative solution to help students who were absent from class by recording lessons and making them available online for students to watch at home or elsewhere. This strategy proved to be very beneficial for absent students. In addition, students who were present in class also started watching the videos, and found them useful for reviewing and revisiting the day's lesson. This eventually gave rise to the concept of the flipped classroom (Singay, 2020)

The flipped classroom model offers an opportunity to shift from traditional theory-based summative assessments to more practical activities aimed at enhancing students' real-world skills. In vocational education, where hands-on learning is crucial, this approach enables teachers to dedicate more face-to-face time with students, focusing on work-related scenarios. (Zhou, 2023)

From the definitions described above, it can be concluded that flipped learning is a pedagogical approach that reverses traditional classroom methods by delivering instructional content outside the classroom, often online, so that in-class time can be focused on interactive, student-centered activities. This method shifts the emphasis from teacher-led instruction to active student participation and collaboration, aligning with constructivist learning theory. This method allows educators to introduce basic concepts before class, providing in-class time for engaging and hands-on learning experiences. Originating in 2012 and promoted globally, flipped learning encourages active engagement, critical thinking and real-world skill development through practical, inquiry-based activities.

2. Advantages of Flipped Classroom

The flipped classroom approach has positively impacted students both academically and motivationally, allowing them to research at their own pace

and feel more confident during interactive learning activities. In essence, this instructional method has enhanced students' learning achievements, motivation, engagement, and interaction (Zainuddin and Halili, 2016). Numerous studies have demonstrated the various advantages that flipped learning offers to students, both in enhancing their learning process and positively impacting their emotional and affective experiences.

Advantages of flipped learning consist of, enhances language abilities, boosts motivation, promotes active participation, fosters a positive attitude, strengthens self-confidence, encourages taking responsibility for one's own learning, increases overall satisfaction, improves cognitive strategies, raises engagement levels, supports self-paced learning, offers immediate feedback, facilitates collaboration, enables meaningful learning experiences, allows the teacher to act as a facilitator, creates a flexible learning environment, enhances opportunities for personalized learning, increases enjoyment, and provides opportunities for interaction (Arslan, 2020), immediate feedback, increased students' interaction with learning content, improved students' class preparation, increased confidence, data-driven teaching and learning (Lo and Hew, 2023).

Meanwhile, according to Ebrahim and Naji, the implementation of flipped learning offers several Advantages. First, it allows teachers to effectively utilize class time to provide guidance and support to students, ensuring ample opportunity for personalized assistance. This model enables educators to focus more on addressing individual student needs. Additionally, flipped learning fosters critical thinking, independent learning, curiosity, feedback skills, and social interaction among peers, which ultimately enhances students' motivation. Moreover, teachers can incorporate technology to assess students' comprehension through quizzes and brief online assignments. These tools allow for automatic checking, correction, and submission of student performance, enabling teachers to quickly evaluate students' strengths and identify areas where they may be struggling with the material (Ebrahim and Naji, 2021).

According to the theories from various studies referenced, flipped learning is an innovative approach that changes the dynamics of teaching and learning. The flipped classroom model greatly boosts students' academic performance and motivation by enabling them to research at their own pace and build confidence through interactive activities. This teaching method not only enhances learning outcomes but also positively impacts students' emotional and affective experiences. Numerous studies highlight the diverse benefits of flipped learning, including enhanced language skills, increased engagement, and the promotion of active participation. Additionally, it supports personalized learning and facilitates collaboration, enabling meaningful learning experiences.

Furthermore, the implementation of flipped learning empowers teachers to make effective use of class time by providing personalized guidance and support. It encourages critical thinking and independent learning while leveraging technology to assess student comprehension through quizzes and online assignments. Overall, the flipped classroom model presents a comprehensive framework for improving educational outcomes and student engagement, making it a valuable approach in contemporary education.

3. Challenges of Flipped Classroom

The advantages and challenges of flipped learning have been examined and measured in relation to student learning. However, despite the growing interest in flipped learning research, there remains a shortage of empirical evidence for comprehensive review (Jdaitawi *et al.*, 2022). According to Arslan, (2020) the challenges of flipped learning consist of, poor access to the internet, excessive workload for students, material preparation is time-consuming, creates workload for teachers, requires adjustment period.

According to Hashim and Shaari several challenges arise from teachers' perspectives when implementing flipped learning. One of the main challenges is the lack of ICT knowledge and skills, as many teachers struggle to use technology effectively due to limited experience with digital tools. This lack of confidence hinders the successful adoption of flipped learning. Another

challenge is limited access to technology, especially in rural or less developed areas, where both students and teachers may have restricted access to the internet and the necessary technological resources. This issue affects the ability to engage with digital learning materials, such as watching videos outside of class, which is a key component of flipped learning. Additionally, time constraints pose a significant challenge, as preparing and delivering flipped learning content, including developing and editing video-based materials and planning in-class activities, requires substantial time investment. This becomes especially difficult for teachers with heavy workloads. Finally, negative attitudes towards technology can also create resistance to the implementation of flipped learning, as some educators may be reluctant to embrace new technological methods in their teaching practices (Hashim and Shaari, 2020).

In addition according to Zainuddin and Halili several challenges of implementing flipped learning such follows. One major issue is the lack of improved grades, as there is no strong evidence that flipped learning significantly improves students' academic performance, suggesting the need for further research on achievement scores and the integration of technology with pedagogy. Another challenge is adaptation difficulties, where many students, especially part-time students, struggled to adjust to the flipped classroom model. These students often felt overwhelmed by the course load and had insufficient time to watch video lessons outside of class. Additionally, instructor challenges also arise, as teachers need extra time and effort to create engaging content that motivates students to prepare before class, which can be demanding. Finally, the quality of video content can significantly impact the effectiveness of flipped learning; poor-quality videos often hinder students' learning experience, making it difficult for them to fully engage with the material (Zainuddin and Halili, 2016).

Based on (Lee, 2023) have found that the students challenges on implementation of flipped learning was follows such as: Here's a paraphrased version of the phrases you provided, lack of preparation for pre-class assignments, disinterest in pre-class learning, struggling with pre-class

learning, lack of familiarity and resistance to Flipped Learning. Based on opinion that has been presented, flipped learning presents several significant challenges for both teachers and students. Limited access to technology, especially in rural areas, hampers the ability of many to engage with digital materials outside of class. Additionally, teachers often lack the necessary ICT skills, which can hinder effective implementation. Time constraints further complicate matters, as educators struggle to prepare and deliver engaging content while managing heavy workloads. Resistance to change is also a concern, with some teachers and administrators holding negative attitudes toward technology and the flipped learning model.

Classroom management issues arise when students come unprepared, disrupting the intended learning process. Furthermore, many students, particularly part-time learners, find it difficult to adapt to the flipped classroom, feeling overwhelmed by the workload and lacking time for pre-class activities. Lastly, the quality of learning materials, such as poorly produced videos, can diminish the effectiveness of this approach. Overall, while flipped learning has great potential to enhance educational outcomes, addressing these challenges is crucial for successful implementation and maximizing its benefits.

4. The Implement of Flipped Classroom

According to Bergmann and Sams the application of Flipped Classroom in foreign language learning, can be done by teachers recording grammar and introductory conversation materials, which can allow more time in class for practical activities, such as conversation, reading literature, and writing stories in the target language. Observations in one of the beginner classes showed students actively using the foreign language, responding appropriately to teacher instructions entirely in the foreign language, and answering questions in the language (Bergmann and Sams A, 2011). In the implementation of this flipped learning model the use of technology is necessary, it helps to combine the use of traditional methods such as communication and collaboration in the classroom with the use of technological means (Papadakis *et al.*, 2019).

From several studies that have been conducted on Flipped Classroom, it shows that the application of flipped learning model in language learning is quite promising. One of the studies is from (Diningrat *et al.*, 2023) in a research entitled “The Effect of an Extended Flipped Classroom Model for Fully Online Learning and its interaction with Working Memory Capacity on Students' Reading Comprehension” The research results in the document show that the Extended Flipped Classroom Model has a significant effect on improving students' reading comprehension skills compared to the Original Flipped Classroom. This research also found that working memory capacity affects student learning outcomes in reading.

Another research from (Papadakis *et al.*, 2019) also showed promising results, the research results in this research highlighted the application of the Flipped Classroom learning model through teacher training with an experience-based approach and customized lesson design. This model increases interaction between teachers and students and provides more active learning opportunities in the classroom. Classroom activities include discussions, problem solving and group-based activities and teachers can utilize class time to deepen students' understanding through collaborative and participatory activities. Based on the results of research conducted by (Hashim and Shaari, 2020), it shows that teachers feel that the application of flipped learning is quite effective in improving student understanding, motivating independent learning, and creating better interaction in the classroom, especially through the use of videos such as YouTube. Flipped Learning is considered to be able to increase collaborative activities in the classroom and provide flexibility for students to learn at their own pace.

Based on this explanation, it can be concluded that the implementation of the Flipped Classroom model is effective in enhancing students' understanding and motivation to learn, allowing them to research languages independently through various media, including YouTube videos.

5. The Role of Teacher and Students in Implementing Flipped Classroom

In the flipped classroom model, both teachers and students play vital roles in ensuring the success of the learning process. Teachers act as creators and curators of learning materials, such as video lectures, reading assignments, and interactive resources. These materials are designed to introduce key concepts that students engage with before coming to class, allowing for a more efficient use of class time. In class, teachers shift from traditional lecturing to facilitating active learning. They guide students through group discussions, problem-solving tasks, and collaborative activities, offering real-time feedback and personalized support. Additionally, teachers continuously monitor students' progress, providing timely feedback and addressing any misunderstandings, thus ensuring that students stay on track in their learning journey. By fostering an environment of critical thinking and autonomy, teachers encourage students to take ownership of their learning and engage more deeply with the content (Jeong, 2017).

On the other hand, students in a flipped classroom take on a more active and self-directed role. They are responsible for reviewing the provided content before class, such as watching instructional videos or reading materials, ensuring they come prepared for in-class activities. This pre-class preparation allows students to engage in deeper, more meaningful activities during class time, such as group discussions and hands-on problem-solving exercises. In these activities, students collaborate with their peers, sharing insights and learning from each other's perspectives. This collaborative learning fosters peer feedback and strengthens their understanding of the material. Furthermore, students are encouraged to reflect on their own learning and identify areas for improvement. By actively engaging in both independent and collaborative learning, students develop essential skills such as critical thinking, problem-solving, and self-regulation (Suparman *et al.*, 2023).

In summary, the flipped classroom model requires both teachers and students to adapt to new roles. Teachers act as facilitators, guiding students through active learning and providing support, while students take

responsibility for their learning, preparing in advance and engaging with their peers to apply knowledge. This collaborative and student-centered approach fosters greater autonomy, deeper understanding, and enhanced critical thinking skills.

6. The Procedure in Implementing Flipped Classroom

(Wibowo *et al.*, 2021) state that several steps in implementing a flipped classroom to ensure its effectiveness in promoting active and independent learning. The following is a general guideline for effectively applying the flipped classroom model:

a. Planning and Designing the Course Structure:

The first step is to plan the course and decide how the flipped classroom model will be integrated. This includes determining which topics or units are best suited for this model. Teachers need to choose or develop well-designed instructional materials, including video lessons, reading texts, and engaging digital tools. The content should be clear, engaging, and accessible to all students, considering varying levels of technology access and prior knowledge.

b. Preparing Pre-Class Learning Materials:

Teachers must create or curate content that students can engage with before the class. This might include video lessons, podcasts, readings, quizzes, or online discussions. These materials should cover the key concepts that will be explored in class. Teachers can use digital platforms (e.g., YouTube, learning management systems) to host the content and ensure easy access for students. The materials should be designed to encourage active learning, such as through embedded questions or interactive elements that prompt students to engage with the content deeply.

c. Assigning Pre-Class Activities:

Before each class, students are assigned to watch videos, read articles, or complete online activities related to the upcoming lesson. Teachers should communicate clear instructions and expectations for students to come prepared. Setting a clear deadline for pre-class tasks is crucial, as it allows students to

interact with the learning materials at a pace that suits them. Teachers may also monitor students' progress through quizzes or short assignments to ensure that the content is being absorbed.

d. Active Learning During Class:

Class time is dedicated to applying the knowledge gained from pre-class learning. Teachers shift from traditional lectures to active learning activities. These activities may include group discussions, problem-solving tasks, case studies, debates, or collaborative projects. The teacher's role is to guide and facilitate these activities, addressing misconceptions, answering questions, and encouraging peer interactions. This active engagement helps reinforce the content and allows students to practice using the knowledge in real-world contexts.

e. Providing Feedback and Assessment:

Teachers assess students' understanding and progress through formative assessments, such as quizzes, group activities, presentations, or written reflections. Feedback is provided both during in-class activities and through additional tools like online quizzes or peer reviews. This feedback loop ensures that students are receiving guidance on their performance and areas for improvement. Teachers should also create opportunities for students to reflect on their learning, identifying strengths and challenges.

f. Continuous Improvement and Adjustment:

Based on feedback and the results of assessments, teachers should continuously adjust their teaching strategies and the content of the flipped classroom. This may include refining pre-class materials, modifying in-class activities, or providing additional resources for students who need further support. Teachers should also assess how the flipped classroom is affecting student engagement, motivation, and achievement, making necessary adjustments to enhance learning outcomes.

g. Encouraging Student Engagement and Autonomy:

During the flipped classroom implementation, it is important for teachers to motivate students to take responsibility for their own learning.

Students are encouraged to actively interact with materials before class, contribute to classroom activities, work together with classmates, and ask for support when necessary. Teachers can foster a supportive learning environment where students feel motivated to take initiative in their studies and develop independent learning skills.

h. Reflecting and Evaluating the Flipped Classroom Approach:

At the end of the course or after specific units, it's essential for both teachers and students to reflect on the flipped classroom experience. Teachers can gather feedback from students regarding the effectiveness of the pre-class materials, in-class activities, and overall learning experience. This feedback can be used to evaluate the strengths and weaknesses of the flipped classroom model and to make improvements for future lessons.

To conclude, implementing a flipped classroom requires thoughtful preparation, the development of compelling pre-class content, active participation during classroom sessions, regular assessment and feedback, as well as continuous evaluation and enhancement of the learning process. By engaging students in both independent and collaborative learning, the flipped classroom model promotes deeper understanding, critical thinking, and greater student autonomy.

C. Previous Studies

There have been several studies related to the Flipped Classroom and Reading Ability. The first research, conducted by (Diningrat *et al.*, 2023), titled "The Effect of an Extended Flipped Classroom Model for Fully Online Learning and its Interaction with Working Memory Capacity on Students' Reading Comprehension," aimed to examine the effect of the Extended Flipped Classroom Model in fully online learning on students' reading comprehension and explore the differences between students with high and low working memory capacity. The research also aimed to identify the interaction between the learning model used and working memory capacity on students' reading comprehension. The results showed that this learning model significantly improved students' reading ability compared to the

traditional Flipped Classroom model. Additionally, it effectively helped students with low working memory capacity achieve better results, thanks to strategies like prediction, questioning, clarification, and summarization, which supported deep text comprehension and critical thinking skills.

The second is research by (Rachmawati et al., 2023), titled “The Effect of the Flipped Classroom Model on Students' Al- Quran Reading Ability in Islamic Religious Education at "Excellent Children's Elementary School” This research aims to examine the effect of the Flipped Classroom model on students' ability to read the Quran in Islamic Religious Education at elementary school. The results showed that students in the experimental group who used the Flipped Classroom model had a significantly higher ability to read the Quran compared to the control group who used conventional learning methods.

The third research was from (Lo and Hew, 2023) “A review of integrating AI-based chatbots into flipped learning: new possibilities and challenges” This mini review explores the emerging idea of incorporating AI-based chatbots into flipped learning and their potential to improve students' learning experiences. We analyze the design and implementation of chatbot-supported flipped learning, along with the associated benefits and challenges of this approach. The findings of this review suggest that the new instructional approach could offer benefits such as increased student engagement with learning materials, improved class preparation, and data-driven teaching methods. However, it also poses challenges, including limited technical resources, lack of authenticity, and low student motivation. The review offers valuable insights for future research and development to enhance the understanding and implementation of integrating AI chatbots into flipped learning.

The Fourth research was from (Khonamri et al., 2020) titled “Using interactive e-based flipped learning to enhance EFL literature students' critical reading” The purpose of this research was to examine the effect of e-flipped based interactive approach in improving students' critical reading

skills and problem solving skills. The results showed that the e-flipped-based flipped learning approach had a positive influence in improving students' critical reading skills compared to the traditional learning approach. Students involved in the e-flipped learning model showed better results in the critical reading test. Qualitative analysis of students' perceptions also showed that they actively participated outside the classroom through meaningful and collaborative written and oral activities via online networks, which contributed to the development of their critical reading skills. This research also demonstrates the benefits of flipped learning in the development of problem-solving skills and independence, which are important in a fast-paced world.

The final research by (Papadakis *et al.*, 2019), titled "How to Design and Implement a Flipped Classroom Lesson: A Bottom-up Procedure for More Effective Lessons," aimed to explore the design and implementation of the Flipped Classroom model as part of professional development for teachers in primary and secondary education. The research involved 376 teachers through a three-stage training process to understand, design, and apply the Flipped Classroom model using a "bottom-up" approach. The results showed that traditional lesson plans were insufficient for the needs of the Flipped Classroom method, so there was a need to develop tailored lesson plans. The teachers who participated in the research successfully designed and implemented lessons with the Flipped Classroom model, demonstrating that hands-on experience with this model enhanced their understanding. The research recommended the use of refined Flipped Classroom lesson plans to be further applied at various educational levels with varied strategies, such as project-based or game-based learning.

From some of the previous studies above, we can conclude that Flipped Classroom model has been shown to have a positive impact on students' reading ability, both in general text comprehension and in specific contexts such as reading the Quran. This approach significantly improves students' reading skills, especially for those with low working memory

capacity, supporting deep understanding and critical thinking skills. The e-flipped-based approach has also proven effective in enhancing critical reading and problem-solving skills, with active student engagement through meaningful online activities. On the other hand, the importance of lesson design tailored to this model, as well as practical experience in planning and implementing lessons, indicates that the Flipped Classroom model enhances both teacher and student understanding. Overall, this model has proven effective in improving reading abilities, problem-solving abilities, and the development of learning autonomy and student engagement in learning activities.

This research is novel because it examines the effectiveness of the flipped classroom model on high school students' reading skills in the context of education in Indonesia, especially at SMAN 1 Bengkulu City, which has rarely been studied. Most of the previous studies focused more on speaking or writing skills, while studies on reading skills with the flipped classroom approach are still limited. In addition, the use of a true-experimental research design makes this study methodologically stronger compared to previous studies that generally use quasi-experimental. Therefore, this study provides a new empirical contribution in the field of technology-based English language learning and learning model innovation at the secondary school level.

D. Conceptual Framework

Following by Azizah, (2018) this research consists of two variables, namely the independent variable (X) and the dependent variable (Y). In this research, the Flipped Classroom Model is defined as the independent variable (X), and Reading Ability is defined as the dependent variable (Y). The variables X and Y can be defined as follows:

1. X (Independent Variable): Flipped Classroom Model (a teaching model where students are introduced to content outside the classroom, typically through online videos, and class time is used for active learning activities such as discussions and problem-solving).

2. Y (Dependent Variable): Reading Ability (Reading ability refers to the capacity to understand, interpret, and engage with written text. It involves skills such as comprehension, vocabulary, and the ability to critically analyze and extract meaning from different types of texts).

The primary purpose of this research is to examine the effect of the implementation of the flipped classroom model in improving the understanding of Reading abilities in students at the senior high school level. The following graph describes the conceptual framework of this research as follows:

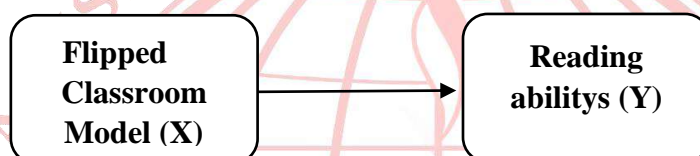


Figure 1. Conceptual Framework

E. Research Hypothesis

A hypothesis is a temporary conclusion that must be proven true or can be considered a tentative proposition about the relationship between two or more variables. A hypothesis is always presented in the form of a statement that explicitly or implicitly connects one variable with one or more other variables. Based on this definition, it can be inferred that a hypothesis is used in research because it serves as a provisional answer to the questions the research aims to address. The presence of a hypothesis helps provide a clearer focus and direction for the research process. (Andi, 2003). The formulation of the hypothesis in this research can be explained as follows:

1. Alternative Hypothesis (H_a): The Flipped Classroom Model (X) has a significant and positive impact on students' Reading Ability (Y).
2. Null Hypothesis (H_o): The Flipped Classroom Model (X) does not have a significant and positive impact on students' Reading Ability (Y).