

CHAPTER II

LITERATURE OF REVIEW

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

A. Reading

1. Definition of Reading

There are reading definition given by some people which have related the similar meaning. Reading is the activity of looking at and understanding written words (Martin H. Manser,1991:343). Such as, the author is regard as the informants (sender) and the reader on another hand is receiver. During the reading process it means that the reading can be done during reading activity is only grasping and decoding information. David states that reading activity is only grasping and decoding information. David states that reading is identification and recognition of print or written symbol, which serve as stimuli for the recall of meaning built up through past experience (David Nunan: 68). From those definition, it can be concluded that reading is meaning getting process the reader always tries to catch what the writer says and means actually.

According to Carol, reading can be pointed as three step process (Carol Wells). The three steps are interrelated to other, they are:

1. Word perception, the ability to recognize a point
2. Comprehension, the ability to infer ideas from words

3. Reaction, a step in which the reader interacts intellectually and emotionally.

Finally, reading as a process of meaning elaboration or thinking in relation to write symbols, through discussion among group members learn the material will be more easily understood and mastered. The recognition and comprehension of written symbols are influenced by reader's perception skill, experience, language background, mind sets and reasoning abilities as they anticipate meaning on the bases of what has read.

2. Kinds of Reading

Three kinds of reading, they are:

a. Reading Aloud

In reading aloud, the students will get experience in producing the sound, which should be practiced as many as possible.

b. Silent Reading

Silent reading is reinforcing the readers to find out the meaning of the words. This kind of reading leads the readers to the better comprehension.

c. Reading Fast

Reading fast used to improve speed and comprehension in reading. This skill must sun side with the main purpose of reading that is comprehension it depends on the kinds of reading material.

3. Reading Process

Models of reading process often describe the act of reading as a communication event between a sender (the writer) and a receiver of information (the reader). Those models may be placed in the three categories: bottom-up, top-down, and interactive model (David Nunan, 2003: 70). The brief explanation of each type of reading models as follows.

a. Bottom-up Model

Harmer states that in bottom-up processing, the reader or listener focuses on individual words and phrases, and achieves understanding by stringing these detailed elements together to build up a whole (Jeremy Harmer, 2001: 201). Furthermore, Brown defines that in bottom-up processing, readers must first recognize a multiplicity of linguistic signals (letters, morphemes, syllables, words, phrases, grammatical cues, discourse markers) and use their linguistics data-processing mechanisms to impose some sort of order on these signals (Douglas H. Brown, 2001: 298).

Brown defines, “Bottom-up model teaches symbols grapheme phoneme correspondences, syllables, and lexical recognition” (Douglas H. Brown, 2001: 299). Cahyono and Widiati define “the bottom-up model of reading, basically, fostered practices in reading instruction that built up learners’ decoding abilities from the bottom up, starting with the smallest units, single letters, “letters blends”, and building up to the words and phrases” (Walter Grauberg, 1997: 192).

b. Top-down Model

Brown states that this is where a complementary method of processing written text is imperative: top-down, or conceptually driven, processing in which we draw on our intelligence and experience and experience to understand a text (Douglas H. Brown, 2001: 299). Furthermore, Harmer states that in top-down reading model, the reader or listener gets a general view of the reading or listening passage, in some way, absorbing the overall picture (Jeremy Harmer, 2001: 201).

c. Interactive Model

Interactive model is a reading model that combines top-down and bottom-up during the reading process.

4. Definition of Reading Comprehension

Reading comprehension is an active process in extracting knowledge and information from the text (Judi Moreillon, 2007: 10). Reading comprehension is not just reading with a loud voice but also to establish and understand the meaning of words, sentence, and paragraph sense the relationship among the ideas. As it is, if a student just reads loudly, but cannot understand the content of the passages, it means he/she fails in comprehending the passage.

5. Theoretical Bases of Reading Comprehension Instructions

Reading comprehension is an active process in extracting knowledge and information from the text. Reading comprehension is techniques for improving students' success in extracting useful knowledge from text. Reading comprehension is understanding a text that is read, or the process of "constructing

meaning" from a text. The presumption is that meaning resides in the intentional problem-solving and thinking processes of the interpreter. The content of meaning is influenced by that person's prior knowledge, experience, and background knowledge. This definition also suggests that reading comprehension requires an action on the part of the reader. That action involves the use of the existing knowledge that the reader has on the topic of the text as well as the text itself in order to create meaning. The problem in reading comprehension is making meaning from the text. The problem is solved by the intentional action of the reader that includes the purpose for reading as well as the ability to draw upon prior knowledge that is relevant to the text. In relation to the reading comprehension, schema theory is one of the theories can be applied in comprehending a text by activating the readers' background knowledge, prior knowledge, and experience.

a. Teaching Reading Comprehension

Reading comprehension is one of the main important elements in English language learning for all students because it provides the basis for a substantial amount of learning in education (Ahmadi, M.R,2013:4). Based on Jeremy Harmer in book entitled 'How to Teach English', He states that in teaching reading there are some principles that we have to pay attention. Those are:

- 1) Reading is not a passive skill but it is an active skill. This is because, in reading activities, students need to be more active in the process of understanding the text. Students must understand each important part in the text. Students should be

familiar with the words, pictures, bold print or italics words in the texts. It helps students to understand the whole purpose of the text and get what they want.

2) Students need to be engaged with what they are reading. In this case, students should be involved with what they read. So, they can explore contents of text. Then the teachers demand to use an interesting strategy in teaching reading, in order they are motivated to read and try to understand the text.

3) Students should try to respond content of the text. It means students do not only know the structure of the language but students should understand the important part in every paragraph.

4) Prediction is a major factor in reading. Because, prior knowledge of students is important to explore the contents of the text that they read. Students will estimate the content of text with regard to relevant guidance by paying attention to the title, subtitle and synopsis of the story. In this case, role of teachers is to help students by providing appropriate instructions, so they can predict content of the text easily.

5) Matching the task with suitable topic. Selection of interesting text and more imaginative tasks can help students to improve student's motivation comprehending the text. The task that given to the students must be related to the text they are reading.

Teachers exploit reading texts to the full. In each text, there is usually a sentence that implied or unapplied, the word, an idea that in pointed out by the author in writing. For this matter, teacher should pose an interesting activity for students to understand the important part of the text (Jeremy Harmer,1990: 70).

In MTs. Al-Huda, English is taught as one of a compulsory course. In this course, students are expected to be able to comprehend the text related to their academic. The syllabus of K-13 is designed as skill based syllabuses. It means that the contents of the syllabus are mostly reading passages that related to their academic of their major. The objectives stated in the syllabus are that students are able to find general idea in the text, to find explicitly stated information, to find implicitly stated information, to find the main idea of each paragraph, to find supporting idea/details in a text, to find the pronoun references to seek relationship the idea of the text, to find the meaning of vocabulary in context – related to their major, and to find cohesive devises in the text.

According to Brown, the skill-based syllabuses are designed to organize materials around the language or academic skills where students are learning English as their academic purpose (Douglas H. Brown,2001: 138). He also states an author who uses a skill-based syllabuses developed materials around their academic purpose.

In line with the theoretical bases of reading comprehension instruction, teaching reading comprehension at MTs. Al-Huda is theoretically taught based on the syllabus that is focused on the students' skill – reading skill. The objectives that are stated in the syllabus are as the application of schema theory that includes previewing and questioning. The application of the schema theory is elaborated as follows: skimming a reading for the general idea, scanning a reading for specific information, guessing vocabulary from the context, using prefixes, suffixes, and roots, finding main ideas. To be able to achieve or apply those skills, the readers must have schema theory in that included background knowledge, prior

knowledge, and experience related to a topic what they are reading. The schema theory also functions to activate the readers' background knowledge and prior knowledge.

In conclusion, the relation between theoretical bases of teaching reading instruction and teaching English is that theoretical bases of teaching reading instruction as a basis of teaching that is elaborated into the objectives stated in the syllabus. The objectives are then broken down into some indicators that are operationally stated in the lesson plan.

6. Measuring Reading Comprehension

According to Pearson and Sarroub, there are three important aspects in reading comprehension assessment. Those are: a) norm-referenced, standardized, multiple-choice tests, b) criterion-referenced assessment of specific skills, and c) informal classroom assessment of comprehension (Pearson, P. D & Sarroub, L,1998:72). They also stated that the purpose of norm-referenced multiple-choice tests were to see how well students achieved compared to other students on the same measure. In short, reading comprehension can be measure using a test. According to merriam-webster.com, the definition of test itself is a procedure for measuring the skill, knowledge, intelligence, capacities or aptitudes of an individual or group. In his research, Davis constructed tests to measure nine reading skills (Davis, F.B.,2009: 20):

- 1) Knowledge of word meaning,
- 2) Ability to select the appropriate meaning for a word or phrase in light of its particular contextual setting,

- 3) Ability to follow the organization of a passage and to identify antecedents and references to it,
- 4) Ability to select the main thought of a passage,
- 5) Ability to answer questions that are specifically answered in the passage,
- 6) Ability to answer questions that are answered in a passage but not in words in what the question is asked,
- 7) Ability to draw inferences from a passage about its content, 8) Ability to recognize the literacy devices used in a passage and to determine its mood and intent,
- 9) Ability to determine a writer's intent or point of view, i.e. to draw inferences about the writer.

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

A. Flipped Classroom

1. Definition and Concept of Flip Classroom

In 21st century, Technology in education can be as an approach which is focused on student-centered education. According to the latest survey that

organized by APJII or Asosiasi Penyelenggara Jaringan Internet Indonesia (Association of Indonesian Internet Network Organizer), during 2016 as much as 132,7 million of Indonesian are connected with internet where is the Indonesian amount is 256,2 million in total⁷. The survey result means that more than a half of Indonesian are using internet including the students. By the survey of internet user, teacher can create engaging learning environments using technologies in their teaching to teach more effectively, especially as students have adopted technology in their lives and use it for learning. According to Youtube Teacher's Studio educator, Ramsey Musallam, suggests to the teacher to produce videos to change the form of instruction from the classroom to homework or in other word as flipped classroom strategy. The flipped classroom promotes an environment which increases the interaction between the students and teachers and engages the students in learning through application and practice (Danker, B,2015:3).

Flipped classroom is an innovative teaching strategy that reverses traditional teaching rather than lecturing, teachers assign videos as homework to introduce the topic. At home, student watch the video instruction as many as they wanted to understand the topic and complete the assignment in class where is the teacher is available to assist with questions to check the students' comprehension. The flipped classroom is also a pedagogical model that inverts traditional teaching strategy so that typical lecture and homework elements of a course are reversed (UOW technology-Enriched Learning Strategy). This means that the lecturing activity which is normally delivered inside the class is moved outside the class and homework which is normally the students do it outside the class is shift into the class. Herried and Schiller stated that In flipped classroom, what is usually

done in the class and what is usually done as a homework is flipped or inverted. Instead of students listening to a lecture on, say, genetics in class and then going home to work on a set of assigned problems, they read material and view videos on genetics before coming to class and then engage in class in active learning using case studies, labs, games, simulations, or experiments (Herreid, C.F and Schiller, N.A,2013: 62). Bretzmann also stated that flipped classroom can be describe as reversal of traditional teaching where students gain first exposure to new material outside of class, usually via reading or lecture videos, and then class time is used to do the harder work of assimilating that knowledge through strategies such as problem-solving, discussion or debates (Bretzmann,2013: 10). The flipped classroom is instructed and represents a modification from passive to active learning to focus on higher thinking skills such as applying, analyzing, evaluating and creating (learning objectives of Bloom's Taxonomy).

There are six stages of learning level in Bloom taxonomy which are remembering, understanding, applying, analyzing, evaluating and creating (Krathwohl, R. D,2002). In traditional model, remembering and understanding are normally done during the class session, and the 4 others, applying, analyzing, evaluating and creating are hold when student are outside the classroom. In the flipped classroom strategy, the learning level which are usually done throughout the class session are moved outside classroom activity, and learning level which are usually done outside the classroom are moved into the class session (Tucker, B,2012).

In the Flipped Learning strategy, teachers modify direct learning in a large group learning (classroom) and move it into the individual learning, using one of

several technologies such as video, a course management website, etc. Teachers record and narrate a screencasts or video of lesson on their computer, create videos of themselves teaching, or take video lessons from internet sites such as TED-Ed and Khan Academy (Walsh, Kelly,2013). Many teachers and educators start flipping their classroom by using these readily available materials. The videos or screencasts are available for students to access whenever and wherever it is available—at home, during study hall, on the bus, even in the hospital—as many times as they like, enabling them to come to class better prepared (Musallam, R,2013). To give the students' preparation, teachers can give the students more time for integrating and applying their knowledge, variety of student-centered, active learning strategies such as conducting research or working on projects with classmates. Teachers also can use class time to check on each student's understanding and, if necessary, teacher can help them to develop their fluency. Teachers can give an individual feedback, an individual support for students work through the activities designed to help them mastering the material.

Flipped Classroom has been compared to online, blended, and distance learning because of the screencast or video components, but, there are clear differences. Online education, for example, occurs only remotely, and the teacher and student are never face-to-face (Oblinger & Oblinger,2005). Usually virtual class meetings, assignments, and lectures happen online through a course management website, but not always. Sometimes the lectures and other activities are built up by group chats or other means of facilitating collaboration and peer instruction. Blended classes also have an online element, but that usually occurs during class time along with direct student-teacher contact (Allan, Seaman &

Garret. Blending,2007). Students' experiences in face-to-face sessions change are not necessarily different than what occurs in a traditional classroom.

From the explanation above, researcher can conclude that flipped classroom is a learning strategy which is allow the student to study in individually through the learning material such as reading text or articles, video learning or presentation slide that shared by the teacher to online media which is support file sharing and easy to download. The online media could be online classroom such as Edmodo, Schoology, Engrade or the teacher can use Facebook, Google Drive, and What Sapp group to share the lesson material (Walsh, Kelly, 2013: 80). Teacher can also use lesson resources for the students such as video form YouTube's Education Section, TE Ed, LearnersTV.com (Walsh, Kell,2013: 84). After teacher share the learning material, students enable to download it to their device at home everywhere that they are comfort to. If needed, students can re-read or re-watch the learning material, take some notes and get a deeper understanding. During the class time, teacher gives students exercises and useful feedback.

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

2. The Process of Flipped Classroom

The flipped classroom is as a strategy to help teacher make time in class more efficient and effective. The flipping classroom change traditional teaching strategy by delivering lesson online outside the class and moving homework into the classroom where teachers have more beneficial time to help students with their question and one-on-one support (Bishop, J. L. & Verleger, A. M, 2013).

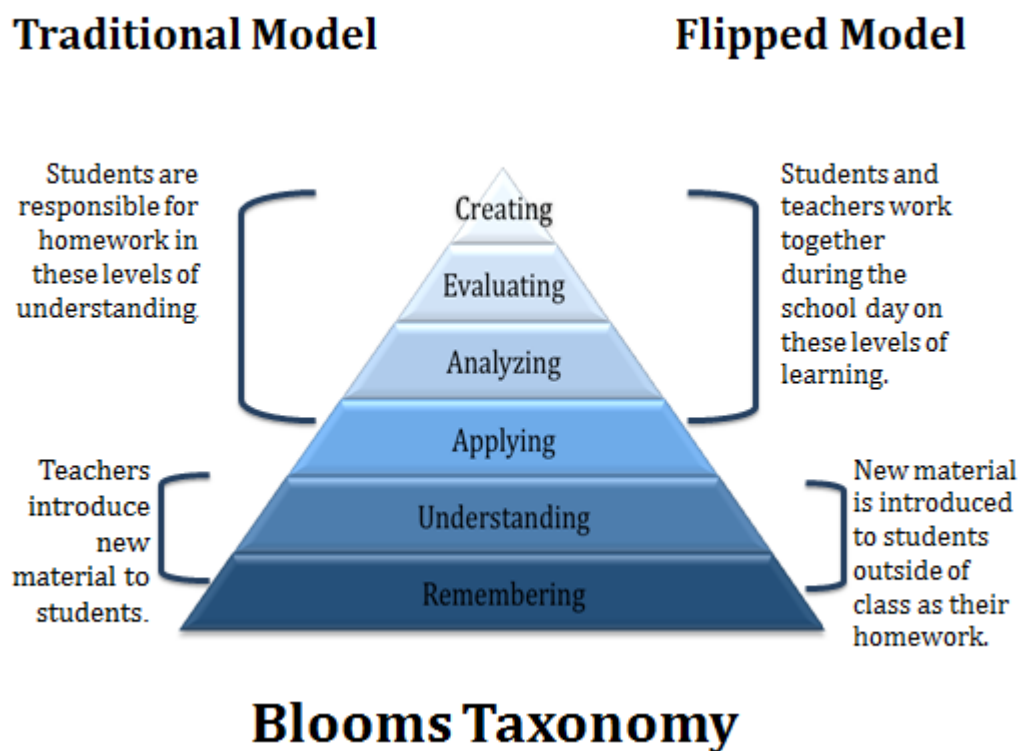


Figure 1. Anderson/Krathwohl and Flipped Classroom

In the flipped classroom strategy, classroom lessons and PowerPoint slides are pre-recorded. Teacher give students a task to watch the recorded PowerPoint slides or read the reading material or articles before they come to class. When

students come to the class, the role of teacher has changed from presenter of content to learning mentor. As opposed of delivering information during the class, teachers spend their time talking to students about the lesson, classroom discussions, work in pair and working in small group of students. Student who understand well about the content are be able to work with other students to help them get the same understanding.

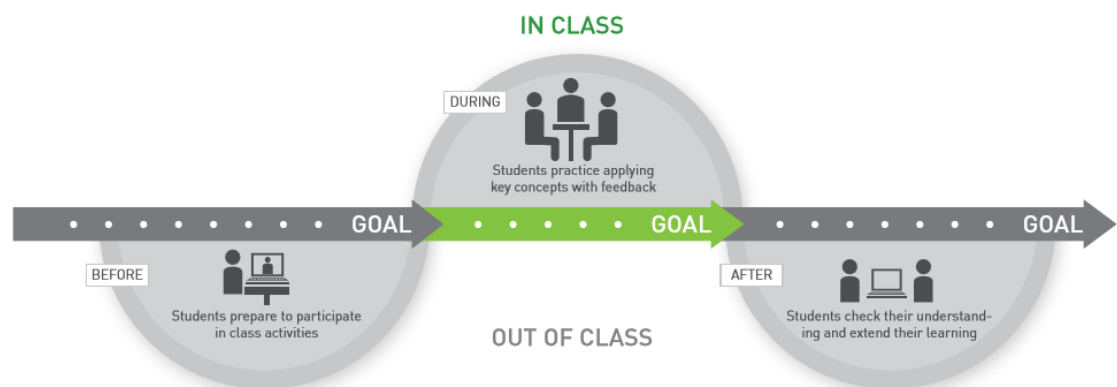


Figure 2. The Concept of Flipped Classroom

There are 3 easy steps to do flip classroom :

1. Create flipped content

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

2. Share it with the students

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

3. Spend class time differently

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

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

4. 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 below.

1) Students Got Help on Difficult Topics

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. 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 (Jon Bergmann and Aaron Sams, 2014 2013: 24).

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 do 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)

5. The Disadvantage of Flipped Classroom

First of all, learners who adopted traditional education may resist to this new model. Developing or supplying communicative classroom materials such as videos during the implementation process of the model can be found too demanding by the teacher or instructional designers. Teachers can be suspicious about whether the students are watching the videos or not and may find interaction during the individual learning processes insufficient. Also, the students who come to school without watching the course content while others are doing the in-classroom activities and students' different speed rates in the activities can be problematic for the teachers, since while the early finishers will get bored, the

others may feel frustration. Moreover, teachers may have doubts about whether students acquired the new knowledge during the video sessions because of insufficient feedback (Betul, A. Veysel, D, 2016: 6).

B. Recount Text

1. Definition of Recount Text

As we know, recount text is a text that telling about the reader about one story, action, or activity in the past. According to Anderson (in Dwi, 2010: 16) a recount is speaking or writing about past events or a piece of text that retells past events, usually in the order which they happened. Recount text has social function. The social function of recount text is to tell an event, to entertain or to inform the readers. As Hyland (2003: 20) says the purpose of recount text is to retell event in original sequence by reconstructing pas experience. Moreover, Jagannathan (2010: 15) adds that” recount is used to retell events for the purpose of informing or entertaining. Since its main purpose is to retelling events, it uses past tense and focuses on specific participant”. Based on some statement above, the conclusion that recount text is a text which tell about story, experience, activity and event that happened in the past. The purpose of recount text is to informs or to entertain the reader.

2. Types of Recount Text

According Barwick (1999: 4-5) there are different types of recounts with varying levels of language and content according to the audience and purpose.

1. Personal Recount

A personal recount retells an activity that the writer or speaker has experienced. It has personal and emotive comments and anecdotes added and may take the form of an oral story, a letter or a diary entry. It is written in the first person using personal pronouns, I and we. Details of who, what, when, where and sometimes why are included but the sequence of recounting may change.

2. Factual Recount Text

A factual recount documents a series of events sequentially and evaluates their significance. This can be presented as a historical recount, science experiment, traffic report, sport report or in film, television and video. At this stage recounts involve detailed research about unfamiliar topics for which students should be using print and technological resources. Appropriate technical language, precise details of time, place and manner and retelling with appropriate explanations and justifications assists readers to accurately reconstruct what happened. The focus is on language that shows time sequence (before shifting, while they were, after a number) using evaluative language (importance, significance, influence, achievement) and emphasizing assessment language (amazing, successes influence, achievement). This recount is usually written in third person using pronouns he, she and they. It may be written in the passive voice.

3. Imaginary recount

The imaginary details of a literary or story recount are placed in a realistic context. Character development is emphasized with the narrator responding emotively to the events. The sequence of details may be changed but who, what, when and where are still included. The literary recount is generally written in the first person using me or us, establishing a relationship between the writer and reader or speaker and listener, for example my diary as a child in space.

4. Procedural Recount

Procedural recounts record, in an oral or written form, the sequential steps needed to achieve a result. This is written after the completion of a procedure. Procedural recounts are found in information books, television, films and books that explain how things were made. The focus is on the accurate order of sequence, the selection of the correct language for the topic and the use of time conjunctions. Diagrams and drawings are often included to assist with the clarification of the stages.

5. Critical Recount

A critical recount looks at an issue and comments and evaluates negative and positive aspects. Selected details are included to suit the argument, but this recount may not be sequenced chronologically. It is generally written in the first or third person using me or we but may be written in the passive voice. For example, a recount of exploration in Antarctica may critically assess the damage caused to the environment and ecosystem by this exploration.

3. Generic Structure of Recount Text

According to Mukarto (2007: 62) there are some generic structure of recount text. Those are as follows:

1). Title (optional)

It is usually summarize the text and inform specific participant. It is possible not to give title in our recount text.

2). Part 1: orientation

It provides the background information. It answers the question. Who? Why? What experience?

3). Part 2: list of event

It present event what people do? It tells the event chronologically. It used conjunction or connective like: first, second, than, next, finally, etc. they show the sequence of events.

4). Part 3: re-orientation

It show concluding comments. It expresses the writer's personal opinion regarding the events described.

4. Languages Features in a Recount Text

Board of studies (1998b:287) the language features usually found in a recount:

- a. Use of nouns and pronouns to identify people, animals or things involved.

- b. Use of past action verbs to refer the events.
- c. Use of past tense to located events in relation to speaker`s or writer`s time.
- d. Use conjunctions and time connectives to sequence the event.
- e. Use of adverb and adverbial phrases to indicate place and time.
- f. Use of adjectives to describe nouns.

D. Definition of Full-Day Program/School

Full-day program is a program from government to all students. The program is designed to keep students in state and private school in class from 7 AM up until 5 PM. Minister of National Education (Mendikbud), Muhadjir Effendy, provided official explanation about the plan to implement full day school learning system or FDS. This program will be directed to strengthen the education of character at school. Full-day school according to Sukur Basuki is a school that is part of the time used for learning programs that informal atmosphere, not rigid, fun for students and require creativity and innovation from teachers. In this case, Sukur is based on a study which states that affective learning time for the child is only 3-4 hours a day (in formal situation) and 7-8 hours a day (in informal atmosphere). In general, the full day school system is a well-organized and well-structured component to support the process of human maturation (learners) through longer and longer school teaching and training efforts compared to the schools in general.

a. The Advantages of Full-Day School

1. The full day school system makes it possible to achieve full education.

Benyamin S. Blom states that the objective (objectivity) of education includes three areas namely cognitive, affective and psychomotor. Because through the boarding system and the pattern of full day school tendencies toward the reinforcement on the cognitive side alone can be more avoided, in the sense affective aspects of students can be more directed as well as the psychomotor aspect.

2. Full day school system is more likely to realize the intensification and effectiveness of the education process. Full day school with a centralized dormitory pattern and 24 hour monitoring system is very possible for the realization of educational process intensification in the sense that students are more easily directed and formed in accordance with the mission and orientation of the institution concerned, because student activity is more easily monitored because it has been directed since the beginning.

3. The full day school system is an institution that proves to be effective in applying students' skills in everything, such as PAI applications covering all the areas of both cognitive, affective and psychomotor as well as foreign language abilities.

b. The Disadvantages of Full-Day School

1. The full day school system often causes boredom in students. Learning

system with full day school pattern requires good physical, psychological, and intellectual preparedness. Schedule of dense learning activities and consistent

implementation of sanctions within certain limits will cause students to become saturated. But for those who are ready, it is not a problem, but it will bring its own preoccupation, therefore the carefulness and improvisation of management in this case is needed. Expertise in designing full day school so it is not boring.

2. Full day school system requires the attention and seriousness of management for managers, so that the learning process in educational institutions that are patterned full day school is optimal, much needed attention and outpouring of thought, especially from the management, even sacrifice both physical, psychological, material and others. Without such things, full day school will not achieve optimal results may even be just a routine that without meaning.

E. Review of Previous Study

This part of reviews is about several previous studies conducted by other researcher that have similar focus with this study. The first previous study from journal research entitled “Using Flipped Classroom Approach to Explore Deep Learning in Large Classroom” which has conducted by Brenda Danker. In this journal research, the researcher focus on how does a Flipped Classroom approach engage the students in deep learning including looking for meaning in their learning, interacting actively and relating new and previous knowledge despite being in large class. The result of this research is students indicate that they can comprehend what they learn by themselves (Danker, Brenda, 2015: 3)

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

lecture in advanced reading and writing. Based on comments from participants, a flipped classroom can contribute to personalization with video lectures, which present to watch or re-watch lessons as needed (Ahmet, 2015: 16).

The third previous study was conducted by Dewi Surya Agustina entitled “The Use of Flipping Classroom for Teaching Story Telling to the Tenth Grades” (Agustina, D. S., 2015). The aim of conducting this study is to find out effect of flipping classroom in teaching storytelling to the tenth grade student. Depend on the conclusion of this research study there was a different score between the experimental group and the control group.

The last previous study was conducted 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 “ (Jannah, A. M, 2017). The aim of conducting this study is to find out the effectiveness of flipped classroom in teaching reading to the third grade students. The conclusion of her study, there was different result or score between control and experimental group.

The study that was conducted by the researcher is different from the previous studies above. The different is the researcher analyzed the flipped classroom at the Full-day class.