CHAPTER II

REVIEW OF RELATED LITERATURES

This chapter presents review of related literature that used in this study. The reviews of related literature has a goal of providing previous studies and information that concerns with the research, including overview of reading, recount text, and Flipped Classroom strategy.

A. Reading

1. Definition of Reading

In learning English, they are four skills that should be mastered, such as listening, writing, speaking and reading. Reading is one of important skill among other four skills to be learned. This argument is supported by Patel and Jain (2008:113-114) reading is important activity for expanding knowledge of a language. By reading, the students can increase their knowledge of certain subjects. They can catch what texts tell about. In addition, according to Mikulecky (2011: 5) states that reading is a complex conscious and unconscious mental process in which the reader uses a variety of strategies to reconstruct the meaning that the author is assumed to have intended, based on data from the text and from the reader's prior knowledge. It means that reading is an activity where the person does not use word by word, but he or she really explores and understands every word arranged in a sentence. Based on these definitions it can be concluded that reading is the process of capturing

meaning, which can be interpreted that the reader always tries to capture what is actually meant by the writer.

2. Types of Reading

Reading is important activity in life with which one can update his/her knowledge. Reading skill is an important tool for academic success. Then, there are the following types of reading:

1. Skimming

    Skimming is most rudimentary type of reading. Its object is to familiarize you as quickly as possible with the material to be read.

2. Scanning

    Scanning is a skill that requires that you read quickly while looking for specific information. To scan a reading text, you should start at the top of the page and then move your eyes quickly toward the bottom. Generally, scanning is a technique that is helpful when you are looking for the answer to a known question.

3. Close reading

    Close reading is the most important skill you need for any form of literary studies. It means paying especially close attention to what is printed on the page. Close reading means not only reading and understanding the meanings of the individual printed words, but also involves making yourself sensitive to all the nuances and connotations of language as it is used by skilled writers.

It can be concluded that in each type of reading that has been explained above is used for certain purposes. Each type of reading also requires different techniques and goals. For example, skimming and scanning are usually the choices used by the readers when they take a reading test. By using this type of reading, the readers can find the information they need without having to read all the readings and can also save time.

3. **Reading Process**

In reading, we must know in advance the process, so that we more easily understand the meaning of word by word, and sentence by sentence. So, we can understand all meanings in the reading. During the reading process, Hughes (2007) stated that there are 3 stages:

1. Stage 1: Pre-reading

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

   a. Activating background knowledge

   b. Setting purpose for reading

   c. Making predictions and previewing a book

   d. Questioning and making predictions about a story

2. Stage 2: Reading

   a. Responding and Exploring

      Responding is to enable the students to encourage self-regulatory actions that can be used to facilitate comprehension.

Then, exploring is to allow students to personalize learning and deepen understanding.

b. Making Connections

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

c. Predicting

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

d. Synthesizing

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

3. Stage 3: Post-Reading Applying

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

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

B. Reading Comprehension

1. Definition of Reading Comprehension

Reading comprehension is the process simultaneously extracting and constructing meaning through interaction and involvement with written language (Snow, 2002). Reading is the active process of understanding print and graphic texts. Reading is a thinking process. Active readers know what when they read, what they read supposed to make sense. They monitor their understanding, and what they lose

the meaning of what they are reading, they often unconsciously select and use a reading strategy (asking questions) that will help them reconnect with the meaning of the text. Reading skills and strategies can be taught explicitly while students are learning subject-specific content through authentic reading tasks.

To achieve reading comprehension, the reader should do some strategies. May (2001:116) propose seven strategies to achieve comprehension; A reader should: (1) predict the next words, (2) confirming his/her prediction, (3) changing his/her prediction if necessary, (4) correcting his/her own miscues, (5) using substitution that get us closer to the author's meaning, (6) using omissions and insertions to make the author's language sound more like to his/her language, and (7) stalling for think time by representing words or phrases. Those seven strategies the reader can predicting plays an important role in achieving reading comprehension. Prediction is important since it can activate schemata, experiences or any related knowledge that a reader has already had in mind (Nuttall, 2000: 13). Therefore, in understanding a text in reading must make prediction first, so that actives readers' prior knowledge about the text and help them make connection between new information and what they already know. By making prediction about the text before, during and after reading, the reader use what they already know as well as what they suppose might happen to make connection to the text.

2. Teaching Reading Comprehension

Reading comprehension that is also called reading for comprehension is an activity meant to extract kinds of information from English text. Based on Harmer (1990) 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.

It can be concluded that teachers must realize that reading is a complex process not only saying words in the text but also requires understanding. The readers say they understand the text when they can respond or apply content from readings that have been read.

3. **Measuring Reading Comprehension**

In measuring reading comprehension, there are several stages or aspects that must be considered by the teacher. According to Pearson and Sarroub (1998: 72) 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. 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. The definition of test itself is a procedure for measuring the skill, knowledge, intelligence, capacities or aptitudes of an individual or group. Davis (1944: 186) constructed tests to measure nine reading skills:

1) Knowledge of word meanings.

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 contents.

8) Ability to recognize the literacy devices used in a passage and to determine its tone and mood.

9) Ability to determine a writer's purpose, intent, and point of view, i.e., to draw inferences about the writer.

In this research, the researcher used multiple choice test to measure students' comprehension in reading recount text achievement for pre-test and post-test. Multiple choice items are a common way to measure students' understanding. The researcher used this format

because it is will make stronger and more accurate assessments (Kupsch and Horn, 2006). In addition, multiple choice is also easier to be scored and to be counted, especially for short recount text test types.

C. Recount Text

1. Definition of Recount Text

Recount text is text function as for telling an incident in the past. According to Anderson and Anderson (1998: 24) a recount is a piece of text that retells past events, usually in the order in which they occurred. Its purpose is to provide the audience with a description of what occurred and when it occurred. This will give a description to the readers what occurred and when it occurred. It also is a good or bad memory of the students or their experiences in past events. Examples of recount text include eyewitness accounts, newspaper report, letter, conversation, television interviews, and speeches.

Recount text is the form of the text telling about someone experience (the experience of the writers themselves) in the past, such as their adventure and their day's activities. This statement is in line with Echols (1975: 471) saying that recount text also means telling about oneself adventures or the day's activities. The purpose of a recount text is to give the audience a description of what happened and when it happened. In addition, recount text is used to relate experiences or retell events for the purpose of informing, entertaining or reflecting.

According to Knapp and Watkins (2005: 224) recounts are sequential texts that do little more than sequence a series of events. Moreover, a recount is written out to inform an event or to entertain people. In addition, recount is to tell "what happened". A recount text has a social function. The purpose of a social function is to retell an event with a purpose to inform or entertain the readers (Siahaan and Shinoda, 2008: 9). Recount tells a series of event and evaluates their significance in some ways.

In other words, it can be concluded that recount is a text that contains of retell events that happened in the past. It is also to give the audience a descriptions of what occurred and when it occurred.

2. **Types of Recount Text**

Recount text is a text which retells the reader about events or experiences in the past**.** In exploring how text works (Derewinka, 1990: 15-17) there are three types of recount. They are personal recount, factual recount, and imaginative recount.

a. Personal recount is a recount that retelling of an activity that writer or speaker has been personally involved in.

b. Factual recount is a recount that recording the particulars of an accident.

c. Imaginative recount is a recount that taking on an imaginary role and giving details events.

Barwick (1999: 4-5) states that the types of recount text are not only as mentioned above, but also there are two types more. So, the types of recount text are:

a. 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 recount text may change.

b. Factual recount

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.

c. 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.

d. Procedural recount

Procedural recount 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.

e. 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 using me or we but may be written in the passive voice. For example, a recount of explanation in Antarctica may critically assess the damage caused to the environment and ecosystem by this exploration.

It can be seen that in reading and understanding recount text, there are several experts who define and explain the various types of recounts that exist in a text. From the various types of recount mentioned above, which are mostly found in reading is personal recount or retelling the author's activities in private.

3. Generic Structures of Recount Text

In recount text, there are a number of underlying generic structures. According to Rosyadi (2011) there are three generic structures and some language features of recount text.

Generic Structures	Function
Orientation	Introducing the participant, place, and time of the event.
Events	Describing series of event that happened in the story.
Reorientation	Stating personal comment of the writer to the story.

Table 2.1. Generic structure of recount text

According to Anderson and Anderson (1998:24) a recount text usually has three main sections. The first paragraph gives background information about who, what, where, and when (called an orientation). This is followed by series of paragraphs that retell the events in the order in which they happened. Some recount has a concluding paragraph, however this is not always necessary. They also stated that there are three steps in conducting recount text. The first is introductory paragraph that tells who, what, where and when, the second is a sequence of events in the order in which they occurred and the last is a conclusion.

4. Language Features of Recount Text

There are some language features that used in recount text. Boardman (2008: 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.

Moreover, according to Rosyadi (2011) there are five language features of recount text. It can be seen as follows:

Language Features	Example
Introducing personal participant	I, my group, etc
Using chronological connection	Then, first, etc
Using linking verb	Was, were, saw, etc
Using action verb	Look, go, bring, etc
Using simple past tense	Looked, went, brought, etc

Table 2.2. Language features of recount text

D. Flipped Classroom

1. Definition of Flipped 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 Organizer), during 2016 as much as 132,7 million of Indonesian are connected with internet where is

the Indonesian amount is 256,2 million in total. The survey result means that more than a half of Indonesian are using internet including the students. By the survey of internet user, the 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. 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, 2015: 3).

Flipped Classroom is an innovative teaching strategy that reverses traditional teaching rather than lecturing, the teachers assign videos as homework to introduce the topic. At home, the 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 reserved. 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 (2013: 62) states that in Flipped Classroom, what is usually done in the class and what is usually done as homework is flipped or inverted. In traditional teaching, instead of students listening to a lecture on, say, genetics in class and then going home to work on a set of

assigned problems, but in the Flipped Classroom, the students 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. Bretzmann (2013: 10) also states 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. 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, 2002). In traditional model, remembering and understanding are normally done during the class session, and the four 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, 2012).

Traditional Model

Flipped Model

Students are responsible for homework in these levels of understanding.

Students and teachers work together during the school day on these levels of learning.

Creating

Evaluating

Analyzing

Applying

Understanding

Remembering

Teachers introduce new material to students.

New material is introduced to students outside of class as their homework.

Blooms Taxonomy

Figure 1. Blooms Taxonomy and Flipped Classroom

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, 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, 2013). To give the students preparation, the 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. The teachers also can use class time to check on each students understanding and if necessary, the teachers can help them to develop their fluency. The teachers can give an individual feedback, an individual support for the 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 and 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 occurs during class time along with direct student-teacher contact (Allan, Seaman and Garret, 2007). Student's experiences in face-to-face sessions change are not necessarily different than what occurs in a traditional classroom.

From the explanation above, the 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, learning video 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, 2013: 80). Teacher can also use lesson resources for the students such as video form Youtuber's Education Section, TE Ed, LearnersTV.com (Walsh, 2013: 84). After the teacher share the learning material, the students enable to download it to their device at home everywhere that they are comfort to. If needed, the 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. **Process of Flipped Classroom**

The Flipped Classroom is as a strategy to help the 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 and Verleger, 2013).

In the Flipped Classroom strategy, classroom lessons and PowerPoint slides are pre-recorded. The teacher gives the students a task to watch the recorded PowerPoint slides or read the reading material or articles before they come to class. When the 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, the teachers spend their time talking to students about the lesson, classroom discussions, work in pair, and working in small group of students. The student who understands well about the content are be able to work with other students to help them get the same understanding.
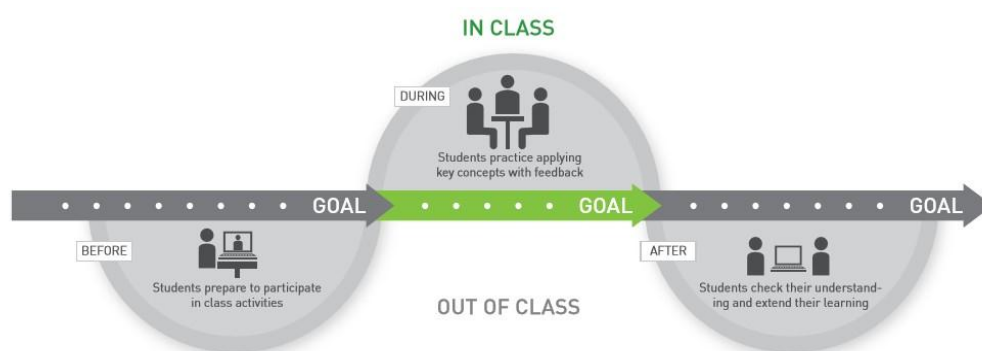

Figure 2. The Concept of Flipped Classroom

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 teachers 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 an 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 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 have a problem in understanding the learning material while others are working in groups. So during the class time, the students are less "sit and listen" to be more "do and learn" and the flipped model is making class time more enjoyable, productive and engaging for students and teachers across the world.

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

when they faced a problem in doing the activity. The students also had more time to explore the topic that they learned and done activities that the researcher has been made.

3. 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 (2013/2014), there were several advantages of using Flipped Classroom as bellow.

1. Students got help on difficult topics

One of the challenges in a traditional classroom, when instruction is delivered through a lecture, is that students are often sent home to apply what they have learned without any assistance. At home, students can often get stuck and cannot complete the assigned homework. At this point the students have a number of options. They can spend hours wrestling with an assignment they are not prepared to do, give up, call a friend, ask a teacher the next day, or in the worst case, cheat (Bergmann and Sams, 2013/2014: 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 teacher-student interaction is enhanced

Let's face it; direct instruction (lecture) can often be a one-way communication. The teacher stands at the front of the class and delivers content. When done well, this can be rich dialogue, but too often it is simply a teacher talking or giving a presentation while the students all dutifully take notes. Moving the direct instruction outside of class time frees up more time for teachers to interact one-on-one or in small groups with students. Ideally, a teacher in a flipped classroom is able to talk to every student in every day (not depend on the classroom held).

4. **Disadvantages 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. The teachers can be suspicious about whether the students are watching the videos or not and may find interaction during the individual learning processes insufficient. In addition, the students who come to school without watching the course content while others are doing in the 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, the teachers may have doubts about whether students acquired the new knowledge during the video sessions because of insufficient feedback (Aydin and

Demirer, 2016: 6). Although the weaknesses show a real problem, the teacher can ensure the students to see the video at home by asking questions about understanding the material in the classroom.

E. Review of Previous Studies

A previous study is considered as a helpful element in conducting a research. By looking at previous studies, someone can be easier to arrange his or her research. In this point, the researcher takes three the relevant previous study to prove the research.

The first study was conducted by Dibiso, Hambali, and Erlina (2019) entitled "Teaching Reading Comprehension by Using the Flipped Model of Instruction to the Students of SMK Negeri 2 Malang". It was conducted by pre-test and post-test. The result showed that there was significant effect of Flipped Classroom on students' reading comprehension in the experimental group. So, it can effectively be used to improve the students' reading comprehension. The second study was conducted by Danker (2015) entitled "Using Flipped Classroom Approach to Explore Deep Learning in Large Classroom". In his study, 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. This study was done using class action research and qualitative research approach. It was conducted by questionnaires, short interviews and observations. The result of this research indicated that the students can comprehend what they learnt by

themselves. The third study was conducted by Jannah (2017) entitled "The Effectiveness of Flipped Classroom to Improve Students' Reading Comprehension of the Third Grade Students of MTs Unggulan Al-Jadid Waru Sidoarjo". The aim of conducting this study was to find out the effectiveness of Flipped Classroom in teaching reading of the third grade students. The conclusion of her study showed that the score of the experimental group was higher than the control group.

Therefore, based on the previous studies, it has similarity that is they use Flipped Classroom strategy. The differences are mostly in case of the object, subject and the text of reading that worked by the students in the first and the third study. The study that was conducted by the researcher is different from the previous study above. The difference is that the researcher analyzed the Flipped Classroom with different subject and object. The subject is the eighth grade students at MTsN 4 Tulungagung and the object is reading recount text.