

# TASK-BASED FLIPPED CLASSROOM: PROMOTING STUDENT'S READING SKILLS OF AN EFL CLASS IN INDONESIA

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## Abstract

Study aims to promote students' comprehension in reading instruction using task-based language teaching and flipped classroom context at EFL Pedagogy faculty of university in Indonesia. During quasi experimental study, there were four classes were selected from universities as research participants, and they were randomly assigned to the control and experimental groups. There were 164 students who had never experienced in flipped classroom that determined in B2 level of CEFR. The technique used non-parametric test through Shapiro-wilk, wilcoxon test, and N-Gain scores were used to analyse the quantitative data. The result showed that tasks of TBFC effectively developed the students' reading comprehension skills. The tasks influenced the students' positive attitudes towards TBFC. The result showed that following processes in TBFC in Moodle was effective to improve students' communication and cognitive through tasks. The use of learning management systems is not only improving students' activity to enrich his reading skill, but also helping in constructing students' learning experience for maintaining the understanding of the nature of reading comprehension through various tasks. The result showed that following processes in pre-class and in-class in Moodle had improved the reading skills especially in reading course. The use of a learning management system increases students' reading experiences to enrich their reading skills and helps construct student learning experiences to maintain an understanding of the nature of reading comprehension through various tasks. The results showed that following the process in pre-class and in-class in Moodle had improved reading skills, especially in reading classes.

**Keywords:** EFL, flipped classroom, Reading, Students' Reading Performance, Reading Tasks.

## INTRODUCTION

The role of reading today is becoming increasingly important because it is one of the important skills in modern life. However, there are several problems to improve reading comprehension of EFL students based on reading strategy instruction (Kung, 2019), one of which is integrating reading and technology to engage students' interactions during reading classes (Cobb, 2018). Reading is complex and multifaceted and can be challenging for some individuals to master. Due to these challenges, various models of reading comprehension are

applied that affect the students' processes in reading courses (Babashamsi et al., 2013).

Because of these demands, a reading learning model that integrates technology is needed, including the Flipped Classroom. In various contexts of research practice, the application of Flipped Classroom has succeeded in improving students' learning outcomes. However, a few studies discuss specific platforms in teaching reading comprehension using Flipped Classroom. Lecturers should consider a perfect platform for online learning for students who are oriented to explore input activities before class

in structured assignments. In general, many lessons have implemented Flipped Classroom using the Learning Management System (LMS).

Through LMS, lecturers can manage learning mechanisms by developing course content and test thresholds (Louhab et al., 2020). In addition, technically, using LMS can assist in performing cognitive analysis based on input data sets for students and lecturers. Thus, LMS can play an essential role in the community of learners before, during, and after instruction because it can automatically reduce lecturers' manual tasks in evaluating and obtaining scores (Al-masri & Al-Assaf, 2020). LMS is part of an e-learning system designed by lecturers that functions as an advanced organizer in online learning to activate the students' independence (Elfeky et al., 2020). From the students' perspective, the purpose of using the LMS is to familiarize students with independent learning by using teaching materials in the form of texts or videos to maintain their understanding (Pramita et al., 2018). In addition, students can identify their weaknesses and needs, resulting in changes in students' behaviour and characteristics in accessing the LMS before starting the class (AlJarrah et al., 2018).

In the field, few lecturers have not determined reading assignments integrated through LMS. In fact, as facilitators who are determinants of learning success, one of the efforts made by lecturers includes integrating students-centered learning environment asynchronously. From this situation, the students will get the opportunity to reflect on their learning (Bachelor, 2017). Therefore, this study focuses on developing reading activities through relevant task features to support the learning strategies needed by students in pre-class, then in-depth integration into classroom activities that are oriented towards students' reading comprehension in reading classes. The series of pre-class activities is structured systematically through tasks that apply Task-Based Language Teaching (TBLT) mediated by Flipped Classroom. TBLT is usually used to improve some skills in teaching English (Murtiningrum, Rr. Conny Riana Dewi, 2020).

By combining the TBLT) and Flipped Classroom (TBFC) in an LMS, students are expected to improve their reading lessons. Based on the reasons above, two questions guide the entire research section:

1. How is the effectiveness of task-based flipped classrooms in reading instruction?

2. How are students' perceptions of implementing the Task-Based Flipped Classroom in reading class?

## LITERATURE REVIEW

### Reading skill

To improve students' reading skills, lecturers need more actions, from preparing the planning stages to conducting evaluations. In this latest study, the authors designed an integrated reading strategy by developing working memory process, low-level strategies (automated linguistic processes) and high-level strategies (comprehension processes from the reader's ability to make inferences activate background knowledge and structure knowledge) (Kuzborska, 2018). In addition, the course will be designed interactively, which requires interaction activities from the pre-class stage to the classroom.

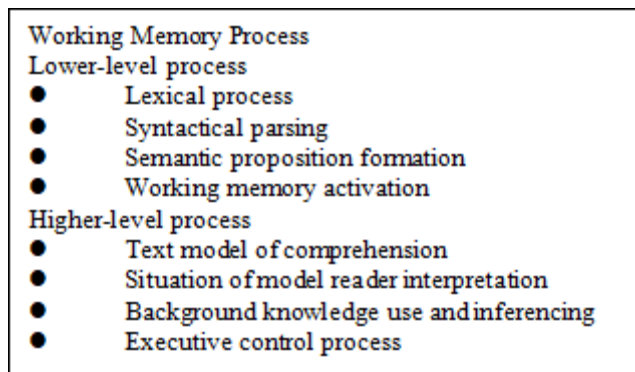


FIGURE 1. *Cognitive Processes in Reading Comprehension*

Reading is a complex cognitive process in one's cognitive skills, metacognitive, characteristics, and competence processes connected with text and purposes of reading process (Grabe, William and Stoller, 2013). In other words, the students' outputs were depended on students' reading experience to interact with text and students' reading process in class. To maximize students' outputs, lecturer should create systematic tasks that require students' working memory process, lower-level process, and higher-level process (in figure 1) in exploring reading materials. These processes enrich each

students' background knowledge and also influence students' comprehension and skills in reading text.

In this present study, all processes in reading are provided through flipped classroom to facilitate students' training process and empower students' experience as a base of comprehension. The writers designed learning management system to explore students' developmental process in enhancing their knowledge and skills through various tasks before instructional process happened in class.

### **Flipped Classroom**

The previous studies have found that Flipped Classroom is an innovative way to increase student positivity, including perception, and interaction, in teaching and learning activities (Mufliharsi et al., 2020). In practice, students can relieve the pressure of facing difficulties during face-to-face learning because the comprehension phase has passed before the course (e.g., grammar exercises, foreign vocabulary tests, and so on). Therefore, students briefly review their difficulties or confusion from the interactions of tasks in more detail (Tonkin et al., 2019).

The key in implementing Flipped Classroom is analysing and designing learning strategies in reading by promoting students' activeness to do some tasks frequently (Jenkins et al., 2017). Hence, lecturer should design an essential tool to provide lecturer's delivering and tracking students' role during the reading process happened. Later, the tool's function is not only used for supporting students' understanding about materials or encouraging lecturer's delivering the subject, but it will be students' central place to develop their input through learning resources, expecting feedback from lecturer-student interactions, facilitating students' needs through online learning. It indicates that flipped classroom activate students' effort to reach their expected target better which one of phase is doing independent learning in asynchronous learning (Zainuddin et al., 2019). Hence, this present study developed instructional design tools which accommodate most reading process that be administered into three phases of flipped classroom as the way to provide students' needs in understanding and developing their reading skills. Besides, it is needed instructional based to build students'

communication to deliver students' comprehension both oral and in writing. It means that Flipped Classroom must consider the previous elements, strategies or learning systems, and supporting tools in framing the model.

### **Task-Based Language Teaching**

Task-based language teaching is defined as a kind of instruction that utilizes the task as a unit and practices communicative behaviour. The task itself is a requirement in building teaching and learning activities. This impact implies that the task can increase students' linguistic knowledge and produce productive outputs in language, both oral and in writing (Wang & Liu, 2018). In other words, students' tasks represented their activities that involve achieving goals and require the use of language. Their tasks should be mentioned in the plan (syllabus) and encourage students to engage in task to perform target tasks during teaching that focuses on meaningful learning (Schrooten, 2006).

Task-based language teaching has a typical task cycle framework consisting of three steps: pre-assignment, task-processing, and post-task. The pre-task phase introduces a new topic or theme and asks students with well-organized context structures and language forms to refine models and how they will be asked to implement them. In the previous phase, the tasks are presented to students communicatively (presenting, telling stories, writing). The post-task phase mainly focuses on self-reflection on assignments (the process of students assigning individual assignments, peer evaluation of teamwork results), and then the teacher evaluates through non tests or observation, for examples: based on comments, language focus, and presentations in class (Chen & Wang, 2019). The Flipped Classroom model was developed tasks phase to explore material, especially students' language mastery, time, and place (in class). This is quite important during the learning period the Covid-19, which limited time for obtaining maximum material during course. The integration of the TBLT and Flipped Classroom (TBFC) models are expected to be one of the teaching models to support students' reading comprehension skills in asynchronous and synchronous systems.

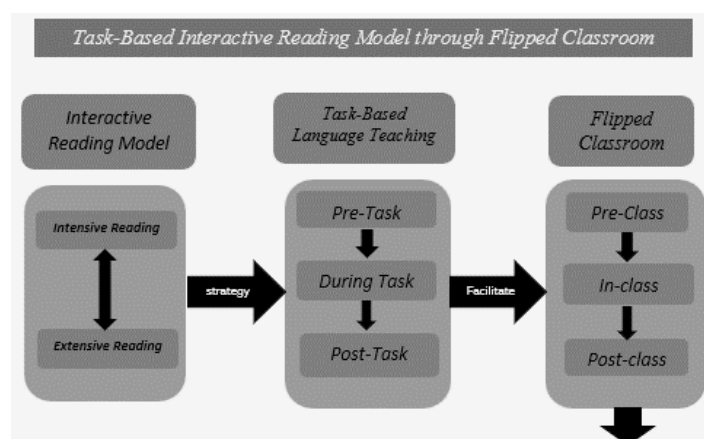
### Task-Based Flipped Classroom

Task-based language Teaching is widely defined as a type of instruction that utilizes tasks as a unit and practice in communicative manners. The task itself is a requirement in building the teaching and learning activities. The impact implies that the task can boost students' input linguistic knowledge and large amounts of output in productive skills and knowledge (Wang & Liu, 2018). In other words, the task reflects an activity in which a person engages to reach an objective and requires language use. The task is mentioned in planning (syllabus) and push the students to involve doing the task to perform the target task during instruction that focuses on meaningful learning (Schrooten, 2006).

Task-based language teaching has typical task circle frameworks, consisting of three steps: pre-task, task process, and post-task. The pre-task phase introduces a new topic or theme of the task and asks the students with well-organized context structure and language forms, fixing up the model of what and how they will be asked to implement it. The task process represents how tasks given in the previous phase are performed and showed communicatively by students (by presenting, telling stories, writing). The Post-task phase mainly focuses on self-reflections handling the tasks (student's process of establishing the task individually, peer evaluation for teamwork result) and teacher evaluation based on comments, language focus, and in-class presentation (Chen & Wang, 2019). In online terms, the circles can implement into a medium that can be designed more flexibly, not limited only to face-to-face learning. Using technology as a supporting tool, TBLT requires students to input nature and timing the form through more activities in various pedagogic procedures to develop student's attention to solve their linguistic problems and arise in communication. Simultaneously, the output requires the communicative task to achieve the outcome of activities in productive skills (in speaking and writing process) (Callender, 2017). Consequently, it needs a compatible platform as a medium for learning and interactive online teaching and learning activities as a Learning Management System. Besides, it was helpful to provide more times to let students engaged with their learnings through

some reading tasks to improve their communicative skills.

Through adapted Flipped Classroom as an innovative way to improve students' positivity in teaching-learning activities (Mufliharsi et al., 2020), students can eliminate their pressures in facing difficulties during learning in face-to-face class because the comprehension phase has passed before the course (e.g. grammar exercise, unfamiliar vocabulary test, and so on.). Therefore, students can briefly review their difficulties or confusion (Tonkin et al., 2019). Both analyzing and designing the strategies in reading process, the lecturer promoted students participation in reading process (Jenkins et al., 2017). It also can support students through self-directed learning pace in Learning Management System so that the students empowered their previous experience and knowledge to do task (Zainuddin & Perera, 2018). In class phase, lecturer involved students' background knowledge that they had comprehended in pre-class to connect with further discussion through interactive performance. The lecturer could be easy to evaluate, monitor, and observe students' first insight and confirm students' perception whether good or not for further tasks. Besides, lecturer could maintain students' motivation whether their perceptions were wrong and providing some constructive suggestions or advice. Lecturer's care in in-class phase influence students' positivity to keep active during class even in distance learning (virtual meeting or chatting). Post class phase provided students' result of students' authentic tasks based on previous phase. In this phase, lecturer would be easy to evaluate students' strengths and weaknesses through students' records of pre-class and in-class phase. It means the students' score tend to be objective and represented their reading skills.



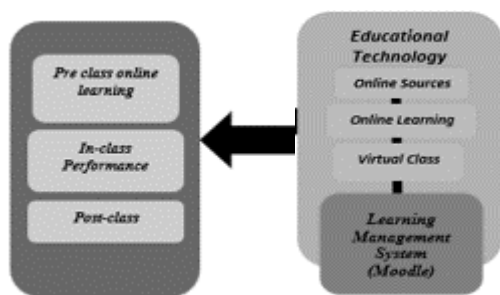


FIGURE 2. *Task-Based Flipped Classroom Design Process*

Figure 2 showed about Moodle task-based flipped classroom's process to create, track, distribute, and manage teaching learning online-based (Elfeky et al., 2020) as interactive communicative tools for students and lecturer through three phases contexts of flipped classroom (Kasim & Khalid, 2016). In pre-class and in-class, Moodle provided some learning tools such as audio, presentation, animated video, tutorials, and many other things to reach the target of learning through linguistics tasks that required word memory task and lower-level task. In addition, students also improve their communicative function by sharing their opinions or ideas during their independent learning. Completely, this moodle was arranged by online source and online learning that tracked by lecturer so that the lecturer will give appropriate feedback to his students based on their efforts in learning management system (Wulandari & Budiyanto, 2017). In this current study, Moodle was chosen as platform to make a linkage between internet and real time classroom condition which provided learners the diverse knowledge through interactive performance virtually and provide information sources that students needed to explore their reading knowledge. Furthermore, the role of Moodle was a medium of learning effected positively to students' outcome because it had expanded students' performances in reading effectively and extensively (Mas'ud & Surjono, 2018).

### Learning Management System

Learning Management System (LMS) is an innovative tool that applies software applications and web-based technologies to create, track, distribute, and manage types of online-based learning (Elfeky et al., 2020). In other words, lecturers can creatively develop student learning processes. For various reasons,

LMS features have been improved according to learning objectives. For example, interactive communicative tools for lecturer-students through face-to-face chats, group discussions such as Moodle, Claroline, MyGuru, etc., which integrate pedagogical and administrative online tools (Kasim & Khalid, 2016). The learning process involves personal and collaborative learning, connecting students with their classmates and lecturers.

Furthermore, LMS can also expand online classroom activities by sharing information, research materials, and library resources by providing learning tools such as audio, presentations, animated videos, tutorials, and many other things to achieve learning targets (Wulandari & Budiyanto, 2017). Therefore, lecturers must appropriately decide on a certain set of tasks through LMS to create and improve students' communicative abilities, especially in Reading class. Students must understand their knowledge and communicate with others to share information or ideas based on their reading. To achieve this in this study, technological advances will be utilized and integrated into the TBLT process as practical learning multimedia to provide students' self-monitoring in carrying out tasks to achieve various language inputs to support students' reading comprehension.

## RESEARCH METHODOLOGY

### Research design

This study implemented a broad mix of quantitative and qualitative methods to develop reading learning through TBFC. First, TBFC model had been implemented into Moodle as a platform to develop students' reading experiences through some tasks that arranged in flipped classroom context. Moodle was chosen because it is one of the Open-Source Software easy to operate and free of charge. The participants of this study were students at an English reading course at the university's private English Pedagogy program in Jakarta, Indonesia. The participants were 162 second-year pre-service EFL students. Students who had never experienced the FC learning model to predict students' reading needs. Furthermore, there will be four classes which are grouped into a task-based flipped classroom (two classes) as the experimental class (TBFC), and the other

class used as the control group (two classes). In the TBFC group, the lecturer prepared the teaching material by providing several videos and exercises. Moodle was chosen as a platform to facilitate student assignments in pre-class and in-class assignments. Data were gathered through the questionnaires, test, observations, and interviews. The data obtained from the questionnaires were analysed by using SPSS program version 16 to calculate descriptive statistics, including arithmetic means, standard deviation, and independent-sample t- test. Moreover, data from the interviews were analysed. The two kinds of data were compared, related, and interpreted.

### Participants and the Context

This study took place in English reading course carried out once at a private English Pedagogy program of university in Jakarta, Indonesia. There were 164 participants of sophomore pre-service EFL students, whose determined in B1 level of CEFR. The students had never experienced FC learning model to predict the needs of students' reading courses. Next, there would be four classes that were grouped into task-based flipped classroom (two classes) as experimental classes (TBFC) and others which implemented conventional are control groups (two classes) (TB).

### Design and Procedure

In TBFC groups, the lecturers prepared students' the materials by giving some videos and some exercises reflected to the videos given. Moodle is chosen as a platform to facilitate students' tasks in pre-class and in-class tasks.

### Data collection

The study drew on multiple sources of data, such as questionnaires, pre-test and post-test, observation, and lecturer's and students interviews. To answer the research question no.1 (RQ1) an effectiveness of Task-Based Flipped Classroom in students' reading scores. No. 2 (RQ2) about students' interview and questionnaires of students' learning experience consisted of enjoyment, cognitive involvement, interest, comprehensibility, and vividness (Link et al., 2021)

### Learning Materials

Table 1 provides a sample of learning activities throughout the semester. The writer adopted task-based language teaching concept for designing students' reading tasks. Next, the writers selected and arranged the tasks in three phases of flipped classroom contexts. Pre class provided some linguistics tasks through comprehending the concept and strengthening it by some exercises to activate students' working memory lower-level process in reading. In Class provided interactive performances through direct communication by virtual meeting or chatting to do some interactive tasks such as discussion, question and answer, and presentation the result of discussion. Post class provided students' assessment through authentic tasks individually to find out how deep of students' understanding the materials and also maintain students' motivation in learning through moodle-based in reading class.

TABLE 1. *Sample Task-Based Flipped Classroom of Learning Activities Throughout Semester*

Weeks	Lessons	Asynchronous Online 75%	Virtual 25%
2,3,4	Determining	Pre-Class:	In Class virtually:
	Topic	- <b>Key Concept</b>	<b>Meet me</b>
	-Determining	- <b>Comprehending phase (A,B)</b>	• <b>Review of learning materials</b>
	Topic in	- <b>Share 2 care</b>	- Both Lecturer and students review of learning activities in LMS
	passage	In Class:	• <b>Interactive Discussion virtually</b>
	-Determining	- <b>Attendance</b>	- Interaction (peer gap noticing of students' perception and lecturer's view on students' progress by Moodle)
	Topic in	- <b>Refresher</b>	- Collaborative presentation
	paragraph	- <b>Meet me</b>	
		- <b>Connecting Ideas</b>	
		- <b>Thread of Discussion</b>	

-Determining Topic in Reading Text	- <b>Your Turn</b> - <b>Reflection</b> Post-Class: (additional) <b>Individual Report</b>	<ul style="list-style-type: none"> <li>• <b>Feedback</b> <ul style="list-style-type: none"> <li>- Lecturer explanation</li> <li>- Lecturer's confirmation of material.</li> <li>- Lecturer-students gap</li> <li>- Lecturer-students feedback</li> <li>- Students' note taking</li> <li>- Lecturer's report of students' progress in pre class tasks.</li> </ul> </li> </ul>
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## FINDINGS AND DISCUSSIONS

### Findings

The deployment of learning process through task-based flipped classroom in learning perceived positive as it effectively and

efficiently promoted students' opportunities during reading course.

RQ 1: The Effectiveness Of Task- Based Flipped Classroom In Improving Students' Reading

Table 2. *Descriptive Statistics of Experimental And Control Classes Groups*

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
Pre-test Experiment	82	51	70	59.57	4.696
Pre-test Control	82	40	82	61.46	13.132
Post-test Experiment	82	86	97	91.12	2.659
Post-test Control	82	46	86	67.56	10.218
Valid N (listwise)	82				

Based on data in descriptive statistics in table 2, the students' scores in experimental classes got higher improvement in pre-test and post-test

scores of experimental classes than students' in control classes based on their mean scores. In experimental class, mean is 59.57 into 91.12.

Table 3. *Non-Parametric Test (Wilcoxon Test)*

Test Statistics	
	Post-test Experiment - Pre-test Experiment
Z	-7.872 <sup>b</sup>
Asymp. Sig. (2-tailed)	.000
a. Wilcoxon Signed Ranks Test	
b. Based on negative ranks.	

Through non-parametric test (see table 3 Wilcoxon test), experimental scores showed that TBFC influenced students' reading tests' scores using N-Gain Scores to find out the effectiveness of this instructional model. Through N-Gain Scores, the result is 0.78 which is indicated that it has high effectiveness.

The qualitative evidence showed that the use of Task-Based Flipped Classroom to improve reading skill in Active Reading course was perceived positively compared to conventional lecture-based courses.

RQ 2: Students' Perceptions of Using The TBFC in Reading Class



Table 4. *Students' Experience of Using TBFC Model in Reading Class*

Reading Scales	The Highest Items of Students' Response	Frequency (%)	The Highest Category
Enjoyment	49	59,8	Agree
Cognitive Involvement	43	52,4	Agree
Interest	51	62,2	Strongly Agree
Comprehensibility	45	53,7	Agree
Vividness	51	62,2	Agree

Table 4 shows that the most dominant students (59.8%) felt comfortable in reading instruction through TBFC. Then, in the cognitive enhancement section, students were also dominant (52.4%) agreed that applying TBFC model can improve students' cognitive after learning. For interest, overall, students agreed that learning through the TBFC model attracted students' attention in English reading class (62.2%). In the section on Comprehensibility of access to learning materials, most of students (53.7%) agreed that TBFC model was easier to comprehend than their previous reading class. Finally, the clarity here shows that most of students (62.2%) agreed that through this TBFC, its learning structure and supporting components of reading class was clear and understandable. (Statistics data taken SD.0,524; r 0,944)

The results showed that most of students stated positively about task-based flipped classroom implementation in reading comprehension class. Furthermore, the model was also supported by online learning in Moodle-flipped classroom which the all of tasks were arranged comprehensively not only in-class tasks, but also were planned systematically to improve students' reading comprehension skills.

## Discussion

The following section presents the discussions from questionnaires and tests. Overall, the present study investigated students' reading experience in implemented task-based flipped classroom to activate students' reading comprehension through communicative tasks that were arranged systematically in Moodle based flipped classroom approach.

### a. Task-Based Flipped Classroom Promoting Students' Reading Experience in Pre-Class

Students can practice independently and personally in doing assignments. The lecturers provide interactively input and way regarding students' views of the material presented about what they had learned independently before. The following interaction is obtained maximally from activities in the classroom that require students to interact either verbally or in writing through collaborative assignments with both lecturers and other students with forum discussion, discussion, and Google meet features. In other words, the interactive process of the tasks provided in the three features arranged in the learning model at TBFC can support students' reading comprehension, which can be reflected orally and in writing (Sage & Sele, 2015).

### b. Task-Based Flipped Classroom Promoting Students' Reading Experience in In-class and Post Class

Based on findings, it can be assumed that design of Task-Based Flipped Classroom in reading class pushed students' preparation in learning through pre-class activities independently to comprehend their reading skills such as working-memory processing, lower-level and higher-level process. This assumption conformed the previous study that Task-Based Flipped Classroom boosting students' communicative competence in English (Wang & Liu, 2018). In addition, learning designs to develop an interactive class in pre-class activities are expected to avoid the heavy cognitive burden experienced by students during the reading process, which can damage the knowledge construction process and structure compared to the whole teaching by lecturers (Kenwright, 2017). The task feature is no less critical in preparing pre-class assignments at this stage of TBFC. To achieve the maximum target of the teaching objective, the impact of the task should provide knowledge and skills in learning due to the students being directly involved during the learning process independently. Furthermore, using Moodle is effective to improve pre-class assignments. The students get automatically a video feature download, a page containing a summary of the relevant discussion, and preparing quizzes ranging from low comprehension indicators to high sections. This



condition is in line with the claim that TBFC can affect the increase in students' communicative competence scores in English (Wang & Liu, 2018)

## CONCLUSION

Based on result of study, it can be concluded that most of students agreed that task-based flipped classroom can promote students' reading performances through three phases that implemented in flipped classroom through organized tasks systematically through reading comprehension process. Tasks provide and require students' performances through developmental phases of reading instruction. In the implementation, lecturers have many things to do especially in doing tasks preparation, designing reading instructional system and selecting appropriate learning materials. Further, lecturer will be easy to evaluate the students' improvements of each phases of reading instruction especially constructing students' background knowledge from various performances not only in-class, but also before and after class to build their comprehension and skills in reading.

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