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STUDENTS' READING COMPREHENSION TEACHING MODEL
BY USING FLIPPED CLASSROOM LEARNING

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ABSTRACT

Since Covid-19 Pandemic hit Indonesia and the teaching learning in the classroom cannot be obtains and make unpleased teaching learning process, researcher used a flipped classroom learning model for teaching students' reading comprehension as the solution. This model includes active learning; student involvement and modern technology by using ICT. In a flipped classroom, the material given through videos and Power Point via WhatsApp group and students watched in their homes before the virtual class is obtained. The objective of this research is to know the process of students' reading comprehension teaching learning using flipped classroom learning model. The researcher took the samples from fourth semester students in extensive reading course from the English education department of UIN Sultan Maulana Hasanuddin Banten. After this phenomenology research process has been completed, this flipped classroom learning model can be uses as a suitable model for teaching students' reading comprehension. The researcher had analyzed that there are some reasons which leads this happened: students' time allocated, student's reading habits, students independently and variations of material.

Keywords: Extensive reading; Flipped classroom learning model; phenomenology research; Reading comprehension.

Introduction

In the era of the industrial revolution 4.0 as it is today, in the midst of globalization and technology that is increasingly fast, everyone must be able to master English as one of the main capitals and as the most widely used international language in the world in various aspects of life. English is an important thing to be studied and mastered by students because it is undeniable that English as an international language is used as a communication tool between nations in the world, as well as the language of instruction in science, technology, education, arts and culture. Therefore it is a necessity that students must be able to master English well in order to develop their potential in communicating with others both in the real world and the virtual world.

For being master in English is need basic language skills, one of basic language skills is reading. Reading is the most important skill in language learning, because everyone needs to master reading skills. Reading skills occupy a position that is very important and the earliest compared to other language skills because as an initial door opening of understanding of various concepts of knowledge in every aspect of human life. Reading skills are needed for all students in this world, without reading students will not understand information and knowledge completely and intact to develop their academic potential. With good reading skills students can also broaden and deepen knowledge and technology without the constraints of space and time.

Higher education needs a new way to present itself, a way that continues the best of its long intellectual traditions without being tone deaf to the needs of the world around it (Talbert, 2017). For centuries in higher education, the most efficient way to teach students was to gather them into a fixed place on a fixed schedule, disseminate pertinent information, and then have students work with that information in activities involving cognitive processes more complex than just writing down disseminated information. This is still the predominant mode of instruction in

universities today, and it should be familiar to nearly everyone. Students arrive at a class meeting with their classmates, engage in first contact with new material through a lecture, and then go home to work with that new material through homework, labs, essays, projects, and the like. This cycle of meetings, followed by higher-order work, followed by meetings continues, punctuated by occasional summative assessments (Talbert, 2017).

Based on the observations of researchers at Islamic State University (UIN) of Sultan Maulana Hasanuddin Banten there are students who read slowly and find it difficult to understand English discourse due to several factors. The first factor is lack of vocabulary mastery. Reading English texts require adequate knowledge of English, starting from mastering vocabulary, understanding grammar and good reading techniques. Due to the lack of mastery of vocabulary, many students are slow to understand a reading that results in delays in thinking. Koda (2005) suggests that "vocabulary knowledge correlates more highly with reading ability than any other variable" in Ruegg and Naganuma, 2019). The second cause of difficulty in reading process is students are still reading a text repeatedly to be able to understand the contents of a text. Students read over and over to be able to understand the contents of a text completely; this resulted in a lot of time wasted to solve a problem, for example in working on the TOEFL and having bad comprehension rate. (Kotani, 2009) stated that "comprehension rate is the rate of correct answers, which determines to what extent a learner understands sentences/text". Frank (2004) also states "Understanding can be considered as aspects related to the world around us including what we read - with the knowledge, intentions, and hopes that we already have in our heads". Because there are several discourses that are rather long and complicated, resulting in students having to read over and over the discourse to be able to answer questions and result in running out of time and having difficulty in answering TOEFL questions.

78   The third cause is students' habits. They read only when in the classroom, they have not been

79   motivated to read and study outside the classroom. Frank (2004) states "Understanding is a kind

80   of habit to understand reading technically and scientifically." A skilled reader will read many

81   words in each block. He will only stay in each block for a moment, and then will move. Only

82   rarely will the eye of the reader return to the previous word block. This reduces the amount of

83   work that Google must do to the reader's eyes. This also increases the volume of information that

84   can be assimilated within a certain time period. Reading habits will affect the personal

85   development of each individual in a social life (Loan, 2012 in Ikhfi, 2019). Reading habits that

86   are built from an early age will have a positive impact on the social life of each individual. This

87   also relates to the positive self-esteem of each individual, because it has instilled the habit of

88   reading in themselves. Furthermore, reading habits also correlate with their reading abilities, the

89   more often individuals read books the more information they get and this affects their academic

90   performance (National Endowment for the Arts, 2007).

91

92   Reading as a habitual activity is unfortunately confined to a relatively small segment of

93   adolescents (Ukoha, 2015 in Ikhfi, 2019). Reading habit does not appear to be a prominent

94   feature in adolescents' lives that have different background and life experiences. It caused great

95   impacts on their ability to read. In spite of a small group of adolescents who are curious about

96   many things and are aware of their own need for information are usually eager to read. In

97   addition to the above problems, other problems stem from the teaching model, teaching materials

98   and materials used, among which there are no models that focus on English reading

99   comprehension that are suitable for use at Islamic State University (UIN) of Sultan Maulana

100 Hasanuddin Banten. This is because this course needs cognitive process to construct linguistic

101 meaning by decoding linguistic objects such as letters, words, phrases and sentences as reading

102 process (Kotani, 2009). Whereas lecturer has different approaches and teaching methodologies,

different perspectives and directions in teaching reading course. Some focus on mastering vocabulary, others focus on reading theory and some focus on reading processes and techniques. Seems this course need reading time model as a model that estimates proper reading time for language learners based on learners' reading proficiency and the linguistic properties of a sentence (Kotani, 2009). In terms of learning models do not provide motivation for students to like reading and to read more reading, because many students still make reading as an obligation rather than a necessity. According to Maria (2012) if students have the motivation to read, they will read more. When they read more, they will be able to improve their reading comprehension.

Another problem is the learning media used in reading subjects have not been able to strengthen the mastery and understanding of English reading quickly and only for the sake of value. Lecturers have not been able to use and optimize the reading potential of students. Lecturers only require students to read without accompanying and strengthening the reading process. According to Macalister (2010) reading faster is linked to greater quantity of reading, better understanding, and greater enjoyment, whereas in "the vicious circle of the weak reader" lack of understanding, lack of enjoyment, lack of reading, and slow reading feed off each other.

Based on the description above it can be said that it takes a reading learning model that is suitable for extensive reading courses at the English Education Department at Islamic State University (UIN) of Sultan Maulana Hasanuddin Banten. According to those facts and problems in the students English reading comprehension, the researches need one suitable learning model that can improve students' English reading skill, namely Flipped Classroom Learning Model. Flipped learning helps teachers move away from direct instruction as their primary teaching tool toward a more student-centered approach (Sams and Bergmann, 2013). Research on this subject has been carried out by Tran Van Hung, from Hanoi University of Sciences and Technology,

Hanoi, Vietnam and Mohan Yellishetty, from Monash University, Melbourne, Australia who applied the flipped learning classroom. The results of the study show that the first impact on the lecture process was far better than using traditional or passive methods. The second impact is that students sharpen their learning process and reading habits. (Hung,Yellishetty, Thanh, Patil, & Huy, 2017).

Theoretical Framework/ Literature review

Reading comprehension is a complex interaction among automatic and strategic cognitive processes that enables the reader to create a mental representation of the text (Van den Brock & Espin, 2012 in Fransisco & Madrazo, 2019). Reading comprehension is defined as the level of understanding of a text. Reading comprehension is the process of understanding written text or information presented by the author and affected by many factors. Those are factors within the readers, factor within the written message, and the factors within the reading environment (Pearson Johnson, in Fransisco & Madrazo, 2019). In addition, Onkoba, 2014 in Fransisco & Madrazo, 2019) confirmed that reading comprehension practices have an influence on academic performance and therefore there is a significant correlation between reading comprehension practices and academic performance.

An overview of the flipped classroom approach in some literature searches shows that there is some strong evidence of increased learning using reverse class techniques or philosophy. For example, in mid-2007, Jeremy Strayer announced his studies at Ohio University on the topic "the impact of reverse classes on the learning environment: comparing activities between traditional classes and flipped classrooms" (Strayer, 2007). Flipped Learning is a pedagogical approach in which direct instruction moves from the group learning space to the individual learning space, and the resulting group space is transformed into a dynamic, interactive learning environment where the educator guides students as they apply concepts and engage creatively in the subject

matter (Talbert, 2017). Flipped classroom involves students reading books or power points or watching videos to get basic information in their own time and then gathering in classrooms to apply knowledge through problem solving activities with guidance from a teacher (Strayer, 2012). In a flipped classroom, the focus is student-centric and it is less about "why in the teacher, but about" what students do "(Biggs, 1999). Short online quizzes are usually used to ensure a basic understanding of this pre-class material. This approach has been resulting in increased student involvement and learning (Bergmann and Sams, 2012, Bishop and Verleger, 2013, Kim, Kim, Khera, and Getman, 2014).

Willingness to lead, and the motivation to succeed, are also relevant to these tasks. The willingness to demonstrate abilities may often be a major barrier facing students, yet teachers are likely either to be unable to assess this, or unaware of the need to do so. By raising awareness of the advantages conferred by students' willingness to participate as collaborative members of a group within the classroom, and specifically while engaged in an explicit task, students may be guided toward success (Maria, 2013). There are crucial issues with the traditional model that are becoming more and more apparent as the world around us changes: 1).The traditional model creates an inverse relationship between cognitive difficulty of student work and student access to support. This means that in the traditional model, students are doing the simplest work when their channels of support are most readily accessible and the hardest work when the support is least available; 2).The traditional model takes time away from social, guided exploration of deeper learning. In a traditional classroom setting where lecture is predominant, the time devoted to non-lecturing activities is a fraction of the entire class meeting; 3).The traditional model does not promote self-regulated learning behaviors. Self-regulated learning is a complex psychological concept with its own entire research literature, and entire books can and has been written on the subject. 4).The traditional model creates undesirable intellectual dependencies of students on instructors. All of these issues tend to create an environment in which the student–

179 professor relationship can tend toward unhealthy dependency. When the professor is the

180 gatekeeper for information, as in the traditional model, students can come to believe that the

181 professor is necessary for learning and then exhibit traits that are consistent with this belief

182 (Talbert, 2017).

183

184 Other research from India [1] clearly indicate that students have a preference over this Flipped

185 Classroom Approach and that this approach proved to contribute a lot to their communicative

186 experience as well as there was a relatively better performance on post test scores of focused

187 than the controlled ones. It is hoped that the results of this study will ultimately lead to better

188 understanding of technology use in teaching-learning activities and to deeper understanding of

189 Flipped Classroom Approach (Sarpparaje M., 2018).

190

191 Talbert (2017) said that "this model of pedagogy is what we mean by flipped learning. [8] We call it

192 flipped because of the reversal (flipping) of the activities that take place in the various contexts

193 of a course." The term flipped learning is intended to apply to an entire philosophy of teaching

194 and learning that encompasses the design of a course (which we will sometimes call flipped

195 learning design) and the expectations not only for what students learn in a course but also for

196 how they go about learning it. By using a flipped learning model, all of the issues in the

197 traditional model mentioned previously can be addressed: 1). [8] In flipped learning, the relation

198 between cognitive difficulty and access to help is now direct rather than inverse. Students are

199 using their class meetings to work on cognitively advanced tasks, where they have peers and an

200 instructor at their side to get help as they work; 2). In flipped learning, the entire class meeting is

201 opened up for the instructor to plan whatever active, creative, rigorous activities best serve the

202 needs of the students. There are no more internal negotiations for class time in order to fit in the

203 lecture and no instances where the lecture runs over time and leaves no room for activities.

204 Further, because in flipped learning the first contact with new material often takes place prior to

205 the class meeting, there is time for students to "soak in" the new material and ask questions

206 before being asked to apply that information to a more advanced task; 3). Flipped learning

207 promotes self-regulation because self-regulated learning behaviors are forced to get to the point

208 on a daily basis. Students may be provided lectures prior to class, but they are in control of how

209 they learn from those lectures; 4). Because students are now in charge of working with basic

210 material, the instructor is free to abdicate the role of knowledge gatekeeper and instead shift to a

211 role of coach, helper, and consultant as students work on higher-order tasks. A more productive,

212 professional, and "grownup" relationship between student and professor is therefore engendered.

213

214 Talbert (2017) stated that "lays out four pillars of flipped learning, conveniently arranged as the

215 acronym **FLIP**": 1).Flexible environment. Flipped learning is based on allowing learners to learn

216 in different ways and at different speeds, and to give learners choice in how they demonstrate

217 evidence that they have mastered course content. Flexibility also refers to the instructors in a

218 flipped learning environment, who are expected to be flexible in their plans; 2).Learning

219 cultures. A flipped learning environment is a community that values the learning process in all

220 its forms, including all the warts, with learners at the centre rather than the instructor. Students in

221 a flipped learning environment are using their precious group space on high impact, meaningful

222 activities that place their work at the centre of attention; 3).Intentional content. Materials used in

223 flipped learning are honed to a sharp edge, with explicit connections to learning targets that are

224 clearly stated; text, video, and online content that is tightly constructed with high educational

225 quality and very little "fluff"; and materials are differentiated so that students at different places

226 in their learning can work on something meaningful; 4).Professional educator. An instructor in a

227 flipped learning environment carries out a number of difficult jobs. The instructor has to prepare

228 the content and set up the learning environment.

229

230 In a flipped classroom, the conventional roles of classroom and homework are reversed: students
231 study on their own using digital teaching materials or e-learning prior to class and then apply
232 their learning in classroom activities. (Umezawa, et.al., 2016). (Mekheimer, 2011 in Saeidi and
233 Ahmadi, 2016) stated that videos contain interesting and contextual uses of language and they
234 can be relevant to specific text types and textbooks. They can have their activating role in pre-
235 reading stage in reading comprehension classes.

236

237 According to Marlowe (2012) in his study entitled "the effect of the flipped classroom on student
238 achievement and stress shows that the effects of flipped classroom and related differentiation are
239 studied to measure the impact on student achievement and stress level student'. For the second
240 semester of their year, students watch video lectures outside the classroom and assignments are
241 completed while in the classroom. (Talbert, 2017) stated that Lori Ramey, who teaches writing
242 and English at Erskine College, says it this way:

243 "For a student to really dig into a text, we need to prepare them to do that work on their
244 own, so they can bring their insights into the classroom. Flipping allows teachers to focus
245 attention of the group on details that truly matter, and gives the students the opportunity
246 to work like experts in the discipline... "

247

248 Teachers who currently use the flipped model or who intend to use this method will benefit by
249 understanding the flipped classroom from students' perspectives. They then can modify their
250 teaching strategies to adapt to various learning needs or to promote student acceptance of flipped
251 learning, thus developing more effective learning situations and enhance the current ESP
252 teaching practices (Nguyen, 2019). The study found that the majority of respondents appreciated
253 the opportunity to practice both inside and outside the classroom, and expressed an increased
254 interest and confidence in ESP learning (Nguyen, 2019).

255

Based on the above problem formulation, the objectives of this study is to know the process of students' reading comprehension teaching model through the flipped classroom learning; Researcher hope that after the research process is complete, the final goal is the flipped classroom learning model can be used as a suitable model in teaching for improving students' reading comprehension at Islamic State University (UIN) of Sultan Maulana Hasanuddin Banten. Since Covid-19 Pandemic hit Indonesia and the teaching learning in the classroom cannot be obtains and make unpleased teaching learning process, researcher used a flipped classroom learning model for teaching students' reading comprehension as the solution.

Material and Methods

Nowadays, technological advances have created high hopes among many educators, administrators, researchers, and policy makers, who believe that the digital devices offer great promise as instructional tools for literacy education. Simple applications of existing e-reading technology such as changing font size on-screen, using text-to-speech features to provide dual input of text, or using the Internet to collaborate on learning activities may substantially improve the learning of many students (Biancarosa and Griffiths, 2012 in Naely, 2018).

Mobile Assisted Language Learning (MALL) is the definition of mobile learning, namely the use of mobile phones for language learning define mobile learning as a project that tends to be used to design learning and the latest technology that is still rarely used and understood (Kukulska et.al. in Fadilla, 2017). Traxler (2017) further defines that "mobile learning is a tool or educational media that is very dominant in terms of technology and easy to carry and access." Related to language learning, mobile learning refers to learning media which are carried out with devices that are easy to carry and also easy to access anytime and anywhere.

281 Based on the number of monthly active users, WhatsApp is the most popular global mobile

282 messenger apps today (Statista, 2019 in Maulina, 2019). WhatsApp is considered as a potential

283 medium to support teaching and learning. Also, the familiarity of the use of WhatsApp attracted

284 some researchers to research the use of WhatsApp in EFL teaching and learning. Therefore, this

285 research using WhatsApp application for delivering the material to the students before the class.

286 Some material for the students taken from Ron White Youtube channel. Ron White is a two-time

287 national memory champion. He won the USA Memory Championship in 2009 and 2010. Ron

288 held the record for the fastest to memorize a deck of shuffled cards in only 1 minute and 27

289 seconds. He held this record for two years and is a top memory expert.

290

291 **Participants** This research conducted at the Islamic State University (UIN) of Sultan Maulana

292 Hasanuddin Banten in the fourth semester of the English Education Department majoring in

293 extensive reading course with the student amount are 35 persons. Retrieval of data starts in the

294 even semester of the Academic Year 2019/2020 in February until June 2020. The meeting is held

295 once a week.

296 **Method** Research is a process to study the basic problems, which contribute in the edifice of

297 human knowledge. The research process established new truth, finds out new facts, formulates

298 new theory and suggests new applications (Singh, 2006). The validity of the data in this study

299 was obtained by using triangulation techniques. Triangulation is the use of two or more data

300 collection methods in studying several aspects of human behavior (Cohen, Manion, & Morrison,

301 2007). This triangulation technique in social science seeks to show or explain in full the

302 complexity of human behavior by studying it through more than one perspectives, this is done by

303 using both qualitative and quantitative data. The evidence collected from various data sources is

304 then checked again (Scott, & Morrison, 2006).

305

Based on guidelines from Flipped Classroom pioneer Jonathan Bergmann, the researcher conducts the Flipped Classroom Learning Procedure in Reading Learning as follows: a).Choose the appropriate technology media. In this case the researcher will use a cellular phone that is owned by all students; b).Make videos and material through the whatsapp group. Researchers will send a video, instructions or reading text that can be sourced from Youtube or other sources, through whatsapp group media to be read by students before lectures begin. A selective use of video where appropriate will provide students with a better learning experience than a blanket use of video when video is not the right tool (Sams and Bergmann, 2013); c).Compile teaching material sourced from reference books, exercises, internet or others. d).Develop an assessment format, the form of a quiz bias, assignments, or assessments that will be directly carried out by students; e).Entering class. After all the videos and teaching materials are sent one week before learning via mobile, the researcher will enter the class to convey reinforcement of the material that has been given through the whatsapp group; f).Ensuring students have read and understood the material that has been given; g).Get progress that students do; h).Conducting feedback on all procedures that have been carried out.

According to Welman and Kruger (1999, p. 189) "the phenomenologists are concerned with understanding social and psychological phenomena from the perspectives of people involved". The operative word in phenomenological research is 'describe'. The aim of the researcher is to describe as accurately as possible the phenomenon, refraining from any pre-given framework, but remaining true to the facts. So that, this research is used phenomenological research.

Data resources

Observation is done by observing the learning process that takes place both from the lecturer, students or the interaction between the two parties. The results of these observations then will be

used as discussion material between students and researcher to determine aspects that will be improved in the next stage.

Questionnaire Researcher use Likert scale for the questionnaires that filled out by all students to find out the process, habits, impact, results and opinions of students in the whole process of reading English by using flipped classroom learning model. The scale is between 5 – 1 indicates strongly agree, agree, quite agree, not agree and strongly not agree.

Test This last technique is in the form of test by using reading passage and the answer is by using multiple choice questions. The tests are instruments to measure the results of improving students' ability to read English. Scoring students' reading test based on standardized TOEFL score for reading section. The test is in the form of discourse and uses multiple choice questions, which will be given to the research object after applying this research model.

Result and Discussion

The process of learning in students English reading through flipped learning classroom takes place smoothly, both individually and in groups. In the learning process students are given material in the form of video tutorials, power points and other texts before lecturing one week earlier via the Whats App application. The process of student self-learning started since they read the material in their home independently. When the class begins, students discuss in their groups to elaborate and collaborate their understanding with other friends in the group about the material that has been read and understood in their homes. After the group discussion is over, they will answer the questions in the reading practice given by the lecturer in class.

From the questionnaires we can take the students answer that "learning how to use a Flipped Classroom will benefit me in my future education" is 4.06 from 5.00. It means that from 35 students were answer agreed for the statement above is quite a lot. Next questionnaire is "I like watching the lessons on videos, presentation, text, or other that given by the lecturer before the class" is 3.8 from 5.00. The complete questionnaire answered written in table 1.

The results of observations of the learning process in the extensive reading subject show that students' reading comprehension in English is still low and there needs to be improvements in the learning process. To solve that problem is to choose the appropriate learning strategy to be implemented in order to help students when they read English texts, namely flipped classroom learning. Students are motivated and excited to read and discuss the material provided through the Whats up group a week before the virtual class through the zoom meeting room begins. At the virtual meeting, reinforcement and discussion were given in order to improve students' English reading comprehension. The next meeting was to discuss and provide feedback on the results of the English reading comprehension test and reading habits questionnaire.

Since the researcher observed the students activity in the classroom the students were increasing in their collaboration within the groups in the classroom. They feel more comfortable when entering the classroom because they already read and watch the instruction before the class been held. The data presented above shows that the application of flipped learning classroom has improved student reading comprehension. This is because students have enough to read and understand lecture material at home before entering class, so that lectures in class are more effective and efficient.

From description above, can be drawn regarding the advantages and disadvantages of the application of flipped classroom, especially for application in Indonesia. The advantages of flipped classroom, such as: 1).Students can repeat the video and the material so they really understand the material, unlike in normal learning; if students do not understand then the teacher must explain again so students can understand so that it is less efficient; 2).Students can access the video and the material from anywhere as long as they have sufficient internet connection, can even download and are more satisfied to watch it repeatedly; 3).Efficient, because students are asked to study the material at home and while in class, students can focus more on their discussion and elaboration. The disadvantages of flipped classroom are: 1).A good internet connection is needed to access the video provided by the lecturer; 2).Students may need a lot of support to make sure they understand the material presented in the video.

Conclusions

Flipped classroom learning model is effective in improving students' reading comprehension, it indicator from increasing amount of student vocabulary mastery, students reading habits, students reading styles, and reading speed can be increasing after using flipped classroom learning model. The researcher had summaries that there are some reasons which leads this happened: student's motivation, student's reading habits, students awareness by using this model delivered with more attractively.

As outlined above, the flipped model may have some benefits for language learning, and it can also help students acquire technology skills in a fully integrated way that they might otherwise not use or be exposed to in class, such as use recording software, instructional video, learning management systems and being independent reading. It can also allow time for course activities that might otherwise be forced out due to time constraints in a traditional student-centered

classroom. What sets the flipped model apart from traditional student-centered instruction is the incorporation of technology that supports the resource-rich, lecturer already use to engage their students in optimal learning environments. Overall, our experiences over one semesters have led us to believe that it is not about whether the classroom is flipped or not, but whether the flip meets the needs of the target students. Because it appears to be theoretically sound in general does not mean that it should be implemented just because the technology is available.

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Table 1
Summary of questionnaire 1, Flipped classroom and the course

No.	Question	Result
1.	Learning how to use a Flipped Classroom will benefit me in my future education.	4.06
2.	I am more motivated to learn reading or other course in the Flipped Classroom.	3.49
3.	I would recommend the Flipped classroom to my friend.	3.54
4.	The Flipped classroom gives me greater opportunities to communicate with other students.	4.03
5.	The Flipped Classroom gives me more time to collaborate activities in the class.	3.54
6.	I like watching the lessons on videos, presentation, text, or other sources that given by the lecturer before the class.	3.8
7.	The Flipped classroom is more engaging than traditional classroom instruction.	3.26
8.	The Flipped Classroom has improved my learning about reading course.	3.69
9.	Social media (YouTube, Twitter, Facebook) is an important part in my learning.	3.51
10.	I would rather watch a Flipped Classroom than a traditional teacher led lesson	2.69

484
485

Table 2
Summary of Questionnaire 2, Student feeling and satisfaction
Toward Flipped Classroom

486
487

No.	Question	Result
1.	It was easy to me to adjust Flipped Classroom	3.6
2.	I like having the lecturer out of the class time	2.63
3.	I like working on learning material in the classroom	3.63
4.	I like completing the task after watching the videos and presentation before class	3.14
5.	The book was useless for me with the Flipped Classroom	2.63
6.	Flipped Classroom required me to change my learning style and strategies	3.09
7.	It was fixable to watch and repeat learning material before the class time	3.69
8.	It was easy to me to understand the learning material alone at home	3.14
9.	Class time is was more useful than before use Flipped Classroom	3.46
10.	The reading course as a whole is easy and enjoyable	3.63

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