Utilizing Discovery Learning via Flipped Classroom for Developing EFL Critical Reading Skills for Secondary School Students

Prepared By

Eman Samir Mohammed Ramadan
An English Language Teacher

Supervised by
Dr . Fatma Sadek Mohammed
Professor of EFL Curriculum,
Instruction, & Educational Technology
Faculty of Education ,Benha University

Dr. Abeer Ali Mahmoud Diab
Assistant professor of EFL
Curriculum, Instruction, & Educational Technology
Faculty of Education, Benha University

2024

Utilizing Discovery Learning via Flipped Classroom for Developing EFL Critical Reading Skills for Secondary School Students

Prepared By

Eman Samir Mohammed Ramadan

Abstract

This study aimed at investigating the effectiveness of utilizing Discovery Learning via Flipped Classroom Learning to develop EFL Critical Reading skills. The study followed the quasi-experimental design. The participants were 30 first-year secondary school students. To identify the most important and required EFL Critical Reading (CR) skills for the participants, a checklist was developed and validated by some EFL jury members. Pre and post-EFL critical reading skills tests were developed. Students were pre-tested, to determine their entry level of EFL CR skills. Then, they were trained in using discovery learning via flipped classroom learning on how to develop their skills. The post-test was administered to the participants to assess the progress in their level of EFL critical reading skills. Findings of the research proved that there is a statistically significant difference at the (0.01) level between the mean scores of the experimental group that of the control group in post-administration test in favor of the experimental group.

Keywords: Discovery Learning , Flipped Classroom, Critical Reading Skills

المستخلص

هدفت هذه الدراسة إلى التحقق من فاعلية استخدام التعلم بالإكتشاف عبر الفصل المعكوس

لتنمية مهارات القراءة الناقدة لمتعلمي اللغة الإنجليزية كلغة أجنبية . ولقد تم استخدام التصميم الشبه تجريبي ذو المجموعتين (قياسي قبلي وبعدي) . وقد بلغت عينة الدراسة ٣٠ طالبا في الصف الأول الثانوي . وقد تم تصميم قائمة بمهارات القراءة الناقدة الازمة لهؤلاء الطلاب لمعرفة مدي توافر هذه المهارات لديهم ، وتم التحقق من صحتها وتحكيمها من قبل عدد من المحكمين الخبراء والمتخصصين في المناهج وطرق التدريس . وتم تصميم الاختبارات القبلية والبعدية . وتم تطبيق الاختبار القبلي للطلاب ، وتم تدريبهم على استخدام التعلم بالإكتشاف عبر الفصل المعكوس لتطوير هذه المهارات . وتم إجراء الاختبار البعدي لتقييم مدي التقدم في مستوى مهارات القراءة الناقدة للغة الإنجليزية كلغة أجنبية . وقد أثبتت نتائج الدراسة أن هناك فرقًا مهمًا إحصائيًا عند ٠.٠١ بين المجموعة التجريبية والمجموعة الضابطة لصالح المجموعة التجريبية مما يدل علي فاعلية استخدام التعلم بالإكتشاف عبر الفصل المعكوس لتنمية مهارات القراءة الناقدة.

كلمات مفتاحية

التعلم بالإكتشاف ، الفصل المعكوس ، مهارات القراءة الناقدة

Introduction

With the rapid development of technology, a lot of learners need to develop their abilities in many aspects in order not to be left behind. Mastery of English is one way to achieve it. Any language learner should master the four language skills: listening, speaking, reading, and writing. Listening and speaking are the skills needed for oral communication, meanwhile reading and writing are the skills required for literacy development.

Reading is considered the fundamental part that should be learned in English. It can expand the learners' knowledge, vocabulary, and information (Hameed, 2020). Based on (Springer et al., 2017) , reading becomes a bridge for a lot of learners who want to have interactive integration skills. SK (2023) stated that reading is a language model that provides reading texts and opportunities to learn languages, such as grammar, vocabulary, structure sentences, punctuation marks, paragraphs, and text . According to Sheeba (2018), he defined reading as a complex cognitive process that decodes symbols to deduce or construct meaning. That means that the learners are expected to have more skills to explain the content of the text or passage after they comprehend the reading text.

Reading has a significant role in the language development. Kaban and Karadeniz (2021) asserted that reading has a vital role because (a) it is important to anyone who wants to acquire a skill; (b) it helps people remain on top of the recent relationships; and (c) this guides the paths of life and asserts the engagement and the communication with the public. Nation and Macalister (2020) stated that "reading is a source of learning and a source of enjoyment" (p. 49). They have thus asserted that reading might be considered as an aim and also as a way to reach other academic aims. Sadiku (2015) acknowledged that reading brings wisdom and involves an interactive process to construct meaning. Gani (2022) confirmed that one of the important objectives of reading is to enable the foreign learner to understand and interpret the written text in the target language correctly.

Mulatu and Regassa (2022) ensured that a good reading lesson could follow three main stages: pre-reading stage, while-reading stage and post-reading stage.

Figure 1: *The three main stages of reading*
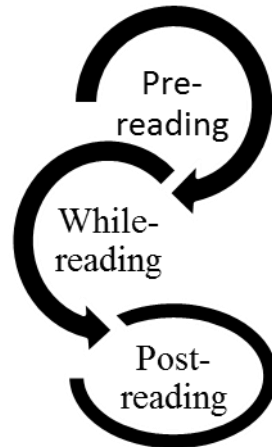
(Source: Original)

In pre-reading phase, Adunyarittigun (2021) mentioned that the teacher tries to introduce and raise interest of the topic and encourage learners by giving a reason for reading. He / she also provides some language preparation for the text. Trudell (2019) mentioned that while-reading phase concentrates on the text. It allows learners to integrate the knowledge and information they bring to the text with new information in the text. Learners read the text silently and try to understand the main ideas of it. They also answer some questions designed to understand the ideas in the text. The learners do not need to understand every word, but they try to guess the meaning of new words from the context.

Post-reading phase allows learners to articulate and process their understanding of what they have read . They also think critically about the validity of the text (Zhang , 2017). According to Wallace and Wray (2021), the post reading phase includes the following tasks: 1) to check overall comprehension of the text 2) Questions to get learners to relate the passage to their experience 3) Relating writing and speaking activities.

Critical reading is considered as an indispensable learning skill which learners need both inside and outside the classroom. Al Roomy (2022) stated that critical thinking and reading are key skills that EFL learners need the most to expedite and promote the learning process. Ennis (2018) asserted that there is a strong relationship between the

ability to read critically, academic success, and the need for critical thinking in the workplace or daily lives .

Phimphimon et al. (2024) pointed out that critical reading is an important ability which entails the active and thoughtful analysis of text, allowing readers to engage with content at a deeper level, beyond surface comprehension . Fan (2023) added that critical reading has been increasingly integrated into curricula around the world, recognizing its significance in enhancing well-rounded and intellectually curious individuals.

It should be noted that critical reading is challenging to develop within the confines of a traditional, passive classroom environment (Rohmah, 2018). Critical reading demands a nature with active engagement, thoughtful questioning, and the exploration of diverse perspectives. In the traditional classroom setting, where learners are passive learners and primarily the recipients of information rather than active participants in the learning process. The development of critical learning skills is also hindered (Velayati et al., 2017). In critical reading ,the readers are required to read the lines, between lines, and beyond lines. They should apply different skills several times to approach the texts. Critical reading also examines how the author can justify his or her argument or if the reader knows more about a given topic.

Discovery learning is seen as the best-known form of inquiry – based learning approach. It demands learners to investigate a topic , problem or issue by active means, obtain related information , interpret causes and effects where relevant , and arrive at solutions or conclusions (Westwood ,2008). Jerome Bruner is considered as the father of discovery learning. Bruner in 1961 had a definition of discovery learning as an inquiry-based, constructivist learning theory . This theory takes place in problem solving situations. In constructivism, the learner draws on his or her own past experience and existing knowledge to discover new relationships, truths, and facts to be learned . He also stated that discovery learning includes not so much the process of leading learners to discover what is 'out there', but rather, discovering what is in their own minds . He also mentioned that discovery learning involves reflection, thinking, experimenting, and exploring.

Muliati and Syam (2021) defined discovery learning as a method of inquiry-based instruction . It is considered as a constructivist-based

approach to education. It also occurs whenever the learner is not provided with the conceptual understanding and must find it independently and with only the provided materials. Satriani et al. (2019) mentioned that discovery learning helps learners learn English through context and learn English constructively. Through discovery learning , the learners have the ability to analyse, find the characteristic or pattern .They also explore more the material which makes learners get deeper understanding . As they have experienced it by themselves. They are required to think in higher order thinking skills. They are encouraged to do the experiment and explore the study.

Discovery learning is considered one of the learning approaches to support and to construct students' creativity and critical thinking (Kusumawardhani et al., 2019). It is a great opportunity to provide the learners with intensive or, conversely, minimal guidance. Both types can take many forms, for insistence manuals, simulations, feedback, and example problems. In this case, learners have more responsibility in learning and are able to learn English in their own pace. Therefore, the information must be discovered by the students within the confines of the task and its material (Martaida et al., 2018).

The integration of Information and Communication Technology (ICT) into the discovery learning improves learning objective achievement. Discovery-based "Constructionist" learning approach is often presented in blended learning contexts. One of the learner-centered approaches which depends on technology in discovery learning is flipped classroom approach. Lestari et al. (2020) confirmed the effective integration of discovery learning with flipped classroom approach. Gmal (2019) pointed out that with the advance of mobile technologies and multimedia, the paradigm shift towards learner-centered learning approaches, as well as the need to prepare learners with 21st century skills, flipped learning approach has emerged. As a result of that, replacing direct instruction with recorded lectures or videos that can be listened to or watched outside the classroom become an important demand.

One of the learner-centered approaches which depends on technology in discovery learning is flipped classroom approach. Lestari et al. (2020) confirmed the effective integration of discovery learning with flipped classroom approach. Persky and McLaughlin (2017) confirmed that flipping the classroom aims at achieving an ongoing

paradigmatic shift in education from teacher-centered instructional strategies (e.g., lecturing) to learning- centered instructional strategies (e.g., active student engagement).

Çevikbaş and Argün (2017) pointed out that flipped classroom applies 21st century skills. As the learners can use their critical thinking and problem solving skills when the teachers give them a task at home. Meanwhile, the learners can communicate and discuss their tasks in pair or group in the classroom. They are also expected to be creative learners to create their task by using technology. Then, explain that the higher-order thinking skills of the learners improves by implementing flipped classroom. They are able to utilize their higher levels of cognitive domain such as applying, analyzing, evaluating, and creating in the process of writing. Butt (2014) asserted that Flipped Classroom Learning (FLC) works cooperatively with Communicative Language Teaching (CLT) approaches. They are based on learning-by-doing, as well as task-based language teaching (TBLT) methods . As learners answer assignments depending on their varied capacities. Both FCL and CLT also increase learners' engagement in physical and cognitive forms with the subject matter.

The integration of discovery models with the flipped classroom learning made them both effective when combined . This integration helps transform learners from passive to active learners. Flipping shifts the control over the learning experience from teachers to learners . It changes the role of teachers from a transmitter of knowledge to a learning facilitator who begins with discussions, guides learners, and helps them discover knowledge. Learners are creative in discovering knowledge when adequately guided by the teacher. (Persky & McLaughlin, 2017 and Lestari et al. , 2020).

Some studies asserted the great importance of flipped classroom approach in discovery learning such as Lyu & Wang, 2018; Satriani et al. , 2019 and Lestari et al. , 2020. They stated that it provides opportunities for learners to search for information and analyze them from the online learning material content . They also discuss them with their peers as well as teachers to avoid the mistake in the concept rearranging. In addition, it also fosters learners' positive attitudes to look for learning sources other than books. Therefore, they could organize a lot of information into useful knowledge via independence of learning.

The main advantages of flipped classroom are that the learners have a lot of time to learn and understand the material given. In addition, they also have more chance to express and discuss the material that had been learned (Putra , 2020) . According to Bergmann and Sams (2012), Zalvianin and Zainil (2021), Ahmed (2016), Soltanpour and Valizadeh (2018), Sze and Hamid (2023) there are several advantages of using flipped classroom. First, students get help on difficult topics. By the flipped classroom, the students can re-learn the material and review the instruction time after time. Thus, they can understand by themselves about what have to do about the assignment, the instructions, and the material. Second, flipped classroom enhances teacher-student interaction. By flipped classroom, the materials deliver through online so that the teacher has more time to interact in small groups with students or one-on-one. Simply, the teacher can talk or interact with the learners directly.

Context of the Problem

Despite the importance of EFL critical reading skills among secondary school students, many studies have shown that it has always been a weakness. Ahmed (2021), El-lehleh (2020), Hussein (2021) , Ibrahim (2020) and Rizk (2021) are examples of studies that show weakness of critical reading skills. As a result, critical reading skills continue to be ignored in English classes. The current study presents discovery learning via flipped classroom for developing EFL critical reading skills .

The researcher's experience as an English language teacher for ١١ years led her to notice the low level of some EFL reading reading skills in secondary school students. It's also possible that the teachers had difficulty teaching the students some EFL critical reading skills. As a result, both learners and teachers have difficulty learning EFL critical reading skills.

Consequently, the researcher attempted to determine to what extent first-year secondary school students have poor critical reading skills. As a result, the researcher conducted pilot study to investigate the level of critical reading skills among first-year secondary school students. During the second term of the academic year 2021/2022, the researcher conducted the pilot study on a random sample of 25 first-year secondary-stage students. An EFL critical reading test was adopted from (Youssif , 2014 :111-119)

The results of the pilot study revealed the low level of the students' EFL critical reading skills. According to the pilot study, students' critical reading skills were low in the following areas: (Making conclusion from the text , Judging weakness and strength of the evidences read from the text and predicting future incidents according to the text). Therefore, this research used discovery learning via flipped classroom for developing secondary school students' EFL critical reading skills.

Statement of the Problem

The problem of the present study lies in the lower level of the EFL critical reading skills of first year secondary school students. Therefore, there is a need to investigate the effectiveness of the discovery learning via flipped classroom for developing EFL critical reading skills among first year secondary school students.

Questions of the Research

To face this problem, the present research attempted to answer the following questions:
1 What are EFL critical reading skills required for first-year secondary school students?
2 What are the features of Discovery Learning via Flipped Classroom for developing some EFL critical reading skills among first-year secondary school students?
3 To what extent is using Discovery Learning via Flipped Classroom effective for developing some EFL critical reading skills among first-year secondary school students?

Method

Participants of The study
The participants of the study were (20) students assigned as the study sample from first-year secondary school.

Instruments and Materials of the Research
The following instruments were developed to measure the dependent variables of the research:
a) An EFL critical reading skills checklist.
b) An EFL critical reading skills pre-post tests and rubric.
c) The Discovery Learning via Flipped Classroom.

Validity of the EFL critical reading skills test:

1. Face validity

The EFL critical reading skills test was administered to (10) TEFL jury members to estimate content validity. They were asked to provide feedback on the test's length , difficulty level and the test instructions' clarity. They are also asked to give feedback on the extent to which each item measures the skill intended to be measured. The jury members ensured the relevance of the test items to the skills to be measured. The test's suitability to students' academic levels was asserted. The clarity of the test instructions and questions, as well as the illustration of the targeted skills, were also reported. Clarity of the test instructions and questions and illustrations of the targeted skills were also approved for the final form.

2. Internal consistency validity

The internal consistency between the score of each sub-skill and the total score of the main skill was measured by calculating the Correlation Pearson coefficient between the students' score in each sub-skill and the total score for the main skill.

Reliability of The EFL Critical Reading Skills Test:

For estimating the reliability of The EFL Critical Reading Skills test, the following two methods were used:

1. Cronbach's Alpha method

Cronbach's alpha coefficient was estimated for the main skills of the test, and for the test as a whole. The results are shown in the following table:

Table (1)

Cronbach's Alpha Coefficient For The Critical Reading Test, The Pre-Test

Test Dimensions	Test Dimensions
Critical Reading Skills	0.754

The previous table shows that the value of Cronbach's alpha coefficient is high, which indicates that the test has a high degree of reliability.

1. Test-Retest Method:

The researcher administered a critical reading skills pre-test at the beginning of the second semester of the academic year 2023-2024 to a group of participants rather than the research sample of first-year secondary school students (n=20). The test was re-applied after two weeks to the same participants.

The correlation coefficient (r) between the mean score of the first and the second administration of the test was estimated by using the Pearson formula. The value of the correlation coefficient between the two applications, in each of sub-skills as well as in the test as a whole, was shown in the following table:

Table (2)

Reliability of the EFL critical reading skills test

Test Dimensions	Correlation Coefficient	Level of Significance
Critical reading skills	0.920	0.01

Stages of discovery learning

Discovery learning can be used to develop all language learning skills. It has an essential impact on the teaching-learning process (Zalvianin & Zainil , 2021). Krisnawati (2015) stated that there were two procedures for implementing discovery learning. They are :

Figure (2)

The procedures of implementing discovery learning

(Source: Original)

Kemendikbud (2013) presented seven steps in implementing the first procedures (preparation stage) . The procedures include determining learning objectives, identifying students' characteristics, selecting the subject matter, deciding the topics, developing learning materials, organizing learning topics, and evaluating learning processes and outcomes.   Prawerti (2014); Mufidah, Hafifah, and Mayasari (2015);

Mushtoza (2016); Susanto (2016); and Apriyanti (2019) mentioned seven steps that included in the second procedure (implementation stage) . The steps are Stimulation, Problem Statement, Data Collection, Data Processing, Verification, and Generalization.

Fahmi et al. (2019) proposed another form of implementing the discovery learning. They are one-way communication or two-way communication according to the size of the class. One-way approach depends on one-way presentation by the teacher. The presentation structure based on an effort to stimulate students to do the discovery process in front of the class. The teacher presents a problem, and then solves the problem through discovery steps. Where two-way systems implement students in answering teacher questions. Students do discovery, while the teacher is a guide for them in the right or right direction. Prasetya and Harjanto (2020) proposed five steps in implementing discovery learning. These steps are simulation, problem statement, data collection, verification and generalization.

The flipped classroom learning happens through using Google Classroom as a platform for students to develop their writing coherence. Hussaini and Libata (2020) asserted that Google Classroom is an effective way in improving Students' access and attentiveness towards learning. Knowledge and skills gained through Google Classroom helps learners be active learners . As a Digital Tool, it provides meaningful feedback to both learners and parents. Google Classroom should also be a form of evaluating learners' assessment through online assignments and quizzes. Therefore, it makes learners to participate actively in educational technology classes.

The Evaluation of Discovery Learning via Flipped Classroom Learning

The evaluation used in the implementation consisted of two types of evaluation formative and summative. The formative evaluation was implemented by the researcher during the sessions. The researcher asked the students to read their handouts and do the tasks that followed the skill that was being confirmed at the end of each session, to ensure that they had mastered it.

The second type of evaluation was assumptive evaluation. This type was used after the discovery learning via flipped classroom was

administered to determine the extent to which the objectives of the discovery learning were achieved to investigate its effectiveness in developing the participants' EFL critical reading skills through the administration of the EFL critical reading skills post-test.

Findings and Discussion of the Research:

The goal of using discovery learning via flipped classroom was to develop the critical reading skills of EFL secondary school students. Participants' EFL critical reading skills were pre- and post-tested to assess the effectiveness of the discovery learning via flipped classroom. The researcher used the two-sample t-test to compare the participants' initial and final mean scores in the overall EFL critical reading skills to see if there was a statistically significant difference between them in the pre-and post-test assessment of the tests. The research findings are illustrated below, along with the research hypotheses:

Findings of the Hypothesis:

The hypothesis states that "there is a statistically significant difference between the mean scores of the participants in the experimental and control groups of EFL critical reading skills in favor of the experimental group." For testing this hypothesis, the two samples' t-test was used to compare the participants' mean scores in EFL critical reading skills on the-post administration of the EFL critical reading skills test. Table (3) shows the t-value and level of significance of the treatment between the experimental group and the control group in the post-test of the main skill of critical reading skills.

Table (3)

The t-value and level of significance of the treatment between the experimental group and the control group in the post-test of the main skills of critical reading skills.

Skills	Group	Mean	Std. Deviation	t-value	A sig
Critical reading Skills	Control	6.23	3.18	9.97	0.01
	Experimental	13.30	3.89		

Table (3) shows that there is a statistically significant difference between the mean scores of the experimental group and those of the control group in critical reading kills in post-test in favor of the experimental group. The t-value is (9.97) which is significant at the (0.01) level of significance. Thus, the first sub-hypothesis was supported.

Discussion and Interpretation of the Research Findings

Concerning the Hypothesis

The hypothesis revealed that there is a statistically significant difference between the mean scores of the participants in the experimental and control groups of EFL critical reading skills in favor of the experimental group. The present research aimed to improve EFL critical reading skills through discovery learning via flipped classroom . The current study's findings are positive because it shows that EFL critical reading skills were improved and their sub-skills. This development can be attributed to a variety of factors. One of these factors was related to the nature of discovery learning via flipped classroom. Teaching critical reading skills requires a special environment which is the most important factor and involvement level required of the readers.

Discovery learning via flipped classroom provides a supportive classroom environment that is relatively full of engagement. It transfers learners from passive to active learners. It changes the control over the learning experience from teachers to students. It also transfers the role of teachers from a transmitter of knowledge to a learning facilitator . As the teacher gives discussions, guides students, and helps them discover knowledge. Students are creative in discovering knowledge when guided by the teacher.

Conclusions

Acquiring EFL critical reading skills is still something of a mystery. Many students aim at being critical readers; however, they still face obstacles in learning these skills. Critical reading skills need higher-order thinking skills (HOTS) to have the ability of discrimination and analysis. In addition, critical reading seeks to find mistakes and even the good and correct points of the text. Critical reading is essential for students inside and outside the classroom. Inside the classroom, the students should be able to distinguish between opinions and facts and accurate from inaccurate ideas.

Thus, it can be argued that discovery learning via flipped classroom offers unique opportunities for learners to increase their abilities to learn according to their abilities. Discovery learning via flipped classroom motivates students to learn, encourages achievement, as well as inspires creative thinking and critical reading. It develops high-level thinking skills during discovery learning via flipped classroom environments. Students also know themselves and gain self-confidence which motivates them to learn.

Discovery learning via flipped classroom learning is considered a way to engage this curiosity in the classroom. It lets learners explore on their own. Instead of giving them the answers, the teacher gives them problems, and let them work out the solutions. It's an effective method to help learners learn English and other subjects. One of the main benefits of discovery learning via flipped classroom learning is that it allows learners to have a greater role in their own education. Through discovery learning, learners become more independent and self-motivated. It also encourages learners to think critically. This keeps them further engaged in learning environment. It is their responsibility to have a master in each level before moving forward. To engage in problem-solving, even when working in groups or participating in English talks, learners must first think independently and creatively.

Recommendations and Suggestions for further research:

In the light of the findings of the study the following

recommendations and suggestions may be presented:

1. EFL critical reading skills should be major concern in teaching EFL in our classes as the lack of critical reading skills affects all other elements of EFL negatively.

2. Utilizing discovery learning via flipped classroom should be included in the EFL listening courses.

3. Using discovery learning via flipped classroom should be included in the EFL writing courses.

4. It is recommended that the discovery learning via flipped classroom complements the textbooks of EFL in schools.

5. It is recommended that EFL teachers may design and develop their own using of discovery learning via flipped classroom which suit their students' needs and educational levels.

Reference

Adunyarittigun, D. (2021).   Metacognitive Awareness of Reading and Reading Strategy Use by Nonproficient College Readers. EFL Sections , 28 (1) , 82-106.

Ahmed , M. (2016). The Effect of a Flipping Classroom on Writing Skill in English as a Foreign Language and Students' Attitude Towards Flipping. *US-China Foreign Language*, 14(2), 98-114. doi:10.17265/1539-8080/2016.02.003

Al Roomy, M. (2022). Investigating the Effects of Critical Reading Skills on Students' Reading Comprehension. Arab World English Journal (AWEJ) ,   13   (1),   366-381   .   DOI: https://dx.doi.org/10.24093/awej/vol13no1.24

Bergmann, J., & Sams, A. (2012). Flip Your Classroom: Reach Every Student in Every Class Every Day. Washington DC: International Society for Technology in Education, 120-190.

Bruner, J. (1961). The Process of Education. Cambridge, MA: Harvard University Press.

Ennis, R. H. (2018). Critical thinking across the curriculum: A vision. Topoi, 37(1), 165-184. 10.1007/s11245-016-9401-4 Fan, H. (2023). A Study of Students' English Critical Reading Skill in Senior High School. *Journal of Education and Educational Research*, 2, 87–92. https://doi.org/10.54097/jeer.v2i1.5545.

Fan, H. (2023). A Study of Students' English Critical Reading Skill in Senior High School. Journal of Education and Educational Research, 2, 87–92. https://doi.org/10.54097/jeer.v2i1.5545.

Gani, P. (2022). The Influence of Discovery Learning Method and Reading Interest on Explanatory Text Writing Skills. *Exposure Journal* 371 , 9 (2), 370-382.

Hameed, S., M. (2020). Investigating the Techniques Used by Iraqi Teachers in Teaching Reading Comprehension in the University Level. *International Journal of Psychosocial Rehabilitation*, 24(10): 3754-3759.

Houssein, E.H. A. (2018).The Effect Of Using A Training Program Based On The Whole Language Approach On Developing Literacy Skills Of Primary Three In The Experimental Language School In Aswan. Unpublished Master Thesis, Faculty Of Education, Minia University.

Kaban , A. & Karadeniz , S. (2021). Children's Reading Comprehension and Motivation on Screen Versus on Paper. *SAGE Open*, 1-11

Kusumawardani, M. , Mulya, D. & Faizah, F. (2019). EMPOWERING STUDENTS' CREATIVITY AND CRITICAL THINKING THROUGH DISCOVERY LEARNING-ASED WRITING ASSESSMEN. Linguists: Journal of Linguistics and Language Teaching, 5 (1) ,1-6

Lestari , W., Mawaddah , U., Kareviati, E. (2019). THE INFLUENCE OF DISCOVERY LEARNING AND SNOWBALL THROWING METHOD IN IMPROVING WRITING SKILLS OF HIGH SCHOOL STUDENTS. *Professional Journal of Engligh Education* ,2(3) 331-339

Martaida, T., Bukit, N., & Ginting, E. M. (2017). The Effect of Discovery Learning Model on Student's Critical Thinking and Cognitive Ability in Junior High School. IOSR, 1-8.

Muliati , M, & Syam, U. (2021). PROMOTING DISCOVERY LEARNING METHOD FOR EFL STUDENTS IN READING COMPREHENSION. *International Journal of English Linguistics*, 9(1), 178-184

Persky , A. & McLaughlin, J. (2017). The Flipped Classroom - From Theory to Practice in Health Professional Education. *Am J Pharm Educ.* 81(6) , 100-118. doi: 10.5688/ajpe816118. PMID: 28970619; PMCID: PMC5607728.

Phimphimon, N. ; Intasena, A. ; Srimunta, T. ; Khantasiri, P. (2024). Improving Critical Reading Abilities in 10th Graders: An Active Learning Approach. *International Journal of Learning, Teaching and Educational Research* , 23 (3), 186-198. https://doi.org/10.26803/ijlter.23.3.10

Putra, (2020). The Use of Flipped Classroom in Teaching Writing: An Experimental Study. Advances in Social Science, Education and Humanities Research, 579 , 289-294.

Rohmah, G. (2018). Critical reading: Students' problems, strategies, and reflections. Journal of English Language, Literature, and Teaching, 2, 20–25. https://doi.org/10.17977/um046v2i1p20-24

Sadiku, L. (2015). The importance of four skills reading, speaking, writing, listening in a lesson hour. *European Journal of Language and Literature*, 1(1), 29-31. https://doi.org/10.26417/ejls.v1i1.p29-31

Satriani , Razaq , Y., Nurhidayanti & Muzkiyah, N. (2022). THE IMPACT OF USING DISCOVERY LEARNING ON EFL STUDENTS' WRITING SKILL. Indonesian Journal of Research and Educational Review , 1(3). 389-397. e–ISSN 2809-3682. https://doi.org/10.51574/ijrer.v1i2.393.

Sheeba, M. H. (2018). Teaching Reading: Goals and Technique. New Delhi: New Delhi Publisher

SK, A.P. (2023) . *Teachers' Strategies in Teaching Reading Comprehension at The Eight Grade of MTs Miftahul Huda Tayu, Pati in The Academic Year 2023/2024*. A graduating paper. English Education Department. Teacher Training and Education Faculty. State Islamic University of Salatiga. Counselor: Dr. Mashlihatul Umami, S. Pd. I., M. A.

Soltanpour, F., & Valizadeh, M. (2018). A Flipped Writing Classroom: Effects on EFL Leaners' Argumentative Essays. Advances in Language and Literary Studies (ALLS), 9(1), 5 – 13.

Springer, S. E., Harris, S., & Dole, J. A. (2017). From Surviving to Thriving: Four Research-Based Principles to Build Student's Reading Interest. *Journal of Reading Teacher*, 71(1): 43-50.

Sulaiman, D, T, A. (2019). Using Lexical Approach For Developing EFL Literacy Skills Among Preparatory School Pupils. Unpublished Doctoral Dissertation, Faculty Of Education, Benha University.

Sze ,C. , & Hamid , A. (2023). The Impact of Flipped Learning on Students' Narrative Writing. International Journal of Advanced Research in Education and Society, 4(4), 159-175. http://myjms.mohe.gov.my/index.php/ijares .

Velayati, N., Muslem, A., Fitriani, S. S., & Samad, I. A. (2017). An Exploration of Students' Difficulties in Using Critical Thinking Skills in Reading. Al-Ta Lim Journal, 24(3), Article 3. https://doi.org/10.15548/jt.v24i3.298

Wallace, M., & Wray, A. (2021). Critical reading and writing for postgraduates. Sage.

Westwood, P. (2008). What teachers need to know about teaching methods. Camberwell: Acer Press

Zalvianin, N. & Zainil. Y. (2021). The Implementation of Discovery Learning for Reading Skill in EFL Classroom at SMPN 8 Padang. Journal of English Language Teaching, 10. (1): pp. 61-74, DOI:10.24036/jelt.v10i1.1113786 .

Zhang, L. (2017). Metacognitive and cognitive strategy use in reading comprehension. Springer.