

**UNIVERSITI TEKNOLOGI MARA**

**THE EFFECTS OF  
FLIPPED LEARNING  
IN ENHANCING  
STUDENTS'  
HIGHER ORDER  
THINKING  
SKILLS IN THE  
ESL READING CLASSROOM**

**SALSABILLA BINTI HASSANUZIN**

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## ABSTRACT

The integration of blended learning has proven that learning can be more impactful and meaningful for the English as Second Language (ESL) classroom. Yet, with limited classroom time and passive learning environments, they have been found to hinder learning processes which can be solved through flipped learning. Flipped learning was popularized by Bergman and Sams and practiced in Khan Academy before 2010. The traditional lesson is delivered outside the classroom in the flipped classroom, while the homework or assignments are done inside the classroom. Elements like learner autonomy, blended learning, and the application of Higher Order Thinking Skills (HOTS) especially in the reading classroom are the central focus of this study. Research on the implementation of flipped learning with ESL reading to gauge HOTS is very scarce. Therefore, this study applied a quantitative approach in describing the flipped learning treatment on ESL learners in the reading classroom in relation to their thinking skills. This study also executed a pre and post-test to find the effects of flipped learning treatment on students' HOTS. A Student Assessment Survey (SAS) was also administered to find out the students' experience of HOTS application in a flipped learning environment during the ESL reading classroom. A total of 57 students taking English Proficiency Level 2 for Diploma were selected for this study. The respondents were chosen based on a purposive non-random sampling method from the pool of students taking the English course. The students who were divided into Experimental and Control Groups were given guidance throughout the experiment. The students were tested on the application of HOTS. The result of the experiment showed that there was a significant difference in the treatment of flipped learning in terms of a small increase in HOTS application in the ESL reading classroom. The SAS data showed that students preferred flipped learning, experienced improved understanding of English, learned to analyze texts better, and the educator's role helped in facilitating understanding. Thus, it is recommended that for future studies, flipped learning could explore more listening, writing and speaking skills on the HOTS application. In short, the effect of flipped learning on enhancing students' HOTS level was significant.

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# TABLE OF CONTENTS

	<b>Page</b>
<b>CONFIRMATION BY PANEL EXAMINER</b>	<b>ii</b>
<b>AUTHOR'S DECLARATION</b>	<b>iii</b>
<b>ABSTRACT</b>	<b>iv</b>
<b>ACKNOWLEDGEMENT</b>	<b>v</b>
<b>TABLE OF CONTENTS</b>	<b>vi</b>
<b>LIST OF TABLES</b>	<b>ix</b>
<b>LIST OF FIGURES</b>	<b>x</b>
<b>LIST OF ABBREVIATIONS</b>	<b>xi</b>
<b>CHAPTER ONE: INTRODUCTION</b>	<b>10</b>
1.1 Introduction	10
1.2 Background of Study	10
1.3 Statement of the Problem	14
1.4 Objectives of the Study	18
1.5 Research Questions	19
1.6 Scope and Limitations of the Study	19
1.6.1 Reading Classroom	19
1.6.2 Contamination of Data	19
1.6.3 Period of Intervention	20
1.7 Significance of the Study	20
1.8 Definition of Terms	21
1.8.1 Flipped Learning	22
1.8.2 HOTS	22
1.8.3 Reading Skill	22
1.8.4 Effects	23
1.9 Conclusion	23

<b>CHAPTER TWO: LITERATURE REVIEW</b>	<b>25</b>
2.1 Introduction	25
2.2 Malaysian Education Policy on Language Learning	25
2.3 The Concept of a Flipped Classroom	26
2.4 Reading Skill	30
2.5 Flipped Learning and Reading	31
2.6 Higher Order Thinking Skills	33
2.7 Flipped Learning and Higher Order Thinking Skills	35
2.8 Reading Skill and HOTS	39
2.9 Theoretical Framework of the Study	40
2.10 Conceptual Framework of the Study	43
2.11 Conclusion	45
<b>CHAPTER THREE: RESEARCH METHODOLOGY</b>	<b>46</b>
3.1 Introduction	46
3.2 Research Design	46
3.2.1 Respondents	46
3.2.2 Research Procedure	47
3.2.2.1 Class Teacher Selection	48
3.2.2.2 Pre-Intervention Phase	49
3.2.2.3 Intervention Phase	49
3.2.2.4 Post-Intervention Phase	51
3.2.3 Instruments	52
3.2.3.1 Reading Passages and Readability Test	52
3.2.3.2 The HOTS Evaluation Test	53
3.2.3.3 The Pre-Post Test	55
3.2.3.4 Student Assessment Survey (SAS)	57
3.3 Data Collection	58
3.4 Summary of Experiment Measurements in Relation to the Research Questions of the Study	59
3.5 Conclusion	59
<b>CHAPTER FOUR: FINDINGS AND DISCUSSION</b>	<b>61</b>
4.1 Introduction	61