

## ABSTRACT

Violita, Viska. (2022). *Utilizing Guided Discovery and Flipped Classroom Models to Promote Active Learning in Literature Learning*. Yogyakarta: English Education Master's Program, Sanata Dharma University.

In this research, the researcher discussed the two learning models based on active learning which were implemented in the two articles. The first article was Using Narrative to Improve Student' English Reading Skill in School Literacy Movement. Meanwhile, the second article was Enhancing Students' Engagement and Active Learning through Flipped Classroom in Literature Class. Active learning is a learning strategy that gives freedom to the students to speak, read, listen, and write what they have learned. In other words, active learning requires the students to participate in the learning process actively and independently (Johnson & Johnson, 2008).

The two learning models that were implemented in this research were guided discovery model and flipped classroom model. In this case, the guided discovery model was implemented to design the English reading textbook for the school literacy movement activity. Then, the flipped classroom was used in the Introduction to Educational English Literature class. From these two articles, the researcher analysed to what extent guided discovery model and flipped classroom promoted active learning in literature learning.

Furthermore, the first and the second researches used different research methodologies. The first research used R&D method. Then, the instruments of first research were interview and questionnaires. In the first research, the researcher also intersected Kemp's instructional design model theory and ADDIE instructional design model theory. The combination of theories were used as the major foundation of the design procedure. Meanwhile, the second research used descriptive qualitative method. The instrument of second research was questionnaires.

The findings of this research revealed that guided discovery model and flipped classroom learning model could promote active learning. In the first article, the guided discovery model could promote active learning through the learning activities that could be found in the English reading textbook. Meanwhile, the second article confirmed that the implementation of a flipped classroom in the Introduction to Educational English Literature class could promote and enhance the students' active learning. It was shown through the enhancement of the students' behavioral engagement, emotional engagement, cognitive engagement, and agentic engagement in the Introduction to Educational English Literature class.

**Keywords:** active learning, flipped classroom, guided discovery, literature

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Violita, Viska. (2022). *Utilizing Guided Discovery and Flipped Classroom Models to Increase Active Learning in Literature Learning*. Yogyakarta: Program Studi Magister Pendidikan Bahasa Inggris, Universitas Sanata Dharma.

Dalam penelitian ini, peneliti membahas dua model pembelajaran berbasis pembelajaran aktif yang diterapkan dalam dua artikel. Artikel pertama adalah *Using Narrative to Improve Student' English Reading Skill in School Literacy Movement*. Sementara itu, artikel kedua adalah *Enhancing Students' Engagement and Active Learning through Flipped Classroom in Literature Class*. Pembelajaran aktif adalah strategi pembelajaran yang memberikan kebebasan kepada siswa untuk berbicara, mendengarkan, membaca, dan menulis apa yang telah dipelajarinya. Dengan kata lain, pembelajaran aktif menuntut siswa untuk berpartisipasi dalam proses pembelajaran secara aktif dan mandiri (Johnson & Johnson, 2008).

Kedua model pembelajaran yang diterapkan adalah *guided discovery model* dan *flipped classroom learning model*. Dalam hal ini, *guided discovery model* diterapkan untuk merancang buku pembelajaran bahasa Inggris untuk kegiatan gerakan literasi sekolah. Kemudian, *flipped classroom* digunakan di kelas *Introduction to Educational English Literature*. Dari kedua artikel tersebut, peneliti menganalisis sejauh mana *guided discovery model* dan *flipped classroom learning model* mendorong pembelajaran aktif dalam pembelajaran *literature*.

Selanjutnya, penelitian pertama dan kedua menggunakan metodologi penelitian yang berbeda. Penelitian pertama menggunakan metodologi R&D. Lalu instrumen untuk penelitian pertama adalah wawancara dan kuesioner. Di penelitian pertama, peneliti juga menggabungkan teori model desain pembelajaran dari Kemp's dan ADDIE. Kombinasi teori ini digunakan sebagai dasar untuk merancang suatu produk penelitian. Sementara itu, penelitian kedua menggunakan metodologi deskriptif kualitatif. Instrumen untuk penelitian kedua adalah kuesioner.

Temuan penelitian ini mengungkapkan bahwa *guided discovery model* dan *flipped classroom learning model* dapat mendorong pembelajaran aktif. Pada artikel pertama, *guided discovery model* dapat mendorong pembelajaran aktif melalui kegiatan pembelajaran yang dapat ditemukan pada buku teks bacaan bahasa Inggris yang telah disusun. Sedangkan artikel kedua menegaskan bahwa *flipped classroom learning model* di kelas *Introduction to Educational English Literature* dapat mempromosikan dan meningkatkan pembelajaran aktif siswa. Hal ini ditunjukkan dengan meningkatnya keterlibatan perilaku siswa, keterlibatan emosional, keterlibatan kognitif, dan keterlibatan agen di kelas *Introduction to Educational English Literature*.

**Kata kunci:** *active learning, flipped classroom, guided discovery, literature*