

CHAPTER I

INTRODUCTION

1.1 Research Background

The success of learning in higher education solely lies on the skill of reading and writing. Most of students' assignments are about writing in term of paper, small research report, or article. Students would not be able to produce a good quality piece of writing without researching through numerous of reading materials. Therefore, they need to be able to use various reading strategy to efficiently comprehend the text. Moreover, in order to efficiently convey the meaning of the text, students must bring their prior knowledge and adequate vocabularies in the process of reading. In addition, the nature of reading in university level is different from the nature of reading in high school level or the nature of reading pleasure. Reading in university level is kind of critical reading that requires students to perform multiple skills such as questioning, interpreting, analyzing, evaluating, synthesizing, and reflecting.

Even Reading is an essential tool in learning process, most of students still have low motivation and interest in reading text, especially reading English text. Several researches have underlined difficulties faced by university level students in reading English text. Safura & Helmanda (2020) found lack of vocabulary was the main problem that faced by students in reading activity. Besides lack of vocabulary, Al-Jarrah & Ismail (2018) pointed out that the lack of prior knowledge and grammatical knowledge were also students' problem in reading.

Moreover, Hamid & Yulianto (2022) revealed some difficulties faced by the students in reading activity, such as inappropriate strategy used in reading class and unfamiliar topic of the text. Additionally, Qrquez & Rashid (2017) also found students faced difficulties in their reading comprehension where they encountered limited available time to cognitively process the text. Furthermore, Abeeleh (2021) found that the complexity of the texts and anxiety as the students' difficulty in reading activity.

Similar problems are also experienced by students who take part in English Language Education Study Program (ELESP) of Teacher Training and Education Faculty (FKIP) Universitas Mahasaraswati (Unmas) Denpasar. Based on preliminary interview with eighteen students of Evaluative Reading Course on March 2, 2021, students revealed that uninteresting topics was one of the students' difficulties in reading. Students stated that the material contained texts with uninteresting topics such as American election, history of Egypt, and triathlons. Students fully agreed that gained new knowledge from texts with unfamiliar topics but they felt that those topics were not for their level and did not relate to students' life that connected to students' prior knowledge. Since the topics of the texts were not familiar topics for students, the words contained in the text were mostly unfamiliar words and difficult to be understood by students, such as ballot, apathy, caucus, cadence, angry bird, and taper. Having unfamiliar words in the text made students unmotivated to read the text. It was reflected from the result of preliminary observation that was done in evaluative reading course on March 2, 2022, that students were busy during teaching and learning process to translate the

words even search the example of how the unfamiliar words or used in the sentences in order to obtain the meaning. Therefore, they did not have time to discuss the topic or the content of the text in order to comprehend the text and have additional knowledge related to the text being read. These situations affected students' motivation and engagement in reading activity in the class. It was in line with the result of study conducted by Nurmalasari & Haryudin (2021) that found difficulty in vocabulary and uninteresting topics affected students' lack of motivation.

Moreover, in preliminary interview, students stated that they were unmotivated in reading class since the reading material only provided texts and series of questions to be answered individually or in group. It was confirmed when conducting observation in Evaluative Reading Course that most students had behaviors that reflected boredom such as chatting with friends, daydreaming, leaning back, and even playing on their phones. The preliminary observation also revealed that the questions in reading material just led students to have surface information from the text by asking about what, who, where, and when. Even though the questions were about how and why, but the answer already provided in the text. These questions did not give students the opportunity to use their higher order thinking skills to analyze, evaluate, and synthesize the texts as the learning objective of the evaluative reading course. This phenomenon was also revealed in study that was conducted by Aryani & Wahyuni (2020) that critical thinking in reading was realized adequately but critical thinking-based questions were implemented in small quantity in reading material and the majority of questions

focus on the text. In addition, Fitriani & Kirana (2022) stated reading comprehension questions that emphasized low-level thinking skills may hinder students' critical thinking skills in reading.

The result of preliminary observation that was done in evaluative reading course also revealed that students did not only have problem in reading activity but also had problems related to their character. During the teaching and learning process in the evaluative reading course, students were less to show behaviors that reflect the five main character values referred to by the Ministry of Education and Culture, namely religion, nationalism, integrity, independence, and mutual cooperation. Specifically, students lack respect, tolerance, discipline, responsibility, curiosity, and care for the environment. The lack of respect and tolerance could be seen at the beginning and the end of the lecture where the lecturer greeted students but few students returned the greeting and others were busy with their own activities. In addition, when there were friends talking in class discussions, only few students paid close attention. The lack of discipline and responsibility was reflected in how they do work with the group and collecting tasks. In group discussion, each member did not have equal responsibility, even there were some students who only depended to their friends. In group or class discussions, many students were passive to ask questions or give opinions. This reflected that they lack curiosity. Furthermore, they did not have the awareness to keep their classroom environment clean and tidy. The simple example that reflected this condition was they did not clean their desks from trash such as papers or packaged beverages.

Based on the problems that have been stated, it is obviously important to provide reading material for students in evaluative reading course that is designed to achieve the learning objective of evaluative reading course, improve students' reading comprehension skills, shape students' good character, and encourage students' reading motivation. To achieve learning objective of evaluative reading course, exercises in reading material can be designed based on reading comprehension level of Barret's taxonomy that consist of literal level, reorganization level; inferential level, evaluation level, and appreciation level. Designing questions based on Barrett's reading comprehension level will helps students to comprehend the text by recognizing explicit information, organizing ideas, analyzing, evaluating, synthesizing implicit or explicit information, and also appreciating the text. Designing questions based on Barrett's reading comprehension level will give students opportunity to train their critical reading by using critical thinking skills to recognize implicit idea or information, analyze and evaluate information, and also appreciate the text.

In order to improve students' reading comprehension skills and their motivation in reading activity, it is better to develop reading material based on effective teaching and learning method. As one of new trends in the field of English language teaching that is designed based on cognitive domains of Bloom's taxonomy and constructivist theory, flipped classroom is believed to be used in teaching reading to EFL or ESL students (Phung & Yen, 2020; Yuvita et al., 2022).. Based on study that was conducted by Huang (2020), flipped classroom increased EFL learner autonomy and responsibility and increased

independence in classroom activities. In addition, Zou & Zhang (2021) found that flipped classrooms increased motivation and confidence, making students highly feasible and potentially beneficial for personalized learning and active learning skills. Moreover, quasi-experimental study that was conducted by Mohammaddokht & Fathi (2022) showed the learners of flipped classroom instruction significantly perform better than those of the non-flipped classroom instruction regarding EFL reading gains. Similar result was also showed in a study that was also conducted by Samiei & Ebadi (2021) that flipped classroom effectively developed EFL learners' reading comprehension skills compared to traditional classroom practice. Hashemifardnia et al. (2018) proved that the implementation of flipped classroom provided enough space and time for students to comprehend the text. It helped students to improve their vocabulary mastery, reading motivation, and reading habits. Yulian (2021) also found that the flipped classroom teaching model improved critical thinking for reading skills in EFL learners, enhanced accuracy, clarity, precision, depth, relevance, and logic.

The implementation of flipped classroom in teaching and learning process could be modified or combined with cooperative learning. It was supported by the result of case study that was conducted by Munir et al. (2018) that showed flipped classroom with cooperative learning improved students' learning, critical analysis, communication, teamwork, and problem-solving skills, with over 90% of students agreeing it extended their skills. Regarding to English language teaching especially reading, Foldnes (2016) proved flipped classroom also can be modified or combined with cooperative learning. One of cooperative learnings that can be

combined with flipped classroom is Task-Based Language Teaching. Mufliharsi et al. (2022) found that task-based flipped classroom in English as a foreign language teaching positively impacts students' understanding of reading comprehension materials. The result of study by Mufabar et al. (2020) showed that task-based language teaching significantly affected students' reading comprehension and increases their motivation to read. It was supported by the study from Fachruddin (2020) that showed task-based language teaching improved students' reading comprehension by developing literal, inferential, and extrapolative skills, and increasing motivation in reading efficacy, curiosity, and challenge motivation. Based on the result of those researches, it could be stated that integrating TBLT in flipped classroom provided various types of tasks systematically for each phase of flipped classroom that helped students improved their reading comprehension skills. In addition, tasks in pre-class phase helped students to eliminate their pressures in facing difficulties during task stage in face-to-face class in flipped classroom phase. At the end, it made students were motivated and enjoyed the reading activities that affected their reading comprehension skills.

In reading, it is important to integrate something that already known by students that is students' prior knowledge to develop students' reading comprehension (Gede Sukarma et al., 2018). Therefore, local wisdom as a concept that are familiar by students could be inserted in reading material (Ismiyani, 2021; Nurfatuhiah, 2017). Besides improving students' comprehension, local wisdom effectively encourages students' local culture interest and awareness (Sopian et al.,

2019). It is in line with Government Regulation of the Republic of Indonesia No. 5 of 2017 which states describes that every citizen, including students, has the right to conserve, develop and promote Indonesian cultures. Moreover, local wisdom is a cultural value that are developed by local communities in certain area and spread from generations to generation knowledge, intelligence, resources, norms, skills, social life that are based on social, cultural, and religious sectors (Priyambodo & Wulaningrum, 2017). Therefore, integrating the values on local wisdom in reading material can stimulate the development of students' positive character (Hidayati et al., 2020; Sumayana, 2017). Additionally, developing students' character in reading class is supported by Law No. 20 Year 2003 concerning the National Education System, on Article 3 states that national education has the function to develop capabilities and form the character as well as dignified national civilization to educate the nation's life.

One of local wisdom that can be integrated in ELESP of FKIP Unmas Denpasar is *Tri Hita Karana* (THK). The vision of ELESP of FKIP Unmas Denpasar is becoming a study program that is able to produce a bachelor of English education that has high quality and cultural insight. By integrating *Tri Hita Karana* as one of local wisdom that rooted from Balinese culture in reading class can support ELESP of FKIP Unmas to meet the vision. Moreover, *Tri Hita Karana* is full of virtue values, moral values, ethical values, and unity values, therefore it is appropriate to be implemented in university as an institution that not only develops students' abilities in academic but also transfers the values of character, spirituality, and knowledge (Dewi et al., 2020). It is supported by Law

No. 20 Year 2003 concerning the National Education System, on Article 3 states that national education has the function to develop capabilities and form the character as well as dignified national civilization to educate the nation's life. In addition, ELESP of FKIP Unmas Denpasar as an institution that produces professional teachers is very suitable for integrating *Tri Hita Karana* in its learning to form professional and characterful teacher candidates. Based on Presidential Regulation No. 87 of 2017 and Regulation of the Minister of Education and Culture No. 20 of 2018 that concerning character education in formal education, teachers as one of agents that support character education in formal education must have good character to be able to implement character education and also as a role model of good character for their students.

Tri Hita Karana is one of the Balinese' local wisdoms that teaches humans how creating the happiness and the balance of life by maintaining the harmony between God, living things, and the environment (Adnyana & Sadia, 2018; Pradnyawathi & Sastra Agustika, 2019; Trisnawati & Yuda Sukmana, 2020). *Tri Hita Karana* values can be infused in reading material as topic of the reading text. By infusing *Tri Hita Karana* values into reading material, it can help students to construct the meaning of the text in order to have good comprehension since students have been familiar with the values. Moreover, presenting issues related to *Tri Hita Karana* values can foster students to identify problems, conduct analysis, share ideas, give opinion or argument, design solution, and make conclusion that can improve students' learning potential such as critical thinking skills, problem-solving skills, and decision-making skills (Dewi et al., 2020; Purnama Dewi &

Aurelia Tasya Putu, 2020). Even *Tri Hita Karana* is Balinese' local wisdom but it has universal meaning and value of spirit of harmony, life balance, peace and happiness (Wirawan, 2011). Thus, reading material that is integrated by *Tri Hita Karana* values can be used not only for students in Bali but also worldwide.

Based on explanation in some points above, this research is intended to develop reading material that can be used to teach evaluative reading course in ELESP FKIP Unmas Denpasar by infusing *Tri Hita Karana* values and also based on the concept of flipped task-based language teaching

1.2 Problem Identification

Based on the background of the study, the main problem of this study is unavailability of reading materials in evaluative reading course which suits the needs of the students. The reading materials already provided in the evaluative reading course fails in helping students to increase their reading motivation and reading comprehension skills. Specifically, the problems of this study are 1) students do not have much time to comprehend the text since they spend their time to find the meaning of difficult words and unfamiliar terminologies; 2) the topics of the reading texts are not interesting and do not relate to students' life; 3) the reading materials only provide texts and questions that make reading activities are bored and fail to enhance students' soft skills such as critical thinking skills and communication skills; and 4) students are lack in good attitude when taking reading class.

1.3 Research Limitation

This research is focused on developing reading materials for students who join evaluative reading course in English Language Education Study Program of Teacher Training and Education Faculty of Universitas Mahasaraswati Denpasar. The reading materials are developed to fulfil the standard textbooks and teaching modules issued by Ministry of Research, Technology and Higher Education, Directorate General of Learning and Student Affairs, Directorate of Learning in 2017. The reading materials are designed based on flipped classroom, task-based language teaching, and reading comprehension level of Barrett's taxonomy. The *Tri Hita Karana* values are infused to reading texts in developed reading materials.

1.4 Research Questions

Based on the research background and problem identification, the research questions can be formulated as follows:

1. What are the characteristics of a flipped task-based reading material infused with *Tri Hita Karana* values that are needed by students of English Language Education study program at Universitas Mahasaraswati Denpasar in Evaluative Reading Course?
2. How is the design of the prototype of the flipped task-based reading material infused with *Tri Hita Karana* values for evaluative reading course?
3. How is the quality the flipped task-based reading material infused with *Tri Hita Karana* values for evaluative reading course?

4. How effective is the flipped task-based reading material infused with *Tri Hita Karana* values when being implemented in evaluative reading course?

1.5 Research Objectives

1. To find out the characteristics of a flipped task-based reading material infused with *Tri Hita Karana* values that are needed by students of English Language Education study program at Universitas Mahasaraswati Denpasar in evaluative reading course
2. To design the prototype of the flipped task-based reading material infused with *Tri Hita Karana* values for evaluative reading course
3. To examine the quality the flipped task-based reading material infused with *Tri Hita Karana* values for evaluative reading course
4. To examine the effectiveness the flipped task-based reading material infused with *Tri Hita Karana* values when being implemented in evaluative reading course.

1.6 Research Significance

Hopefully, this study can contribute theoretical and practical significance to teachers, students, and other researchers.

1.6.1 Theoretical Significance

Theoretically, the results of this study can enrich the substance of studies in reading courses, especially evaluative reading courses, by providing related theories. Regarding reading comprehension, this research introduced Barrett's taxonomy that is contained reading comprehend levels from the lower level to the

higher level. The reading comprehension levels in Barrett's taxonomy are based on the Revised Bloom's six cognitive process levels therefore it is believed to be able to direct the students to have a high level of thinking competence which begins with the competence to understand the content of the reading, to subsequently interact with and or the content of the reading starting from the express meaning to the interpretation and reaction to the information in the reading. In Barrett's taxonomy, evaluative reading comprehension is included as higher level of reading comprehension among five levels that are literal, reorganization, inferential, evaluation, and appreciation. As higher level of reading comprehension, evaluative reading course is included as critical reading that needs soft skills such as critical thinking to support the reading skills.

This research also provides concept of *Tri Hita Karana* that is useful to be infused in learning process especially in reading class. The infusion of *Tri Hita Karana* can be effective and innovative way to insert cultural values to students. These values encourage students to have better character in order that students can have international identity and competitiveness in this era of globalization. The concrete implementation of concept of the *Tri Hita Karana* in daily life can also be used as a learning experience for students so it can foster students' intelligence and learning abilities, problem-solving skills, generating and discovering issue solutions, decision-making skills, managerial skills, and directing ideas. By utilizing *Tri Hita Karana*, students' basic skills can be improved in the form of ability and sensitivity in listening, reading, and writing.

1.6.2 Practical Significance

1. For lecturers

The reading materials as the product of this research are able to be used by the lecturers to teach reading in Evaluative Reading Course. Providing reading materials that are developed based on flipped classroom and task-based language teaching are expected to be an alternative for lecturers to create meaningful learning and improve students' reading comprehension level. In addition, the use of this reading materials also an effort to strengthen lecturers' understanding about the values of *Tri Hita Karana* and accustom lecturers to practice the values of *Tri Hita Karana* during the learning process in the Evaluative Reading Course

2. For students

Practically, the use of reading materials that are developed based on flipped classroom and task-based language teaching is expected to improve students' reading comprehension level. A flipped classroom model combined with task-based language in reading class created positive learning environment and motivate students to read. Pre-class allows students to spend more time to ponder content of the text, make use of pertinent past knowledge in comprehending the reading, and do pre tasks such as investigating the meaning of words or terms by reading the text before class. Since students already understand the reading text before the class, students have more time to enhance their reading comprehension in in-class by doing meaningful tasks. In addition, the infusion of *Tri Hita*

Karana values in reading material is expected to introduce *Tri Hita Karana* as one of local wisdoms in Indonesia. Students are also expected to be got regular exposure about good values contained in *Tri Hita Karana* in order to be applied in their learning and daily activities. At the end, these values can indirectly shape students' good characters.

3. For institution

By developing reading materials that are infused with *Tri Hita Karana* value, it provides reading materials that are relevant with the vision of ELESP of FKIP Unmas Denpasar that is becoming a study program that is able to produce a bachelor of English education that has high quality and cultural insight.

4. For researchers

The research results on the development of flipped task-based reading materials infused with *Tri Hita Karana* values are expected to be a reference material in conducting further research in reading or other skills. Moreover, it is also hoped that the results of this study can be used as a reference in the development of teaching materials at other levels of student. In addition, this study can promote the development of reading material that is more creative and innovative.

1.7 Product Specification

This study is developed reading materials to be used to teach reading in Evaluative Reading Course in English Education Study Program (ELESP) of Teacher Training and Education Faculty of Universitas Mahasaraswati Denpasar.

The reading materials are developed to fulfil the standard textbooks and teaching modules issued by Ministry of Research, Technology and Higher Education, Directorate General of Learning and Student Affairs, Directorate of Learning in 2017. Reading activities are constructed based on learning model in flipped classroom and task-based language teaching. Tasks are design based on types of tasks of Willis (1996). The exercises are constructed based on reading comprehension level of Barrett's Taxonomy. Reading texts are infused with the values of *Tri Hita Karana*. Reading materials are provided in the form of printed reading materials and also e-reading materials that can be accessed by using QR code.

1.8 The Importance of Development

The development of flipped task-based reading materials infused with *Tri Hita Karana* values is important to be done to provide proper reading materials that help students to achieve their learning goals in evaluative reading course. Moreover, by providing appropriate reading materials that can be used in reading activity helps students to improve their reading comprehension skills, increase their learning motivation in reading class, and also develop their English language skills and components. Additionally, providing reading materials that are infused with *Tri Hita Karana* Value shapes students' good character in order to create the golden generation of 45 who have the character of Pancasila and 21st century skills.

1.9 Assumptions and Limitations of Development

Developing the flipped task-based reading materials infused with *Tri Hita Karana* values is to provide appropriate reading materials to be used by students in Evaluative Reading Course. By designing the reading activities in the reading material based on flipped classroom model and task-based language teaching, it helps students to experience flexible learning and explore the reading text in term of content and language. By constructing tasks based on types of tasks of Willis (1996) and questions based on reading comprehension level of Barrett's Taxonomy, it helps students to comprehend the text and obtain additional information related to the topic. Additionally, infusing *Tri Hita Karana* values in reading text helps to shape students' character. At the end, developing the flipped task-based reading material infused with *Tri Hita Karana* values is assumed to provide proper reading materials to be used in Evaluative Reading Course in order to improve students' reading comprehension, enhance students' reading motivation, and also shape students' good character. However, the flipped task-based reading materials infused with *Tri Hita Karana* values are developed based on the students' needs in Evaluative Reading Course. Therefore, this developed reading material is limited to be used to teach reading in courses that have the same characteristics and goals as Evaluative Reading Courses.

1.10 Definition of Terms

A. Developing Materials

Developing materials refers to all the processes to produce materials for learning, including evaluation, adaptation, design, production, exploitation and research (Tomlinson, 2012).

B. Reading Comprehension

Reading comprehension means complex information processing to understand the reading text which including ability in decoding, oral language proficiency, and life experience (Peets et al., 2022).

C. Flipped Classroom

Flipped classroom refers to a teaching model where students are taught essential concepts outside of class so they may use and expand upon those concepts in class (Persky & McLaughlin, 2017).

D. Task-Based Language Teaching

Task-based language teaching (TBLT) is an approach that differs from traditional approaches by emphasizing the importance of engaging learners' natural abilities for acquiring language incidentally through the performance of tasks that draw learners' attention to form (Ellis et al., 2019).

E. *Tri Hita Karana*

Tri Hita Karana refers to three causes of happiness or prosperity for human beings (Nurita & Putri, 2021).

1.11 Novelty of The Research

The objective of this research is to develop flipped task-based evaluative reading materials infused by *Tri Hita Karana* values. There were many previous research that integrating *Tri Hita Karana* to education (Adnyana & Sadia, 2018; Arnyana & Utami, 2021; Margunayasa et al., 2021; Permatasari et al., 2020; Sedana et al., 2021; Suwatra et al., 2021; Tantri et al., 2020; Trisnawati & Yuda Sukmana, 2020; Wardhani et al., 2020). However, there were limited researches that were focused on infusing *Tri Hita Karana* values into reading material for tertiary level students. Actually, *Tri Hita Karana* is appropriate to be implemented in university since university is an institution that develops students' abilities in academic and also as an institution to transfer the values of character, spirituality, and knowledge. It is supported by Regulation of the Minister of Education, Culture, Research, and Technology Number 53 of 2023 concerning Quality Assurance of Higher Education which established graduate competency standards in which graduates being able to be members of society who have faith, piety, noble character, and character in accordance with the values of Pancasila. Since *Tri Hita Karana* is full of virtue values, moral values, ethical values, and unity values (Dewi et al., 2020), infusing *Tri Hita Karana* values into reading materials can help university students to have good behaviour in living a social life and work life later (Purnama Dewi & Aurelia Tasya Putu, 2020).

Besides, this research also develops reading materials based on the combination between flipped classroom and task-based language teaching. Some previous research already proves that flipped classroom and task-based language

teaching is effectively implemented in higher education. As research conducting by Zhao et al. (2021) found that task-based flipped classrooms lead to higher scores on summative tests and final scores, with significant differences in cognitive, affective, and psychomotor domains. Regarding reading course, Mufliharsi et al. (2022) found that task-based flipped classroom positively impacts students' understanding of reading comprehension materials in an Indonesian college setting. Since the implementation flipped classroom and task-based language teaching bring benefit to students, it is a demand to develop teaching and learning material that is based on flipped classroom and task-based language teaching. However, most of previous studies more focus on finding the effectiveness of the implementation of flipped classroom and task-based language teaching. None of previous studies conduct research to develop material based on flipped classroom and task-based language teaching, especially for reading class. Therefore, in this research, the researcher intends to develop reading material based on flipped classroom and task-based language teaching.

Since this research is development research, this research is started by conducting needs analysis. Needs analysis is very crucial to be done in developing materials since the result of needs analysis provides the need and the necessary of developing the materials. Thus, the material that will be developed can fulfill the needs and based on the objectives. Unlike previous studies that developed reading material (Azizah et al., 2021; Erfiani et al., 2019; Kurniaman et al., 2021; Lestari & Priyana, 2020; Nica et al., 2021; Setyowati & Sugirin, 2020; Surdyanto & Kurniawan, 2020a), the needs analysis in this research will be done based on CIPP

framework by Stufflebeam (Stufflebeam, 2007). CIPP is one of evaluation framework that provides comprehensive evaluation for having complete information about the needs in term of context, input, process, and also product (Umam & Saripah, 2018). CIPP framework is already used to do formative and summative evaluation of programs, personnel, products, projects, institutions and systems in various fields such as education, business, or science.

In the fields of education, the CIPP frameworks was already used in researches to evaluate programs (Agustina & Mukhtaruddin, 2019; Darma, 2019; Manan et al., 2020; Matthew & Yamat, 2020; Murtini et al., 2024; Özdemir & Başaran, 2021; Shih & Yuan, 2019; Umam & Saripah, 2018), researches to evaluate systems (Al-Shanawani, 2019; Jiang & Liu, 2021; Mohmmmed et al., 2020; Özdemir & Başaran, 2021; Rahabav & Souisa, 2021), and also researches to evaluate products (Hajarah et al., 2021; Hendra Divayana et al., 2021; Kurnia et al., 2017). However, none of the previous researches in education field used CIPP framework as needs analysis to develop material, especially reading material. Therefore, this research will use CIPP based on some considerations: 1) CIPP is more comprehensive than the other evaluation framework (Umam & Saripah, 2018); 2) it is flexibly incorporate with other models, methods, and approaches (Stufflebeam & Zhang, 2017); and 3) it aligns with current language education theory in that it emphasizes both formative and summative assessment (Sopha & Nanni, 2019). Moreover, in order to obtain more comprehensive result in needs analysis, the CIPP framework will be modified with Organization Elements Model (OEM) that was used by Gupta, Sleezer, & Russ-Eft (Gupta et al.,

2007). By modifying CIPP framework with Organization Elements Model, the real needs of developing flipped task-based reading material infused with *Tri Hita Karana* values will be obtained since the gap between the current condition and a desired condition will be defined.

In short, the novelty of this research is developing reading materials based on students' needs as the result from comprehensive evaluation using CIPP frameworks combined with Organization Elements Model (OEM). In addition, reading material is developed based on flipped classroom model combine with task-based language teaching as innovative way to develop reading material in tertiary level. Moreover, this reading material brings new concept of reading material in tertiary level that is infused with *Tri Hita Karana* values that helps students to improve their reading comprehension by evaluating daily issues in society.

