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Flipped Classroom–Oriented Microsite Learning Media for Narrative Text Instruction in Senior High Schools: A Literature Review

Mediawati*, Dwi Yulianti, Dina Martha Fitri, Muhammad Nurwahidin, Undang Rosidin

Master of Educational Technology Study Program, Faculty of Teacher Training and Education, Universitas Lampung, Bandar Lampung, Indonesia

*Email: mediawatil851@gmail.com

Abstract: *The rapid development of digital technology has encouraged the implementation of the flipped classroom model and various digital learning media in english language learning. This study aims to analyze, compare, and synthesize previous research on the implementation of the flipped classroom, the development of digital learning media, and narrative text learning. The study employed a literature review method with a qualitative descriptive approach. Data were collected through purposive sampling of 26 scientific articles published between 2021 and 2026 and indexed in google scholar, eric, doaj, springerlink, sciencedirect, and garuda. The data were analyzed using content analysis with a thematic analysis approach to identify research themes, trends, similarities, differences, and research gaps. The findings indicate that the flipped classroom consistently improves students' learning outcomes, motivation, participation, and learning independence. In addition, web-based and interactive multimedia learning media demonstrate high levels of validity, practicality, and effectiveness in supporting the learning process. The review also reveals a research gap regarding the limited integration of microsite-based learning media with the flipped classroom approach for narrative text instruction at the senior high school level. Theoretically, this study enriches the literature on the integration of learning models and digital media, while practically providing a conceptual foundation for developing microsite-based learning media oriented toward the flipped classroom to support more flexible, interactive, and student-centered english learning.*

Keywords: Digital Learning Media; Flipped Classroom; Literature Review; Microsite; Narrative Text

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1. INTRODUCTION

English learning at the senior high school level aims to develop students' competencies in listening, speaking, reading, and writing. One of the materials that plays a crucial role is narrative text because it can train reading comprehension skills, critical thinking, enrich vocabulary, and develop writing skills. In line with the implementation of 21st-century learning, the learning process is required to utilize digital technology to be more interactive, flexible, and student-centered. Therefore, teachers need to present learning innovations that are not only interesting but also able to increase student engagement during the learning process. Facts on the ground show that narrative text learning still faces various obstacles. Students still experience difficulty understanding reading content, identifying text structures, and developing reading and writing skills. In addition, learning is still dominated by lecture methods with suboptimal use of digital media, resulting in less than optimal student motivation and learning outcomes.

This condition indicates a gap between the demands of technology-based learning and ongoing learning practices in schools.

Several studies have explored the development of digital learning media to address challenges in narrative text instruction. Auranisa and Nuryanto (2025) developed interactive learning media using Smart Apps Creator to improve elementary school students' narrative writing skills and reported an N-Gain score of 0.88, indicating a high level of effectiveness. Similarly, Kristi & Purwati (2025) developed Canva-based audiovisual media to enhance students' comprehension of narrative texts, achieving an N-Gain score of 0.81. Rizki & Purwati (2025) also reported that a basic literacy-based flipbook was feasible and moderately effective in improving students' reading comprehension of narrative texts. Furthermore, Jenahut & Lake (2023) developed articulate storyline-based learning media incorporating local wisdom for historical narrative text instruction, which received high feasibility ratings. Collectively, these findings suggest that appropriately designed digital learning media can facilitate students' understanding and literacy development, particularly when aligned with learners' characteristics and instructional objectives.

Besides development media digital, model flipped classroom also lots investigated as alternative learning innovative. Andiyani et al. (2025) report that implementation flipped classroom on learning language english of madrasah elementary school capable of increasing completeness study students from 27% to 86%. Study Krisnanto et al. (2025) also show that flipped classrooms give influence significantly to activity and results study language english on material procedure text. Findings similarly obtained Rachmanda & Fatkurochman (2026) Which prove that implementation Flipped Classroom influential significant to ability reading student senior high school. On aspect skills writing, Sze & Hamid (2022) find that participants who study using the approach flipped learning get improvement ability write narrative text which is more good compared to learning conventional. However, Anjani et al. (2026) reports that the implementation flipped classroom on eye studying reading for enjoyment not yet show difference which significant compared to learning traditional.

These findings suggest that the effectiveness of the flipped classroom approach may be influenced by the quality of supporting learning media and students' individual characteristics. Consequently, several studies have explored the integration of digital learning platforms with innovative instructional approaches. Purba et al. (2023) developed Google Sites-based learning media incorporating the STEAM approach to support senior high school students' scientific literacy, reporting favorable validation results and improvements in learning outcomes. Similarly, Suardana et al. (2025) developed Google Sites-based learning media integrating the flipped classroom approach and balinese local wisdom, which demonstrated satisfactory levels of validity, practicality, and effectiveness. in chemistry education, Rahman et al. (2021) developed RatuChemWeb within a flipped classroom framework and reported improvements in students' learning motivation and academic achievement. Furthermore, Kartikowati et al. (2026) developed flipped classroom-based instructional materials for english correspondence courses, demonstrating high validity and improvements in students' learning outcomes. Collectively, these studies highlight the potential of integrating digital learning media with innovative instructional approaches. Nevertheless, research specifically examining the integration of web-based learning media and the flipped classroom model for narrative text instruction at the senior high school level remains limited.

A review of previous studies reveals several research gaps that warrant further investigation. First, research on the flipped classroom approach in english language learning has primarily focused on examining its effects on students' reading comprehension, writing proficiency, learning engagement, and academic achievement through experimental or quasi-experimental designs (Andiyani et al., 2025; Krisnanto et al., 2023; Rachmanda et al., 2026; Sze & Hamid, 2022; Anjani et al., 2026). However, these studies provide limited insights into the characteristics of digital learning media that effectively support the implementation of the Flipped Classroom model, particularly in Narrative Text instruction. Second,

previous research has explored various digital learning platforms, including Google Sites (Sholahuddin & Rini, 2025; Suardana et al., 2025), Canva (Kristi & Purwati, 2025; Nurhaliza et al., 2026), flipbooks (Riola et al., 2025; Rizki & Purwati, 2025; Sari and Hidayah, 2026), Smart Apps Creator (Auranisa and Nuryanto, 2025), and Articulate Storyline (Jenahut a&nd Lake, 2023). Although these studies generally report favorable findings regarding the feasibility, practicality, or effectiveness of digital learning media, research specifically examining microsite-based platforms for english narrative text instruction remains limited. Third, relatively few studies have investigated the integration of digital learning media with the complete instructional sequence of the flipped classroom model, encompassing pre-class preparation, in-class activities, and post-class reinforcement, particularly at the senior high school level. Fourth, existing evidence remains dispersed across research and development studies, experimental investigations, and classroom action research, making it difficult to identify consistent findings and emerging research directions. Therefore, a comprehensive synthesis of the existing literature is necessary to clarify research trends, evaluate the strengths and limitations of previous studies, and identify opportunities for developing flipped classroom-oriented microsite learning media for narrative text instruction.

Third, study previous generally only integrate wrong one aspect, that is use media digital or implementation model flipped classroom. Study which combines both of them still relatively a little and more lots implemented on eye lessons besides language english, like ipas, literacy science, chemistry, history, and correspondence business. Temporary that, study which in a way special integrate media based web with model flipped classroom on learning narrative text of level senior high school. Still very limited. Whereas, characteristics material narrative text need media which can serve material, video learning, training, evaluation, as well as activity study independent deep one platform digital which is easily accessible by participant education before activity learning of class. Fourth, based on results search literature, study previous still dominated by study Research and Development (R&D), study experiment, and study action class which oriented on development product or testing effectiveness something model learning. Until now, this is still a little study which does literature review in a systematic way for synthesizing development studies about media learning digital and implementation flipped classroom on learning narrative text. As a result, information about train study, media which most lots used, method study which is dominant, characteristics subject study, effectiveness media, as well as direction development study of time upcoming still spread on various publications and not yet served in a way comprehensive deep one study.

Based on various gaps the study this put self as study literature review which intended for analyzing, comparing, and synthesizing results study about implementation flipped classroom, development media learning digital, as well as learning narrative text. This expected study can give a description comprehensive about train development study, characteristics media learning which used, effectiveness implementation flipped classroom, advantage and limitations every study, as well as identify opportunity study which still open. Results synthesis this expected can become runway conceptual for study furthermore, specifically deep development media learning microsite oriented flipped classroom on learning language english of level senior high school.

2. METHOD

This study employed a literature review method with a qualitative descriptive approach to analyze, compare, and synthesize previous research on the implementation of the flipped classroom model, the development of digital learning media, and narrative text instruction in english language learning. Relevant studies were identified through Google Scholar, ERIC, DOAJ, SpringerLink, ScienceDirect, and Garuda using keywords such as Flipped Classroom, Microsite, Google Sites, Digital Learning Media, and Narrative Text. The literature was selected using purposive sampling based on predetermined inclusion criteria: (1) publication between 2021 and 2026, (2) relevance to the research objectives, (3) availability of full-text articles, and (4) publication in scientific journals. Based on the selection process reported in the manuscript, 26 studies were included in the literature review.

The review process consisted of four main stages: identification, selection, data extraction, and synthesis. First, relevant studies were identified through searches of the selected academic databases and search platforms. Second, the identified publications were screened according to the established inclusion criteria. Third, data were extracted from each selected study, including the authors, publication year, research objectives, methodological approaches, research participants, learning media or instructional models, and key findings. Finally, the extracted data were analyzed using content analysis supported by thematic analysis to identify recurring themes, research trends, similarities, differences, and gaps in the existing literature. The findings were subsequently organized into a synthesis table and presented through a descriptive narrative to provide a comprehensive interpretation of previous research and establish a conceptual foundation for future studies on flipped classroom-oriented microsite learning media.

3. RESULT AND DISCUSSION

The 26 publications recorded in the review matrix address the flipped classroom model, digital learning media, and narrative text instruction across diverse educational contexts. They include experimental and quasi-experimental investigations, research and development studies, classroom action research, and qualitative studies. Their outcomes are not directly comparable because they assess different participants, subjects, interventions, and measures. A synthesis of previous research results is presented in table 1 as a basis for identifying research trends, similarities, differences, and research gaps that form the basis of this literature review.

Table 1 presents the synthesis of previous research on the development of digital learning media and the implementation of flipped classrooms.

Table 1. Synthesis of Previous Research on the Development of Digital Learning Media and the Implementation of Flipped Classrooms

Researchers & Year	Objective Study	Method	Education level	Sample	Results Study	Limitations/ Research Gap
(Andiyani *et al.*, 2025)	English learning through flipped instruction	Classroom action research; Kemmis & McTaggart; 4 cycles	Primary (MI)	21 students	Mean score 57 → 79; learning mastery 86%.	Model implementation; no newly developed digital media.
(Anjani *et al.*, 2026)	Flipped instruction and reading comprehension	Quasi-experimental; ANCOVA	Higher education	34 students	No significant difference between experimental and control groups (p = 0.665).	Not a senior secondary Narrative Text intervention.
(Auranisa & Nuryanto, 2025)	Smart Apps Creator for narrative writing	R&D; ADDIE	Primary school	26 students	Media validation 93–100%; N-Gain = 0.88.	No Flipped Classroom integration; different education level.
(Bobkina *et al.*, 2025)	Student-created videos in EFL flipped learning	Mixed methods	Higher education	47 students	Video-creation group showed favorable vocabulary gains and participation.	Vocabulary focus; not a Narrative Text Microsite.
(Chen *et al.*, 2025)	Flipped learning for narrative writing	Experimental	Senior secondary	60 students	Narrative writing improvement exceeded that under conventional instruction.	No dedicated Microsite development.
(Hismarliza & Rasyid, 2024)	AI virtual instructor in flipped learning	Experimental; 2 × 2 factorial	Higher education (design)	124 students	Favorable engagement/performance; reduced cognitive load.	Design education rather than secondary-school English.
(Jenahut & Lake, 2023)	Quizizz for Narrative Text reading	Quasi-experimental	Senior secondary (Grade X)	Not specified	No statistically significant difference (p = 0.646); connectivity constraints noted.	Quiz-based evaluation; no Flipped Classroom.
(Kartikowati *et al.*, 2026)	Articulate Storyline for historical narrative	R&D; Borg & Gall	Primary school (Grade IV)	58 students	Feasibility 88.08%; positive user responses 95.47%.	Historical narrative and local wisdom; not EFL or flipped.
(Krisnanto *et al.*, 2023)	Flipped English correspondence materials	R&D; 4D	Higher education	Not specified	Validity 86%; practicality 84%; scores 58.51 → 80.54; N-Gain = 0.54.	English correspondence rather than Narrative Text.
(Kristi & Purwati, 2025)	Flipped learning for English procedure texts	True experimental	Junior secondary (Grade IX)	Not specified	Significant differences in learning activity/outcomes (p = 0.001).	Procedure Text; no novel digital media developed.
(Sholahuddi & Rini, 2025)	Canva audiovisual media for Narrative Text	R&D; Sugiyono/Borg & Gall	Primary school (Grade IV)	Not specified	Validation 95% and 83%; N-Gain = 0.81.	Not integrated with Flipped Classroom.
(Nurhaliza *et al.*, 2026)	Canva use in Narrative Text teaching	Qualitative descriptive	Junior secondary	10 students	Reported better understanding of text structure, creativity, and motivation.	No controlled test of effectiveness or flipped instruction.
(Purba et al., 2025)	Flipped Google Sites for scientific literacy	R&D; ADDIE	Senior secondary (Grade X)	Not specified	Expert validation 97% and 92%; N-Gain = 0.69.	Biology/scientific literacy rather than EFL Narrative Text.
(Purnami *et al.*, 2025)	Project-based speaking through narratives	Mixed methods	Not specified in matrix	24 students	Mean speaking score 70.10 → 86.50.	Speaking and project-based learning, not flipped digital media.
(Rachmanda & Fatkurochman, 2026)	Flipped instruction and reading skills	Quasi-experimental	Senior secondary (Grade XI)	70 students	Significant reading outcome (p = 0.031).	No dedicated Microsite; original source lists 3 authors.
(Rahayu *et al.*, 2025)	Digital character cards	R&D; ADDIE	Primary school	49 students	Feasibility around 91–92%; N-Gain = 0.73.	Character education, not English Narrative Text.
(Rahman *et al.*, 2021)	RatuChemWeb with flipped chemistry	R&D; ADDIE	Senior secondary	Not specified	Class mastery 82%; N-Gain ≈ 0.77.	Chemistry, not English Narrative Text.
(Riola *et al.*, 2025)	Flipbooks for short-story learning	R&D; 4D	Senior secondary (MAN, Grade X)	20 students	Validation approximately 95–98%; high reported practicality.	Short-story instruction; no flipped learning/effect test.

Researchers & Year	Objective Study	Method	Education level	Sample	Results Study	Limitations/ Research Gap
(Rizki & Purwati, 2025)	Basic literacy flipbook for Narrative Text	R&D; modified Borg & Gall	Primary school	34 students	Reported N-Gain approximately 0.61–0.62.	No Flipped Classroom; different education level.
(Sari & Hidayah, 2026)	Narrative Text flipbook and reading aloud	R&D; ADDIE	Junior secondary (MTs)	77 students	Reported feasibility/practicality and improved confidence in reading aloud.	No flipped instruction; reading-aloud focus.
(Sekar *et al.*, 2023)	E-module for teacher training in flipped design	R&D; Sugiyono model	Junior secondary teachers	40 teachers	Pretest–posttest training outcomes improved.	Professional development rather than student learning.
(Siregar & Sulistiani, 2024)	Multimodal Google Sites for Narrative Text	Pre-experimental; one-group pre/post	Junior secondary	79 students	Reading comprehension improved after the intervention.	No control group or explicit flipped learning.
(Suardana *et al.*, 2025)	Video-supported mobile flipped reading	Experimental	Junior secondary	Not specified	Reported significant reading result ($p < 0.001$).	Video/YouTube support; not a standalone Microsite.
(Syaifullah & Noorahim, 2025)	Flipped Google Sites with Balinese local wisdom	R&D; ADDIE	Primary school	40 students	Reported valid, practical media and improved science learning.	Elementary IPAS/science, not English Narrative Text.
(Sze & Hamid, 2022)	Flipped e-learning module for procedure text	R&D; Borg & Gall	Senior secondary (Grade XI)	Not specified	Positive feasibility assessments by experts, teachers, and students.	Procedure Text and e-module rather than Microsite.
(Tiur, 2022)	Flipped learning for narrative writing	Quasi-experimental	Senior secondary (Grade X)	66 students	Reported significant difference in writing performance ($p < 0.001$).	Thesis (not a journal article); no developed digital media.

Table 2 summarizes the main patterns, while Appendix A provides an alphabetically ordered study matrix with education levels and the principal findings of each publication.

Table 2. Thematic Synthesis of the Reviewed Literature

Theme	Representative studies	Main findings	Implications / evidence gaps
Flipped Classroom effectiveness	Andiyani et al. (2025); Krisnanto et al. (2023); Rachmanda et al. (2026); Sze and Hamid (2023); Anjani et al. (2026)	Several favorable outcomes; Anjani et al. reported no significant difference ($p = .665$).	Effects vary across learners, designs, and outcomes.
Digital media development	Auranisa and Nuryanto (2025); Kristi and Purwati (2025); Jenahut and Lake (2023); Riola et al. (2025); Hismarliza and Rasyid (2024)	Generally favorable validation and gain scores; Quizizz comparison was not significant ($p = .646$).	Feasibility, satisfaction, and achievement are distinct outcomes.
Web-based media	Sholahuddin and Rini (2025); Purba et al. (2025); Suardana et al. (2025); Rahman et al. (2021)	Positive results for websites, Google Sites, and RatuChemWeb in varied subjects.	Limited direct evidence for a Narrative Text Microsite.
Narrative Text learning	Sze and Hamid (2023); Rizki and Purwati (2025); Sari and Hidayah (2026); Nurhaliza et al. (2026)	Reading, writing, and text-related skills were addressed using different approaches.	Settings and target competencies are heterogeneous.
Research gaps	Synthesis across reviewed publications	No direct empirical test of the proposed integrated Microsite was identified in the review matrix.	Develop and evaluate an explicitly sequenced intervention.

Flipped Classroom Effectiveness

Most of the studies examining the Flipped Classroom model reported favorable learning outcomes, although their results varied across contexts. Andiyani et al. (2025) reported an increase in the mean English achievement score from 57 to 79, with learning mastery reaching 86% among elementary-level learners. Krisnanto et al. (2023) found a significant effect on learning activities and achievement in junior high school English instruction ($p = 0.001$). At the senior secondary level, Rachmanda et al. (2026) reported an improvement in reading outcomes ($p = 0.031$), while Sze and Hamid (2023) found stronger gains in narrative writing than under conventional instruction. Siregar and Sulistiani (2024) also reported a significant reading outcome in junior high school students (reported $p < 0.001$). However, positive findings were not universal. Anjani et al. (2026) found no statistically significant difference between the experimental and control groups in reading comprehension ($p = 0.665$). This result cautions against treating the Flipped Classroom model as uniformly effective. Differences in learners' readiness for independent study, instructional design, digital access, and assessment methods may help explain the variation, although these potential mechanisms were not directly tested in the present review.

Digital Media Development

Research on digital learning media reported favorable validation and learner-response results across several platforms. Auranisa and Nuryanto (2025) reported an N-Gain of 0.88 for Smart Apps Creator-based narrative writing media, and Kristi and Purwati (2025) reported an N-Gain of 0.81 for Canva-based audiovisual materials. Jenahut and Lake (2023) reported media feasibility of 88.08% and positive user responses of 95.47% for an Articulate Storyline resource incorporating local wisdom. Riola et al. (2025) reported high validation and practicality ratings for flipbook-based short-story instruction, while Rizki and Purwati (2025) reported an N-Gain of approximately 0.61–0.62 for literacy-based flipbooks. The studies differed in educational level, learning content, and evaluation design.

These findings support the feasibility of digital resources in their specific settings, but expert-validation percentages, satisfaction ratings, N-Gain scores, and controlled learning effects represent different forms of evidence. They should not be interpreted as interchangeable measures of instructional effectiveness. Furthermore, Hismarliza and Rasyid (2024) found no statistically significant difference in Narrative Text reading comprehension when Quizizz was used ($p = 0.646$), with technical constraints also discussed. Thus, the quality of the learning activities and the conditions of implementation are as important as the selection of a digital platform.

Web-based media

Web-based environments offer a potentially accessible means of organizing learning resources, practice activities, and feedback. Sholahuddin and Rini (2025) reported improved narrative text reading comprehension using multimodal google sites materials with junior high school students; however, the one-group pretest–posttest design limits causal interpretation. Purba et al. (2025) developed google sites media incorporating the flipped classroom model for senior high school scientific literacy, reporting validation scores of 97% and 92% and an N-Gain of 0.69. Suardana et al. (2025) similarly reported favorable validity, practicality, and learning outcomes for a Google Sites resource incorporating Balinese local wisdom in elementary science instruction.

Rahman et al. (2021) developed RatuChemWeb for chemistry learning within a Flipped Classroom model and reported 82% class mastery and an N-Gain of approximately 0.77. Kartikowati et al. (2026)

reported favorable validity and practicality and an N-Gain of 0.54 for flipped classroom-based english correspondence materials. Together, these studies suggest that online resources can support pre-class preparation and classroom activities; nevertheless, most address other subjects or educational levels, and their results cannot establish the effectiveness of a microsite specifically designed for senior high school narrative text learning.

Narrative Text learning

The reviewed research addressed different components of narrative text learning, including reading comprehension, narrative writing, text structure, speaking, and reading aloud. Sze and Hamid (2023) examined narrative writing in secondary education, while Kristi and Purwati (2025), Rizki and Purwati (2025), and Sari and Hidayah (2026) investigated digital resources for narrative-related instruction in elementary or junior secondary contexts. Sholahuddin and Rini (2025) focused on reading comprehension using Google Sites, whereas Nurhaliza et al. (2026) examined the classroom use of Canva through a qualitative design. Purnami et al. (2025) reported improved speaking scores when narrative text was used in project-based activities. The diversity of learning goals makes it difficult to identify a single media format as the most suitable for all narrative text outcomes. In particular, favorable results from elementary schools, junior secondary schools, and other language skills do not automatically transfer to senior high school learners. A future microsite design should therefore align its resources and activities with specified competencies, such as recognizing narrative structure, interpreting meaning, and producing coherent narratives, rather than assuming that all digital media interventions produce equivalent outcomes.

Research gaps

Five gaps emerge from the reviewed corpus. First, many flipped classroom studies evaluated instructional effects without documenting the design or quality of supporting learning media in sufficient detail. Second, much digital media development research concentrated on product feasibility or usability rather than comparative learning outcomes. Third, studies combining web-based media and the flipped classroom model largely addressed subjects other than english narrative text. Fourth, the reviewed publications provide limited direct evidence concerning the integration of pre-class preparation, in-class application, and post-class consolidation within a single, focused microsite for senior high school narrative text instruction. Fifth, the heterogeneity of populations, interventions, and outcomes limits generalization across studies.

These gaps justify proposing a flipped classroom-oriented microsite as a direction for future research, rather than claiming that such a product has already been developed or empirically validated in this literature review. A prospective design could organize short preparatory materials and readiness checks before class, collaborative interpretation and writing activities during class, and formative quizzes, feedback, and reflection after class. This proposed sequence remains conceptual. Subsequent research should validate the design with teachers and students and investigate its usability, accessibility, and learning effects through appropriate empirical methods. Because the present review did not conduct primary testing or a quantitative meta-analysis, claims of causal effectiveness for the proposed microsite are not warranted.

4. CONCLUSION AND SUGGESTIONS

Based on the analysis of 26 research articles, it can be concluded that the implementation of flipped classroom can generally improve student learning outcomes, motivation, participation, and learning independence. Furthermore, various web-based digital learning media and interactive multimedia have been proven to have good levels of validity, practicality, and effectiveness in supporting the learning process. The study also shows that previous research is still dominated by studies that focus solely on the implementation of the flipped classroom model or the development of learning media separately. Research integrating microsite-based learning media with flipped classroom syntax, particularly for narrative text material at the high school level, is still very limited. This situation indicates a research gap that opens up opportunities to develop learning media that can integrate learning activities before, during, and after learning in one easily accessible digital platform. Therefore, based on the synthesis of previous research results, the development of flipped classroom-oriented microsite learning media has the potential to become a relevant learning innovation to support english learning in high school. This media is expected to facilitate more flexible, interactive, and student-centered learning, potentially improving learning outcomes in narrative text material.

Based on the results of the literature review, further research is recommended to develop flipped classroom-oriented microsite learning media through the research and development (R&D) method and test its validity, practicality, and effectiveness in narrative text learning in high school. Further research can also compare the use of microsite with other digital media or implement it in different english materials to obtain a more comprehensive picture of its effectiveness. This study has limitations because it only uses relevant research as a source of analysis without conducting direct empirical testing of the developed media. Therefore, experimental research and development research are needed to verify the findings of this study and strengthen empirical evidence regarding the effectiveness of flipped classroom-oriented microsite in improving student learning outcomes. For educators and learning media developers, the results of this study are expected to serve as a reference in designing digital learning media that are appropriate to student characteristics and 21st-century learning needs, especially through the use of microsite combined with the flipped classroom approach.

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