

Ricky Nanda Try Hermawan, et al., *The Effect of Flipped Classroom on Students' Reading Comprehension at SMP Negeri 3 Bondowoso.*

THE EFFECT OF FLIPPED CLASSROOM STUDENTS' READING COMPREHENSION AT SMP NEGERI 3 BONDOWOSO

ABSTRACT

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Keyword: Flipped Classroom, Effect, Comprehension

In teaching reading, a teacher should make students comprehend a text. Flipped classroom is one of the strategies that can maximize the students' learning. This method is an innovative teaching, before class session the students watching video and read some articles and teachers using class to guide students through assignments, problem solving, learning activities, group discussion and interactive classroom achievement, what makes the flipped classroom special is the shift of priorities of giving the prepared material to the work on its improvement. so, the students can watch, reviewed or fast it forward the way they need.

This research is Experimental research. The researcher conducted the research to the students of at SMP Negeri 3 Bondowoso. Population in this research was eight-grade of at SMP Negeri 3 Bondowoso. There were two variables of the research; they were independent and dependent variables. The independent variable is Flipped Classroom and the dependent variable is reading comprehension achievement. The researcher took two classes as the sample; 8F consist of 30 students as the Control group while 8G consist of 30 students as the Experimental group. The data were collected from pre-test and post-test. The research instrument that was used in this method was multiple choice items.

Based on the result of the analysis, the mean score of experimental class for the post-test was 76.90 while the mean score for the control class was 67.73. The mean score of the experimental group was higher than the mean score of the control group. The result of significance value based on analysis in post-test was $0.000 < 0.05$. The alternative hypothesis (H_a) shows that there was a significant difference mean score of reading Narrative text achievement between the students taught by using Flipped Classroom and those taught by using a Traditional strategy accepted. The analysis continued by calculating the Degree of Relative was 14%, it means that the use of Flipped classroom method was 14% more effective.

From the result above, it can be concluded that there was a significant effect of Flipped classroom on students' reading comprehension at SMP Negeri 3 Bondowoso in the 2021/2022 Academic year.

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Introduction

Learning English as a foreign language in a school context improves reading to become the skill that is important to the students. Reading is a necessity for students if they want to enlarge their knowledge. Among reading, students absorb useful information. The information that the students have read will improve their knowledge. Thus, it is truly helpful for the students to build their background knowledge in order to get ready in the classroom learning process.

Before conducting the research, the researcher conducted interview with an English teacher on SMP 3 Bondowoso in 24th January 2022. The aim was to know the problems of the students in reading comprehension. Based on the short interview, the problems of students are lack of vocabularies, bad concentration and the students were confused in determining the correct information from the text, so they have lacked comprehension.

recently the Covid-19 outbreak has forcefully closed school buildings. the classroom teaching has been replaced by distance for teaching and learning process. The student will have limited time to study at school. Related to this condition. Both teacher and student have an important role. The teacher should change an appropriate way to teach reading comprehension during Covid-19. According to Lindawati

(2020, p.62) state that the teachers need to adapt modern learning approaches by implementing online learning (e-learning) and students need join commitment at the beginning of learning to be able of

determinate appropriate application and learning media in learning activities.

One method that can be used with this current Covid-19 situation is flipped classroom. Flipped classroom is a learning method which is learning activities where using tools from video, article and other media for the student learns material (Johnson & Renner, 2012, p.53). They learn at home or before the class starts. The classroom activities will use a kind of group discussion to solve problems, questioning each other and engaging in collaborative learning. This method is also used by teachers when there are students who are not present in class for some reason. The teacher can make a video of what he teaches and give it to those who are not in the class.

The method is suitable for increasing reading comprehension, because the materials were presented in the group. Some activities were done including brainstorming, question or answers. Finding the main ideas.

In addition, the student was required to read each text before coming to the class and discuss if with their classmate. Beside the student listen the audio text several times at home via their smartphone. In the flipped classrom when the student attend to the class, the teacher elicited some information related to the text, asked from question and gave them test. The student in the flipped classroom interacted more deeply and cohesively (Namazkandost. & Ehsan, 2018, p 671)

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Research Method

The design of this research was experimental design with pretest and posttest design, consist of two classes were involved in this research as the experimental class and the control class. The experimental class was taught by using Flipped classroom, while the control group was taught by using traditional method seems what the English teacher usually applied in teaching reading comprehension (question and ask, summary, brainstorming ideas). The area of the research this research in SMP Negeri 3 Bondowoso, it was chosen as the research area because the English teacher of the eighth grade of SMP Negeri 3 Bondowoso never applied this method. In addition, it was possible to get permission from the headmaster of the school to conduct this research in the second semester of 2021/2022 academic year. The text what the researcher used was narrative text. The population of this research was the eighth-grade students of SMP Negeri 3 Bondowoso in the 2021/2022 academic year. The eighth-grade of SMP Negeri 3 Bondowoso were divided into six classes: 8A, 8B, 8C, 8D, 8E, 8F and 8G. Two classes were chosen by using homogeneity test. Based on the result of the homogeneity test, the population of the research was heterogeneous. The control group and the experimental group were determined by the mean score. The two classes were 8F as the control group and 8G as the experimental group.

The data were collected by using a reading comprehension test

The data analysis method in this research was done by using t-test formula and Degree of Relative Effectiveness (DRE). The students' scores of posttests were analyzed statistically by using t-test formula to find the significant effect of the experimental. The analysis was then continued by calculating the Degree of Relative Effectiveness (DRE) to know how far Flipped classroom affected the students' reading comprehension.

Discussion

The experimental treatment in this research was teaching reading comprehension by using flipped classroom. The experimental treatment was done in three meetings. the goal of this teaching and learning process in Flipped classroom to make them familiar with it.

All the strategies in Flipped classroom and the cooperative learning group component helped the students to understand a text. Flipped Classroom have some ways to make the students comprehend a text. According to Mazur in Alan (2012) flipped learning is kind of learning method which provides the students to prepare for class by watching video and reading articles, because of that, the students have much time to understand the material and looking for the resources which related to the topic (Bretzman 2013, p.100).

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On the other words, the students learn the material in their own comfort and they are able to watch the learning video material or instruction as many as they wanted to understand the topic before coming to the class.

They also could do it by themselves or with their friends by sharing the ideas and understanding the material or topic that explained on the video teaching and learning. Then, the classroom session can be used to discuss part of material which is difficult understand by the students and do the discussion to complete the assignment in the class where teachers are available to help with questions to check students' understanding. So, by applying this method, the students could comprehend well regarding to word, sentence and paragraph comprehension.

In this point, it concentrated on the result and the data analysis that there was a significant effect of Flipped classroom on the eighth-grade students reading comprehension, especially in comprehending a narrative text from the result of posttest from two groups. The result of the data analysis in this research proved that using Flipped classroom is significantly affected the eighth-grade students' reading comprehension at SMP Negeri 3 Bondowoso. Based on explained in the previous chapter. the students who were taught by using a Traditional strategy (control group) did not reveal significant improvement. It can be seen from the mean score of pre-tests was 57.63 and

the mean score of posttests was 67.73. it was improved 10.1 point. Meanwhile, the students who were taught by using Flipped Classroom (experimental group) reveal significant improvement.

It can be seen from the mean score of pre-tests was 56.80 and the mean score of post-tests was 76.90. It was improved 20,1 Point. It means that the score in experimental group higher than the score in control group. It can be seen in the treatment process in which the students participated actively and more interested when the researcher applied this strategy. It can be inferred that Flipped classroom give a such positive effect on students reading comprehension ability

As the statistic score that can be seen from t-test value of the students' reading comprehension, the t-test score was higher than the value of t-table level of significant 5% ($8.121 > 2.0017$). in the level of significance for two tailed test $0.000 < 0.05$, the data is significant less than 0.05, so null hypothesis was not accepted and alternative hypothesis was accepted. the calculation of DRE also showed that Flipped classroom was 14% more effective.

Conculsion and Suggestion

Based on the result of the data analysis, hypothesis verification, and discussion, it can be concluded that: The posttest result showed that the scores of the student reading comprehension in experimental class was significant improved and higher than control group.

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It means that in teaching reading comprehension using Flipped classroom strategy were higher than Traditional strategy. it can be concluded that there was a significant effect of Flipped classroom on students reading comprehension on the eight-grade students' of SMP Negeri 3 Bondowoso in the 2021/2022 academic year

6.2 Suggestions

Due to the result of the research which showed that flipped classroom gave an effect student's reading comprehension. Some suggestions are purposed to teachers and future researcher.

6.2.1 The English Teacher

It is suggested that the English teacher of SMP Negeri 3 Bondowoso use flipped classroom in teaching reading comprehension because this method makes the students better understanding in learning material.

In teaching learning process and significantly affect their reading comprehension. the teacher needs to support student to study a lot at home before discussing the learnt material in the classroom.

6.2.2 The Future Researcher

For the future researchers. It is suggested that the result of this research can be used as reference and information to conduct further research

about flipped classroom with different level of students or different material (variety of text) used in the research. It is better for others researcher to prepare well about the media with clear explanation in every single step of flipped classroom. So, the students can understand well.

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