

## ABSTRACT

Hermawan, Ricky, Nanda Tri 2022. The effect of Flipped Classroom on students' Reading Comprehension at SMP Negeri 3 Bondowoso. Thesis, English Educational Program Faculty of Teacher Training and Education, University of Muhammadiyah Jember. Advisors: (1) Dr. Hanafi, M. Pd (2) Nurkamilah M. Pd

**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.