The Effect of Implementing Flipped Classroom on High School Students' Reading Skill

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Article Info

Abstract

In this research the research problem formulated is "is there any significant effect of implementing flipped classroom on high school students' reading skill?" and the objective of this research to find out whether there is a significant effect of implementing flipped classroom on high school students' reading skill. Based on research problem and relevant theory the hypothesis of this research is there is a significant effect of implementing flipped classroom on high school student. The research design of this research used quasi experimental research design. The research subject are XI-G and XI-J in MAN 2 Jember that each of class consisting of 35 students (N=70). The data are collected by pre-test and post-test and the research instrument used reading test in order to analyze the students reading score. All students participating active during the teaching and learning activities and students in experiment class become more confident because the already learned the material via online before the learning activities in the class. The result of the post test scores is analyzed use Mann Whitney U Test and the result is 0,031 and it was less than 0,05 (0,001 < 0,05), Based on the research result, it can be concluded that students' reading text is significantly affected by implementing flipped classroom method

Introduction

According to Ramadhianti & Somba (2023, p.1) reading skills are the cognitive process that a reader uses to make sense of a text. It means that reading is an active activity that requires cognitive process in order to comprehend what is being read correctly. These skills include the ability to understand, analyze and evaluate written text effectively. In an educational environment reading skills are often considered the foundation for students to develop other skills such as writing, speaking and listening, because through reading students can expand their knowledge, vocabulary and critical thinking. When students are

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reading, they should be finding out some information from the text. Students have different abilities to understand the text, some students need a short time to get the main idea of the text but some students need a longer time to get the main idea, besides that the ability to memorize the information is also different among the students. High school students in Indonesia as EFL (English Foreign Language) learners, often have difficulties understanding the meaning of the text they read. One of the challenges that come up in the reading activity is that EFL Learners often lack vocabulary knowledge. A study by Satriani (2018, p.17) found that students' reading habits were negatively impacted by their lack of motivation,theirimitedreading, or their willingness to read at all. It shows that a lack of reading habits has a negative impact for students to understand the text.

Flipped classroom can be considered as an active learning as it is an pedagogical method that involves students in their learning process. According to Bishop (2013, p.2). Flipped classroom basically has two concepts, there are online teaching (outside the classroom or home) and offline (in the classroom). The flipped classroom provides flexibility for students to access and study learning material outside the classroom, while inside the classroom students are focused on discussion, text analysis, and other activities to increase their understanding.

A phenomenon that often occurs now is that when teachers give homework, students often discuss their homework with their friends via chat messages so that the answers of all students are the same. This phenomenon can be a problem for English teachers because teachers do not know which students understand the material and which students do not understand. When the flipped classroom is implemented, students can discuss directly with their friends in class, whereas at home they only need to study the material they need. given by the teacher. By using this method students will be trained to read learning materials outside of the class or at home before participating in classroom learning activity. (Firnata, 2024, p.61) When students learn materials ahead of time, they are better prepared for class and are expected more actively during the learning process.

The novelty of this research compared with previous study that has been discussed by (Reflianto et al., 2021, p.1614), this study aims to determine whether there is an effect of online flipped classroom in covid 19 era. The result of this study shows flipped classroom through WhatsApp and Microsoft Team provides students reading comprehension performance. Previous research by Fulgueras (2020, p.265) showed that the implementation of flipped classroom through Facebook the research using true

experimental research design that provides significant differences in reading comprehension level, with the flipped classroom approach more effective in developing students' reading skills compared to traditional teaching Another study by Putri & Nurkhamidah, (2023, p.160) In this study researcher used the Classroom Action Research (CAR) method and used one class with 18 students as the participant. The instruments in this research use observation interviews and reading tests.The result shows that the implementation of flipped classroom in reading learning is beneficial to develop students' reading skill. The differences between the previous researches and this research are that this research will use experimental pretest posttest research design and using google classroom as the media for online flipped classroom activity Base on the background problems in above to solve the problems related to students reading skill on implementing flipped classroom to read and produce a thesis entitled "The Effect of Implementing Flipped Classroom in High School Students' Reading Skill"

Method

This research used Quasi-Experimental Design Quasi-experimental design has many control groups but could not fully control the external variables that affect implementation of the experiment Hardani, (2020, p.355) The research subject of this research was carried out in eleventh grade students in MAN 2 Jember. The researcher took a sample of two classes, which are class XI-J and XI-G. Class XI-J consists of 35 students and class XI-G consists of 35 students, bringing the total sample to 70 students. The reading test in this instrument is in the form of multiple choice that consists of 20 item questions related to reading comprehension.

Findings and Discussion

The researcher analyzed the post test results of the two groups on SPSS used Mann Whitney U Test to determine the difference in the means of the two groups. The researcher used Mann Whitney U Test to analyze the score because the data distribution was not normally.

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Table 1. Tests of Normality

Tests of Normality

	Kelas	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	df	Sig.
Post Test	Experimen	.232	35	.000	.894	35	.003
	Control	.133	35	.124	.942	35	.063

a. Lilliefors Significance Correction

Based on the table 4.3 the result of student learning outcomes data in the experimental class in the table above, show a significant value of 0,003, it can concluded that the data is not normally distributed, because it the significant level <0,05. Then the independent sample T-test data analysis is not fulfilled. The data analysis carried out using Mann Whitney U Test as the alternative because it does not require normally data distribution.

Table 2. Mann Whitney U Test

Mann-Whitney Test

Ranks

	Kelas	N	Mean Rank	Sum of Ranks
NGain_Score	Experimen	35	46.03	1611.00
	Control	35	24.97	874.00
	Total	70		

Table 3. Test Statistic of Mann Whitney U Test

Test Statistics[a]

	NGain_Score
Mann-Whitney U	244.000
Wilcoxon W	874.000
Z	-4.342

Asymp. Sig. (2-tailed)	.001

a. Grouping Variable: Kelas

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The value of Sig (2-tailed) is 0,001 and it was less than 0,05, it can be concluded that there was a significant difference between experimental class and the control class. In other word there was a significant effect of implementing flipped classroom method on high school students' reading skill at MAN 2 Jember.

According to Fulgueras, (2020,p.265) mention that the implementation of flipped classroom provides significant difference in reading comprehension level. Providing online material can make it easier for students to access learning materials anywhere and any time before learning activities in class. During offline activity the experimental group is more active and confident than the control group (Phung & Yen, 2020, p.416 - 417) because they are already have better preparation and understanding through online activities. From the previous argument, it can be shown that the implementation of flipped classroom method to enchase students' inferential reading comprehension was successful based on improvement of students' mean scores pretest and post-test.

Students learning activities used flipped classroom also could help students' reading fluency. It can be seen from students' progress from the first meeting to the last meeting where students are more fluent in reading narrative text in each meeting. Student-centered discussion activities also allow students to be more active in interacting and responding to each other with friends. Wu et al (2017,p.151) assert that flipped classrooms can promote cooperation and peer interaction. Therefore, by promoting involvement in class activities and helping students feel comfortable in the classroom, the flipped classroom approach can influence students' motivation to study, which can help them learn. In addition, in the implementation of the flipped classroom, researchers found that there were connection problems for students so that some students were late to access the material. Overcoming this problem, the researcher provides material in a long time for students to be able to access the material for a long time

Conclusions

Based on the data analysis and discussion presented in the preceding chapters, it can be concluded that students' reading inferential comprehension of narrative text is significantly affected by implementing flipped classroom method. Students in the experimental class scored higher than the control on post-test indicating a significant difference in scores. Following SPSS analysis the differences is significant, indicating significant value (2 tailed) 0,001 < 0,05. This value indicates that improving students; inferential reading comprehension skill using flipped classroom method is successful.

The implementation of flipped classroom method in learning process is advised for English teacher because flipped classroom offers many advantages in English learning, including students become more active and more confident during the learning process, Future researchers are advised to take the findings of this study as a guide when they conduct additional research of the implementation of flipped classroom in teaching and learning activity.

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