



ANALYSIS OF THE APPLICATION OF FLIPPED CLASSROOM MEDIA IN STIMULATING STUDENT IN READING COMPREHENSION

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Abstract

This research aims to see how to apply the flipped class method in teaching reading comprehension in the classroom. Researchers conducted research at SMAN 7 Banda Aceh. Researchers chose class eleven (XI). The research sample consisted of 36 students consisting of 22 women and 14 men. The results of observations and tests show that students' reading abilities continue to improve after implementing the flipped class. Students are actively involved in discussion activities so they can solve problems in class which can increase students' self-confidence and help them create better learning strategies. they find it easy because of the large variety of vocabulary provided so it is easy to fill in the questions given in class and understand reading comprehension lessons better. Implementing a flipped classroom can improve students' reading skills.

Keyword: *Flipped Classroom Media, Reading Comprehension*

INTRODUCTION

Learning English is also growing and developing tarnish the face of Indonesian education, support in its development and enthusiasm must be encouraged from various circles. Approaches, methods and learning models are others must be developed through practical learning in schools and other English education institutions. Techniques and learning models in the classroom can be adapted to the needs of students while still paying attention to learning objectives planned learning. Today we face rapid social and technological change. These changes cause systemic problems in culture and structure organization of educational institutions. One of the problems is the ratio of students to teachers continues to increase. This situation is caused the learning style of educational institutions must change. Reading is an activity or cognitive process that seeks to find various information in the contents of writing.

This means that reading is a thought process to understand the contents of the text read Dalman (2014:5). Reading skills need to be improved to advance education in

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indonesia, how to understand the text, the shape of the letters, so that they can reconstruct the knowledge obtained through reading. Reading comprehension skills are expected that students will understand the meaning of the text read in its entirety, the placement of reading comprehension skills is one of students' cognitive thinking processes in developing thinking attitudes that will be developed in English language course content. Thus, reading comprehension is not just capturing content reading, but students are expected to understand the importance of reading. Based on observations when the researcher practiced teaching PLP (Pengenalan Lapangan Persekolahan) in SMA Negeri 7 Banda Aceh, the researcher noticed that students struggled to read and understand the text, especially for 11th grade students. To improve reading comprehension while learning English, teachers tended to implement conventional teaching.

The teacher only read the text with the students and answered the questions based on the text, not caring about how the students' reading comprehension develops. The students tried to answer questions about the text, but when they found a difficult words they hesitated to open the dictionary, preferring to play without paying attention. There are some problems that students face in reading activities. First, most students only have the ability to pronounce and identify words, but not to understand the meaning of each sentence in the text. Second, the researcher find it difficult to concentrate on reading the book and understanding the main ideas and supplementary details. It was also difficult to analyze the schematic structure of the text, despite reading the text several times. Additionally, students' reading scores were not as good as their scores for other English skills with average reading scores below the minimum learning ability threshold. In other words students have difficulties in comprehend the reading text, therefore students should improve their reading comprehension from the statement above, the problem that the researcher sees is that there are still many students who are very lacking in reading skills. Based on the problems that have been described, the researcher proposes a solution using the flipped classroom method. Based on previous research conducted by Kanza Rufaida, Muassomah (2021), states that with this method the student is able to understand the reading text precisely, able to translate reading texts, and able to retell with its own language. The researcher concluded that the application of the reverse method classrooms can improve students' reading text comprehension.

The flipped classroom method is a way that can minimize the number of direct instructions in the learning process and is able to maximize student interaction in learning, so it can be said that this learning method can increase student activity in the

classroom. Muhtadi A (2019: 117) states that the flipped classroom is part of the blended learning rotation model, where students receive instruction directly via online video before starting in-person learning so that students can complete their assignments at the beginning of learning. This suggests that reverse classrooms give students more opportunities to engage more learning activities and discuss related concepts. In other word, flipped classroom is the reverse of the procedure traditional learning, because it is usually done in class and done at home and usually done at home while doing work. Student at home or outside the classroom while learning sessions are used in class for group discussion and work (Danker, 2015).

Based on the problems found by researchers, this study aims to complement and strengthen the research that has been done so far. Through observation, the researcher seeks to study analyze and apply new method of learning English especially reading to maximize students reading skills. In this case, the researcher uses the flipped classroom method in learning to read to improve student ability to understand reading texts by synergistically integrating theory and application. Therefore, the purpose of this study was to find out the application of the flipped classroom method in learning reading comprehension and to find out the effectiveness of the flipped classroom method in teaching reading comprehension to students. In coping with this problem, the flipped classroom has the potential to be an effective and beneficial method of education. The results of this study can help provide information about the potential of flipped classroom method to improve reading comprehension as a way to strengthen students' reading comprehension. Based on the description above, the researcher is encouraged to conduct research with the title "Analysis of The Application Flipped Classroom Method In Stimulating Student In Reading Comprehension" English subjects of class XI Students at SMAN 7 Banda Aceh.

RESEARCH METHOD

In this study, researcher used qualitative research as a research design. This it can be concluded that qualitative research is a method that describes phenomena with descriptions in sentences and language using natural methods. This research leads to the reality related to the learning process of reading ability carried out by teachers using the flipped classroom method which aims to see the effectiveness of the flipped classroom application for reading comprehension. Thus, the researcher tries to understand the state of the object and is always careful in extracting information that the informant concerned

does not feel burdened. In this research, it is intended that the data collected is not in the form of numbers, but the data comes from interviews, observations, and documents. In this study, researchers will analysis the application of flipped classroom method in stimulating students' reading comprehension, in line with the purpose of this study is to find out the effectiveness in the application of flipped classroom method in stimulating students' reading comprehension.

Researcher conducts research at SMAN 7 Banda Aceh because the researcher found that some students still had difficult y reading comprehension. In data acquisition, the researcher selected eleventh grade (XI) students of SMAN 7 Banda Aceh as the sample for this study a with 36 students which consists of 22 female and 14 male, and the participants of this research were two English teachers at SMAN 7 Banda Aceh, two English teachers who teach in the second grade at this school, the researcher believe the teachers who teach at class XI are appropriate for this study.

REASERACH INSTRUMEN

In this study, the data takes the form of qualitative information, as defined by Sugiyono (2015) as data comprised of words, schemes, and images. The researcher opted for a qualitative approach, focusing on gathering information regarding the analysis of the flipped classroom method's impact on students' reading skills. The primary data for this research will be collected through interviews, observations, and document analysis.

The primary data collection involves interacting directly with the original sources. Through survey and observation methods, the researcher aims to obtain firsthand information from respondents, which include both students and teachers. The survey method entails using oral and written questions to gather essential information during interviews. Additionally, the researcher employs observation methods, physically attending classrooms to witness and document activities related to the flipped classroom method. This direct engagement allows for a comprehensive understanding of the practical aspects of the teaching approach.

In contrast, secondary data serves as an indirect source of information, acquired or managed by third parties. Historical records, reports compiled in archives, and relevant documents contribute to this secondary data. Books and literature supporting the research topic, particularly those addressing the application of the flipped classroom learning model in stimulating students' reading comprehension, serve as valuable secondary sources. This dual-data approach ensures a comprehensive exploration of the research

subject, combining firsthand experiences with a broader contextual understanding derived from existing records and literature.

TECHNIQUE OF DATA COLLECTION

The study employed in-depth interviews, a method involving face-to-face question-and-answer sessions between the researcher and participants, guided by interview protocols. According to Sutopo (2006:72), in-depth interviews aim to elicit detailed information about the social lives of the participants. The researchers emphasized that this method allowed them to gather comprehensive insights from students and teachers at SMA Negeri 7 Banda Aceh. The interviews, lasting 20-30 minutes each, were recorded and later transcribed. Conducted in Indonesian, these face-to-face interactions constituted a primary data collection method, enabling a deep exploration of participants' perspectives.

Observation served as another data collection tool, assessing developmental processes and observable activities in both real and simulated settings (Sudjana, 2010). The researchers employed direct observations to evaluate the learning process, focusing on teacher-student activities during reading skills instruction. Two observers conducted the observations to provide a comprehensive perspective.

Documentation, derived from the term "document," served as a crucial data source, encompassing texts, photographs, and various records of past events. In this study, documents included a flipped classroom lesson plan (RPP), syllabi created by teachers, and student worksheets. These documents provided essential insights into the planning and execution of the flipped classroom method in stimulating students' reading skills.

TECHNIQUE OF DATA ANALYSIS

The study employed Miles and Huberman's (1994, p.10) analytical framework, comprising three essential activities: data reduction, data display, and drawing/verifying conclusions. Following this theoretical foundation, the researcher systematically examined qualitative research data obtained through in-depth interviews and observation lists, focusing on the implementation of the flipped classroom method to improve English reading comprehension among students. The analysis unfolded in three distinct stages. Firstly, data reduction aimed to manage the abundance and complexity of collected data by summarizing, selecting essential elements, and identifying key themes and patterns.

This process enhanced clarity and facilitated subsequent data collection. Secondly, the data display involved presenting information in diverse formats, such as words, sentences, stories, tables, and graphs, to facilitate the extraction of relevant conclusions. Lastly, the summary chart and verification stage focused on refining initial conclusions derived from qualitative research, subject to potential adjustments based on strong supporting evidence. This systematic approach ensured a thorough analysis and a well-founded understanding of the flipped classroom method's impact on enhancing students' English reading comprehension.

RESULT

Interviewed two English teachers face to face after doing class observations. Twelve questions were asked related to the analysis of the application of flipped classroom method in stimulating student in reading comprehension. In order to answer the research questions, the analysis of the interview was focused just on one topics topics: application of the flipped class method in teaching reading comprehension.

1. Application of the flipped classroom method in teaching reading comprehension

After conducting observation and interviews, it can be concluded that teachers, use flipped classroom method. Based on the interview, the teacher uses this method only a few times in their learning activity. However, in my observations I found that the majority of the class that the researcher observed they did not pay attention to or comprehend the explanation that was being presented. When they were asked about the text that they were studying they just listened and did not respond to what was asked because they did not have the initiative to participate in learning.

Furthermore, the researcher conducted a interview which was to identify the issue and where to find more detailed information so that the researcher could know the students' reading skills in class.

Several issues come up during learning because students' limited vocabulary makes it difficult for them to understand what is being taught in class. They also have a limited amount of reading lesson time at school.

A. First Cycle

a) Planning

Teacher plans a student-centered narrative text reading lesson with a flipped classroom approach. Pre-class assignments are given for at-home study. The teacher uses an observation sheet to monitor classroom activities. The lesson starts with instructions

for attentive listening to enhance student independence. Students then engage in reading, testing, and presenting their understanding of a fairy tale text. Five learning objectives are identified, focusing on narrative text characteristics, linguistic features, comprehension, story writing, and retelling.

The face-to-face learning model involves individual and group activities, employing methods like discussions, presentations, discovery learning, and the jigsaw method. Listening, speaking, and writing skills are emphasized, utilizing high school English books, the internet, LCD projectors, laptops, PowerPoint, and videos as learning media. The teacher prepares materials, tools, assessment rubrics, and assessment tools.

The lesson begins with greetings, prayer instructions, and motivation. The teacher assesses students' readiness and maintains a positive learning environment. Visual aids and questions about familiar fairy tales are used to introduce the topic. Questioning progresses from close-ended to open-ended, and students explain their understanding of the text. Assessment involves practicing instructions and explaining answers in front of the class.

Closing activities include student conclusions or summaries, questions about the studied material, and teacher evaluation of learning outcomes. The lesson ends with a prayer.

b) Action

In this teaching cycle, the teacher reviewed narrative text elements, including definition, purpose, genre, generic structure, language features, and indirect speech. Home study involved WhatsApp sharing of learning materials and pre-learning exercises. Students were encouraged to complete whiteboard questions for points, fostering motivation. Classroom observations emphasized creating an environment conducive to student questions, aiming to enhance reading skills and comprehension of course materials.

c) Observation

During the observation phase, the researcher noted positive aspects of student engagement in learning, with students effectively preparing for lessons, actively participating in discussions, and demonstrating a strong understanding of the topics. Teachers were praised for their ability to guide the class, provide clear instructions, and assist students in overcoming learning difficulties. However, during the home study session, the researcher identified key challenges, including students' struggle to grasp basic grammar concepts such as identifying the subject or object of a sentence, limited

vocabulary hindering sentence construction, and a lack of comprehension of essential language features crucial for understanding texts. Subsequent teacher interviews conducted in Indonesian revealed insights into teaching methods and strategies.

Interviewee: Respondent

Place: SMA Negeri 7 Banda Aceh

1. Menurut ibu, apa itu flipped classroom?

- Menurut saya, flipped classrom salah satu metode yang digunakan di dalam kelas pada saat pembelajaran yang dimana siswa harus mempelajari terlebih dahulu materi yang diberikan oleh guru yang sering di share di group whatsapp kelas.

2. Apa manfaat dari flipped classroom ini?

- Dengan penggunaan flipped classroom ini, menurut saya dapat menambah tingkat kemandirian siswa untuk mendapatkan ilmu. Dengan adanya flipped classroom ini juga siswa bisa lebih cepat merespon saat di dalam kelas.

3. Seberapa sering ibu menggunakan media ini untuk siswa?

- Lumayan sering, karena menurut saya siswa di kelas yang saya ajarkan lumayan terbantu dengan adanya metode ini.

4. Apakah flipped classroom meningkatkan pembelajaran siswa khususnya dalam pemahaman membaca?

- Ya, apalagi untuk beberapa siswa yang memang menyukai dengan adanya metode ini. Mereka bisa mengulang secara berulang-ulang materi yang guru mereka bagikan di grup whatsapp.

5. Seberapa sukses penggunaan flipped classroom ini?

- Untuk rating dari 1-10, saya memberikan angka 8 untuk metode ini. Mengapa? Karena metode ini sangat membantu proses pembelajaran, tentunya tidak lupa dengan tetap memberikan motivasi kepada siswa untuk meningkatkan rasa semangat saat kegiatan pembelajaran berlangsung.

6. Apa kekurangan dari penggunaan flipped classroom?

- Ini terjadi untuk beberapa siswa yang memang agak sedikit kurang ya jika tidak sedikit dipaksa untuk belajar oleh gurunya. Jadi mereka bahkan sama sekali tidak membuka atau membaca materi yang dibagikan.

7. Apakah ada tantangan selama menggunakan flipped classroom saat pembelajaran di dalam kelas? Jika ada, bagaimana solusi yang ibu gunakan untuk menyelesaikannya?

- Adaa, tetapi tidak terlalu mendominan. Jadi saya tidak menjadikan itu suatu tantangan atau suatu permasalahan yang besar. Untuk solusi yang saya gunakan

adalah, membentuk sebuah grup diskusi untuk setiap siswa, dimana mereka memiliki tugas dan tanggung jawab masing-masing, jadi setiap siswa merasa bahwa mereka memang harus mempelajari materi yang diberikan karena tanggung jawab atas tugas mereka.

8. Keterampilan apa yang harus dikuasai siswa dari flipped classroom ini?
 - Untuk dikelas yang saya ajarkan, saya melihat mereka lebih mendominasi untuk keterampilan membaca dan mendengarkan ya.
9. Apa saja strategi flipped classroom ini dan bagaimana cara terbaik untuk menggunakannya?
 - Untuk strategi, saya tidak memiliki strategi khusus untuk metode ini. Dan cara terbaik menggunakannya adalah dengan tetap memberikan mereka materi pembelajaran h-1 sebelum memulai kegiatan belajar tatap muka.
10. Bagaimana bila ada siswa yang tidak terlibat aktif atau tidak mengerti saat ibu menggunakan metode flipped classroom?
 - Saya hanya perlu memaklumi, dan menjelaskan kepada mereka secara berulang kali sampai mereka paham ya untuk materinya. Soalnya yang saya inginkan adalah semua siswa saya paham untuk setiap materi yang saya ajarkan. Untuk siswa yang tidak terlibat aktif, saya memberikan perhatian lebih kepada mereka dan menanyakan cara belajar seperti yang mereka merasa nyaman dan yang mereka inginkan

d) Reflection

based on the observation phase, there were several problems which caused less than optimal results in the first cycle. It was found that students still lacked basic knowledge of grammar, they still had very limited vocabulary. In addition, they also do not fully understand about language features. Moreover, there are students who are noisy and there are also some students who are sleepy and do not pay attention and participate during the learning process. Therefore, the problem is fixed in the next cycle.

B. Second Cycle

a) Planning

The teacher realized that there were still had problems with students' reading skills in planning the second cycle. The teacher added several new exercises in order to overcome this problem. Furthermore, there are 2 new exercises that will be completed by students in which they are asked to find words that describe the characters and settings in the story and write a list in the box below which is to gain an understanding of how the

characters and settings are used in the story. In addition, the researcher also added other exercises so that students could complete sentences in the form of past tense using the words in the box. So that they can easily comprehend the lessons taught in class.

b) Action

The teacher greeting all students and taking their attendance to start this action cycle. After that, the teacher checked the students' test scores. Furthermore, when they study at home, they use learning that is shared via WhatsApp which consists of learning materials and some exercises for students and the learning has been given before learning takes place so that students have studied the readings given at home or outside the classroom. The teacher informed the students about the problems found in the first cycle such as how to use the objectives in narrative texts and direct speech and indirect speech. Then the teacher explained again how the right answer. In addition, the teacher also asked students to pay attention where students identify the examples that have been given. After that, the teacher gave several questions which were used to explore the reading skills of the students. In order to make students remember the material covered in class, the researcher reviews the learning and provides a brief explanation at the conclusion of each lesson.

c) Observation

Observations in cycle 2 where the researcher observed several points on how students studied at home. There are many improvements in students' reading skills which are better than before. First, they can understand basic grammar well so that they can produce the right sentences so that they are easy to understand. Second, they also have a large vocabulary. Third, they also use good language features into a text. Although there are some students who still have difficulty but, overall, their reading skills are developing.

The results obtained at some of these points indicate that this has a major impact on the tasks given because their scores increase significantly. In addition, students also have a positive role where they actively participate in discussions and they also express their ideas when the researcher asks about some learning materials. Moreover, they feel calmer in the classroom so that learning goes well.

d) Reflection

In order to deepen their comprehension of reading skills in which they can use this to organize their learning at home or outside of the classroom and to become more active and motivated in the class.

DISCUSSION

The students' reading skill was significantly improved as a result of implementation of the flipped classroom in learning reading. Meanwhile, they said that in pre-interviews that they seemed to have difficulty understanding the lesson due to a limited vocabulary that prevented them. After the implementation of the flipped classroom, they found it easy because of the many variations of the vocabulary provided so that it was easy to fill in the questions given in class and better understand reading comprehension learning. Furthermore, Engin in Alkhoudary, (2019) states that which shows that flipped learning improves students' language skills.

This shows that the results of the study found that the implementation of the flipped classroom was able to develop students' reading skills by including a variety of vocabulary words in each exercise, which made it easier for them to comprehend the lesson being taught and complete the tasks that were given to them. Moreover, students are more interested and motivated when discussing in class where they actively participate in learning. According to Wu, Hsieh , & Yang (2017) that flipped classrooms can encourage peer interaction and teamwork. Thus, the implementation of the flipped classroom is able to have an impact on students' motivation for learning by encouraging participation in class activities so that they feel confident in class so this can be beneficial for their learning. As stated by Herreid & Schiller (2013) that instead of spending a lot of class time on lectures, class time is used productively for students to practice using the language.

CONCLUSION AND SUGGESTION

Conclusion

The implementation of flipped classroom in reading learning is beneficial for improving students' reading skills. The results of observations and tests showed that students' reading skills continued to improve after the implementation of the flipped classroom.

In addition, students are actively involved in discussion activities so that they can solve problems in class which can increase students' self-confidence and help them create better learning strategies. Therefore, the implementation of the flipped classroom can improve students' reading skills.

Suggestion

For English teacher, they can use the flipped classroom as a model to improve students' reading skills and motivation. For the students, they need more practice in improving reading skills so that they can understand reading learning and they must also motivate themselves to keep learning so that they can achieve better achievements. For the future researcher, the researcher hopes that this research can be used as a useful reference for further research related to this research problem.

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