

# FLIPPED LESSONS MODEL AS AN ATTEMPT TO STRENGTH EFL LEARNERS' READING COMPREHENSION

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## **Abstract**

The problem of this study was concerned with the effectiveness of using Flipped Lesson Model in teaching reading comprehension. The objective of this study was to find out whether or not Flipped lesson model was effective to use in teaching reading to the students of English Education Study Program Baturaja University. In this study, pre-experimental method was used. The result it was found mean score of pre-test 48,33 and the mean score of post-test was 61,55 based on calculating of t-test, the value of sign. 0,000 less than the significance level ( $\alpha = 0,05$ ) the value of tobtained = 11,642 was more than ttable = 1,69 with df 29, and the value of sig. (2-tailed was 0,000). It less then the significance level ( $\alpha = 0,05$ ). Based on the result of t-test had been given, the researcher concluded that it was effective teaching reading by using Flipped Lesson Model to EFL Learners.

**Keywords:** Flipped Lessons, Reading Comprehension

## **1. INTRODUCTION**

Competence of students who are able to face the industrial era 4.0 must start from curriculum orientation by building online learning or blended learning. While in the field of developing technology-based learning innovation, management is needed research conducted by teachers on an ongoing basis, the development of learning in synergy with the industrial world through the development and management of ICT-based learning. The selection of learning strategies is one of the steps that can be taken to improve the quality of learning to achieve learning objectives (Oxford,1990). The selection of

learning strategies is expected to improve students' cognitive, psychomotor as well as affective in an integrated manner, so as to produce graduates who have qualified cognitive abilities, who are able to compete in the global world.

Reading skill is one of the compulsory subjects offered to students starting from (1) Reading for General Communication, (2) Reading for professional context, and (3) Reading for Academic Purposes. Based on the data obtained in the previous semester, the student achievement scores in the reading course in the 2019/2020 academic year have not been

satisfactory with the percentage of students who have not reached the competency graduation standard. In addition, the learning of Reading subjects still tends to be centered on the Lecturer by using conventional methods. Relevant to these problems, in Indonesia, based on the PISA (Program for International Assessment) report in the past year, the average score has decreased in three areas of competence, one of which is reading competence. With the biggest decline in reading, Indonesia's ranking slumped in the 2019 PISA evaluation, Indonesia was ranked the 74th lowest out of 77 countries in the world.

Responding to these problems, researchers will apply one way to strengthen student achievement in reading and improve reading attitudes in readers, namely with a learning model called flipped lesson (reverse class learning). is a reversal of traditional learning procedures, where what is usually done in the classroom in traditional learning becomes carried out at home in a flipped classroom. And what is usually carried out at home as homework in traditional learning becomes carried out in the classroom in the Flipped Lessons Model. That's why it's called reverse classroom learning. In traditional learning, students are taught subject matter by the teacher in class (through lectures or direct explanations from the teacher, group discussions, or reading and observing), then do assignments for reinforcement at home (in the form of homework).

In the flipped lessons model, students study the subject matter at home (through watching videos) learning, making summaries, noting important points, asking questions, discussing with friends online, or reading needed resources). Then do assignments for reinforcement in class.

In the classroom there are also discussions, laboratory practices, explanations of concepts that have not been understood by students, but these are for reinforcement or deepening. In their book *Flip Your Classroom: Reach Every Student in Every Class Everyday* (2012), Jonathan Bergmann and Aaron Sams write: "Basically the concept of a flipped class is this: that which is traditionally done in class is now done at home, and that which is traditionally done as homework is now completed in class." It means, basically the concept of flipped class is as follows: that which is traditionally done in class is now done at home, and what is traditionally done as homework (homework) is now done in class.

## **2. Literature Review**

### **2.1 Flipped Lessons Model**

Flipped Lessons is a learning strategy that uses IT in learning. This learning strategy actively involves students to learn independently through video media before entering class. Classes are used only to interact actively in solving difficult problems (To 2014; Henson, 2015; Bergman, Rotellar, & Cain, 2016; Mok, 2017). In addition, flipped classrooms have also been proven to be effective for large classes, able to generate positive perceptions of students towards the learning process, and can improve learning outcomes (Stone, 2012; McLaughlin, 2014; Persky & Laughlin 2017; Yesrebsya, 2014; Beatty & Brian, 2016). In addition, the current situation, the millennial generation or known as the digital native generation, a generation born in a digital environment (Prensky, 2001), has a very high dependence on technology (gadgets). Therefore, learning is needed that is integrated with the environment (technology) and their habits. It takes a

learning design that is all practical and easy by integrating technology into it.

Flipped lessons is a pedagogical approach in which basic concepts are given to students for pre-class learning, so that class time can be applied and built on the basis of the concepts they have learned (Persky, 2017). As Bergman points out in Carbaugh and Doubet's book *The Differentiated*, a teacher who uses flipped lessons has complete control over their students and holds students responsible for their own learning. In this case, students are given space to study independently, while the teacher functions as a control over the activities carried out by students (Carbaugh, 2014). Bergmann and Sams created an inverted classroom form to describe a learning model that combines hands-on learning with constructivist learning experiences. This model provides an opportunity to bring technology more naturally into the classroom and explore more creative ways to engage students in learning. The scheme of flipped lessons can be seen in the following chart.

## 2.2 Reading Comprehension

Understanding the text is the main goal of the readers. Puskorius (2011) states that reading comprehension is the understanding that a person gets from the text. It is the process by which meaning is constructed and is the primary goal of reading instruction for students. According to Syatriana (2011) reading comprehension means understanding what has been read. It is an active thinking process that depends not only on comprehension skills but also on student experience, and understanding prior knowledge involves understanding vocabulary looking at the relationship between words and concepts, organizing ideas, understanding content, and evaluating.

In line with that, reading comprehension is defined by Badr El Deen (2011) as the ability to communicate text which leads to an integrated process that involves parsing vocabulary and sentences, using prior knowledge relevant to the text and using cognitive and meta cognitive strategies to get the message.

## 3. RESEARCH METHOD

The data collection method in this study was based on one group Pre-test and Post-test without a control group. The research sample was 31 students of the English Education Study Program. Reading comprehension tests were conducted to determine students' reading comprehension skills, while questionnaires were distributed to determine students' attitudes towards the application of the Flipped Lessons Model. To analyze the data, paired sample t-test used to determine whether there is a significant effect between the Pre-test and Post-test. Furthermore, percentage analysis used to determine student attitudes towards the use of the Flipped Lessons Model. After analyzing the validity of the test, the writer check the reliability of test by using Cronbach Alpha. According to Wallen and Fraenkel (1991:99), for research purpose a rule is that reliability should be at least 0.70 and preferably higher. It means that the test will be reliable since it is higher 0.70 and can be used in real study. Futhermore, it was found that the reliability of reading comprehension test was 0. 867. From the result, it can be seen that the tests were reliable.

## 4. RESULTS AND DISCUSSION

### 4.1 Reading Comprehension Scores

In the pre experimental group, the lowest pretest score on reading comprehension obtained by the students was 5 while the highest was 15.

Meanwhile, posttest the lowest and the highest scores were 8 and 25, The descriptive statistics of pretest and

posttest scores of reading comprehension in the experimental group could be seen in the Table below,

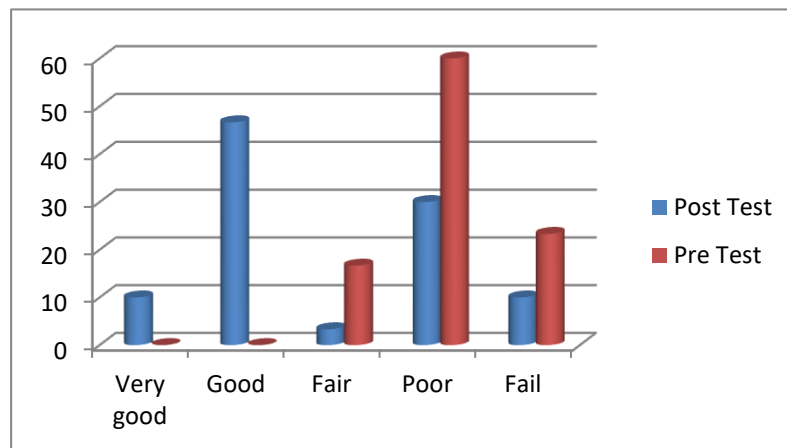
Table 3. Score Distribution Pre-test and Post-test

No	Score Interval	Criteria	Score Distribution Pre-test		Score Distribution Post-test	
			Frequency	Percentage	Frequency	Percentage
1	80 – 100	Very Good	0	0%	3	10%
2	66 – 79	Good	0	0%	14	46,67%
3	56 – 65	Fair	5	16,67%	1	3,33%
4	41 – 55	Poor	18	60,00%	9	30%
5	<40	Fail	8	23,33%	4	10%
<b>Total</b>			<b>31</b>	<b>100%</b>	<b>31</b>	<b>100%</b>

The chart of comparison between the result of pre-test and post-

test was described in chart below:

Chart 1. Score Distribution Pre-test and Post-test



Based on the comprehension of students score in pre-test and post-test on the chart, the writer found that there was difference score before the writer gave the treatment and after gave the treatment on the pre-test and post-test. the students who passed the test were higher score in after treatment than before treatment.

Pre-test from 31 students in their pre-test there was 0 students (00,00%) who got very good score, 0 students (00,00%) who got good score, 5 students (16,67%) who got average score, 18 students (60%) who got poor score , and 8 students (23,33%) who got fail score.

Based on the chart on the Post-test from 31 students in their pre-test there was 3 students (10%) who got very good score, 14 students (46,67%) who got good score, 1 students (3,33%) who got average score, 9 students (30%) who got poor score , and 3 students (10%) who got fail score.

**C. Normality of the Test**

In analyzing the normality of the data, the writer used *Kolmogorov-Smirnov test*. The normality test was used to find out whether or not the data of reading comprehension was distributed normally. According to Pallant (2005), it assesses the normality of the distribution of scores by seeing its significant value of more than 0.05. It means, if the normality spread  $p < 0.05$  then it is normal, if  $p > 0.05$  it is not normal.

The Kolmogorov Smirnov test of pretest reading comprehension in the experimental group showed that the significance value of reading was 0.592. Since it is  $> 0.05$ , it means that the data of pretest reading comprehension in the experimental group was approximately normal data.

The Kolmogorov Smirnov test of the posttest reading comprehension

result in the experimental group showed that the significant value was 0.337. Meanwhile, reading comprehension posttest scores were considered as the normal data since its significant value was higher than 0.05.

**D. The Statistical Analysis Results**

In order to verify the hypotheses proposed, the statistical analyses were applied. In the study, the writer used paired sample t-test. Paired samle t-test analysis was done to see the mean difference within the group before and after treatment.

**1. Paired Samples t-test Analysis in Reading Comprehension**

It was found that found that the mean was 13,223. The t-obtained value was 11,642, at the significant level 0,005 in two tailed testing with  $df = 29$ . The criteria value of the t-table was 1,69. So, the value t-obtained was higher than critical value of t-table ( $13,223 > 1,69$ ) it means that was a significant different of students' achievement before and after treatment in experimental group. It could be seen in the table below

Table 4. Pair Sample Statistics

	Mean	N	Std. Deviation	Std. Error Mean
pretest	48,3320	31	10,45820	1,90940
Pair 1				
posttest	61,5553	31	13,75066	2,51052

Table 5 Paired Samples Correlations

	N	Correlati on	Sig.
Pair 1 pretest & posttest	30	,903	,000

Table 6 Pair Sample Test

Pair Sample test	
Mean	13.223
Standard Deviation	6.221
t	11,649
df	29
Sign (2-tailed)	0,000

#### 4.4 Interpretation

Based on the result of the study, the mean score from the pair sample t-test, it was understood that pre test was better than post test. This progress is probably caused by flipped lesson classroom time used effectively. Regarding students' opinions of the effectiveness of the flipped classroom strategy on improving their reading comprehension ability and fostering their self-learning opportunities, students rated the in-class activities highly and availability of videos outside the classroom as one of the factors that improved their learning. Moreover, they had more and more time to brainstorm their minds and jot down their ideas at their own pace since most of them agreed that through the videos, they had enough time to acquire the sentence structures and their performance on reading tests were better as they had more time to apply the learning in class.

Finally, it was found that a considerable number of students felt more confident and independent because of the flipped model of instruction. By applying this model the students enjoyed, they were motivated to learn actively. They were conditioned to be more active in the class by working individually and working hard. In groups they could understand the meaning from the videos freely by their own interpretations. They also got a new situation in learning reading comprehension.

#### 5. CONCLUSION

Based on the data analysis show that there was a significant different in reading comprehension achievement before and after treatment. The students who were taught by using flipped lesson model got a better achievement in reading comprehension. The learning model that can be used in this millennial era is the flipped classroom learning strategy, by integrating technology into learning through learning videos that are designed in such a way, so as to streamline student learning time in the classroom. In a traditional classroom, the teacher conveys the learning in class and then gives homework to students to do after class is over. Flipped lessons are a learning model that rearranges and reschedules time used outside the classroom and in the classroom, by increasing students' independent study time compared to learning from teachers or educators.

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