



The Implementation of Flipped Classroom to Develop Students' Reading Skill

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ABSTRACT

The objective of this study was to investigate how the implementation of the flipped classroom in improving students' reading skills. This research was conducted using the Classroom Action Research (CAR) method that uses four phases according to the Kemmis and McTaggart model which includes planning, action, observation, and reflection. The subjects of this study were 18 students of class 10 science 1 SMAN 19 Kabupaten Tangerang. The data gathered in this study through observation sheet, interviews, and tests. The findings of the study found that the implementation of the flipped classroom succeeded in improving students' reading skills in which the average score of students who reached the minimum completeness criteria that students obtained an average score of 77.33 in the post-test cycle 2 compared to the pre-test score in which most of the students did not meet the minimum completeness criteria. This study also found that the implementation of the flipped classroom had a positive impact on student learning participation.

Keywords: Classroom Action Research; Flipped Classroom; Reading Skills



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1. INTRODUCTION

1.1. Introduction

Technology has become an important part of education. The development of technology has created new chances to raise the accessibility and quality of education. The challenge faced by educators is how to use technology to meet student learning outcomes in the classroom. Students are expected to learn independently and cooperatively as a result of the advancement of technology

in the field of education. Furthermore, the use of technology in education also requires collaboration between teachers and students in order to always update technology by bringing up new learning models in which to influence education to be more positive and directed. Mehring (2016) states that integrating technology into English as a Foreign Language (EFL) classrooms enables a change from a teacher-centered instruction setting to one that is more learner-centered and communicatively based.

Hermida (2009) points out that reading, along with writing, critical thinking, oral presentation, and media literacy is one of the major academic abilities required at the university level. Moreover, reading is one of the most essential skills in learning English. Students' reading skills are extremely valuable because those who enable students to gain a thorough understanding of the learning materials. This can have a significant impact on student learning success. These days, it's simple to access a wide variety of challenging reading passages. Moreover, technological advancement makes it much easier to access a variety of reading materials. McDermott & Gormley (2016) declare that technology can be used to teach interactive lessons through a variety of exercises, the sharing of reading materials, and a focus on the interactive and independent learning of students in the reading class. Moreover, according to Kymes (2005) that students should learn reading skills such as skimming and scanning, especially as they advance their technology literacy.

In students' reading learning texts where students use narrative texts in class learning activities. One of the texts that high school student study is narrative text. A narrative text aims to deal with a problem by telling a story with difficulties or problematic situations. According to Cahyono (2011) that the goal of a narrative is to make the audience consider a problem, teach a lesson, or stimulate their emotions in addition to entertaining them.

Furthermore, several components are offered in the narrative text to help the reader understand how to read it which includes orientation, complication, sequence of events, and resolution (Alderson, M., & Anderson, K., 2003). According to Knapp & Watkins (2005) that there are several language features of narrative texts which are the use of nouns and pronouns, special participants, the use of adjectives, the use of conjunctions and conjunctions of time, and the use of adverbs and adverbial phrases.

The implementation of teaching and learning activities at SMAN 19 Kabupaten Tangerang which uses WhatsApp as the main tool in which used to convey information about learning

materials and give assignments to students. Furthermore, Biancarosa & Griffiths (2012) state that there are a number of benefits to employing technology-based tools to enhance students' reading skills. According to Rambe & Chipunza (2013) that the WhatsApp could be a tool for improving language proficiency and giving students the chance to express themselves in free environments. WhatsApp technology can increase students' participation in EFL classes (Baffour-Awuah, 2015). In addition, Shrestha (2014) mentioned that electronic technologies like email and WhatsApp have improved students' reading skills by presenting them with real-world possibilities to communicate with people around the globe using English as a common language. According to Md Yunus et al. (2012) that the benefits of integrating social networking tools include that students get quick feedback, real-life interaction, and they also help the students develop positive learning attitudes and improve their confidence. Moreover, Nakamoto (2005) declares that WhatsApp is a learner-centered technology and face to face interaction that encourages the students' enthusiasm to learn both inside and outside classroom.

On the other hand, students seem to struggle with reading comprehension. Hayuningtyas (2013) points out that there are several factors such as vocabulary and grammar, students' interest in the reading material and motivation to read, teachers' inability to manage and direct their classes, and students' poor reading habits all contribute to students' inability to comprehend the text. Moreover, Mercer & Mercer (1997) states that students have a variety of reading problems, including reading habits, word recognition errors, comprehension difficulties, and numerous symptoms.

Provided these challenges, it is crucial that educators use appropriate education strategies that enhance students' reading skills. The flipped classroom is one of the teaching strategies that will support current learning. According to Sergis et al. (2018) that flipped classroom learning has been widely explored and implemented in numerous schools and higher education institutions all over the world. Gross (2014) mentions that the major objective of flipping the classroom is to provide teachers and student more face-to-face time. Furthermore, Mehring (2015) points out that its primary goal is to use class time for topic discussions, question-answer sessions, and exercise repetition.

Using the flipped classroom has several advantages. According to Bergmann & Waddell (2012) that the students can have discussions with their teachers in flipped classrooms, which is

not possible in regular classroom settings. Moreover, Bergmann & Sams (2012) state that teachers can move around the classroom and interact with students without having to stand in front of the class. Teachers who use flipped classrooms in this way are more likely to recognize and address the emotional and academic needs of their students (Goodwin, B., & Miller, K., 2013).

According to Karimi & Hamzavi (2017) that the flipped learning model in reading classes significantly improved the reading comprehension growth of EFL students. Since they had developed the background information or reading concepts so many students became more confident and independent to study in class. Moreover, Lu (2016) mentions that a flipped classroom in an English reading course allows students the chance to read in a variety of ways, have a large amount of reading material, and improve their understanding. Saad ALRowais (2014) states that the flipped learning approach might enhance students' academic performance and learning attitudes. This strategy in which encouraging peer engagement and teamwork in the classroom.

The explanation shows how the flipped classroom can make learning more beneficial which may have an impact on students' reading skills. The majority of previous studies on the implementation of flipped classrooms only focused on exploring varieties of students' perceptions of the method. The investigation of implementation in students' reading skills has received very little research. Students must be encouraged to be more responsible in taking control of themselves during learning activities while also receiving training in reading skills. They should be able to take the initiative and independence necessary to read independently. However, the majority of students lack the enthusiasm to participate in reading activities outside of the classroom. This study makes an effort to conduct classroom action research that is focused on exploring into the implementation of flipped classrooms to develop students' reading skills in response to such situations.

1.2. Research questions

This study aims to answer the following research questions:

1. How is the process of reading skills through flipped classroom for students of class X IPA 1 SMAN 19 Kabupaten Tangerang?

2. How to improve the reading skills for students of class X IPA 1 SMAN 19 Kabupaten Tangerang through the implementation of the flipped classroom?

1.3. Significance of the study

This research hopes to be useful for teachers to improve teaching and learning of reading skills. The results of this study are also expected to motivate students to continuously improve their reading skills. This research can also be a reference for other researchers to further deepen their understanding of the implementation of the flipped classroom to develop students' reading skills.

2. METHOD

2.1. Research Design

Research design in this study was classroom action research. According to Wallace (1998) that classroom action research is a type of classroom study carried out by the instructor in order to resolve issues or identify solutions to context-specific challenges.

This study aims to determine the implementation of the flipped classroom to develop reading skills. Planning, action, observation, and reflection are the four phases of each cycle according to Kemmis et al., (2014) in Burns (2009) which will be used to conduct the action research.

2.2. Samples/Participants

The participants of this study were the students in grade X IPA 1 at SMAN 19 Kabupaten Tangerang in which 18 students participated and collaborated with English teachers and researchers in order to observe actions and reflect on the results of actions in this study.

2.3. Instruments

The instruments that will be used in this study are observation sheets, interviews, and reading tests. The researchers observed the learning process by using observation sheet. Interviews were conducted in order to obtain information related to learning. The test was carried out to collect the data about students' reading skill before and after the action stage.

2.4. Data analysis

Data were analyzed by researchers, both qualitative and quantitative data. The qualitative data that will be analyzed is in the form of a learning process using observation sheets and interviews. Furthermore, quantitative data will be analyzed in the form of reading test results on the pre-test and post-test.

3.FINDINGS AND DISCUSSION

3.1. Findings

1. The Preliminary Study

In order to examine students' reading skills, the researcher conducted a number of preliminary studies that included observation sheet, pre-interview, and the giving of pre-tests. 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 pre-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.

The researcher also discovered that it was based on the students' pre-test results showed that there were no students who achieved the Minimum Completeness Criteria with an average score of 61.38.

2. First Cycle

a) Planning

The planning stage carried out by the researcher is to design a lesson plan in which the researcher conveys to students to prepare themselves in studying narrative text reading and fill out several assignments that are distributed before the class starts where learning materials and assignments are studied at home or outside the classroom.

In addition, the researcher prepared a strategy in which the researcher designed a student-centered class to discuss more and share learning ideas in class. The result of this plan is to make

an observation sheet. In this way, in order to find out the activities of teachers and students in the classroom during implementation. In addition, the researcher also prepared a post-test cycle 1 in order to determine students' improvement scores from the pre-test and prepared a post-test cycle 2.

b) Action

In this cycle, the researcher reviewed the lesson where the researcher discussed the definition, purpose, genre, generic structure, language features of narrative text, the use of adverbs of time, the use of adjectives and action verbs, the use of past tense and direct speech and indirect speech. Furthermore, when they study at home, they use learning that is shared by WhatsApp which consists of learning materials and some exercises for students and the learning has been given before the learning takes place so that students have studied the readings given at home or outside the classroom.

In addition, the researchers also gave some exercises in which they filled in the answers to the questions given where the questions were written on the blackboard and if they could fill in the questions on the blackboard then they got points so this can encourage students to continue learning. Moreover, several students showed enthusiasm when group discussions were part of the learning process. In addition, the researcher also observed the classroom situation and gave students more opportunities to ask questions. It aims to develop understanding of students' reading skills so that they can comprehend the course materials.

c) Observation

The researcher observes all learning activities that are based on the observation sheet during this observation phase. Several things were observed, including student preparation for learning, classroom situations, and teacher performance. According to the observation sheet, students first prepare well for learning, where the necessary tools are prepared, such as textbooks, notebooks and student works that support learning; both students also pay serious attention to the explanation of the topic and actively participate in communication with teachers and peers to ask questions or discuss learning topics; three teachers participating in the learning process are able to achieve learning goals, give clear instructions during learning, lead the class well, and when students see problems, where the teacher helps students to overcome learning difficulties and answers questions well.

During the learning session where the researcher observed several points how the students studied at home. First, the researcher must explain in more detail how to determine which noun usually acts as the subject or object of a sentence because many students do not know or even understand basic grammar, such as determining whether a noun is the subject or object of a sentence.

Second, their vocabulary is still extremely limited. This can be seen that they find it difficult in how they assemble a good sentence structure.

Third, students also do not fully understand about language features which are language features are one of the most crucial parts of a text that students must know in order to understand the text well.

d) Reflection

The researcher finds out during this phase of reflection that there have been improvements and issues with this cycle's implementation. Based on the post-test cycle 1 score of 68.11. This shows that there is an increase in scores in students' reading skills but has not reached the Minimum Completeness Criteria. Furthermore, 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.

3. Second Cycle

a) Planning

The researcher realized that there were still had problems with students' reading skills in planning the second cycle. The researcher 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 researcher greeting all students and taking their attendance to start this action cycle. After that, the researcher 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 researcher 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 researcher explained again how the right answer. In addition, the researcher also asked students to pay attention where students identify the examples that have been given. After that, the researcher 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

After conducting post-test cycle 2 in this cycle. The test results showed that there was a significant increase in student scores. Based on the post-test score of cycle 2 is 77,33. This means that the students' reading skills in the post-test cycle 2 meet the Minimum Completeness Criteria. Furthermore, based on the observation phase, the implementation of the flipped classroom was successful in enhancing students' reading skills.

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. The test results can be seen in table 3.1 as follows.

Table 3.1 Reading Test Average Score

READING TEST AVERAGE SCORE		
PRE-TEST	POST-TEST CYCLE 1	POST-TEST CYCLE 2
61,38	68,11	77,33

The results of the post-test scores in cycle 2 showed that students felt enthusiastic in learning in class so that there was a development of students' reading skills which in cycle 2 helped them in learning and their scores were better than before.

3.2. Discussion

There was an improvement in students' reading skills on the results of the pre-test, post-test cycle 1, and post-test cycle 2 after the researchers analyzed all the data, including the results of the pre-test, post-test cycle 1, post-test cycle 2, observation sheets, and interviews. Obari & Lambacher (2015) point out that flipped learning has a positive impact on students' English ability. The implementation of flipped classroom in teaching reading for class X IPA 1 SMAN 19 Kabupaten Tangerang has a positive impact in improving students' reading skills. Students' progress can be seen after analyzing the increase in their scores and behavior during the study. Furthermore, in the preliminary study, students only received what the teacher would give during class so that students did not have their own initiative to practice their reading skills. It was found that the mean score of the students' pre-test was 61.38 which had not yet reached the Minimum Completeness Criteria.

Then, the researcher tried to implement the flipped classroom into the reading class. Based on the average value of post-test cycle 1 students is 68.11 which has not reached the Minimum Completeness Criteria. This is caused by the problem of students in lack of basic knowledge of grammar, they still have a very limited vocabulary. In addition, they also do not fully understand about language features. In order to solve this problem, the researchers added several new

exercises. The strategy can be said to be successful because in the post-test cycle 2 the average score of students increased to 77.33 which met the Minimum Completeness Criteria. As stated by Lee & Wallace (2018) that students in flipped classrooms achieved higher mean scores.

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 (2014) 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.

4. CONCLUSIONS

4.1. 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. The average value during the pre-test, post-test cycle 1, and post-test cycle 2 increased gradually. In the pre-test the average value is 61.38 while in the post-test cycle 1 the average value is 68.11. This shows that there is an increase in the value of 6.73 in student scores. Furthermore, in the post-test cycle 2 the average score of students increased to 77.33 which indicates an increase in student scores of 9.22. 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.

4.2. Suggestions

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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