

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

**THESIS**

**Submitted in Partial Fulfillment of the Requirement for the Degree of  
“Sarjana Pendidikan” (S1)**

**By:**

**Zoralia**

**1911060034**



**UBBG**

**ENGLISH EDUCATION DEPARTMENT  
TEACHER TRAINING AND EDUCATION FACULTY  
BINA BANGSA GETSEMPENA UNIVERSITY**

**2024**

## PENGESAHAN KELULUSAN

Skripsi dengan judul "Analysis of The Application of Flipped Classroom Media in Stimulating Student in Reading Comprehension" telah di pertahankan dalam ujian skripsi oleh Zoralia, 1911060034, program studi Pendidikan Bahasa Inggris. Universitas Bina Bangsa Getsempena Banda Aceh pada Kamis, 21 Maret 2024.

Menyetujui

Pembimbing I



Regina Rahmi, M.Pd  
NIDN. 0103038204

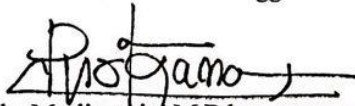
Pembimbing II



Rosdiana, M.Pd  
NIDN. 0115088503

Mengetahui

Ketua Prodi Pendidikan Bahasa Inggris



Rizka Marlisa Aini M.Pd  
NIDN. 1313038901

Mengetahui

Dekan FKIP



Dr. Syarifuni, M.Pd  
NIDN. 10128068203

**LEMBARAN PERSETUJUAN**

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

Skripsi ini telah disetujui untuk dipertahankan dihadapan Tim Penguji Skripsi  
Program Studi Pendidikan Bahasa Inggris  
Fakultas Keguruan dan Ilmu Pendidikan  
Universitas Bina Bangsa Getsempena

Banda Aceh, 6 Februari 2025

Pembimbing I



Regina Rahmi, M.Pd.  
NIDN. 0103038204

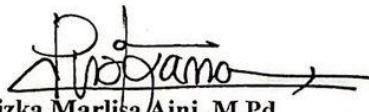
Pembimbing II



Rosdiana, M.Pd  
NIDN. 0115088503

Menyetujui

Ketua Prodi Pendidikan Bahasa Inggris



Rizka Marlisa Aini, M.Pd  
NIDN. 1313038901

Mengetahui

Dekan Fakultas Keguruan dan Ilmu Pendidikan  
Universitas Bina Bangsa Getsempena



Dr. Svarfuni, M.Pd  
NIDN. 0128068203

## **PERSETUJUAN KOMISI PENGUJI**

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

Di ajukan sebagai salah satu syarat untuk memperoleh gelar  
Sarjana Pendidikan

Oleh  
Zorala  
1911060034

Skripsi ini telah di uji pada tanggal 21 Maret 2024 dan telah di sempurnakan berdasarkan saran dan masukan komisi penguji.

Ketua sidang/ pembimbing I



Regina Rahmi, M. Pd.  
NIDN. 0103038204

Sekretaris sidang/ Pembimbing II



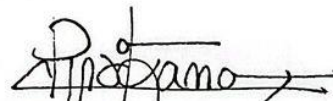
Rosdiana, M. Pd  
NIDN. 0115088503

Penguji I



Idr. Syarfuni, M.Pd  
NIDN. 0128068203

Penguji II



Rizka Marlisa Aini, M.Pd  
NIDN. 1313038901

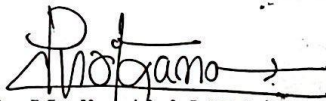
**PENGESAHAN TIM PENGUJI**  
**ANALYSIS OF THE APPLICATION OF FLIPPED CLASSROOM**  
**MEDIA IN STIMULATING STUDENT IN READING**  
**COMPREHENSION**

Skripsi ini telah disetujui untuk dipertahankan dihadapan Tim Penguji Skripsi  
Program Studi Pendidikan Bahasa Inggris  
Fakultas Keguruan dan Ilmu Pendidikan  
Universitas Bina Bangsa Getsempena

Banda Aceh, 6 Februari 2024

		Tanda Tangan
Pembimbing I	: Regina Rahmi, M.Pd NIDN. 0103038204	(  )
Pembimbing II	: Rosdiana, M.Pd NIDN. 0115088503	(  )
Penguji I	: Dr. Syarfuni, M.Pd NIDN. 0128068203	(  )
Penguji II	: Rizka Marlisa Aini, M.Pd NIDN. 1313038901	(  )

Menyetujui  
Ketua Prodi Pendidikan Bahasa Inggris

  
Rizka Marlisa Aini, M.Pd  
NIDN. 1313038901

Mengetahui  
Dekan Fakultas Keguruan dan Ilmu Pendidikan  
Universitas Bina Bangsa Getsempena

  
Dr. Syarfuni, M.Pd  
NIDN. 0128068203

## PERNYATAN KEASLIAN

Saya berindentitas dibawah ini :

Nama : Zoralia

NIM : 1911060034

Program Studi : Pendidikan Bahasa Inggris

Menyatakan bahwa hasil penelitian atau skripsi ini benar-benar karya saya sendiri, bukan jiplakan dari karya tulis orang lain, baik sebagian maupun seluruhnya. Pendapat atau temuan orang lain yang terdapat dalam skripsi ini dikutip atau dirujuk berdasarkan kode etik ilmiah. Apabila skripsi ini terbukti plagiasi atau jiplakan, saya siap menerima sanksi akademis dari prosi atau Dekan Fakultas Keguruan dan Ilmu Pendidikan Universitas Bina Bangsa Getsempena

Banda Aceh, 22 April 2024



Zoralia

## ABSTRAK

Zoralia. 2024. Analysis of the Application of Flipped Classroom Media in Stimulating Student in Reading Comprehension, Program Studi Pendidikan Bahasa Inggris, Fakultas Keguruan dan Ilmu Pendidikan. Pembimbing I. Regina Rahmi, M.Pd. Pembimbing II. Rosdiana, M.Pd.

The development of today's technology is penetrating various sectors, particularly education that has changed old learning patterns into new ones. Based on this phenomenon, the research is conducted in order to identify the strengths and constraints in the implementation of flipped classroom learning model during English lessons in the 11th grade. The problem that is found is that the high school students at SMAN 7 Banda Aceh some students are not very effective in using this learning method, because they are required to understand the material independently first and they have a little difficulty because they are weak in terms of vocabulary. This study uses an qualitative method. From the observations and interviews with students and teacher, it can be concluded that this model is doesn't help to teachers to teach materials in line with the national curriculum merdeka. The constraint of the implementation of the flipped classroom is the lack of vocabulary and lack of student interest.

**keyword :** *flipped classroom, flipped learning, vocabulary, learning model*

## **ACKNOWLEDGEMENTS**

In the name of Allah, the Most Gracious and the Most Merciful. Alhamdulillah, all praises be to Allah, the Almighty and the Sustainer, for his blessings and mercies. Allah always guides and gives me health, strength, and passion in completing this thesis. Peace and salutation to the prophet Muhammad SAW, his family, his companions, and his faithful followers until the day of judgement. The completion of this thesis is not apart from the helps, support and encouragement of numoreous people, institutions, colleagues and friends.

In writing this thesis, a lot of people have provided motivation, advice, and support for me. In this valuable chance, I intended to express my gratitude and appreciation to all of them. First, my greates gratitude to my supervisor Mrs. Regina Rahmi, M.Pd and Mrs. Rosdiana, M.Pd for the precious time, her supervision, advice, guidance, and encouragement is given to me from the very early stage of this study. Besides, I would like to express my deepest appreciation to all the lectures and staff in the English Education Department of Universitas Bina Bangsa Get Sempena for their support, knowledge, and information during my study in this department.

My special appreciations are highly dedicated to my beloved parents, Razali Abdul and Teti Mainira and to my sisters Intan Viola and to my brother Hefrindra A Pratama for the great kindness, endless love and everlasting support both financial and moral. Thanks for everything I cannot describe how much I am grateful to have you all in my life.



I also greatly appreciate all the participants of this study, Mrs. Azniwati for their assistance in the data collection.

Moreover, my special gratitude to my special partner who always supports me in every achievement I have, Gustiawan Hernanda. And to my best friends who always stay by my side in happiness and sadness and have always been my great listeners and supporters, Dara Nisrina, Annisa Mahira, Nailus Surura, Tashella Royani, Nova Septiana Puteri, and. I dedicated my big thanks to all My friends that I could not mention one by one who has supported me either directly or remotely.

Last but not least, the researcher believes that this thesis is still far from perfect. Consequently, improvements are needed. Therefore, suggestions, recommendations are compulsory for further improvements. Finally, the author expects this thesis can be beneficial for the readers.

**Banda Aceh, January 15th 2024**

**Zoralia**

## LIST ON CONTENT

<b>ABSTRACT</b> .....	<b>ii</b>
<b>ACKNOWLEDGEMENTS</b> .....	<b>iii</b>
<b>CHAPTER I INTRODUCTION</b> .....	<b>1</b>
1.1. Background of the Research .....	1
1.2. Research Focus .....	4
1.3. Problem Formulation.....	5
1.4. Research Objectives .....	5
1.5. Research Benefits .....	5
1.6. Key Term .....	6
<b>CHAPTER II THEORETICAL FOUNDATIONS</b> .....	<b>8</b>
2.1 Theoretical Framework .....	8
2.2. Reading Comprehension .....	16
2.3 Relevant Research Studies .....	24
2.4 Frame of Mind .....	26
<b>CHAPTER III RESEARCH METHODOLOGY</b> .....	<b>28</b>
3.1 Research Design .....	28
3.2 Research Background.....	29
3.3 Research Data and Data Sources .....	29
3.4 Data Collection Techniques.....	31
3.5 Data Validity.....	32
3.6 Data Analysis Techniques .....	33
<b>CHAPTER IV RESEARCH FINDINGS AND DISCUSSION</b> .....	<b>35</b>
4.1 Research Findings .....	35
4.2 Discussion.....	54
<b>CHAPTER V CONCLUSIONS AND SUGGESTIONS</b> .....	<b>56</b>
5.1 Conclusions .....	56
5.2 Suggestions .....	56

## LIST ON FIGURES

Figure 4.1	Advanced English Teaching Module class XI .....	36
Figure 4.2	Class X1 English Teaching Module .....	37
Figure 4.3	Class XI English Teaching Module .....	38
Figure 4.4	The condition of the classroom when the teacher explains the Material.....	39
Figure 4.5	Class condition while working on assignments .....	40
Figure 4.6	Table Observation Sheet Cycle I.....	41
Figure 4.7	Meet 2 English Teaching Module .....	43
Figure 4.8	Teacher asking questions to students.....	44
Figure 4.8	Students answering teacher questions .....	45
Figure 4.9	Meet 2 English Teaching Module .....	45
Figure 4.10	Class condition after implementation of flipped classroom media .....	46
Figure 4.11	Cycle 2 observation sheet table .....	47

## **CHAPTER I**

### **INTRODUCTION**

This chapter present the discussion on the background of the study, research focus, problem formulation, research objective, research benefits, and definition of key term.

#### **1.1. Background of the Research**

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. 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 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.

However, reading comprehension is not just capturing content reading, but students are expected to understand the importance of reading (Ditmp, Reading, 2021). Based on observations when the researcher practiced teaching PLP (Pengenalalan 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. 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. 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 is in accordance with the view of Zeng,Y (2017) that in reversed classes, students find more opportunities to participate in more class activities and discuss concepts. 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.

The 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.

Rogers's research (2013) found that flipped classroom learning models can actively and independently improve student learning outcomes, communication skills and learning outcomes. Efforts to improve the quality of learning to improve reading comprehension should make learning methods more flexible, one of the learning models that is suitable for current conditions is the flipped classroom method. 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.

## **1.2 Research Focus**

The focus of this study is an effort to see Application of Flipped Classroom in Improving Student Reading Comprehension in English learning. The researcher given the wide scope of problems about reading comprehension, limiting the focus of the problem is necessary for the research to be carried out effectively. This

research focused on the ability of reading comprehension through flipped classrooms media in class XI of SMAN 7 Banda Aceh.

### **1.3 Problem Formulation**

According to background the study research questions were briefly started as follows:

1. How does the learning process affect students' reading comprehension skills using the flipped classroom media learning model on grade XI students at Sman 7 Banda Aceh?

### **1.4 Research Objectives**

Based on research questions above, the aims of this study can be started as follows:

1. To find out whether the impact of influence on students' reading comprehension skills using the flipped classroom media learning model on grade XI students in Sman 7 Banda Aceh.

### **1.5 Research Benefits**

1. Theoretical

This research is expected to contribute thoughts towards English language learning in primary schools in particular on the increase in reading comprehension of class XI high school students.

2. Practically

- a. For students, can implement flipped classroom in the process reading which is expected to be able to increase reading comprehension in English language learning.



- b. For teachers, as information material to support effectiveness English language learning in an effort to improve reading comprehension that students have.
- c. For the principal, as a reference material in order to improving the quality and quality of schools.
- d. For researchers, as a first step in preparing researchers become a professional educator.
- e. For subsequent researchers, they can use the results of this study as a relevant research foundation to provide an overview of subsequent research.

### **1.6 Key Term**

In order to clarify the key terms used in this study, some definition are put forward.

#### **1. Flipped Classroom**

Flipped Classroom is a learning strategy in blended learning that reverses the structure of "classroom" learning and learning methods. According to Bergmann & Sam (2012) the flipped classroom method is an innovative pedagogical approach that focuses on learner-centered teaching by flipping the traditional classroom learning system that has been carried out by the teacher. This flipped classroom method does have many benefits (McLaughlin et al, 2014), such as students will have a positive opinion and be open to new knowledge, be more active, more independent and creative and more critically respond to specific case problems.

## 2. Reading Comprehension

Reading Comprehension is the skill or ability to understand what we read. Reading comprehension can also be interpreted as a series of processes carried out by the reader to find information and understand the information contained in a reading text (Abidin,2010:127).

## 3. Analysis

Analysis is observing the activity of objects by describing the composition of object and rearranging their components to be studied or studied in detail. Azwar (2019) stated the nation of analysis is to break or decompose a unit into the smallest unit.

## **CHAPTER II**

### **THEORETICAL FOUNDATIONS**

This chapter explain a brief overview about some important theories of study. Based on the need of this study, this chapter begins with the conceptual meaning of a flipped classroom, benefit and challenges of flipped classroom, learning steps of flipped classroom, advantages and disadvantages of flipped classroom, meaning of reading comprehension, effective reading instruction, and types of reading comprehension.

#### **2.1 Theoretical Framework**

##### **2.1.1 Flipped Classroom**

Flipped classroom is a learning method that provides time outside the classroom, namely at home to find and study material that was previously learned in class. Students use shared learning time in class to collaborate with peers, practice and receive feedback on learning progress (Milman, 2012). Flipped classrooms are one of the options that teachers can offer by minimizing the amount of face-to-face instruction in practice in the classroom maximizing interaction with each other, and utilizing technology that can support online learning materials for students (Johnson, 2013). According to Bergmann and Sams, Fradila et al (2015) the usual learning of students in the classroom at home and discussing and solving questions is usually used as homework in class. Flipped classroom is a model where the teaching and learning process is unconventional, that is in learning students learn subjects at home before classs starts and teaching and learning

activities in the classroom are task review of material or problems what students don't understand.

After completing the tasks at school, we hope that when students have difficulties they can immediately consult with friends or teachers, so that the problem can be solved immediately. Basically, the concept behind the flipped classroom learning method is that students learn what students used to do in class at home and do homework that is usually done at home at school. Reverse classes are one of the opportunities that teachers can offer minimizing the amount of face-to-face instruction in their classroom practice and maximizing interaction with each other. It uses technology that offers more support for student learning materials that students can access online and offline. This frees up class time that was previously used for studying. The flipped classroom learning model is not only learning through learning videos, but emphasizes more on the use of time spent in class so that learning is of higher quality and students' knowledge can be expanded. Of course, a learning model cannot solve all aspects of learning problems. The learning model certainly has advantages and disadvantages, as does the flipped classroom learning model. The advantages and disadvantages of the flipped classroom learning model can be seen from the learning model itself, the learning atmosphere and the application of the model by the teacher.

### **2.1.2 Benefits and Challenges of Flipped Classroom Method**

The flipped classroom method has a direct and indirect influence on teachers and students. The reverse class method offers several advantages. Here are some of the advantages of this method:

### 1. Changing the role of teachers and students

One of the main advantages of the flipped classroom method is that it gives students more responsibility for their own learning. Outside of the classroom, students can learn independently according to their own ability to acquire knowledge. They can determine the most convenient time or place for them to study. They can also review if there is material they still don't understand.

Therefore, learning becomes more student - centered (learning centered). In addition, reverse classes allow teachers to devote more class time to more practical engaging and interactive learning activities or projects.

### 2. Learning can be tailored to the needs of each student

By spending more time on class project activities, teachers have more opportunities to observe their students' understanding of the material and identify their strengths and weaknesses. In traditional classes, the teacher's attention is drawn to students who are active and always answer the teacher's questions. Meanwhile, those who are passive and do not understand the material will have a hard time catching up. With the flipped classroom method, teachers focus more on students who are struggling while students who use the material well are encouraged to work independently or help friends who are still struggling to understand the material or also called peers. This ensures individual instruction and different tasks for each student.

### 3. Students have a higher sense of self-confidence and participate in learning

Learners are more responsible for their own learning which allows them to develop more effective individual learning skills. If they encounter problems in the

learning process, they must find solutions and solve problems on their own. This independence can increase confidence in the classroom, which can have a positive impact on higher engagement.

in addition to the benefits, there are also challenges that teachers and students may face. Here are some of the challenges:

1. When students motivation and self-regulation are still weak

Of course, when there is a change, we must experience a change in the change. The students need support to be able to change this flipped classroom learning concept, because this concept requires high motivation and self-regulation. Those who have become accustomed to traditional learning concepts at the previous level of education will encounter some obstacles when applying the flipped classroom concept. Therefore, the adjustment must be accompanied and guided by the teacher.

2. Good time management skills required

Teachers can provide time management tips to help students allocate enough time for homework. The teacher cannot assume that each student will come to class with full preparation with the material to be discussed. Teachers should check how familiar the material uploaded to digital platforms is, for example through a quiz at the beginning of a face- to-face lecture. Because each student's abilities are different, the teacher must ensure that the material provided is good enough so that all students have the information needed to complete active tasks in class. Finally, students will understand the benefits of early childhood education.

### 3. Introduction of teaching staff to technology

The role of technology in flipped classroom methods is very large, so teachers are expected to have the ability to implement the use of technology correctly, for example. B. manage online lessons on learning management systems (LMS), conduct online surveys, select or create interesting ones. Learning materials and video editing to provide additional training and support to schools as they experiment with this new approach. The drafting of the material also takes much longer, but this can be seen as an investment, because in the next set, when the teacher teaches the same material, the media should not be produced again, but rather the already existing material. Used their "material banks".

### 4. Make sure students are actively learning outside the classroom

The teacher must be able to monitor students during the asynchronous preparation phase to assess their ability to complete practical tasks in the next class. To do this, teachers may need to provide additional time to use a learning management system (LMS) to follow their students. Design tasks that students can actively follow and that lead to learning outcomes. This is done to check understanding, eg. B. Take notes or create a forum to discuss the material. Internet services are also required with this approach and should be available. Therefore, the students must have access to the Internet.

The collaboration of flipped classroom methods with audio-visual media is very important for today's generation 4.0, where students easily get material in visual form anywhere, anytime. a button the success of the flipped classroom method according to Chandra & Nugroho (2015). Lies in the learning strategies supported

by video modules as a study by Wirawan, Hurr and Pandikar (2018). Suggests referring to the development of audiovisual media by the United States. Type flipped classroom learning is a model that overturns traditional notions of the classroom. If teaching conditions are usual, the teacher delivery of material in the classroom with the next homework. In this reverse class, the teacher gives assignments to students learn the lesson materials at home and work on assignments, exercises, questions, projects or discussions. Teachers provide videos and learning materials teaching materials and other references that support the acquisition of knowledge and initial capital before learning. This model is not teacher-centered, but students are more active in learning this model uses technology that supports additional learning materials for students that can be used online or offline anywhere and anytime. Learning time is used in the classroom. Students can collaborate with members of their group, practice skills and provide feedback on their progress.

### **2.1.3 Flipped Classroom Learning Steps**

The steps for implementing Flipped Classroom Aditiya et al (2015) are as follows:

1. Students are asked to watch educational videos or other media prepared by the teacher at home in previous lessons.
2. The students are preparing to participate in the class lesson of studying at home first.
3. The next step is to have students come to the activity class and perform related tasks



4. In class, students apply skills in projects or other simulations.
5. Class activities are guided by student assignment sheets (LKS). Subject tasks are also regulated in the LKS.
6. The next task is to measure students' comprehension Take the quiz at the end of the lesson.

According to Bishop (2013), the stages of the learning model are detailed is translated as follows:

1. Step 0 (students watch their own videos at home) Before the face-to-face meeting, students work on the necessary materials themselves at the meeting house and then watch the teacher's own tutorial videos or upload tutorials from others.
2. Step 1 (Come to class to do activities and complete assigned assignments) In classroom instruction, students are given the opportunity to work on tasks related to the material presented.
3. Step 2 (Application of student skills in other classroom simulation projects) The role of the teacher during the learning process is to facilitate continuous learning to help students pass the obligation. In addition, the teacher also prepares some questions (questions). Material Although what does the project mean in the learning model This is an assignment form that students can use to sign up ability.
4. Step 3 (measure students' comprehension in class at the end of the material Lesson) The teacher previously announced that the lesson would take place quizzes/tests are given at the end of each meeting for students to

actually pay attention to every learning you go through. The task of the teacher is e.g. Fifteen tutors to help students learn and perform questions about the material

#### **2.1.4 Advantages and Disadvantages of Flipped Classroom Learning Method**

According to Eko (2018), the advantages of the flipped classroom learning method are as follows:

1. Students have time in advance to familiarize themselves with the subjects at home the teacher teaches them in the classroom in order for students to become more independent.
2. The student can study the subject in different conditions and atmosphere satisfied with his ability to receive the material.
3. Students get the full attention of the teacher when they have difficulty in understanding the task or exercise.
4. Students can repeat videos, readings, pictures to fully understand the material, in contrast to learning at the time when ordinary students do not understand, the teacher must explain again until the student understands so that it is less effective.
5. Students can use videos, readings and images from anywhere online or offline

The disadvantages of the flipped classroom learning method are as follows:

1. Watching videos, viewing and reading pictures and reading materials learning at least requires the appropriate equipment both computers and

laptops and mobile phones. This is difficult for students who do not have such means.

2. A good enough internet connection is required to watch the video, pictures and other reading. Especially large files that it takes quite a long time to open for download them.
3. Students may need a lot of support to make sure they understand the material presented in the video and students can't broadcast it to the teacher if you're just watching the video.

## **2.2. Reading Comprehension**

Reading is one of the four language skills to read is a basic component of the human being can be understanding or what is more information because with a read more and more much information. Reading is an act of a person who receives information previously familiar to the reader. Many possibilities what one can do reading to become rich in knowledge reading books is manner for children to become rich vocabulary and the important thing is to create a pleasant reading atmosphere. so that the reading flows smoothly efficiently (Scott and Ytreberg:2003). According to the above lens theory (2005:69) defines reading as "an assets of skills that include reason and meaning derived from a printed word. inside to be able to read, we need to be able to decode (sound) printed words and also understand what we are reading."

That is, based on the above description reading is part of the skill with feelings and appropriation of the meaning of the word printed. In the year when reading students must be able to read the translation of codes and play printed words

and must also understand something to read. Based on some of the definitions above, it can be concluded that reading is a process of comprehension of the pleasure of reading texts including thinking, reasoning, and processing or monitoring data writing in a visual way is able to see (eyes) to target information. After Zimmerman (2009) Reading is basically the skill of understanding what is being read.

Throughout the board thus he mentions another definition of reading understanding can also be interpreted as a series of processes reader finds information and understands the content of information reading the text (Abidin, 2010:127).

As defined above reading is one of its types to understand.

1. Literary norms or standards (literary standards);
2. critical review;
3. literary drama (print drama);
4. Fictional patterns.

According to Tarigan, (2008:58) states from some of the opinions of the above specialists, the researcher came to the conclusion that reading is a series of actions or processes that are carried out understanding the reader what he is reading means that getting the reader's information should be In addition, it can be reinterpreted reading comprehension (reading comprehension) is a series of reading activities to know and understand what is not yet known and what is not yet understand.

### **2.2.1 Effective Reading Instruction**

Many language skills cognitive processes and sources of knowledge underpin comprehension complicating which components of comprehension education should be targeted (Perfetti & Adlof, 2012). Some components act as "trigger points" to determine which components are worth measuring. Changing this will greatly hinder student comprehension. Such components are essential for reading comprehension and should constitute individual and adaptable educational goals (Perfetti & Adlof, 2012).

With this in mind, his four components of reading comprehension (namely, reasoning, knowledge, vocabulary, comprehension monitoring). This review focuses on higher comprehension, but recognizes the fundamental role efficient word recognition plays in reading comprehension (Perfetti & Stafura, 2014).

#### **1. Inference Generation**

Inference generation, the ability to integrate information within or between texts using background knowledge to supplement information not explicitly stated, is an integral part of language understanding (Kendeou, McMaster, & Christ, 2016; Kintsch, 1988). Reasoning is an important general skill for communication and learning at all stages of development.). Reasoning ability has been shown to be a unique predictor of reading comprehension at all developmental stages (Barth, Barnes, Francis, Vaughn, & York, 2015). Comparing those who understand well and those who did not (adjusting for decoding and vocabulary) reveals differences in reasoning tasks at the word, sentence, and passage level (Cain & Oakhill, 1999). Compared to experienced

comprehension, people with poor comprehension are better at making inferences about topics, putting words into context, resolving contextual references, and answering reasoning questions in a logical manner. difficult (Long, Oppy, & Seely, 1994; Perfetti & Stafura, 2014). The ability to reason is not only predictive of reading comprehension, but can also be shaped by instruction. A meta-analysis of reasoning intervention studies found that teaching reasoning improved not only general comprehension, but also reasoning and literal comprehension (Elleman, 2017).

Most interventions he instructed less than 10 hours. This means that teaching reasoning strategies is useful and may not require extensive practice as a context-independent skill (Willingham, 2017). Effective reasoning teaching techniques include using background knowledge and connecting it to the information in the text, the details of the homework, the graphic his organizer, and the text his cues (e.g., Elbro & Buch-Iversen, 2013; Kendeou et al.). et al., 2016).

## 2. Background Knowledge

Background knowledge of the reader is necessary to build a coherent presentation of the text. Well-connected repositories facilitate rapid retrieval and use of relevant information (Kintsch & Rawson, 2005). Content prior knowledge supports relevant comprehension and learning (Barnes, Dennis, & Haefele-Kalvaitis, 1996). High-skilled readers outperform less-skilled readers, suggesting that background knowledge in an area can compensate for general lack of understanding in less-skilled readers (Schneider, Körkel, & Weinert, 1989).

Educators recognize the important role of knowledge in comprehension, yet little time is spent on informational texts in early primary school (Duke, 2000).

A study reported in the National Survey of Science and Mathematics Education found that an elementary school teacher spends more than 80 minutes a day teaching her language, but on average 21 minutes in science and 18 minutes in social studies. (Banilower et al., 2013). This is due to lack of knowledge (Compton, Miller, Gilbert, & Steacy, 2013), difficulty understanding expository texts (Saenz, & Fuchs, 2002), and withdrawal from content area classes for additional reading instruction.

A recent meta-analysis of integrated science and reading programs found a modest effect on both science and reading outcomes (Talbert, Parrish, & Elleman, 2016). Programs that focus on social science content have also proven successful in promoting knowledge acquisition and reading comprehension (eg Guthrie & Klauda, 2014; Vaughn et al., 2013). Readers must be able to monitor and use fix-up strategies when comprehension breaks down. The intent of comprehension strategy instruction is to teach students to actively monitor their comprehension and employ an appropriate strategy to make sense of the text. Comprehension strategy instruction is beneficial when multiple strategies are taught, strategies are explicitly modeled, and students gradually assume more responsibility in using strategies independently (Pearson & Dole, 1987).

### 3. Vocabulary

Vocabulary is a strong predictor of reading comprehension across development. Children acquire vocabulary remarkably fast, averaging between 2

and 8 basic words per day (Biemiller & Slonim, 2001). When children begin to read on their own, vocabulary acquisition becomes dependent on exposure to printed language rather than oral or instruction. Compared to written language, oral language experience does not provide enough unfamiliar words to facilitate a significant increase in vocabulary (Hayes & Ahrens, 1988).

Clear instruction is also ruled out as an important component of vocabulary acquisition, as she teaches only a fraction of the words needed to master the 40,000 words the average high school student is estimated to know (Stahl & Nagy, 2006). Most words are learned implicitly through repeated encounters in multiple contexts over time (Landauer & Dumais, 1997). Unfortunately, there are large individual differences in vocabulary size among early readers that continue into elementary school (Biemiller & Slonim, 2001).

By the end of sophomore year, the disadvantaged student may be two years behind her average peer in vocabulary and four years behind her one in the top quartile. Focus on initial and ongoing vocabulary learning makes sense in remediating these differences, but whether we can teach vocabulary clearly enough to affect a student's overall understanding is unknown. Two reviews examining the effects of vocabulary instruction on comprehension found that it increased comprehension measures involving the words taught, but not overall comprehension measures. An interactive approach to word learning appears to be more effective than a definition-mode instruction-based approach (Wright & Cervetti, 2017). However, some studies have shown that it works even when the



teaching time per word is very short (in some cases he is less than 1 minute per word).

Therefore, if the instructional goal of the lesson is to improve comprehension, providing a brief description of the words before or during the reading is an effective way to encourage learning of the words and improve comprehension of the text. That's the way. Other generative word learning strategies beyond learning individual words, such as learning that uses context to infer word meaning (Fukkink & deGlopper, 1998) and morphological analysis (Goodwin & Ahn, 2013), are also Enhance word learning. Furthermore, using knowledge networks could be another way to communicate vocabulary and knowledge simultaneously and more efficiently (Neuman & Wright, 2014).

#### 4. Understand Monitoring and Strategic Direction

Comprehension monitoring is a metacognitive skill related to the reader's ability to reflect comprehension of written text (Language and Reading Research Consortium & Yeomans-Maldonado, 2017) Strategic Monitoring of Text Comprehension (Oakhill, Hartt, & Samols, 2005). The ability to monitor comprehension correlates with reading comprehension and improves developmentally (Language and Reading Research Consortium & Yeomans-Maldonado, 2017). Young and inexperienced readers are not good at detecting contradictions in text (Oakhill et al., 2005).

### 2.2.2 Reading Comprehension Text Types

#### 1. Narrative Text

According to the Big Indonesian Dictionary (KBBI) on the internet, narrative "have story characters; or explanatory (explanatory,etc)". narrative definition According to Abbott (2010:1) is a story or its meaning in general to tell a story.

Stories typically have one or more Event events executed by chronological time and events delivered through multiple mediums. The event can be classified as historical if its original status has changed. Another Nielsen definition of the story (2008:172) is:

"Narrative can be interpreted as a chain of events. The basic ingredients are: the chronological order of the event itself (story), its verbal sequence or visual representation (text) and storytelling or writing (Commentary).

Nilsen (2008:172) also explains that the story and its technical plot are elements of the story. Based on some of the above definitions, a narrative is an event that can and cannot cause different situations limited to only one event, but several occur simultaneously chronologically or sequentially.

#### 2. Exposition Text

Exposition aims to present, classify, define, describe analogies, compare and contrast information (Marther & McLenithan, 2007: 424). Exposition is defined as the process of understanding and conveying information relating to a topic in a written concept for the purpose of improving one's knowledge (Mosenthal,

1985: 388). So it can be said that exposition text is an open writing that can produce pros and cons for the author.

### **2.3 Relevant Research Studies**

Two previous studies that are very useful as scientific references were used in this study:

- a. Research I – Rizal Fahmi, Yuri Yulia Friatin, Leni Ilianthi (2020).

The first previous study conducted by Rizal Fahmi, Yuri Yulia Friatin, and Leni Irianti (2020), “Using the Flipped Classroom Model in Reading Comprehension” was the issue discussed in this study, in which teachers read from narrative texts.

How do you use the flipped classroom when teaching and how do students perceive the teaching model? The research was conducted at one of his vocational schools in Cilacap. An English teacher and her tenth grader in her 23 X AK-1 class. This study used a qualitative case study design methodology for data analysis. The authors provide three tools: observations, interviews, and questionnaires. Observations include classroom observations and online observations. Online observation is done by following and observing the activity of teachers and students within the class's WhatsApp group.

A discussion of the results shows that (1) the first conclusion is that teachers apply her four main phases of flipped classroom learning when teaching how to read narrative texts using the flipped classroom model. suggests that during pre-class sessions, the teacher prepares online materials and uses her WhatsApp as an out-of-class learning medium to connect pre- class and class sessions to share

materials with students. Assigning students to read the questions and take notes also takes place during the material sharing phase. In a classroom session, the teacher reviews her shared online material before the class session, provides feedback based on student assignments and notes, and then guides collaboration while supporting students as needed and supervise. (2) The second conclusion also indicates that students have positive attitudes towards the flipped classroom model.

b. Research II – Lintang Gabrina(2019)

The following research was done by Lintang Gabrina (2019). "Effectiveness of Flipped Classroom on the Overall Reading Performance of Her Grade 8 (Full Day) Students in Mts Al-Huda Bandung Students in the 2018/2019 School Year". The problems discussed in this study are MTs Al-Huda Bandung Is there a significant difference in students' performance in reading bullet points before and after reverse classroom teaching in her 8th grade (full day class)? The population in this study was eighth graders (full-time middle school class of MTs Al-Huda Bandung). This study uses quantitative research where the strategy used in this study is experimental design. From these indicators, researchers developed a test consisting of two types of tests. before and after test.

The test was performed in the form of a multiple-choice, objective test. Researchers need 20 questions, ie 20 multiple choice questions. Objective test scores are treated indiscriminately by researchers. That is, there was only one correct answer for each item. This test is used to measure the process students need to complete their goals once they have learned something. A discussion of the results shows that using a flipped classroom improves students' reading

comprehension. This can be seen by the performance of students on recounted texts before being taught in a flipped classroom. Her pre-test score (59.44) is lower than her post-test score (72.78). And the comprehension of the students is good after teaching in the flipped classroom. Your score on the posttest is higher than on the pretest.

As with this study, there are two differences between this research and the previous researcher. The first difference is that the researches using qualitative design and quantitative design and second difference is instrument data.

## **2.4 Frame of Mind**

A thinking framework is a conceptual model of how a theory relates to various factors that have been identified as important themes. The frame of reference of thinking is a set of concepts and clear relationships between these concepts that researchers have formulated based on a review of literature that examines theories and previous related research. Flipped classroom learning is expected to be used as an alternative teaching method for teachers, especially for reading.

This learning is student-centered, emphasizing the active role of the student. In this learning process, the teacher is no longer the main center of learning in the classroom, where students appear passive and follow the teacher's words, but the teacher acts as a driver of student learning so that they are able to build their own knowledge. The Flipped classroom method offers what is usually done in the classroom and what is usually done as homework is then reversed or swapped. Students read the material, listen to educational videos before coming to

class and start discussions, share information, solve problems with the help of other students and teachers, train students to develop process flows, inspire if necessary and help with challenging projects. increase control over learning. Flipped classroom method learning in the learning process of reading comprehension can make students active in the learning process, and students can build their own knowledge. To facilitate the comprehension of the text for students. Therefore, it is hoped that students' reading comprehension can provide optimal results in the learning process by using the flipped classroom method.

## **CHAPTER III**

### **RESEARCH METHODOLOGY**

This chapter presents research design, research background, research data and data sources, data collecting techniques, data validity and data analysis techniques

#### **3.1 Research Design**

In this study, researcher used qualitative research as a research design. According to Sugiyono (2019: 18) qualitative research methods are research methods based on the philosophy of post positivism, used to study natural object conditions (opposite to experiments), where the researcher as a key instrument, data collection techniques are carried out by triangulation (combined), data analysis is inductive / qualitative, and qualitative research results emphasize the importance of generalization.

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 so 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.

### **3.2 Research Background**

This research will be carried out at one of the high schools in Banda Aceh, namely SMAN 7 Banda Aceh. Which includes: classrooms for observation and recording, staff rooms for conducting interviews with teachers. The exact location is Jalan Krueng Jambo Aye No. 1, Geucue Komplek, Banda Raya District, Banda Aceh City, Aceh Province. Researcher conducts research at SMAN 7 Banda Aceh because the researcher found that some students still had difficulty reading comprehension. In data acquisition, the researcher selected eleventh grade (XI) students of SMAN 7 Banda Aceh as the sample for this study 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 believes the teachers who teach at class XI are appropriate for this study.

### **3.3 Research Data and Data Sources**

#### **3.3.1 Research Data**

The data in this study is in the form of qualitative data, according to Sugiyono (2015) is data in the form of words, schemes, and images. The researcher used data in this study is qualitative, which is in the form of information about the analysis of the flipped classroom method in stimulating students' reading skills.



Other data is in the form of primary data that will be collected by researchers themselves through interviews, observations, and document analysis.

### **3.3.2 Data Sources**

While collecting data sources, researchers collect data sources in the form of primary data and secondary data.

#### **1) Primary data**

Primary data is information obtained directly from the original source. Primary data is not available in the form of files or documents. Basic information obtained from respondents or research subjects (Lapau, 2012). The researchers collected primary data using survey and observation methods. The survey method is a method by which basic information is collected through oral and written questions, the researcher of which interviews students and teachers to obtain the necessary information. Then the researcher also collects information through observation methods.

The observational method is the main method of data collection in which certain events and events are observed. Therefore the researcher comes to the school to observe the activities in the classroom in order to obtain data or information that corresponds to what is seen and with reality.

#### **2) Secondary Data.**

Secondary data is a source of information in research conducted researchers are obtained indirectly through the media (acquired or managed by third parties). Secondary data is evidence historical records or reports compiled in archives or records. Secondary data can be obtained from documents related to the application

of flipped classroom learning models in stimulating students' reading comprehension, as well as supporting books and literature.

### **3.4 Data Collection Techniques**

In this study, the researcher plan uses three kinds of data collection method, in depth interview, observation and documentary.

#### **3.4.1 Interview**

In this study, in-depth interviews were applied in data collection. In-depth interviewing is a procedure in which information for research purposes is obtained through question and answer between the interviewer and the respondent or respondent face-to-face, either with or without the help of interview guidelines, namely the interviewer. and informants are introduced to relatively long social life (Sutopo 2006:72). The researchers added that using the interview method in this study allowed them to get the most in-depth information from the participants.

Interviews were used in this study to obtain more information from the participants. Face-to-face data by one interviewer and her one participant were therefore considered the main course in this study. The researchers conducted interviews with Students and teachers as participants at SMA Negeri 7 Banda Aceh. The interview to be implemented for 20-30 minutes and the interview was taped and then transcribed. The interview was conducted in Indonesian.

#### **3.4.2 Observation**

Observation or observation as an assessment tool is often used to measure developmental processes of individual behavior or observable activities in both real

and artificial situations (Sudjana,2010). Observations can measure or evaluate learning outcomes and processes, such as student behavior in learning, teacher behavior in teaching, student discussion activities, student participation in simulations, and use of visual aids in teaching . Observations during the learning process in this study aim to determine the implementation of the learning process based on teacher-student activity in the classroom in learning reading skills. Observations in this study were direct observations and were made by two observers.

### **3.4.3 Documentation**

Documentation comes from the word document which means things. A document is a record of past events. Documents can take the form of texts, photographs, monumental works of persons or in the form of diaries, life stories, histories, biographies, political regulations. A flipped classroom (such as a lesson plan document) for extension (RPP) and a syllabus created by teacher and student worksheets.

### **3.5 Data Validity**

In this study, researchers will obtain data in three stages: a preliminary stage, a filtering stage, and a stage to complete missing data. During these three phases, a number of data checks are performed in the data filter phase. Therefore, for irrelevant data, the data within the field is filtered again and the data is more important. That the study requires techniques to validate the data to maintain the validity of the results, the following techniques should be used to test reliability:

1. Perseverance in observation, the continuous investigation of research subjects to understand the profound manifestations of the various activities underway in the research field.
2. Triangulation it is a technique to confirm the validity of data by using another externally for the purpose of confirming the data. The triangulation used in this study is the triangulation of data sources by comparing and examining the reliability of information obtained through different times and tools in a qualitative manner.
3. Peer-checking by discussion is a technique performed by disclosing intermediate or final results in the form of analytical discussions with peers.

### **3.6 Data Analysis Techniques**

In this study, the researcher used the theory of Miles and Huberman (1994,p.10) that "analysis can be divided into three current activities, which are data reduction, data display and drawing/verifying conclusions." Based on the theory of Miles and Huberman, the researcher analyzes the qualitative research in a sharp way in the analysis of the material. Using an in-depth interview, the researcher analyzes the application of the flipped classroom method in a lesson with an observation list and the application of the flipped classroom method to students in the reading comprehension of English students. According to the theory, there are three steps to go through:

#### **1. Data reduction**

The first step in analyzing the data in this research is data reduction. There is a lot of data available from the field and complicated. Next, we need to analyze

the data by data reduction. Reducing data means summarizing, selecting essence, focusing on essence, and looking for themes and patterns. Reducing the data gives a clearer picture and makes it easier for researchers to collect more data.

## 2. Data display (data display)

The second step is data display, data display is simply the display of data in the form of words, sentences, stories, tables and graphs so that relevant conclusions can be drawn from the data collected during creation.

## 3. Summary chart/Verification

This is the last step after finished doing data reduction and data display in analyzing data in this study. The third stage, after data cleansing and data presentation, is drawing and validating conclusions. The initial conclusions of the qualitative research are still preliminary and subject to change unless strong supporting evidence is found. Therefore, in this study we draw conclusions the research focus in qualitative research is still ephemeral and evolves after researchers are in the field, so it may or may not answer the research focus that was initially focused.

## **CHAPTER IV**

### **RESEARCH FINDINGS AND DISCUSSION**

This chapter presents data and research findings from the research data. The data were gathered from interview and observation and it will answer the questions in this research.

#### **4.1 Research Findings**

Interviews were conducted to find data information in the application of flipped classroom media to stimulate students' reading comprehension. Here, the researcher conducted a personal interview with two English teachers, 12 questions related to the analysis of the application of flipped classroom media to stimulate students' reading comprehension, a pre-observation interview session was conducted on September 7, 2023. Classroom observations were conducted for research purposes, how teachers apply the flipped classroom model in stimulating students' reading comprehension skills. Class observation was carried out twice, this activity took place on September 6 and September 13, 2023. During observation, the researcher participates as an observer who is not involved and does not interfere in the process, only observing and recording the teaching and learning process. In addition, the researchers also discuss data from interviews and observations to support and validate data analysis.

##### **4.1.1 First Cycle**

On September 6, 2023, this first action, researchers first followed Ms. Azniawti as an English teacher who taught class XI, to see the condition of the class that will be carried out without the application of flipped classroom media or called

the learning process that will be carried out conventionally. Ekawati (2016: 4) stated "Conventional learning is a form of learning activities that are commonly known, namely the interaction between teachers, students and learning materials in a certain environment (school, class, laboratory, and so on.)". The class starts based on the teaching module owned by the teacher as shown below:

Kegiatan	Kegiatan pembelajaran
Pendahuluan	<ul style="list-style-type: none"> <li>Guru membuka pembelajaran dengan salam dan berdoa, memperhatikan kesiapan peserta didik, memeriksa kehadiran, kerapian pakaian, posisi, dan tempat duduk peserta didik.</li> <li>Mengatur tempat duduk peserta didik dan mengkondisikan kelas agar proses pembelajaran berlangsung menyenangkan</li> <li>Guru memotivasi peserta didik agar tetap memiliki semangat dalam proses pembelajaran.</li> <li>Guru menyampaikan tujuan yang ingin dicapai dalam proses Pembelajaran</li> <li>Guru mempersiapkan segala peralatan yang akan digunakan dalam proses pembelajaran.</li> </ul>
Inti	<p><b>A. My Initial Understanding</b></p> <p>d. Guru menunjukan Gambar The Goose Girl 2.1 kepada siswa dan menanyakan</p> <ol style="list-style-type: none"> <li>Are you familiar with fairy tales?</li> <li>Have you ever read a fairy tale?</li> <li>What do you know about fairy tales?</li> <li>What kind of fairy tale do you like best? Why?</li> <li>Have you ever read a story about a princess?</li> <li>Are you familiar with a story titled "The Goose Girl"?</li> <li>What do you think this story is going to be about? Mention some Words you expect to find in it.</li> </ol> <p>e. Guru juga dapat menunjukkan gambar fairy tale yang sudah dikenal oleh siswa untuk membuat siswa terarah ke materi inti.</p> <p>f. Siswa merespon pertanyaan pematik yang di berikan Guru untuk membantu peserta didik mempersiapkan background knowledge mereka. Pertanyaan yang diberikan hendaknya merupakan pertanyaan bertingkat dari close-ended ke open- ended. Jika peserta didik mengalami kesulitan, pertanyaan dapat dapat diulang, diparafrasa atau dielaborasi lebih jauh. Berikut contoh pertanyaan yang dapat diajukan</p> <p>guru: - What do you see in the picture?  - What do you know about this story?  - What kind of story do you ever read?  - tell us about that story?</p> <p>e. siswa di minta untuk memaparkan argument pemahaman nya terhadap Narrative texts yang di bombing oleh sang guru</p> <p><b>B: Reading</b></p> <p><b>Activity 1</b></p> <p>d. Guru menginformasikan kepada peserta didik kegiatan yang akan mereka lakukan.</p> <p>e. Siswa diminta untuk membacakan dan memahami setiap vocab yang</p>

**Figure 4.1 Advanced English Teaching Module class XI**

(Source : Azniawati , 2022/2023)

Learning activities begin with the teacher giving greetings, giving instructions for prayer, paying attention to students' readiness, checking the presence and neatness of students' clothes, positions and seats. Furthermore, the teacher also provides motivation to students to remain enthusiastic in the learning process and also conveys the goals to be achieved in the learning process while

preparing all the equipment that will be used in the learning process. During the lesson, the teacher shows a picture to the students and asks several questions, including "are you familiar with fairy tales?" The question is related to the topic being discussed. The teacher also shows pictures of fairy tales that are already known to students to direct students to the core material. Students also respond to questions given by the teacher. The questions given should be graded questions from close-ended to open-ended. If students experience difficulty, the question can be repeated or paraphrased further. After that, students are asked to explain their understanding of the text given by the teacher.

tertera pada table activity 1. f. Siswa diminta untuk menjelaskan makna vocab pada table activity 1 yang telah mereka baca g. Siswa dan guru berdiskusi bersama tentang setiap vocab pada table activity 1	
<b>Practice:</b>	
d. Siswa di minta untuk memahami dan mengerjakan intruksi practice one e. Siswa diminta untuk maparkan jawaban pada hasil yang telah mereka kerjakan didepan kelas. f. Siswa dan guru mendiskusikan dan membahas bersama apabila ada jawaban yang keliru.	
Nama	Tingkat kelancaran
<b>Activity 2</b> f. Siswa diminta untuk membaca dan memahami terlebih dahulu seluruh alur cerita <b>The Goose Girl</b> . g. Siswa diminta untuk membacakan cerita <b>The Goose Girl</b> secara keras dan lantang secara bergantian. h. Siswa membentuk kelompok yang terdiri dari 4-5 orang. i. Siswa diminta untuk mengidentifikasi dan menemukan berbagai jenis language features yang tertera pada cerita <b>The Goose Girl</b>	
<b>Activity 3</b> d. Siswa diminta untuk membaca teks <b>The Goose Girl</b> kembali kemudian mengidentifikasi dan menemukan makna pada text tersebut untuk membantu siswa mengerjakan activity 3. e. Guru dapat memberi opsi kepada siswa apakah siswa ingin mengerjakan secara berpasangan ataupun individu f. Guru melakukan pengecekan lapangan memastikan siswa mengerjakan latihan dengan tertip dan rapi	
<b>Activity 4</b> b. Siswa diminta untuk menemukan setiap pasangan kalimat pada activity 4 dan dikerjakan dibuku latihan masing-masing. c. Siswa diperbolehkan untuk berdiskusi dengan teman sebangku guna untuk membantu memperluas pemahaman siswa d. Siswa dapat memberikan alasan pemilihan pasangan kalimat secara kritis dan benar.	

**Figure 4.2 Class X1 English Teaching Module**

The part of taking marks carried out by the teacher is asking students to understand and carry out the practice one instructions, then asking students to



explain the answers to the results they have worked on in front of the class while discussing with the teacher if there are wrong answer

	<p><b>Activity 5</b></p> <ul style="list-style-type: none"> <li>b. Siswa diminta untuk dapat menjelaskan dan mengisi table pada activity 5 secara bergantian di depan kelas ( papan tulis )</li> <li>c. Guru dan siswa berdiskusi tentang hasil yang telah siswa kerjakan di depan kelas ( papan tulis )</li> </ul> <p><b>Activity 6</b></p> <ul style="list-style-type: none"> <li>a. Siswa diminta untuk memilih salah satu karakter yang mereka sukai pada cerita <i>The Goose Girl</i> .</li> <li>b. Siswa diminta untuk mengdeskripsikan karakter tersebut dengan sudut pandang mereka sendiri.</li> </ul> <p><b>Activity 7</b></p> <ul style="list-style-type: none"> <li>a. Siswa diminta untuk memberikan pendapat berdasarkan intuksi pada activity 7</li> <li>b. Siswa dapat dengan bebas memberikan jawaban dan pendapat masing-masing.</li> <li>c. Siswa dapat melakukan pemberian pendapat secara bergantian</li> <li>d. Siswa dan guru mendiskusikan kembali jawaban yang sesuai pada activity 7</li> </ul> <p><b>Activity 8 dan 9</b></p> <ul style="list-style-type: none"> <li>a. Siswa diminta untuk mengerjakan activity 8 dan 9 sebagai pekerjaan rumah.</li> </ul>
<b>Penutup</b>	<ul style="list-style-type: none"> <li>f. Siswa dapat membuat kesimpulan atau rangkuman dari materi yang disampaikan dalam satu pembelajaran yang di bombing oleh guru.</li> <li>g. Tanya jawab tentang materi yang telah dipelajari untuk mengetahui hasil yang dicapai dalam proses pembelajaran</li> <li>h. Guru melakukan evaluasi hasil belajar terhadap materi yang telah disampaikan kepada peserta didik</li> <li>i. Mengakhiri pembelajaran dengan doa</li> <li>j. Penutup Pembelajaran</li> </ul>

**Figure 4.3 Class XI English Teaching Module**

The closing activity begins by asking students to make conclusions or summaries of the material presented in a lesson given by the teacher. Next, ask questions about the material that has been studied to find out the results achieved in the learning process. Teachers also participate in evaluating learning outcomes of the material that has been presented to students. And finally, end the lesson with prayer.

Based on class activities carried out based on the teaching modules above, researchers made class observations where researchers found that in this conventional class, there were still many students who did not understand and had difficulties Understanding the vocabulary in the story, even when the teacher asks questions, many students choose silence, open books repeatedly, or even talk with friends. When the teacher asks students to read the text, students are even embarrassed and say "I can't miss", many students still do not master the material given by the teacher during the learning process



**Figure 4.4 The condition of the classroom when the teacher explains the material**

Based on the picture above, researchers found that most students when the teacher was explaining the text reading material on the material given they seemed not eager to find out, rather than reading to find out the content of the text reading

material explained by the teacher they preferred to look at cellphones or joke with their deskmates. There are even students who look dreamy and indifferent.



**Figure 4.5 Class condition while working on assignments**

In the picture above, researchers also see that there are some students who are reluctant to do assignments and look daydreaming, there are some who do and there are also some who wait for answers from friends who do the assignments given.

Based on class observations at this first meeting on the conventional classroom learning process without the application of flipped classroom applications, the researcher produced the following observation sheet based on observation activities that have been carried out in class

Classroom Observation Sheet

Resource Teacher : Ms.Azniwati

Date of Observation : 6 September 2023

Class : XI- IPS 1

Topic : Narrative Text

OBSERVATION SHEET  
CYCLE I

STATEMENT	Response	
	Yes	No
• Siswa mempelajari materi yang telah diberikan oleh guru sebelum memulai pembelajaran.		✓
• Siswa menjadi lebih bersemangat ketika diberi perintah untuk membaca oleh guru karena materi tersebut sudah dipelajari sendiri sebelumnya.		✓
• Siswa lebih memahami isi bacaan.		✓
• Siswa memiliki rasa ingin tahu yang besar terhadap makna dari bacaan tersebut.		✓
• Guru menjelaskan kembali tentang materi yang sebelumnya sudah diberikan.	✓	
• Guru menguji siswa satu persatu untuk membaca.	✓	
• Guru lebih terbantu menggunakan media flipped classroom		✓
• Guru merasa lebih sulit dengan memakai media flipped classroom.		✓
• Siswa menjadi lebih lancar dalam membaca materi yang diberikan oleh guru		✓
• Siswa merasa kesulitan membaca materi yang diberikan oleh guru.	✓	

**Figure 4.6 Table Observation Sheet Cycle I**

(Source : Dara, 2022 )

The results of observations made in Cycle I show that some students still do not pay attention to the learning process. According to the observations of researchers, the learning process is still dominated by teachers and students are less active in the learning process. Teachers often use the lecture model when delivering learning material, so students are less interested in paying attention and listening to the material delivered by the teacher. This ultimately affects the reading comprehension ability in students. Some problems arise during learning because students' limited vocabulary makes it difficult for them to understand what is being

taught in class. They also have very limited reading lesson time in school so it is still difficult to understand reading quickly.

#### **4.1.2 Second Cycle**

In cycle 2, this was carried out on September 13, 2023 where researchers and Ms. Azniawati had discussions to try to hold a meeting today by applying flipped classroom media to the learning process to be carried out today, which according to the information examination concerning the execution of the flipped classroom in instructing perusing story content will be portrayed based on the center concept of flipped classroom by (Bishop & Verleger, 2013) proposing that Flipped classroom comprise of two fundamental parts specifically pre-classroom (or exterior classroom) session that comprises of two fundamental stages: planning the material and sharing the material, and the in-classroom session which too comprise of two stages: investigating the online material as well as directing & observing the collaborative work.

##### **1. Pre-Lesson Sessions**

When preparing materials for pre-lesson sessions, teachers work on preparing course materials, designing PowerPoint materials, and reading questions. Teachers use reading text narrative text with fairy tales to so that students stay interested and not bored when class starts later. In this case, it uses stories from teaching modules and advanced English printed books that students use in their learning process. The story he used at this meeting was a story about Puss In Boots . After preparing the material, the next task of the teacher is to distribute it to the students. The teacher shared the material via WhatsApp to one of the students who

was the class leader and asked him to forward the material that had been given to the student's WhatsApp group in the class. Her distributed the materials two days before the meeting. Students are also instructed to complete and submit their reading assignments and notes before class begins. In addition, students are asked to write down what they do not understand about the material shared.

Teachinb.

## 2. Sessions

In teaching sessions, the teacher's first step is to review the online material. First, the teacher checks the students to see if anyone hasn't learned the content. The teacher then reviews the material by reading the assignments that have been submitted before, namely student questions and notes

Meet 2	
Kegiatan Pendahuluan	Kegiatan pembelajaran
	<ul style="list-style-type: none"> <li>Guru membuka pembelajaran dengan salam dan berdoa, memperhatikan kesiapan peserta didik, memeriksa kehadiran, kerapian pakaian, posisi, dan tempat duduk peserta didik.</li> <li>Mengatur tempat duduk peserta didik dan mengkondisikan kelas agar proses pembelajaran berlangsung menyenangkan</li> <li>Guru memotivasi peserta didik agar tetap memiliki semangat dalam proses pembelajaran</li> <li>Guru mengingatkan dan memberi intruksi untuk mengumpulkan tugas rumah minggu lalu</li> <li>Guru menyampaikan tujuan yang ingin dicapai dalam proses pembelajaran</li> <li>Guru mempersiapkan segara peralatan yang akan digunakan dalam proses pembelajaran.</li> </ul>
Inti	<p><b>C. Listening</b></p> <p><b>Activity 1.</b></p> <p>d. Guru menunjukan gambar 2.5 kepada siswa dan menanyakan beberapa pertanyaan intruksi untuk memotivasi siswa, seperti:</p> <ul style="list-style-type: none"> <li>Are you familiar with the character in the picture?</li> <li>What do you know about the character?</li> <li>What does the character remind of you?</li> <li>Do you know any legends coming from that area?</li> </ul> <p>e. Siswa berdiskusi dan memberikan pendapatnya pada gambar 2.5 yang ada pada hal 55.</p> <p><b>Activity 2</b></p> <p>d. Siswa dan guru berdiskusi tentang jenis vocab yang akan muncul pada cerita <b>Puss In Boots</b></p> <p>e. Siswa diminta untuk membaca dan mencari makna dalam setiap vocab tersebut</p> <p>f. Guru meminta siswa untuk mempraktekan contoh vocab yang akan muncul serta membaca penjelasan dan menerjemahkan secara lisan kepada seluruh kelas, hingga semua point tersebut terbac secara menyeluruh dan merata kepada semua siswa</p> <p>g. Guru memastikan siswa sudah mengerti dan memahami isi dari activity 2, dan siap untuk melanjutkan ke materi selanjutnya</p> <p><b>Activity 3</b></p> <p>g. Guru menyiapkan peralatan untuk menyalakan rekaman suara cerita tentang <b>Puss In Boots</b>.</p> <p>h. Guru memberikan intruksi kepada siswa agar menyimak dan memilih kata yang tepat pada text cerita <b>Puss In Boots</b> yang hilang pada buku cetak dan di kerjakan di buku tulis masing-masing</p> <p>i. Guru memulai menyalakan rekaman suara dan memastikan siswa menyimak dengan serius setiap bacaan nya</p> <p>j. Rekaman suara di nyalakan dua kali, kemudian siswa di minta untuk mengumpulkan hasil jawaban mereka</p> <p>k. Siswa dan guru mendiskusikan hasil vocab yang telah siswa dapatkan</p>

**Figure 4.7 Meet 2 English Teaching Module**

( Source : Azniawati, 2022/2023 )

Based on the teaching module above, in this second meeting, the teacher opened the lesson with greetings and prayers, paid attention to the readiness of the learners, checked attendance, and also gave motivation to students and explained the learning objectives that will be carried out today, after that the teacher reminded and gave instructions to open yesterday's material that he had shared through whatsapp which had been directed previously to be studied before it would be discussed later in class. Then the class begins where the teacher asks questions in the form of "Are you familiar with the character in the pictures?", "What do you know about the character?", "What does the character reminds you?", "Do you know any legend coming from that area?" the aim is to stimulate the ability to remember students in reading the material given



**Figure 4.8 Teacher asking questions to students**





**Figure 4.8 Students answering teacher questions**

	<p>apabila ada vocab yang kurang tepat.</p> <p><b>Alternative:</b></p> <ul style="list-style-type: none"> <li>g. Guru meminta siswa untuk membaca dan memahami terlebih dahulu seluruh alur cerita <b>Puss In Boots</b></li> <li>h. Setiap siswa di izinkan untuk berdiskusi dengan teman sebangkunya masing-masing tentang isi cerita dan alur jalan cerita</li> <li>i. Guru meminta beberapa siswa untuk membaca kan secara tegas dan lantang cerita tersebut dan di lanjutkan secara acak keseluruh kelas, secara bergantian hingga merata.</li> <li>j. Guru meminta siswa untuk memilih pilihan kata yang benar dan mengerjakan di buku latihan</li> <li>k. Guru meminta siswa untuk mengartikan dan memaparkan alur cerita dalam bahasa Indonesia secara singkat</li> <li>l. Guru dan siswa membahas kembali alur cerita <b>Puss In Boots</b></li> </ul> <p><b>Activity 4</b></p> <ul style="list-style-type: none"> <li>d. Siswa diminta untuk membaca text cerita <b>Puss In Boots</b> kembali kemudian siswa diminta untuk mengerjakan latihan pada activity 4</li> </ul> <p><b>Activity 5</b></p> <ul style="list-style-type: none"> <li>b. Siswa berdiskusi dengan teman sebangku untuk menemukan kalimat yang hilang pada dialogue di activity 5</li> <li>c. Guru meminta salah satu siswa untuk mempresentasikan dialogue yang telah siswa lengkapi dengan sempurna</li> <li>d. Siswa diminta untuk memberikan pendapat apabila ada jawaban/kalimat yang keliru</li> </ul> <p><b>Activity 6</b></p> <ul style="list-style-type: none"> <li>a. Siswa diminta untuk berdiskusi untuk mencari/menemukan character yang telah dideskripsikan pada activity 6</li> <li>b. Siswa memberikan pendapat tentang jawaban yang mereka berikan.</li> </ul> <p><b>Activity 7 dan 8</b></p> <ul style="list-style-type: none"> <li>a. Siswa diminta untuk mengerjakan activity 7 dan 8 sebagai pekerjaan rumah.</li> </ul>
<b>Penutup</b>	<ul style="list-style-type: none"> <li>e. Guru membuat kesimpulan atau rangkuman dari materi yang disampaikan dalam satu pembelajaran.</li> <li>f. Guru membuka sesi Tanya jawab tentang materi yang telah dipelajari untuk mengetahui hasil yang dicapai dalam proses pembelajaran</li> <li>g. Guru melakukan evaluasi hasil belajar terhadap materi yang telah disampaikan kepada peserta didik</li> <li>h. Mengakhiri pembelajaran dengan doa</li> </ul> <p>Penutup Pembelajaran</p>

**Figure 4.9 Meet 2 English Teaching Module**



Then the teacher asks students to discuss with their deskmates to read again the material that has been shared so that deeper reading comprehension students have. The teacher also asked some students to read aloud the story.

Student activities during the application of the flipped classroom learning model in cycle 2 researchers see that it has increased, because students already understand the teaching material, and the flipped classroom learning model. In the implementation of the learning process in cycle 2, many students have prepared themselves to learn the learning material before class begins, students have also been active during class activities



**Figure 4.10 Class condition after implementation of flipped classroom media**

Based on the picture above, it can be seen that the application of flipped classroom media in stimulating students' reading comprehension skills in reading text has a good impact where at the meeting in cycle 1 students look unexcited, indifferent, even daydreaming when the teacher explains. At the meeting in cycle 2, students looked more excited, paid more attention to researchers, saw that students had better understood the meaning of reading on the text material given by the teacher, and when the teacher asked them to reread the material given, students were brave and not ashamed as in the first meeting in cycle 1. Based on the results of activities at the meeting in cycle 2, researchers obtained observations in the classroom after applying flipped classroom media in stimulating students' reading comprehension skills in the learning process as follows:

Classroom Observation Sheet

Resource Teacher : Ms.Azniwati

Date of Observation : 13September 2023

Class : XI- IPS 1

Topic : Narrative Text

OBSERVATION SHEET  
CYCLE 2

STATEMENT	Response	
	Yes	No
● Siswa mempelajari materi yang telah diberikan oleh guru sebelum memulai pembelajaran.	✓	
● Siswa menjadi lebih bersemangat ketika diberi perintah untuk membaca oleh guru karena materi tersebut sudah dipelajari sendiri sebelumnya.	✓	
● Siswa lebih memahami isi bacaan.	✓	
● Siswa memiliki rasa ingin tahu yang besar terhadap makna dari bacaan tersebut.	✓	
● Guru menjelaskan kembali tentang materi yang sebelumnya sudah diberikan.	✓	
● Guru menguji siswa satu persatu untuk membaca.	✓	
● Guru lebih terbantu menggunakan media flipped classroom	✓	
● Guru merasa lebih sulit dengan memakai media flipped classroom.		✓
● Siswa menjadi lebih lancar dalam membaca materi yang diberikan oleh guru		✓
● Siswa merasa kesulitan membaca materi yang diberikan oleh guru.		✓

**Figure 4.11 Cycle 2 observation sheet table**

Based on the results of observations in cycle 2, researchers concluded from observations that have been made in the application of the Flipped Classroom model as follows:

1. First: students are able to read narrative texts in English with correct reading, in this ability, students are mostly able to read narrative texts in English well, although there must be a lot of practice to read narrative texts in English.
2. Second: students have proper reading comprehension, in this indicator students experience an increase in reading text comprehension, For example, students can determine the main idea of the content of the reading text. This shows that students understand the reading text correctly. Previously, when the teacher ordered to find the main idea of a reading text, students were still confused.
3. The third indicator: students are able to translate the reading correctly, in this indicator there has not been a significant improvement, because maybe students have to multiply the vocab mastered.

The observations showed an increase in responsibility attitudes and better learning skills than the use of ordinary learning models. That way it can be interpreted that the Flipped Classroom model learning model with the use of technology can improve good aspects of students' reading comprehension skills.

Not only based on observations, researchers also conducted interviews with two English teachers at Sman 7 Banda Aceh of course with Ms, Azniwati, S.Pd and Ms, Rosmanidar S.Pd. But unfortunately because of one other thing the researcher could not do an interview with Ms, Rosmanidar S.Pd, because she was in a busy schedule and finally the researcher conducted an interview with Ms, Azniawati,

S.Pd. in order to get even stronger results in this study. Twelve questions were asked related to the analysis of the application of flipped classroom media in stimulating student in reading comprehension. In order to answer the research questions, using Indonesian language so that it was easy to understand, following are the result of the interviews that the researcher conducted :

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?

*terkadang, karena menurut saya siswa di kelas yang saya ajarkan lumayan terbantu dengan adanya metode ini tetapi saya khawatir jika keseringan menggunakan model pembelajaran seperti ini ada beberapa siswa yang tidak bisa mengaksesnya dikarenakan tidak mempunyai perangkat hanphone ataupun kuota internet. Kasihan mereka tidak bisa mengakses materi yang diberikan.*

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. Kegunaanya juga kadang jaringan sinyal atau mungkin kuota internet siswa yang habis jadi membuat mereka tidak bisa mengakses materi.*

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 mendominan untuk keterampilan membaca dan mendengarkan ya. Tetapi untuk keterampilan berbicara mungkin mereka masih malu malu.*

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-3 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*

According to the results of the interview above with the teacher, the researcher concluded that the flipped classroom applied in the learning process is very helpful for teachers in improving students' reading comprehension skills, this flipped classroom is also very helpful in increasing student independence in improving students' reading comprehension skills Where students are very quick to respond in class because they have mastered the material which is given first to be studied at home. The teacher also said that some students really like this flipped classroom method because they can repeat the material given by the teacher in WhatsApp media to understand and master the material more deeply; Of course, the flipped classroom method is very helpful, but we still have to be obliged to provide learning motivation so that students are more enthusiastic in undergoing the learning process in the classroom. The teacher also said that in the application of this flipped classroom media they certainly have challenges but do not dominate or become a problem and the solution they use is to form a discussion group between students and give their respective tasks and responsibilities so that students feel more compelled to master the material that has been given by the teacher, the teacher also conveys the strategies carried out before starting the learning process in the classroom, The teacher provides material before H-3 when the learning process begins. And also the teacher hopes that with this flipped classroom model

students can more easily understand the learning material provided and what will be learned in the classroom that takes place.

Based on the results of interviews and class observations mentioned above, researchers concluded that using flipped class media to improve students' reading comprehension showed that students' mastery of the reading material provided developed well. Student activity shows a more positive and consistent attitude, proven from the beginning of their learning. The learning process in the flipped classroom model consists of two activities, namely before class starts and during class. Before the class activity begins, students should have read the reading to be discussed. Students must be able to remember and understand the reading material discussed. This allows students to apply and analyze teaching materials to class activities at the beginning of class activities. We then proceed to the assessment process, where students complete assignments as learning-based activities. In accordance with the current trend of educational development, this learning design is the most adapted and appropriate learning design for the digital era, regardless of the presence or absence of a pandemic (Susanti & Hamama-Pitra, 2019). That is, with the awareness of the research subjects introduced in this article, flipped classes can be applied even after the COVID-19 pandemic is over. And also studies have shown that flipped classrooms increase student learning activities, improve student learning outcomes, and increase student motivation (Olakanmi, 2017; Cabi, 2018). The result of this consideration too bolsters the past think about conducted by (Afrilyasanti, Cahyono, & Astuti, 2017). This think about examined students' discernments of the usage of the flipped classroom show within the composing



classroom. In spite of the focused on aptitude is distinctive, the results of the think about were comparative. It appeared that the understudies found the exercises connected within the flipped classroom demonstrate made a difference them compose superior.

## **4.2 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 (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.

## **CHAPTER V**

### **CONCLUSIONS AND SUGGESTIONS**

#### **5.1 Conclusions**

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.

#### **5.2 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.

## REFERENCES

- Abdelshaheed, B.S.M. (2017). *Using Flipped Learning Model in Teaching English Language among Female English Majors in Majmaah University*. English Language Teaching. Vol. 10, No. 11; 2017, ISSN 1916-4742E-ISSN 1916-4750, Published by Canadian Center of Science and Education
- Abdullah, M., Hussin, S. & Ismail, K. (2021). *Does Flipped Classroom Model Affect EFL Learners' Anxiety in English Speaking Performance?* "International Journal of Emerging Technologies in Learning (iJET), 16(1), 94-108. Kassel, Germany: International Journal of Emerging Technology in Learning.
- Abedi, P., Keshmirshekan, M.H & Namaziandost, E.(2019). *The Comparative Effect of Flipped Classroom Instruction versus Traditional Instruction on Iranian Intermediate EFL Learners' English Composition Writing*. Journal of Applied Linguistics and Language Research, Volume 6, Issue 4, 2019, pp. 43-56, Available online at [www.jallr.com](http://www.jallr.com) ISSN: 2376-760X
- Adnan, M (2017). *Perceptions of senior-year ELT students for flipped classroom: a materials development course*. Computer Assisted Language Learning, 30:3-4, 204-222, DOI: 10.1080/09588221.2017.1301958
- Afzali, Z. & Izadpanah, (2021). *The effect of the flipped classroom model on Iranian English foreign language learners: Engagement and motivation in English language grammar*. Cogent Education, 8:1, DOI: 10.1080/2331186X.2020.187080
- Alebrahim, F. & Ku, H-Y. (2020). *Perceptions of student engagement in the flipped classroom: a case study*. Educational Media International, 57:2, 128 147, DOI: 10.1080/09523987.2020.1786776
- Alnuhayt, S.S. (2018). *Investigating the Use of the Flipped Classroom Method in an EFL Vocabulary*. Journal of Language Teaching and Research. ISSN 1798-4769 Vol. 9, pp. 236-242, DOI: <http://dx.doi.org/10.17507/jltr.0902.03>
- Amiryousefi, M. (2017). *The Incorporation of Flipped Learning into Conventional Classes to Enhance EFL Learners' L2 Speaking, L2 Listening, and Engagement*. Innovation in Language Learning and Teaching, 1–15. doi:10.1080/ 17501229. 2017.1394307

- Aprianto, E., Purwati, O. & Anam, S. (2020). *Multimedia-Assisted Learning in a Flipped Classroom: A Case Study of Autonomous Learning on EFL University Students.*, <https://doi.org/10.3991/ijet.v15i24.14017>
- Arifani, Y. (2019), *The application of small group and individual flipped model with WhatsApp to foster EFL learners' cohesive writing skill.* Library Hi Tech News <https://doi.org/10.1108/LHTN-12-2018-0075>
- Ayçiçek, B & Yelken, T.Y. (2018). *The Effect of Flipped Classroom Model on Students' Classroom Engagement in Teaching English.* International Journal of Instruction, Vol.11, No.2 e-ISSN: 1308-1470 [www.e-iji.net](http://www.e-iji.net), p-ISSN: 1694 609X pp. 385-398
- Bandura, A. (1977). *Self-efficacy: Toward a unifying theory of behavioral change.* <https://doi.org/10.1037/0033-295X.84.2.191>
- Bergmann, J. & Sams, A. (2012). *Flip Your Classroom: Reach every student in every class every day* Oregon: ISTE.
- Berrett, D. (2012). *How 'Flipping' the Classroom Can Improve the Traditional Lecture.* <http://chronicle.com/article/How-Flipping-the-Classroom>
- Bhagat, K. K., Chang, C. N., & Chang, C. Y. (2016). *The Impact of the Flipped Classroom on Mathematics Concept Learning in High School.* Educational Technology & Society, 19 (3), 124–132
- Bill, T. (2012). *The Flipped Classroom. Online instruction at home frees class time for learning.* Education Next / W I N T E R 2 0 1 2, [educationnext.org](http://educationnext.org)
- Boyratz, S., Ocak, G (2017). *Implementation of flipped education into Turkish EFL teaching context.* Journal of Language and Linguistic Studies 13: 426-439
- Cahyono, B.Y., Astuti, U. P. & Afrilyasanti, R. *Indonesian EFL Students' Perceptions on the Implementation of Flipped Classroom Model.* Journal of Language Teaching and Research, ISSN 1798-4769 Vol. 8, No. 3, pp. 476-484, May 2017
- Chen, C-H. & Yeh, H-C. (2019). *Effects of integrating a questioning strategy with game-based learning on students' language learning performances in flipped classrooms.* Technology, Pedagogy and Education, 28:3, 347-361, DOI: 10.1080/1475939X.2019.1618901
- Chuang, H-H, Weng, C-Y & Chen, C-H (2018). *Which students benefit most from a flipped classroom approach to language learning?* British Journal of Educational Technology Vol 00 No 00 2016 00–00 doi:10.1111/bjet.12530

- Du, S-C., Fu, Z-T. & Wang, Y. (2014). *The Flipped Classroom–Advantages and Challenges*. International Conference on Economic Management and Trade Cooperation (EMTC 2014)
- Du,Y.(2020). *Study on Cultivating College Students' English Autonomous Learning Ability under the Flipped Classroom Model*. English Language Teaching; Vol. 13, No. 6; 2020 ISSN 1916-4742 E-ISSN 1916-4750, Published by Canadian Center of Science and Education.
- Ekmekci, E. (2017). *The Flipped Writing Classroom in Turkish Efl Context: A Comparative Study on A New Model*. Turkish Online Journal of Distance Education, 18 (2), 151-167. DOI: 10.17718/tojde.30656
- Etemadfar, P, Soozandehfar, S. M. A. & Namaziandost, E. (2020). *An account of EFL learners' listening comprehension and critical thinking in the flipped classroom model*. Cogent Education, 7:1, 1835150, DOI: 10.1080/2331186X.2020.1835150
- Fahmi,R., Friatin, L.Y & Irianti,L (2020). *The Use of Flipped Classroom Model in Reading Comprehension*. Journal of Applied Linguistics and Literacy, ISSN 2598-8530,
- Farrah,M & Qawasmeh, A.(2018). *English Students' Attitudes Towards Using Flipped Classrooms in Language Learning at Hebron University*. Research in English Language Pedagogy, RELP (2018) 6(2): 275-294
- Güvenç,G (2018). *The flipped classroom approach in teaching writing: Action research*. International Journal of Social Sciences and Education Research, Online, <http://dergipark.gov.tr/ijsser> Volume: 4(3), 2018
- Haghighi, H., Jafarigohar, M., Khoshsima, H., & Vahdany, F. (2018). *Impact of flipped classroom on EFL learners' appropriate use of refusal: achievement, participation, perception*. Computer Assisted Language Learning. <https://doi.org/10.1080/09588221.2018.1504083>
- Hashemifardnia, A., Namaziandost, E & Shafiee, S (2018). *The Effect of Implementing Flipped Classrooms on Iranian Junior High School Students' Reading Comprehension*. Theory and Practice in Language Studies, ISSN 1799-2591 Vol. 8, No. 6, pp. 665-673, June 2018 DOI: <http://dx.doi.org/10.17507/tpls.0806.17>
- Heeseung, C, Jeongeun, K, Kyung-Sook, B, Yeon-Hwan, P, Nam-Ju, L & Chanhee,K (2015). *Applying the Flipped Learning Model to an English-Medium Nursing Course*, J Korean Acad Nurs, Vol.45 No.6, 939 – 948 <http://dx.doi.org/10.4040/jkan.2015.45.6.939>

- Hsieh, J.S.C., Wu, W.-C.V., & Marek, M.W. (2017). *Using the flipped classroom to enhance EFL learning*. Computer Assisted Language Learning, 30:1-2, 1-21, DOI:10.1080/09588221.2015.1111910
- Hung, H.-T. (2015). *Flipping the classroom for English language learners to foster active learning*. Computer Assisted Language Learning, 28(1), 81–96. doi:10.1080/09588221.2014.967701
- Karabulut-Ilgu, A., Cherrez, N.J., Jähren, C.T. (2018). *A systematic review of research on the flipped learning method in engineering education*. British Journal of Educational Technology. Vol 49 No 3 2018 398–411 doi:10.1111/bjet.12548
- Khalil, N.R., Mohammed, S.J., Naser, N.A. & Vadivel, B. (2021). *Flipped Classroom Model and Understanding Student's Mind-set in English Language Classroom*. International Journal of Mechanical Engineering. ISSN: 0974-5823, Vol.6 No.3, December, 2021
- Köroğlu, Z. Ç & Çakır, A. (2017). *Implementation of flipped instruction in language classrooms: An alternative way to develop speaking skills of pre-service English language teachers*. International Journal of Education and Development using Information and Communication Technology (IJEDICT), 2017, Vol. 13, Issue 2, pp. 42-55
- Kurt, G. (2017). *Implementing the flipped classroom in teacher education: Evidence from Turkey*. Journal of Educational Technology & Society, 20(1), 211–221
- Larcara, M. (2015). *Benefits of the Flipped Classroom Model*. IGI Global, DOI: 10.4018/978-1-4666-8246-7.ch006
- Lee, B. (2017). *TELL us ESP in a Flipped Classroom*. EURASIA Journal of Mathematics Science and Technology Education, ISSN: 1305-8223 (online) 1305-8215 (print) 2017 13(8):49955007, DOI: 10.12973/eurasia.2017.00978a
- Lee, G. & WALLACE, A. (2018). *Flipped Learning in the English as a Foreign Language Classroom: Outcomes and Perceptions*. TESOL QUARTERLY, Vol. 52, No. 1 © 2017 TESOL International Association
- Li, S & Suwanthep, J (2017). *Integration of Flipped Classroom Model for EFL Speaking*. International Journal of Learning and Teaching, Vol. 3, No. 2, June 2017

- Lin, C-J & Hwang, G-J. (2018). *A Learning Analytics Approach to Investigating Factors Affecting EFL Students' Oral Performance in a Flipped Classroom.* Educational Technology & Society. Vol. 21, No. 2 (April 2018), pp. 205-219 (15 pages)
- Lo, C.K & Hew, K.F (2019). *The impact of flipped classrooms on student achievement in engineering education: A meta-analysis of 10 years of research,* The Journal of Engineering Education (JEE), <https://doi.org/10.1002/jee.20293>
- Mandasari, B., & Wahyudin, A. Y. (2021). *Flipped Classroom Learning Model: Implementation and Its Impact on EFL Learners' Satisfaction on Grammar Class.* Ethical Lingua: Journal of Language Teaching and Literature, 8(1), 150-158.
- Manson, G., Shuman T.R., & Cook, K.E. (2013). *Inverting (Flipping) Classrooms Advantages and Challenges.* American Society for Engineering Education.
- McLaughlin, J.E.; White, P. J.; Khanova, J.; Yuriev, E. (2016). *Flipped Classroom Implementation: A Case Report of Two Higher Education Institutions in the United States and Australia.* Computers in the Schools, 33(1), 24–37. DOI:10.1080/07380569.2016.1137734
- Mohammadi, J., Barati, H., Youhanaee, M. (2019). *The Effectiveness of Using Flipped Classroom Model on Iranian EFL Learners' English Achievements and Their Willingness to Communicate.* English Language Teaching, Vol. 12, No. 5; 2019, ISSN 1916-4742, E-ISSN 1916-4750
- Namaziandost, E & Cakmak, F. (2020). *An account of EFL learners' self-efficacy and gender in the Flipped Classroom Model.* Education and Information Technologies, 25:4041–4055, <https://doi.org/10.1007/s10639-020-10167-7>
- Namaziandost, E., & Ahmadi, S. (2019). *The assessment of oral proficiency through holistic and analytic techniques of scoring: A comparative study.* Applied Linguistics Research Journal, 3(2), 70–82.
- Namaziandost, E., Dehkordi, S.E., & Shafiee, S. (2019). *Comparing the effectiveness of input-based and output-based activities on productive knowledge of vocabulary among pre-intermediate EFL learners.* Asian-Pacific Journal of Second and Foreign Language Education, 4(2), 1-14. DOI:10.1186/s40862-019-0065-7
- Namaziandost, E., Neisi, L., Momtaz, S (2019). *The Effectiveness of Flipped Classroom Model on Listening Comprehension Among Iranian Upper-*



*intermediate EFL Learners*. Journal of Applied Linguistics and Language Research, Volume 6, Issue 4, 2019, pp. 129-139. Available online at [www.jallr.com](http://www.jallr.com). Issn:2376-760X

Nasri, M., Biria, R., & Karimi, M. (2018). *Projecting Gender Identity in Argumentative Written Discourse*. International Journal of Applied Linguistics & English Literature, 7(3), 201-205.

Nguyen, T. (2018). *Implementation of English flipped classrooms: Students' perceptions and teacher's reflection*. International Journal of Research Studies in Language Learning, 2018 Volume 7 Number 3, 87-108

Ölmefors, O. & Scheffel, J. (2021). *High school student perspectives on flipped classroom learning*. Pedagogy, Culture & Society, DOI: 10.1080/14681366.2021.1948444

Ping, R. L. S., Verezub, E., Badiozaman, I. F. bt A. & Chen, W. S. (2020). *Tracing EFL students' flipped classroom journey in a writing class: Lessons from Malaysia*. Innovations in Education and Teaching International, 57:3, 305-316, DOI: 10.1080/14703297.2019.1574597

Rajabi, P., Mahmoodi, K. & Hosseini, S.A. (2021). *Flipped Classroom Model and Its Impact on Iranian EFL Learners' Classroom Anxiety and Listening Performance*. Computer-Assisted Language Learning Electronic Journal (CALL-EJ), 2021, 22(3), 1-16

Ramírez, D., Hinojosa, C., Rodríguez, F. (2014). *Advantages And Disadvantages Of Flipped Classroom: Stem Students Perceptions*.

Sudarmaji, I., Anwar, A. A. A & Mulyana, A (2021). *Developing Students' Speaking Skills through Flipped Classroom Model on High School Students*. Journal of English Education and Teaching (JEET), e-ISSN: 2622-5867 p-ISSN: 2685-743x Volume 5 number 2, June 2021,

Page 188-200

Suranakkharin, T. (2017). *Using the Flipped Model to Foster Thai Learners' Second Language Collocation Knowledge*. The Southeast Asian Journal of English Language Studies – Vol 23(3): 1 – 20 <http://doi.org/10.17576/3L-2017-2303-01>

Wang, J, An, N & Wright, C (2018). *Enhancing beginner learners' oral proficiency in a flipped Chinese foreign language classroom*. Computer Assisted Language Learning, 31 (5-6). pp. 490-521. ISSN 0958-8221. <https://doi.org/10.1080/09588221.2017.1417872>

Wen, Q. F. (2008). *On the output-driven hypothesis and reform of English-skill courses for English majors*. Foreign Language World, 2(2), 2-9.

- Wette, R. (2015). *Teacher-led Collaborative Modelling in Academic L2 Writing Courses*. *ELT Journal* 69 (1): 71–80
- Zainuddin, Z. & Perera, C.J. (2017). *Exploring students' competence, autonomy and relatedness in the flipped classroom pedagogical model*. *Journal of Further and Higher Education*, DOI: 10.1080/0309877X.2017.1356916

## Lampiran 1

### Student reading materials sheet in cycle I

Bahan bacaan siswa:

Structures	Text	Language Features
<b>Orientation:</b>	Once upon a time, there lived a lovely princess named Anidori Kiladra Talianna Isilee, or Ani, who was born in the kingdom of Kildenree. Ani had a strong relationship with her aunt. Little Ani spent the first years of her life listening to her aunt's stories and learned how to converse with animals. As Ani grew up, she gradually learned of three important gifts: people-speaking, animal-speaking, and nature-speaking. When her aunt left from the kingdom, Ani's mother, the queen, forbade Ani from getting near animals as she and the rest of Kildenree were terrified of animal-speakers.	<b>Action Verbs:</b> Little Ani spent the first years of her life listening to her aunt's stories and learned how to converse with animals.  <b>Past Tense:</b> Once upon a time, there lived a lovely princess named Anidori Kiladra Talianna Isilee, or Ani, who was born in the kingdom of Kildenree.
<b>Complication</b>	Years passed by, Ani was struggling with her confidence as both Crown Princess and a future queen. Ani's life that was always under her mother's shadow made her feeling not confident to be the next queen. Things got worse, when Ani's father died away. At the funeral, the queen announced that her second child, Calib, would become the next ruler. Feeling refused, Ani tried to confront the queen. Then, I ask pardon for intruding so soon after the mourning period, but I must ask	<b>Sequence words:</b> Once upon a time, years passed by, etc.  <b>Noun Phrases:</b> a strong relationship, the first years of her life, etc.  <b>Adverbs:</b> lovely, gradually, near, etc. <b>Adjective Clause:</b>



you about your statement some weeks ago," said Ani.

"Yes, yes my child, about Calib. Sit down," the queen asked Ani to sit and continued explaining, "You remember, five years ago we received a visit from the Prime minister of Bayern." Ani nodded.

"Well actually, according to our tradition, if it has to be one of my kids to marry the prince of Bayern, it should be the third child, Napralina. But she is too young, and you, my dear Ani, you are different. After the trouble with your aunt, I'm worried that people would never trust you as the rumors of you being a animal-speaker have sunk too deep," said the queen. Furious and upset, Ani had no other choice and was obliged to agree. Ani's lady-in-waiting and best friend, Selia also convinced her to go to Bayern. Ani was crushed, but performed her duty and left Kildenree.



Picture 2.3 The castle

However, another bad thing happened. On the way to Bayern, Ani began to feel alienated from Selia. Selia later took Ani's identity as the princess and seized Ani's power. After days wandering in the forest alone, Ani eventually stumbled on the house of Gilsa and her son, Finn. Gilsa told her, "Go to Bayern with Finn when the market opens.

#### **Adjective Clause:**

Once upon a time, there lived a lovely princess named Anidori Kiladra Talianna Isilee, or Ani, who was born in the kingdom of Kildenree.

#### **Reporting verbs:**

"Mother, I ask pardon for intruding so soon after the mourning period, but I must ask you about your statement some weeks ago," said Ani.

**Continue to identify the language features of the fairy tale as above. Highlight the words or phrases using different colors.**

If you are fortunate, you will meet the king in person." Eventually, Ani and Finn went to the market to try to speak to the king. They met the king but she ended up telling him that she was new to the city and had nowhere to go. Hence, the king assigned her as a goose girl.

At first, as a goose girl, Ani struggled to connect with the other workers and the geese. However, this changed when she met Enna who worked with chickens, and Jok, an injured goose that she nursed back to health. Over time, Ani built friendships with the workers including with a man named Geric, who told her that he was the prince's guard. One day, Ani heard a really bad news from Enna. "Ani, Kildanree plans on attacking Bayern so the king has decided to attack Kildanree first," told Enna. Ani realized in horror that this must be Selia's plan. If Bayern wiped out Kildanree, there would be no one who could prove her real identity but she could not return to Kildanree.

The next morning, a group of thieves attacked the geese flock. Ani used her gift. She asked the wind to help and it responded by picking up a large amount of dirt and attacking the thieves. Because of her good deeds, Ani was hailed as a hero but was horrified to know that the king would invite her for a reward. As she was afraid to meet Seila in the kingdom, she decided to escape. She returned to Gilza's house and by chance met Talone, her old guard. "I am so happy to find you alive," said Ani relieved. "I am also very happy to finally meet you again, princess. And, I really want to help you get your identity back," replied Talone.

**Resolution**

Then, the two decided to convince the king of Ani's true identity. They rode to the kingdom and managed to meet the old prime minister. Soon after confirming her identity, she was informed that the prince and Selia were about to get married by the lake.

Thus, Ani went to the lake to confront Selia. There she found out that the 'guard', Geric, was actually the crown prince. A terrifying battle between Selia and Ani could not be avoided. Luckily, before Selia could kill Ani, Geric intruded and helped Ani. Days later, after things quieted down, Ani was called to prove that Kildenree was not about to attack Bayern. She declared that she was the proof as the queen would never send her first born into an enemy camp before storming out. Geric praised her for ending the war before it started. At the end, Ani and Geric decided to get married. Geric took her to a celebration where she was introduced as the official crown princess.

Adapted from [https://www.mabkvet.com/images/Files\\_2020\\_21/Library/Pdfs/The\\_Goose\\_Girl.pdf](https://www.mabkvet.com/images/Files_2020_21/Library/Pdfs/The_Goose_Girl.pdf)



## Student reading material sheet in cycle 2

Bacaan 2:

### Puss in Boots

In the olden days, in a small city in Italy, there lived a poor old Miller with his three sons. The years went by and Miller passed away, leaving nothing but his mill, donkey, and a cat. In his testament, he left the mill for the eldest, the donkey for the second-born, and the cat for the youngest son.

The youngest son grumbled, "I'll just end up eating the cat." Listening to this, Puss, the cat said, "Do not be sad, master. Just give me a bag and a pair of boots. Then, I will show you that you did not receive such a poor \_\_\_(1) in me." Thinking how \_\_\_(2) the cat was, he thought to give the cat a chance to help him. He went to the market,

spent his last pound on ordering a pair of boots for the cat, and gave the cat his bag. The cat looked very \_\_\_(3) in his boots.

Then, the cat put bran and corn into his bag, held the strings of the bag in his two fore paws and laid by a rabbit \_\_\_(4), stretching as if he were dead. He waited for some young rabbits, who were still not acquainted with the

Picture 2.6 Puss in Boots (5) of the world. Not long after that, a

reckless young rabbit jumped into his bag, and Puss shortly drew close the strings and caught the rabbit. He went happily to the palace with a rabbit in his bag. He begged to speak with the king. Meeting the king in person, he made a low bow and said, "I have brought you, my majesty, a rabbit of the warren, which my\_(6) lord, the Marquis of Carabas has commanded me to present to you." The king surely was very pleased with the present.

Another time, again, he hid among a cornfield, held his bag open, and when a brace of\_(7) ran into it, he soon drew the strings and caught them. The same as what he had done before, he made these a present for the king. The cat kept continuing sending the presents

for three months and constantly said that the presents were from his master, the Marquis of Carabas.

One day, he heard that the king and his daughter were about to drive in his carriage along the river bank. Puss in Boots told his master: "If you follow my advice, your (8) is close." Without questioning and knowing why or wherefore, Miller's son did what the cat advised him to do. While he was washing, the king passed by, and the cat began to cry out: "Help! Help!

My Lord, Marquis of Carabas, is going to be drowned!" Hearing that noise, the king put his head out of the coach window, and saw the cat who had so often brought him such nice presents. The cat came up to the coach and told the king that while his lord was washing, there came by some (9), who stole his clothes. This cunning cat had actually hidden the clothes under a big stone. The king commanded his guards to fetch one of his best suits for the Lord Marquis of Carabas.

The king was very pleased to finally meet the Marquis of Carabas. Although Miller's son was poor, he was handsome and a\_ (10) fellow, so that the king's daughter fell in love with him. The king invited him to sit in the coach and ride along with them. The cat, felt overjoyed and marched on before, and as he met some countrymen, who were mowing a meadow, he said to them, "Good people, you who are mowing, if you do not tell the king that the meadow you mow belongs to my Lord Marquis of Carabas, those soldiers will chop you up like herbs for the pot." The king asked the mowers to whom the meadow they were mowing belonged. "To my Lord Marquis of Carabas," answered them altogether, for the cat's threats had made them dreadfully afraid. "You see, sir, this is a meadow which never fails to yield a plentiful harvest every year," said the Marquis amplifying the lies of the cat. Puss, who went before them, met with some reapers, and told the same thing. So, when the king passed by and asked the reapers, they told the king that all the corns belonged to Lord Marquis of Carabas. Then, shockingly, the king said, "Let's



now go to your castle." The miller's son, not knowing what to reply, looked at puss who said, "If Your Majesty will but wait an hour, I will go before you and order the castle to be made ready for you." With that, he jumped away and went to the castle of a great ogre and asked to see him, saying he could not pass so near his home without having the honor of paying his respects to him. The ogre received him and made him sit down.

"I have been assured," said the cat, "that you have the gift of being able to change yourself into all sorts of creatures as you wish." "That is true, you shall see me now become a lion," answered the ogre vigorously. Puss was so terrified, however, he had a brilliant idea. "However," said the cat, "I fear that you will not be able to save yourself even in the form of a lion, for the king is coming with his army and means to destroy you." The ogre looked out of the window and saw the king waiting outside with his soldiers, so he said, "What shall I do? How shall I save myself?" Puss replied, "If you change yourself into something very small, then you can hide."

In an instant, the ogre turned himself into a mouse and puss immediately fell upon him and ate him up. Puss, then, ran out and invited the king to visit the castle. "Does this castle also belong to you? There can be nothing finer than this court and all the stately buildings which surround it," said the king to Marquis of Carabas.

The Marquis gave his hand to the princess, and followed the king, who went first. They passed into a spacious hall, where they found a magnificent rum punch, which the ogre had prepared for his friends, who were that very day to visit him. The friends, however, did not dare to enter, knowing that the king was there. The king was perfectly charmed with the good qualities of my Lord Marquis of Carabas, without waiting any longer, he said to him, "If you do not, mind, my Lord Marquis, be my son in law!" The Marquis, making several low bows, accepted that honor and on that very same day, he married the princess. Puss finally became a great lord, and never ran after mice anymore, except for pleasure.

## Lampiran 2

### Student worksheets cycle I

#### LEMBAR KERJA SISWA 1:

NAMA :

KELAS :

MATA PELAJARAN :

GURU BIDANG :

Read "The Goose Girl" story again, Answer the questions, compare and discuss your answer with your classmates'.

#### Access and retrieve

1. What is the story about?
2. What special abilities did the main character have that other characters in the story did?
3. Why wasn't Ani appointed as Kildenree queen even though she was the first child in the family?
4. Explain how 'the goose girl' got her name.
5. What was Selia's plan to abolish Kildenree?
6. How did Ani finally get her identity back?

#### Integrate and interpret

1. How did Ani's character change in the story?
2. Describe Ani's and the queen's characteristics? What differences and similarities are there?
3. In the story, it was told that the queen did not appoint Ani as the future queen. What do you think of the queen's deed? Is it a betrayal? Is it a political move? Or is it a selfish act? Why? Explain
4. What lessons can you learn from the story?

#### Reflect and evaluate

1. Have you ever found a similar character to Selia around you? Tell us the person's characteristics. If you are asked to give the person an advice, what would the advice be?
2. Have you ever been surprised with a reward for doing good deeds and a warning or even punishment for doing bad things? Describe your experience.
3. After reading 'The Goose Girl' story, how do you understand fairy tales?

## Student worksheet cycle 2

### LEMBAR KERJA SISWA 2:

NAMA :  
KELAS :  
MATA PELAJARAN :  
GURU BIDANG :

Read the complete version of "Puss in boots" tale. Then, answer the following questions. Compare and discuss your answer with your classmates:

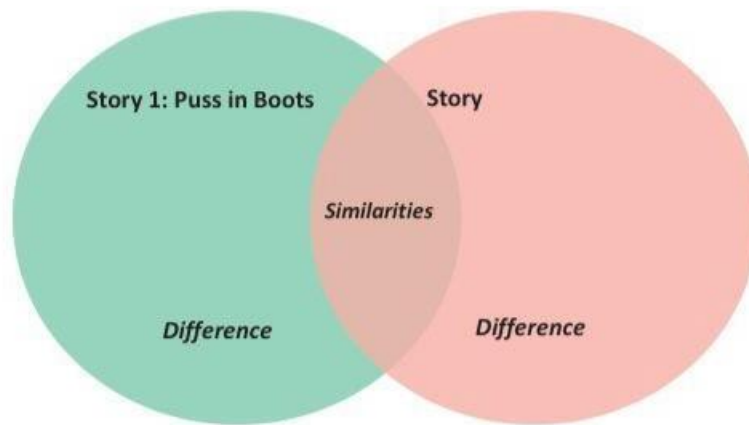
1. Which of the following sentences accurately describe the story?
  - a. The ingenuity of a cat could defeat the strength of an ogre.
  - b. The Marquis of Carabas told his wealth to the king.
  - c. A cunning cat sought some licks for his master.
  - d. A sly cat fooled the king for his fortunes.
  - e. A cat could rule ogre and humans.
  
2. How is the character of Puss described in the story?
  - a. Sly
  - b. Cool
  - c. Brash
  - d. Generous
  - e. Meticulous
  
3. Which is not a cunning act of the Puss?
  - a. Trapping and catching the animals.
  - b. Making up stories about the Marquis of Carabas.
  - c. Making the ogre turned himself into a mouse and eating him.
  - d. Inviting the king to visit the kingdom of the Marquis of Carabas.
  - e. Making the farmers admitted that their fields belong to the Miller's son.
  
4. Decide whether the statements below are true (T) or false (F)
  - 1) Mr. Miller left only a pair of boots, a bag and a cat. ☐
  - 2) The cat promised Miller's son to make him happy and rich. ☐
  - 3) The ogre was not really as clever as the cat. ☐

5. What do you learn from the story?

Answer: \_\_\_\_\_

6. If you were the writer, how would you change the main character? Answer: \_\_\_\_\_

7. Have you ever read another similar tale to this? What is it? How is it similar or different to this tale? You can present the similarities and differences by completing the Venn diagram below.



### Lampiran 3

#### Cycle I observation sheet

##### Classroom Observation Sheet

Resource Teacher : Ms.Azniwati

Date of Observation : 6 September 2023

Class : XI- IPS 1

Topic : Narative Text

##### OBSERVATION SHEET CYCLE I

STATEMENT	Response	
	Yes	No
• Siswa mempelajari materi yang telah diberikan oleh guru sebelum memulai pembelajaran.		✓
• Siswa menjadi lebih bersemangat ketika diberi perintah untuk membaca oleh guru karena materi tersebut sudah dipelajari sendiri sebelumnya.		✓
• Siswa lebih memahami isi bacaan.		✓
• Siswa memiliki rasa ingin tahu yang besar terhadap makna dari bacaan tersebut.		✓
• Guru menjelaskan kembali tentang materi yang sebelumnya sudah diberikan.	✓	
• Guru menguji siswa satu persatu untuk membaca.	✓	
• Guru lebih terbantu menggunakan media flipped classroom		✓
• Guru merasa lebih sulit dengan memakai media flipped classroom.		✓
• Siswa menjadi lebih lancar dalam membaca materi yang diberikan oleh guru		✓
• Siswa merasa kesulitan membaca materi yang diberikan oleh guru.	✓	

## Cycle 2 observation sheet

### Classroom Observation Sheet

Resource Teacher : Ms.Azniwati

Date of Observation : 13September 2023

Class : XI- IPS 1

Topic : Narative Text

### OBSERVATION SHEET CYCLE 2

STATEMENT	Response	
	Yes	No
• Siswa mempelajari materi yang telah diberikan oleh guru sebelum memulai pembelajaran.	✓	
• Siswa menjadi lebih bersemangat ketika diberi perintah untuk membaca oleh guru karena materi tersebut sudah dipelajari sendiri sebelumnya.	✓	
• Siswa lebih memahami isi bacaan.	✓	
• Siswa memiliki rasa ingin tahu yang besar terhadap makna dari bacaan tersebut.	✓	
• Guru menjelaskan kembali tentang materi yang sebelumnya sudah diberikan.	✓	
• Guru menguji siswa satu persatu untuk membaca.	✓	
• Guru lebih terbantu menggunakan media flipped classroom	✓	
• Guru merasa lebih sulit dengan memakai media flipped classroom.		✓
• Siswa menjadi lebih lancar dalam membaca materi yang diberikan oleh guru		✓
• Siswa merasa kesulitan membaca materi yang diberikan oleh guru.		✓

## Lampiran 4

### Interview sheet

#### Interview Question

Interviewer : Zoralia

Interviewee : Ms. Azniwati

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 mendominan 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.



## Lampiran 5

### Research instrument validation sheet

*Handwritten signature: Mulyani*

**Lembar Validasi Instrumen Penelitian**

**LEMBAR VALIDASI**

**TES KEMAMPUAN PEMAHAMAN MEDIA FLIPPED CLASSROOM**

Nama Validator : Mulyani, M.Pd., M.Ts. *Handwritten initials: Mulyani*  
NIDN : 1307078301  
Instansi : Universitas Bina Bangsa Getsempena  
Tanggal Pengisian :

**A. Pengantar**

Lembar validasi ini digunakan untuk memperoleh penilaian Bapak/Ibu terhadap tes kemampuan pemahaman tentang media flipped classroom pada penelitian yang telah saya susun. Saya ucapkan terimakasih atas ketersediaan Bapak/Ibu menjadi validator dan mengisi lembar validasi ini.

**B. Petunjuk**

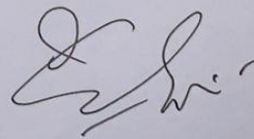
1. Bapak/Ibu diharapkan untuk memberikan skor pada setiap butir pernyataan dengan memberikan tanda (✓) pada kolom dengan skala penilaian sebagai berikut :  
  
5 = Sangat Baik      2 = Kurang Baik  
4 = Baik              1 = Tidak Baik  
3 = Cukup Baik
2. Peneliti memohon kesediaan Bapak/Ibu untuk memberikan keterangan dan saran terhadap bagian yang salah, serta masukan untuk tes kemampuan pemahaman konsep matematika peserta didik kelas XI pada materi Nilai Mutlak pada kolom yang tersedia.

### C. Penilaian

Aspek penilaian	Skala penilaian				
	1	2	3	4	5
1. Ketepatan pertanyaan dengan jawaban yang diharapkan					
2. Kejelasan butir pertanyaan					
3. Pernyataan berkaitan dengan judul penelitian					
4. Pernyataan sesuai dengan aspek yang ingin dicapai					
5. Pernyataan mengungkapkan informasi yang benar					
6. Bahasa yang digunakan mudah dipahami					
7. Bahasa yang digunakan efektif					

### D. Komentar dan Saran

Banda Aceh, 12 Januari 2024  
Validator



Mulyani, M.Pd., M.Tesol

NIDN : 1307078301

## Lampiran 7

### Documentation of classroom observations in cycle 1 ( 6 september 2023 )







## **Lampiran 8**

### **Documentation of classroom observation in cycle 2 ( 13 Semptember 2023 )**









## Lampiran 9

Interview documentation with Mrs. Azniawati, M.Pd. ( 7 September 2023 )





