

**THE IMPLEMENTATION OF FLIPPED CLASSROOM METHOD
TO IMPROVE STUDENTS' READING SKILL
AT THE ELEVENTH GRADE MA MA'ARIF KLEGO PONOROGO**

THESIS



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ABSTRACT

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Key Words: Flipped classroom method and reading skill

The flipped classroom is a learning method where the teacher gives instructions to study learning material through digital media in the form of videos, e-books, or material in student books as initial material for preparing for face-to-face activities in class. Most people associate flipped classrooms with video, but these can be converted classes without video or technology. Even though the availability of technology has facilitated this flipped classroom by making videos, the focus must still be on creating a student-centred learning environment where lessons and teaching materials are expected to be more accessible. The Flipped Classroom method also can be implemented in English learning subjects, especially reading. Reading is one of the processes carried out by readers to obtain messages to be conveyed by the author through the medium of words in reading. Flipped classroom method is one of learning method that help students learn English, especially to improve reading skill.

The objectives of this study are to (1) find out the implementation of the flipped classroom method in improving students' reading skill; (2) find out the advantages of implementation of the flipped classroom method in improving students' reading skill; (3) find out the disadvantages of implementation the flipped classroom method in improving students' reading skill.

This research was designed using a qualitative method with a qualitative descriptive design. Data were collected through observation, interviews, and documentation. Participants came from one english teacher, and two students from XI IPA and one student from XI IPS of MA Ma'arif Klego. For data analysis using data reduction, data display and verification.


Based on the data analysis found that (1) The implementation of the flipped classroom method has 2 stages, namely outside the classroom and inside the classroom. The stage outside the classroom is in the form of giving assignments from the teacher. Then for the stage inside the classroom the teacher explains the material to be discussed and continued discussion for students to understand the material in depth. (2) Implementing the flipped classroom method has advantages and disadvantages. For advantages of implementing the flipped classroom method are increasing student activeness in learning English in the classroom, increasing student independence and learning effectiveness, making learning time runs well and reducing problems related to class time that is sometimes not enough, then improving students' thinking skills. (3) For the disadvantages of implementing this flipped classroom method are there are a few students who do not participate and some students experience difficulties at the beginning of the flipped classroom method.

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P O N O R O G O

CHAPTER I

INTRODUCTION

A. Background of the Study

Flipped classroom is a learning method often discussed in education because it can improve learning outcomes at all levels, even from elementary school to university.¹ In addition to improving student learning outcomes, this method can enhance students' experience and learning abilities. The flipped classroom is a learning method where the teacher gives instructions to study learning material through digital media in the form of videos, e-books, or material in student books as initial material for preparing for face-to-face activities in class.²

In this flipped classroom, the teacher has little time to convey material because students have studied at home before class learning conduct, and the teacher pays more attention to student involvement, initiative, and student interaction during learning activities.³ The use of study time in class is applied to discussions through group work to increase interaction between teachers and students. This flipped classroom method has helped overcome some of the limitations in learning, especially time, space, and material constraints.⁴ In this time constraint, for example, it can be caused by teachers who are late to class because there are certain activities, besides that it can be caused by students who are late for class too, students who are not permitted to enter, apart from being late there are also school and holiday events that can delay learning activities. Then, for space constraints, for example, some classes are being repaired so that the learning process cannot carried out in that class. The last one is constrained material; for example, on the

¹ Tambunan Hamonangan Sohayata Etika Maeda, Situmorang Julaga, "The Flipped Classroom: Learning Revolution to Improve Students' English Speaking Skills," *Advances in Social Science, Education and Humanities Research*. 591 (2021).

² Sohayata Etika Maeda, Situmorang Julaga.

³ Sohayata Etika Maeda, Situmorang Julaga.

⁴ Shujun Han, "Flipped Classroom: Challenges and Benefits of Using Social Media in English Language Teaching and Learning," *Frontiers in Psychology*, 2022.

day, the material had not been appropriately conveyed due to the teacher's lack of preparation and the condition of the students who found it difficult to concentrate on the learning material. Some of these obstacles could make the teacher change the learning technique in class to a flipped classroom method.

Most people associate flipped classrooms with video, but these can be converted classes without video or technology.⁵ Even though the availability of technology has facilitated this flipped classroom by making videos, forums, and online quizzes if the flipped classroom is conducted without this, the focus must still be on creating a student-centred learning environment where lessons and teaching materials are expected to be more accessible. Besides, students can control their learning more, have time to think and become more critical learners. The Flipped Classroom method also can be implemented in English learning subjects. There are four basic skills in English: listening, speaking, reading, and writing. These basic skills have been implemented in every school, from elementary, junior high, to high school. This study will discuss one of the basic skills in English, namely reading.

Reading is one of the processes readers carry to obtain messages that the author wants to convey through the medium of words in reading.⁶ Finochiaro and Bonomo Tarigan also added that reading activities are picking and understanding the meaning or meaning contained in written materials. In reading activities, readers can understand the reading correctly and acquire the ability to reason and analyze well.⁷ In addition to understanding reading, readers need several processes to improve their skills. Reading requires a combination of complex processes, including reading quickly and efficiently, the comprehension process and the interactive process between the reader of the text and

⁵ Jeffrey Mehring, *Innovations in Flipping the Language Classroom* (Singapore: Springer Nature, 2018).

⁶ H.G Tarigan, *Membaca Sebagai Suatu Keterampilan Berbahasa* (Bandung: Angkasa, 2008).

⁷ I. Yurika, *Developing Reading Fluency: A Study of Extensive Reading in EFL*, Reading in, 2008.

the writer.⁸ Therefore, teaching reading aims to help students develop into proficient readers to achieve independence and the expected process.⁹ Based on the interview carried out by this researcher with an English teacher named Mrs. Umi Latifah S,pd at MA Ma'arif Klego on October 27, 2022. This teacher often applies the flipped classroom method in teaching. The flipped classroom method is considered very effective for students at MA Ma'arif Klego, where she teaches. With this method, they expect to have the provisions to face the class lessons later.

This teacher usually applies flipped classroom learning steps to instruct students to study or read material learning first at home and also do the tasks given by the teacher. Students can look for material through internet sources if the textbook's material needs to be explained in detail. Furthermore, for class activities, students focus on discussing or working on questions. Through reading this material, the flipped classroom method can improve students' reading skills. Based on researcher observations, the reading skills of students at MA Ma'arif Klego are still relatively low. With this flipped classroom method, students can improve their understanding of the English material they read and learn the vocabulary in the material, which are some of the aspects that exist in reading skills.

Similar research about the implementation of a flipped classroom in improving reading skills was discussed by Jessycha Sania Putri entitled "The Implementation of Flipped Classroom to Develop Students' Reading Skill". The results showed that the use of the flipped classroom method in teaching reading was very helpful in improving students' reading skills. The results of observations and tests also showed that students' reading skills continued to improve after the implementation of the flipped classroom. In addition, students also actively participate in discussion activities to be able to solve

⁸ W Grabe, *Reading in a Second Language: Moving from Theory to Practice* (Cambridge: Cambridge University Press, 2009).

⁹ Mohammed Ahmed Okasha, "Using Strategic Reading Techniques for Improving EFL Reading Skills," *Arab World English Journal* 11, no. 2 (2020): 311–22, <https://doi.org/10.24093/awej/vol11no2.22>.

problems in class, so as to increase self-confidence and help them come up with better learning strategies. So, the application of flipped classroom can improve students' reading skill.¹⁰

Therefore, based on the explanation above, researcher are encouraged to conduct research titled “The Implementation of Flipped Classroom Method to Improve Students’ Reading Skills at The Eleventh Grade MA Ma'arif Klego Ponorogo.”

B. Research Focus

Based on the explanation of the problem background above, the research focus is on The Implementation of Flipped Classroom Method to Improve Students’ Reading Skills at The Eleventh Grade MA Ma'arif Klego Ponorogo and the advantages and disadvantages of the Flipped Classroom technique in improving reading skills.

C. Statement of the Problem

1. How is the implementation of the flipped classroom method to improve students' reading skills?
2. What are the advantages of implementation the flipped classroom method to improve students' reading skills?
3. What are the disadvantages of implementation the flipped classroom method to improve students' reading skills?

D. Objective of the Study

1. To find out the implementation of the flipped classroom method in improving students' reading skills.
2. To find out the advantages of implementation of the flipped classroom method in improving students' reading skills.

¹⁰ Jessycha Sania Putri and Neni Nurkhamidah, “The Implementation of Flipped Classroom to Develop Students’ Reading Skill,” *Acitya: Journal of Teaching and Education* 5, no. 1 (2023): 156–70, <https://doi.org/10.30650/ajte.v5i1.3509>.

3. To find out the disadvantages of implementation the flipped classroom method in improving students' reading skills.

E. Significances of the Study

Regarding the researcher's focus on The Implementation of Flipped Classroom method to Improve Students' Reading Skills at The Eleventh Grade MA Ma'arif Klego Ponorogo and the advantages and disadvantages of the Flipped Classroom method in improving reading skills, the results of this study are expected to provide a valuable contribution to this thing as follows:

1. For teachers

This study can be a reference and input for teachers who want or have implemented the flipped classroom method in English to improve students' reading skills by looking at the advantages and disadvantages of this technique.

2. For students

It motivates students to improve their reading skills by using the flipped classroom method.

3. For further research

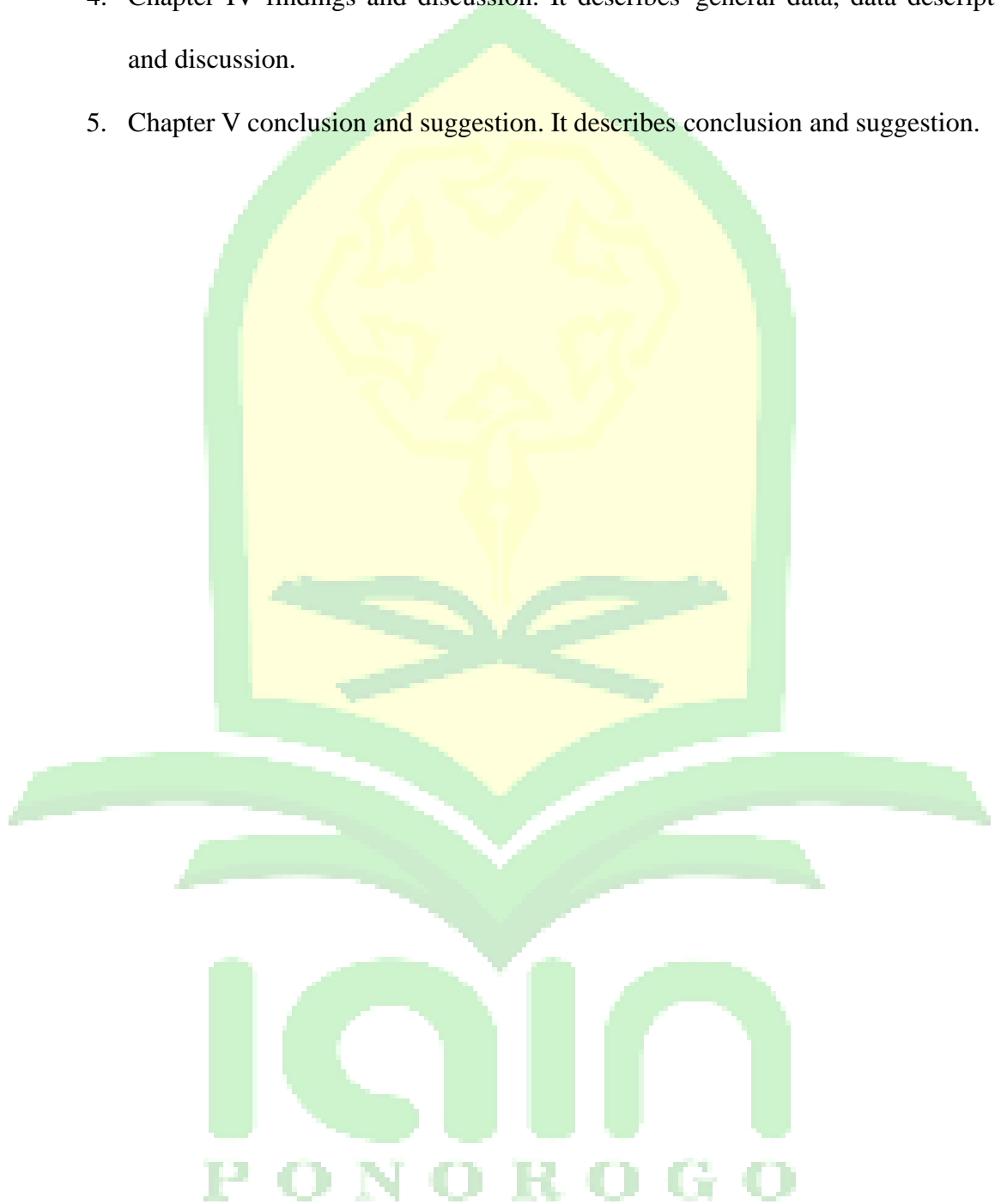
Hopefully, further researchers can be a reference for the final project and help them to reveal more deeply about the flipped classroom method in English to improve students' reading skills.

F. Organization of the Thesis

In this proposal, the author divides it into three chapters, namely:

1. Chapter I introduction. It describes background of the study, research focus, statement of the problem, objective of the study, significances of the study, and organization of the thesis.
2. Chapter II review of literature. It describes theoretical background, previous research findings, and theoretical framework.

3. Chapter III research methods. It describes the research design, research setting, data and data sources, procedure of data collection technique, data collection technique, data analysis techniques, checking the validity of the data, and research procedure.
4. Chapter IV findings and discussion. It describes general data, data description, and discussion.
5. Chapter V conclusion and suggestion. It describes conclusion and suggestion.



CHAPTER II

REVIEW OF LITERATURE

A. Theoretical Background

1. TEFL (Teaching English as Foreign Language)

Teaching English as a Foreign Language, commonly called TEFL, refers to teaching students whose first language is not English. TEFL teachers can also be native speakers or non-native speakers of English. Fachrurrrazy (2011) argues that it is essential for anyone other than students to know various fields in English.¹¹ The TEFL methodology is highly developed, and teachers who use a communicative approach and student-centered teaching style produce the latest training courses. This is where TEFL especially differs from the way English is taught in most compulsory schools.

To understand TEFL methodology, we need to familiarize ourselves with some basic concepts such as first language, second language, and foreign language.¹² Mother tongue is the first language a person learns after birth. The first language is often called mother tongue, local language or L1. For example, a child born in Javanese-to-Javanese parents who speak Javanese in their daily lives will most likely use Javanese as his or her first language. Furthermore, the second language is the language that a person learns after the first language. A Javanese person whose mother tongue is Javanese may have Indonesian as a second

¹¹ Carola Surkamp and Britta Viebrock, "Teaching English as a Foreign Language: An Introduction," *Teaching English as a Foreign Language: An Introduction*, 2018, 1–295, <https://doi.org/10.1007/978-3-476-04480-8>.

¹² Surkamp and Viebrock.

language. The last one is a foreign language to be learned, here can include English. In TEFL, there are approach, method, technique, and strategy.¹³

a. Approach

Approach is a set of correlative assumptions about the nature of language and the nature of language learning and teaching. Approach can also be defined as a level of assumptions and beliefs about language, language learning and language teaching. Different people may hold different beliefs and assumptions about the nature of language, learning and teaching. Assumptions or beliefs can be considered. People do not necessarily agree with these assumptions. Approaches also include assumptions about language learning and language teaching. Assumptions about the nature of language are themselves incomplete and need to be supplemented by theories about learning or teaching. The right learning approach refers to the learning needs of students, as well as the learning objectives to be achieved. Learning approaches also evolve with technology and time.

b. Method

Method is developed based on assumptions from several approaches, including a plan for presenting all language materials. Since the plan is based on the same assumptions, there are no conflicting parts of the plan and all parts form a coherent whole. The uniformity of the method makes it unique. Although some assumptions of two different methods may come from the same theory, some other assumptions may be developed from different theories. If minor differences make one unit of the method different from another. Many methods have been adopted in

¹³ Pratima Dave Shastri, *Co.Unicadm Approach to The Teaching Of English . As a Second Language* (Mumbai:)Department of Language Teaching, SNTD Women's University, 2010).

language learning: auditory language method, silent way, suggestive pedagogy, community language learning, natural approach, total physical response, and communicative language learning. Method must include assumptions about language and language learning, and this is achieved through techniques of presenting material to language learners, often called methods. The difference between methods and procedures is easy to see in techniques.

c. Technique

Technique is something that happens when teaching or learning language in the classroom. All language learning activities are techniques. Techniques are not limited to a particular method. To some extent, different methods can share the same technology, although they must have different technologies. Language teachers can develop their own techniques if they are compatible with the assumptions or theories of the method on which they are based. Techniques include repetition of material in addition to the presentation of language material.

d. Strategy

This strategy includes the idea of creating a classroom where students feel comfortable. When students feel comfortable, they will be more active in learning. In strategy, there are positives, use procedures, and then have rules.¹⁴

➤ Be Positive

Teachers should believe in students' ability to learn English and, as a teacher, should provide positive reinforcement to students. Communicate to each student that we, as teachers, expect

¹⁴ John Keen, "Teaching English," *Teaching English*, 2018, <https://doi.org/10.4324/9781351012515>.

students to do well. For example, when a student does not do homework, we as teachers give understanding to them in the form of advice instead of scolding them. In addition to this, as a teacher, you can provide positive things such as encouraging students to participate in teaching and learning activities, for example, offering additional points for students who want to answer or do something from the teacher. By giving these points, students become enthusiastic about learning. This can reflect a confident student attitude in a more positive teaching and learning process.

➤ Use Procedures

Use procedures are steps that a teacher or teachers must take in carrying out learning to achieve learning objectives effectively and efficiently. Using procedures consistently makes students feel comfortable in the learning process at school. Using the procedures consistently makes students feel comfortable in the learning process at school. The procedures can be in the form of teachers immediately starting learning, using specific cues to condition students, responding, listening to questions asked, and ensuring that students understand the learning material presented.

Must adjust Learning procedure to the circumstances of the students.

➤ Have Rules

As a teacher, you must have rules for students, such as arriving on time. If students arrive on time, the learning will start immediately and not interfere with the ongoing teaching and learning process. Next, students must pay attention to the teacher

and classmates when talking. If students pay attention to the teacher well, the learning can be received well, too. Respecting friends can create harmony so that the teaching and learning process goes well because the students tolerate each other. The last rule is not to leave the class without the teacher's permission. Students must respect the teacher and are required to have good manners so that it can be used as a reference both inside and outside the teaching and learning process.

2. Flipped Classroom Method

Most people associate the flipped classroom with video, but it can be done without relying on video or technology.¹⁵ At the same time, the convenience of technology has facilitated the creation of videos, discussion forums, and online quizzes. The focus in the flipped classroom method is creating a student-centered learning environment. Where teaching is more accessible, students are more in control of their learning, have time to think, and become more critical learners. O'Flaherty and Phillips also state that the most consistent effects of flipped learning are improved student outcomes and positive attitudes toward learning.¹⁶

According to Carhill-Poza, the implementation of Flipped Classroom also allows teachers to focus on interaction and socialization within the classroom while providing more learning opportunities outside the classroom.¹⁷ This explains that flipped classroom means that students receive instructions from the teacher to learn material outside the classroom, usually through readings or videos, and classroom activities focus on testing the knowledge learned from

¹⁵ Jeffrey Mehring, *Innovations in Flipping the Language Classroom* (Singapore: Springer Nature, 2018).

¹⁶ Jacqueline O'Flaherty and Craig Phillips, "The Use of Flipped Classrooms in Higher Education: A Scoping Review," *Internet and Higher Education* 25, no. May (2015): 85–95, <https://doi.org/10.1016/j.iheduc.2015.02.002>.

¹⁷ Avary Carhill-Poza, "Defining Flipped Learning for English Learners in an Urban Secondary School," *Bilingual Research Journal* 42, no. 1 (2019): 90–104, <https://doi.org/10.1080/15235882.2018.1561552>.

outside the classroom through discussion activities, problem solving, and debates. In terms of Bloom's revised taxonomy, the flipped classroom method means that students do low-level cognitive knowledge first, such as gaining knowledge and understanding outside the classroom, and then they can discuss with each other and support each other's knowledge in the classroom later. This involves understanding how students can store and remember the information they gain during learning outside the classroom.

Flipped Classroom has two implementation flows, namely outside the classroom and inside the classroom:¹⁸

This flipped classroom has two stages outside the classroom and inside the classroom. In the first stage, which is outside the classroom, the teacher asks students to study the material at home. The teacher can also give specific assignments related to the material discussed in the upcoming class. Students are also asked to understand the material they get to be a provision for learning in the classroom later. Then, in the second stage, inside classroom, students collaborate with classmates and teachers. This allows the teacher to provide fast and accurate feedback as students absorb new information and develop their thoughts and ideas.

In addition, in the implementation of the flipped classroom method, there are advantages and disadvantages.

Advantages Of Flipped Classroom

There are several advantages of using the flipped classroom method, among others:¹⁹

¹⁸ Jeffry Mehring, *Innovations in Flipping the Language Classroom* (Singapore: Springer Nature, 2018)

¹⁹ Jonathan Bergmann and Aaron Sams, *Flip YOUR Classroom Reach Every Student in Every Class Every Day* (United States of America, 2011).

1. Increased student engagement

By changing the teaching method to a flipped classroom, student activeness increases, given that students already have the material at home before class starts, it encourages student activeness in the classroom at the time of learning.

2. Increase students' independence and improve learning effectiveness.

In the flipped classroom learning environment, students must learn independently before entering the classroom. If students face problems before class, they can solve them by participating in group discussions in the classroom later. Students should be responsible for their learning during the learning process. In the process of self-learning, students can also communicate effectively with teachers and classmates.

3. Improve students' thinking ability

The flipped classroom teaching environment ensures the effectiveness of face-to-face teaching and improves students' thinking ability in the teaching process. In the process of discussion and doing exercise questions, which can encourage students to express, cooperate, and think independently.

4. Reduce conflicts due to insufficient class time

When learning in the classroom, teachers have a lot to do. Using the flipped classroom method, learning new information is completed before class, which can improve the efficiency of class time and help internalize the information in the classroom, so that the free time in the classroom is used to do practice questions.

Disadvantages Of Flipped Classroom

There are several disadvantages of using the flipped classroom method, among others:²⁰

1. Implementing the flipped classroom method can be challenging for teachers and students, so a gradual implementation of the system should be considered.
2. Participants mentioned that the flipped classroom is challenging at first, so it is important for teachers to implement it gradually. Teachers should realize that the number of tasks or activities should be reduced and then slowly increase.
3. If there are students who do not master the pre-learning materials, it will be difficult for students to participate in class activities actively.

The flipped classroom also has an implementation of several skills in English, namely:

- a. Flipped classroom in listening²¹

Flipped classroom in listening learning, the teacher introduces the material to students before class starts. All students are already familiar with the topic they are studying, which allows them to understand the material before class starts. Presenting the material before starting the lesson is a very important role for listening comprehension. Once students are familiar with the material, they will be easier to understand well and

²⁰ Jeffry Mehring, *Innovations in Flipping the Language Classroom* (Singapore: Springer Nature, 2018)

²¹ Usni Suci Astri, Hermawati Syarif, and Kurnia Ningsih, "The Effect of Flipped Classroom Strategy on Listening Comprehension of Undergraduate Students at English Department in IAIN Batusangkar" 335, no. *ICESHum* (2019): 316–21, <https://doi.org/10.2991/iceshum-19.2019.51>.

are willing to do some exercises before the lesson. In addition, in the flipped classroom strategy, students actively learn inside and outside the classroom. Outside the classroom, teachers also support students in online discussions where they can give suggestions, ask questions, and answer questions. Then, they discuss it in class if in-class learning takes place. Students have plenty of time to do exercises to improve their listening skills.

The flow in implementing the flipped classroom method in listening starts from the teacher providing materials outside the classroom such as sending videos and audio for learning materials. Students can access the material and study the audio to improve their listening skills. If students have difficulty in learning the material, the teacher always helps them. The last flow, the material that students have learned will be discussed in depth and discussed in the classroom during the teaching and learning process.

b. Flipped classroom in speaking²²

Flipped classroom in speaking learning, in this case, the teacher uses a platform called WeChat as a means for the flipped classroom method. There are various steps taken to run the flipped classroom method in this WeChat application. Firstly, a public WeChat platform should be set up. The English teacher should create a public WeChat account for the class. Teachers can give online assignments, play videos, and show their lesson materials to students through the public WeChat account. Students can share materials with others, ask questions, and communicate with others. Public accounts on WeChat allow teachers and students to contact

²² Juxiang Wen, "Practice of Flipped Classroom in College English Listening and Speaking Based on WeChat" 205, no. Iccese (2018): 135–38, <https://doi.org/10.2991/iccese-18.2018.32>.

each other in time and improve students' learning efficiency. In the second stage, the tasks to be given to students should be planned well before the start of the lesson. Before the class starts, teachers should upload the assignments to the public WeChat platform. Students learn and understand each class assignment before class and then complete the pre-class assignments as well.

These tasks are well related to the topics in the class. Generally, pre-class assignments include making videos, speaking tasks, or collecting information related to the material that must be searched on the internet. Students can complete the assignments given by the teacher after watching videos or reading materials independently. The last step is for the teacher to provide proper guidance when the class starts and make objective assessments. During the lesson, the teacher can divide the class into groups. It is recommended to have less than five students in each group. Each group discusses the given task before class and chooses a representative to present their discussion results. At the time when students are offering, the teacher can record students' statements with a tape recorder or other recording devices, give appropriate comments, correct students' pronunciation, etc.

c. Flipped classroom in writing²³

In flipped classrooms in learning writing, teachers create strategies for writing correctly, words, phrases and sentences, structure, etc. As for providing excellent sample essays for students to learn and imitate. In flipped classrooms, the teacher pays more attention to developing students' personal problems and can assign tasks according to students' abilities. In

²³ Xiaona Dong, "Application of Flipped Classroom in College English Teaching," *Creative Education* 07, no. 09 (2016): 1335–39, <https://doi.org/10.4236/ce.2016.79138>.

writing, the lesson mainly focuses on specific writing problems faced by students in self-study. The teacher is the leader and commander in the immersion phase of the class, which is designed not only to stimulate students' potential but also to help students internalize relevant writing practices. Furthermore, in the classroom, the teacher also plans learning activities according to the subjects to be taught, such as group presentations in class, group work, etc. After the group discussion, the teacher should encourage students to discuss in groups. After the group discussion, the teacher should encourage students to evaluate and learn from each other, monitor the whole process, make a final evaluation of the writing content and students' performance, and make suggestions for future learning. In the post-learning phase, the teacher evaluates students' composition in terms of writing, such as ideological understanding and language application. The teacher also gives students accurate grades without restricting students' thinking. In addition, the teacher should mark the mistakes made by the students or the writing that is not original. Through this method, students can learn different ways of thinking about writing, learn from each other, stimulate their passion for writing, improve their writing skills, and gradually improve their English writing skills.

d. Flipped classroom in reading²⁴

Teachers prepare learning materials in Flipped classrooms in learning to read before class starts. Learning materials can be in the form of readings in books, learning videos, or ppt. The learning materials should be comprehensive and concise to encourage students' interest in learning and enhance their self-learning ability. Furthermore, students

²⁴ Chunmei Yu Jinhui Xu, "Research on the Application of Flipped Classroom Teaching Mode in English Reading Teaching" 6 (2022).

learn independently and complete some exercises before the class starts. The teacher will give assignments to students. The content of the tasks created by the teacher for students should focus on mastering vocabulary and main ideas in the reading text. After that, in class, students can use the discussion to work on questions about the reading text that students have learned before class.

3. Reading

Reading is one of the essential areas that students must master because reading is the key to learning all subjects.²⁵ Reading is a way of learning language, communicating, and exchanging information and ideas.²⁶ Reading must start from the nature of reading itself, the process, and the results of reading.²⁷ With this, reading refers to how readers understand the text they read. Reading is also a great way to pass the time, and offers many personal benefits, including enjoyment.²⁸ By reading we can get information and information about everything the reader needs. Reading is very important because e it is one of the four language skills that students must master at all levels. The ability to read is a skill that underlies almost the entire learning process and is very important for students in learning language and literature, and other subjects.

a. There are some ways to teach reading²⁹

➤ Help students fall in love with books

The first step teachers can take to teach reading is to help students fall in love with books. Teachers can choose some books

²⁵ Ratna Rintaningrum, "Explaining the Important Contribution of Reading Literacy to the Country's Generations: Indonesian's Perspectives," *International Journal of Innovation, Creativity and Change* 5 (2019).

²⁶ Rizki Amelia Nurdiana, *Interpretive Reading* (Pekanbaru: Kreasi Induksi, 2017).

²⁷ J. C Alderson, *Assessing Reading* (Cambridge: Cambridge University Press, 2010).

²⁸ Sharon Kane, *Teaching and Reading New Adult Literature in High School and College, Teaching and Reading New Adult Literature in High School and College*, 2022, <https://doi.org/10.4324/9781003221685>.

²⁹ Andrew P. (Andrew Paul) Johnson, *Teaching Reading and Writing : A Guidebook for Tutoring and Remediating Students*, 2008.

that contain stories that students find interesting, whether from the point of view of the characters in the storybook, the storyline, or other things. For example, if many students are interested in adventure stories, the teacher can give them exciting adventure books or readings. With this, students will be interested in reading books, because helping students to read is the main goal in learning to read.

➤ Create a space for sustained silent reading

Creating space for silent reading is an excellent way to improve comprehension in the reading process. Teachers can give students 10 to 60 minutes of silent reading, which is the best thing to do for students of all ages. Similarly, one of the surest ways to hinder children's reading progress and limit their intellectual development is to deny them the opportunity to have real reading experiences. However, studies show preschoolers spend only 10 minutes daily in authentic reading experiences.

➤ Allow students to make choices about their reading material

Allowing students to decide what they read is an important option for teachers to help readers grow. It allows students to explore their interests and develop their love of reading. Readers will be happier if they can choose what they read. They can choose not to read if they find the book uninteresting. It can support students' learning ability.

➤ Connect reading pleasure to reading practice

If reading is the act of improving reading skills, the teacher should try to make reading instruction as enjoyable as possible.

Reading behavior is associated with instruction that students do not like or dislike, so students are neither frustrated nor bored with reading instruction.

➤ Keep your reading program simple

A simple program for reading means that teachers can understand students' potential for learning and literacy. Teachers do not need to choose challenging reading programs with many big words, exciting graphics, pictures, or detail in scope and sequence.

➤ Keep instruction simple

A good teacher will make things look as easy as possible. This way, students will enjoy learning to read.

➤ Doing reading like real life

Children's reading in school should be like what they do in real situations. Readers can aim to have fun or understand the passage's ideas and information in this context.

➤ Talking to each other and other forms of social interaction

In English learning, especially reading, students should talk about what they read with each other and share their thoughts and opinions with others to receive knowledge and ideas from others.

b. There are some ways to assess reading³⁰

➤ Reading and understanding (tasks requiring action responses)

In this assessment, it means that students must have a response to what they read. When students react to what they read, they actively participate in the learning process and can deepen their understanding. Teachers can help students develop

³⁰ Penny Mckay, *Assesing Young Language LearnersTitle* (New York: Cambridge University Press, 2006).

communication skills, critical thinking, and a deep understanding of what they read by allowing students to respond to what they read. It also increases students' engagement in the learning process and strengthens their connection with the material they read.

➤ Reading and retelling

In this assessment, students retell the results of what they have read. This retelling activity can train their understanding and courage in learning to read.

➤ Read and do (tasks requiring a short-written answer)

In this assessment, students first read the reading passage instructed by the teacher and then work on short questions whose answers are contained in the content of the reading passage. Students can read the entire text to understand the context and important information. After that, students can read the question carefully and the teacher can make sure students really understand it. Students can identify keywords in the question that will help find short and relevant answers.

➤ Read and do (tasks requiring a long-written answer)

In this assessment, students first read the passage as instructed by the teacher and then work on questions that require detailed and lengthy answers from the passage. Students can start by reading the text carefully, focusing on each paragraph, and looking for important information, statements, or examples. Once this is done, students can write detailed answers. When answering long questions, you can be sure to attempt long and detailed

answers. Students can use direct quotes or specific examples from the passage to support and strengthen arguments.

➤ Reading and answering true or false questions

This assessment asks students to answer true or false, yes or no, fact or opinion questions. Students can start by reading the text carefully and finding information related to the question. Students can look for sentences or passages that give direct clues as to whether the statement is true or false. After this step, students can compare the statement in the question with the information they found in the text. This step can be repeated to ensure that answers match the information students read, and errors will be minimal.

➤ Reading and picture matching

In this assessment, students match the picture to the instructions. Students can read the instructions first if written instructions or captions accompany the picture. This can provide additional clues or information to help students place the picture in the right context. If the picture is related to the text or reading passage, students can find the relationship between the picture and the information in the text. Identify related concepts or details that could be included in the picture. If no clues directly link the picture to specific information, use logical reasoning to place the picture in the most appropriate context based on an understanding of the text.

➤ Reading and multiple-choice items

In this assessment students answer one correct answer out of several options according to the reading text presented. Students

can start reading to get an overview of the content and find information about the question. Starting with answer option A, read carefully and compare the text with the question and information. Ask yourself if the possible answers are correct or in line with the information given. This step can be done for each answer option next.

➤ Reading and completing information transfer charts

In this assessment, students can use their reading comprehension to select the correct information to complete the chart. Students can use reading comprehension to choose the correct information to complete the chart. Students can ensure the information they select is appropriate to the context of the reading. Correct any errors or discrepancies.

➤ Cloze and gap filling tasks

In this assessment, students fill in the gaps in the text or sentences. Students can start by looking for words that provide clues about the missing information. In addition, students should pay attention to the relationship between words in the sentence or paragraph. Students can also use contextual knowledge and understanding to predict what words or information might be suitable to complete the sentence. They can also use contextual knowledge and understanding to predict what words or information might be suitable to complete the sentence by using clues discovered during previous reading to select the right word.

c. Aspect of reading

Reading is a complex skill process that includes a series of other more specialized skills. Broughton in Tarigan argues that one of these reading skills is comprehension skills. Namely:³¹

➤ Identifying Main Idea

The main idea is the essence of reading. The main idea can be understood by reading the title, the opening and closing sentences, or the whole text, which represents all the ideas. The advantage of knowing the main idea of reading is understanding the overall contents of the reading, which can make it easier to read. If we already know the main idea of the reading text, it can improve our reading skills.

➤ Understanding vocabulary

The second step is understanding the reading based on vocabulary. Understanding the words we read can help us better understand the overall purpose of the reading. But if we come across a vocabulary, we need help understanding and need help finding a dictionary. It puts us in a difficult position. One way to read sentences or vocabulary you need help knowledge is to read the sentences or vocabulary around the sentences.

➤ Identifying supporting details

After understanding the vocabulary in the reading, the next step is to understand the important details of the information.

³¹ H. G Tarigan, *Membaca Sebagai Suatu Keterampilan Berbahasa* (Bandung, 2008).

➤ Identifying reference

The reader must know who owns the pronoun or pronoun in a reading.

➤ Making inference

Making an inference is an activity where we make presumptions about the reading. For example, regarding an event in the reading, what is the author's purpose in making this event, and what if the event is changed. All the presuppositions are guessed to increase understanding of the reading.

B. Previous Research Findings

First, the research study written by Dwi Yulia Yulianti, in 2019.³²The title of this research is *Students' Perception on The Use of Flipped Classroom*. This study aims to describe how students' perception about a flipped classroom experience. This study employs a qualitative methodology. The Participants of this research are around 20 years old in the six months of the semester. Then, this study concludes that flipping the classroom benefits students and teachers. From this study discusses students' perceptions on the use of the flipped classroom and is not associated with any skills in English. This study also uses a qualitative method. Although the same is related to the use of the qualitative method that I will plan in my research, it is different from the research that I will be carrying out, which is more about improving reading skills in the implementation of the flipped classroom.

³² Dwi Yulia Yulianti, "Students' Perception on The Use of Flipped Classroom" (Islamic University of Indonesia, 2019).

Second, the research study written by Regita Yuliska in 2019.³³The title of this research is *The Comparison of Applying Flipped Classroom Method and Inquiry Class Learning Method in Writing Descriptive Text for Students in The First Grade of Senior High School*. This study aims to identify the most effective approach to influence or enhance students' capacity to produce descriptive text. The researcher employs a semi-experimental approach. The research's participants involve experimental and control group members of students from SMA Muhammadiyah P. Berandan's classes X. MIPA.1 and X. MIPA.2. This study's findings show that both teaching approaches are successful in developing students' writing skills. From this study discusses The Comparison of Applying Flipped Classroom Method and Inquiry Class Learning Method in Writing Descriptive Text. Even though it discusses fellow flipped learning applications, it is still different from the research I will be carrying out. In this study, it does not discuss reading and uses quantitative methods to collect data. While in the research I will be doing, I will use qualitative methods to collect data.

Third, the research study written by Mella Sarasyifa, in 2018.³⁴The title of this research is *Applying Flipped Classroom Model to Enhance Student's Speaking Skill*. This study aims to gather empirical data to determine whether the flipped classroom model improves students' speaking abilities. Mixed methods, both qualitative and quantitative, were used in this study. SMAN 9 Kota Tangerang Selatan's eleventh-grade students participated in this study during the 2017–2018 academic year. There were four XI IIS classes and five XI MIA classes in it. The findings of this study corroborated earlier studies that showed how well the flipped classroom paradigm improved students' speaking abilities. From this study discusses the use of Flipped Classroom to improve speaking. Meanwhile, my research is about the use of Flipped Classroom to improve

³³ Regita Yuliska, "The Comparison of Applying Flipped Classroom Method and Inquiry Class Learning Method in Writing Descriptive Text for Students in The First Grade of Senior High School" (Islamic University Of North Sumatra, 2019).

³⁴ Mella Sarasyifa, "Applying Flipped Classroom Model to Enhance Student's Speaking Skill" (Syarif Hidayatullah State Islamic University Jakarta, 218AD).

reading skills. In this study used a mix method of qualitative and quantitative methods. In my research, I used qualitative methods to collect data.

Fourth, the research study written by Rini Oktiyani, in 2019.³⁵The title of this research is *The Influence of Using Flipped Classroom Towards Students' Reading Comprehension on Narrative Text at The Second Semester of The Eighth Grade at Smpn 1 Marga Sekampung in The Academic Year Of 2018/2019*. This study aims to determine the impact of flipped learning on students' reading comprehension of narrative texts. This study employs a quantitative, experimental approach. The findings indicate that using a flipped classroom to teach reading comprehension motivates students to take an active role in their instruction and understanding of narrative texts. From this study discusses The Influence of Using Flipped Classroom Towards Students' Reading Comprehension on Narrative Text. This study uses quantitative methods. While in my research, I use qualitative methods, and discuss reading skills.

Fifth, the research study written by Eka Duriyatul Muhliso in 2019.³⁶The title of this research is *Students' Perceptions of Flipped Approach in EFL Classroom: A Survey Research*. The goal of this study is to learn how students view the flipped classroom learning environment and how they view the platform that was chosen for the flipped learning approach. This study was conducted using a one-shot survey design. Participants in this study were Jember University's English Department students taking a paragraph writing course. There are three classes in this course. The 42 students in the advanced Paragraph Writing C class, who had never previously participated in a flipped classroom, were used for this research. The findings of this study have increased students' motivation to learn the content, improved their understanding, and increased their engagement in the learning activities. From this study discusses students' perceptions of using the flipped

³⁵ Rini Oktiyani, "The Influence of Using Flipped Classroom Towards Students' Reading Comprehension on Narrative Text at The Second Semester of The Eighth Grade at Smpn 1 Marga Sekampung in The Academic Year Of 2018/2019" (2019).

³⁶ Eka Duriyatul Muhliso, "Students' Perceptions of Flipped Approach in Efl Classroom: A Survey Research." (Jember University, 2019).

classroom and using quantitative methods. Meanwhile, my research discusses the implementation of the use of flipped classroom that led to an increase in reading skills and uses qualitative methods.

C. Theoretical Framework

In this thesis, the theoretical framework explains the concept of research on the implementation of the flipped classroom method. In the flipped classroom method, there are two stages, namely outside the classroom and inside the classroom. Starting from the stage outside the classroom. Students learn the material in the form of teacher giving assignments, and read the learning material at home before class starts. Furthermore, in the stage inside the classroom, teacher and students carry out discussions to deepen the material. From these activities, the advantages and disadvantages of the flipped classroom method can be seen, especially in improving students' reading skills.

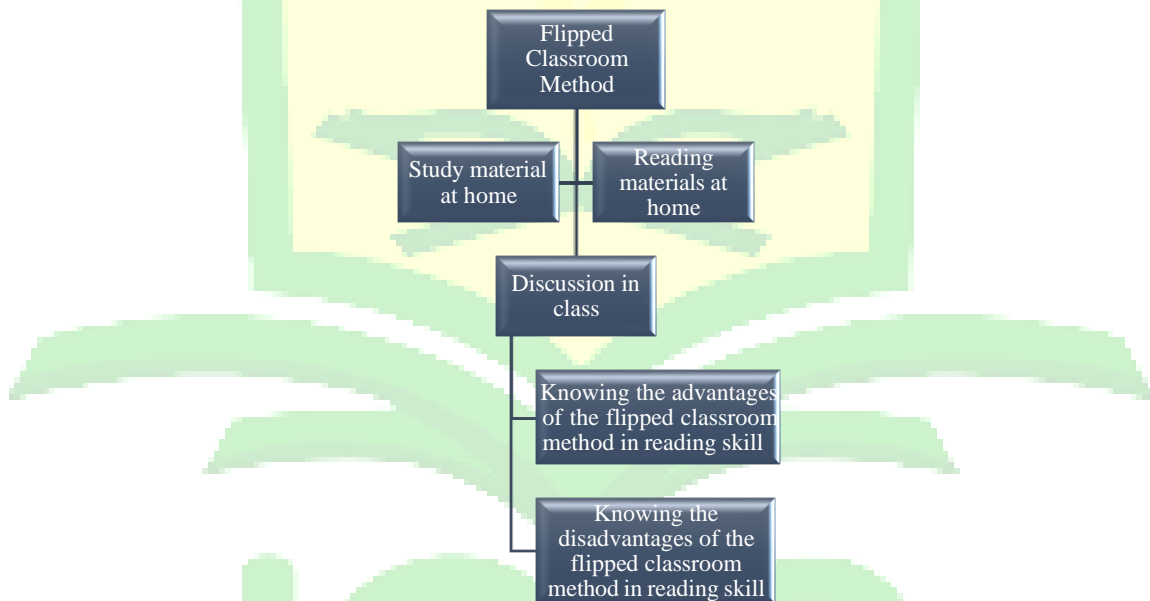


Figure 2.1 Theoretical framework

CHAPTER III

RESEARCH METHODS

A. Research Design

This study uses descriptive qualitative to describe how implementing the flipped classroom method improves students' reading skills at the eleventh grade ma ma'arif klego ponorogo. The use of this design is to explain what exists in a particular situation. To provide an overview of the implementation of the Flipped Classroom method in improving reading skills, as well as the advantages and disadvantages of this technique for reading skills. Qualitative research is concerned with developing explanations of social phenomena.³⁷ It involves observing and describing subject performance without taking part in activities. The qualitative research method used one of the research methods to study the quality of relationships between activities, situations, and existing materials.³⁸ Qualitative research is referred to as a science that involves inquiry. Researching, collecting evidence, and finding answers to questions that produce specific findings that researchers expect.³⁹ Qualitative research used to find out a problem by providing a comprehensive and descriptive way in the form of words and language context.⁴⁰ Descriptive in the sense that the research was conducted to solve the research problem by presenting data, analyzing data, and interpreting data.⁴¹ Therefore, it is related to this research. Descriptive qualitative research is research that describes phenomena, facts, or reality using verbal explanations to solve research problems. In this thesis, researcher used a qualitative descriptive method because the researcher want to

³⁷ Windridge K Hancock B., *An Introduction of Qualitative Research* (Birmingham: University of Birmingham, 2009).

³⁸ H. H Fraenkel, J. R., Wallen, N. E., & Hyun, *How to Design and Evaluate Research in Education*, 9th ed. (Singapore, Mc Graw Hill, 2015).

³⁹ Vidhi, "Descriptive Study on Sampling Method: Qualitative Research Approaches," *International Journal of Applied Research* 7, no. 7S (2021): 20–23, <https://doi.org/10.22271/allresearch.2021.v7.i7sa.8656>.

⁴⁰ I. Gunawan, *Metode Penelitian Kualitatif Teori Dan Praktik* (PT Bumi Aksara, 2015).

⁴¹ and A. Achmadi C. Narbuko, *Metodologi Penelitian* (PT Bumi Aksara, 2016).

describe more deeply about the flipped classroom method, especially in improving students' reading skills.

B. Research Setting

This research was conducted at MA Ma'arif Klego Ponorogo. The researcher took students two students of XI IPA classes and one student of XI IPS classes. The researcher started researching from 13th until 21th March 2023.

C. Data and Data Sources

Data is a collection of some information obtained through observation or from certain sources. Qualitative data is an informational data which is in the form of verbal sentences, not numeric symbols. This qualitative data can be obtained through a process using in-depth analysis techniques and cannot be obtained directly. The process to obtain qualitative data takes a long time because it must conduct interviews, observations, discussions, and observations. The data sources consist of primary data sources and secondary data sources.⁴²

1. Primary Data Source

It is a research data source where data is obtained directly from the original source which in this case is obtained or collected from the field and obtained from the research or concerned who can be trusted to be a source of data through interviews. In this research the researcher concerned can be in the form of students and teachers. One English teacher at Ma'Ma'arif Klego Ponorogo, also two students of XI IPA classes and one student of XI IPS classes.

⁴² Oluwatosin Victor Ajayi, "FACULTY OF EDUCATION DEPARTMENT OF CURRICULUM AND TEACHING Course Title: Advance Statistical Methods in Education," 1717, 1–5.

2. Secondary Data Sources

It is a source of data obtained or from existing sources. For example, obtained from documents, scientific books, research reports and scientific essays.

D. Procedure of Data Collection Technique

Researchers have several ways to collect data. First, researchers make observations about implementing the flipped classroom technique, and the second conduct interviews with teachers and students. Finally, researchers also conducted documentation

E. Data Collection Technique

Data collection techniques in this study used three data collection techniques, namely observation, interviews, and documentation:

1. Observation

Observation is a process that involves observation and memory to collect data.⁴³ In this case, observation is used to observe the atmosphere of the class to be studied. The researcher chooses open observation which is a technique in which the researcher expresses frankly to sources such as students and parties at school that the researcher is making observations so that the entire research process is known. Observation was held on March 13, 2023 in class XI IPA. There the researcher observed the implementation of the flipped classroom method being carried out by teacher and students.

2. Interview

Interview is a conversation with a specific purpose conducted by two people between the interviewer and the interviewee.⁴⁴ This is done to find problems that must be examined. Semi-structured interview is an interview process that uses interview guides derived from topic development and asking

⁴³ Sugiyono, *Metode Penelitian Kuantitatif, Kualitatif Dan R & D* (Bandung: Alfabeta, 2017).

⁴⁴ J. Lexy Meoleong, *Metode Penelitian Kualitatif* (Jakarta: Rajawali Pers, 2014).

questions, the use of semi-structured interviews is more flexible than structured interviews. The purpose of this type of interview is to find problems more openly, where the parties invited to the interview are asked for their opinions and express their ideas. Interviews were conducted on March 20, 2023 on one English teacher, as well as 2 students from science and one student from social studies. There the researcher interviewed the teacher first and continued by the students.

3. Documentation

Documentation is the capture of events that occur. Documents can be in the form of writings, pictures, or monumental works of a person.⁴⁵ Documentation is also one of the data collection techniques where documents are examined to obtain information related to the problem being studied. The research documentation for this study is a request for information from the school. For example, school regulations, teacher activities in implementing the flipped classroom method, student grades, etc. This is done so that the information obtained really comes from the object that is used as a research site. Documentary techniques are also applied by photographing all events that occur while researchers are in research activities. Documentation was conducted on March 21, 2023. Which starts from documenting the history of Ma'arif Klego, Vision and mission, and goals of Ma'arif Klego, lesson plans, learning materials, learning process, and finally evaluation results.

⁴⁵ Sugiyono, *Metode Penelitian Pendidikan Pendekatan Kuantitatif, Kualitatif, Dan R&D* (Bandung: Alfabeta, 2009).

F. Data Analysis Techniques

Data analysis is a process of sorting data that has a series of activities of reviewing, grouping, systematizing, and interpreting. After the data is collected through data collection techniques, the next step is to analyse the data. Data analysis of qualitative data consists of three, namely data reduction, data display and verification.⁴⁶

1. Data reduction

Data Reduction is one of the steps in qualitative data analysis techniques. This stage is the stage of reducing information to simplify, classify and eliminate unnecessary information so that meaningful information is obtained from the information and making conclusions easier. The large amount and complexity of data requires data analysis through the reduction stage. This reduction step is carried out to determine whether the information is relevant or not with the final goal.

2. Data Display

Data Display is also a step in qualitative data analysis techniques. In this case the collection of information is organized in a systematic and easy-to-understand manner, which gives the researcher the opportunity to draw conclusions. The form of presenting qualitative information can be in the form of narrative text in the form. Through data representation, data is organized and then organized into a relational model to make it easier to understand.

3. Verification

Verification is the last step in qualitative data analysis techniques, which is carried out so that the results of data reduction are more directed towards achieving the objectives of the analysis. In this phase, the goal is to find meaning from the information collected by looking for relationships,

⁴⁶ Puji Rianto, *Modul Metode Penelitian Kualitatif* (Program Studi Ilmu Komunikasi Universitas Islam Indonesia, 2020).

similarities, or differences, as well as drawing conclusions and answers to existing problems.

G. Checking the Validity of the Data

To get valid data, researchers used data checking with triangulation. Techniques. Triangular technique to test the credibility of information occurs in a certain way check information from the same source with different techniques.⁴⁷ For example in this study obtained by interview and then revised by observation. If it produces different information from the research, further discussion of the data source as an interested party or otherwise determines what information is believed to be accurate. As for maybe everything is true because the angle of view is different. To get valid data, researchers used data checking with triangulation. Through this, researchers are expected to find the implementation of flipped classroom method also disadvantages and advantages this method for reading skills. Triangulation Method is an examination that further explores the use of different data collection methods and is even clear to try to lead to the same data source to test the stability of the information.

H. Research Procedure

The research procedure starts from data collection to observation, interview, and documentation. For the next data reduction to get relevant information. And then data display to presenting qualitative information can be in the form of narrative text in the form. and for the last is verification or conclusions from the research.

⁴⁷ MA Dr. Umar Sidiq, M.Ag and Dr. Moh. Miftachul Choiri, *Metode Penelitian Kualitatif Di Bidang Pendidikan* (CV. Nata Karya, 2019).

CHAPTER IV

FINDINGS AND DISCUSSION

A. General Data

1. History of MA Ma'arif Klego

MA Ma'arif Klego is the only school/madrasa located in Klego hamlet, Mrican village, Jenangan district, Ponorogo regency, which is under the auspices of Hidayatul Muhtadiien Ponorogo Pesantren Klego. MA Ma'arif Klego was established on July 7, 1997, and is led by the principal Qomarudin, S.Pd.I. The address of this Madrasah is located on Jl. Halim Perdana Kusuma No. 38 Mrican Jenangan Ponorogo. Its presence among the green expanse that is still very beautiful makes it comfortable and quiet as far as the eye can see. To the east of the madrasah there is a Perhutani eucalyptus forest and to the south the Brimob shooting range which is still surrounded by hundreds of green trees. The right porch of the Madrasa borders a residential area to maintain friendship between the Muslim boarding school community and the wider community. While the area of people's agriculture that continues to be green is in the western part of the Madrasah.

The establishment of MA Ma'arif Klego is in accordance with the madrasah establishment permit of the Indonesian Ministry of Religious Affairs Office, no. W.n. 06.04/PP.03.02/3372/SKP/1998, dated July 1, 1998. Madrasah with Statistical Number (NSM) 131235020009, and Madrasah Accreditation Board of East Java Province conducted the last accreditation level: October 1, 20613 that this Madrasah is accredited B (Madrasah Accreditation Board). In addition, MA Ma'arif Klego, has 6 classrooms, 1 teacher's room, 1 laboratory room. Science, 1 laboratory room. Multimedia, 1 laboratory room. Computer, 1 library room, 1 multipurpose room, 1 TU room, 1 director's room, 3 observation towers, 1 multipurpose field. The number

of students is 95 children, supported by 20 undergraduate teaching staff and 2 non-educational staff. To improve the quality of education, MA Ma'arif Klego Mrican Jenangan Ponorogo has very good cooperation between students, teachers, and other committees at school in carrying out their duties. Although MA Ma'arif Klego is a madrasah on the outskirts of the city, it still cares and strives to realize the vision of an environmentally friendly madrasah. The strategies implemented include forming an Adiwiyata team, forming a task force (Pokja) and cooperating with related agencies including the Environment, Agriculture, Health, PDAM and independent Adiwiyata Schools. The support of the Madrasah Committee and the Hidayatul Mubtadiien Islamic Boarding School community also plays an important role in realizing the adiwiyata Madrasah. In this case it can be seen from around MA Ma'arif Klego many plants that thrive and grow large in the front and middle yards, not to mention the many plants that decorate every corner and front yard of each room and classroom, as well as ornamental plants, toga plants and vegetables. These conditions can create a comfortable, cool atmosphere for MA Ma'arif Klego residents for self-discovery for students, teachers, and employees.⁴⁸

2. Vission, Mission and Goals of MA Ma'arif Klego

a. Vission

1) Knowledge

(Having high-quality knowledge in the mastery of science and technology and IMTAQ as Khalifah Fi al-ardl and its development in environmental preservation)

2) Charitable

(Skilled in carrying out worship (Hablun Minallah), and skilled in society (Hablun Minannas))

⁴⁸ See the appendix: 01/D/21-03/2023 of documentation transcript

3) Taqwa

(Always upholding the truth and avoiding all vices, both religious norms and community norms, also integrated between academic and non-academic)

b. Mission

Knowledge:

- 1) Realizing a curriculum that is complete, relevant to the needs, and has a national perspective.
- 2) Realizing active, creative, effective and fun learning so that students can develop optimally according to their potential.
- 3) Realizing authentic assessment on cognitive, psychomotor and affective competencies.
- 4) Realizing increased graduation achievement
- 5) Cultivating the culture of national character
- 6) Developing students' potential in using knowledge and technology (science and technology)
- 7) Developing strong and competitive sports, scouting and arts skills.
- 8) Developing smart and competitive Olympic competition abilities.
- 9) Creating a safe, neat, clean and comfortable school environment.
- 10) Realizing interactive, relevant and IT-based school facilities.
- 11) Increasing the participation of madrasah residents in the culture of environmental conservation.
- 12) Increasing the awareness of madrasah residents in a culture of preventing environmental damage

- 13) Increasing the role of madrasah residents in a culture of preventing environmental pollution.

Charitable:

- 1) Having professionally certified teachers.
- 2) Developing the competence of educators and education personnel.
- 3) Organizing school-based management
- 4) Growing the spirit of quality culture intensively.
- 5) Realizing adequate, reasonable and fair management of education financing.
- 6) Optimizing the role of the community and forming networks with stakeholders.
- 7) Creating a shady, beautiful and clean school environment.
- 8) Preventing damage and pollution

Taqwa:

- 1) Realizing morally good behavior for madrasa residents.
- 2) Improve the quality of worship
- 3) Maintain the consistency of the implementation of dhuhur congregational prayers and dhuha prayers
- 4) Realizing Orderly prayer, reading the Qur'an, asmaul husna and memorizing juz amma

c. Goals

General goals

Educating religious and national cadres who are straight in their beliefs, correct in their worship, noble in their morals, optimal in their intellectual

capacity, fit in their bodies, systematic in their thinking, nimble in their work methods and high in social care with the permission of Allah SWT.

Specific goals

- 1) Educating and fostering students to have religious knowledge that is amaliyah.
- 2) To educate and teach students to have general knowledge and intellectual knowledge that underlies faith.
- 3) Educating and fostering students to have skills as a provision for independent living in the community
- 4) Educating students to have high discipline
- 5) Educate students to become responsible leaders
- 6) Increasing the participation of madrasah residents in the culture of environmental conservation
- 7) Increasing the awareness of madrasah residents in a culture of preventing environmental damage
- 8) Increasing the role of madrasah residents in a culture of preventing environmental pollution
- 9) Realizing morally good behavior for madrasa residents.⁴⁹

B. Data Description

The researcher conducted this study starting on March 13th until 21th, 2023 by using observation, interview, and documentation methods. The observation and interview methods were used to collect descriptive data. Furthermore, the researcher also conducted interviews with 3 students from class XI IPA and XI IPS. Before this study, the researcher had conducted preliminary observations of the English teacher who implemented the flipped classroom method on October 27, 2022. This aims to identify

⁴⁹ See the appendix: 02/D/21-03/2023 of documentation transcript

the best way to implement the flipped classroom method in improving students' reading skills and select classes to be used as research objects for researcher based on recommendations from English teachers.

1. The implementation flipped classroom method to improve students reading skills

The findings of this data are related to the implementation of the flipped classroom method in improving students' reading skills at MA Ma'arif Klego Ponorogo. There are two stages of the implementation flipped classroom method, for the first is outside the classroom and for the second is inside the classroom. For outside the classroom is the teacher giving assignments for student in the form of resume material. For inside the classroom is the teacher explain material first, and to be continue discussion with students to understand material more deeply. Based on data collection by observation and interviews with research subjects, researcher found several things related to the implementation of the flipped classroom method in improving students' reading skills. From the results of interviews with English teachers from MA Ma'arif Klego Ponorogo named Mrs. Umi Latifah, stated that the flipped classroom method consists of two steps, namely outside the classroom and inside the classroom. Mrs. Umi's statement is also supported by lesson plans that researcher have documented during the research.⁵⁰

As the statement of Mrs. Umi Latifah in the interview:

In the pre-class stage, students learn the material by summarizing the material that contains the meaning, purpose, structure, and examples of reading texts in order to improve students' reading skills. Next, for the second stage, which is the learning stage in the classroom. The teacher first explains the material to be discussed. After finishing explaining the material, students discuss with their peers to understand the material that the teacher has conveyed more deeply. After that, to practice improving reading skills, the teacher asks students to come forward one by one to read the reading text and then be assessed. Students' assignments at home before learning are also collected at the end of class. Through this task, the teacher can assess understanding related to the material that takes place.⁵¹

⁵⁰ See the appendix: 03/D/21-03/2023 of documentation transcript

⁵¹ See the appendix: 01/I/20-03/2023 of interview transcript

Researcher also supported the teacher's statement above with observation conducted by researcher. Researcher conducted this observation on March 13, 2023.

The flow of the flipped classroom method that researchers observed divide into two, namely activities outside the classroom or at home and activities in the classroom. Starting from the teacher who has given assignments at home before class starts. Then for activities in the classroom the teacher explains the material to discuss. After finishing explaining the material, the teacher asks students to discuss with each other to understand the material further. Especially in implementing this flipped classroom method in improving students' reading skills, after students finish discussing, then students are asked to come forward one by one to read the reading text.⁵²

Dwi Ayu explained that the implementation of the flipped classroom method has two steps.

Implementing this flipped classroom method, the teacher starts by giving assignments to students in the form of summarizing the material and looking for reading examples at home. For activities in the classroom, the teacher explains the material to be discussed. After that, students discuss with each other to discuss the material that the teacher has explained. The teacher also asked students to read the text in front of the class for the teacher's assessment.⁵³

This is also in line with the statement of a student named Nabilla Nur Azizah who argued related to the flow of the implementation of the flipped classroom method.

In this flipped classroom method, students prepare themselves to learn and understand the material independently in advance through tasks given by the teacher. So that when the teacher explains, the students already understand and when the teacher tells them to do questions or other exercises, they can do it well. In classroom activities after the teacher explains the material, students are asked to discuss with each other, so that they can interact to understand more deeply the material explained. After that, the teacher also assesses reading texts to students. This is done by students coming forward one by one in front of the class.⁵⁴

Mohammad Abdul Munir also added a statement related to the flow of implementing this flipped classroom method.

Implementing this flipped classroom method usually has two flows, namely the flow outside the classroom and in the classroom. Teachers often give students assignments to study the material first and assignments to make summaries and find examples of reading texts on the internet. For activities in the classroom, the

⁵² See the appendix: 01/O/13-03/2023 of observation transcript

⁵³ See the appendix: 02/I/20-03/2023 of interview transcript

⁵⁴ See the appendix: 03/I/20-03/2023 of interview transcript

teacher explains the material first and then asks students to discuss to explore the material. Furthermore, one by one students are asked to read the reading text in front of the class as a reading assessment.⁵⁵

Related to assessing students' reading skills, based on the results of the researcher interview with the teacher. The teacher stated that she often uses two types of assessment, namely reading and doing questions along with short answers and the second is reading and understanding what they read.

In assessing this reading skill, for the type of assessment is reading and doing questions along with short answers. The teacher provide reading texts and short questions for students to answer. Students must read and understand the reading text first to answer the questions correctly. Then for the type of assessment of reading and understanding what they read. The teacher provides several texts that each student must read in turn forward. In addition to assessing how they read the text in the form of English, The teacher also sets their understanding of the words in the English reading text.⁵⁶

From the implementation of this flipped classroom method, teachers and students are also very enthusiastic about the implementation of this flipped classroom method, especially in improving students' reading skills. This is following the researcher interview with the teacher. The teacher stated that he was enthusiastic about using this flipped classroom method in learning English.

As a teacher, she is very enthusiastic in implementing this flipped classroom method. Although the teacher applies this flipped classroom method without making a learning video, the main goal is to create a learning environment that is more focused on students, and students can better understand the learning material.⁵⁷

The teacher's statement is also supported by the researcher's observation which states that the researcher saw that both teachers and students were very enthusiastic in implementing this flipped classroom method in English learning. In addition, this statement was also supported by student Nabila Nur Azizah who said that she was very

⁵⁵ See the appendix: 04/I/20-03/2023 of interview transcript

⁵⁶ See the appendix: 01/I/20-03/2023 of interview transcript

⁵⁷ See the appendix: 01/I/20-03/2023 of interview transcript

enthusiastic about implementing this flipped classroom method, especially this method greatly improved reading skills.

As a student, she is very enthusiastic about implementing this flipped classroom method. Significantly this method greatly improves my reading skills. She can understand a lot of vocabulary in English, related to the content and important information of the reading. That is because before the learning in class begins, she has read and understood the passage at home.⁵⁸

The same thing was also said by a student named Mohammad Abdul Munir who was enthusiastic about this flipped classroom method because it had a good impact on reading skills.

He was enthusiastic about the flipped classroom method. This method has a very good impact on improving my reading ability. He can have a long time to read and learn the content. In addition, in class he can quickly understand reading texts similar to those I read at home.⁵⁹

A different thing related to enthusiasm was said by student Dwi Ayu, who stated that the teacher provided an open space for students to implement this flipped classroom method.

Mrs. Umi as a teacher is also very open to students if there is something that is not clear can be asked.⁶⁰

Seeing the enthusiasm of teachers and students related to this flipped classroom method, this method is often implemented by teacher in teaching English. This is evidenced by several student statements in the interview session to the researcher.

Nabila Nur Azizah stated that teachers often use the flipped classroom method and it makes her very deepen the material. Teacher often use this flipped classroom method. Students often ask the teacher to use this flipped classroom method, because it really helps us to deepen the learning material, and also helps improve their reading skills which are still relatively low in understanding English reading.⁶¹

Mohammad Abdul Munir also added a statement related to the frequent implementation of the flipped classroom method.

Teachers often use This flipped classroom method, especially in improving students' reading skills. She can see when learning in class takes place, teachers

⁵⁸ See the appendix: 03/I/20-03/2023 of interview transcript

⁵⁹ See the appendix: 04/I/20-03/2023 of interview transcript

⁶⁰ See the appendix: 02/I/20-03/2023 of interview transcript

⁶¹ See the appendix: 03/I/20-03/2023 of interview transcript

often ask students to try to read the text then discuss difficult words in the text that students have not understood.⁶²

The same thing related to the often used flipped classroom method is also stated by a student named Dwi Ayu. That almost every English lesson, the teacher always uses this flipped classroom method.

Teachers often use This flipped classroom method in the learning process. Almost every English lesson, Mrs. Umi always uses this flipped classroom method. She is very happy because she can learn the material before the lesson starts. It is a provision for her learning in the class that will take place.⁶³

According with the enthusiasm and often to implementation of this flipped classroom method, there are several aspects in reading skills that students have successfully achieved according to the results of the researcher interview with the English teacher. The teacher stated that the students' vocabulary comprehension level increased.

Students can learn vocabulary in English by reading texts at home or before class starts and during classroom learning. When each student often comes forward to read the text, the teacher has time to ask them about the vocabulary they don't understand. So, students and teachers will discuss it to improve understanding together.⁶⁴

In addition to increasing students' vocabulary, the next aspect achieved according to the results of the teacher interview stated that students can understand the important information in the reading text.

Through studying the reading text at home before class starts, plus reading the reading text in class, students can understand the parts and important information in the reading text. Through this flipped classroom method students can improve their reading skills.⁶⁵

Another aspect of reading skills that students have achieved during the implementation of the flipped classroom method that the teacher said according to the interview results is that students can determine the main idea related to the reading text.

Teacher often ask students to determine the main idea related to the reading text. This is very important because this main idea is the core of the whole reading text.

⁶² See the appendix: 04/I/20-03/2023 of interview transcript

⁶³ See the appendix: 02/I/20-03/2023 of interview transcript

⁶⁴ See the appendix: 01/I/20-03/2023 of interview transcript

⁶⁵ See the appendix: 01/I/20-03/2023 of interview transcript

Students can easily determine this because the application of the flipped classroom method is going well.⁶⁶

Different things related to the aspects of reading that students have successfully achieved, the teacher said that students can also make conclusions about what they read.

With the often students read, they can determine what events happens related to the reading. All conclusions that exist in the minds of each student can improve understanding in their reading skills.⁶⁷

Seeing from several aspects of reading skills that students have successfully achieved, the teacher also stated that with the implementation of the flipped classroom method, students' final results or test scores are increasing. In addition, it is also evidenced in the documentation graph which shows the increasing student test scores.⁶⁸ Implementing the flipped classroom method also affects the final results or test scores of students who are increasing. This agrees with a student named Nabila Nur Azizah who stated that she felt an increase in grades in the exam results held.

As a student, she has greatly improved her grades on the exams that have been held since the flipped classroom method was implemented.⁶⁹

Mohammad Abdul Munir as a student, also stated that with the implementation of this flipped classroom method, his exam scores were getting better.

With the implementation of this flipped classroom method, he saw an increase in test scores that became better than before.⁷⁰

From the data above, the researcher can conclude that the implementation of the flipped classroom method has 2 stages, namely outside the classroom and inside the classroom. The stage outside the classroom is in the form of giving assignments from the teacher. Then for the stage inside the classroom the teacher explains the material to be discussed and continued discussion for students to understand the material in depth. For the assessment of reading skills, the teacher asks students to come forward one by one to

⁶⁶ See the appendix: 01/I/20-03/2023 of interview transcript

⁶⁷ See the appendix: 01/I/20-03/2023 of interview transcript

⁶⁸ See the appendix: 06/D/21-03/2023 of documentation transcript

⁶⁹ See the appendix: 03/I/20-03/2023 of interview transcript

⁷⁰ See the appendix: 04/I/20-03/2023 of interview transcript

the front to read reading texts related to the material discussed. With this method, students and teachers are very enthusiastic and this flipped classroom method is often used in the English teaching process. Therefore, there are several aspects of reading skills that students have successfully achieved, starting from increasing students' understanding of English vocabulary, students can understand important information in the reading text, students can determine the main idea related to the reading text, and finally students can also make conclusions about what is read.

2. The advantages of implementation the flipped classroom method to improve students' reading skills

In a learning method, there must be advantages and disadvantages, for example, in implementing this flipped classroom method. Here the researcher wants to know the advantages of the method, especially in improving students' reading skills. Teacher and students have their respective statements regarding the advantages of this flipped classroom method in improving students' reading skills. From the results of interviews, some students supported the statements of English teachers about the advantages of this flipped classroom method. The observations of researcher also supported the statements between teacher and students.

This flipped classroom method can increase students' activeness in learning English in the classroom. The researcher observation states that students are more active in discussing and interacting with the teacher and other students during learning. This researcher observation statement is supported by the results of the teacher's interview, which states that giving assignments before class increases the activeness of student activities in the classroom.

With the implementation of this flipped classroom method, students are more responsive and active when discussing or interacting with teacher during the learning process.⁷¹

⁷¹ See the appendix: 02/O/13-03/2023 of observation transcript

The same thing also said by a student named Nabila Nur Azizah who stated that when she already had material before the class started, it could increase activeness in the classroom.

With this flipped classroom method, when students already have the knowledge in the classroom, they can actively participate when the teacher asks. This increases good communication in the learning process between teachers and students.⁷²

Another student's statement named Mohammad Abdul Munir also supported Nabila's statement.

Enthusiasm as a student is increasing and supports his activity in class because this flipped classroom method is very helpful in reading skills.⁷³

Dwi Ayu also added a statement that she as a student also felt the benefits of the spirit of this flipped classroom method, especially in improving reading skills.

Through this flipped classroom method, students' enthusiasm for learning increases. Students realize that by studying the learning materials and reading the learning texts can improve their learning knowledge and English skills in vocabulary and reading content.⁷⁴

In addition to increasing the enthusiasm and activeness of students in the English learning process, this flipped classroom method also increases student independence and learning effectiveness. As said by Mrs. Umi as a teacher, implementing this flipped classroom method has increased student independence.

By implementing this flipped classroom method, she saw students' independence increasing as a teacher. In addition to providing assignments at home as a practice for students to face learning in class, this independence is also seen from the activities in the classroom.⁷⁵

Mrs. Umi's statement also supported by a student named Mohammad Abdul Munir who stated that studying the material before class made him more independent as a student.

With the flipped classroom method of learning the material before class starts, it is something that makes students more independent and less dependent on the teacher. Although the teacher still provides an opportunity to ask questions,

⁷² See the appendix: 03/I/20-03/2023 of interview transcript

⁷³ See the appendix: 04/I/20-03/2023 of interview transcript

⁷⁴ See the appendix: 02/I/20-03/2023 of interview transcript

⁷⁵ See the appendix: 01/I/20-03/2023 of interview transcript

students prefer to try to understand and learn the material independently at home and when there is something confusing, they can ask directly in class.⁷⁶

Another advantages related to the implementation of the flipped classroom method is that it makes learning hours run well and reduces problems related to class time that is sometimes insufficient. The researcher also observed this during the observation that the class was also increasingly effective and running well, there was no shortage or excess hours in learning imposed by the school.⁷⁷

This is also in line with the results of interviews with English teachers who stated that learning time has been effective since the flipped classroom method was implemented.

When she start implementing this flipped classroom method, she found it very effective in utilizing the learning time provided by the school. Students also seemed to be in no hurry to do the reading exercises and questions that the teacher gave, because most of the material information they had learned at home before the lesson began.⁷⁸

This is related to the opinion of a student named Nabila Nur Azizah who stated that studying the material before class can shorten the learning time and part of the time can be made for practicing questions.

By studying the material before class starts, it can shorten learning time. The teacher also does not need to spend long explaining the material in class. Part of the time can be used to work on questions that can train students' thinking skills.⁷⁹

The next advantage of the flipped classroom method is to improve students' thinking skills. This is in line with what the teacher said in the interview.

By implementing the flipped classroom method, students can improve their learning abilities, especially in the field of English in reading skills. In addition, giving assignments to study or searching for information on the internet can also train and improve students' thinking skills.⁸⁰

⁷⁶ See the appendix: 04/I/20-03/2023 of interview transcript

⁷⁷ See the appendix: 02/O/12-03/2023 of observation transcript

⁷⁸ See the appendix: 01/I/20-03/2023 of interview transcript

⁷⁹ See the appendix: 03/I/20-03/2023 of interview transcript

⁸⁰ See the appendix: 01/I/20-03/2023 of interview transcript

The same thing was also said by a student named Dwi Ayu who also stated that this flipped classroom method improved her mindset when discussing and working on practice questions.

The implementation of this flipped classroom method, when students already have material that has been studied at home before class, students can improve their mindset in class when discussing, working on problems or coming forward. This flipped classroom method really helps improve the mindset of students.⁸¹

From the data above, the researcher can conclude that the advantages of implementing the flipped classroom method are increasing student activeness in learning English in the classroom, increasing student independence and learning effectiveness, making learning time runs well and reducing problems related to class time that is sometimes not enough, and finally improving students' thinking skills. This is in accordance with the results of observations along with the results of interviews with English teachers and several students.

3. The disadvantages of implementation the flipped classroom method to improve students' reading skills

Based on the data above, which describes the advantages of the flipped classroom method, especially in improving students' reading skills, here the researcher wants to know the disadvantages related to implementing the flipped classroom method. From the results of interviews, some students support the statements of English teachers about the disadvantages of this flipped classroom method. The observations of researcher also support the statements between teachers and students.

In the observation, the researcher found a disadvantage in implementing the flipped classroom method that some students did not participate. This is related to the assignment that should be done at home before class starts, there were one or even two children who did not do the assignment. However, the researcher saw that the teacher gave tolerance to students, with a note that they would not repeat the bad thing. The

⁸¹ See the appendix: 02/I/20-03/2023 of interview transcript

researcher also observed that this disadvantage did not obstruct the implementation of the flipped classroom method.⁸²

A different thing related to the disadvantages of the flipped classroom method was said by a student named Dwi Ayu who felt difficulties at the beginning of the flipped classroom method.

For the disadvantages in this flipped classroom method that students feel is that at first they feel difficult because they have to learn materials and assignments that the teacher has not explained.⁸³

The same thing was also said by Mohammad Abdul Munir who stated that he felt difficulties in doing assignments.

Regarding the disadvantages of this flipped classroom method, according to student, it only depends on the initial implementation of this method. At the initial time this method was implemented, he was less confident in carrying out the assignments the teacher gave at home.⁸⁴

From the data above, the researcher can conclude that the disadvantages of implementing this flipped classroom method are that there are a few students who do not participate and some students experience difficulties at the beginning of the flipped classroom method. This is following the results of observations along with the results of interviews with English teachers and several students.

C. Discussion

1. An analysis of the implementation flipped classroom method to improve students reading skills

The flipped classroom method means that students receive instructions from the teacher to learn material outside the classroom. Based on the research results stated above, implementing the flipped classroom method consists of two steps, namely the outside classroom and the inside classroom. The first step is the outside classroom. Students learn the material by the teacher giving instructions to work on a summary of the material

⁸² See the appendix: 03/O/13-03/2023 of observation transcript

⁸³ See the appendix: 02/I/20-03/2023 of interview transcript

⁸⁴ See the appendix: 04/I/20-03/2023 of interview transcript

containing the meaning, purpose, structure, and examples of reading texts to improve students' reading skills. Furthermore, for the second steps, namely the inside classroom. The teacher first explains the material to be discussed. After finishing explaining the material, students discuss with each other with their peers in order to understand more deeply the material that the teacher has conveyed. After that, to practice improving reading skills, the teacher asks students to come forward one by one to read the reading text and then be assessed. For assignments that students do at home before learning are also collected at the end of learning in the classroom. Through this task the teacher can measure the extent of students' understanding of the material that takes place. This steps of the flipped classroom method is relate with Jeffrey Mehring's theory which states that the flipped classroom has two stages outside the classroom and inside the classroom. In the first step, namely outside the classroom, the teacher asks students to study the material at home. In the second step, in the classroom, students collaborate with classmates and teachers. This allows teachers to provide quick and accurate feedback as students absorb new information and develop their own thoughts and ideas.⁸⁵

Based on the results of the research related to the assessment of students' reading skills in this flipped classroom method, the teacher stated that she often uses two types of assessment, namely reading and doing questions along with short answers and the second is reading and understanding what they read. For the first type of assessment, reading and doing questions. The teacher asks students to read the available reading first and asks students to answer questions related to the reading briefly. Then for the type of assessment is reading and understanding what students read. The teacher provides several texts that each student must read in turn forward in front. In addition to the teacher assessing how they read the text in the form of English, the teacher also assesses their understanding of the words in the English reading text. This is relate with the theory about

⁸⁵ Jeffrey Mehring, *Innovations in Flipping the Language Classroom* (Singapore: Springer Nature, 2018)

the types of English language assessments used in reading skills. Read and do (tasks requiring a short-written answer). In this assessment, students first read the reading passage instructed by the teacher and then work on short questions whose answers are contained in the content of the reading passage. Students can read the entire text to understand the context and important information. After that students can read the question carefully and the teacher can make sure students really understand it. Students can identify keywords in the question to help find short and relevant answers. Next, Reading and understanding (tasks requiring action responses) In this assessment, students must respond to what they read. When students react to what they read, they actively participate in the learning process and can deepen their understanding. Teachers can help students develop communication skills, critical thinking, and a deep understanding of what they read by allowing students to respond to what they read. It also increases students' engagement in the learning process and strengthens their connection with the material they read.⁸⁶

In the frequent implementation of this flipped classroom method based on the results of the study, teachers stated that the final results or test scores of students increased. In addition to teachers, some students also felt that they realized an increase in grades in the exam results held since the flipped classroom method in English learning was implemented. This is in line with the theory of O'Flaherty and Phillips concluded that the most consistent effect of flipped learning is the improvement of student outcomes and positive attitudes towards learning.⁸⁷

Although the teacher implemented the flipped classroom method without making a learning video, the teacher's main goal in this method is to create a learning atmosphere that leads more to students, and students can get more understanding of the learning

⁸⁶ Penny Mckay , *Assesing Young Language Learners* Title (New York: Cambridge University Press, 2006)

⁸⁷ Jacqueline O'Flaherty and Craig Phillips, "The Use of Flipped Classrooms in Higher Education: A Scoping Review," *Internet and Higher Education* 25 , no. May (2015)

material. In addition, students can take advantage of internet technology to find things that students do not understand. The teacher also provides students opportunities to ask questions about things they do not understand. Based on the results of this study, this is following the theory that most people associate the flipped classroom with video. It can be done without relying on video or technology. While the convenience of technology has facilitated the creation of videos, discussion forums, and online quizzes, the main focus in the flipped classroom method is creating a student-centered learning environment. Where teaching is more accessible, students are more in control of their own learning and have time to think and become more critical learners.⁸⁸

Teachers and students are very enthusiastic about implementing this flipped classroom method. Students can improve their reading skills by becoming more aware of English vocabulary and important information about reading. In addition, students can have a long time to understand and study the reading at home so that arriving in class can understand similar reading texts. Seeing often and enthusiastically teachers and students related to implementing this flipped classroom.

Based on the results of the research, the teacher stated that there are several aspects of reading skills that students have successfully achieved. First, students can increase their English vocabulary. In this case, it can be reviewed through reading text activities while at home or before class starts and during classroom learning, students can learn vocabulary in English. When the assessment of each student came forward to read the text, the teacher had time to ask the vocabulary that they did not understand. That way, the teacher will discuss with other students to improve their understanding vocabulary. The second aspect of reading skills that students have successfully achieved is that students can understand the important information in the reading text. This can be reviewed by studying the reading text at home before class starts and reading in class.

⁸⁸ Jeffry Mehring, *Innovations in Flipping the Language Classroom* (Singapore: Springer Nature, 2018)

With this, students can understand the parts and important information in the reading text and through this flipped classroom method, students can improve their reading skills. Furthermore, the third reading skill aspect that students successfully achieve is that students can determine the main idea related to the reading text. This is very important because this main idea is the core of the entire reading text. Students can easily determine this because implementing the flipped classroom method is going well. Next, the last reading skill aspect that students successfully achieve is that students can make conclusions about what is read. This can be seen from the frequent reading of students, they can determine what events occur related to reading. All conclusions in the minds of each student can increase understanding in their reading skills. This relates to the theory about the aspects of reading skills. Understanding vocabulary. It means understanding the overall purpose of the reading. One way to read sentences or vocabulary, need help knowledge is to read the sentences or vocabulary around the sentences. The second is Identifying supporting details, It means one of steps to understand the important details of the information in the reading. Next, identifying Main Idea. It means understanding the overall contents of the reading, which can make it easier to read. The last is making inference or conclusion, which means making presumptions about the reading. For example, regarding an event that occurred in the reading, what is the author's purpose in making this event, and what if the event is change. All the presuppositions are guessed to increase understanding of the reading.⁸⁹

From the explanation above, the researcher found how the implementation of the flipped classroom method. The method has 2 stages: outside and inside the classroom. The stage outside the classroom is in the form of giving assignments from the teacher. Then for the stage in the classroom, the teacher explains the material to be discussed and continues the discussion for students to understand the material in depth. For the reading

⁸⁹ Tarigan, H. G. (2008). *Membaca Sebagai Suatu Keterampilan Berbahasa*. Percetakan: Bandung

skill assessment, the teacher asks students to come forward one by one to read the reading text related to the material discussed.

The teacher also stated that she often uses two types of assessment, namely reading and answering questions along with short answers and the second is reading and understanding what they read. In the often implementation of this flipped classroom method based on the results of the research, the final results or test scores of students increased. Although the teacher implemented the flipped classroom method without making a learning video, the teacher's main goal in this method is to create a learning atmosphere that leads more to students. Therefore, there are several aspects of reading skills that students have successfully achieved through the implementation of this flipped classroom method, starting from increasing students' understanding of English vocabulary, students can understand important information in the reading text, students can determine the main idea related to the reading text, and finally students can also make conclusions about what is read.

2. An analysis the advantages of implementation flipped classroom method to improve students' reading skills

In any method, there must be advantages and disadvantages. In the implementation of this flipped classroom method, especially to improve students' reading skills, there are several advantages that teachers and students feel. The first advantage is to improve student activeness in learning English in the classroom. When the teacher gives assignments before class starts, this improves the activeness of student activities in the classroom. Students feel that when they already have material before class starts, it can improve good communication in the learning process between teachers and students. Students' enthusiasm for learning is also more active. Studying learning materials and reading texts can increase students' learning knowledge and English language skills for vocabulary and the reading content. The second advantage is increasing student

independence and learning effectiveness. The teacher sees that the level of student independence is increasing daily related to implementing this flipped classroom method. Besides giving assignments at home and studying material individually to face learning in class, this independence is also evident in classroom activities. Students also look less dependent on the teacher when studying at home, even though the teacher still provides opportunities to ask questions, students prefer to try to understand and study the material independently first at home, and when there is something confusing students can ask directly in the classroom. The third advantage is that it makes learning hours run well or rather reduces problems related to class time which is sometimes not enough. In this case, the teacher as a teacher can make good use of the time that the school provides. With the running of learning hours well, students also look unhurried in doing reading exercises and questions that the teacher gives. This is because some of the material information they have learned at home before class starts. The last advantage related to this method is that it can improve students' thinking skills. With the teacher implementing the flipped classroom learning method, students can improve their learning abilities, especially in the field of English in reading skills. In addition, with the teacher giving assignments to study or search for information on the internet, it can also train and improve students' thinking skills. Students can also improve their mindset in class when discussing, working on questions or advancing during assessment. Related to some of the advantages of implementing the flipped classroom method above, this is in line with the theory that states improving student activeness. According to a flipped classroom, student activeness increases, given that students already have material at home before class starts, and this enhances student activeness in class during the learning process. The second is increasing student independence. In a flipped classroom learning environment, students must learn independently before entering the classroom. Students who face problems before class can solve them by participating in group discussions in the classroom later. Students

should be responsible for their learning during the learning process. In self-learning, students can also communicate effectively with teachers and classmates. Next, improve students' thinking ability. The flipped classroom teaching environment ensures the effectiveness of face-to-face teaching and enhances students' thinking ability in the teaching process. In the process of discussion and doing exercise questions, which can encourage students to express, cooperate and think independently. For the last is reduce conflicts due to insufficient class time. When learning in the classroom, teachers have a lot to do. Using the flipped classroom method, learning new information is completed before class, which can improve the efficiency of class time and help internalize the information in the classroom, so that the free time in the classroom is used to do practice questions.⁹⁰

From the explanation above, the researcher found several advantages of implementing this flipped classroom method, especially to improve students' reading skills. The advantage starts from increasing student activeness in learning English in the classroom. Studying learning materials and reading learning texts can increase students' learning knowledge and English language skills on vocabulary and the content of the reading. Furthermore, it increases student independence. Students are not too dependent on the teacher when studying at home. However, the teacher still provides opportunities to ask questions, students prefer to try to understand and learn the material independently at home. When there is something confusing students can ask directly in class. Another advantage is that it makes learning hours run well and reduces problems related to class time which is sometimes not enough. By running the learning hours well, students also seem not to be in a hurry in doing reading exercises and questions that the teacher gives. The last advantage is to improve students' thinking skills. Students can improve

⁹⁰ Jonathan Bergmann and Aaron Sams, *Flip YOUR Classroom Reach Every Student in Every Class Every Day* (United States of America, 2011)

their mindset when looking for information on the internet or in class when discussing, working on questions or advancing during assessment.

3. An analysis the disadvantages of implementation flipped classroom method to improve students' reading skills

There are some advantages in implementing this flipped classroom method, but there are also some disadvantages. As the data above describes the advantages of the flipped classroom method, especially in improving students' reading skills, here the researcher found several disadvantages of the implementation of the flipped classroom method based on the research results. The first disadvantage in this flipped classroom method is that some students do not participate. This is related to the assignments that students should do at home. However, one or even two children do not do the assignment. Even with this, the teacher tolerates students with a note that they will not repeat this bad thing. The second disadvantage is that some students experience difficulties at the beginning of the flipped classroom method. Students feel difficult and unsure in learning and carrying out tasks that the teacher has not explained at the beginning of the teacher implementing this flipped classroom method. Related to some of the disadvantages of implementing the flipped classroom method above, this is in line with the theory that states if implementing the flipped classroom method is very difficult at first, so it is important for teachers to implement it gradually. Teachers should realize that the number of tasks or activities should be reduced first and then slowly increased. The last, if there are students who do not master the pre-learning materials, it will be difficult for them to participate in class activities actively.⁹¹

From the explanation above, the researcher found several things about the disadvantages in the implementation of this flipped classroom method. The disadvantages start from a few students who do not participate and some students experience difficulties

⁹¹ Jeffrey Mehring, *Innovations in Flipping the Language Classroom* (Singapore: Springer Nature, 2018)

at the beginning of the flipped classroom method. Therefore, students and teachers must take each other seriously in implementing this flipped classroom method.



CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the results of research and discussion in the previous chapter, the researcher can conclude that:

1. The implementation of the flipped classroom method has 2 stages, namely outside the classroom and inside the classroom. The stage outside the classroom is in the form of giving assignments from the teacher. Then for the stage inside the classroom the teacher explains the material to be discussed and continued discussion for students to understand the material in depth. For the assessment of reading skills, the teacher asks students to come forward one by one to the front to read reading texts related to the material discussed.
2. Implementing the flipped classroom method has advantages and disadvantages. For advantages of implementing the flipped classroom method are increasing student activeness in learning English in the classroom, increasing student independence and learning effectiveness, making learning time runs well and reducing problems related to class time that is sometimes not enough, then improving students' thinking skills.
3. The disadvantages of implementing this flipped classroom method are that there are a few students who do not participate and some students experience difficulties at the beginning of the flipped classroom method.

B. Suggestion

After the researcher gets the results of this study, the researcher wants to give some suggestions as follows:

1. For the English teachers

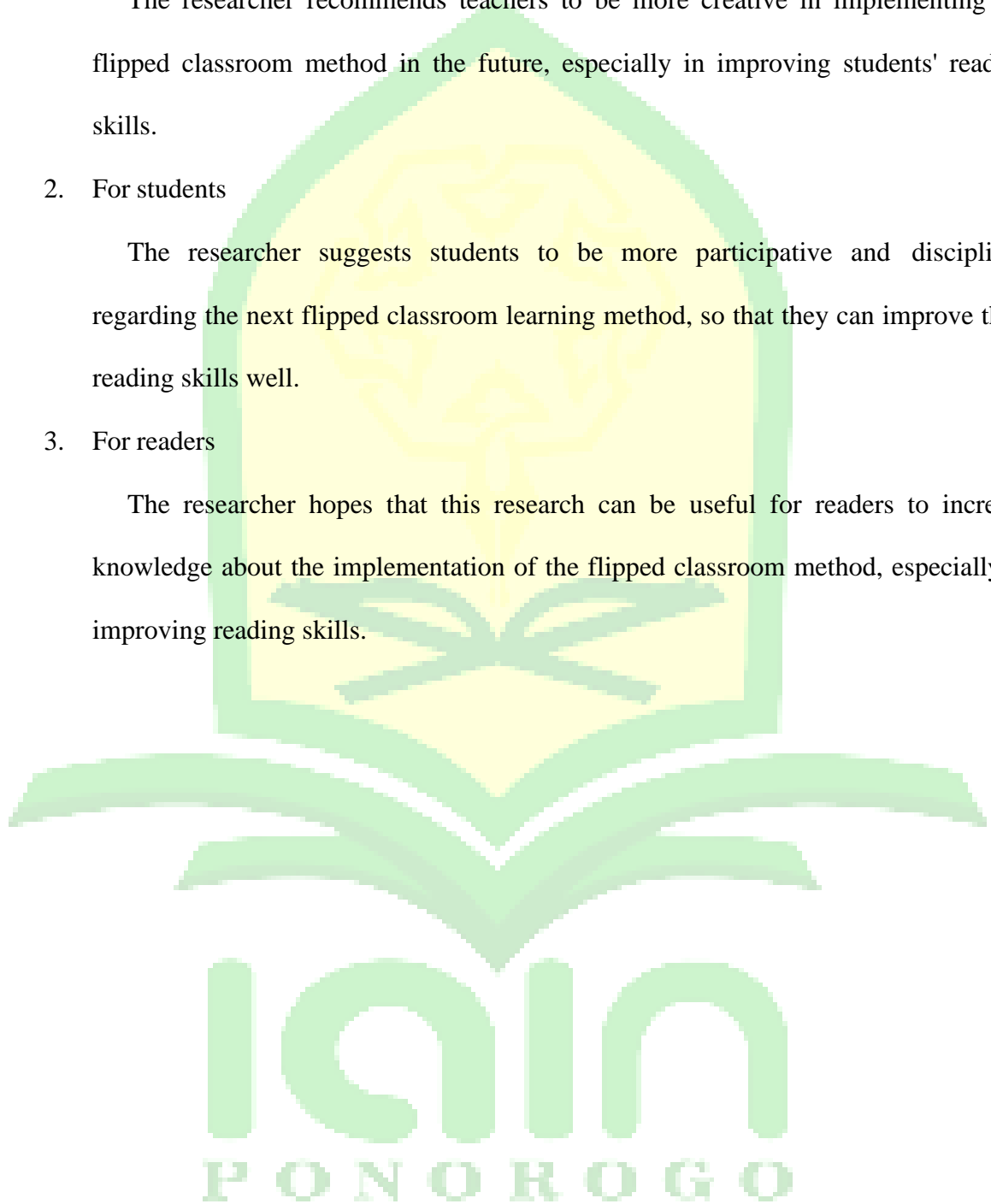
The researcher recommends teachers to be more creative in implementing the flipped classroom method in the future, especially in improving students' reading skills.

2. For students

The researcher suggests students to be more participative and disciplined regarding the next flipped classroom learning method, so that they can improve their reading skills well.

3. For readers

The researcher hopes that this research can be useful for readers to increase knowledge about the implementation of the flipped classroom method, especially in improving reading skills.



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