

The Effect of Implementing Flipped Reading Comprehension Classroom in Indonesian Secondary High School During Covid-19 Pandemic

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ABSTRACT

The re-emergence of the COVID-19 virus has had a significant impact on the educational system. In order to maintain its high standard, education needs to evolve to reflect the new world order, and this is especially true of secondary education. As part of studying the English language, students should be taught how to comprehend the reading materials that are assigned to them. The flipped classroom model is gaining popularity in this pandemic era, but its efficacy in secondary education is being questioned because it is an entirely novel instructional approach, specifically in the teaching and learning of English in Islamic secondary schools. The objective of this study was to conduct a quantitative analysis of how flipping the classroom affected Indonesian senior high school students' reading comprehension levels. There were 56 students participating in this study. The study's findings demonstrated an increase in students' reading comprehension scores after the students were taught by using flipped reading classroom. The results suggested that the Flipped Reading Comprehension Classroom has a considerable impact on the accomplishment of Islamic secondary school students, and it is recommended that it be applied in ELT classes due to its numerous advantages.

Keywords: Flipped Classroom, Reading Comprehension, Achievement, Islamic Secondary School.

INTRODUCTION

The sudden development of the COVID-19 epidemic causes an abrupt change in many facets of society, including education. The shift from traditional classroom instruction to remote learning methods is a jarring experience for both teachers and pupils within the education system (Murad, Hassan, Heryadi, Wijarnako, Titan, 2022; Teräs, Suoranta, Teräs, & Curcher, 2020). In the case of the Indonesian educational system, this is particularly true for students in state elementary and secondary schools, which are often in rural areas and don't use distance learning very often. UNICEF & empatika (2020) reported that one of the reasons that Rural communities had more trouble adjusting to distance learning was that numerous remote schools possessed a lack of experience with technology. Besides, due to intermittent internet connectivity and insufficient classroom facilities, students in remote areas may fall behind their peers in large cities (Suryani & Muslim, 2021).

However, the necessity of integrating technologies into classroom teaching and learning cannot be underestimated. As the globe advances toward the global revolution, the difficulty of implementing technology should be embraced. The COVID-19 pandemic has brought attention to the significance of digital education systems that leverage information and communication technologies (ICT), including computers, mobile devices, and the internet, as demonstrated by the numerous guidelines and mandates issued. The situation aligns with the objectives of the Fourth Industrial Revolution and fosters an innovative, technology-driven education system that equips present-day learners with the skills necessary to thrive in the years to come (Mansor, Rahman, Ahmad, Rashid, &

Chua, 2021). Ali (2020) also agrees that the pandemic emerged during an era of widespread and pervasive technological advancements around the globe. Despite the devastation it wrought, the crisis has made it imperative to integrate technology into education (Murzo & Chuvileva, 2021; Shoraevna, Eleupanovna, & Tashkenbaevna, 2021; Teräs, Suoranta, Teräs, & Curcher, 2020), and technology-enhanced learning (TEL) apps have altered traditional learning techniques, and as a result, they are capable of being categorized as both innovative and disruptive (Shen & Ho, 2020).

Regarding the instruction of the English language, educators must prioritize the development of reading comprehension skills among learners, as it is essential for

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students to proficiently comprehend written text to absorb information and grasp intended meanings (Herlindayana et al., 2017; Lestari & Sundari, 2021). Reading is one of the most important things a person can undertake in their life. Reading helps people mature and remain current with the vast amounts of information that are available all around them (Klimova & Zamborova, 2020; Namjoo & Marzban, 2014). To foreign language learners, the ability to comprehend the text still becomes a challenge. Reading comprehension demands a comprehensive range of abilities. It is coherent enough and has enough complexity for one to understand the subject that is being read appropriately (Soto, Gutierrez de Blume, Jacovina, McNamara, Benson et al., 2019). Besides, reading is a challenging activity because it demands the implementation of a wide variety of reading strategies. These strategies require not only that the reader is knowledgeable of the vocabulary and grammar of the language being read, but also that the reader is capable of analyzing, synthesizing, and evaluating the information being read (A. M. Ali & Razali, 2019; Namjoo & Marzban, 2014). In fact, it is widely believed that the development of effective reading strategies is a crucial step in achieving academic achievement (Jafre & Abidin, 2012).

The problem is particularly formidable in Indonesia because of the country's low literacy rate. According to the Program for International Student Assessment (PISA) report published by The Education Assessment Center, the Agency for Research and Education, and the Ministry of Education and Culture (Pusat Penelitian Kebijakan, 2020) students from rural schools and junior high schools have consistently demonstrated poor reading skills over the course of the previous six PISA rounds. Rural students' reading ability is 24 points below the Indonesian average, while junior high school students' reading ability is 27 points below the Indonesian average. In comparison to OECD countries, overall Indonesian students' accomplishments, including their reading literacy, are lower. In addition, insufficient reading skills persist, such that more than 55 percent of 15-year-olds on the PISA test are classified as functionally illiterate, i.e., they can read texts but cannot answer questions based on the texts (The World Bank, 2018). If a student is illiterate in his or her home language, let alone in a foreign language, the learner is in dire straits. Consequently, it is essential that efforts to improve reading comprehension be sustained.

To cope with the changes wrought by the COVID-19 pandemic and the Fourth Industrial Revolution, a flipped reading classroom approach is suggested as a solution, offering the potential to improve students' reading comprehension skills. By flipping the traditional classroom model, this approach is anticipated to yield positive outcomes. The term flipped classroom refers to an educational environment in which the typical order of classroom instruction and assignments is reversed (Alsowat, 2016; Bergmann & Sams, 2012). In contrast to traditional methods, students in flipped learning environments completed homework tasks outside of class before engaging in any face-to-face instruction. (Yulian, 2021) mentioned that It is essential to include the flipped classroom instructional approach in blended and online language learning environments. The utilization of an online-based flipped classroom approach enabled the integration of information technology systems within the confines of the

classroom. This type of instruction fosters academic conditions favorable to the generation of creative ideas in class discussions (Reflianto, Setyosari, Kuswandi, & Widiati, 2021)

There is a wealth of research indicating the advantages of employing a flipped classroom model. One such benefit that learners may reap from this approach is the ability to learn at their own pace (Ahmet BASAL, 2015; Du et al., 2014; Fulton, 2012; Vuong, Taet al., 2018; Yang & Chen, 2020). With this setting, students can watch lectures or tutorials whenever and wherever they like. Flipped classroom model is also beneficial in reducing class time limitations (T.T.T. & N.V., 2018). Unlike in a conventional classroom, where there may be insufficient time for students to practice newly acquired knowledge, a flipped classroom allows learners to engage in activities that facilitate the development of higher-order thinking skills during class time. By initially learning material at home, students can fully maximize their comprehension and proficiency through in-class exercises.

Over the previous decade, a handful of studies have investigated the implementation of flipped classrooms in the realm of English Language Teaching, utilizing an assortment of research contexts. Some examples are the studies from (Afzali & Izadpanah, 2021; Arifani, 2019; Bulut & Kocoglu, 2020; Chuang et al., 2018; Doman & Webb, 2017; Fischer & Yang, 2022; Garcia-Ponce & Mora-Pablo, 2020; Hung, 2015; Lee & Wallace, 2018; Phoeun & Sengsri, 2021; Rakesh Bab & Vivekha, 2019; Yulian, 2021; Zou & Xie, 2019). Despite the importance of reading proficiency, there is a paucity of research on the implementation of flipped classrooms in reading comprehension classes, especially within the context of Islamic secondary schools in Indonesia. According to the findings of the research conducted by Turan & Akdag-Cimen (2020) the most prevalent sample group for the deployment of the flipped classroom consisted of students from higher education institutions. Therefore, it is indicated that the influence of flipped classroom methods in K-12 English as a Foreign Language classrooms has to be further researched. As students in Islamic secondary schools are sometimes undervalued in comparison to students in general secondary schools, this investigation is especially important to perform to collect empirical evidence on the students' achievement following the deployment of flipped classrooms.

This study poses two research inquiries: 1) To what extent does flipped classroom instruction enhance students' reading comprehension performance? 2) Are the reading comprehension outcomes of students instructed via the flipped classroom model superior to those instructed through traditional means? The first study's objective was to compare pre- and post-test scores to see whether or not Islamic secondary school students' reading comprehension improved after being exposed to flipped reading courses. The objective of the second question is to investigate whether there is a noteworthy discrepancy in the reading comprehension attainment of students instructed via the flipped classroom model compared to those who are not.

METHOD

Research Design

The study conducted a quasi-experimental research design with a non-equivalent pretest-posttest control group design, as the assignment of students randomly was not feasible. According to Schumacher & McMillan (2013) Nonequivalent pretest-posttest Control Group Design are common and beneficial in education due to the frequent impossibility of randomly assigning subjects. In this design, the researcher provides pretest and posttest to both of experimental and control groups. In the research, students' progress in reading comprehension was evaluated over six weeks through synchronous meetings, which provided a platform for instruction and support. The interventions consisted of using flipped classroom instruction, and after this period, the students were given posttests to assess whether or not there was a significant enhancement in their reading comprehension abilities. Following the posttest administration, the data from the two groups were compared to determine any significant disparities between them. The comparison of the two groups aimed to investigate whether the students taught by using flipped classroom instruction achieved higher scores in reading comprehension than those who were not taught through the same method. This comparative analysis allowed for the identification of any significant differences in the effectiveness of the two instructional methods employed.

Participants

This research was carried out in a single State Islamic Senior High School in Bengkulu Province, Indonesia, that holds an A level of accreditation. There was a total of 56 students in the eleventh grade that took part in the research. To select the sample, the method of purposive sampling was utilized. Because all the participants were at the same reading achievement level and struggled with the same issues, we were able to select them as participants.

Data Collection

To evaluate the reading comprehension skills of the study's sample, a reading comprehension test was administered to both the experimental and control groups. The examination consisted of multiple-choice questions. The texts and questions were modified from books for eleventh-grade students that had been synchronized with the school's curriculum. Before the pretest, 40 multiple-choice questions had been tried out. The test results were then evaluated to determine the validity and dependability of the test items. Mackey & Gass (2005) suggest that researchers need to make sure that the instrument used to collect the data is reliable. One of the ways is by applying instrument reliability. Validity is the most important factor to consider when constructing and evaluating measurement instruments. It is the extent of an instrument measuring what is claimed to be measured (Ary et al., 2014). Out of 40 try-out pre-test questions in the text of the questions tested, 25 valid questions were obtained. The reliability of test instrument were calculated by using Cronbach's α . The result of statistical analyses shows a high level of reliability (0.957). Table 1 shows the results of the validity of the instrument.

Following the preliminary test, the interventions were carried out. The students in the experimental group were given a learning video that was related to the reading assignment before they participated in the synchronous meeting. After that, at the

synchronous meeting, the students finished the assignment in groups and had a discussion with the instructor to confirm their comprehension of the material. However, the members in the control group were not involved in any flipped classroom activities. The students in the control group were instructed in the traditional ways of teaching and learning; no alternative or novel approaches were utilized.

Data Analysis

The acquired data from the reading comprehension tests underwent several analytical procedures. The initial step involved conducting a normality test to ascertain the distribution of the scores obtained. The results of this test were used to determine whether a parametric or non-parametric test was necessary. The findings indicated that the data collected from the study were normally distributed, as evidenced by the significance probability (sig) being higher than $\alpha = 0.05$ in both groups. Table 2 provides a summary of the normality test results for both the experimental and control groups.

Parametric testing was employed in examining the hypothesis. A paired sample t-test was conducted to evaluate whether there was a notable improvement in students' reading comprehension performance. Additionally, an independent sample t-test was utilized to ascertain whether the reading comprehension achievement of students instructed via flipped classroom methods was superior to that of students instructed through conventional means.

FINDINGS

The Results Of Pre-Test And Post-Test

Following the interventions, students' reading comprehension skills increased. The lowest score on the pretest was 56, which was classified as low achievement, and the best score was 80, which was classified as Excellent. After the intervention, the students' performance on the posttest significantly improved. The lowest score obtained was 76, which was classified as very good, and the highest score obtained was 92, which was classified as excellent. Table 3 shows the comparison results before and after the interventions.

According to Table 3, there was an increase in student achievement after the employment of flipped classroom instruction. In the pretest, there were 2 students (7%) who got a low score, 14 students (48%) got a good qualification of the score, 12 students (41%) got a very good qualification of the score, and 1 student (3%) got an excellent qualification of the score. The posttest results show better results in which no students were categorized as low or good. However, 1 student (3%) obtained a very good score qualification and the rest 28 students (97%) were able to reach an excellent qualification.

Paired Sample T-Test In The Experimental Group

The students' significant improvement is clearly seen through the mean score comparison before and after the interventions. Table 4 displays the outcomes of the study, which indicate a notable improvement in students' reading comprehension abilities from the pretest ($M=68.00$) to the posttest ($M=85.17$). The results of the paired sample t-test lend further support to

these encouraging findings.

Table 5 illustrates the meaningful contrast between the pretest and posttest results of the experimental group, wherein flipped classroom interventions were implemented. The null hypothesis was rejected, and the alternative hypothesis was accepted since the Sig (.000) was less than 0.05. This outcome suggested that there was a significant improvement in the reading comprehension achievement of students instructed via flipped classroom. The effectiveness of the intervention was also assessed by determining the Eta squared, as demonstrated in Figure 1. The Eta squared value of 0.0836 indicated that there was a large effect size on the difference in students' reading comprehension achievement before and after the intervention (Eta Squared > 0.14).

Independent Sample T-Test

The second research question sought to determine whether the performance of students instructed via the flipped classroom model in the experimental group was superior to that of students in the control group. The results presented in Table 6 demonstrate the divergence in Mean Score between the two groups following the interventions. It is evident that the Mean Score in the experimental group ($M=85.17$) exceeded that of the control group ($M=77.48$).

The outcomes of the independent sample t-test, as presented in Table 7, reveal a significant discrepancy in scores between the experimental group ($M=85.17$, $SD=4.089$) and the control group [$M=77.48$, $SD=5.912$; $t(54)=5.695$, $p=.000$]. This finding indicates that the null hypotheses were rejected, and the alternative hypothesis was accepted, demonstrating that there was a substantial difference in reading comprehension achievement between the two groups. Additionally, it confirms that students instructed through flipped classroom methods outperformed those who were not in comprehending reading texts. The calculation of the Eta squared value, as demonstrated in Figure 2, further suggests that there was a large effect size ($0.369 > 0.14$) associated with flipped classroom instruction in enhancing students' reading comprehension achievement.

DISCUSSION

The primary objective of this study was to examine the impact of flipped classroom instruction on students' reading comprehension performance. The results of the two parametric tests indicated a significant improvement in students' reading comprehension abilities. Comparisons of the pre- and post-treatment findings revealed a noteworthy enhancement in reading comprehension skills. Furthermore, a comparison of the experimental and control groups' means revealed a significant difference, with the experimental group exhibiting superior achievement. The investigation also demonstrated that the intervention's effect size was considerable, indicating that the implementation of flipped classroom instruction had a substantial influence on enhancing students' reading comprehension achievement.

Students were found to be more active during the synchronous activities. The synchronous meetings were marked by active student engagement. In traditional classrooms, students are introduced to new concepts and

assigned additional practice or homework outside of class. Conversely, flipped lessons allow students to receive exposure to new material at home and utilize class time for collaborative activities. As a result, students participate in active learning pursuits. Vuong, Tan, & Lee (2018) agree that Using class time more efficiently for active learning activities is one of the benefits of the flipped classroom. Flipped classroom prompts the students' active participation in classroom activities (Hung, 2015). The students who are enrolled in the general English course can take advantage of the flipped classroom to increase the amount of participation and interaction they have in class with both the instructor and the other students (Choe & Seong, 2016; Rakesh Bab & Vivekha, 2019). One of the possibilities is the level of preparedness that was demonstrated by the students. The students feel that they are better able to participate in the activities that take place in the classroom as a result of the preparations that they carry out at home before coming to school (Afzali & Izadpanah, 2021; Hamdan et al., 2013). In fact, flipped classroom is beneficial in encouraging students' engagement in the classroom. Participants in both flipped learning situations spent much more time on their course materials and activities and reported a better degree of engagement with course content (Amiryousefi, 2019).

The significant essential variable that was responsible for the positive outcomes that were brought about by the students' positive behavior when the flipped classroom was being implemented. This is in line with what Phoeun & Sengsri (2021) found in their study, which found that there was a positive change in the behavior of the students after the students became familiar with the concept of flipped classroom, which then brought improvement in their English skills. This finding supports the claim that there was a positive change in the students' behavior after the students became familiar with the concept of flipped classroom. The students had a good time participating in educational activities (Amiryousefi, 2019; Phoeun & Sengsri, 2021). In the context of the reading classroom, students perceive the flipped classroom approach to be more motivating and conducive to reading. When coupled with effective reading strategies, this method has resulted in a substantial improvement in students' reading abilities (Zhang, 2022).

Moreover, it is believed that by improving the quality of the instructional environment, students' achievements will improve significantly (Huang & Hong, 2016; Karimi & Hamzavi, 2017; T.T.T. & N.V., 2018; Vuong et al., 2018; Yang & Chen, 2020). Learners of lower levels can use instructional videos as a reference for their study, pausing the videos, rewinding them, or speeding them up as necessary. Concurrently, more capable students have the opportunity to participate in additional activities during class time. This technique is beneficial for students who lack the self-assurance to solve difficulties alone by revisiting previously taught material rather than approaching the instructor for assistance.

CONCLUSION

This study confirmed that the usage of flipped classrooms for teaching reading comprehension has a significant impact on students' reading comprehension achievement. The results of the study also revealed that students who participated in flipped

reading comprehension classrooms demonstrated higher reading achievement than those who did not. The flipped reading comprehension classroom has contributed significantly to the teacher's ability to manage the abrupt shift produced by the development of technology and the growth of covid 19 in the same era. Students are prepared to face the challenge of the global revolution so long as they are assisted and exposed to the right teaching and learning instruction, according to this study, which focused on the Islamic secondary school in Indonesia, which is sometimes underrated compared to general secondary schools.

However, the scope of this particular study is restricted to collecting empirical evidence on the implementation of flipped reading comprehension classrooms alone. This study did not dig into each of the components that go into constituting reading comprehension abilities in greater depth. It did not take into account any of the moderator or mediator variables that could possibly have an effect on the findings of the study. More investigations into these features are required to be executed by future's studies.

Table 1: Validity of the reading test questions

No Items	r-amount	r- table	Explanation	No Items	r-amount	r- table	Explanation
1	.696	0,4132	Valid	21	.689	0,4132	Valid
2	.762	0,4132	Valid	22	.672	0,4132	Valid
3	.538	0,4132	Valid	23	.730	0,4132	Valid
4	.607	0,4132	Valid	24	.468	0,4132	Valid
5	.654	0,4132	Valid	25	.730	0,4132	Valid
6	.686	0,4132	Valid	26	.730	0,4132	Valid
7	.652	0,4132	Valid	27	.417	0,4132	Valid
8	.696	0,4132	Invalid	28	.689	0,4132	Valid
9	.762	0,4132	Invalid	29	.081	0,4132	Invalid
10	.696	0,4132	Invalid	30	.424	0,4132	Valid
11	.698	0,4132	Valid	31	.417	0,4132	Valid
12	.698	0,4132	Valid	32	.689	0,4132	Valid
13	.762	0,4132	Valid	33	.206	0,4132	Invalid
14	.581	0,4132	Valid	34	.080	0,4132	Invalid
15	.538	0,4132	Invalid	35	.104	0,4132	Invalid
16	.401	0,4132	Invalid	36	.163	0,4132	Invalid
17	.311	0,4132	Invalid	37	.041	0,4132	Invalid
18	.142	0,4132	Invalid	38	.672	0,4132	Valid
19	.262	0,4132	Invalid	39	.730	0,4132	Valid
20	.262	0,4132	Invalid	40	.672	0,4132	Valid

Table 2: Summary of the results of normality test

	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	Df	Sig.	Statistic	Df	Sig.
Pretest Experimental Class	.171	29	.031	.937	29	.085
Pretest Control Class	.160	27	.072	.934	27	.088
Posttest Experimental Class	.199	29	.005	.944	29	.126
Posttest Control Class	.192	27	.012	.927	27	.057

Table 3: The results of students' reading comprehension in Experimental Group

Score interval	Category	Pretest Frequency (Students)	Percentage (%)	Post test Frequency (Students)	Percentage (%)
80-100	Excellent	1	3%	28	97%
70-79	Very Good	12	41%	1	3%
60-69	Good	14	48%	0	0%
50-59	Low	2	7%	0	0%
<49	Fail	0	0%	0	0%

Table 4: Paired sample statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pretest	68.00	29	.782	1.259
	Posttest	85.17	29	.089	.759

Table 5: Paired sample t-test

Table 3. Paired sample t-test										
		Mean	Std. Dev	Std. Error Mean	95% Interval of the Difference	Lower	Upper	T	df	Sig. (2-tailed)
Pair 1	Pretest	-	7.737	1.437	-20.115	-14.229	-11.952	28	.000	
	Posttest	17.172								

Table 6: Independent sample statistics

		Mean	N	Std. Deviation	Std. Error Mean
Post –Test	ExpGroup	29	1.17	.089	.759
	Control Group	27	1.48	.912	1.138

Table 7: Independent sample t-test

		F	Sig	T	Df	Sig (2-tailed)	M	Std. Error difference	Sig. (2-tailed)	95% Confidence Interval of the Difference	Lower	Upper
Posttest	Equal Variance assumed	4.378	.041	5.695	54	.000	7.691	1.350	4.984	10.398	4.378	
	Equal Variance not assumed			5.623	45.868	.000	7.691	1.368	4.937	10.444	5.623	

$$Eta\ squared = \frac{t^2}{t^2 + N - 1}$$

$$Eta\ squared = \frac{11.952^2}{(11.952)^2 + 29 - 1} = 0.836$$

Figure 1: The effect Size for paired-sample t-test

$$Eta\ squared = \frac{t^2}{t^2 + (N1 + N2 - 2)}$$

$$Eta\ squared = \frac{5.623^2}{(5.623)^2 + (29 + 27 - 2)} = 0.369$$

Figure 2: The effect Size for Independent sample t-test

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