

The implementation of the flipped classroom approach to improve the EFL students' reading ability

Rahmah Septiani*, Safrul Muluk, Habiburrahim Habiburrahim

Universitas Islam Negeri Ar-Raniry Banda Aceh, Indonesia

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ABSTRACT

Reading is a vital language skill that necessitates mastery for knowledge acquisition. However, the focus of students has shifted away from reading due to technological advancements. Despite this, the literacy levels of students in Indonesia are alarmingly low, ranking 74 out of 79 in the PISA Survey 2018. This study aimed to explore the integration of technology in educational settings. Specifically, by implementing a technology-based flipped classroom model, the researchers aimed to encourage and educate junior high school students on the constructive use of smartphones. The primary objective was to investigate whether the adoption of flipped classrooms, combined with technology utilization, could potentially enhance students' reading proficiency. To achieve this goal, an experimental research design was employed, comprising both an experimental group and a control group. Pre-tests and post-tests were conducted for both groups, with the experimental group receiving the flipped classroom intervention, while the control group experienced traditional classroom methods. This quantitative research conducted in 2024 involved 68 students studying at a junior Islamic high school in Banda Aceh. The findings indicated that the experimental group exhibited superior performance compared to the control group.

*Corresponding author:

Rahmah Septiani
Universitas Islam Negeri Ar-Raniry Banda Aceh
Jl. Ibnu Sina, Kopelma Darussalam, Kota Banda Aceh, Aceh 23111, Indonesia
Email: 190203133@student.ar-raniry.ac.id

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1. Introduction

Reading is one of the four skills within the realm of the English language. Reading serves as the receptive skill utilized by individuals to acquire information from written materials. It necessitates the capacity to not only grasp the literal meaning of the text but also to comprehend the underlying message intended by the author. According to Tarigan (1998) as referenced in Nasution (2022), "reading is a cognitive process employed by readers to decipher the intention of the writer conveyed through written language." The act of reading is widely acknowledged as a vital language proficiency, playing a foundational role in enriching various linguistic competencies. It contributes to the enhancement of writing and speaking abilities, serving as a crucial element in the development of language components such as vocabulary and grammar.

Allah SWT also emphasizes the significance of reading with Quran Surah Al-'Alaq, verses 1 to 5, to shield individuals from ignorance and a dearth of knowledge. The act of reading serves as a major conduit to acquiring knowledge in the earthly realm. Furthermore, delving into literature in a non-native language can facilitate the augmentation of knowledge and the expansion of cognitive faculties, given the widening array of available reading materials. Proficiency in reading and comprehending textual content also plays a pivotal role in students' academic achievements. Noursi (2014) contends that possessing the ability to read for various objectives is a fundamental prerequisite for excelling in educational institutions. Additionally, Ahmed (2016) asserted in his scholarly inquiry that Daggett and Hasselbring (2007) delineate reading as "the pivotal catalyst for academic competence". Consequently, the capacity to read proficiently is indispensable for students' educational advancement, grasping intricate subject matters, and enhancing academic performance.

The capacity for reading proficiency is interconnected with reading comprehension. It is imperative to possess a profound understanding specifically in the context of reading. According to Marianne-Murcia (2001) as referenced in Karizak and Khojasteh (2016), the inability to read or comprehend will lead to a significant feeling of disconnection and ineffectiveness. Reading comprehension involves the act of reading with the purpose of fully grasping the content. It is characterized as the capability of a reader to comprehend both the explicit and implicit meanings embedded in a written text.

Nonetheless, many obstacles exist in the field of reading, resulting in reading insufficiency among Indonesian EFL students. According to a study conducted by Nanda and Azmy (2020), one of the difficulties in reading is a lack of enthusiasm. A previous study discovered that pupils' lack of motivation was caused by not doing enough reading on a regular basis. They are generally uninterested in reading and comprehending English texts since they are unfamiliar with them. Adara et al. (2019) also said that the majority of pupils were demotivated due to the teacher's teaching approach. This previous study

suggested providing an acceptable teaching technique for pupils. Students stated that a lack of activities that enhance their English skills is likely to demotivate them.

As a result, these problems may hamper learning progress and individuals' chances of getting work or expanding careers. As evidenced by the 2018 PISA Survey findings, Indonesia's Literacy Index places it at 74 out of 79 countries, falling six positions below the lowest rank. The survey further reveals that Indonesian students exhibit a reading proficiency score of 371, in stark contrast to the OECD nations' average score of 487, which encompasses countries like Australia, Austria, Belgium, Canada, Chile, Colombia, Costa Rica, the Czech Republic, Denmark, Estonia, Finland, France, Germany, and Greece. Conversely, the latest 2022 PISA survey data, based on the Community Literacy Development Index (IPLM), projects Indonesia to achieve a literacy ranking of 64.48 out of 100 by 2022. Despite efforts, this figure is deemed unsatisfactory and remains a pressing national issue.

Education emphasizes the importance of enhancing students' reading skills. Proficiency in reading is crucial for acquiring knowledge, comprehending complex ideas, and achieving success in academics. Nevertheless, the advancement of technology has led to a decrease in students' attention spans. Consequently, educators are facing challenges in maintaining students' engagement in reading tasks. Exploring innovative approaches such as the flipped classroom model could be a key strategy in revitalizing reading instruction and fostering a deeper passion for reading among students.

The concept of the Flipped Classroom entails a framework that repositions direct instruction and material dissemination to occur outside of the traditional classroom setting, often facilitated by various multimedia resources. The Flipped Classroom Model (FCM) essentially reorganizes the standard classroom configuration, utilizing class time for interactive and cooperative engagements. Through this approach, educators are empowered to delve into profound dialogues, critical thinking, and practical applications within face-to-face sessions by motivating students to engage with educational materials prior to class sessions. The Flipped Classroom Model (FCM) represents a methodology that is progressively gaining traction. The inception of the "Flipped Classroom" concept can be traced back to J. Wesley Baker's discourse at an international educational event, wherein he coined the term in his 2000 publication titled "The Classroom Flip, Using Web Course Management Tools to Become the Guide by the Side" (Baker, 2000). Within the realm of the Flipped Classroom, the notion of "flipping" symbolizes the shift in responsibilities between homework assignments and in-person class activities. Furthermore, this model advocates for learners to take ownership of their educational journey.

Several research studies have explored the implementation of the flipped classroom model to improve students' reading abilities, resulting in positive effects on their reading proficiency. An investigation carried out by Abaeian and Samadi (2016) focused on the impact of the flipped classroom approach on the reading comprehension of Iranian EFL learners across varying proficiency levels, namely upper-intermediate and

intermediate levels. Following 18 sessions that included both pre-test and post-test assessments for the groups, the findings indicated a significant performance improvement in the experimental groups compared to the control groups. Additionally, it was found that intermediate-level learners derived greater benefits from the flipped methodology in comparison to their upper-intermediate counterparts.

Another inquiry conducted by Hashemifardnia et al. (2018) delves into the identical topic as the previously mentioned research. Specifically, the aim is to examine the impact of the flipped classroom on the reading comprehension of junior high school students in Iran. The findings further revealed a significant difference between the experimental and control groups. Additionally, it was demonstrated in the results that the experimental group exhibited superior performance compared to the control group.

Based on the affirmative findings of the aforementioned studies, it has been established that the implementation of the Flipped Classroom is associated with improved reading comprehension in students. Nevertheless, it is not definitive that the utilization of flipped classrooms will boost students' reading skills. The situation in Indonesia varies, since students lack motivation and desire to participate in reading activities. Therefore, to address this gap, the present study seeks to investigate the impact of the flipped classroom approach on enhancing students' reading proficiencies in Banda Aceh. The objective is to acquaint students with reading by requiring them to review the assigned material prior to each class session. Additionally, the aim is to introduce them to an alternative learning strategy that could potentially enhance their reading skills, as well as increase their willingness to engage in reading activities.

The following hypotheses are proposed for this study:

H0: The flipped classroom model has no impact on enhancing students' reading abilities.

Ha: The flipped classroom model does improve students' reading abilities.

A hypothesis is a temporary assumption about an issue that must be tested with more accurate and supportive data.

2. Literature review

2.1. Flipped classroom

Presented at an international conference with a focus on education and instructional strategies in the year 2000, the idea of the "flipped classroom" garnered attention following the publication of Baker's article entitled "The Classroom Flip, Using Web Course Management Tools to Become the Guide by the Side." The term "flipping" denotes the exchange of homework and classroom activities within the Flipped Classroom framework (Ash, 2012). The flipped classroom model represents an instructional approach that disseminates learning materials to students at home, thereby equipping them with content typically presented through multimedia resources. This model is a component of a broader educational initiative that encompasses blended learning, inquiry-based learning, and various educational methodologies and tools designed to cultivate adaptable and adept learners, as articulated by Johnson et al. (2014).

According to Hung (2015), blended learning integrates conventional face-to-face classroom instruction with remote learning, incorporating educational videos from a variety of online platforms.

During class, both students and the teacher will engage in activities aimed at strengthening their understanding of the content. According to Guo (2019), an inverted classroom is an educational structure that promotes active student participation in classes, stimulates collaboration with both peers and instructors for homework help, and provides for more free time during class. The inverted classroom places a strong emphasis on students' pre-class preparation. Furthermore, this paradigm encourages students to take personal accountability for their own learning (Fulton, 2012). The inverted classroom style creates an environment that integrates project-based or real-world applications, helping students to develop a more profound comprehension of the subject matter during class.

Jonathan Bergmann and Aaron Sams, from the University of Northern Colorado, introduced the concept of the flipped classroom, as emphasized by Talbert (2012, p. 1). Chemistry instructors have noticed that students frequently require more assistance from teachers during homework, which is different from traditional instructional settings. As a reaction, they produced educational videos for students who couldn't attend courses, urging them to watch the videos on their own and using class time for debates, interactive learning, and other activities. The technique gained popularity following the work of Bergman and Sams in 2012.

The flipped classroom concept emerged from the idea of delivering education through video-based learning at home, as opposed to the conventional classroom method. In this paradigm, educators allocate classroom time to implement diverse strategies aimed at reinforcing previously introduced content. This is accomplished by utilizing preexisting video recordings. Teachers have the privilege of engaging in one-on-one interactions with students, and students have the ability to avail themselves of these resources at any given moment. According to Zownorenga (2013), this can enhance the efficiency of classroom time, as mentioned in the study of Yildirim and Kiray (2016). This is a comparison that emphasizes the practical distinctions between traditional teaching approaches and the flipped classroom approach.

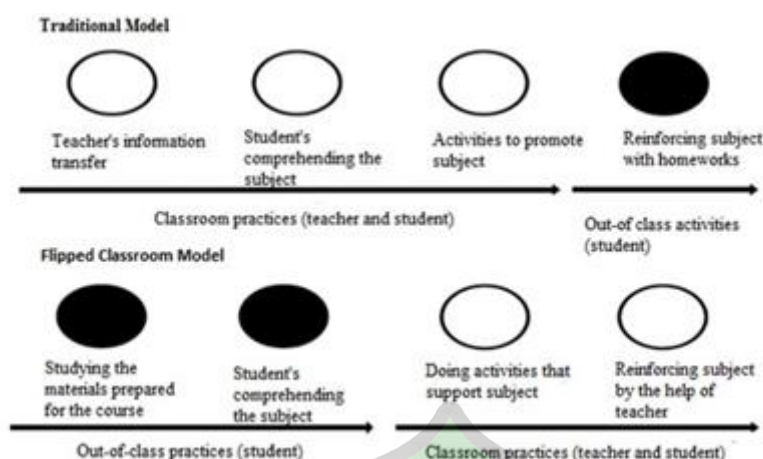


Figure 1. A comparison of the conventional education method and the flipped classroom approach by Moravec et al. (2010)

The flipped classroom concept involves a change in the locations where classroom activities take place, as well as a change in activities that occur outside of the class, as depicted in the figure. In this approach, educators take on a changed function and become the main distributors of knowledge. They employ a variety of technologies to provide customized and adaptable learning experiences to groups of students. The teacher focuses on complex subjects that students find difficult and enhances comprehension through a range of activities (Hamdan et al., 2013, p. 4).

The flipped classroom is preferred because it allows teachers to allocate extra time to in-class activities and resolve difficulties pertaining to these activities. This is a comparison chart that presents the benefits of the flipped classroom approach compared to standard classroom techniques. It was created by Bergmann and Sams in 2012.

Traditional Classroom		Flipped Classroom	
Activity	Time	Activity	Time
Warm-up activity	5 min.	Warm-up activity	5 min.
Go over previous night's homework	20 min.	Q&A time on video	10 min.
Lecture new content	30–45 min.	Guided and independent practice and/or lab activity	75 min.
Guided and independent practice and/or lab activity	20–35 min.		

Figure 2. A comparison of the traditional educational classroom method and inverted classroom approach prepared by Bergmann and Sams (2012)

Based on the chart, inverted classrooms prioritize engaging in more meaningful activities compared to traditional classrooms. According to the information presented in Table 1, the length of activities in flipped classrooms is typically 40-55 minutes greater than in traditional classrooms, which promotes extended involvement in the learning process. However, thorough planning is crucial prior to implementing this strategy.

2.2. Reading skills

Reading is an essential language skill that all individuals should acquire and excel in, alongside listening, writing, and speaking. Reading is the cognitive activity of comprehending the fundamental information contained in a text. This indicates that teaching reading comprehension is an effective approach to help students with tasks such as identifying the main idea of a text, finding specific information, understanding the passage, and grasping elements like vocabulary, references, and inferences. Reading is widely regarded as a crucial ability because it is the primary means by which we acquire various types of information (Syahabuddin, Yusny, & Zahara, 2019).

Reading comprehension is an intricate cognitive process that requires the interaction between written text and individuals who are reading. The main objective of the readers is to understand the text. It involves an active mental process that depends on the student's ability to understand and their prior knowledge. Comprehension entails understanding and acquiring language, identifying relationships between words and concepts, organizing thoughts, seeing the author's viewpoint, and participating in critical analysis.

Reading comprehension pertains to the ability of readers to comprehend both the explicit and implicit meanings conveyed in a text. In their study, Sweet & Snow (2002) asserted that the objective of reading comprehension is to derive significance from various contexts. Understanding a text requires a complex mental process that combines the information in the text with the reader's prior knowledge, resulting in the creation of an internal representation (Meneghetti et al., 2006). Reading comprehension is fundamentally based on the interaction relationship between students and the surrounding elements. During this engagement, students utilize a wide range of experiences and knowledge, including verbal abilities, cognitive knowledge, and global awareness.

2.3. Flipped classroom correlation with students' success in English learning and reading comprehension

Relying on some previous studies in the EFL Indonesian students' context, it has been proved that the implementation of the flipped classroom pedagogy enhances students' reading ability in Indonesia. For instance, the study conducted by Murtiningsih et al. (2023) which aims to introduce the use of digital storytelling flipped classroom-based and to depict students' engagement in the learning method to promote self-directed learning on reading comprehension. The results showed that implementing digital storytelling helps them to comprehend the reading material. Students also admitted that

the use of flipped classroom build their self-directed on reading which leads to their understanding of reading material.

Another study by Hakim et al. (2023), concluded that the use of flipped classroom approach as effective. They stated that this kind of learning taught students to be self-directed learners as they studied the learning material before class. When students being independent learner because of this learning model, the class time could be used to practice what they've learned before class and reinforced the material. In addition, the interaction between teacher and students were improving and becoming more enjoyable.

A technology-based flipped classroom approach is in tune with self-directed learning. The ability of students' self-directed learning would also encourage as they experience flipped classroom model, assisted with technology use (Zainuddin et al., 2019). Which this would be good for students to success in their English learning. By giving material prior the class session, students are able to master the material as well as be well-prepared for class discussions and activities. Prior study also records that, students admitted the use of technology-based flipped classroom, in which this study use LMS TESBlendSpace, enables them to access the given material anywhere and anytime. And it also helps students who hardly understanding the content to take their time to read and understand it as they have plenty of time to study it at home. This could help them to not feel left behind when doing activities and discussion during in-class time.

In addition, implementing a flipped classroom model to improve students' reading proficiency is in line with the election of a proper learning style in English learning. As stated by Muluk et al. (2020) choosing a proper learning style choosing a proper learning style is an essential thing for success in English learning. Learning style has a deep connection with the learning environment which assists students in growing their learning experiences. Based on the results of prior studies, students were acknowledged that they tend to incorporate different learning styles where they exchanged the learning style based on their needs to better understand the learning materials. According to this study, implementing a flipped classroom could be good in introducing students to new learning strategies. While they become self-directed learners in their own homes before class, they can also explore and experience different learning styles to understand the materials given. This is good for their success in English learning as well as improve their reading proficiency.

3. Method

This study employed a quantitative research approach using a quasi-experimental research design. The objective of this study is to examine the cause-and-effect link between the adoption of the flipped classroom paradigm and the enhancement of students' reading skills. The researchers conducted the study by administering pre-tests and post-tests to examine the learning outcomes of two groups that received different treatments.

In this experimental research design, the participants were categorized into two distinct groups: the experimental group and the control group. The groups were formed

to examine the influence of the Flipped Classroom methodology on improving students' reading proficiency. The treatment group was subjected to the inverted model, whereas the control group employed traditional classroom procedures. The purpose of this study is to see if there are contrasting outcomes between individuals who have encountered flipped classes and those who have not. The population sample consisted of junior high school students in Banda Aceh. The study included two groups of eighth-grade pupils, selected via purposive sampling.

The research employed the following instruments: lesson plan, pre-test, and post-test. The lesson plan was designed for two in-class learning sessions, focusing on the theme of a recount book. The media platform utilized to deploy the flipped classroom paradigm was a WhatsApp group.

The research was conducted over the course of four meetings. Prior to adopting the flipped classroom, the researchers administered a pre-test to students in both groups to assess their reading comprehension skills. Following the administration of the test, the researchers disseminated the materials to the participants in the experimental group via the WhatsApp group, three days before to the commencement of the class, in order to facilitate their learning. The instructional and educational activities were conducted over the course of two meetings. A post-test was administered at the conclusion of the learning session. Below is an image depicting the progression of the process:

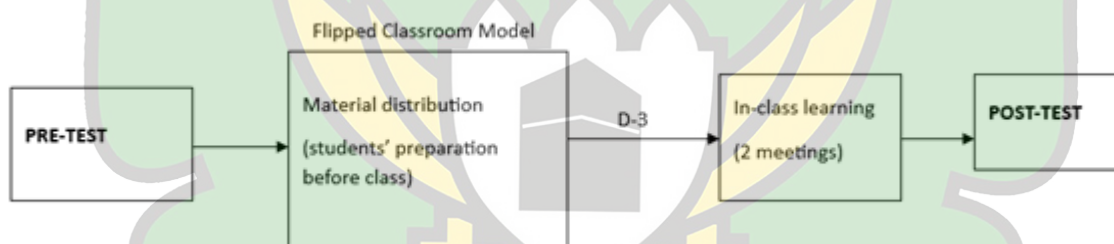


Figure 3. Illustration of the research process

The data in this study were analyzed utilizing an independent sample t-test using the SPSS 23 computer-aided software. The researchers do an independent sample T-test to determine whether there is a significant difference between the implementation of the flipped classroom model and the standard teaching approach. The independent sample t-test is employed to ascertain the disparity in the averages of two unpaired samples.

4. Findings

The researchers administered the pre-test to both groups during their initial meeting in order to obtain the data. The table presents the statistics regarding the pre-test performance of both the experimental and control groups, including the average test scores.

Table 1

Scores of pre-tests from the control class and experimental class.

No.	Pre-test	
	Control class	Experimental class
1.	80	0
2.	60	40
3.	50	70
4.	60	0
5.	20	60
6.	0	80
7.	0	60
8.	90	90
9.	70	80
10.	40	100
11.	0	80
12.	60	70
13.	40	70
14.	70	50
15.	50	70
16.	80	70
17.	60	80
18.	40	60
19.	90	60
20.	0	100
21.	60	0
22.	40	60
23.	40	100
24.	20	70
25.	0	70
26.	40	70
27.	30	60
28.	50	100
29.	90	70
30.	70	70
31.	100	80
32.	10	70
33.	90	100
34.	60	90
Means	48.82	67.65

The table above displays the average score of the pre-test in the control group as 48.82, but the experimental group has an average score of 67.65. The data were acquired using a pre-test on the subject matter of recount text. Based on the table, it is evident that the average score of students from both courses did not meet the minimum passing grade (KKM) in Indonesia, which is 75. Less than 50% of the pupils in the experimental group achieved a passing grade.

Following the completion of the pre-test, the researchers proceed to administer the treatment to the experimental group. By disseminating the lesson content via the WhatsApp group prior to the class, the course spans over two sessions. Meanwhile, the researchers also provided the instructional session for the control group using the traditional approach. Subsequently, the post-test was administered to both classes, taking

into account the treatment and control variables. The results are displayed in the table below:

Table 2

Scores of post-tests from the control class and experimental class.

No.	Post-test score	
	Control class	Experimental Class
1.	80	100
2.	90	100
3.	70	100
4.	80	100
5.	40	90
6.	0	100
7.	100	100
8.	0	100
9.	100	0
10.	100	100
11.	70	100
12.	100	100
13.	60	100
14.	50	0
15.	90	90
16.	100	100
17.	90	100
18.	50	100
19.	90	100
20.	0	100
21.	90	100
22.	90	100
23.	90	100
24.	50	100
25.	0	100
26.	90	100
27.	70	100
28.	100	0
29.	70	90
30.	80	100
31.	100	100
32.	40	0
33.	90	100
34.	40	100
Means	69.41	87.35

Based on the data, the experimental group achieved an average score of 87.35, which surpasses the passing grade (KKM). The score exhibited an increase compared to the prior test. Simultaneously, the control group nearly achieved passing grades, scoring 69.41. However, the score of the control group likewise shown an increase compared to the prior test score. According to the table, it can be inferred that the experimental group derived greater benefits than the control group through the implementation of the flipped classroom model.

The researchers subsequently employ the independent sample t-test to scrutinize the data and ascertain whether there exists a noteworthy disparity between the two groups that utilize distinct learning models. The outcomes of the analysis using the independent sample t-test are presented below:

Table 3

Descriptive statistics of control class and experimental class.

Group statistics						
	Class	N	Mean	Std. Deviation	Std. Error	Mean
Post test score	Control class	34	69.4118	31.99822	5.48765	5.48765
	Experimental class	34	87.3529	32.50257	5.57414	5.57414

Based on the information presented in Table 3, the standard deviation of the post-test scores for each class is smaller than the mean test score. Both the experimental and control classes exhibit minimal data variability.

Table 4

Independent sample test analysis on the post-test score of the control class and experimental class.

Independent Samples Test										
						Sig.	Mean	Std.	95% Confidence	
						(2-	Difference	Error	Interval of the	
		F	Sig.	t	df	tailed)		Differen	Lower	Upper
Post -test	Equal variances assumed	.854	.359	-2.294	66	.025	-17.94118	7.82211	-33.55852	-2.32383
	Equal variances not assumed			-2.294	65.984	.025	-17.94118	7.82211	-33.55859	-2.32376

The significant value (2-tailed) in Table 4 is 0.025, which is less than the α value of 0.05. Therefore, the alternative hypothesis (H_a) is supported and the null hypothesis (H_0) is rejected, providing evidence that the flipped classroom enhances students' reading skills.

Since the p-value is less than 0.05, the null hypothesis (H_0) is rejected, and the alternative hypothesis (H_a) is accepted. Consequently, the implementation of the flipped classroom paradigm leads to an enhancement in students' reading proficiency.

The study's findings indicate a notable disparity in reading ability between children who were exposed to the flipped classroom model and those who followed the conventional one. The experimental group demonstrated superior performance compared to the control group by implementing the flipped classroom paradigm. It can be confidently stated that the implementation of the flipped classroom approach has a favorable impact on kids' reading proficiency.

In the previous part, researchers have already observed the outcomes of the independent sample t-test on the post-test findings of both the experimental class and control class. Given that the p-value (2-tailed) is less than the $\alpha=0.05$, it suggests that the flipped classroom indeed enhances pupils' reading abilities. Ghozali (2012) outlines the criteria for accepting or rejecting hypothesis testing as follows:

- 1) If the significant value $> \alpha=0.05$, then H_0 is accepted, and H_a is rejected. Indicating the partial independent variable does not have a significant impact on the dependent variable.
- 2) If the significant value $< \alpha=0.05$, then H_0 is rejected, and H_a is accepted. Indicating the partial independent variable does have a significant impact on the dependent variable.

From the table, it is evident that the significance (two-tailed) of this study's result is 0.025, which is below the threshold of $\alpha=0.05$. Another method of hypothesis testing also conducted by the following procedures outlined below:

- 1) If $t_{\text{value}} > t_{\text{table}}$, then H_0 is rejected, and H_1 is accepted.
- 2) If $t_{\text{value}} < t_{\text{table}}$, then H_0 is accepted, and H_1 is rejected.
- 3) $t < -t(\alpha/2; n_1+n_2-2)$ or $t > t(\alpha/2; n_1+n_2-2)$
 $t < -t(0.025; 66)$ or $t > t(0.025; 66)$
 $t < -t(1.997)$ or $t > t(1.997)$
- 4) The t value is 2.294.

Based on the aforementioned outcome, the critical value reached is 1.997, given a degree of freedom of 66 and an alpha level of 0.025. Based on this information, the conclusion maker rejects the null hypothesis (H_0) if the value of t is less than -1.997 or greater than 1.997. Observe the curve presented below.

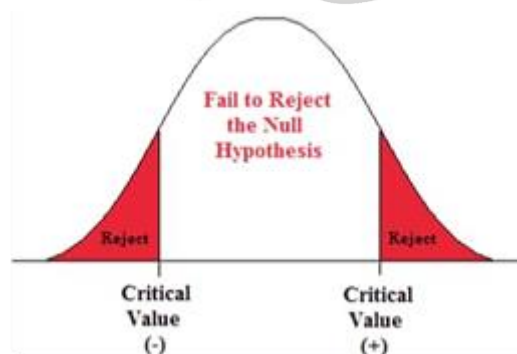


Figure 4. Rejection area of the t-test curve

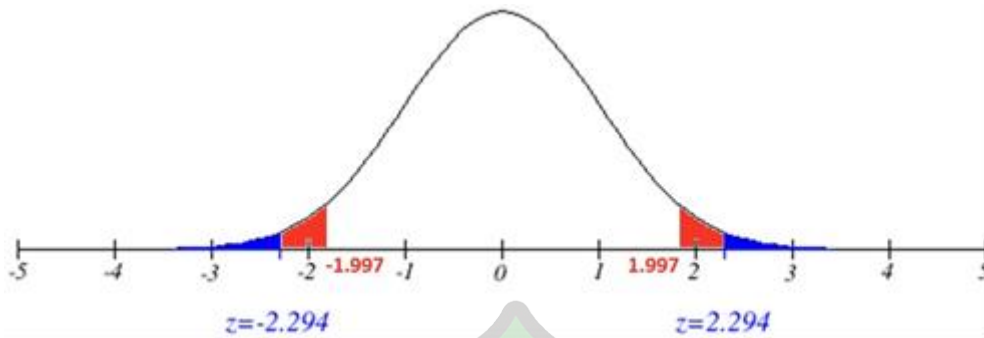


Figure 5. T-test curve of control class and experimental class post-test

The null hypothesis is rejected since the t is less than the critical value ($-2.294 < -1.997$), where the t value of -2.294 is seen on the rejection area of the curve. Therefore, the null hypothesis (H_0) is refuted, indicating that the utilization of various learning models has a distinct impact on students' reading abilities. Based on the findings, it may be concluded that the experimental class did better than the control class.

5. Discussion

This study aims to determine the potential effects of using the flipped classroom paradigm on improving students' reading skills. Through the implementation of a study at one of junior high schools in Banda Aceh, focusing on eighth-grade pupils, the researchers have successfully arrived at a definitive answer to the research issue. The results of the independent sample analysis indicate that the null hypothesis has been rejected, which implies that the alternative hypothesis has been accepted.

Regarding this matter, the null hypothesis posits that the flipped classroom paradigm does not have any effect on improving students' reading skills. The alpha hypothesis posits that the implementation of the flipped classroom paradigm leads to an enhancement in students' reading skills. Thus, by rejecting the null hypothesis and accepting the alternative hypothesis, it may be concluded that the implementation of the flipped classroom model indeed improves kids' reading skills.

The study conducted by Fahmi et al. (2020) shown that the implementation of the flipped classroom approach effectively improved students' reading skills. The students recognized that the combination of the flipped classroom and technology was beneficial for their reading comprehension, according to a study on this topic. They acknowledge that they become better prepared through pre-classroom activities. In addition, in-classroom activities assist students in overcoming challenges and foster active learning through review activities and peer-learning.

This fosters their motivation and inclination to engage in reading. Equipped them to actively engage in the classroom discourse. Consequently, students were also instructed to enhance their reading skills. This aligns with Qiang's (2018) assertion that flipped classrooms foster self-directed learning and promote student engagement in the

learning process. The flipped classroom model facilitates individual learning and reading of course content, hence fostering students' motivation to engage in reading and learning (Latif et al., 2017).

A recent study conducted by Samiei and Ebadi (2021) found that EFL learners generally had good sentiments towards the efficiency of the novel flipped classroom model in improving their inferential reading comprehension skills. The researchers assert in their study that Weinstein (2000) firmly believes that presenting precise contextual information improves critical thinking. This enables the online-based flipped classroom to engage in practice and cultivate critical thinking abilities. Comprehending a reading text requires the use of critical thinking skills. This is the factor that aids the pupil in enhancing their reading proficiency. Furthermore, the utilization of an internet-based flipped classroom facilitates students in effectively managing and conserving their learning time and energy by focusing solely on relevant materials.

Furthermore, it has been disclosed that the use of online-assisted flipped classrooms is efficacious. This is due to the fact that students get significant learning outcomes when they study the subject in their own homes. They learn and read the necessary content actively and independently (Azizah & Fitri, 2017; Zainuddin, Habiburrahim, Muluk, & Keumala, 2019). Their study received a favorable response from the students regarding the usage of LMS, as it facilitated the reception, distribution, and review of course materials. Additionally, it aids them in overseeing their educational endeavors. Through the utilization of the LMS-based flipped classroom, students have the opportunity to record any areas of confusion they encounter during self-directed learning prior to the class.

In other studies, conducted by Hasanah and Arifani (2020), it was shown that the treatment group achieved higher test scores compared to the control group, indicating good results. The utilization of the flipped classroom proved to be highly successful in enhancing the reading comprehension of ESP students.

According to the study conducted by Lee and Wallace (2017), it was shown that learners who were part of the flipped classroom performed higher in their final grades compared to the class that did not use the flipped classroom approach. Additionally, they asserted that the utilization of the flipped classroom approach proved to be efficacious in the acquisition of language skills.

All of the other studies mentioned before are consistent with this latest study. Multiple studies have already demonstrated the efficacy of implementing the flipped classroom paradigm in language learning, specifically in enhancing students' reading proficiency.

6. Conclusion

Implementing the flipped classroom methodology in English instruction has the capacity to improve students' reading proficiency. Since it enables learners to pre-expose themselves to the assigned materials, as well as enhancing their curiosity and

concentration on analyzing the given subjects in order to actively engage in class discussions. This has a positive impact on their progress in reading proficiency. The results of this study definitively reject the null hypothesis, indicating that the flipped classroom approach significantly improves students' reading skills. Collectively, these findings support the notion that incorporating the flipped classroom approach is an advantageous strategy for enhancing students' reading abilities, particularly in language acquisition settings.

Reflecting to present study, the implementation of the flipped classroom is suggested as it could help students to prepare themselves prior the class session. Teachers could use the class time to do some activities, discussion or even game which nurture students' English ability (whether in reading, writing, listening, or even speaking). With the use of flipped classroom approach students also able to access the learning material everywhere and every time. Finally, through the implementation of the flipped classroom potentially increased students' willingness to read the material, allowing them to engage effectively and actively in class discussions and activities without feeling left behind.

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