

# THE EFFECTIVENESS OF USING THE FLIPPED ENGLISH CLASSROOM (FEC) STRATEGY AT ELEVEN GRADE UPT SMA NEGERI 17 BONE

Astiani<sup>1</sup>, Eny Syatriana<sup>2</sup>, Firman<sup>3</sup>

1,2,3Universitas Muhammadiyah Makassar, 259 Sultan Alauddin Road, Makassar, 90221, Indonesia

## Article Info

## Abstract

Received: July 6,2020

Revised: July 23 ,2020

Accepted: August 5,2020

Published: December 25,2020

**Keywords:** *Effectiveness, Flipped English Classroom (FEC), Reading Comprehension, Analytical Exposition Text, Learning Strategies*

This study aims to determine the effectiveness of using the Flipped English Classroom strategy to improve students' reading comprehension skills in the eleventh grade of UPT SMA NEGERI 17 BONE. This research is pre-experimental, with a one-group pre-test post-test research design. The population of this research is 11th-grade students of UPT SMA NEGERI 17 BONE consisting of 6 classes, each of 22-27 students. The sample of this study was 22 students who were selected using the purposive sampling technique. The instruments used are pre-test and post-test. The results of this study indicate that the use of the Flipped English Classroom (FEC) learning strategy is effective in improving students' reading comprehension skills. This is proven by the students' mean scores on the Pre-Test and Post-Test. The mean score of students on the Pre-Test or before treatment shows a value of 30.68, while after being given treatment or Post-Test showed a value of 45.45. other than that, the value of Sig. (2-tailed) indicates a value of 0.001 with a Sig level value. (2-tailed) 0.05 (5%). It can be concluded that Sig. (2-tailed) 0.001 < 0.05 means that H<sub>0</sub> is rejected and H<sub>a</sub> is accepted. In conclusion, this proves that the Flipped English Classroom (FEC) Strategy effectively improves students' reading comprehension skills.

This is an open access article under the CC BY-SA license.



How to cite: Awalia, D., Firman, & Maryam Hamid, S. . (2020). Problems Encountered In Oral Presentation Through Online Learning of The Students at English Education Department of Muhammadiyah University Of Makassar. *Journal of Computer Interaction in Education*, 3(2), 52-61. <https://doi.org/10.56983/jcie.v3i2.335>

## INTRODUCTION

In education, classical learning strategies where the Teacher is at the center of the learning process and explains material to students are not in the current digital era (Prensky, 2005; Ruby, 2022). In the digital age, teachers and lecturers are no longer the center of the learning process but have shifted to students who are the center of the learning process (students center). (Azis, 2019). Digital learning is carried out freely and can be accessed through computers, mobile phones, or iPods, published in animated videos and interesting articles to attract students' interest and motivation to learn.

Flipped English Classroom (FEC) is a didactic method consisting of video lectures (videos obtained and obtained from the internet, YouTube, or the Teacher's previous recordings). Students then watch their respective times and ways before entering the class they are

participating in. Then, in groups, they ask questions, and the Teacher answers them (Stone, 2012; Ruby, 2022). Similar to (Scott Chen Hsieh et al., 2016), Flipped Classroom is a unique approach in which class activities and homework are done outside the classroom or at home. In Flipped English Classroom learning, students gain knowledge and understanding at home, such as through videos made by the Teacher or articles, then practiced and discussed in class so that teachers can monitor and provide corrections to students. (Singh et al., 2018) The Flipped classroom's purpose is to change learning from passive learning to accelerated or active learning to cultivate skills at a cognitively demanding level, such as analysis, synthesis, and evaluation. This can have a positive effect on improving student learning abilities.

Based on the above considerations, researchers are interested in conducting this research because the school where the researcher is used as the research location, namely UPT SMA Negeri 17 Bone, has not applied the Flipped Classroom learning process in the teaching and learning process. Therefore, researchers are interested in examining the Effectiveness of Using Flipped English Classroom (FEC) Strategies in Class Eleven UPT SMA Negeri 17 Bone.

## LITERATURE REVIEW

The flipped classroom is a new pedagogical method consisting of videos (videos can be available on the internet or recorded by the Teacher) that students can watch at their own pace and time. They watch at home before attending a class where they are divided into group activities or the Teacher answer their question (Stone, 2012 in; Ruby, 2022). This inverted classroom model is designed to increase student motivation by promoting competence, independence, and self-motivation (AlJaser, 2017). As a growing trend in education, the flipped classroom model rests on changing the roles of teachers and students by inviting students to try to learn a topic before learning in class (Abdelshaheed, 2017). The behind flipped learning is to fill type free time with more interactive and collaborative learning activities (Aydın & Yelken, 2018).

The flipped classroom model facilitates obtaining information for face-to-face lectures (traditional classes) outside lecture hours or lesson hours as students are given active collaboration assignments. First, they prepare themselves by acquiring knowledge before entering the course, including the material covered in the lecture. Then, after learning is complete, they strengthen and take action on the knowledge they have acquired in the Classroom (Manuscript & Reproduced, 2015).

(Rohmah et al., 2019) said Flipped classroom is the opposite of traditional learning procedures, where what is usually done in class in formal learning becomes carried out at home in a flipped classroom, and what is generally carried out at home as homework in traditional education becomes carried out in class in a flipped classroom.

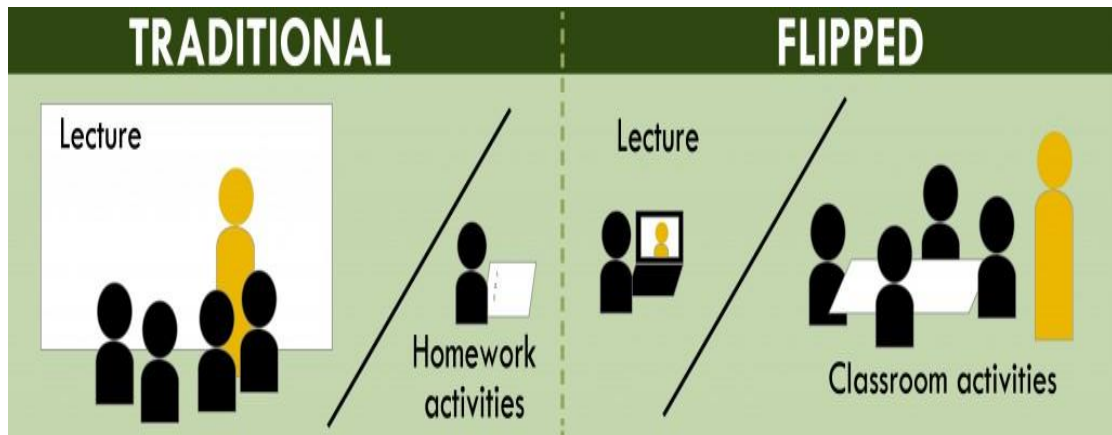


FIGURE 1 THE DIFFERENCE BETWEEN FLIPPED ENGLISH CLASSROOM LEARNING STRATEGIES AND TRADITIONAL LEARNING ADAPTED FROM KNEWTON 2011 (ROHMAH ET AL., 2019)

### Definition of Reading

Reading is one of several English language skills that can provide knowledge and acquire knowledge from anonymous information. In line with (Ashari, 2021), Reading is one of the English learning skills that may be offered publicly accessible knowledge, insight, or information previously unavailable. (Ariana, 2021) suggesting that reading is a step to obtain information written by someone. According to (Prasetyo et al., 2018), reading is an activity of analyzing and interpreting, which is done by the reader to obtain the message contained in the reading that the author wants to convey to the reader in written form.

According to (Hamra & Syatriana, 2010), reading is essential to improve student learning outcomes in various fields of study. (Amaliyyah, 2021) reading is one of the crucial skills in education to obtain information and increase knowledge. (Tallasa et al., 2021) Reading is one of the perceptive skills of several English skills, namely speaking, writing, and listening; students must master that.

According to (Tallasa et al, 2021), reading is a process carried out by readers to obtain information, which technique is used to communicate with others and increase self-awareness to convey the meaning contained or suggested in the form of written symbols. (Ashari, 2021) also stated that reading is the process of transcribing and understanding written material. In contrast, the transcript is the process of changing the symbols used in the writing system into words that interpret them. At the same time, comprehension is influenced by the character of the text, the context of the reading, the purpose of reading, as well as the knowledge and techniques of the reader.

According to (Ardiana, 2015), Reading is a flexible activity for students because they can get information from the texts they have read. Furthermore, reading is an activity that is also a process carried out by a person to be active in identifying a critical idea and then

managing and comparing them. (Juniati, A. Azis, 2019) Reading is essential for students or English learners because reading can broaden horizons, vocabulary, knowledge, and information. From reading, students can gain a complete understanding of the content or meaning of the text.

From the previous researcher's explanation, the researcher can argue that reading is a process where the reader gains knowledge, understanding, and information from the results of reading it in the form of written symbols.

## **METHODS**

This experimental research method is a form of quantitative research method. This research was designed using Pre-Experimental Research with a one-group pre-test post-test design. This study aims to determine whether using the Flipped English Classroom strategy effectively improves students' reading comprehension skills to analytical exposition text at eleven-grade UPT SMA Negeri 17 Bone.

## **RESULT AND DISCUSSION**

### **RESULT**

The analysis obtained from this study on the effectiveness of using the flipped English classroom (FEC) strategy in improving students' reading comprehension showed a significant increase. this can be seen in the data obtained from this study using pre-test and post-test. Student progress can be seen through the data, which is described below:

## The Result of Pre-Test Score

Table 1 Descriptive Analysis of Pre-Test Score

Descriptive				
		Statistic	Std. Error	
Pre-Test	Mean	30.68	2.597	
	95% Confidence Interval for Mean	Lower Bound	25.28	
		Upper Bound	36.08	
	5% Trimmed Mean	30.73		
	Median	30.00		
	Variance	148.323		
	Std. Deviation	12.179		
	Minimum	10		
	Maximum	50		
	Range	40		
	Interquartile Range	21		
	Skewness	.065	.491	
	Kurtosis	-1.202	.953	

The table data above shows that the Mean Pre-Test score for class XI MIPA 1 is 30.68, Lower Bound in Pre-Test shows a value of 25.28 and Upper Bound is 36.08, with a minimum score of 10 and a maximum score of 50. Total Standard Deviation ( Std. Deviation) in class XI MIPA 1 is 12,179. Median Value is 30.00. with Range is 40 and interquartile Range is 21. Skewness shows a value of 0.065 and Kurtosis is -1.202 or it can be said that most of the values are on the right side of the curve. After that, the normality test can be carried out as follows:

### Normality Test of Pre-Test Score

Table 2 Normality Test of Pre-Test Score

	Tests of Normality					
	Kolmogorov-Smirnov <sup>a</sup>			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
PreTest	.173	22	.084	.941	22	.207

The normality test

a. Lilliefors Significance Correction  
 from the table according to the Kolmogorov-Smirnov above obtained a significant value (p-value) greater than 0.05 (sig. > 0.05), which is 0.084 > 0.05 with a df (Degree of Freedom) is 22, while at the Shapiro-Wilk table obtained a significant value of 0.207, meaning that the p-value is greater than 0.05 (0.207 > 0.05) so it can be said that from both the Kolmogorov-Smirnov and Shapiro-Wilk explanations the data are normally distributed.

### The Results of Post-Test Score

Table 3 Descriptive Analysis of Post-Test Score

Descriptive				
		Statistic	Std. Error	
Post-Test	Mean	45.45	4.276	
	95% Confidence Interval for Mean	Lower Bound	36.56	
		Upper Bound	54.35	
	5% Trimmed Mean	44.97		
	Median	42.50		
	Variance	402.165		
	Std. Deviation	20.054		
	Minimum	20		
	Maximum	80		
	Range	60		
	Interquartile Range	36		
	Skewness	.204	.491	
	Kurtosis	-1.388	.953	

The table data above shows that the Mean Post-Test score for class XI MIPA 1 is 45.45, Lower Bound in Post-Test shows a value of 36.56, and Upper Bound is 54.35, with a minimum score of 20 and a maximum score of 80. Total Standard Deviation ( Std. Deviation) in class XI MIPA 1 is 20.054. The median value is 42.50, with Range being 60 and the interquartile Range being 36. Skewness shows a value of 0.204, and Kurtosis is -1.388, or it can be said that most of the values are on the right side of the curve. After that, the normality test can be carried out as follows:

#### Normality Test of Post-Test Score

**Table 4 Normality Test of Post-Test Score**

Tests of Normality						
	Kolmogorov-Smirnov <sup>a</sup>			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Post-Test	.143	22	.200	.917	22	.067

a. Lilliefors Significance Correction

The normality test from the table according to the Shapiro-Wilk table obtained a significant value of 0.067, meaning that the p-value is greater than 0.05 ( $0.067 > 0.05$ ). In contrast, the Kolmogorov-Smirnov above obtained a significant value (p-value) greater than 0.05 (sig.  $> 0.05$ ), which is  $0.200 > 0.05$  with a df (Degree of Freedom) is 22, so it can be said that from both the Kolmogorov-Smirnov and Shapiro-Wilk explanations the data are normally distributed.

#### Paired Samples t-Test

**Table 5 Paired Sample t-Test**

Paired Samples Test									
		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	Pre-Test - Post-Test	-14.773	18.483	3.941	-22.968	-6.578	-3.749	21	.001

Based on the output table above, the data obtained from the Mean Score Pre-Test Post-Test value is 14,773, Std. Deviation 18483, Std. Error Mean 3.941 with Confidence Interval of the Difference for Lower is 22.968 and for Upper is 6.578. with the value of t-table is 3.749 and df is 21. then obtained the value of Sig. (2-tailed) 0.001. so it can be seen that the value of Sig. (2-tailed)  $0.01 < 0.05$ , then  $H_0$  is rejected, and  $H_a$  is accepted. It is known that the value of Sig. (2-tailed)  $< 0.05$ , then  $H_0$  is rejected, and  $H_a$  is accepted. on the other hand, if Sig. (2-tailed)  $>$  then  $H_0$  is accepted, and  $H_a$  is rejected. So it can be concluded that there is an average difference between the Pre-Test and Post-Test learning outcomes, which means that the Flipped English Classroom (FEC) strategy is used to improve the reading comprehension ability of students of class XI MIPA 1 in the generic structure analytical exposition text class.

## CONCLUSION

Based on the results of data analysis from the findings and discussion in the previous chapter, researchers can conclude that in improving students' abilities, it is necessary to support the selection of appropriate learning strategies to achieve the desired goals. Based on the results of this study, it can also be concluded that the flipped English classroom learning strategy is proven to be effective in improving the specific ability of students to improve reading comprehension skills. This can be seen from the results of the study, which explained that before being given the treatment, a Pre-Test reading comprehension ability was given, especially in the generic structure analytical exposition; all respondents were still in the "Very Poor" criteria of 100%, seen from the results of the percentage and frequency of the students' Pre-test scores, with a Mean value of 30.68.

Then, after being given treatment or the Post-Test, there was a significant improvement in the student's reading comprehension ability. This can be proven by the results of the Post-Test of students showing different percentages and frequencies from the results of the Pre-Test, namely "Very Poor" 72.6%, "Poor" 18.2%, and "Fairly" 9.1%, with a Mean score of 45.45. . not only that but the decision making is also based on the results of the Paired sample t-test analysis which shows the results of Sig. (2-tailed) 0.001, which is lower than 0.05. ( $0.001 < 0.05$ ). Thus, it can be concluded that the Flipped English Classroom (FEC) learning strategy effectively improves students' reading comprehension skills in analytical exposition text.

## REFERENCE

- Abdelshaheed, B. S. M. (2017). Using Flipped Learning Model in Teaching English Language among Female English Majors in Majmaah University. *English Language Teaching*, 10(11), 96. <https://doi.org/10.5539/elt.v10n11p96>
- AlJaser, A. M. (2017). Effectiveness of Using Flipped Classroom Strategy in Academic Achievement and Self-Efficacy among Education Students of Princess Nourah bint



Abdulrahman University. *English Language Teaching*, 10(4), 67.  
<https://doi.org/10.5539/elt.v10n4p67>

- Amaliyyah, R. (2021). *The Implementation of Prediction Strategy in Improving Students' Reading Comprehension*. 1(1), 6.
- Ardiana. (2015). Improving the Students' Reading Comprehension in narrative text by using concept oriented. *Exposure Journal*, 4(2 November 2015), 37-44.
- Ariana, E. (2021). *The Implementation Of Sketch to Stretch In Teaching Reading Comprehension At The Eight Grade Of SMPN 32 Bulukumba*. 1(3), 194-202.
- Ashari, A. (2021). IMPROVING STUDENTS' READING COMPREHENSION ON NARRATIVE TEXT THROUGH PRE-QUESTENING METHOD. 1996, 6.
- Ayçiçek, B., & Yelken, T. Y. (2018). The effect of flipped classroom model on students' classroom engagement in teaching english. *International Journal of Instruction*, 11(2), 385-398. <https://doi.org/10.12973/iji.2018.11226a>
- Azis, T. N. (2019). Strategi Pembelajaran Era Digital. *Annual Conference on Islamic Education and Social Sains (ACIEDSS 2019)*, 1(2), 308-318.
- Depdiknas, P. K. B. (2006). *Kurikulum Tingkat Satuan Pendidikan*. Jakarta: Depdiknas
- Dg Tallasa, Ummi Khaerati Syam, M. A. M. (2021). THE EFFECTIVENESS OF ENGLISH COMIC AS MEDIA TO IMPROVE READING. 1(3), 250-256.
- Hamra, A., & Syatriana, E. (2010). Developing a Model of Teaching Reading Comprehension. *Teflin*, 21, 27-40.  
[https://www.researchgate.net/publication/232153478\\_The\\_Assessment\\_of\\_Reading\\_Comprehension](https://www.researchgate.net/publication/232153478_The_Assessment_of_Reading_Comprehension)
- Juniati, A. Azis, D. M. B. (2019). *Students' Reading Comprehension in Narrative Text*. 5(1), 25-36.
- Manuscript, A., & Reproduced, H. (2015). *This is the postprint version . Available from Deakin Research Online : 34(1), 1-14.*
- Prasetyo, D. D., Syam, U. K., Saiful, S., & Sangkala, I. (2018). the Influence of Top-Down Strategy (Tds) on Students' Reading Comprehension. *Exposure : Jurnal Pendidikan Bahasa Dan Sastra Inggris*, 7(1), 34. <https://doi.org/10.26618/exposure.v7i1.1346>
- Rohmah, I. I. T., Saleh, M., Faridi, A., & Fitriati, S. W. (2019). Penerapan Model Pembelajaran Flipped Classroom Berbasis Weblog Pada Kelas Content And Language Integrated Learning (CLIL). *Prosiding Seminar Nasional Pascasarjana (Prosnampas)*, 1, 357-364. <https://proceeding.unnes.ac.id/index.php/snpsca/article/view/305/337>
- Ruby, C. C. (2022). *classrooms A N I NVESTIGATION OF THE U SE OF THE ' F LIPPED C LASSROOM ' P EDAGOGY IN S ECONDARY E NGLISH.*

- Scott Chen Hsieh, J., Vivian Wu, W.-C., & Marek, M. W. (2016). Computer Assisted Language Learning Using the flipped classroom to enhance EFL learning. *Taylor & Francis*, 30(1-2), 1-21.  
<http://www.tandfonline.com/action/journalInformation?journalCode=ncal20>
- Singh, K., Mahajan, R., Gupta, P., & Singh, T. (2018). Flipped Classroom: A Concept for Engaging Medical Students in Learning. *Indian Pediatrics*, 55(6), 507-512.  
<https://doi.org/10.1007/s13312-018-1342-0>