TEACHING READING COMPREHENSION BY USING THE FLIPPED MODEL OF INSTRUCTION TO THE STUDENTS OF SMK NEGERI 2 PALEMBANG

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Abstract: This study aimed to (1) to find out whether or not there was a significant different in reading comprehension achievement of the eleventh grade students before and after they were taught using the flipped model of instruction, (2) to find out whether or not there was a significant different in reading comprehension achievement of the eleventh grade students were taught using the flipped model of instruction compared to that of those who were not, and (3) to analyze the perception of the eleventh grade students toward the teaching of reading comprehension by using the flipped model of instruction. There were 72 of the eleventh grade students of SMK Negeri 2 Palembang chosen by using purposive sampling method. 36 students from XI Computer and Network Engineering 1 as the experimental group and 36 students from XI Electric Power Transmission Installation Engineering 1 as the control group. The data were analyzed by using paired samples t-test and independent samples t-test using SPSS version 21. The results of this study showed that (1) the mean difference in posttest and pretest of experimental group was 8.36111and p-value 0.000 < 0.05. It means that there was a significant difference in reading comprehension achievement of experimental group before and after they were taught by using the flipped model of instruction; (2) the mean difference in posttest of experimental and control group was 9.65278 and p-value 0.000 < 0.05. It means that there was a significant difference in reading comprehension achievement of the eleventh grade students who were taught by using the flipped model of instruction compared to that of those who were not. (3) The results of students' questionnaire indicated the positive perception of the teaching of reading comprehension by using the flipped model of instruction. Instead, the result of this study showed that Flipped Model of Instruction could improve the eleventh grade students' reading comprehension achievement.

Keywords: *Flipped Model of Instruction, Reading Comprehension Achievement, Students' Perception.*

Reading is a highly valued skill in today's technology-based world. Reading is the path to success in school and life. Someone who is not able to read will not be able to succeed (U.S. Department of Education, 2005, p.7). In addition, Khairuddin (2013, p.2) says that those who are good readers are able to expand their views, experiences and thoughts. Hence, reading is viewed as a highly valued skill in our technology-driven world today. U.S Department of Education (2005, p.3) also states that reading is one of the means to gain access to all knowledge in this world. Living in a highly educated society, we are surrounded by written materials in the form of newspapers, books, journals, magazines and other electronic sources used to gain knowledge covering almost all aspects of our lives.

According to Patel and Jain (2008, p.114), reading is the most important activity in any language class. Reading is not only a source of information and a pleasurable activity but also as a means of consolidating and extending one's knowledge of the language. Reading is very necessary to widen the mind, gain and understanding of the foreign culture. Reading is certainly an important activity for expanding knowledge of a language.

Standard competence of reading in 2013 Curriculum for Senior High School students grade eleven states that the students should be able to understand the meaning of written short functional texts and essays in the form of report, narrative, analytical exposition, news item, explanation, and discussion related to the surrounding to get knowledge. Meanwhile, the basic competency states that the students should be able to respond the meaning of short functional texts both formal and informal accurately, fluently, and acceptably in essays related to surrounding and to respond the meaning and rethoric steps accurately, fluently, and acceptably in essays related to surroundings to

get knowledge in the forms of report, narrative, description, analytical exposition, news item, and discussion.

In this study, the writer focus on analytical exposition text, since analytical exposition text is one of the difficult genres that the students learn in understanding text. Silfia, Ansyar, & Zaim (2013) in their study found that the students had some problems in comprehending analytical exposition text. They had some problems in identifying the topic, identifying the main idea, finding the meaning of vocabulary, identifying reference and inference, identifying communicative purpose, identifying generic structure, and identifying language feature of analytical exposition text. In line with Silfia, *et al.*'sfinding (2013) the informal interview was conducted to an English teacher in SMK N 2 Palembang. He explained that the students had difficulties in determining the main idea, generic structure and linguistic features.

Furthermore, the new curriculum demands the teacher to use various media in teaching. In teaching reading for example, besides using sorts of text found in the textbook, the students can be given articles from the internet, bring the literature or simply bring the authentic material to classroom. Moreover, to make the students get more understanding in reading text, the teacher can show slides, video or short movies in relation with the theme. There are many sources of material that the teacher can get from the internet, the teacher just need to select the appropriate one to be a lesson material.

However, this kind of teaching takes time if every step must be done at school. While as we know that Curriculum 2013 gives only two hours of time allocation for English subject during a week. It means that the teachers only have for about 2x45 minutes to teach. This time allocation is not enough for the teacher to capture all the basic competences listed in the curriculum.

In coping with this problem, the flipped classroom has the potential to be an effective and beneficial method of education. Flipped classroom, or inverting the classroom means that events that have traditionally taken place inside the classroom, now take place outside the classroom and vice versa (Lage *et al*., 2000, p.32). Nouri (2016, p.1) found that a large majority of the students had a positive attitude towards flipped classroom. The use of video and Moodle and that a positive attitude towards flipped classroom were strongly correlated to perceptions of increased motivation, engagement, increased learning, and effective learning. It is supported by the results of study conducted by Berret (2012, p.1) that flipped teaching provides studentswith opportunities to develop higher order thinking under teacher guidance and with peer support.

Considering the benefits of flipped classroom in instructional process, the writer was motivated to conduct a research by using the flipped model in teaching reading comprehension instructions. Therefore, the writer proposed "Teaching Reading Comprehension by Using the Flipped Model of Instruction to the Students of SMK N 2 Palembang "as the title of the study.

Method

This study used a quasi-experimental research design.The research design is called *non-equivalent-groups experiment and control design* because two groups of experimental and control were involved in this study. There were two variables in this study: independent and dependent variables. In this study, flipped model of instruction was the independent variable. While dependent variable was the reading comprehension achievement of the eleventh grade students.
In this study, the eleventh grade students of SMK N 2 Palembang used as samples.

The samples selected for this study were 36 students of Computer and Network Engineering 1 and 36 students of Electric Power Transmission Installation Engineering 1. 36 students of Computer and Network Engineering were selected as the experimental group and 36 students of Electric Power Transmission Installation Engineeringas the control group. Therefore, purposive sampling method was applied in this study. The total of the samples of this study was72 students. The data used in this study were test and the questionnare. The test was administered twice as the pre-test and the post-test. The questionnaire was used to get the information about the students' perception toward the teaching of reading comprehension by using the flipped model of instruction.

Findings

The results of the reading test of both groups were distributed based on four categories: excellent, good, average, and poor. The results of students' reading test of the Experimental Groups presented in Table 1.
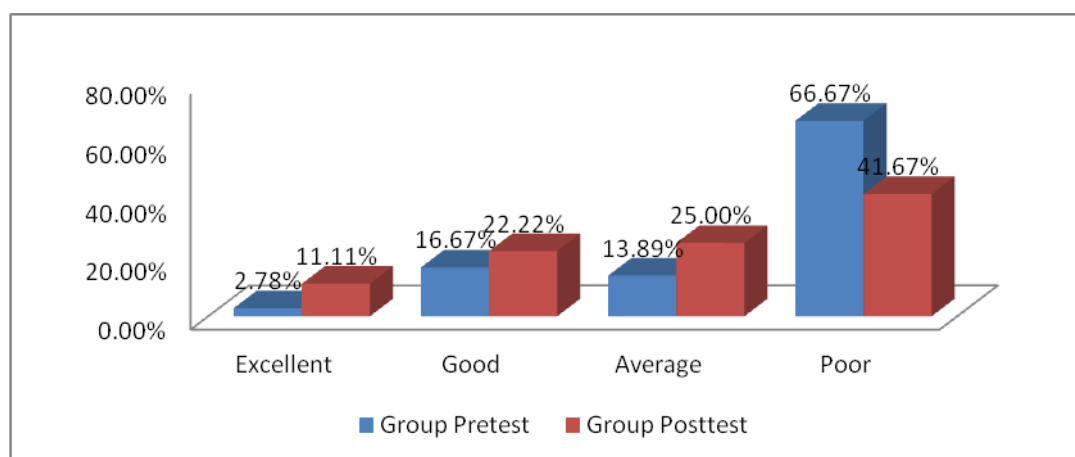
Table 1 Results of Students' Reading Testin the Experimental Group

Categories	Pretest		Posttest	
	F	**%**	**F**	**%**
Excellent (92-100)	1	2.78%	4	11.11%
Good (83-91)	6	16.67%	8	22.22%
Average (75-82)	5	13.89%	9	25.00%
Poor (≤74)	24	66.67%	15	41.67%
	36	100.00%	36	100.00%

As it could be seen in Table 1, the result of the pretest of the experimental group showed that 1 of the students (2,78%) were in "excellent" category, 6 students (16,67%) were in "good" category, 5 students (13,89%) were in "average" category, and 24 students (66.67%) were in "poor" category. However, there was theimprovement in the students' scores after having the treatment of using the Flipped Model of Instruction.

The result of posttest showed that 4 students (11.11%) were in "excellent" category, 8 students (22.22%) were in "good" category, 9 students (25%) were in "average" category, and 15 students (41.67%) were in "poor" category. As it was seen in the table above, the number of students of the experimental group in "excellent" category from pretest (1) to posttest (4 students) increased by 8.33%. For the "good" category, the number of students from pretest (6 students) increased by 5.55% to posttest (8 students). In the "average" category, the number of students from pretest (5 students) increased by 11.11% to posttest (9 students). Finally, for the poor category, the number of students from pretest (24 students) decreased by25% to posttest (15 students).

In conclusion, there was the improvement of using the Flipped Model of Instructionoccurred in the experimental group. The distribution of the students' reading scores in the experimental could be seen in Figure 1.

Figure 1. The Distribution of the Students' Reading Scores in the Experimental Group

Further details about the descriptive statistics of students' reading test in the experimental group are shown on Table 2.

Table 2. Descriptive Statistics of Students' Reading Test in the Experimental Group

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation

|					
Pre_Ex	36	35.50	93.50	68.3333	14.01632
Post_Ex	36	56.50	97.50	76.6944	10.90955

The lowest score in the pre-test of the experimental group was35.50; the highest score was 93.50; the average score was 63.3333 with standard deviation of 14.01632.The lowest score in post-test of the experimental group was56.50; the highest score was 97.50; the average score was 76.6944 with standard deviation of 10.90955.

The results of students' reading test of the control group is presented in Table 3.

Table 3 Results of Students' Reading Test in the Control Group

Categories	Pre-test		Post test	
	F	%	F	%
Excellent (92-100)	1	2.78%	1	2.78%
Good (83-91)	3	8.33%	2	5.56%
Average (75-82)	6	16.67%	6	16.67%
Poor (≤74)	26	72.22%	27	75.00%
	36	100.00%	36	100.00%

From the result of the pretest of the control group, 1 student (2.78%) were in "excellent" category, 3 students (8.33%) were in "good" category, 6 students (16.67%) were in "average" category, and 26 students (72.22%) were in "poor" category. Meanwhile, the result of the posttest of the control group, 1students (2.78%) were in "excellent" category, 2 students (5.56%) were in "good" category, 6 students (16.67%) were in "average" category, and 27 students (75%) were in "poor" category. In addition, the number of students of the control group in "excellent" category from the result of the pretest (1 students), there was no change of the result from the pretest and posttest. In "good" category, the number of students from the pretest (3 students) decreased 2.78% to posttest (2 students). In other hand, in "average" category, there was no change of the result from the pretest and posttest. There were 6 students who were in "average" category in the pretest and posttest. At last, the number of students in "poor" category from the result of pretest (26 students) increased2.78% to 27 students in the posttest. In conclusion, there was not improvement occurred in the control group. The distribution of the students' reading scores in the control group could be seen in Figure 2.
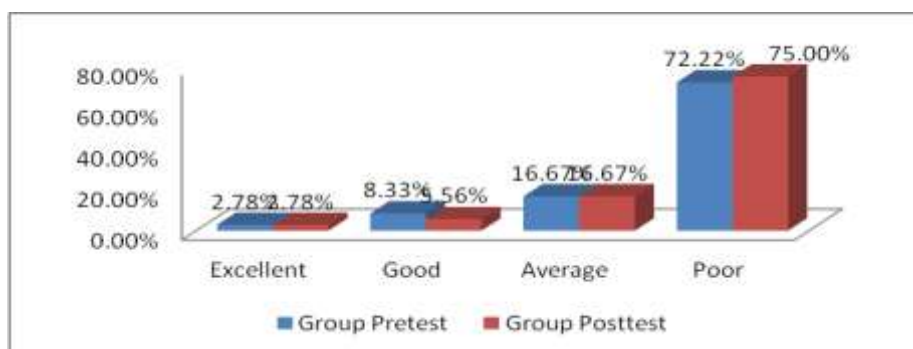
Figure 2 The Distribution of the Students' Reading Scores in the Control Group

Further details about the descriptive statistics of students' reading test in the control group are shown on Table 4.

Table 4. Descriptive Statistics of Students' Reading Test in the Control Group
Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Pr-test control	36	35.50	93.50	64.0833	13.77238
Post-test_Control	36	52.50	94.00	67.0417	10.33743

The lowest score in the pre-test of the control group was 35.50; the highest score was 93.50; the average score was 64.0833 with standard deviation of 13.77238. The lowest score in post-test of the control group was 52.50; the highest score was 94.00; the average score was 67.0471 with standard deviation of 10.33743.

Statistical Analyses
Normality of the Results of the Test
Normality test was conducted to find out whether the data obtained were normally distributed or not. In determining normality of the data, Kolmogorov-Smirnov test in SPSS version 21 was used.Santoso (2010, p.204) says that the data can be categorized as normal data if the value is 0.05 or higher than 0.05.The Kolmogorov-Smirnov test of the pre-test result of reading achievement of experimental group showed that its significance was 0.200 and the Kolmogorov-Smirnov test of the posttest result reading achievement of experimental group was 0.200. Meanwhile the significance (2-tailed) in the pre-test and post-test of the control group were 0.200 and 0.137. Since all of the significant values (2-tailed) in the pretest and post-test were higher than 0.05, it can be said that the data obtained were considered as the normal data. The complete description about the Kolmogorov-Smirnov can be seen in following table 5.

Table5. The Result of Normality Test of the Data

Tests of Normality

	Groups	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	df	Sig.
Exp	Pretest	.087	36	.200[*]	.970	36	.419
	Posttest	.096	36	.200[*]	.976	36	.620
Cont	Pretest	.074	36	.200[*]	.987	36	.943
	Posttest	.129	36	.137	.942	36	.058

*. This is a lower bound of the true significance.
a. Lilliefors Significance Correction

Homogeneity of the Results of the Test
In analyzing the homogeneity of variances test of the data in the experimental and control groups, Levene's Statistic test was used.Field(2009,p.150) also explains thatthedatawere homogeneous if the significance level of the data obtained is higher than 0.05 (pvalue > 0 .05).

The test of homogeneity of variances showed that the significant values were 0.345 and 0.127. Since the significant values were higher than0.05 meaning that the variance of every treatment was homogenous. The complete description about the Levene's Statistic can be seen on Table 6.

Table 6. Test of Homogeneity of Variances
Test of Homogeneity of Variances

	Levene Statistic	df1	df2	Sig.
Exp	.905	1	70	.345
Cont	2.385	1	70	.127

The Result of Paired-Samples T-test in the Experimental and Control Groups
To answer the first research question, the paired samples t-test was conducted.The paired samplest-test was used to find out whether or not there was significant reading comprehension achievement after they were taught by using flipped model of instruction.The data were significant or the alternative hypothesis was generally accepted if the p-value is smaller than 0.05 (Field, 2009, p. 331). The results of the test can be seen in the following table.

Table 7 The Result of Paired Samples t-test of Students' Reading Comprehension Achievement in Experimental and Control Groups

Group	Test	Mean	Mean Different	Std. Dev	Std. Error Mean	t	df	Sig.(2-tailed)
Experimental	Pretest	68.3333	8.36111	10.75215	1.79203	4.666	35	.000
	Posttest	76.6944						
Control	Pretest	64.0833	2.95833	13.92396	2.32066	1.275	35	.211
	Posttest	67.0417						

The result of paired samples t-test in the experimental group in Table 4.10 showed that the mean score of students' posttest (76.694) was higher than the mean score of pretest (68.333) with the mean difference 8.36111. Since the significance level (2-tailed) was less than 0.05 (.000 < 0.05), the null hypothesis (H_0) was rejected, and the alternative hypothesis (H_a) was accepted. In conclusion, there was significant difference in the eleventh grade students' reading comprehension achievement in pretest and posttest of the experimental group so the use of flipped model of instructionwasable to improve reading comprehension achievement of the eleventh grade of SMK N 2 Palembang.

In contrast, the result of paired samples t-test in the control group showed the mean score of the posttest (67.0417) was higher than the mean score of the pretest (64.0833) with the mean difference of both groups was 2.95833. Because the p-value (2-tailed) was higher than 0.05 (0.211 > 0.05), the null hypothesis (H_0) was accepted, and the alternative hypothesis (H_a) was rejected. In conclusion, there was no significant difference in the eleventh grade students' reading comprehension achievement in pretest and posttest of the control group.

The Result of Independent Samples t-test in the Experimental and Control Groups

In order to find out whether or not there was a significant difference in reading comprehension achievement of the eleventh grade students who were taught by using the flipped model of instructioncompared to that of those who were not, the results of posttest scores of reading comprehension achievement in the experimental group and the control group were compared by using independent samples t-test.

The result of independent samples t-test in the experimental and control groups showed that the value of t-obtained was 3.854. At the significant level of 0.05 in two tailed testing with df was 70, the critical value of t-table was 1.99444. Since the value of t-obtained 3.854 was higher than the critical value of t-table (1.99444), and the p-value 0.000 < 0.05, H_1 was accepted and H_{o1} was rejected. It means that there was a significant difference inreading comprehension achievement of the eleventh grade students who were taught by using the flipped model of instruction compared to that of those who were not.The results of the independent samples t-test can be seen in Table 8.

Table 8. The Result of Independent Samples T-Test (Posttest) between Experimental and Control Groups

		Levene's Test for Equality of Variances		t-test for Equality of Means					95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
Exp_Cont	Equal variances assumed	.007	.934	3.854	70	.000	9.65278	2.50489	4.65694	14.64862
	Equal variances not assumed			3.854	69.798	.000	9.65278	2.50489	4.65668	14.64887

The Results of Questionnaire

To find out the perception of the eleventh grade students of SMK N 2 Palembang toward reading comprehension by using the flipped model of instruction during the treatment, the writer elaborated six aspects of the students' perception: interaction between students and teacher (items 1-5), motivation of the students (items 6-10), meaningfulness of the flipped model of instruction (items 11-15), reading comprehension skill (16-20), students' perception about the flipped model of instruction (items 21-25), students' difficulties in using the flipped model of instruction (26-30).The results of questionnaire were analyzed by using descriptive statistics; such as frequency, percentage, and means.

Concerning in the aspect of interaction between students and teacher, there were five items the students should give responses to. In terms of students' perceptions in the aspect of interaction between students and teacher was already favorable, because out of 100% responses from 36 respondents, 77.8% were in the scale of 5 and 4; only 22.2% of the responses were in the scales lower than 4. In other words, in 77.8% of the cases, the students have positive perception in interaction between students and teacher.

Concerning in the aspect of Motivation of the students, there were four items the students should give responses to. In terms of students' perceptions in the aspect of Motivation of the students was already favorable, because out of 100% responses from 36 respondents, 72.9% were in the scale of 5 and 4; only 27.1 % of the responses were in the scales lower than 4. In other words, in 72.9% of the cases, the students have positive perception in Motivation of the students.

Concerning in the aspect of Meaningfulness, there were six items the students should give responses to. In terms of students' perceptions in the aspect of meaningfulness was already favorable, because out of 100% responses from 36 respondents, 59.3% were in the scale of 5 and 4; only40.7% of the responses were in the scales lower than 4. In other words, in 77.8% of the cases, the students have positive perception in meaningfulness.

Concerning in the aspect of reading comprehension skill, there were five items the students should give responses to. In terms of students' perceptions in the aspect of reading comprehension, skill was already favorable, because out of 100% responses from 36 respondents, 60% were in the scale of 5 and 4; only 40 % of the responses were in the scales lower than 4. In other words, in 60% of the cases, the students have positive perception in reading comprehension skill.

Concerning in the aspect of students' perception about the flipped model of instruction, there were five items the students should give responses to. In terms of students' perceptions in the aspect of reading comprehension, skill was already favorable, because out of 100% responses from 36 respondents, 60% were in the scale of 5 and 4; only 40 % of the responses were in the scales lower than 4. In other words, in 60% of the cases, the students have positive perception in reading comprehension skill.

Concerning in the aspect of students' difficulties in using the flipped model of instruction, there were five items the students should give responses to. In terms of students' difficulties in using the flipped model of instruction was already favorable, because out of 100% responses from 36 respondents, 37.2% were in the scale of 5 and 4; and 62.8 % of the responses were in the scales lower than 4. In other words, in 62.8% of the cases, the students havepositive perception in students' difficulties in using the flipped model of instruction.

Interpretation of the Study

Based on the findings of the study, some interpretations were obtained. The findings revealed that: (1)there was significant different in reading comprehension achievement of the eleventh grade students of SMK N 2 Palembang before and after they were taught using the flipped model of instruction;(2) there was significant different in reading comprehension achievement of the eleventh grade students of SMK N 2 Palembangwho were taught usingthe flipped model of instruction compared to that of those who were not;and (3) the eleventh grade students of SMK N 2 Palembang had positive perception toward the teaching of reading comprehension by using the flipped model of instruction.

Most of the students in the experimental group were able to improve their skill in reading comprehension as shown in the results of the study through the statistical analyses conducted by the writer. The result of the paired samples t-test indicated that most of the eleventh grade of SMK N 2Palembangstudents wereable to improve their reading comprehension by usingthe flipped

model of instruction and there was a significant difference in the pretest and the posttest scores gained by the students of the experimental group. In brief, the use of the flipped model of instructionwas able to improve reading comprehension achievement of the eleventh grade of SMK N 2 Palembang. It was supported by the result of the questionnaire that the students filled up that indicated the positiveperception of the teaching of reading comprehension by using the flipped model of instruction.

The results of students' reading test were analyzed descriptively and distributed into four categories: excellent, good, average, and poor. The result of the pretest of the experimental group showed that there was animprovement in the students' scores after having the treatment of using the Flipped Model of Instruction. The number of students of the experimental group in "excellent" category from pretest to posttest increased by 8.33%. For the "good" category, the number of students from pretest increased by 5.55% to posttest. In the "average" category, the number of students from pretest increased by 11.11% to posttest. Finally, for the poor category, the number of students from pretest decreased by 25% to posttest. In conclusion, there was an improvement in reading achievement after the students were taught by usingthe Flipped Model of Instruction in the experimental group.The students' reading achievement could improve because the students got an opportunity to gain exposure to content prior to class as an incentive for students to prepare for class.

In line with those findings above, the data analyses of both experimental and control groups indicated that the experimental group definitely performed better than the control group. It was supported by the results of the study which confirmed that the students' reading comprehension achievement in the experimental group increased after the treatment by using the the flipped model of instruction. Furthermore, the students in the experimental group got the better scores than the students in the control group. It showed that the use of the flipped model of instruction was able to improve reading comprehension achievement of the eleventh grade of SMK N 2 Palembang. In contradiction, the improvement in students' reading achievement in control group is notsignificant.

The result was supported by Karimi & Hamzavi (2017, p.95) who found thatflipped model of instruction had a significant effect on the reading comprehension ability of EFL students. The writer used flipped model of instruction through three steps; before the class, during the class and after the class. These three steps of flipped model of instruction could improve the students' reading comprehension.

First, before the class the writer got to know the students while preparing the materials and activities which were conducted. During the class, the writerdone the follow-up discussion and checked up the students' worksheets related to the reading material given. They discuss their questions with teacher, classmates so as to accurately grasp the difficulties and focus of study, and effectively improve the efficiency of learning.Berret (2012, p.1) explains that flipped teaching provides studentswith opportunities to develop higher order thinking under teacher guidance and with peer support.Students have full opportunity to do their assignments accompanied by their teacher.

After the class, the writer asked the students to work at home related to the reading materials by involving the students using texts sent to their *Whatsapps*. The students developed their knowledge of the reading materials by working independently at home. They viewed the texts by completing the table or worksheets given in the text. They came to school with knowledge of what they were going to learn. Flipped model of instruction technique made the students to be more responsible and autonomous in their learning. As Xu (2017, p.386-388), says that flipped model of instruction mode can allow students to independently adjust the content and progress of learning, and students can watch the teaching video over and over again and teachers through classroom exercises to consolidate students to master new knowledge and understanding, so that fully mobilize the initiative of students to learn and promote their independent learning.

Based on the result of the questionnaire, the students responded positively and had positive perception in terms of interaction between students and teacher, motivation of the students, meaningfulness of the flipped model of instruction, reading comprehension skill, students' perception about the flipped model of instruction, and students' difficulties in using the flipped model of instructiontoward the teaching of reading comprehension by using the flipped model of

instruction.The result was supported by Nouri (2016, p.1), a large majority of the students had a positive attitude towards flipped classroom. The use of *Whatsapps* and that a positive attitude towards flipped classroom were strongly correlated to an improvement of students' reading achievement.

Conclusion

Based on the findings and interpretation in the previous chapter, some conclusions could be presented as follows. It could be concluded that there was significant different in reading comprehension achievement of the eleventh grade students of SMK N 2 Palembang before and after they were taught using the flipped model of instruction. Most of the students in the experimental group were able to improve their skill in reading comprehensionas shown in the results of the study through the statistical analyses conducted by the writer. The result of the paired samples t-test indicated that most of the eleventh grade of SMK N 2Palembang students wereable to improve reading comprehensionby usingthe flipped model of instructionand there was a significant difference in the pretest and the posttest scores gained by the students of the experimental group. Furthermore, the result of independent samples t-testshowed that there was a significant difference inreading comprehension achievement of the eleventh grade students who were taught by using the flipped model of instruction compared to that of those who were not. The students in the experimental group got the better scores than the students in the control group. In brief, the use of the flipped model of instruction was able to improve reading comprehension achievement of the eleventh grade students of SMK N 2 Palembang. It was supported by the result of the questionnaire that the students filled up that indicated the positive perception of the teaching of reading comprehension by using the flipped model of instruction.

Suggestions

The suggestions of this study are forstudents, English teacher, and future researchers. First, for the eleventh grade students of SMK N 2 Palembang, it is suggested that they must read and study a lot so that they can have the sufficient input and proper knowledge of reading skill, especially in reading comprehension. Second, for English teachers, it is expected that English teachers are able to expose the students to reading skill because the students seem to have the improper score in English reading comprehension. In addition, English teachers should also be able to explore and find many appropriate and creative methods, strategies, as well as media to encourage the students to be more active in the learning process in the classroom, especially when teaching reading to students. Finally, for other researchers interested in studying the use of flipped model of instruction, it is expected that this study is able to contribute, inform, and refer you for the further related studies about the use of flipped model of instruction.

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