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THE EFFECT OF FLIPPED INSTRUCTION MODELS (FIM) ON STUDENTS' READING COMPREHENSION OF DESCRIPTIVE TEXT AT SEVENTH GRADE IN SMP NEGERI 1 LADONGI

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Abstract

In a line with the development of technology, many teachers use flipped instruction model as their model to teach in the classroom, especially in reading class. Flipped instruction model is an inverse learning method of the traditional method in which students are usually given material by the teacher in class, and then the assignment will be done at home. Hence, this research aimed to determine the effectiveness of flipped instructions model on students' reading comprehension of descriptive text. Quantitative research was the type of research with the Experiment method. The design is pre-experimental that utilizes one group pre-test and post-test without a control group. There were two variables in this research: independent and dependent variables, where the independent variable is flipped instruction model and the dependent variable is the students' reading skills. The participants in this research were 33 students from SMP NEGERI 1 LANDONGI, consisting of 12 males and 21 females. The pretest was given to measure students' prior reading skills before applying treatment. After the

treatment, the students are given a test as a post-test. A total of 20 multiple-choice questions were included in the pre-test and post-test. SPSS 16.0 for Windows was used to analyze the data and hypothesis testing (paired-sample T-test). The value of sig. (2 tailed) is 0.000. The T-test is lower than 0.05 (0.000 < 0.05).According to the result, the researcher interprets that using Flipped instructions model was effective to teach reading comprehension, especially in descriptive text.

Keywords: Effectiveness, Flipped Instructions Model, Reading, Descriptive text

INTRODUCTION

One of the essential skills that are required by students from primary education to tertiary education is reading. By reading, the students could acquire tons of information based on what they have already read. While people generally think of reading as a simple passive process in which words are read linearly and their meanings internalized one by one, it is actually a highly complicated procedure that necessitates the reader's active engagement (Aditya, 2017). Reading is an active activity in which the reader makes an initial assumption about the information and then selects the fewest and most useful clues to support or refute that expectation (Mackay &Mountfort, 1979).

This research focuses on descriptive text, the text that is acquired by first grade in junior high school. According to Gerot (1995: 208), descriptive text is a genre of text which is designed to illustrate a certain person, place, or thing. It additionally has structures like identification that identifies phenomena to be delineated, descriptions that describe elements, qualities, characteristics and functions of the language.

Herried & Schiller (2013) stated that flipped instruction model is an inverse learning method of the traditional method in which students are usually given material by the teacher in class and then the assignment will be done at home. However, in this method, the teacher will provide material that will be read by the rest

at home. Then the learning session at school will be used for joint discussions about the material that has been given. Another concept is the flipped classroom learning model, in which students at home do what they do in class, which is learning by understanding the information presented by the teacher, and in class, students do what they normally do at home, which is working on and solving issues. (Strohmyer, 2016).

Raunaq, Mustofa, & Habibah (2021) stated that online learning has become an outstanding solution nowadays, and technology is evolving every year. This situation, in turn, is not surprising, as students and teachers can easily access online learning platforms, such as WhatsApp, Canvas, Edmodo, Google Meet, or Classroom. Students independently learn and teachers can be interacted with students by using them, and the platform is freely accessible. The increase of technology in this era makes teachers aware of the use of technology in the learning process, they apply it to the classroom as more and all-sophisticated facilities to facilitate the learning process delivered. The use of technology is proven to increase students' learning interest because of its more attractive appearance so that it will avoid saturation during lessons. In this research, because many teachers had used flipped instruction models in their learning process, The researcher is interested in the impact of flipped instruction on students' reading comprehension, particularly when it comes to descriptive text.

The first research was conducted by (Karimi and Hamzavi, 2017). This research goal is to see how flipped instruction affects students' attitudes. According to the findings of this research, flipped instruction has a substantial impact on students' reading comprehension abilities and they have a good attitude toward it. As a result, the flipped instruction model can help pupils increase their reading comprehension. The second research was done by Dibiso, Hambali & Elina (2019). They concentrate

their research on analytical exposition texts in the first grade of secondary education. They struggled to identify the topic, major concept, vocabulary meaning, and other features of reading in the text. The findings of the study revealed that students in first grade of secondary education enhance their reading comprehension by using a flipped instruction model. Then, the third research was a study by Oktiyani (2019). The researcher conduct the research is, because the earlier research showed that there were a lot of students who struggled with reading comprehension. Therefore, the researcher is attempting to decide the impact of a flipped classroom. As a result, when the researcher implemented flipped classrooms, it has influenced on students reading comprehension.

According to the previous research above, this research will have a different thing to be researched. Even though, flipped instructions model has the similarity that is the purpose was to investigate whether the method was able to improve the student's reading skills. As it has mentioned above the first researcher focuses on students' attitudes whereas this research focuses on descriptive text. The second research focuses on analytical exposition text whereas this study focuses on descriptive text. Then, the third research focuses on narrative text whereas this study focuses on descriptive text and the methodology is different. The third research uses a quasi-experimental whereas this research is pre-experimental.

Based on the explanation above, the research question is, how is the effectiveness of using flipped instruction models on students' student reading descriptive.

METHOD

Pre-experimental one-group pretest-posttest design was used in this research with quantitative model. There are three stages in the pre-experimental research one-group pre-test-post-test design. The initial step is overseeing a pretest and estimating the dependent variable. The second was applying the trial treatment X to the subject. The last advance was controlling a posttest again estimating the dependent variable. Contrasts ascribed to the use of the test treatment are then dictated by looking at the pre-test and post-test scores.

Table 1.1 Design of One-Group Pretest-Posttest

Design of One-Group Pretest-Posttest		
Pretest	Independent Variable	Posttest
Y1	X	Y2

Y1 : students' reading descriptive text before being taught by flipped instructions model

X : applying the treatment, teaching reading descriptive text using flipped instructions model

Y2 : students' reading descriptive text after being taught by flipped instructions model

Administering a pretest (Y1) discovering the score of students' reading descriptive text at SMP Negeri 1 LADONGI before applying treatment. Applying experimental treatment (X) teaching reading descriptive text by flipped instructions model as model learning to the seventh-grade students of SMP Negeri 1 LADONGI. Administering a posttest (Y2) to assess the significance of the students' SMP Negeri 1 LADONGI after applying treatment.

In this research, the participants were the students of SMP Negeri 1 Ladongi VII A and consisted of 33 students. The instrument was a reading comprehension test (pre-test and post-test) and the test is the same between pre-test and post-test. The test was a multiple choices test that consist of 20 items. There are 3 passages in the test. The first passage is "Borobudur Temple" which consists of 7 questions, the second passage is "My Adventure at Leang Leang Cave" which consists of 7 questions and the last passage is "Jatim Park" which consists of 6 questions. There are 5 kinds of questions; Main idea, supporting details, passage structure, and meaning of vocabulary. The passages' sources are from the textbook and the internet.

RESULT

The research finding that has been collected by the researcher from the students of SMP Negeri 1 Ladongi consists of 33 students. The findings include average and improvement of pretest and posttest, normality test, and hypothesis test. The results and discussion will be described and explained as follows:

1. **The average of the test**

   Before doing treatment, the students were given 20 multiple questions in the pre-test, while giving the treatment with the same questions as the pre-test in the post-test will be given after the treatment. The graph below is the result of the students' pretest and posttest.

   Table 1.2 The average of the test

Group	Mean		
Experimental class	Pretest	Posttest	Improvement
	69.55	90.15	20.6

Based on table 1.2 it's shown that the mean of pre-test and post-test is 69.55 and 90.15, while the improvement/gain is 20.6. after being given the treatment

of Flipped instruction models, it may be inferred that the post-test is above the pre-test, which means that the post-test is better than the pre-test.

2. Normality Test

This normality test determines if the data from each variable is regularly distributed. This normality test used the One-Sample Kolmogorov Smirnov method (K-S). Simply reading the Asymp. Value can be used to determine the normalcy of the data being evaluated. Signed (2-tailed). The data needs are regularly dispersed if the value of Sig. (2-tailed) obtained by the calculation is more than the alpha level of 5% or Sig. (2-tailed)> 0.05.

On the basis of the following table, SPSS 16.0 was used for the output of the normality test that can be shown:

Table 1.3 One-Sample Kolmogorov-Smirnov Test

	One-Sample Kolmogorov-Smirnov Test		
		VAR00001	VAR00002
N		33	33
Normal Parameters a	Mean	69.55	90.15
	Std. Deviation	15.379	7.233
Most Extreme Differences	Abthuslute	.111	.203
	Positive	.080	.130
	Negative	-.111	-.203
Kolmogorov-Smirnov Z		.638	1.167
Asymp. Sig. (2-tailed)		.810	.131

As seen in table 1.3, the significance value for each pre-test and post-test is greater than 0,05. On pre-test, the sig/p-value is 0,810, which is higher than

0,05 (0,810>0,05), suggesting that the data is normal. The post-test p-value is 0,131, which is more than 0,05 (0,131>0,05), showing that the data is normally distributed. As a result, H0 is accepted as well, although Ha is refused. As a result, each data point follows a standard distribution.

3. Hypothesis test

The significance level between the average pre-test and post-test is obtained using paired sample t-test through SPSS 16 for Windows to test the hypothesis. The paired sample t-test is used to compare the averages of two paired samples, which are the same sample with two sets of data. Because the paired-sample t-test is a parametric statistic, research data must be normally distributed according to the rules of parametric statistics.

Table 1.4 the hypothesis test

	Paired Differences					T	Df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
Pair-l pretest and post-test	20.606	7.219	2.99	-26.712	-14.500	-6.875	32	.000

The value of the t-test is -6.875 with a significance value of 0.000, as determined by the third output. It can be concluded that the flipped instructional models affect students reading descriptive text at SMP NEGER1 1

LADONGI by the Paired Sample t-Test decision-making basis because the significance value is 0.000 lower than 0.05.

DISCUSSION

The researcher used a flipped instructions model to conduct a pre-experimental in this research. One group pretest-posttest was employed in the research. The data collection included a pretest and a posttest to query the effect of the flipped instructions model on students reading descriptive text, which was the goal of the research. Even though the meanings of the words they discovered and got after analyzing the surrounding text helped them understand the material using the flipped instructions model, the researcher found that students still had difficulty interpreting unknown terms.

After doing the research, it was discovered that employing a Flipped Classroom has a considerable impact on students' reading comprehension, particularly descriptive language. Fuentes in Tilton Brunner (2012) stated that flipped learning is a method that is given to the students before reading in the class, the aim is to examine their prior knowledge about the passage before they come to the class. It means that after they have prior knowledge, it will make them easy to understand the topic that they will read. According to the result of this research, it can be stated that flipped instruction model (FIM) has an impact on students reading comprehension, as we can see there is a significant difference between the score of pretest and post-test. The outcome was in line with the previous research by (Karimi and Hamzavi, 2017). According to their findings, there is a significant improvement in the ability and skill that EFL students have in reading comprehension after being given flipped instruction model for their learning process. The data analysis demonstrates that using a flipped classroom in the teaching and learning process makes the students more involved and easy to understand the reading topic. If students lacked vocabulary previously,

they can now recall more language by guessing the meaning. The students were initially perplexed by the English material, but they now have the confidence to translate on their own. They have difficulties interpreting texts, particularly descriptive texts, but they are becoming more sensitive to the significance of descriptive texts. The students now have the opportunity to attempt a new learning experience with the diverse class models that the teacher employs.

CONCLUSION

After conducting the research with the results presented above, the researcher intends to conclude this thesis. Based on the statistical analysis, the research found that there was a different score between pre-test and post-test. The mean score of the post-test is higher than the mean score of a pre-test. Before the students are taught using flipped instructions model, their total score on the reading test is 2295 and the mean of their pre-test is 69,55. After the students were taught using flipped instructions model, their total score on the reading test is 2975 and the mean of their post-test is 90,15. The result calculation of the t-test and t-table for the level significant 5 % showed that there is a significant difference between pre-test and post-test. The score of the t-test is -6.875 and the t-table is 2.997 at the level of significance of 5%. Based on the result above can be seen that the result of the t-test was higher than t- table. It can be said that flipped instructions model has an effect on students reading descriptive text. The researcher concluded that there is an effect of flipped instructions model on students reading descriptive text.

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