

**THE INVESTIGATION OF FLIPPED LEARNING  
CLASSROOM MODEL IN TEACHING READING  
COMPREHENSION SKILL AT MTsN 4 BANDA ACEH**

(A Case Study Research at MTsN 4 Banda Aceh)

**THESIS**

Submitted in Partial Fulfillment of the Requirements for the Degree of  
"Sarjana Pendidikan" (S1)

by:

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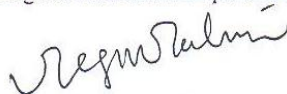
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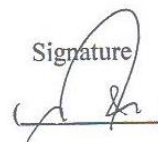
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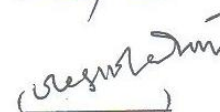
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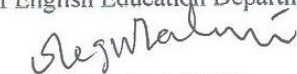


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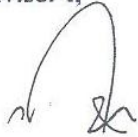
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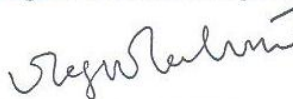
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The researcher hereby declares that this thesis is her own writing, and, it is true and correct that there is no other's word or statement, except word or statement that is referred in the references. All cited words were quote in accordance with the ethical of academic writing.

Banda Aceh, August 9<sup>th</sup> 2022



Maulina Zulfa Sari

## **ACKNOWLEDGEMENT**

All praise and thanksgiving go to Allah SWT. And hope for the blessing that bestows his grace so that the author can complete the thesis entitled "The investigation of flipped learning classroom model in teaching reading comprehension skill at MTsN 4 Banda Aceh". This thesis was compiled as one of the requirements for obtaining a bachelor's degree in education in the English language education study program, education architecture and education science. Shalawat and salam are sent to the Prophet Muhammad SAW. Hopefully we all get the benefits in the Yaumul Akhir.

This research was appointed as an effort to realize the creativity of the next teacher and can also be an example for other schools to be able to apply the flipped classroom learning model. This learning model can make students more enthusiastic in learning. This has been proven at MTsN 4 Banda Aceh..

The author certainly experienced many obstacles so that it could not be separated from the help and guidance of various parties in completing this thesis. For this opportunity, the author would like to express his deepest gratitude and appreciation to:

1. My beloved parents, Zulkifli and Fauziah.
2. Dr.Musdiani, M.Pd. as the dean of the Faculty of Teacher Training and Education who has provided opportunities and direction during education, research, and writing this thesis.

3. Sri Wahyuni, M.Pd as the head of the English Language Education Study Program, Faculty of Teacher Training and Education, who has provided the opportunity and direction in writing this thesis.
4. Dr. Maulizan, ZA, M.Pd as supervisor I who patiently provided guidance and direction from the beginning to the end of this thesis.
5. MulyadiSyahputra, M.Pd as supervisor II in the midst of his busy life has provided guidance in writing this thesis from beginning to end.
6. Mr. Mrs. lecturers at the University of Bina BangsaGetsempepa who have provided guidance and knowledge to the author during his education.
7. My friends always support me, Masniar, Rika mutia, Tiara bru marini, Julian, M cibral hakiki, Aulia saputra, Eka fitri maghfirah and fauzan..
8. Students of the English Education Study Program, Faculty of Teacher Training and Education Class of 2018 as friends share feelings in joy, sorrow, and all assistance and cooperation since attending studies until the completion of this thesis.
9. Brothers, sisters, and brothers for their encouragement, prayers, understanding, patience in accompanying, and waiting since the start of the study until the completion of this thesis.
10. All parties who cannot be named one by one.

The author is aware of all the limitations and shortcomings of the contents and writings of this thesis. Therefore, constructive criticism and suggestions from all parties are still welcome. Hopefully the results of this research can

provide benefits and contribute to the development of flipped learning classroom in the future.

Banda Aceh, 4 July 2022

Maulina Zulfa Sari

## **ABSTRACT**

The investigation of flipped learning classroom model in teaching reading comprehension skill at MTsN 4 Banda Aceh. Thesis, English Departement, Faculty of Teacher Training and Education. Adviser I. Dr. Maulizan Za, M. Pd., Adviser II. Mulyadi Syahputra, M.Pd.

This research was conducted to investigate the teaching of teachers in English subjects in reading comprehension. The flipped classroom learning model is innovative and focuses on learner-centered teaching by flipping the learning system. This learning model has many benefits for students to express many opinions and open new knowledge, be more active, independent, creative, and critical in addressing problems. The research to know the implementation of flipped learning classroom model in teaching reading comprehension skill and to find out the student' perception toward the implementation of flipped learning classroom model in teaching reading comprehension skills. The research method are interview guideline, observation guideline and questionnaires. The result obtained are the way the teacher applies the flipped classroom learning model, namely the teacher provides videos that are in accordance with the learning material, the teacher makes learning objectives, the teacher conveys an outline of learning, the teacher divides students into groups, the teacher becomes a facilitator, the teacher provides exercises, and the teacher prepares learning videos for the next. The perception toward the implementation of Flipped Learning Classroom model in teaching reading comprehension skills. The survey results show that the second research question relates to students' perceptions of the flipped classroom learning model, so the survey results show that most students enjoy the practice of the flipped classroom. And as many as 40 students from 42 indicated that their English learning improved through the flipped classroom.

Key word : Implementation, Teaching, Flipped Classroom, Perception student.

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# **CHAPTER I**

## **INTRODUCTION**

The chapter discusses the background of the study, the problem identification, the limitation of the problem, the research questions, the research goals and objectives, and the research benefits.

### **1.1 Background of Study**

Early 21st century, educators and students are required to have the ability to learn and teach both soft and hard skills in the world education in Indonesia due to the development and advances in science, technology, information, and communication. Various challenges and opportunities emerge to be faced and cannot be separated from his presence. Characteristics that occur in the 21st century include: more connected and synergized the world of science. Space factor and time are running out. This matter shows speed and success in various contexts, especially science natural knowledge supported by technology in education. (BSNP, 2010).

In 2013 the Agency Research and Development Ministry of Education and Culture (Ministry of Education and Culture Research and Development) argued that century education 21 has various characteristics, namely: there is encouragement for students to not only be notified, but students find out from various sources relevant, this happens because wherever and whenever students can access various information, students can not only solve a problem, but

students can identify problems in learning activities, students do not just think mechanistically, but students think how can take a decision, activity learning that emphasizes cooperation and collaboration solve a problem. In 2015 P21 (Partnership for 21st Century Learning) developed framework learning in the 21st century that is, students required to have skills in life and career, including flexibility and adaptability, initiative and independence, social skills and cultural, productive and accountable, leadership, and responsibility (Life and career skills), students are required to have skills in learning and new ideas, includes: creative and innovation, thinking critical problem solving, communication and collaboration (Learning and innovation skills), as well as students required to have skills in information, media, and technology, include information literacy, media, and ICT.

From the explanation above, it can be concluded that students are knowledgeable and must be equipped with critical thinking skills, creativity, strong character, who are supported by the ability to take advantage of the information and communicate. Critical thinking ability critical students in Indonesia must develop because critical thinking is critical in the 21st century to determine success in Learning Activities.

In the 21st century, the much-needed literacy skills are mainly for students. Cultural literacy and citizenship relate to the knowledge and ability of individuals who are also part of society to behave toward the social environment as part of a culture and nation. Therefore, literacy and citizenship are essential to masters of the 21st century.

Interest in reading has now begun to decline because of age development. The Aceh province pursues its legacy in developing literacy culture. Modern progressive developments have encouraged people to read through gadgets rather than print media. The self-reading culture is being enhanced by the number of schools in Aceh, especially MTsN 4 Banda Aceh.

In improving literacy at MTsN 4 Banda Aceh, in teaching and learning, the teacher incorporates a flipped learning model to improve students' reading comprehension. The Flipped Classroom-based Learning Model is one of the learner-centered learning models to increase learning effectiveness. In the past, educators generally used the lecture learning model, where the lecture learning model reflected teacher-centered learning. Learning then switches to an alternative model called Flipped Classroom. According to Johnson (2013), Flipped Classroom is a learning model that minimizes the number of direct instructions but maximizes one-on-one interaction. This strategy utilizes technology that supports additional learning materials for students that can be accessed online and offline whenever and wherever. While learning time in class is used by students to collaborate with their friends, practice skills, and receive feedback on their progress.

The Flipped Classroom model provides what is generally done in class and as homework is flipped or swapped. Previously, students came to class to listen to the teacher's explanation, and then they went home to do practice questions. Now what happens is that students read the material watch the instructional videos before coming to class. They start discussing, exchanging knowledge, solving

problems with the help of other students and teachers, training students to develop procedural fluency if needed, inspiring and helping them with projects challenging ones by providing greater learning control. Gunyou (2015) illustrates the learning cycle of Flipped Classroom.

In Flipped Classroom learning, materials designed in audio or video or the form of documents and PowerPoint Presentations are uploaded, and students are assigned to study and understand the material. In face-to-face class sessions, the lecturer as a facilitator organizes the class and divides students into working groups, group discussions, and presentations.

The literacy skills needed in the 21st century successfully applied at MTsN 4 Banda Aceh by combining the flipped learning classroom learning model. In literacy, teachers are the main pillars in education, considering their significant role: educating the nation, instilling character, and improving students' literacy skills. In the Classroom, the teacher acts as a facilitator, motivator, teacher, and mentor for students. Teachers also play a role in overcoming the problem of the low literacy skills of Indonesian children by creating exciting learning activities and creating literacy programs in the Classroom; this is what was built at MTsN 4 Aceh to improve students' reading comprehension. In this study, the researcher wanted to find a way for teachers to implement the flipped learning classroom model in teaching reading comprehension and the student's perception.

There are some previous studies related to the research, the first research is conducted by Punaji, P. Setyosari, D. Kuswandi, U. Widiati entitled Reading

Comprehension Skills: The Effect of Online Flipped Classroom Learning and Student Engagement During the COVID-19 Pandemic online between the use of Microsoft Teams and WhatsApp and student engagement on reading comprehension skills. The results confirmed that the online reverse learning scheme using Microsoft Teams were better than WhatsApp in increasing student engagement and reading comprehension skills. They suggest English lecturers to implement better online media services, pay attention to the completeness of learning features and train their competence in implementing distance learning to use compatible reverse synchronous classroom teaching based on internet technology.

The second research conducted by MiftahulRachmat, LilianaMuliastuti, I. Iskandar entitled The Effectiveness of Flipped Classroom Learning Model for Increasing Students' Reading Comprehension in Covid-19 Pandemic. This study aims to determine the effectiveness of the flipped classroom learning model in improving students' reading comprehension. The researcher took samples from the fourth-semester students of the extensive reading course majoring in English Education at UIN Sultan MaulanaHasanuddinBanten.

The last previous research was conducted by PT. Hung, M. Yellishetty, Ngo Thu Thanh, Arun S. Patil, LeThanhHuy entitled Application of Flipped Classroom in Teaching University Students: A Case Study From Vietnam. The quantitative results at the end of the course show that reverse learning is a perfect and valuable pedagogical approach compared to them. Traditional methods, which foster, learn, attitudes, and better behavior.

Therefore, previous researchers focused on improving reading comprehension using the flipped learning classroom learning model. This study focuses on teaching on reading comprehension, which is applied using the flipped learning classroom, and wants to know students' perceptions of flipped learning classroom model.

### **1.2 Research Question**

1. How is the implementation of flipped learning classroom model in teaching reading comprehension skills in MTsN 4 Banda Aceh?
2. What are the students' perceptions toward the implementation of flipped learning classroom model in teaching reading comprehension skills?

### **1.3 Research Objective**

1. To know the implementation of flipped learning classroom model in teaching reading comprehension skills at MTsN 4 Banda Aceh.
2. To find out the students' perception toward the implementation of flipped learning classroom model in teaching reading comprehension skills.

### **1.4 Research Significance**

This research provides many benefits to several groups of people related to education. They are:

### 1. Teachers

This research can be used by the teacher as information and reference in teaching to make ELT activity in the classroom more fun through the variation of teaching models. In this research, teachers can also find out the perceptions of students toward the implementation of flipped learning classroom model in teaching reading comprehension, so the information can further be used as a reflection for the teacher for further improvement, especially in teaching reading comprehension skills.

### 2. Students

This research aims to improve reading comprehension skills and student solidarity to find knowledge and develop insights. Moreover, increase the spirit and motivation in the following learning because of studying interestingly. It is hoped that innovative learning approaches can provide meaningful learning experiences and not make students saturated. In addition, students' perceptions can also be suggestions for further learning.

### 3. School

This study can be a description of schools as current curriculum references to teaching education and examples for other schools. Moreover, as an incentive for the school to correct the practices of teacher learning to be more effective and efficient so that the quality of learning and students' learning increases. However, contributing to the effort to improve the quality and effectiveness of the reading community, the increasing results of student study will have a bearing on the increased quality of the school.

#### 4. Researcher

The analysis presented in this study will provide valuable information for future research that will explore various benefits; namely, it can add insight, can be a reference, source of information, and reference material for further research so that it can be further developed in other materials to improve the quality of learning. Besides that, the researcher also hopes that this research can motivate other researchers to be better at designing learning designs by using and developing other innovative learning models.

#### **1.5 Definition of Key Term**

To avoid problem misunderstanding and misinterpretation of the research finding, the researcher would like to explain and define the key terms are used.

##### *a) Flipped learning classroom*

Flipped learning Classroom is students are introduced to the learning material before class with classroom time then being used to deepen understanding through discussion with peers and problem-solving activities facilitated by teachers.

##### *b) Reading comprehension*

Reading comprehension is the ability to process the text, understand its meaning, and combine it with what the reader knows.

Individual ability to understand the text is influenced by their ability and ability to process information. When word recognition is complex, readers use too much of their processing capacity to read individual words, which interferes with their understanding of literature. There are several strategies for improving the

understanding of the literature and drawing conclusions, including improving the vocabulary, critical text analysis, and deep reading practice.