

**THE EFFECTIVENESS OF FLIPPED CLASSROOM METHOD TO
IMPROVE STUDENTS' READING COMPREHENSION SKILLS OF
HORTATORY EXPOSITION TEXT IN VOCATIONAL HIGH SCHOOL**

**(An Experimental Research in the Tenth Grade students' of SMK PSM Randublatung in
the Academic Year of 2018/2019)**

SKRIPSI

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LEGITIMATION

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This is certify that the sarjana's thesis
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CHAPTER I

INTRODUCTION

This chapter consist of the background of the study, research problem, the objection of the study, significant of the study, and definition of the term.

A. Background of the Study

Information and communication technology is growing increasingly rapidly. The internet is one of the result of the development of information and communication technology that can be accessed by humans wherever and whenever easily through various media. Through the internet, information spreads quickly. These development have a major impact on human life in various fields including education.

In ancient times the only source of learning for students who taught in the classroom, but this is not the case at this time. Learning resource can be obtained by students through the internet. Students can access the internet wherever and whenever. Thus students' study time is not only limited to the class with the teacher. This development must be utilized properly by teachers so that technology can have a positive impact on education.

The rapid development of the internet provides an opportunity for teacher to implement a technology-based learning model, because see the interest of internet users in the education fields is quite high in terms of viewing tutorial videos (49,67% / 71,2 million people) andtaking online course (17,85% / 25,6 million people). (APJII survey result).

The technology-based learning model that can be applied by students in learning is the *Flipped Classroom*. The *Flipped Classroom* is an instructional strategy and a type of blended learning that reverses the traditional learning environment by delivering instructional content, often online, outside of the classroom. It moves activities, including those that may have traditionally been considered homework, into the classroom. In a

Flipped Classroom, students watch online lectures, collaborate in online discussion, or carry out research at home while engaging in concepts in the classroom with the guidance of a mentor.

The *Flipped Classroom* intentionally shifts instruction to a learner-centered model in which class time explore topics in greater depth and creates meaningful learning opportunities, while educational technologies such as online videos are used to “deliver content” outside of the classroom. In a *Flipped Classroom*, “content delivery” may take a variety of forms. Often, video lessons prepare by the teacher or third parties are used to deliver content, although online collaborative discussions, digital research, and text reading may be used. It has been shown that the ideal length of the video lesson to be is eight to twelve minutes (Brumfit,1981:1).

The *Flipped Classroom* learning model is intended to make learning in the classroom more effective. In conventional classroom learning, a lot of time is spent on explaining teaching material, but very little time for student to analyze the problems given by the teacher (Utami, 2017). *Flipped Classroom* also redefine in-class activities. In class lesssoooooons accompanying flipped classroom may include activity learning or more traditional homework problems, among other practices, to engage student in the content.

The learning model used by the teacher can influence student success in learning. One way to measure student success in learning is from learning outcomes obtained by students. Learning outcomes are influenced by many factors, one of which is learning motivation. Without the motivation to learn that comes from the students themselves, learning activities will be difficult to carry out. And a teacher’s interaction with student in *Flipped Classroom* can be more personalized and less didactic, and students are actively involved in knowledge acquisition and construction as they participate in and evaluate their learning (Ramelan, 1992:3).

Based on the background described, the researcher will use a *Flipped Classroom* model to be applied to the learning of English in the 10th grade of the SMK PSM Randublatung. Therefore, the researcher conducted a study by taking the title "**THE EFFECTIVENESS OF FLIPPED CLASSROOM TO IMPROVE STUDENTS' READING COMPREHENSION SKILLS HORTATORY EXPOSITION TEXT IN VOCATIONAL HIGH SCHOOL**"(An Experimental Research in Tenth Grade students' from PSM Randublatung Vocational School in the Academic Year of 2018/2019).

B. Statement of the Problem

Based on the background of the research, the researcher formulates the problems as follows :

1. Is there a significant difference to improve students' reading comprehension skills between the students taught by using flipped classroom method and those taught by using conventional method for the tenth grade students of SMK PSM Randublatung?
2. Is flipped classroom method more effective than conventional method to improve students' reading comprehension skills for the tenth grade students of SMK PSM Randublatung?

C. Objective of the Study

Based on the formulation of the problem above, this study aims to :

1. To find out whether there is a significant difference in learning English between the students taught by using flipped classroom method and those taught by using conventional method for the tenth grade students of SMK PSM Randublatung.
2. To find out whether flipped classroom method is more effective than conventional method in teaching English for the tenth grade students of SMK PSM Randublatung.

D. Significance of the Study

This research will give some benefits follows:

1. For the Students

This research is expected to be able to assist students in learning English and students can experience new learning with Flipped Classroom models. Flipped Classroom can make students enjoy and relax in learning English process, because with this method the students can improve their English with discussing something they are doing. So it can make easy to the students to improve their English.

2. For the Teacher

The result of this study are expected to be a reference in applying appropriate learning models for students so that they can improve student learning outcomes and motivation especially in learning English.

3. For the Researcher

The knowledge and experience gained from this research is expected to be a provision for researcher when entering the workforce as educator.

E. Definitions of Key Terms

The following terms are operationally defined in this research:

1. Flipped Classroom

Flipped Classroom according to Johnson (2013) is a learning model that minimizes the number of direct instructions but prioritizes interaction in learning activities. Flipped Classroom can be interpreted as a learning process that reverses learning activities in the classroom with learning activities outside the classroom. Learning activities that

are usually done in the classroom are done at home. Conversely, learning activities that are usually carried out at home are done in the classroom.

2. Vocational High School

Especially one on a secondary level, that offers instruction and practical introductory experience in skilled trades such as mechanics, carpentry, plumbing, and construction. According to Mackey as cited in Saryati (2016, 18), all teaching must include some sort of selection, gradation, presentation and repetition. It includes selection because the teachers cannot teach the whole aspects of English language. It includes gradation because the teachers cannot teach all of what they have selected at once; the teacher have to put something one of after another. It also includes presentation because the teachers cannot teach the English language without communicating it to other people; the teachers have to present what the teachers have selected to others. Finally, it includes repetition because the teachers cannot make other people learn English language without repeating the materials they are learning; the teachers have to teach language skills with practice; all skills depends on practice.

3. Reading

Reading is one of the four skills in learning English. Some linguistics gave some definitions of reading that may help us to get clearer description. According to Harris and Sipay (1980: 9), reading may be defined as the act of responding with appropriate meaning to print or written verbal symbols.

In line with this idea, Callahan and Clark (1982: 260) stated that, reading is an active process in which people attempt to extract ideas, concepts, thoughts, or images from the pattern of words set forth on the printed page.

Another definition of reading is stated by Martha Rapp Ruddell (2005:31) she explains that, reading is the act of constructing meaning while transacting with text. The reader makes meaning through the combination of prior knowledge and previous experience; information available in text; the stance he or she takes in relationship to the text; and immediate remembered, or anticipated social interaction and communication.

From the arguments above it can be said that reading is the act of getting the meaning from written texts. Reading has a very important role in learning English as a foreign language. English texts enrich the learners with new vocabularies, structure of English sentences, and also the knowledge of its culture. By reading books in English, they can study more about the components for language such as vocabulary, pronunciation, and structure.

4. Hortatory Exposition Text

According to Linda Gerot and Peter Wignell (1995: 209-210), hortatory exposition argues that X ought or ought not to be or should or should not be the case. The social function of hortatory exposition text is to persuade the reader or listener that something should or should not be the case.

It can be concluded that hortatory exposition is a type of spoken or written text that is intended to explain the listeners or readers that something should or should not happen or be done. To strengthen the explanation, the speaker or writer needs some arguments as the fundamental reasons of the given idea. Hortatory exposition text can be found in scientific books, journals, magazines, newspaper articles, academic speech or lectures, research report, etc.

5. Conventional Method

According to Yusuf (1995), the conventional learning method is a traditional learning method or also called the lecture method, because this method has always been used as

an oral communication tool between teachers and students in the learning and learning process. In learning history the conventional method is marked by lectures accompanied by explanations, as well as the distribution of tasks and exercises.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. *Flipped Classroom*

1. Understanding of *Flipped Classroom*

In Ami Roehl (2013) discuss interactive learning activities precisely designed to encourage active learning of students, where students involved in collaborative learning and problem-based learning activities develop higher order of thinking ability. This interactive learning take advantage of the time of students activities when in and outside of which class traditional lectures that are usually performed in the classroom are converted into lectures uploaded to the internet in the form of video, audio, web sites, games and rich simulations content and the like. Furthermore, when the time in class is actively used by students to discuss things that have not been understood by students and work on the questions have a higher level of difficulty with teacher assistance. That thing is *Flipped Classroom* learning model, which was also state by Sean ,Moroney (2013) that is :

“As result of Flipped Classroom, students find more opportunities to activities in class and to have discussion about the concepts involved. However, the teacher should be very careful activities, video, presentations, or study notes to deliver content outside of the classroom”

According To Luis Tirtasanjaya (2012), it was shown that implementing a *Flipped Classroom* model in a one-to-one computing environment would be worth exploring further. More focus can be placed on the class of mixed abilities and higher abilities. Scaffolding can be further refi 2 for home and classroom activities. One possible improvement includes distinguishing guiding questions used in low activity under

questions in Bloom's taxonomy for home activities and higher order questions for class activities.

According to Johnson (2013) *Flipped Classroom* is a learning model that minimizes teaching directly from the teacher, but maximizes indirect teaching with material support that can be accessed online by students. According to Bishop and Verlegar (2013), *Flipped Classroom* is a learning technique that consists of two part, namely, interactions in study groups in the classroom and computer-based learning outside the classroom. The explanation by Bishop and Verlegar is present in the following table:

Table2.1 Understanding *Flipped Classroom* in a narrow and broad sense

<i>Flipped Classroom</i> model in narrow sense	
In class	Outside the classroom
Practice question and problem solving	Watch the learning video provide

<i>Flipped Classroom</i> model in broad sense	
In class	Outside the classroom
<ul style="list-style-type: none"> • Question and answer activities • Groups learning or problem solving 	<ul style="list-style-type: none"> • Watch learning video • Quiz and practice life question

Based on the description above, it can be concluded that the *Flipped Classroom* learning model is a learning model that reverses learning activities in the classroom with learning activities outside the classroom. Learning activities that are usually carried out in the classroom are done at home. Conversely, learning activities that are usually carried out at home are done in the classroom. The teacher as a facilitator prepares learning material

in digital form in the form of videos to be learned by students at home so that students are better prepared to learn when in class.

2. Types of *Flipped Classroom* learning model

According to Steele (in Utami, 2017), there are four types of *Flipped Classroom* learning models, namely as follows :

a. Traditional Flipped Types

Traditional Flipped is the simplest flipped classroom learning model. The learning step is students watch video learning at home, then when in class to activities and do the assignments given in groups. Then at the end of the learning carried out individual quizzes or paired.

b. Mastery Flipped Types

Flipped mastery is development of Traditional Flipped. The stages of learning are almost similar to Traditional Flipped, except that at the beginning of the lesson given repetition of material at the previous meeting.

c. Peer Instruction Flipped Types

Peer Instruction Flipped is a learning model where students learn basic material before starting classes through video. When in class students answer conceptual questions individually and students are given the opportunity to argue with each other about the questions given to ensure answer to friends. At the end of the lesson, an individual understanding test is given.

d. Problem Based Learning Flipped Types

Problem Based Learning Flipped is a learning model where students are given a video that provides clues to solve problems that arise when in class. On this model students

work with the help of a teacher. When in class, students carry out experimentation and evaluation.

Flipped Classroom learning model that will be used in this study is a *Flipped Classroom* learning model with *peer instruction flipped* type combined with *problem based learning Flipped*.

3. Teaching Procedure

The steps to apply Folded Classroom according to Adhitiya (2015) are as follows:

1. Students are asked to watch learning videos or other media prepared by the teacher at home in the previous learning.
2. Students prepare to take classes in learning by learning first at home.
3. The next step is for students to come to class to carry out activities and do related tasks.
4. In the classroom students apply abilities in the project or other simulations.
5. Activities that take place in the classroom are guided using student worksheets (LKS).
Related tasks are also given in LKS.
6. The next activity is to measure students' understanding by holding a quiz at the end of the lesson.

B. English in Vocational High School

English is a tool to communicate among many countries as a global language and also to communicate with other people especially in educational field. Mastering English is very important to gain success in facing the global era.

In Indonesia, English is a compulsory subject that has to be learnt by the students. It is one of the subjects that decide whether the senior and junior high school students can pass from their study in their own schools or not. So, the English teachers have to consider

what the considerations of teaching English in the class. According to River as cited in Saryati (2016:18), teaching English should be based on four points. Those are:

- 1)The material should be appropriate with the students' interest and ability.
- 2)Provision should be made in timetable for instruction at frequent interval.
- 3)The English language lesson must not be a special feature on one or twice a week.
- 4)The students should have the opportunity to exercise their growing skill every day.

The conclusion is that in foreign language teaching, the method that is used by the teacher is also influential to gain success in conducting language in teaching and learning process.

The success of teaching English depends on not only the four points that are explained in the previous paragraph, but also other considerations. According to Mackey as cited in Saryati (2016, 18), all teaching must include some sort of selection, gradation, presentation and repetition. It includes selection because the teachers cannot teach the whole aspects of English language. It includes gradation because the teachers cannot teach all of what they have selected at once; the teacher have to put something one of after another. It also includes presentation because the teachers cannot teach the English language without communicating it to other people; the teachers have to present what the teachers have selected to others. Finally, it includes repetition because the teachers cannot make other people learn English language without repeating the materials they are learning; the teachers have to teach language skills with practice; all skills depends on practice.

There are several differences between teaching English in vocational high schools and teaching English in senior high schools before 2013 were implemented. Teaching English in vocational high schools should refer to the program of study of students who are being taught. The English teachers of vocational schools have to teach about the language of English that is closely related to the students major of study, for example, the teachers

both explain and give information about the English expressions of handling guess to the hotel accommodation students. In addition, the teachers also give the information about the special terms that are used by mechanics to the engineering students. The teachers of vocational high schools have to consider.

However, the 2013 curriculum implements the similar concept for senior high school and vocational high school. It develops medium education curriculum which contains primarily and extra subjects. There are similarities of content between senior high school and vocational high school. This structure places the principal that student is a subject in learning process and they have same right to choose base on their passion.

C. Reading

1. General Concept of Reading

Reading is one of the four skills in learning English. Some linguistics gave some definitions of reading that may help us to get clearer description.

According to Harris and Sipay (1980: 9), reading may be defined as the act of responding with appropriate meaning to print or written verbal symbols.

In line with this idea, Callahan and Clark (1982: 260) stated that, reading is an active process in which people attempt to extract ideas, concepts, thoughts, or images from the pattern of words set forth on the printed page.

Another definition of reading is stated by Martha Rapp Ruddell (2005:31) she explains that, reading is the act of constructing meaning while transacting with text. The reader makes meaning through the combination of prior knowledge and previous experience; information available in text; the stance he or she takes in relationship to the text; and immediate remembered, or anticipated social interaction and communication.

From the arguments above it can be said that reading is the act of getting the meaning from written texts. Reading has a very important role in learning English as a foreign language. English texts enrich the learners with new vocabularies, structure of English sentences, and also the knowledge of its culture. By reading books in English, they can study more about the components for language such as vocabulary, pronunciation, and structure.

2. Reading Comprehension

Reading comprehension is the degree to which we understand what we read. There are some researchers' statements about comprehension as follows:

- (1) Reading comprehension is most likely to occur when students are reading what they want to read. (Simanjuntak, 1988: 4)
- (2) Comprehension involves almost every type of "understanding or thinking". (Carnine, Silbert and Kameenui, 1990:40)
- (3) Reading Comprehension instruction is something a teacher does that ought to help children acquire the ability to understand or work out the meaning of connected text (Durkin in Carnine, Silbert, and Kameenui 1990:40)

Based on the definitions above, the writer assumes that reading comprehension is about understanding the content of a written text. It relates to the effort to get information and the author's intended meaning of a text. Comprehension in reading becomes important because it makes the readers have meaningful reading. In other word, their reading is not useless.

3. Teaching Reading

Reading is a crucial skill for students of English as a Foreign Language (EFL). There are two main approaches on teaching reading. One is bottom-upprocessing. It focuses on developing the basic elements in the text (focus on the words and phrases). The

other is top-down approach. It focuses on the background knowledge about the text (attend to the overall meaning).

Teaching reading is more than just work hard through the textbook. Teachers need to develop and apply appropriate technique to help the learners in mastering reading comprehension skills.

1. Goals of Teaching Reading

Martha Rapp Ruddell (2005: 88) states that, the most academic goal of reading is text comprehension—the construction of meaning that in some way corresponds to the author's intended meaning. In school, however, reading has three additional goals:

1. Subject Matter Learning. Students read not only to understand text but to extend their knowledge in subject areas as well.
2. Increasing Reading Skill. At each grade level, students are expected to become better readers and to read increasingly difficult text.
3. Knowledge Application. Throughout the middle and secondary grades, students are expected to apply knowledge constructed from their reading of subject text.

From the argument above, it can be said that the goal of teaching reading is to help the learners to comprehend the reading material that they read so that they can get knowledge and hopefully they can apply it in their life.

4. Reading Technique

Reading technique is technique which helps you to read in a very efficient way. By doing the right technique, hopefully, the readers can maximize the reading and reach the purpose of reading.

There are some kinds of reading techniques. Here, Tanner and Green (1988: 62) mentioned kinds of reading techniques and their purposes.

- (1) Skimming. Skimming is reading a passage quickly to grasp the main idea or gist.
- (2) Scanning. Scanning is reading a passage quickly to find specific information of a text.
- (3) Contextual guessing. Contextual guessing is a technique by making guess about the meaning of words by looking at the surrounding words or situation.
- (4) Cloze procedure. Cloze procedure is doing by filling in the blank exercise. The readers try to fill in some words that are omitted. This technique is designed to measure how well the reader understands how a text is linked together.
- (5) Outlining. Outlining is note taking. It is designed to help the reader see the overall organization of a text.
- (6) Paraphrasing. Paraphrasing is the ability to say or write ideas in others words. The purpose of this technique is to measure the reader understanding of the main ideas of a text.
- (7) Scrambled story. Scrambled story is also called as 'jigsaw reading'. In this technique, the reader re-orders the mixed up pieces of a text to show that he is able to make a text fits together.
- (8) Information transfer. Information transfer is exercise which requires readers to transfer information from the text into another form of related text or drawing, e.g. filling in a chart and tracing a route on a map. It is designed to measure the readers' comprehension of the text.
- (9) Making inferences. Practically, this technique can be seen as reading between the lines. The reader understands what is meant but not stated in a passage.
- (10) Intensive reading. Intensive reading is reading carefully for complete, detailed comprehension, for example, main ideas and vocabulary.

(11) Extensive reading. Extensive reading is reading widely in order to improve reading comprehension, reading speed, and vocabulary.

(12) Passage completion. Passage completion is finishing a reading passage orally or in writing. It involves predicting a logical or suitable conclusion based on a thorough understanding of the text. (Grabe and Stoller, 2002:19)

The focus of this study is on using paraphrasing to improve students' reading comprehension skills of hortatory exposition text.

D. Hortatory Exposition Text

1. Definition and Social Function of Hortatory Exposition Text

According to Linda Gerot and Peter Wignell (1995: 209-210), hortatory exposition argues that X ought or ought not to be or should or should not be the case. The social function of hortatory exposition text is to persuade the reader or listener that something should or should not be the case.

It can be concluded that hortatory exposition is a type of spoken or written text that is intended to explain the listeners or readers that something should or should not happen or be done. To strengthen the explanation, the speaker or writer needs some arguments as the fundamental reasons of the given idea. Hortatory exposition text can be found in scientific books, journals, magazines, newspaper articles, academic speech or lectures, research report, etc

2. Generic Structure of Hortatory Exposition Text

Generic structure is the steps for constructing a text. In hortatory exposition there are three components: thesis, arguments and recommendation.

(1) Thesis: Statement or announcement of issue concern

Example:

Is it important to know what your kids are watching? Of course yes.

Television can expose things you have tried to protect them from, especially violence, pornography, consumerism, etc.

(2) Arguments: Reasons for concern that will lead to recommendation

Example:

Argument 1

A study demonstrated that spending too much time on watching TV during the day or bedtime often causes bedtime disruption, stress, and short of sleep duration.

Argument 2

Another research found that there is a significant relationship between the amount of time spent for watching television during adolescence and early adulthood, and the possibility of being aggressive.

Argument 3

Meanwhile, many studies have identified a relationship between kids who watch TV a lot and being inactive and overweight.

(3) Recommendation: Statement of what should or should not happen or be done based on the given arguments.

Example:

Considering some facts mentioned above, you should protect your children with the following tips:

1. Limit television viewing to 1 – 2 hours each day
2. Do not allow your children to have a TV set in their bedrooms
3. Review the rating of TV shows that your children watch
4. Watch television with your children and discuss what is happening the show

(Taken from: Understanding Types of Text)

3. Lexico grammatical Features of Hortatory Exposition Text

Lexico grammatical feature is language feature that is found in a text. Language features that usually found in hortatory exposition text are:

- (1) Focus on generic human and non-human participants, except for speaker or writer referring to self.

Example: smoking in a restaurant, bringing mobile phone in school, etc.

- (2) Use of mental processes. It is used to state what the writer thinks or feels about issue.

For example: realize, feel, etc.

- (3) Use of material processes. It is used to state what happens, e.g. is polluting, drive, travel, spend, should be treated, etc.

- (4) Use of relational processes. It is to state what is or should be, e.g. doesn't seem to have been, is, etc.

- (5) Use of Simple Present Tense. It is a tense that is used to expresses events or situation that exist always, usually, habitually; they exist now, have existed in the past, and probably will exist in the future. The formula of Simple

Present Tense is $S+V_1$ (-s/-es).

For example:

- I watch television every day.
- She reads a novel every night.

- (6) Use of temporal conjunction, e.g. firstly, secondly, thirdly, finally, etc.

E. Conventional Learning Method

One learning model that is still valid and is very widely used by teachers is the conventional learning model. Conventional learning has several meanings according to experts, including:

1. Yusuf (1995), the conventional learning method is a traditional learning method or also called the lecture method, because this method has always been used as an oral

communication tool between teachers and students in the learning and learning process.

In learning history the conventional method is marked by lectures accompanied by explanations, as well as the distribution of tasks and exercises.

2. Pidarta (1990), gives the term to such teaching as a "bank style" education organization the administration of education is only seen as an information-giving activity that must be "swallowed" by students, which must be memorized and memorized.

The Characteristics of Conventional Learning

In general, the characteristics of conventional learning are:

1. Students are passive recipients of information, where students receive knowledge from the teacher and knowledge is assumed as a body of information and skills possessed in accordance with standards.
2. Study individually
3. Very abstract and theoretical learning
4. Behavior is built on habits
5. Truth is absolute and knowledge is final
6. The teacher is the determinant of the learning process
7. Good behavior based on extrinsic motivation
8. Interaction between students is lacking
9. Teachers often act to pay attention to group processes that occur in study groups.

F. Review of Related Study

The first previous research was conducted by Suranakkharin (2017), He examined the students' attitudes towards the flipped model. The experimental class was exposed to the flipped classroom instruction which the contents were provided outside of class time and class time was used for activities. Then, the controlled class was taught by the traditional method which the lesson delivered during class and supplementary exercises were given

outside of class time. The findings of this research showed that flipped instruction can enhance the students' collocation knowledge.

The second previous research was conducted by Yoshida (2016), The purpose of the study was to identify Japanese university student "perceived usefulness of "flipped learning" on instructional design for elementary and secondary education. A self-report questionnaire sheet, which was a written form of free-response style, was used to identify learners' perceived usefulness of the "flipped learning." Participants were asked what they found useful about "flipped learning". Participants were 66 Japanese third-year university students who participated in an educational technology class.

Results of the survey revealed that one fourth of the participants found "flipped learning" useful because learners can study through the video over and over again, "flipped learning" enhanced learners' understanding, learners could study at their pace, learners could stop the video whenever they wanted to, learners could study though the video on their own time, and flipped learning enhanced the effectiveness of classroom lessons. The findings of this study suggested that instructors should promote learners' perceived usefulness of "flipped learning". "Flipped learning" requires learners to autonomously study at home and collaboratively study in class.

Clark (2013), This action research study sought to bring about improvements in student engagement and performance in the secondary mathematics classroom through the implementation of the flipped model of instruction and compared student interaction in the flipped classroom to that of a traditional format. The flipped classroom model of instruction was implemented over a seven-week grading period to tenth grade students who were enrolled in Algebra I courses at the research site. Changes in the student participants' perceptions and attitudes were evidenced and evaluated through the completion of a pre- and post-survey, a teacher-created unit test, random interviews, and a focus group session.

In addition, the researcher documented observations, experiences, thoughts, and insights regarding the intervention in a journal on a daily basis.

Quantitative results findings revealed that student participants responded favorably to the flipped model of instruction and experienced an increase in their engagement and communication when compared to the traditional classroom experience. The student participants also recognized improvements in the quality of instruction and use of class of time with the flipped model of instruction. In terms of academic performance, no significant changes were demonstrated between the flipped model of instruction students and those taught in a traditional classroom environment.

Having reviewed these studies related to Flipped classroom the researcher could conclude that implementing this model has a positive effect on students' achievement in different school subjects and different levels, ages and gender of students. Therefore, flipped classroom could be one of an educational value and the researcher intends to investigate this in the current study.

G. Rationale

Teaching English refers to the effort to make the students are able to communicate to each other. Even though speaking is not tested in National Examination (but since English as the dominance in many aspects), it will be a bridge for students as a social human being to communicate with each other, exchange messages, share ideas, access information, discuss and also implement some knowledge in English after they graduate from Senior High School or continue their study at college.

However, teaching English in Indonesia face some problems such as teaching and learning English uses un-interactive classroom model, the students are lack of background knowledge of the topic when discussed spontaneously in the class, the time and the number

of students to practice is limited, and also the students' differences in attitude, motivation, and learning style.

By applying flipped classroom model, the students are expected to get much input through online video from Youtube channel in the outside class and produce the language through discuss with their group in the classroom. Therefore, the students have many opportunities to speak and interact with their friends in English. It is expected to make the students are more confident, enthusiast, and also reduce their anxiety. Moreover, the flipped classroom model is the best way to integrate technology and education for students in this millennial era.

H. Hypothesis

Ha : There was effective in applying flipped classroom model to improve students' reading comprehension skills.

Ho : There was not effective in applying flipped classroom model to improve students' reading comprehension skills.

CHAPTER III

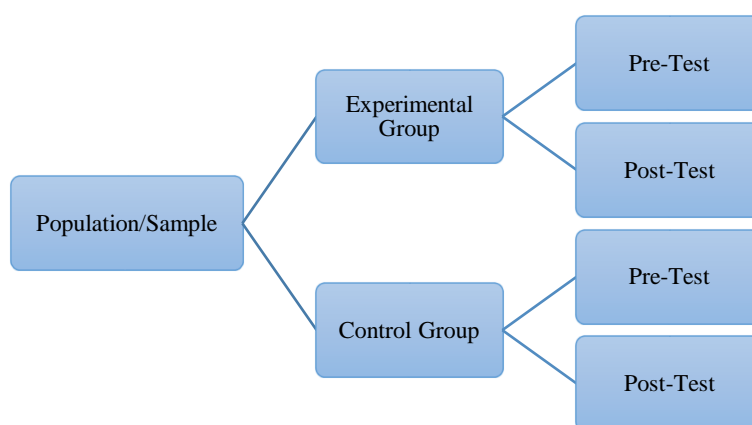
RESEARCH METHODOLOGY

This chapter covers the procedures followed through out the study. It introduces a complete description of the research design, population and samples, data collection techniques, research instrument, and data analysis techniques.

A. Research Design

The researcher adopted the experimental approach due to the nature of the research which aimed at finding the effectiveness of Flipped Classroom on the learning English among tenth graders. To achieve the aim of this study, two groups were chosen as the participants of the study, an experimental group and a control group. English was taught via Flipped Classroom to the experimental group, whereas the control group was taught English via the traditional method.

The following is a chart of the Research design I this study :



B. Population

The population of the study 29 and all of students (235) in the tenth grade at SMK PSM Randublatung, enroll during at second semester of the school year (2018-2019).

C. Sample

The sample of the study consisted of (80) students distributed into two groups: the experimental group consisting of (40) students and control group consisting of (40) students. The groups were randomly chosen from a purposive sample from Accounting Class at SMK PSM Randublatung.

The participants in both groups were tenth grade and aged nearly 15-16 years old. They were equivalent in their general achievement in accordance with the statistical treatment of their results in the final term exam of the scholastic year (2018 - 2019). This is because classes were originally distributed according to their results by the school administration beforehand. The age variable of the sample was also controlled before the experiment application. A pre-test was used to check the equivalence of achievement between the two groups.

D. Techniques of Collecting the Data

In this research, the writer had four meeting. In the first meeting, the students of experimental group were given pre-test in order to measure the condition before treatment. In the second meeting, the treatment was given to experimental group. The students were taught reading hortatory exposition text by using paraphrasing. In the third meeting, the experimental group was also taught reading hortatory exposition text by using paraphrasing. The text that is used in the third meeting is different with the text that is used in the second meeting. In the fourth meeting, the writer had a post-test to experimental group in order to know the effect of the treatment.

E. Instrument

The speaking test was given twice, in the pre-test and the post-test to answer the key point of research question “*Is there any significant enhancement by applying Flipped Classroom Model on Students’ Learning English?*”.

The pre-test was administered before giving the treatment to know the initial learning English of the students. Then, the post-test was administered to check whether the flipped classroom model can enhance or not toward students’ learning English.

Instruments before use should be tested first. Testing the instrument consists of two ways, namely validity test and reliability test.

1. Validity test

Concerning with validity, Heaton (1979:152) proposes that the validity of a test is the extent to which it measures what it supposed to measure. So, the test items should cover the material stated in English curriculum of Senior High School, in this case is eleventh grade.

Validity can also be defined as the extent to which inferences made from assessment results are appropriate, meaningful, and useful in terms of the purpose of the assessment (Gronlund, 1998:226).

In this research, the writer used the item validity and calculated them by using Point Biserial Correlation. The formula can be described as follow:

$$r_{pbis} = \frac{M_p - M_t}{S_t} \sqrt{\frac{p}{q}}$$

Where :

r_{pbis} : Coefficient of point biserial correlation.

M_p : mean of total score of them who give correct answer of the test item.

M_t : mean of total scores.

S_t : standard deviation of total scores.

p : proportion of students who give correct answer of each test item.

q : proportion of students who give wrong answer of each test item.

Arikunto (2006, 283)

2. Reliability Test

Reliability refers to the consistency of measurement that is, to how consistent test score or other evaluation results are from one measurement to another (Gronlund, 1981:93). In other words, the test measures examiner's ability consistently. Harris (1969:14) says that to have confidence in measuring instruments, the researcher needs to make sure that approximately some result would be obtained if the test were given by different times. Reliability means the stability of test scores when the test is used. A test is reliable to the extent that it measures consistently, from one time to another.

To measure the reliability of the test, the writer used the formula of Kuder and Richardson that is K-R 21. The formula is:

$$r_{11} = \left(\frac{k}{k-1} \right) \left(1 - \frac{M(k-M)}{kV_t} \right)$$

Where:

r_{11} = reliability of the test

k = the number of item

M = the mean of score

V_t = total variance

Arikunto (2006, 188)

F. Technique of Analyzing the Data

The researcher conducted preliminary analysis before analyzing the t-test data. It was conducted to see whether the data was normally distributed and homogeneous or not.

The researcher used Microsoft Excel to input the data of the students' score to analyze the normality and test of significance.

1. Test of Normality

This test is used to know whether the data that will be analyzed have normal distribution or not. Here, the writer used chi-square formula.

$$\chi^2 = \sum_{i=1}^k \frac{(O_i - E_i)^2}{E_i}$$

Where :

χ^2 = chi square

O_i = observation frequency

E_i = expected frequency

k = the number of internal class

i = 1, 2, 3,k

(Sudjana, 2005: 273)

Criterion

For $\alpha = 5\%$ and $df = k - 1$, if $\chi^2_{value} < \chi^2_{table}$, the data is normally distributed.

2. Test of Significance

To see whether the means of pre-test and post-test was statistically significant, the t-value should be obtained and consulted with the critical value in t-table.

The writer used the t-test formula:

$$t = \frac{Md}{\sqrt{\frac{\sum x^2 d}{N(N-1)}}}$$

Where :

t = t-value

M_d = mean from different score between pre-test and post-test

x_d = deviation of each subject($d - M_d$)

$\sum x^2_d$ = total deviation square

N = number of subject

df = $N - 1$

Arikunto (2006, 306)

Criterion

There is a significant difference between pre-test and post-test if $t > t_{table}$.