

The Effect Of Flipped Classroom On Students' Reading Comprehension

Herlindayana (herlinereke@gmail.com)

Sahlan

Alberth

Halu Oleo University, Indonesia.

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ABSTRACT

The Flipped classroom is an educational model in which the standard lecture and homework elements of a course are "reversed" or "flipped" in that which is traditionally done in class is now done at home, and that which is traditionally done as homework is now completed in class. This study aimed to investigate the effect of a flipped classroom on students reading comprehension and to examine students' perception about the flipped classroom. This study employed a pre-experimental mixed method design combining both quantitative and qualitative designs. The study was conducted at SMA Kartika XX-2 Kendari, involving 32 students. Instruments of the study were reading test and questionnaires with 5 open-ended questions. Data of the present study were acquired from pre-test, post-test and questionnaires. Results of the study found that there was a significant positive effect of flipped classroom on students' reading comprehension, $p(0.000) < 0.05$. The effect size was 1.27887. What is more, the majority of the students reported that flipped classroom impacted positively on their learning and learning experience.

1. INTRODUCTION

The advent of the internet based learning and technology has paved the way for flipped classroom. The flipped classroom is a learning design that may play an important role in blended learning (Baepler, Walker & Driessen, 2014). A number of

advocates of this type of learning present strong points of flipped teaching/learning or flipped classroom and promote it highly nowadays.

Bergmann and Sams (2012, 2014) argue that classroom time can be used best to reverse the traditional classroom pattern through the use of videos recorded by the teacher (or available online) so that teacher spend more time to help students to understand lesson contents better. The originators of the flipped classroom define the concept as what was formerly done in class is done at home, and what was formerly done at home is now carried out in class (Bergmann & Sams, 2012). The term of flip teaching is relative; it is not a fundamentally novel teaching method (Berrett, 2012). Over the past decade, a number of corresponding terms, such as inverted classroom (Lage & Platt, 2000), just-in-time teaching (Novak, 2011), flipped classroom (Bergmann & Sams, 2012), and inverted learning (Davis, 2013), have been presented in the literature to describe this method or approach, which emphasizes student preparation before class.

There are many reasons why flipping the classroom is applied in education field and have become ubiquitous. Flipped classroom method has been reputed as a new strategy for engaging students in the classroom so as to increase the effectiveness of the learning process. Flipping the classroom encourages the students to take responsibility for their learning, teachers can work with student in one-on-one tutorial mode (Hamdan et al, 2013), and students have time to process and reflect on concepts and increase their knowledge base before coming to class to apply their learning.

However, although flipped classroom is very simple and an effective way to engage students in learning, it is not a "one size fits all" model. On the teaching side, many instructors will feel difficult to change their mind about being "sage on the stage" to become "guide on the side". In addition, on the learner side, students have to have a high motivation and push to watch the videos at home just like they need motivation to read their textbooks and finish their homework. Moreover, not all students have access to the same technology such as smart phones or laptops, especially at home when students will learn and watch the videos before attending the class next day, and maybe there could be a digital divide against the flipped classroom methodology (Frydenberg, 2013). Despite this predicament, there are several studies that have investigated with results report being relatively consistent in that general student opinion of the flipped classroom tends to be positive (Bishop and Verleger, 2013).

In contrast, despite the flipped classroom becoming more ubiquitous over the past decade, the true effectiveness of flipped classroom towards EFL students may still less to investigated. Indeed, flipped classroom has been applied in every course all over the world and majority those researches result that flipped classroom is preferred rather than traditional classroom. Nevertheless, the research about the effectiveness of flipped classroom towards EFL students is still not widely and less developed. Following on this predicament, the review of studies about the effectiveness of flipped classroom in other courses and in English course will explored even though majority the study of flipped classroom in EFL students may just examine students' perception and the implementation of it. For instance, an

application of flipped classroom model on linear algebra and introductory statistics course have yielded conflicting and inconsistent findings as reported below.

On linear algebra course showed that students' examination score in the flipped classroom was more increase than students in the traditional lecture section and they were quite positive regarding the course (Love, Hodge, Grandgenett & Swift in Uzunboylu, 2015). Similarly, in Sung (2015) Jaster finds that a majority of students prefer a traditional lecture approach than flipped classroom in a first-year algebra course. A different view is in course of introductory statistics showed that students in a flipped classroom were less satisfied with the classroom structure than in traditional classroom, but they became more open to co-operation and innovation as the semester progressed (Strayer in Sung, 2015). Subsequently, the research was conducted in English course or EFL students may just examine students' perception and the implementation of it. It was very few studies that examine about the effectiveness of flipped classroom in English course especially about the students' learning outcome. In this case, the study of flipped classroom that Basal (2014) was conducted is an investigation the perceptions of prospective English language teachers at a state university in Turkey on flipped classrooms. It is also sought to explore to introduce the implementation of a *flipped classroom* into an English language class.

Following on from the previous studies, although a significant number of studies of another course have examined the effectiveness of flipped classroom on the basis of students' learning outcomes, as indicated by test score, further research is suggested to study the effect of a flipped learning environment on obtaining learning outcomes in English course (Butt, 2014). Accordingly, in the field of language education, little or no research to date has rigorously studied whether and how flipping the language classroom can enhance students' learning. As a result, this research will focus on the effectiveness of flipped classroom in English course which integrated on reading skill which is measured by test scores of reading comprehension. Besides, this research will conduct students' perception after taught flipped classroom model to know students' experience.

2. LITERATURE REVIEW

2.1. Flipped Classroom

Suardika, Alberth, Wirahardja, barlian & Momo (2016) stated that flipped classroom as "(a) the professor's lecture is delivered at home and (b) the student's homework is done in class". Thus, in a flipped classroom, materials delivery is conducted outside of the classroom by means of pre-recorded video or downloadable video from Youtube or other sites. Correspondingly, what is typically the homework becomes in-class activities.

The constructivist approach to teaching calls on learners to become active classroom participants by placing the passivity of listening to a lecturer and to devote face-to-face classroom valuable time for peer collaboration, inquiry, and project-based learning. Traditionally, teacher spends class time introducing basic concepts, explaining ideas, asking students to read, giving boring lectures, and so on. So, classes are teacher dominant. As a reaction to teacher centered learning, the flipped classroom gives instructor valuable tools in changing these practices by freeing

class time to better assess student learning and using class valuable time to help students apply the knowledge they gained through online lecturers, notes, and etc (Dickenson, 2014; Prodoehl, 2015). Basically the concept of a flipped class is this: that which is traditionally done in class is now done at home, and that which is traditionally done as homework is now completed in class (Bergmann & Sams, 2012, 2014). But as you will see, there is more to a flipped classroom than this.

For last several years, a number of advocates present strong points of flipped teaching/ learning or flipped classroom and promote it highly nowadays. It was for the first time Jonathan Bergmann and Aaron Sams who adopted flip approach in teaching chemistry as secondary level. They captured their lecture through videos and audios for their students before the class teaching. Students watched and heard those videos and audios and learn the basic concepts of chemistry at home. Class teaching was reduced to practical work and experiments.

The related literature showed some successful attempts to apply the flipped classroom learning. Ogden et al., in Alsowat (2016) designed a flipped classroom model for teaching algebra to college students using Joyce, Weil & Calhoun framework. Another framework was presented by Ogden & Shambaugh (2016) who used an integrated teaching model acknowledging multiple teaching approaches, including in-class cooperative learning, mentored laboratory activities, and online teaching videos for teaching algebra. As a result of the absence of flipped classroom models for teaching English as a foreign language, there is a demand for designing an EFL flipped classroom teaching model to direct EFL instructors to the practical procedures that can be implemented step by step in EFL classrooms. The EFL flipped classroom teaching model of the current study is called the "EFL Flipped Classroom Teaching Model (EFL-FCTM).

Deeper understanding of the theories underlying the flipped classroom learning should be considered in order to suggest the (EFL-FCTM). The first is the Cognitive Taxonomy Theory (CTT) that emphasizes the Bloom's modified cognitive domains which are hierarchical in nature and start with remembering (the lowest level) and end with creating (the highest level). CTT is a logical fit to understanding the research on flipped classrooms. As there CTT elements in the flipped classroom format. Bloom's taxonomy is a useful tool for classifying the level of cognitive demand of intended learning outcomes. It is contended that every classroom teacher should be proficient in employing such a taxonomy for unpacking his or her curriculum (Gareis & Grant, 2015; Hussey et al., 2015).

The second theory is the constructivist active learning in which students' questions are highly valued and students are viewed as thinkers and primarily work in groups. Students learn more when they take responsibility for their own learning. Constructivist theory views learning not as sequential and linear, but integrated and complex. Learning is a process that engages the learner in sensemaking activities shaped by prior knowledge. Activities are structured so learners create and control the development of their own learning from beginning to end (Foote, Vermette & Battaglia, 2013; Keengwe et al., in Alsowat, 2016).

The third one is student centered learning in which learning is transformed into a dynamic, interactive learning environment where the educator guides students as they apply concepts and engage creatively in the subject matter.

Without these activities, the flipped classroom simply does not exist, so the flipped classroom is a suitable approach for a multidisciplinary collaborative learning environment (Mathews, 2015).

The last one is the social interdependence theory (SIT) that its premise is how participants' goals are structured to determine how they interact and the interaction pattern determines the outcomes of the situation. Cooperation tends to induce and be induced by mutual assistance, exchange of needed resources, and trust. Positive social interdependence among students occurs when group members cooperate to achieve a common goal.

The suggested (EFL-FCTM) has four phases beginning from out- classroom activities and ending with assessment as follow:

- *Phase One:* The lesson to be flipped is chosen by the instructor; not all lessons can be flipped. The instructor begins to determine the learning outcomes of the lesson. The learning outcomes are divided into lower-order thinking skills (LOTS) which include (remembering, understanding and applying) and higher-order thinking skills (HOTS) which include (analyzing, evaluating and creating). LOTS are stated to be achieved outside the classroom and HOTS should be achieved in class.
- *Phase Two:* The instructor designs the content through videos, audios, reading materials and/or by any means, and delivers it to the students before the next class. He should take in consideration that the content covers the lower-order thinking skills. At home, students watch the videos, reads the materials, listens to the audios and the other materials assigned by the instructor. They have to remember the information provided, understand the lesson ideas and analyze the content provided.
- *Phase Three:* Inside the classroom, students are engaged in active learning activities, discussions, collaborative learning, critical thinking skills and so on. Besides, pair and group work are implemented to encourage students participation and engagement. Most of the class time is devoted for student-centered learning. The instructor role is a facilitator and supporter of learning; he encourages students to participate and controls the activities been implemented.
- *Phase Four:* At the end of the lesson, students have to do projects, presentations and assignments related to the lesson. These activities are evaluated by the instructor to make sure that the learning outcomes are achieved. Finally, every step of the model is evaluated to give a feedback for the whole lesson.

2.2. Reading Comprehension

Polloway, Patton, and Serna (2005) agree that one of the most important academic skills taught in school is reading comprehension. Parker, Hasbrouck, and Denton (2002) describe comprehension in reading as, "understanding what is read". The ability to comprehend written text needs to be applied and generalized in various settings within school and also later in life. When students are able to comprehend written material, they gain meaning from the written text. As noted by Polloway et al. (2005), "the goal of reading is comprehension."

As one of the skill of language learning, reading plays role as learner media to get input. Reading comprehension is one of the reading skills that should be mastered by learners. Learners with high level of reading comprehension may get better input than learner with the low one. To get the clear meaning, it is elaborated in this session definition of reading comprehension and some aspects that influence reading comprehension.

Reading comprehension occurs in the process of identifying form, pronunciation, and meaning of words in the text. Brown (2001) states that reading comprehension is important think to develop appropriate efficient comprehension phases for the majority of the second language learners who are ready literate in their native language. Grabe and Stoller (2002) states that reading comprehension is a crucial skill for all of students to master especially in today world of hard standardized testing. They define reading comprehension as the ability of understanding and interpreting information of a text correctly. The purpose is to get the meaning of written text. Additionally, reading comprehension requires effective and efficient reading ability.

Horowitz (2006) states that reading comprehension is a strategy to match reader's expectation and existing knowledge related to text. To achieve reading comprehension, previous knowledge about topic of the text is needed. Reading comprehension is reader and text interaction which relies on reader's prior knowledge about topic of the text as a reference.

3. METHODS

3.1. Design of the Study

The researcher uses pre-experimental design with one group pre-test and post-test design without control group for quantitative approach. It attempts to seek the evidence whether independent variable affects dependent variable after the treatment is conducted and to identify the significant effect of independent variable to dependent variable. The method for gathering for gathering the data in this study based on one group Pre-test and Post-test without randomized control group (Creswell, 2003). According to James P. Key (1997) one group pre-test and post-test design as a simple design that is used to evaluate the influence of variable that provide a measure of change. So, based on the explanation above the researcher took the design because just want to know the effect of flipped classroom on students' reading comprehension.

3.2. Population and Sample

Population in this study was all students at the second graders who take majors in IPA in academic year 2016/2017. In this case, there were four parallel classes namely XI IPA 1 until XI IPA 4. The total population consists of 128 students. The samples of the study are grade XI IPA 1 students of SMA Kartika XX-2 Kendari in academic year 2016/2017 with the number of students are 32 students. Because of the study will use pre-test and post-test design, the researcher will take one class as a sample thus, the technique of selecting sample of the study is purposive sampling technique.

3.3. Teaching Procedure

The teaching procedures of the flipped classroom model divided into three phases are Before Class, During Class, and After Class. Thus, the models that will be used in this study are:

- Before Class Section; Teacher gives screencast, reading material, and worksheet about narrative text to the students. Students are guided to read the reading material and watching the screencast. After watching the screencast, students have to take notes and do a quizzes or worksheet in the end activity.
- In-Class Section; Teacher asks student to hand in their notes and quiz or worksheet. Students hand in their notes or quiz or worksheet that they have finished in home. Then, teacher asks students about problems that students get about narrative text. Teacher gives student assignment relates narrative text or material that students learned in Before Class section. In this activity, teacher can divide students into a small-group discussion, or pair groups. It has purpose to know students' comprehension after having completed the out of class work. The last, teacher gives feedback to students about their assignment.
- After Class; students learn again their assignment in the class and revise it based on the teacher's feedback.

3.4. Instrument of the Study

A number of research instruments were employed in the present study:

1. Reading Lesson and Test

Due to applying treatments, the researcher provided reading lesson. The reading lesson consists of seven narrative texts and it is limited narrative text only. Reading test is used to know the students' reading comprehension. The test is in form of multiple choice tests with each question had five distracters (A, B, C, D, and E); only one answer is correct, and one point was given to the correct answer and zero for the false one.

2. Screen cast

Morton, Mark (2015) states that a screen cast is a narrated video recording of your computer screen. Unlike a video recording of a classroom lecture, in a screen cast the person giving the lecture is not the primary visual focus rather; his or her presentation material is the primary focus. In this study, the researcher will use six screen casts with different topics. All of it taken from You tube Education, as follows:

3. Questionnaire

Questionnaire was given as means of giving the students an opportunity to express their feeling, opinion, and thoughts. Questionnaire in this study uses close ended questionnaire with 4 items such as general flipped classroom, video, self-learning, and time. Then, there is 5 open-ended questions that can be used to support the questionnaire.

3.5. Technique of Data Analysis

T-test analysis in this study will be used to test the hypothesis of this study whether there is significant effect of flipped classroom on students' reading

comprehension or not. To know the effect of it, the researcher will use Paired Sample t-test Analysis. Paired sample t-test is used to establish whether students who receive flipped classroom can achieve their reading comprehension.

The result of close ended questionnaire is analyzed by Likert Scale. The questionnaire belongs to strongly disagree, disagree, uncertain, agree, and disagree. The scale of the questionnaires: 1 for strongly disagree, 2 for disagree, 3 for uncertain, 4 for degree, and 5 for strongly agree. Those scales use for positive statement. Meanwhile for negative statement scales are 1 for strongly agree, 2 for agree, 3 for uncertain, 4 for disagree, and 5 for strongly disagree.

4. FINDINGS AND DISCUSSION

4.1. Findings

Findings of the present study suggest that there is an improvement in students' test scores from 50.8333 in the pre-test to 70.4667 in the post-test. To examine whether or not such improvement is significant, a t-test was performed. The t-test results suggests that $p (0.000) < 0.05$ thus rejerecting the null hypothesis. Therefore, it can be concluded that there is significant effect of flipped classroom on students' reading comprehension. The effect size of the experimental treatment is determined by the value of partial eta squared. The effect size is calculated to investigate how significant the effect of independent variable in practical terms is. Cohen (1988) defined d as the difference between the means ($M_2 - M_1$), divided by standard deviation. So, based on the criteria of Cohen's effect size before, as effect size equivalent to $d = 1.28778$ would classify as large effect. It means that flipped classroom as a treatment was conducted having effect on students' reading comprehension at class XI IPA 1.

In addition to quantitative data, qualitative data was also employed to provide a more thorough picture pertaining to the effect of flipp classroom on students' learning. In this qualitative analysis, there were five open-ended qualitative response questions at the end of the questionnaire were as follows: the advantages, the disadvantages, the useful for other subject, the improvement, and another comment about flipped classroom. Almost all of students give the positive response for the advantages of flipped classroom. There are many advantages that students mentioned with the different statement but actually their goals of the advantages of flipped classroom are same. Generally, the advantages of flipped classroom that students had mentioned such as it can permit students to share and communicate each other, it is more interesting to learn the material through the video, easy to understand the material through the video, can motivate students to learn English, and make the class time is efficient.

Most of students didn't have problem with the implementation of flipped classroom. But, they have problem with the video. Most of students stated that they were disappointed that they could not immediately ask a question when they were at home watching a lesson video. Additionally, they stated that when they don't understand the video, then they became frustrated and did not wait until the next day because they may forget or not be able to finish the work they were doing at home.

Students were asked if the flipped classroom could be useful in subjects other than English and to explain why or why not. In this question, there are three answer that students were given. There were two students couldn't explain and decided whether the flipped classroom is appropriate with other subject or not because this was the first time knowing about it and maybe need more class for conducted flipped classroom. Based on the students' responses above, it can be seen that the reason why students agree to recommend the flipped classroom for other subject is can making the time is efficient and can't consume much time. Besides, through flipped classroom using video, it can be learned everywhere and every time depends on students when they want to watch it. However, they had same responses why they disagree to apply the flipped classroom for other subject. They stated that it couldn't be useful for other subject when the subject relates to calculation and formulas because those subject need long and directly explanation from the teacher. If they got the material at home, it perhaps students didn't understand the subject.

The fourth open-ended question asked students what improvements they would recommend for the flipped classroom. Generally, the improvements that students give as follows: students needed the subtitle of the video and make it more interesting and students wanted additional material or more article not only video. We can conclude that the improvement that students needed such as the video with Indonesia subtitle and made the video to be more attractive, additional material or article relates the video, then in-class activities should be more various not only finished the homework.

The last survey question, please state any other comments you wish to make about the flipped classroom, was provided to give students the opportunity to provide additional feedback that was not related the previous open-ended questions. Through watching the video, it can make students easily to re-access the material that have given. It will be very useful when they forget the material and they can recall it every time. The students felt flipped classroom was the best way to make their mastery learning better, then through the quiz that was given, it was very helpful because can help them to examine their comprehension.

However, there were two students responded that they were not in favor of flipped classroom. One student stated that it was an interesting program with the great ideas however I prefer the traditional way of learning. Another student commented that it was not his favorite way of learning. Besides, there were eight students didn't give comment about this fifth open-ended, then there were several students comment almost same with the answer of first open-ended question although with the different language style. They comment such as: the video should be more attractive and was given the subtitle; through watching the video in flipped classroom, students were free to watch it anytime.

4.2. Discussion

In this discussion, the researcher will explore and expand the findings in before subsection. In this study, there are 2 aims was conducted. They are the effect of flipped classroom on students' reading comprehension and students' perception of the flipped classroom.

Based on the data finding, the result of t-test shows that there is significant effect of flipped classroom on students' reading comprehension. The students' reading comprehension increase after the flipped classroom was conducted. It can be seen from the students' pre-test and post-test score.

There are 30 students as the sample of the study. It was conducted at class XI IPA 1. In the pre-test before the conducting flipped classroom, the mean score is 50.8333 with the range is 53.00 which minimum score is 20.00 and maximum score is 73.00. The standard deviation is 14.1082 and the sum is 1525.

In the post-test, the students' score increase although the improvement is different for all of students. There are small, medium, and high improvements. The total numbers of score in post-test is 2114 with the standard deviation is 16.3047. The mean score became 70.4667 with the range is 50.00 which then minimum score is 47.00 and the maximum score is 97.00.

There is an improvement from students' pre-test score to students' post-test score. The mean score is 50.8333 to 70.4667. Besides, the improvement was marked through the students' gain score. There are 14 of 30 students categorizing in high and moderate improvement with the amount of 7 students respectively. Then, half of students (16 students) are categorized in low improvement. Generally, the mean score of students' gain score is 0.43 which is categorized as moderate improvement. So, it can be concluded that the flipped classroom can improve students' reading comprehension and give an effect.

Based on the analysis result of the hypothesis using paired sample t-test, it is proved that the flipped classroom has significant effect on students' reading comprehension. The significant effect is $0.000 < 0.05$. It means that the null hypothesis is rejected and the alternative hypothesis is accepted. So, the answer of the first research question is yes, there is significant effect of flipped classroom on students' reading comprehension with the effect size is 1.28778 and categorized as the large effect.

The Students' Perception of Flipped Classroom

The second aim of the study is to investigate students' perception of flipped classroom. In this study, the questionnaire with 13 items was given and 5 open-ended question.

There were 13 items of 5-likert scale questionnaire. There were four themes that were discussed in the questionnaire. The first is general flipped classroom. Most of students performed that they agree that the flipped classroom. There is five items stating about general perception of flipped classroom. Mostly 75% students agree that flipped classroom is engaging than traditional classroom and can help students to improve their learning of English. Besides, through the flipped classroom, they can have greater opportunities for sharing each other and discuss to solve the problems of their assignment. Pyzdrowski & Shambaugh (2014) state that the flipped classroom approach to teaching is "a pedagogical design that replaces what typically takes place during a face-to-face lecture (passive transfer of knowledge) with engaging activities and assigns the lecture as homework for students to complete autonomously outside of class". Besides, Centre for Teaching Excellence (2016) stated student motivation, which underlies the whole learning process, can be

affected by the design of the activity. An enthusiastic instructor who has good rapport with students and creates an open and positive atmosphere in class can motivate student participation and learning.

The second theme is about the video. 65% students agree that the lesson through the video and it make students' motivation increase. They can learn and watch the lesson video every time and everywhere when they are free. Through the lesson video, students can be more understand about the material in the next day in-class activities. It is supported of Morton (2016) stated that in flipped classroom, screencast is very helpful on teaching learning process. It can make students comprehend the lesson or material before they come to class next and have base of material will learn in-class section. However, there were several students disagree or uncertain about the video because of several reasons such as one student want there is a subtitle of the video. Another reason is watching the video is monotonous sometimes.

The third and fourth theme is about the self-learning and the time. Around 70% students agree that self-learning include the pace and mastery learning support the flipped classroom. Besides, they don't need to worry about the time because they have much time to do in-class activities. CTE (2016) stated that students can control the time, pace and place of learning with the online materials. Many students find it useful to repeat segments of an online presentation when they are having difficulty with a particular concept or when they are studying for the final exam. For some students the ability to rewind and listen to a presentation or explanation again can help them make more meaningful notes or overcome language fluency difficulties. Additionally, flipped classroom is reputed make students have good mastery learning because they have been had good comprehension when come in class.

As the findings of the open-ended questions that flipped classroom have advantages and disadvantages for students. Most of students stated that flipped classroom can make students having greater opportunities to share each other to solve the problem when in-class activities. The advantages are supported of the social interdependence theory that its premise is how participants' goals are structured to determine how they interact and it occurs when group members cooperate. Positive social interdependence can be promoted by using cooperative learning strategies and the flipped classroom may be a suitable environment to promote students' positive social interdependence (Ainsworth, 2013; Johnson & Johnson, 2011 in Alsowat, 2016).

Another advantages is flipped classroom can make students active in learning which students learn more when they take responsibility for their own learning. Besides, in-class activities, student centered learning is applied where the educator guides students as they apply concepts and engage creatively in the subject matter. Most of students state that through the flipped classroom, they can learn independently and take the responsibility to solve their problems and it can make them more active (Mathews in Alsowat, 2016).

Besides, there were several improvements of flipped classroom that students mentioned. Students' state that the video includes the material can be improved anymore. They also comment that need additional article relates to the material not only the video, besides in-class activities, they need activity that mixed game in order not only do an assignment.

Limitation of the Study

After the researcher conducted the research, there are some limitations of the study. The first one is the researcher only use one class without control class because only know the effect of flipped classroom on students' reading comprehension. Then, only investigate general students' perception, maybe the further research is needed to explore from another aspect such as the satisfaction and the students' engagement.

5. CONCLUSION AND RECOMMENDATIONS

5.1. Conclusion

Regarding to the aim of the study and based on the findings, data analysis and discussion, it can be concluded that:

1. There is significant effect of flipped classroom on students' reading comprehension which is indicated through the analysis of paired sample t-test. It shows that the significant test is $0.000 \leq 0.05$. It means that the null hypothesis is rejected and the alternative hypothesis is accepted. The effect size of the flipped classroom on students' reading comprehension is 1.28778 and it is categorized as large effect based on Cohen's criteria.
2. From thirty students, most of students stated that they agree that flipped classroom is better than traditional classroom and it was improved their learning of English. Based on the questionnaire that was given and analyzed, all of students agree for all the item of the questionnaire. In addition, through the open-ended question several reasons that make flipped classroom is more chosen than traditional classroom such as it is interesting learn trough the video, make students share each other, and students have basic comprehension about the material for the next day in- class activities.

5.2. Recommendations

For further research, the researcher suggest to explore more deeply about the students' perception toward the flipped classroom for example students' attitude and investigating other variables that may caused students' reading comprehension which have not been found in the study. Then, it is suggested for other researchers use the control class to know the difference then the future research should expand to the other variable that have not measure in this research for example about the gender.

In the application of flipped classroom, the further research should be give an extra attention with the video will be used. Make sure the video can make all of students or respondents comprehend easily.

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