



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

THESIS

BY

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ABSTRACT

Arbianto, Muh. 2021. The Effect of Flipped Instructions Model (FIM) on student's Reading Comprehension of Descriptive Text at seventh grade in SMP NEGERI 1 LADONGI. Thesis, English Language Education Study Program, Graduate Program, University of Islam Malang. Advisor: (I) Dr. Dzul Fikri, M.Pd.

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

In a line with the development of technology many teachers use flipped instruction model as their model to teach in the classroom, especially in reading class. Flipped instruction model is an innovative teaching method that reverses traditional teaching rather than lecturing, teachers assign videos as homework to introduce the topic on students. Hence, the present study was designed to find out the effectiveness of flipped instructions model on students' reading comprehension of descriptive text. This research is a type of quantitative research with the Experiment method where this research is a pre-experimental design that utilizes one group pretest and posttest without a control group. There was two variables in this research: independent and dependent variable where the independent variable is flipped instruction model and dependent variable is the students' reading skill. The participants in this research were 33 students from SMP NEGERI 1 LANDONGI, consisting of 12 males and 21 females.

The pretest was given to measure students' prior reading skills before applying treatment. After the treatment, the students are given a test as a post-test. The pre-test and post-test consisted of 20 multiple-choice questions. The data were analyzed using SPSS 16.0 for Windows and hypothesis testing (paired-sample T-test). Based on the results of data analysis, it is known that the average score of the pretest in the experimental class is 69.55, the post-test is 90.15. And the improvement of students from pre-test to post-test is 20.6. The value of the t-test is - 6.875 which is the value of sig. (2 tailed) is 0.000, it means the T-test is lower than 0.05 ($0.000 < 0.05$)

According to the result, the researcher interprets that using Flipped instructions model was effective to teach reading comprehension, especially in descriptive text.

ABSTRAK

Arbianto, Muh. 2021. Pengaruh Model Flipped Instructions (FIM) terhadap Pemahaman Membaca Teks Deskriptif Siswa Kelas VII SMP NEGERI 1 LADONGI. Skripsi, Program Studi Pendidikan Bahasa Inggris, Program Pascasarjana, Universitas Islam Malang. Pembimbing: (I) Dr. Dzul Fikri, M.Pd.

Kata Kunci: Keefektifan, Model Flipped Instructions, Membaca, Teks Deskriptif

Sejalan dengan perkembangan teknologi banyak guru menggunakan model pembelajaran flipped sebagai model untuk mengajar di kelas terutama di kelas membaca, model pembelajaran Flipped adalah metode pengajaran inovatif yang membalikkan pengajaran tradisional daripada ceramah, guru memberikan video sebagai pekerjaan rumah untuk memperkenalkan topik pada siswa. Oleh karena itu, penelitian ini dirancang untuk mengetahui keefektifan model flipped instruction pada pemahaman membaca siswa teks deskriptif. Penelitian ini merupakan jenis penelitian kuantitatif dengan metode Eksperimen dimana penelitian ini merupakan penelitian pre-experimental desain yang memanfaatkan satu grup pretest dan posttest tanpa control group. Ada dua variabel dalam penelitian ini: variabel bebas dan variabel terikat dimana variabel bebasnya adalah model flipped instruction dan variabel terikatnya adalah keterampilan membaca siswa. Partisipan dalam penelitian ini adalah 33 siswa dari SMP NEGERI 1 LANDOGI, terdiri dari 12 laki-laki dan 21 perempuan.

Pretest diberikan untuk mengukur kemampuan membaca awal siswa sebelum diberikan perlakuan. Setelah diberikan perlakuan, siswa diberikan tes sebagai posttest. Pre-test dan post-test terdiri dari 20 soal pilihan ganda. Analisis data menggunakan SPSS 16.0 untuk Windows dan uji hipotesis (paired-sample T-test). Berdasarkan hasil analisis data diketahui bahwa rata-rata nilai pretest pada kelas eksperimen adalah 69,55, nilai posttest 90,15. Dan peningkatan siswa dari pre-test ke post-test adalah 20,6. Nilai t-test adalah -6,875 yang merupakan nilai sig. (2 tailed) adalah 0,000, artinya T-test lebih kecil dari 0,05 ($0,000 < 0,05$)

Berdasarkan hasil penelitian, peneliti menginterpretasikan bahwa penggunaan model Flipped instruction efektif untuk mengajarkan pemahaman membaca khususnya dalam teks deskriptif.

CHAPTER I

INTRODUCTION

This chapter provides a brief description of the whole content of the study. In detail, this chapter will present the research background, research problems, research objectives, the significance of the research, and the research outline in this research.

1.1 Research Background

Reading is one of the important skills that is needed by students from elementary school through university levels. By reading, the students are able to get a lot of information based on what they have already read. Although generally, people think of reading as a simple, passive process that involves reading words in a linear fashion and internalizing their meaning one at a time, it is actually a very complex process that requires a great deal of active participation on the part of the reader. Reading is stated as an active process, the readers form a preliminary expectation about materials, then select the fewest, most productive clues necessary to confirm or reject that expectation (Mackay & Mountfort, 1979).

In this research, the researcher focuses on reading descriptive text, because it is the text type to be acquired by seventh-grade students of junior high school. According to Gerot (1995: 208), descriptive text is defined as a kind of text which is aimed to describe a particular person, place, or thing. It also has a generic structure like identification which identifies the phenomenon to be described, the description which describes parts, qualities, characteristics, and the language function. Students have difficulty reading this type of text because they need to identify the phenomenon described in the text and everything described like

particular person, place, or thing. The problem was also found when the students were asked to read an article and then restate about the content of the article with their own words. The ability of the students in reading an English text was very low. Many students can recognize words and know how they are pronounced, but they do not know the meanings. It is very important to improve students' reading comprehension because when students understand what they are reading, students will also more easily grasp all the lessons that have been delivered by the teacher.

One of the successes of education depends on the success of the implementation of teaching-learning in the classroom, while the implementation of teaching and learning activities depends on educators because educators are the spearhead in the learning process. Therefore, it is necessary to apply a learning model in the classroom that is more meaningful and appropriate to be able to develop students' reading comprehension skills. Educators are expected to be able to choose a learning model that is able to create an effective classroom learning atmosphere. The learning model is an action or learning plan used by the teacher in delivering material so that it makes it easier for students to understand the material presented. One of the functions of the learning model is to facilitate teachers in carrying out learning activities so that learning objectives can be achieved properly.

The increasing of technology in this era, makes teacher aware about the using of technology in the learning process, they apply it to the classroom as more and all-sophisticated facilities to facilitate the learning process delivered. The use of technology is proven to increase children's learning interest because of a more attractive appearance so that it will avoid saturation during lessons. flipped instruction model is one of method that uses technology in learning process.

Shortly, this model used video in the learning process that the teacher has provided or the students can find it on social media such as youtube and instagram. Flipped instruction model not only emphasize the use of learning videos, but also how to use time in the classroom so that learning is more qualified and can improve knowledge and ability in students' reading comprehension, especially in descriptive text.

A flipped learning approach, a newly emerged teaching model, has the potential to address the constraints of EFL classroom contexts (Lee & Wallace, 2018). It allows more time for students to learn inside and outside the classroom because of the inverted learning process with the utilization of technology (Bergmann & Sams, 2012). flipped instruction model is one of method that uses technology in learning process. Shortly, this model used video in the learning process that the teacher has provided or the students can find it on social media such as youtube and instagram. Flipped instruction model not only emphasize the use of learning videos, but also how to use time in the classroom so that learning is more qualified and can improve knowledge and ability in students' reading comprehension, especially in descriptive text. Flipped instruction model is an inverse learning method of the traditional method in which students are usually given material by the teacher in class and then the assignment will be done at home. However, this method the teacher will provide material that will be read by the rest at home. Then the learning session at school will be used for joint discussions about the material that has been given. Another understanding, the concept of the flipped classroom learning model that is students at home doing what is done in class is learning by understanding the material given by the teacher, and in class students

do what students normally do at home that is working on problems and solving problems (Bergmann & Sams, 2012).

In Indonesia, the flipped classroom model is considered a recent teaching model that takes advantage of the use of technology (Afrilyasanti, Cahyono, & Astuti, 2017). Therefore it is important to identify how students feel about and perceive a recent teaching model used because students' own judgments on what they were experiencing enable them to recognize the ease of use and the benefits of it. As a result, there will be a change in their attitudes, which will affect their willingness to study using the model and maximize the outcome of the study. In this research, because many teachers had used flipped instruction models on their learning process, the researcher want to know the effect of flipped instruction towards students' reading comprehension especially descriptive text.

Based on the explanation above, the researcher is interested in conducting research entitled "The Effect of Flipped Instruction Models (FIM) on Student Reading Descriptive text at seventh grade in SMP Negeri 1 Ladongi".

1.2 Research Problem

Based on the background of the research, the research question is:

1. How is the effectiveness of using Flipped instruction models on students Student Reading Descriptive Text?

1.3 Limitation of the Research

This research is pre-experimental one-group pretest-posttest design with quantitative model which focuses on reading comprehension of descriptive text

through Flipped Instruction Model (FIM) at seventh grade in SMP Negeri 1 Ladongi.

1.4 Scope of the Research

This research focuses on the students at seventh grade in SMP NEGER1 1 LADONGI on the use of Flipped instruction models. The data are retrieved from the second semester in the academic year of 2020/2021 of students at seventh grade in SMP NEGER1 1 LADONGI.

1.5 Research Objectives

Based on the research problem, the research aims to :

1. To measure the effectiveness of Flipped instruction models on students reading skill.

1.6 Significance of Research

1. Theoretically

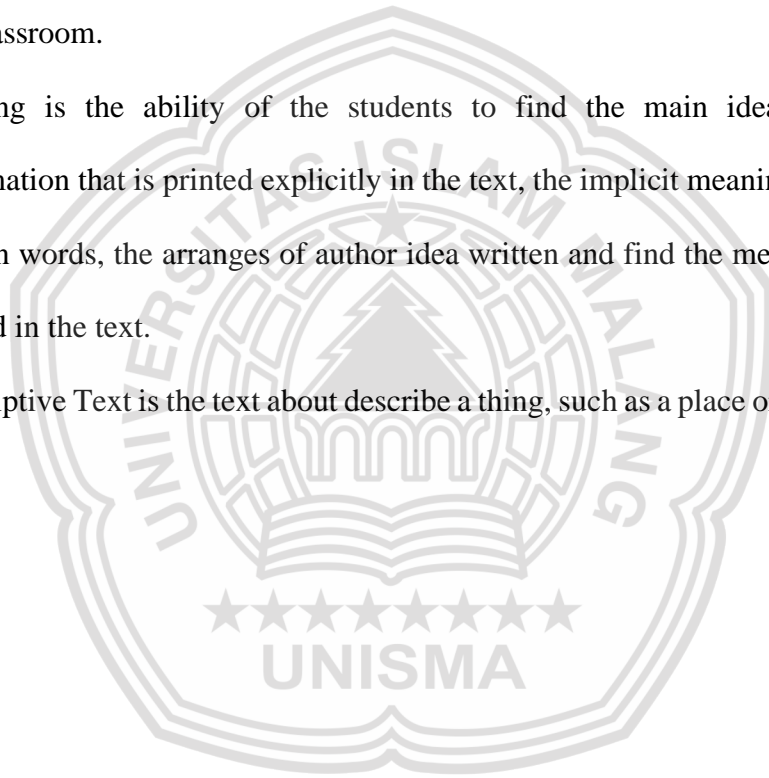
In general, this research is expected to contribute to the world of education in the teaching of English Language programs through the role of learning method to further motivate students who have difficulty in reading descriptive text. It uses flipped instruction models for students to teach reading.

2. Practically

In this research, it is expected to be able to solve the problems associated with difficulties in reading descriptive text of English and this research is aimed specifically at seventh grade of junior high school who have difficulty in reading descriptive of English, and this research uses experiment research.

1.7 Definition of Key Term

1. Effectiveness is how effective flipped instructions model toward the students reading comprehension of descriptive text before and after being given treatment.
2. Flipped instruction models is a models of learning to give the students, such as giving the video learning before they come to the class. After the students got the video they will watch the video and it will discuss when they are in the classroom.
3. Reading is the ability of the students to find the main idea, detail information that is printed explicitly in the text, the implicit meaning of the written words, the arranges of author idea written and find the meaning of a word in the text.
4. Descriptive Text is the text about describe a thing, such as a place or people.



CHAPTER VI

CONCLUSION AND SUGGESTION

In this chapter the researcher would like to write conclusions and suggestion to the further research.

1.1 Conclusion

After conducting the research with the results presented above, the researcher intends to conclude this thesis. Based on the statistical analysis, the research found that there was different score between pre-test and post-test. The mean score of post-test is higher than the mean score of pre-test. Before the students are taught using flipped instructions model, their total score of reading test is 2295 and the mean of their pre-test is 69.55. After the students were taught using flipped instructions model, their total score of reading test is 2975 and the mean of their post-test is 90.15. The result calculation of t-test and t-table for the level significant 5 % showed that there is a significant different between pre- test and post-test. The score of t-test is -6.875 and the t-table is 2.997 in the level of significance 5%. Based on the result above can be seen that the result of t-test was higher that t- table. It can be said that flipped instructions model has an effect on students reading descriptive text. The researcher concluded that there is an effect of flipped instructions model on students reading descriptive text.

1.2 Suggestion

Based on the research findings, the researcher would like to give some suggestion, especially to the teacher and the students. From the conclusion of the research above, it is found that using flipped instructions model give significant

effect to students reading descriptive text. Some suggestion for teaching and learning English are proposed as follow:

1. For the teachers

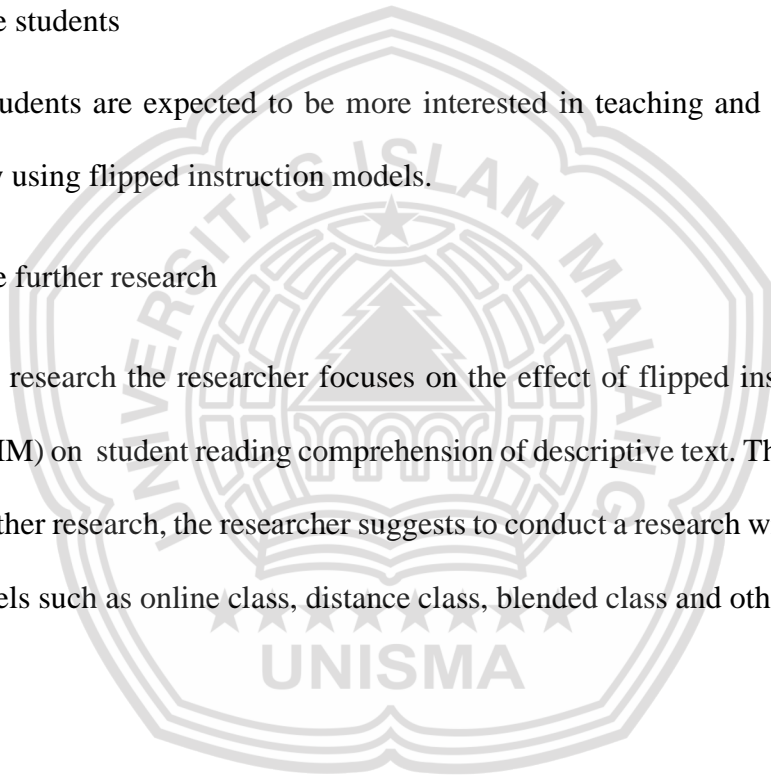
The researcher suggested to the English teacher to consider the use of flipped instructions model on reading descriptive text in order to make the students easier to understand what they read.

2. For the students

The students are expected to be more interested in teaching and learning activity by using flipped instruction models.

3. For the further research

In this research the researcher focuses on the effect of flipped instruction models (FIM) on student reading comprehension of descriptive text. Therefore, for the further research, the researcher suggests to conduct a research with other class models such as online class, distance class, blended class and others.



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