

## **ABSTRACT**

Gabrina, Lintang. Student Registered Number. 1723143101. 2018. The Effectiveness of Flipped Classroom on Students' Reading Comprehension Achievement of The Eighth Grade (Full-Day Class) Students of MTs Al-Huda Bandung in Academic Year 2018/2019". Sarjana Thesis. English Education Department. Faculty of Tarbiyah and Teacher Training. State Islamic Institute (IAIN) of Tulungagung.  
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**Keywords:** Effectiveness, Flipped Classroom, Reading Comprehension Achievement

Nowadays, many school are suggested to follow full-day program in which the class start from 7 A.M up until 4 P.M. For junior high school, sometimes full-day felt difficult for the students especially in reading class of full-day class get difficulty to give meaning the text, that cause of their tiredness. It happens because many teacher used the same method for teaching different text. It makes the students unmotivated in the teaching meaning process. Therefor the teacher should be able to used appropriate teaching method to make the students interest and happy in reading class. Flipped classroom can be used as teaching strategy to help teacher in teaching text, especially in teaching reading recount text. Flipped classroom is an innovative teaching strategy that reverses traditional teaching rather than lecturing, teachers assign video as homework to introduce the topic. In flipped classroom, the material given first through the learning video to watch at home. Student watched the video instruction as many they wanted to understand the topic and complete the task in class where the teacher is available to assist with question to check the students' comprehension. The formulation of research problem was : ' Is there any significant difference on the students reading recount text achievement before and after being taught by flipped classroom ?'. Based on the formulation of research problem, the purpose of this research was to find out whether the flipped classroom strategy id effective in teaching reading comprehension in the junior high school level or not. In this research, the researcher focused on the effectiveness of flipped classroom to develop students' reading comprehension.

The researcher conducted the research to the eighth grade in the MTs- Al-Huda Bandung. The research used pre-experimental design with quantitative approach . Population research was eighth grade of MTs Al-Huda Bandung. The sample was students' eighth grade on full-day class of MTs Al-Huda Bandung. The researcher used video learning as an instrument . The researcher took one class as the sample; 8A consist of 18 students.

Based on the result analysis, the students' mean score before being taught by using flipped classroom was 59.44 and the students' mean score after being taught using flipped classroom was 72.78. In addition, the result of statistical computation used T-test with SPSS 16.0. Showed that the significant value is

0.000. it means that result of significant value indicate that the null hypothesis ( $H_0$ ) is rejected and the alternative hypothesis ( $H_a$ ) is accepted. It means that there is significant difference score in reading comprehension before and after taught using flipped classroom at MTs Al-Huda Bandung. From the result above, it can be concluded that teaching reading comprehension using flipped classroom strategy is effective to improve students' reading comprehension to the eighth grade (full-day class) students of MTs Al-Huda Bandung.

## **ABSTRAK**

Gabrina, Lintang. Nomor Pendaftaran Mahasiswa. 1723143101. 2018. The Effectiveness of Flipped Classroom on Students' Reading Comprehension Achievement of The Eighth Grade (Full-Day Class) Students of MTs Al-Huda Bandung in Academic Year 2018/2019". Tesis Sarjana. Jurusan Pendidikan Bahasa Inggris. Fakultas Tarbiyah dan Pelatihan Guru. Lembaga Islam Negara (IAIN) Tulungagung. Dosen Pembimbing: Nanik Sri Rahayu, M.Pd.

Kata Kunci: Efektifitas, Flipped Classroom, Prestasi Reading Comprehension

Saat ini banyak sekolah yang disarankan untuk mengikuti program full-day, dimana kelas full-day dimulai pada pukul 7 pagi sampai 4 sore. Untuk SMP, terkadang full-day mengalami kesulitan terutama di kelas membaca. Mereka mengalami kesulitan untuk memberikan makna teks, yang disebabkan karena kelelahan. Itu semua terjadi karena banyak guru yang menggunakan metode yang sama untuk mengajar teks yang berbeda. Itu membuat siswa tidak termotivasi dalam proses pengajaran. Oleh karena itu, guru harus dapat menggunakan metode pengajaran yang tepat untuk membuat siswa tertarik dan senang didalam kelas membaca. Flipped classroom dapat digunakan sebagai strategi pengajaran untuk membantu guru dalam mengajar teks, terutama dalam mengajar membaca teks recount. Flipped classroom adalah strategi pengajaran inovatif yang membalikkan pengajaran tradisional daripada mengajar, guru menggunakan video sebagai pekerjaan rumah untuk memperkenalkan topik. Di flipped classroom, materi diberikan terlebih dahulu melalui video pembelajaran untuk ditonton di rumah. Siswa menonton video sebanyak yang mereka inginkan untuk memahami topik dan menyelesaikan tugas di kelas di mana guru juga memberikan pertanyaan untuk memeriksa pemahaman siswa. Rumusan masalah penelitian adalah: 'Apakah ada perbedaan yang signifikan pada pencapaian siswa yang membaca teks recount sebelum dan setelah diajar dengan flipped classroom?'. Berdasarkan rumusan masalah penelitian, tujuan penelitian ini adalah untuk mengetahui apakah strategi flipped classroom efektif dalam pengajaran pemahaman membaca di tingkat SMP atau tidak. Dalam penelitian ini, peneliti memfokuskan pada keefektifan flipped classroom untuk mengembangkan pemahaman membaca siswa. Peneliti melakukan penelitian di kelas delapan di MTs-Al-Huda Bandung. Penelitian ini menggunakan desain pre-eksperimen dengan pendekatan kuantitatif. Populasi penelitian adalah kelas delapan MTs Al-Huda Bandung. Sampelnya adalah siswa kelas delapan full-day MTs Al-Huda Bandung. Peneliti menggunakan pembelajaran video sebagai instrumen. Peneliti mengambil satu kelas sebagai sampel; 8A terdiri dari 18 siswa. Berdasarkan hasil analisis, nilai rata-rata siswa sebelum diajar dengan menggunakan flipped classroom adalah 59,44 dan nilai rata-rata siswa setelah diajarkan menggunakan flipped classroom 72,78. Selain itu, hasil perhitungan statistik menggunakan T-test dengan SPSS 16.0. Menunjukkan bahwa nilai signifikannya adalah 0,000. itu berarti bahwa hasil nilai yang signifikan menunjukkan bahwa hipotesis nol ( $H_0$ ) ditolak dan

hipotesis alternatif ( $H_a$ ) diterima. Artinya ada perbedaan skor yang signifikan dalam pemahaman membaca sebelum dan sesudah mengajar menggunakan flipped classroom di MTs Al-Huda Bandung. Dari hasil di atas, dapat disimpulkan bahwa pemahaman membaca siswa menggunakan strategi flipped classroom efektif untuk meningkatkan pemahaman membaca siswa untuk siswa kelas delapan (full-day) MTs Al-Huda Bandung.