

**TEACHING READING COMPREHENSION USING
THE FLIPPED MODEL OF INSTRUCTION TO THE
STUDENTS OF
SMK NEGERI 2 PALEMBANG**

A Thesis

By

Agtrin Laiska Dibiso

06011181419036

English Education Study Program

Language and Arts Education Department



FACULTY OF TEACHER TRAINING AND EDUCATION

SRIWIJAYA UNIVERSITY

INDRALAYA

2018

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Approved by,

Advisor 1,



Drs. Muslih Hambali, MLIS

NIP 196006161988032002

Advisor 2,

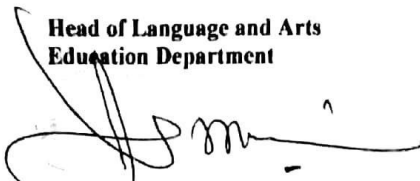


Erlina, S.Pd., M.Pd., M.Ed

NIP 1974090920001220001

Certified by,

**Head of Language and Arts
Education Department**



Dr. Didj/ Suhendi, S.Pd., M.Hum.

NIP 196910221994031001

**Head of English Education Study
Program**



Hariswan Pütera J, S.Pd., M.Pd.

NIP 197408022002121003

**Teaching Reading Comprehension using The Flipped Model of Instruction to
The Students of SMK Negeri 2 Palembang**

Agtrin Laiska Dibiso

06011181419036

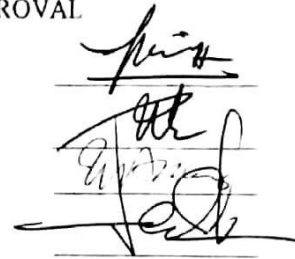
This thesis was defended by the writer in the final program examination and was approved by the examination committee on

Day

Date

EXAMINATION COMMITTEE APPROVAL

- 1 Chairperson : Drs Muslih Hambali MLIS
2 Secretary : Erlina, S Pd ,M Pd ,M.Ed
3 Member : Dra Rita Hayati, M.A
4 Member : Dedi Kurniawan, S Pd , M.Pd



Certified by,
Head of English Education Study Program,



Hariswan Putera Jaya, S Pd , M Pd
NIP 197408022002121003

I, the undersigned,

Name : Agtrin Laiska Dibiso
Student's Number : 06011181419036
Study Program : English Education

Certify that thesis entitled "Teaching Reading Comprehension Using the Flipped Model of Instruction to The Students of Smk Negeri 2 Palembang" is my own work and I did not do any plagiarism or inappropriate quotation against the ethic and rules commended by the Ministry of Education of Republic Indonesia Number 17, 2010 regarding plagiarism in higher education. Therefore, I deserve to face the court if I am found to have plagiarized this work.

Indralaya, September 2018

The Undersigned,



Agtrin Laiska Dibiso

06011181419036

THESIS DEDICATIONS

This thesis is dedicated to:

- 1) My beloved parents, brothers, and sisters who always support, pray, and love me.
- 2) All of my beloved friends who are always by my side since Junior High School until this time, Anis, Mila, Kiki.
- 3) All of my beloved friends who are always by my side since Senior High School until this time, Heffy, Fifi and Dian.
- 4) All of my beloved friends in my college life who always give support, Mismina, Mutiara, Maudy, Siti Jayanti, and Rany.
- 5) The special one Wilman Jazz Irawan who always give support and the best prayer for me.
- 6) And to other parties who have been so helpful but cannot be mentioned one by one.

Motto :

Do what can you do!

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Inderalaya, Oktober 2018

The writer,



Agtrin Laiska Dibiso

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Teaching Reading Comprehension By Using The Flipped Model of Instruction to the Students of SMK Negeri 2 Palembang

ABSTRACT

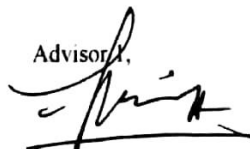
This study aimed to (1) to find out whether or not there was a significant difference in reading comprehension achievement of the eleventh grade students before and after they were taught using the flipped model of instruction, (2) to find out whether or not there was a significant difference in reading comprehension achievement of the eleventh grade students were taught using the flipped model of instruction compared to that of those who were not, and (3) to analyze the perception of the eleventh grade students toward the teaching of reading comprehension by using the flipped model of instruction. There were 72 of the eleventh grade students of SMK Negeri 2 Palembang chosen by using purposive sampling method. 36 students from XI Computer and Network Engineering 1 as the experimental group and 36 students from XI Computer and Network Engineering 2 as the control group. The data were analyzed by using paired samples t-test and independent samples t-test using SPSS version 21. The results of this study showed that (1) there was a significant difference in reading comprehension achievement of experimental group before and after they were taught by using the flipped model of instruction, (2) there was a significant difference in reading comprehension achievement of the eleventh grade students who were taught by using the flipped model of instruction compared to that of those who were not, (3) The results of students' questionnaire indicated there was a positive perception of the teaching of reading comprehension by using the flipped model of instruction. Therefore, the result of this study showed that Flipped Model of Instruction could improve the eleventh grade students' reading comprehension achievement.

Keywords: flipped model of instruction, reading comprehension achievement, and students' perception

A thesis by an English Education Study Faculty of Teacher Training and Education, Sriwijaya University

Name : Agrin Laiska Dibiso
Students Number : 06011181419036

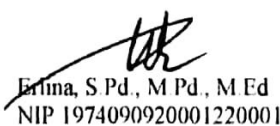
Advisor 1,



Drs Muslih Hambali, MLIS
NIP 196006161988032002

Approved by,

Advisor 2,



Erlina, S Pd., M Pd., M Ed
NIP 1974090920001220001

Certified by,
Head of English Education Study Program,



Hariswan Putera Jaya, S Pd., M Pd
NIP 19740802202121001

CHAPTER I

INTRODUCTION

This chapter presents: (1) background, (2) the problems of the study, (3) the objectives of the study, and (4) the significance of the study.

Background

One of the programs that is required to be exposed in 2013 curriculum in Indonesian education system is literacy. Through literacy, the students of senior high schools should read and write frequently. Patel and Jain (2008, p.113) state that, reading means to understand the meaning of printed words i.e. written symbols. Reading is an active process which consists of recognition and comprehension skill. This definition causes reading activity is believed to be a complicated skill in language learning. Reading activities require continuous effort and concentration because reading is not just a visual task. Readers not only use and identify symbols of printed words in front of them but they must also interpret what they read according to their knowledge, associate it with their past experience, and think ahead in terms of ideas, judgments, applications, and conclusions.

Reading is a highly valued skill in today's technology-based world. Reading is the path to success in school and life. Someone who is not able to read will not be able to succeed (U.S. Department of Education, 2005, p.7). In addition, Khairuddin (2013, p.2) says that those who are good readers are able to expand their views, experiences and thoughts. Hence, reading is viewed as a highly valued skill in our technology-driven world today. U.S Department of Education (2005, p.3) also states that reading is one of the means to gain access to all knowledge in this world. Living in a highly educated society, we are surrounded by written materials in the form of newspapers, books, journals, magazines and

other electronic sources used to gain knowledge covering almost all aspects of our lives.

PISA (Programme for International Student Assessment) is the world's global metric for quality, equity and efficiency in school education. The findings allow policy makers around the world to gauge the knowledge and skills of students in their own countries in comparison with those in other countries, set policy targets against measurable goals achieved by other education systems, and learn from policies and practices applied elsewhere (PISA, 2012, p.3). One of the assessment focuses in PISA is on the core school subject of reading. In PISA 2012, that reading ability of Indonesian people was on 64th position with OECD score was 396 (OECD average score was 496) (OECD, 2012). By 2015, the reading ability of Indonesian people has not increased significantly, despite being in 62nd position, but Indonesia people reading ability score only increased 1 point, from 396 in 2012 to 397 points in 2015 (OECD, 2015). This condition is clearly apprehensive because the ability and reading skills are the basis for the acquisition of knowledge, skills, and the formation of learners' attitudes.

According to Patel and Jain (2008, p.114), reading is the most important activity in any language class. Reading is not only a source of information and a pleasurable activity but also as a means of consolidating and extending one's knowledge of the language. Reading is very necessary to widen the mind, gain and understand the foreign culture. Reading is certainly an important activity for expanding knowledge of a language.

In English language learning, out of four skills should be mastered, reading is one of the skills which have an important function for the students. Students need to be taught how to read well, thus, they are able to master and comprehend some reading texts. Through reading, the students can get benefits that also give the impact to other language skills (listening, speaking and writing). By reading, students can develop their creativity, critical thinking and even writing skill. Reading can also develop students' spelling and vocabulary.

Although reading has many benefits, reading interest of Indonesians is very low. Based on data of UNESCO (2015), reading interest of Indonesian society is 0,001%. It means, from 1000 people of Indonesia, only 1 person has read diligently. Based on another research entitled "Most Literated Nation in the World" conducted by Central Connecticut State University on March 2016, Indonesia is declared in the 60th position of 61 countries in terms of reading interest. This means that Indonesia is just below Thailand (59) and above Botswana (61).

Pang, Muaka, Bernhardt, & Kamil (2003, p.6) state that reading consists of two related processes, word recognition and comprehension. Word recognition refers to the process of perceiving how written symbols correspond to one's spoken language. Comprehension is the process of making sense of words, sentences and connected text. Moreover, reading cannot stand alone without comprehension. In comprehension, the reader aims to grasp the meaning that resides in something, as it were. It seems that comprehension is definitely the reading goal for readers that can determine whether they get the points and understand what the author's idea or not. It also requires readers to think about ideas and information so they can get the purpose of reading comprehension.

The reason for teaching reading to the students is because reading is the fundamental skill upon which all formal education depends (Moats, 1999, p.5). Besides, reading is closely related with other subjects. Most of the materials given by the teacher in English or other subjects are presented in written form, for example in handbook, handout, reading book, exercise book and so forth. It means that to understand the materials, the students must have good ability in reading. Therefore, reading is very important to be taught to the students.

In addition, to comprehend a reading text, students need to have good reading skills. Students need to develop an understanding of their English reading to a higher level; moreover they have to pass the national exams. This is reflected in the number of English test items in which 60% of the total number of items is

on reading competence. How students get the best performance on national exams depends on their understanding of the readings provided. The problem of reading comprehension has an effect on students' achievement.

When the writer had practice teaching for PPL (Praktek Pengalaman Lapangan) in SMK Negeri 2 Palembang, especially to the eleventh grade students, the writer found that the students had difficulties in comprehending their reading text. To develop reading skill in learning English, teachers tended to implement conventional teaching. The teacher just read the text and answered questions together with the students based on the text by not paying attention to how to develop students' reading comprehension skills. The students tried to answer the available question related to the text and when they found difficult words they were reluctant to open the dictionary, they would rather to choose to play around and did not pay attention. They tried to find any reasons for a permission to get out of class. There are some difficulties faced by students in reading activities. First, most of students only have the ability to pronounce and identify the words, but they do not have the ability to comprehend the meaning of each sentence in the text. Second, it is difficult for them to concentrate as they read to get the main idea, and supporting details. They also found difficulties in analyzing the schematic structures of the text though they had read the text for several times. Additionally, the results of the students' reading achievement were not as good as the other English language skills results where their average score of reading was 55 below the minimum criteria of mastery learning. In other words, the students have difficulties in comprehend the reading text. Furthermore, the writer also found out that the average score of students' English subject in the National exams in SMK N 2 Palembang in 2016 was not satisfactory enough. As we may know that out of 50 questions given in National Examination, 35 questions are in the form of reading, while others are listening. Therefore, students need to improve their reading comprehension.

Standard competence of reading in 2013 Curriculum for Senior High School students grade eleven states that the students should be able to understand

the meaning of written short functional texts and essays in the form of report, narrative, analytical exposition, news item, explanation, and discussion related to the surrounding to get knowledge. Meanwhile, the basic competency states that the students should be able to respond the meaning of short functional texts both formal and informal accurately, fluently, and acceptably in essays related to surrounding and to respond the meaning and rethoric steps accurately, fluently, and acceptably in essays related to surroundings to get knowledge in the forms of report, narrative, description, analytical exposition, news item, and discussion.

In this study, the writer focused on analytical exposition text, since analytical exposition text is one of the difficult genres that the students learn in understanding text. Silfia, Ansyar, & Zaim (2013) in their study found that the students had some problems in comprehending analytical exposition text. They had some problems in identifying the topic, identifying the main idea, finding the meaning of vocabulary, identifying reference and inference, identifying communicative purpose, identifying generic structure, and identifying language feature of analytical exposition text. In line with Silfia, *et al.*'s finding (2013) the informal interview was conducted to an English teacher in SMK N 2 Palembang. He explained one of the students' difficulties is learning analytical exposition. The students had difficulties in determining the main idea, generic structure and linguistic features. Therefore, analytical exposition text will be the material to be conducted in this study.

Furthermore, the new curriculum demands the teacher to use various media in teaching. In teaching reading for example, besides using sorts of text found in the textbook, the students can be given articles from the internet, bring the literature or simply bring the authentic material to classroom. Moreover, to make the students get more understanding in reading text, the teacher can show slides, video or short movies in relation with the theme. There are many sources of material that the teacher can get from the internet, and the teacher just need to select the appropriate one to be a lesson material.

However, this kind of teaching takes time if every step must be done at school. While as we know that Curriculum 2013 gives only two hours of time allocation for English subject during a week. It means that the teachers only have for about 2x45 minutes to teach. This time allocation is not enough for the teacher to capture all the basic competences listed in the curriculum.

In coping with this problem, the flipped classroom has the potential to be an effective and beneficial method of education. There are many strategies that can be used to improve the students' reading comprehension achievement. One of the strategies is to make the interesting teaching and learning process, and make the students become easier to understand the content of the material, so the writer chose to apply the using flipped model of instruction in teaching reading comprehension. The flipped classroom is known by various names including the inverted classroom, blended learning and more simply, the flip (Bergmann & Sams, 2013). In this model, the traditional practice spending class time which was devoted to direct instruction and doing content related activities for homework is "flipped", so that the students receive instructional resources at home, and class time is freed up for other instructional activities. According to (Educause, 2012), flipped model of instruction is relatively new teaching strategy attempting to move the lecture outside of class, usually delivered through some electronic means, and transferring the assignments, formerly homework, into the classroom. According to Baker, (2000), the delivery of the "lecture" prior to coming to class is the first step in the flipped classroom model. In class, students are prepared to take part in collaborative situation the teacher has designed because the background knowledge has been created before the class. As in the traditional class, the inverted class meets once a week for a period of 90 minutes per session. The students are asked to study, to comprehend the material at home first, and then they will do the discussion at school. They come to school with knowledge of what they are going to learn. This technique demands the students to be more responsible and autonomous in their learning. The teachers become more creative too since, they are asked to prepare all the materials to be taught

and hand them to students. The teachers can send the the lesson materials through social media namely whatsapps to support the learning process.

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There are some previous studies which are related to Flipped Classroom Model of Instruction. Nouri (2016, p.1) found that a large majority of the students had a positive attitude towards flipped classroom. The use of video and Moodle and that a positive attitude towards flipped classroom were strongly correlated to perceptions of increased motivation, engagement, increased learning, and effective learning. It is supported by the results of study conducted by Berret (2012, p.1) that flipped teaching provides students with opportunities to develop higher order thinking under teacher guidance and with peer support. Abaeian and Samadi (2016, p.303) found that the main finding of this study was that the use of the flipped teaching strategy indeed had the potential to help teachers to improve their learning outcomes in the technology integration course.

Considering the benefits of flipped classroom in instructional process, the writer was motivated to conduct a research by using the flipped model in teaching reading comprehension instructions. Therefore, the writerproposed “Teaching Reading Comprehension by Using the Flipped Model of Instruction to the Students of SMK N 2 Palembang”as the title of the study.

The Problems of the Study

The problems of the study are formulated in the following questions:

- 1) Was there any significant difference in reading comprehension achievement of the eleventh grade students of SMK Negeri 2 Palembang before and after they were taught using the flipped model of instruction?
- 2) Was there any significant difference in reading comprehension achievement of the eleventh grade students of SMK N 2 Palembang who were taught using the flipped model of instruction compared to that of those who were not?
- 3) What was the perception of the eleventh grade students of SMK N 2 Palembang toward the teaching of reading comprehension by using the flipped model of instruction?

The Objectives of the Study

Based on the problems above, the objectives of the study are:

- 1) to find out whether or not there was a significant difference in reading comprehension achievement of the eleventh grade students of SMK N 2 Palembang before and after they were taught using the flipped model of instruction.
- 2) to find out whether or not there was a significant difference in reading comprehension achievement of the eleventh grade students of SMK N 2 Palembang who were taught using the flipped model of instruction compared to that of those who were not.
- 3) to analyze the perception of the eleventh grade students of SMK N 2 Palembang toward the teaching of reading comprehension by using the flipped model of instruction.

Significance of the Study

The writer hopes that this study will be useful:

1. For the Teachers of English

By reading this study, the teachers of English can improve their understanding and skill in teaching reading comprehension using various techniques, especially by using the Flipped Model of Instruction.

2. For the Students

The students can improve their reading skill and stimulate them to increase their reading comprehension by using the Flipped Model of Instruction.

3. For the Writer Herself

It is also expected that this study can enlarge the writer's ability and knowledge as prospective teacher in teaching reading comprehension using various techniques; especially by using the Flipped Model of Instruction.