The Implication of Flipped Classroom Toward Students Reading Ability in English Class

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Abstract

The purpose of this study was to find out the Effect of Flipped Classroom toward Students' Reading Ability in English Classroom. The sample of this study were the first grade students of Madrasah Aliyah or Islamic High School in Kaur Bengkulu, Indonesia. This study used a Quasi-Experimental design. The sample in this research was 52 students consisting of 26 students in the experimental class and 26 students in the control class taken by purposive sampling. The experimental class has given the treatment using the Flipped classroom strategy, while the control class used the conventional classroom strategy. Pre-test were given in two groups before giving the treatment. The results showed as follows: First, the average of pre-test score showed that the experimental class got 51.23 and the control class was 50,92. After being given treatment, a post-test is given. The post-test results show the average score of the experimental class was 71.85 and the control class was 62.85. The Second, the sample score of the independent T-test shows the significant value (2 tailed) is 0,000 <0.05. In other words, Ho was rejected and Ha was accepted. In short, it can be concluded that students who are taught using the Flipped Classroom strategy are better than not using it. So, it can be concluded that learning using flipped classroom has a positive effect on first grade students at Islamic High School in Kaur-Bengkulu Indonesia.

Keywords: *Flipped Classroom, Reading Ability, English Classroom, Madrasah Aliyah*

Implikasi Flipped Classroom terhadap Kemampuan Membaca Siswa di Kelas Bahasa Inggris

Abstrak

Tujuan dari penelitian ini adalah untuk mengetahui implikasi Flipped Classroom terhadap Kemampuan Membaca Siswa di Kelas Bahasa Inggris. Sampel penelitian ini adalah siswa kelas satu Madrasah Aliyah di Kabupaten Kaur Bengkulu, Indonesia. Penelitian ini menggunakan desain Kuasi-Eksperimen. Sampel dalam penelitian ini adalah 52 siswa yang terdiri dari 26 siswa kelas eksperimen dan 26 siswa kelas kontrol yang diambil secara purposive sampling. Kelas eksperimen diberikan perlakuan dengan menggunakan strategi Flipped classroom, sedangkan kelas kontrol menggunakan strategi konvensional. Pre-test diberikan dalam dua kelompok sebelum memberikan perlakuan. Hasil penelitian menunjukkan sebagai berikut: Pertama, rata-rata skor pre-test menunjukkan bahwa kelas eksperimen mendapat 51,23 dan kelas kontrol 50,92. Setelah diberikan perlakuan, diberikan post-test. Hasil post test menunjukkan nilai rata-rata kelas eksperimen 71,85 dan kelas kontrol 62,85. Kedua, skor dari sampel independen uji T menunjukkan nilai signifikansi (2 tailed) adalah 0,000 < 0,05. Dengan kata lain, Ho ditolak dan Ha diterima. Singkatnya, dapat disimpulkan bahwa siswa yang diajar dengan menggunakan strategi Flipped Classroom lebih baik daripada tidak menggunakannya. Jadi, dapat disimpulkan bahwa pembelajaran dengan menggunakan *flipped classroom berpengaruh positif terhadap siswa kelas satu Madrasah Aliyah Kaur-Bengkulu Indonesia*

Kata Kunci: Flipped Classroom, Kemampuan Membaca, Kelas Bahasa Inggris, Madrasah Aliyah

INTRODUCTION

Learning English in nowadays Indonesian Curriculum as the EFL Learners, are divided into some skills and sections, namely reading, writing, speaking and listening. This makes the opportunity for learners and teachers to discuss related to reading skill in specific is very limited. As the result, having problems in concluding a reading material becomes a major problem for students in learning English. Moreover, many students even do not get the gist of the text they read (Öztürk & Çakıroğlu, 2021). Therefore, the teachers need to create a special space for discussion with all learners outside the school-class to carry out this learning problem but with some method that can more reachable and accessible for students anywhere and anytime, especially in the covid-19 pandemic situation. To begin this research, the researchers have observed the technology information-based facilities and infrastructure in the schools during teaching and learning process. The result showed that the facilities are complete because the school is already have computer labs and Wi-Fi connection that can be accessed by both learners and teachers. LCD projector are also available to assist learning activities and for the policy of that school, the students are allowed to bring their mobile phones to school.

Furthermore, researchers also conducted an interviewswith some English teachers who teaches the first-grade students at *Madrasah Aliyah* (Islamic Senior High School) in Kaur-Bengkulu, Indonesia. Based on the results of the interview, researchers found some problems including students difficulties in determining the main idea of reading text, finding certain information, making conclusions, identifying references, and understanding the meaning of words or detailed information. From these aspects of the problem, it was concluded that the difficulties faced by students were lack of ability in understanding the text. According to the description of the problem above, the teachers need to pay more attention related to what students require, especially in dealing with students in this global era; an era in which the teachers can teach reading concepts and procedures only, but also must be able to invent a different atmosphere in the classroom. Students in the twenty-first century are generally more interested in topics relating to the digitalization, communication technology and internet, particularly how these things have changed the educational world and the way students think (Antunes et al, 2021). In another hand, the teacher can give a conversation area with no time or location constraints. As a result, students can share their concerns about reading activities and receive comments from teachers at any time. Teachers must always update their teaching methods to meet the needs of the times in order to guide students in a favorable direction when it comes to the usage of technology in the classroom. Apart from the issues stated above, the authorities outlawed gatherings at a number of locations, including schools, during the COVID-19 pandemic. Face-to-face sessions were also eliminated, although learning had to be continued online or at home in conformity with online school requirements. Therefore, students and teachers continue to do so requires a model, teaching methods, techniques, and teaching strategies that appeal to reading in accordance to the demands of the times and current conditions, namely flipped classroom strategies. Flipped classroom is one of the solutions in the learning process so that it is relevant to the times, and full online learning can be applied in the future. According to Afrilyasanti et al (2017) and also mentioned by Mubarok et al (2019), the flipped classroom model in Indonesia is considered as a current teaching model that takes advantage of the use of technology.

Based on research conducted by Shaharanee, Jamil, & Rodzi (2016) and Heggart & Yoo (2018), it shows that Google Classroom is a good pedagogical tool for improving data-related teaching and learning. Furthermore, the instructor and students feel happy with this method and students use the media inside and outside the classroom to discuss and collaborate in learning. Furthermore, a research did by Bouhnik and Deshen (2014) concluded that academic excellence, such as access to learning resources, contributions of teachers, and another learning after the official class, indicate that students in *Madrasah Aliyah* require a learning method that is in line with this modern era, namely the flipped classroom. The researchers discovered that students at *Madrasah Aliyah* in Bengkulu, Indonesia, are of the twenty-first century and are already aware of technological advancements. Meanwhile, the teacher continued to employ a traditional learning methodology, causing children to become bored and have a limited amount of time to study reading. Even though learning is not limited to the classroom, teachers and learners can mix traditional and online-based learning by leveraging technology (Hakim et al, 2022), which can be utilized to increase students' reading skill and their usage of technology in a good way. As a result, this study took the initiative to investigate the flipped classroom and its impact on Madrasah Aliyah English students' reading abilities.

LITERATURE REVIEW

In ELT there are some methods that the lecturer may implementing in the classroom based on the students need, and it may use in teaching engages students in learning process and helps them develop critical thinking skills and also language skills. Eric (2013) state that some of method lecturer may use in ELT, those are authority, demonstrator, facilitator, delegator and hybrid or blended. Flipped learning or a flipped classroom is a kind of blended learning. The concept is not new, but the term is recent. According to Yu and Gao (2022), generally, the flipped model has been presented as using lecture videos outside the classroom. It allows teachers to spend class time on more engaging activities that enhance the content of the lecture and present learning experiences outside the physical constraints of the classroom by using appropriate technologies. The flipped classroom can provide several benefits, such as: Free classroom time; Opportunities for personalized learning; Opportunities for more student-centered learning; A continuous connection between student and teacher; Increased motivation of students; A learning environment full of familiar tools, and Variety in lecture content attuned to different learning styles (Basal, 2015).

A flipped classroom may bring many benefits for ELT teachers, including videos of real life situations where students can listen to native speakers and teachers can take advantage of ready-to-use rich content (Turan et al, 2020). Once ELT teachers are comfortable with the flipped learning model, they can develop new and customized ways to improve its effectiveness in their teaching environments. The flipped model cannot be changed in its essence, however, the teacher implementing the model can modify it based on the needs and interests of the students, content of the lesson and the changeable dynamics of the classroom (El Miedany, 2019). So it is not just about using technology because it is available, flipped classroom is about finding better ways of supporting students in achieving the learning objectives and providing them with the best possible learning and teaching experiences, as well as supporting teacher in their role including the management and administration of courses.

METHODS

The methods used in solving the problem include analytical methods. The methods used in the completion of the study are written in this section. Methods Contains the type of research, time and place of research, targets / targets, research subjects, procedures, instruments and data analysis techniques and other matters related to the way of research. targets / targets, research subjects, procedures, data and instruments, and data collection techniques, as well as data analysis techniques and other matters related to the way of research.

A quasi-experimental research was employed in this study. The experiment group received treatment, while the control group without any treatment (Gilbert, Guan, & Morin, 2022). In particular, researchers used non-equivalent control group design in this research. Both the experimental and control groups were given a pre-test before receiving treatment in order to determine their current state. The experiment and control groups were given a post-test following treatment to see how they responded. The experimental group used the flipped classroom learning strategy, whereas the control group used conventional method to learn. Here's a quasi-experimental design with non-equivalent control groups (Winarno, 2013):

Table 1. Research Design of Quasi Experimental

Subject	Pre-test	Treatment	Post-test
Experimental Class	0_1	X	0_2
Control Class	0_3	X_o	0_4

Population and Sample

Students in the first-grade of Madrasah Aliyah in Kaur-Bengkulu, consisting of 110 students, were the population in this research. There, they were divided into four classes; two classes for science programs and two classes for social program. There were two teachers who teaches English in the first-grade, they are teacher A and teacher B. Teacher A teaches in science classes, while teacher B is the English teacher in social classes. The table below showed the number of students for each class:

Table 2. Population of the Research

No	Class	Famale	Male	Total
1.	Ten Science 1	20	6	26
2.	Ten Science 2	21	5	26
3.	Ten Social 1	19	7	26
4.	Ten Social 2	25	7	32
Total amount		85	25 110	

From the population, two classes were chosen for sample in this research. Delice (2010) stated that sample in a research is a representative of the population under investigation. The sample in this research were divided into two groups. One science two, consisting of 26 students, was the experimental group while One science one which also consisted of 26 students was the control group. Detailed information for the sample could be seen in the table below:

Table 3. Sample of the research

No	Group	Class	Gender		Total
			Male	Female	
1.	The experimental group	Ten Science 2	5	21	26
2.	The control group	Ten Science 1	6	20	26
Total amount					52

Both classes, which were the sample in this study, was selected by using purposive sampling technique since they met the criteria. According to Campbell et al (2022), purposive sampling is a sampling approach that includes criteria or considerations. It is a method for defining sample considerations. The samples were chosen by the researcher based on some commonalities in traits, such as: the control group and the experimental group are both taught by the teacher A, an English teacher who teaches class one science 1 and one science 2, and they had some of the same reading problems.

Instruments

The research instrument used to measure students' reading ability was reading material in the form of report text. The test instrument divided into two parts for pre and post-test. Multiple choice questions taken from many first-grade of *Madrasah Aliyah* English books connected to reading in report texts and other sources were utilized in the pre and test instruments. The test is an objective test with twenty-five multiple choice items with five options (A, B, C, D, and E). The pre and post test instruments were different, but both tests have the same level of difficulty. The researcher utilized the scale interval categories to determine the individual sample score:

Table 4. Five Scale Interval Percentages (Arikunto, 2019)

Interval Percentage	Qualification
80 – 100	Excelent
70 – 79	Very good
60 – 69	Good
50 – 59	Low
< 49	Fail

To prove the validity and reliability of test items, the researcher conducted a try out in another population with the same characteristics as the sample in this study. The twenty-five pre and post test questions were initially tested on twenty-six students who did not belong to the experimental or control groups.

Data Analysis

This study used quantitative data analysis. After the data from the instrument (pre-test and post-test) is obtained then the data analyzed to answer the research questions. Analyzing the data is the final step in the experimental procedure (Freeman, 1998; Cresswell & Cresswell, 2017. This is do to determine whether there is a significant difference in the reading ability to scores of students taught in the Flipped classroom and students taught using traditional learning. Researchers used the t-test formula with SPSS (social science statistical package) version 25 to calculate the pre-test and post-test results. Before conducting the hypothesis test,

first the normality and homogeneity tests were carried out. So, the researchers analyzed the data statistically as follows: Normality Test, to measure whether the data of test have normal distribution or not (level of significance of 0.05); Homogeneity Test (To test whether the data variants on High and Low proficiency are the same or not (level of significance at 0.05); Hypothesis Test (To test the study hypothesis).

RESULTS AND DISCUSSION

In this study, the researcher was used Flipped classroom strategy as an independent variable, while student reading ability as a dependent variable. This experimental method dealt with two groups; an experimental group and a control group. Experimental group is a group that using Flipped classroom strategy in teaching and learning process, while the control group using conventional method. Both experimental group and control group recieved same pre-test. The criteria whether guiding question could increase the students' ability in reading was determined by the differences between the scores of the pre-test and post test.

Before the researcher analysing the data used an independent sample t-test, the researcher must analyzed the normality and homogeniety distributed. Normality test is obtained by Saphiro-Wilk test. The normality test where the results of the data had normality distributed if the results of significance probability or p-value higher than 0,05. The results as follows:

1. The data of normality test on pre-test in control group and experimental group

Normality test results on the data of students' pre-test values are presented in Table 5 below:

Table 5. Tests of Normality of Pre – Test

	Group	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	Df	Sig.
Pre-Test	Control Group	.116	26	.200[*]	.966	26	.532
	Experiment Group	.139	26	.200[*]	.955	26	.310

a. Lilliefors Significance Correction

Based on Shapiro-Wilk test above, that significance probability (sig) in both of groups were higher than $\alpha = 0,05$. It could be seen based on the data in the control group sig was $0,532 > 0,05$ and also sig in the experimental group was $0,310 > 0,05$. So, it could be concluded that data in both of groups has nomally distributed. Beside that, it would be described on diagram histogram below:
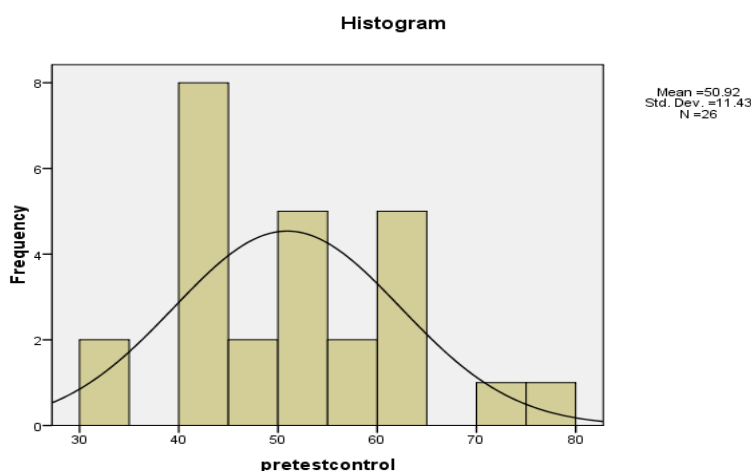

Histogram

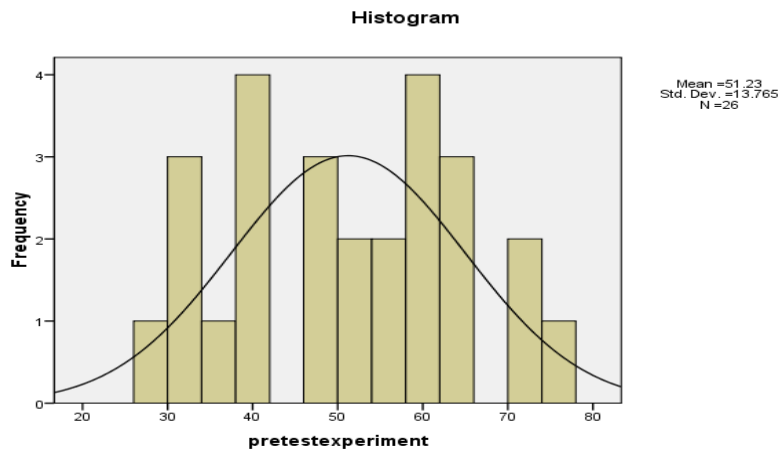**Figure 1. Histogram and Polygon Pre- test in the Control group**

Figure 2. Histogram and Polygon Pre- test in the Experiment group

2. The data of normality test on post - test in control group and experimental group
The normality test results on the data of students' post-test values are presented in Table 6 below:

Tabel 6. Tests of Normality of Post – test

	Group	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
		Statistic	Df	Sig.	Statistic	Df	Sig.
Post-Test	Control Group	.181	26	.028	.948	26	.205
	Experiment Group	.163	26	.073	.925	26	.060

a. Lilliefors Significance Correction

Based on Shapiro-wilk test above, that significance probability (sig) in both of groups were higher than, $\alpha = 0,05$. It could be seen based on the data in the control group sig was $0,205 > 0,05$ and also sig in the expereirmental group was $0,060 > 0,05$. So, it could be concluded that data in both of groups has nomally distributed. Beside that, it would be described on diagram histogram below:
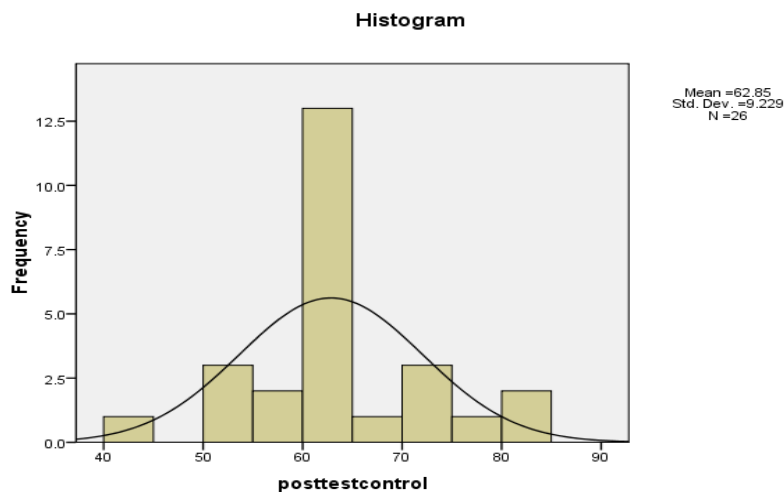
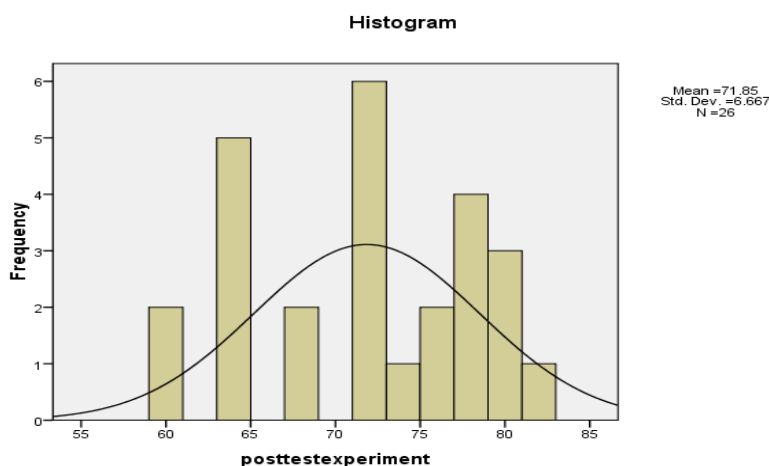**Figure 3. Histogram and Polygon Post- test in the Control group**

Figure 4. Histogram and Polygon Post- test in the Experiment group

The next stage was homogeneity. The test aimed to test the similarity of control group variants and experimental groups. The test used is One-Way Anova test. The results are presented in the following table:

Table 7. Test of Homogeneity of Variances

Levene Statistic	df1	df2	Sig.
1.036	1	50	.314

Based on table 7 can be seen that in this homogeneity test obtained Levene statistical value of 1.036 and the significance probability 0,314. In making decision of homogeneity used One-Way Anova where if the result of significance probability higher than α = 0,05 the data has homogeneity of variance. Since significance probability = 0,314 > 0,05 it can be concluded that the data in both groups is homogeneous. After the data had normality distributed and homogeneity, the next the researcher took students summary reading scores from the results of students pre-test and post-test in both group. Then, the researcher would be qualification the students summary reading score based on the score that they got. The qualification included fail, low, good, very good, and excellent. After that, the researcher would be percentage the students reading summarizing score. The results was follows:
1. The Result of Students Reading Ability in Control Group
The result of categorazation of student scores on test reading in control group are presented in Table 7 the following:

Table 8. The Result of Students Reading Ability in Control Group

Score interval	Qualification	Pre test		Post test	
		Frequency (Students)	Percentage (%)	Frequency (Students)	Percentage (%)
80-100	Excellent	0	0%	2	8%
70-79	Very Good	2	8%	4	15%
60-69	Good	5	19%	14	54%
50-59	Low	7	27%	5	19%
<49	Fail	12	46%	1	4%

Based on the table 7 showed that the results of students reading ability in post test were increased and higher than ia pre test. It could be seen in pre test were 12 students (46%) got fail qualification of score, 7 students (27%) got low qualification of score, 5 students (19%) got good qualification of score, 2 students (8%) got very good qualification of score, and 0 students (0%) got excellent qualification of score. Whereas the results of students reading ability in post test were 1 students (4%) got fail qualification of score, 5 students (19%) got low qualification of score, 14 students (54%) got good qualification of score , 4 students (15%) got very good qualification of score, and 2 students (8%) got excellent qualification of score. So, from those data it showed the qualification of students summary reading score was increased. Also, the results of students score pre test and post test in control group presented with chart as follow:
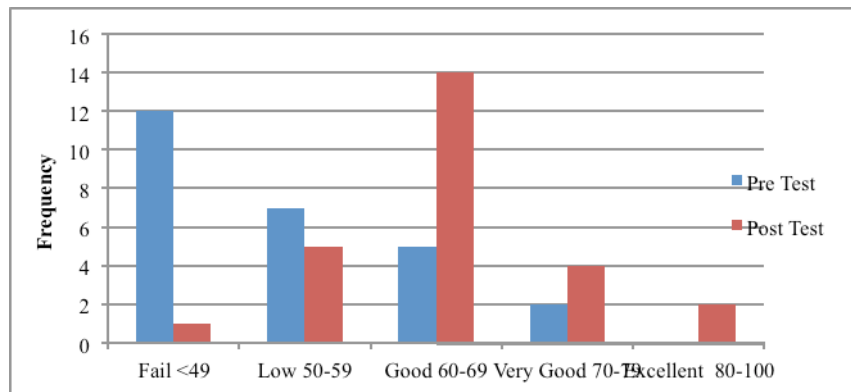

Figure 5. Histogram of Score of Control group

2. The Result of Students Reading Ability in Experimental Group
The result of categorazation of student scores on test reading in Experimental group are presented in figure 6 the following:
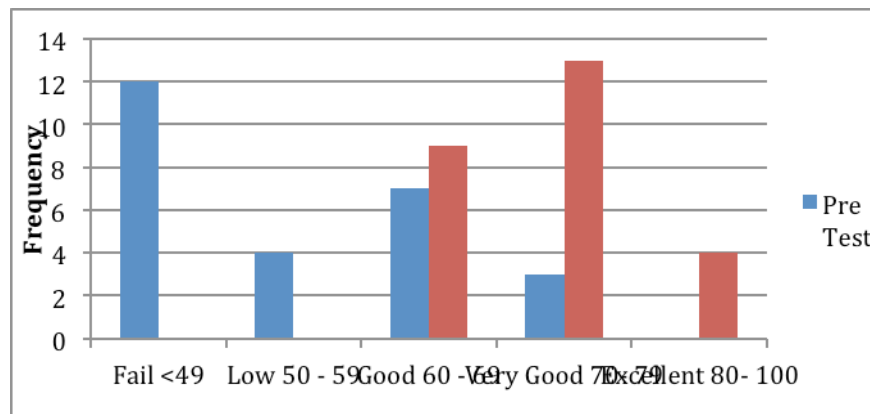

Figure 6. Histogram score of Experimental Group

Based on the table 6 showed that the results of students reading ability in post test were increased and higher than ia pre test. It could be seen in pre test were 12 students (46%) got fail qualification of score , 4 students (15%) got low qualification of score, 7 students (27%) got good qualification of score , 3 students (12%) got very good qualification of score, and 0 students (0%) got excellent qualification of score. Whereas the results of students reading ability in post test were 0 students (0%) got fail qualification of score, 0 students (0%) got low qualification of score, 9 students (35%) got good qualification of score, 13 students (50%) got very good qualification of score, and 4 students (15%) got excellent qualification of score. So, from those data it showed the qualification of students summary reading score was increased.

Also, the results of students score pre test and post test in Experimental group presented with chart as follow:

1. Paired Sample T- test

In paired sample t-test, researchers was compared the mean score of students pre-test and post-test in each group. It was because the researcher would to know or to compare the mean score betwen two related group. The results as follows:

Table 9. Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pre-Test control	50.92	26	11.430	2.242
	Post- Test control	62.85	26	9.229	1.810

Based on table 4.6 showed that the results of mean score in pre- test were 50,92 with standard deviation 11.430 whereas the results of mean score in post-test were 62,85 with standard deviation 9.229. So it could be seen from all data that were significant difference mean score in pre- test and post test where mean score in post-test higher than in pre- test. Another table as follows below:

Tabel 10. Paired Samples Test

		Paired Differences					T	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error mean	Cofidence Interval of the Difference				
					Lower	Upper			
Pair 1	Pre-Test Control - Post - Test Control	-11.923	7.429	1.457	-14.924	-8.922	-8.183	25	.000

In paired sample test table 4.7 showed a lot of data information about the difference mean score between pre-test and post-test. Beside that, the results of data above very important because it could be proven whether there were differences mean score between pre-test and pos- test after given the treatments. In making decision, if significance (2-tailed) more lower than $\alpha= 0,05$ there were difference mean score of related groups after given the treatment. So, from the data, because significance (2-tailed) were 0,000 lower than 0,05 there were the relationship of mean score of related groups after given treatments of there were difference mean Score in pre test and post test.

a. Paired Sample T- test in Experimental Group

The results of paired sample t-test in experimental group are presented in table 4.8 below:

Tabel 11. Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pre-Test Experiment	51.23	26	13.765	2.699
	Post-Test Experiment	71.85	26	6.667	1.308

Based on table 4.8 showed that the results of mean score in pre-test were 51,23 with standard deviation 13.765 whereas the results of mean score in post-test were 71,85 with standard deviation 6.667. So it could be seen from all data that were significant difference mean score in pre-test and post-test where mean score in post-test higher than in pre-test. Another table as follows below:

Tabel 12. Paired Samples Test

		Paired Differences							
		Mean	Std. Deviation	Std. Error mean	Cofidence Interval of the Difference		T	df	Sig.(2-tailed)
					Lower	Upper			
Pair 1	Pre-Test Experiment - Post-Test Experiment	-20.615	8.976	1.760	-24.241	-16.990	-11.711	25	.000

In paired sample test table 4.9 showed a lot of data information about the difference mean score between pre test and post test. In making decision, if significance (2-tailed) more lower than a = 0,05 there were diftterence mean score of related groups after given the treatment. So, from the data, because significance (2-tailed) were 0,000 lower than 0,05 there were the relationship of mean score of related grouns after given treatments of there were difference mean score in pre test and post test.

2. **Independent Sample Test**
In independent sample t-test, the researcher would to compare the mean score between unrelated groups including control group and experimental group. The results were explained on table below:

Tabel 13. Group Statistics

	Group	N	Mean	Std. Deviation	Std. Error Mean
Post –Test	Experiment Group	26	71.85	6.667	1.308
	Control Group	26	62.85	9.229	1.810

Based on table 4.10 showed that in the control group the average student score was 62.85 while in the experimental group obtained an average value of 71.85. The following is an independent t-test result that compares the mean score of the students in the control group and the experimental group:

Tabel 14. Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Cofidence Interval of the Difference	
									Lower	Upper
Post-test	Equal variances	1.036	.314	4.031	50	.000	9.000	2.233	4.515	13.485

assumed								
Equal variances assumed	not	4.031	45.509	.000	9.000	2.233	4.504	13.496

Based on table 4.11 showed that the results of t-count was 4,031 and significance (2-tailed) was 0,000. Since, significance (2-tailed) = 0,000 < 0,05, Ho is rejected, Ha accepted so it can be concluded that there is an effect toward the results of students' reading ability between thoses who are taught by using Flipped Classroom strategy and those who are not.

DISCUSSION

The goal of this research was to determine the impact of Flipped Classroom Strategy on students' reading abilities. For around two months, students in the tenth grade at *Madrasah Aliyah* in Kaur-Bengkulu participated in the study. The total number of students in this study was 52. The sample was divided into two classes: experiment and control, with 26 students in each class. The experimental class received a reading study using a flipped classroom strategy via the Google Classroom application, whereas the control class received no treatment and simply followed the traditional teaching learning process. The two classes completed a pre-test to determine the students' initial ability before beginning the research process. In addition, each group received treatment. In each meeting, the treatment was delivered three times for 90 minutes each time.

Two (2) students (8%) had very high qualification of score, 5 students (19%) had good qualification of score, 7 students (27%) had low qualification of score, and 12 students (46%) had fail qualification of score in the control group pre-test results. In the experimental group's pre-test findings, 3 students (12%) had a very good score qualification, 7 students (27%) had a good score qualification, 4 students (15%) had a low score qualification, and 12 students (46%) had a fail score qualification. There were no changes in reading ability between the two classes as a result of this. This demonstrated that both the experimental and control classes had started off with the same ability.

Students' reading ability was measured again after the learning activities in the control and experiment groups were completed, and students were re-tested using a test called a post-test. Two students (8%) had excellent qualification of score, four students (15%) had very good qualification of score, fourteen students (54%) had good qualification of score, five students (19%) had low qualification of score, and one student (4%) had fail qualification of score in the post-test control group. In the experimental group, 4 students (15%) got excellent qualification of score, 13 students (50%) had very good qualification of score, and 9 students (35%) had good qualification of score in the post-test findings. These findings showed that students' reading skills improved in both groups, but the experiment group's improvement was greater than the control group's.

The data in the control group (pre-test and post-test) and the experiment group (pre-test and post-test) were all determined to be normally distributed in the precursor test, data normality test. The homogeneity test results revealed that the data from the control and experiment groups had the same variant. Both of these required examinations were passed, resulting in more compelling test results.

The control group's average reading score increased from 50.92 to 62.85 in the effect test before and after treatment. The difference in mean score of students before and after learning activity in class was discovered using the t-dependent test. These findings suggested that traditional classroom learning activities could help students improve their reading ability. The experimental group obtained an increase in the average score of students' reading ability from 51.21 to 71.85 in the effect test before and after treatment. The dependent obtained the conclusion that there were differences in the average score of students before and after the students followed the learning by using the flipped classroom strategy based on the t-test dependent obtained the conclusion that there were differences in the average score of students before and after the students followed the learning by using the flipped classroom strategy. This demonstrated that using a flipped classroom strategy could improve students' reading abilities. The mean difference test of the control group versus the experimental group revealed significant differences between the two groups. This was demonstrated by the statistical value of t-independent obtained, which was 4,031 with a significance value of 0,000. According to the testing criteria, because the Hypothesis was rejected due to significance 0.000 < 0.05, Ha was accepted, allowing it to be concluded that there was a significant mean difference between the control group and the experimental group. In other words, there was a difference in the outcomes of students' reading abilities between those who were taught using the flipped classroom strategy and those who were not. Descriptively, the control group received an average value of 62.85, while the experimental group received an average value of 71.85. It was discovered that students who were taught using the flipped classroom strategy performed better in reading than students who were not.

According to the findings of this study, the research was similar to the research conducted by Samiei and Ebadi (2021) and also Yulian (2021), who concluded that flipped classroom was an effective strategy for improving teaching reading achievement. Because of the strategy's implementation, the learners were able to easily understand the reading topic, which included identifying the subject, key concept, and supporting details in the text; and identify sources of information to answer reading achievement tests in reading instructions. The flipped classroom technique frequently encouraged students to read for longer periods of time, rather than just one hour per day.

Students may be more relaxed during the learning process when using the flipped classroom strategy. This was consistent with Loi (2014), who stated that the flipped classroom strategy had benefits such as reducing class time constraints. In a traditional class, teachers may find that there isn't enough time for students to practice what they've learned after they've been introduced to it. Students in a flipped classroom could watch instructional videos or study whenever and wherever they wanted. In addition, learners may watch the videos backwards and forwards or go over the entire study to ensure that they understand and master the information provided.

According to the findings of the study, utilizing the flipped classroom method had an influence on reading ability, which was also confirmed by earlier research, which found that using the flipped classroom technique was an effective strategy for improving reading achievement. It was feasible to infer that the flipped classroom method was really effective and well organised to employ; this type of learning strategy made learners be autonomous or independent because they studied the learning topics before coming to the class. Because it

grabbed students' curiosity, this method also encouraged activity. Using this technique, students were taught critical thinking, teamwork, communication skills, creative and also innovative thinking. Teachers were no longer in charge of class time. Teachers and learners' interactions were improving and becoming enjoyable more.

CONCLUSION

According to the study's findings, students' ability to comprehend report text before and after being taught in a flipped classroom differed significantly. The problem of whether a flipped classroom has a significant impact on students' reading abilities in English class at the tenth grade students of *Madrasah Aliyah* in Kaur-Bengkulu was answered. Given the challenges in the background, it was concluded that the flipped classroom technique was very successful and efficient to apply in the learning system in schools in the academic year 2020/2021, given the impact of the Covid-19 pandemic on the world of education. Furthermore, this strategy was in line with the advancement of science and technology in the Industrial Era 4.0, when students in the twenty-first century were more interested in issues relating to the information and communication technology or ICT. The development of ICT gives implication to the educational world and the way students think. This technique did not need students to attend school every day. This technique would be ideal if students had to attend school on alternative days during the new school year. This method worked well for making the most of limited class time while also teaching students how to manage their time.

In control group, the results of mean score in pre test were 50,92 with standard deviation 11,430 whereas the results of mean score in post test were 62,85 with standard deviation 9,229. By the paired t test can conclude that there were difference mean score in pre test and post test. In experimental group, the results of mean score in pre test were 51,23 with standard deviation 13,765 whereas the results of mean score in post test were 71,85 with standard deviation 6,667 and there were the relationship of mean score of related groups after given treatments of there were difference mean score in pre test and post test. In this research obtained that in the control group the average student score was 62.85 while in the experimental group obtained an average value of 71.85. So, the average of students score in experimental group higher than average score in control group. Based the indenpendent t test were obtianed t-count was 4,031 and significance (2-tailed) was 0,000. Since, significance (2-tailed) = 0,000 < 0,05, Ho is rejected, Ha accepted so it can be concluded that there is an effect toward the results of students reading ability between thoses who are taught by using flipped classroom strategy and than those who are not.

Based on the result of the study, it can be concluded that there is any significant difference on the students' reading ability in report text before and after being taught by flipped classroom. This answers the question about is there any significant effect of flipped classroom toward students reading ability in English class at tenth grade students of Islamic High School in Kaur-Bengkulu. According to the problems in the background, it can be concluded that the flipped classroom strategy is very effective and efficient to use in the learning system in the school, considering that the impact of the Coronavirus Disease 2019 (Covid-19) pandemic is still prolonged and is still being felt by the world of education. Besides that, this strategy is also suitable in line with the development of science and technology in the Industrial Era 4.0 which is in general, students in the 21st century are more interested in issues related to ICT (information and communication technology) where the development of ICT has influenced the world of education and the way students think. With this strategy, students do not need to

attend school every day. So, if the new school year students have to attend school alternately, this strategy is very good. This strategy is suitable for optimizing limited class time and will also train students to manage time well.

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