Research Article

The Effectiveness of Flipped Classroom Learning Model for Increasing Students' Reading Comprehension in Covid-19 Pandemic

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ABSTRACT

Since Covid-19 Pandemic hit Indonesia and the teaching learning in the classroom cannot be obtains and make unpleased teaching learning process, researcher used a flipped classroom learning model for teaching students' reading comprehension as the solution. This model includes active learning; student involvement and modern technology by using ICT. In a flipped classroom, the material given through videos and Power Point via WhatsApp group and students watched in their homes before the virtual class is obtained. The objective of this research is to know the effectiveness of flipped classroom learning model for increasing students' reading comprehension. The researcher took the samples from fourth semester students in extensive reading course from the English education department of UIN Sultan Maulana Hasanuddin Banten. After this experimental research process has been completed, this flipped classroom learning model increasing students' reading comprehension.

Keywords: Extensive reading; flipped classroom learning model; experimental research; reading comprehension

Introduction

In the era of the industrial revolution 4.0 as it is today, in the midst of globalization and technology that is increasingly fast, everyone must be able to master English as one of the main capitals and as the most widely used international language in the world in various aspects of life. English is an important thing to be studied and mastered by students because it is undeniable that English as a global language is used as a communication ways between nations in the world, as well as the language of instruction in science, technology, education, arts

and culture. Therefore, it is a necessity that students must be able to master English well in order to develop their potential in communicating with others both in the real world and the virtual world.

For being expert in English is need essential language aptitudes, one of fundamental language abilities is Reading. Reading is the most significant expertise in language learning, since everybody needs to ace understanding aptitudes. Reading skills occupy a position that is very important and the earliest compared to other language skills because as an initial door

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opening of understanding of various concepts of knowledge in every aspect of human life. Reading skills are needed for all students in this world, without reading students will not understand information and knowledge completely and intact to develop their academic potential. With good reading skills students can also broaden and deepen knowledge and technology without the constraints of space and time.

Higher education needs a new way to present itself, a way that continues the best of its long intellectual traditions without being tone deaf to the needs of the world around it [1]. For quite a long time in advanced education, the most effective approach to encourage understudies was to assemble them into a fixed spot on a fixed timetable, disperse appropriate data, and then have students work with that information in activities involving cognitive processes more complex than just writing down disseminated information. This is still the predominant mode of instruction in universities today, and it should be familiar to nearly everyone. Students arrive at a class meeting with their classmates, engage in first contact with new material through a lecture, and then go home to work with that new material through homework, labs, essays, projects, and the like. This cycle of meetings, followed by higher-order work, followed by meetings continues, punctuated by occasional summative assessments [1].

Based on the observations of researchers at Islamic State University (UIN) of Sultan Maulana Hasanuddin Banten there are students who read slowly and find it difficult to understand English discourse due to several factors. The first factor is lack of vocabulary mastery. Reading English texts require adequate knowledge of English, starting from mastering vocabulary, understanding grammar and good reading techniques. Due to the lack of mastery of vocabulary, many students are slow to understand a reading that results in delays in thinking. Koda (2005) in Ruegg & Naganuma (2019) suggests that "vocabulary knowledge correlates more highly with reading ability than any other variable" [2]. The second cause of difficulty in reading process is students are

still reading a text repeatedly to be able to understand the contents of a text. Students read over and over to be able to understand the contents of a text completely; this resulted in a lot of time wasted to solve a problem, for example in working on the TOEFL and having bad comprehension rate. Kotani et al. stated that "cognizance rate is the pace of right answers, which decides how much a student gets sentences/text" [3]. Smith (2004) also states "Comprehension can be considered as angles identified with our general surroundings including what we read - with the information, aims, and expectations that we as of now have in our minds" [4]. Because there are several discourses that are rather long and complicated, resulting in students having to read over and over the discourse to be able to answer questions and result in running out of time and having difficulty in answering TOEFL questions.

The third cause is students' habits. They read only when in the classroom, they have not been motivated to read and study outside the classroom. Frank (2004) states "Understanding is a kind of habit to understand reading technically and scientifically." A skilled reader will read many words in each block [4]. He will only stay in each block for a moment, and then will move. Only rarely will the eye of the reader return to the previous word block. This reduces the amount of work that Google must do to the reader's eyes. This also increases the volume of information that can be assimilated within a certain time period. Reading habits will affect the personal development of each individual in a social life [5]. Reading habits that are built from an early age will have a positive impact on the social life of each individual. This also relates to the positive self-esteem of each individual, because it has instilled the habit of reading in them selves. Furthermore, reading habits also correlate with their reading abilities, the more often individuals read books the more information they get and this affects their academic performance [6].

Reading as a habitual activity is unfortunately confined to a relatively small segment of adolescents [5]. Reading habit does not appear to be a prominent feature in adolescents' lives

that have different background and life experiences. It caused great impacts on their ability to read. In spite of a small group of adolescents who are curious about many things and are aware of their own need for information are usually eager to read. In addition to the above problems, other problems stem from the teaching model, teaching materials and materials used, among which there are no models that focus on English reading comprehension that are suitable for use at Islamic State University (UIN) of Sultan Maulana Hasanuddin Banten. This is because this course needs cognitive process to construct linguistic meaning by decoding linguistic objects such as letters, words, phrases and sentences as reading process [3]. Whereas lecturer has different approaches and teaching methodologies, different perspectives and directions in teaching reading course. Some focus on mastering vocabulary, others focus on reading theory and some focus on reading processes and techniques. Seems this course need reading time model as a model that estimates proper reading time for language learners based on learners' reading proficiency and the linguistic properties of a sentence [3]. In terms of learning models do not provide motivation for students to like reading and to read more reading, because many students still make reading as an obligation rather than a necessity. If students have the motivation to read, they will read more. When they read more, they will be able to improve their reading comprehension [7].

Another problem is the learning media used in reading subjects have not been able to strengthen the mastery and understanding of English reading quickly and only for the sake of value. Lecturers have not been able to use and optimize the reading potential of students. Lecturers only require students to read without accompanying and strengthening the reading process. Reading faster is linked to greater quantity of reading, better understanding, and greater enjoyment, whereas in "the vicious circle of the weak reader" lack of understanding, lack of enjoyment, lack of reading, and slow reading feed off each other [8].

Based on the description above it can be said that it takes a reading learning model that is suitable for extensive reading

courses at the English Education Department at Islamic State University (UIN) of Sultan Maulana Hasanuddin Banten. According to those facts and problems in the students English reading comprehension, the researches need one suitable learning model that can improve students' reading comprehension in the covid-19 pandemic, namely Flipped Classroom Learning Model. Flipped learning helps teachers move away from direct instruction as their primary teaching tool toward a more student-centered approach [9]. Research on this subject has been carried out by Tran Van Hung, from Hanoi University of Sciences and Technology, Hanoi, Vietnam and Mohan Yellishetty, from Monash University, Melbourne, Australia who applied the flipped learning classroom. The results of the study show that the first impact on the lecture process was far better than using traditional or passive methods. The second impact is that students sharpen their learning process and reading habits [10].

Theoretical Framework

Reading comprehension is a complex interaction among automatic and strategic cognitive processes that enables the reader to create a mental representation of the text [11]. Reading comprehension is defined as the level of understanding of a text. Reading comprehension is the process of understanding written text or information presented by the author and affected by many factors. Those are factors within the readers, factor within the written message, and the factors within the reading environment [11]. In addition, Onkoba, (2014) in Fransisco & Madrazo, (2019) confirmed that reading comprehension practices have an influence on academic performance and therefore there is a significant correlation between reading comprehension practices and academic performance [11].

An overview of the flipped classroom approach in some writing look through shows that there is some solid proof of expanded picking up utilizing reverse class methods or reasoning. For instance, in mid-2007, Jeremy Strayer declared his examinations at Ohio University on the subject "the effect of converse

classes on the learning condition: looking at exercises between conventional classes and flipped classroom" [12]. Flipped Learning is a educational methodology in which direct guidance moves from the gathering learning space to the individual learning space, and the subsequent gathering space is changed into a dynamic, intuitive learning condition where the teacher guides understudies as they apply ideas and connect inventively in the topic [1]. Flipped classroom includes understudies understanding books or force focuses or watching recordings to get essential data voluntarily and afterward assembling in study halls to apply information through critical thinking exercises with direction from an educator [12]. In a flipped classroom, the center is understudy driven and it is less about "why in the educator, yet about "what understudies do" [13]. Short online tests are generally used to guarantee a fundamental comprehension of this pre-class material. This methodology has been bringing about expanded understudy contribution and learning [9].

Eagerness to lead, and the inspiration to succeed, are likewise pertinent to these errands. The readiness to exhibit capacities may regularly be a significant obstruction confronting understudies, yet instructors are likely either to be not able to evaluate this or uninformed of the need to do as such. By bringing issues to light of the focal points presented by understudies' eagerness to partake as cooperative individuals from a gathering inside the study hall, and specifically while occupied with an express assignment, understudies might be guided toward progress [14]. There are crucial issues with the traditional model that are becoming more and more apparent as the world around us changes: 1). The traditional model creates an inverse relationship between cognitive difficulty of student work and student access to support. This means that in the traditional model, students are doing the simplest work when their channels of support are most readily accessible and the hardest work when the support is least available; 2). The traditional model takes time away from social, guided exploration of deeper learning. In a traditional classroom setting where lecture is predominant, the time devoted to non-lecturing

activities is a fraction of the entire class meeting; 3). The traditional model does not promote self-regulated learning behaviors. Self-regulated learning is a complex psychological concept with its own entire research literature, and entire books can and has been written on the subject. 4). The traditional model creates undesirable intellectual dependencies of students on instructors. All of these issues tend to create an environment in which the student-professor relationship can tend toward unhealthy dependency. When the professor is the gatekeeper for information, as in the traditional model, students can come to believe that the professor is necessary for learning and then exhibit traits that are consistent with this belief [1].

Other research from India obviously show that understudies have an inclination over this Flipped Classroom Approach and that this methodology demonstrated to contribute a great deal to their informative experience just as there was a moderately better presentation on post test scores of centered than the controlled ones. It is trusted that the aftereffects of this investigation will at last prompt better comprehension of innovation use in instructing learning exercises and to more profound comprehension of Flipped Classroom Approach [15].

Talbert (2017) said that "this model of pedagogy is what we mean by flipped learning. We call it flipped because of the reversal (flipping) of the activities that take place in the various contexts of a course" [1]. The term flipped learning is intended to apply to an entire philosophy of teaching and learning that encompasses the design of a course (which we will sometimes call flipped learning design) and the expectations not only for what students learn in a course but also for how they go about learning it. By using a flipped learning model, all of the issues in the traditional model mentioned previously can be addressed: 1). In flipped learning, the connection between intellectual trouble and admittance to help is currently immediate as opposed to backwards. Understudies are utilizing their class gatherings to chip away at psychologically progressed errands, where they have peers and an educator next to them to find support as they work; 2).

In flipped learning, the entire class meeting is opened up for the instructor to plan whatever active, creative, rigorous activities best serve the needs of the students. There are no more internal negotiations for class time in order to fit in the lecture and no instances where the lecture runs over time and leaves no room for activities. Further, because in flipped learning the first contact with new material often takes place prior to the class meeting, there is time for students to “soak in” the new material and ask questions before being asked to apply that information to a more advanced task; 3). Flipped learning advances self-guideline since self-managed learning practices are compelled to arrive at the point consistently. Understudies might be given talks preceding classes, however they are in charge of how they gain from those talks; 4). Because students are now in charge of working with basic material, the instructor is free to abdicate the role of knowledge gatekeeper and instead shift to a role of coach, helper, and consultant as students work on higher-order tasks. A more productive, professional, and “grownup” relationship between student and professor is therefore engendered.

Talbert (2017) stated that “lays out four pillars of flipped learning, conveniently arranged as the acronym **FLIP**”: 1). Flexible environment [1]. Flipped learning is based on allowing learners to learn in different ways and at different speeds, and to give learners choice in how they demonstrate evidence that they have mastered course content. Flexibility also refers to the instructors in a flipped learning environment, who are expected to be flexible in their plans; 2). Learning cultures. A flipped learning environment is a community that values the learning process in all its forms, including all the warts, with learners at the centre rather than the instructor. Students in a flipped learning environment are using their precious group space on high impact, meaningful activities that place their work at the centre of attention; 3). Intentional content. Materials used in flipped learning are honed to a sharp edge, with explicit connections to learning targets that are clearly stated; text, video, and online content that is tightly constructed with high educa-

tional quality and very little “fluff”; and materials are differentiated so that students at different places in their learning can work on something meaningful; 4). Professional educator. An instructor in a flipped learning environment carries out a number of difficult jobs. The instructor has to prepare the content and set up the learning environment.

In a flipped classroom, the customary parts of classroom and schoolwork are turned around: understudies concentrate on their own utilizing computerized showing materials or e-learning preceding class and afterward apply their learning in classroom exercises [16]. The videos contain interesting and contextual uses of language and they can be relevant to specific text types and textbooks. They can have their activating role in pre-reading stage in reading comprehension classes.

According to Marlowe (2012) in his study entitled “the effect of the flipped classroom on student achievement and stress” shows that the effects of flipped classroom and related differentiation are studied to measure the impact on student achievement and stress level student' [17]. For the second semester of their year, students watch video lectures outside the classroom and assignments are completed while in the classroom. Talbert (2017) stated that Lori Ramey, who teaches writing and English at Erskine College, says it this way [1]:

“For a student to really dig into a text, we need to prepare them to do that work on their own, so they can bring their insights into the classroom. Flipping allows teachers to focus attention of the group on details that truly matter, and gives the students the opportunity to work like experts in the discipline...”

Educators who presently utilize the flipped model or who expect to utilize this technique will profit by understanding the flipped study hall from understudies' viewpoints. They at that point can adjust their instructing procedures to adjust to different adapting needs or to advance understudy acknowledgment of flipped learning, subsequently growing more successful learning circumstances and improve the current ESP showing rehearses [18]. The investigation found that most of respondents valued the chance to rehearse both inside and

outside the study hall and communicated an expanded premium and trust in ESP learning [18].

Nowadays, innovative advances have made high expectations among numerous instructors, directors, analysts, and strategy creators, who accept that the computerized gadgets offer incredible guarantee as instructional apparatuses for proficiency training. Straightforward uses of existing e-perusing innovation, for example, changing text dimension on-screen, utilizing text-to-discourse highlights to give double contribution of text, or utilizing the Internet to work together on learning exercises may generously improve the learning of numerous understudies [19].

Mobile Assisted Language Learning (MALL) is the meanings of versatile learning, specifically the utilization of cell phones for language learning characterize mobile learning as a project that tends to be used to design learning and the latest technology that is still rarely used and understood [20]. Traxler (2017) further defines that "mobile learning is a tool or educational media that is very dominant in terms of technology and easy to carry and access" [21]. Related to language learning, mobile learning refers to learning media which are carried out with devices that are easy to carry and also easy to access anytime and anywhere.

Based on the number of monthly active users, WhatsApp is the most popular global mobile messenger apps today [22]. WhatsApp is considered as a potential medium to support teaching and learning. Also, the familiarity of the use of WhatsApp attracted some researchers to research the use of WhatsApp in EFL teaching and learning. Therefore, this research using WhatsApp application for delivering the material to the students before the class. Some material for the students taken from Ron White Youtube channel. Ron White is a double cross public memory champion. He won the USA Memory Championship in 2009 and 2010. Ron held the record for the quickest to remember a deck of rearranged cards in just 1 moment and 27 seconds. He held this record for a very long time and is a top memory master.

According to the problem formulation, the objectives of this study is to know the process of students' reading comprehension teaching

model through the flipped classroom learning; Researcher hope that after the research process is complete, the final goal is the flipped classroom learning model can be used as a suitable model in teaching for improving students' reading comprehension at Islamic State University (UIN) of Sultan Maulana Hasanuddin Banten. Since Covid-19 Pandemic hit Indonesia and the teaching learning in the classroom cannot be obtains and make unpleased teaching learning process, researcher used a flipped classroom learning model for teaching students' reading comprehension as the solution

Methods

Participants

This research conducted at the Islamic State University (UIN) of Sultan Maulana Hasanuddin Banten in the fourth semester of the English Education Department majoring in extensive reading course with the student amount are 35 persons. Retrieval of data starts in the even semester of the Academic Year 2019/2020 in February until June 2020. The meeting is held once a week.

Method

For this research is an experimental research, the researcher divided two classes; control class and experiment class. After the researcher divided the class, the researcher gave a reading test to both classes. The next step after the researcher knows the data, the researcher teaches control class by using conventional lecturing model and makes treatment to the experiment class by using flipped classroom learning model.

Research Design

It is the best way to establish cause and effect relationship among variables. For this study, the researcher uses quantitative approach. The reason why the researcher chooses that approach because the data obtained are in statistical numbers to test the hypothesis. For this thesis, the researcher uses experimental research which is one of the most powerful research methodologies that researchers can use.

Exploration is a cycle to consider the essential issues, which contribute in the building of human information. The exploration cycle set

up new truth, discovers new realities, details new hypothesis and recommends new applications [23]. The validity of the data in this study was obtained by using triangulation techniques. Triangulation is the use of two or more data collection methods in studying several aspects of human behavior [24]. This triangulation technique in social science seeks to show or explain in full the complexity of human behavior by studying it through more than one perspectives, this is done by using both qualitative and quantitative data. The evidence collected from various data sources is then checked again [25].

Based on guidelines from Flipped Classroom pioneer Jonathan Bergmann, the researcher conducts the Flipped Classroom Learning Procedure in Reading Learning as follows: a). Choose the appropriate technology media. In this case the researcher will use a cellular phone that is owned by all students; b). Make videos and material through the whatsapp group. Researchers will send a video, instructions or reading text that can be sourced from Youtube or other sources, through whatsapp group media to be read by students before lectures begin. A specific utilization of video where fitting will give understudies a superior learning experience than a sweeping utilization of video when video isn't the correct instrument [9]; c). Compile teaching material sourced from reference books, exercises, internet or others. d). Develop an assessment format, the form of a quiz bias, assignments, or assessments that will be directly carried out by students; e). Entering class. After all the videos and teaching materials are sent one week before learning via mobile, the researcher will enter the class to convey reinforcement of the material that has been given through the whatsapp group; f). Ensuring students have read and understood the material that has been given; g). Get progress that students do; h). Conducting feedback on all procedures that have been carried out.

Data resources

Observation is done by observing the learning process that takes place both from the lecturer, students or the interaction between the two parties. The results of these observations

then will be used as discussion material between students and researcher to determine aspects that will be improved in the next stage.

Questionnaire

Researcher use Likert scale for the questionnaires that filled out by all students to find out the process, habits, impact, results and opinions of students in the whole process of reading English by using flipped classroom learning model. The scale is between 5 – 1 indicates strongly agree, agree, quite agree, not agree and strongly not agree.

Test

This last technique is in the form of pre-test and post-test by using reading passage and the answer is by using multiple choice questions. The tests are instruments to measure the results of improving students' ability to read English. Scoring understudies' perusing test dependent on normalized TOEFL score for understanding segment, the test is in the form of discourse and uses multiple choice questions, which will be given to the research object after applying this research model.

Result and Discussion

The process of learning in students English reading through flipped learning classroom using zoom meeting room takes place smoothly, both individually and in groups. In the learning cycle understudies are given material in the form of video tutorials, power points and other texts before lecturing one week earlier via the Whats App application. The process of student self-learning started since they read the material in their home independently. When the class begins, students discuss in their groups to elaborate and collaborate their understanding with other friends in the group about the material that has been read and understood in their homes. After the group discussion is over, they will answer the questions in the reading practice given by the lecturer in class.

From the questionnaires we can take the students answer that "learning how to use a Flipped Classroom will benefit me in my future education" is 4.06 from 5.00. It means that from 35 students were answer agreed for the statement above is quite a lot. Next

questionnaire is "I like watching the lessons on videos, presentation, text, or other that given by the lecturer before the class" is 3.8 from 5.00. The complete questionnaire answered written in Table 1.

The results of observations of the learning process in the extensive reading subject show that students' reading comprehension in English is still low and there needs to be improvements in the learning process. To solve that problem is to choose the appropriate learning strategy to be implemented in order to help students when they read English texts, namely flipped classroom learning. Students are motivated and excited to read and discuss the material provided through the Whats App group a week before the virtual class through the zoom meeting room begins. At the virtual meeting, reinforcement and discussion were given in order to improve students' English reading comprehension. The next meeting was to discuss and provide feedback on the results of the English reading comprehension test and reading habits questionnaire.

Since the researcher observed the students activity in the classroom the students were increasing in their collaboration within the groups in the classroom. They feel more comfortable when entering the classroom because they already read and watch the instruction before the class been held. The data presented above shows that the application of flipped learning classroom has improved student reading comprehension. This is because students have enough to read and understand lecture material at home before entering class, so that lectures in class are more effective and efficient.

After the researcher got the real data from the field, the researcher analyzed by using statistical package from the social package or statistical product and service solution (SPSS) 20 software. In this experiment class, the researcher used flipped classroom learning model. The sample of this experiment class is 35 students. The population was found normal and little sample; because of that, t-test used for two paired samples. This is the result of this experiment research.

Table 1. The frequency of pre-test with flipped classroom learning model

	Frequency	Percent	Valid Percent	Cumulative Percent
	46.67	1	2.9	2.9
	50.00	1	2.9	5.7
	53.33	4	11.4	17.1
	56.67	7	20.0	37.1
Valid	60.00	10	28.6	65.7
	63.33	3	8.6	74.3
	66.67	2	5.7	80.0
	70.00	4	11.4	91.4
	73.33	2	5.7	97.1
	76.67	1	2.9	100.0

Table 2. The frequency of post-test with flipped classroom learning model

	Frequency	Percent	Valid Percent	Cumulative Percent
	66.67	1	2.9	2.9
	76.67	2	5.7	8.6
	80.00	3	8.6	17.1
	83.33	3	8.6	25.7
Valid	86.67	14	40.0	65.7
	90.00	11	31.4	97.1
	93.33	1	2.9	100.0
Total	35	100.0	100.0

Figure 1. The histogram of pre-test with flipped classroom learning model

Figure 2. The histogram of post-test with flipped classroom learning model

Table 3. Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pre-Flip	60.9524	35	6.98137	1.18007
	Post-Flip	85.9048	35	5.18203	.87592

In this output (Table 3) can be seen statistical summary from both samples. For test score before treatment (pre-flip), the mean score was

60.9524 is lower than post-flip score which was 85.9048. It means between pre and post treatment it has increasing in their means.

Table 4. Paired Samples Correlations

		N	Correlation	Sig.
Pair 1	Pre-Flip & Post-Flip	35	.174	.317

In this second output (Table 4) was correlation result between pre-flip and post-flip. The statistical measurement presented 0.174 score with significance output 0.317. With

significance output lower than probability score 0.05, it indicates that the correlation between pre-test and post-test had significant correlation.

Table 5. Paired Samples Test

		Paired Differences					T	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	Pre-Flip & Post-Flip	-24.95238	7.93649	1.34151	-27.67866	-22.22610	-18.600	34	.000

In *t*-test, decision was based on comparing *t*-score and *t* critical value on the table (*t*-table):

- If statistical score (*t*-score output) is higher (>) than statistical table (*t* critical value on the table (*t*-table)), *H*₀ rejected.
- If statistical score (*t*-score output) is lower (<) than statistical table (*t* critical value on the table (*t*-table)), *H*₀ accepted.

t-score from the output (Table 5) is -**18.600**. Whereas statistical table (*t* critical value on the table (*t*-table)) can be calculated based on:

- Significant value (α) is 5% or 0.05
- If of degree of freedom is *n* (total data) - 1 it means 35 - 1 = 34
- Two tailed significance was done to measure the mean before and after the treatment. It can be lower or higher.

Because of *t*-score is located in *H*₀ rejected area, it can be assumed the effect of flipped classroom learning model is **significant** or flipped classroom learning model is **effective** in improving students' reading comprehension achievement. Furthermore, it can be seen in the output, *t*-score is -**18.600** and probability score is 0.000. Because of probability score is higher than 0.05, *H*_a is accepted. The score of pre-test and post-test in flipped classroom learning model is increasing in students reading comprehension.

From description above, can be drawn regarding the advantages and disadvantages of the application of flipped classroom, especially for application in Indonesia. The advantages of flipped classroom, such as: 1). Students can repeat the video and the material so they really understand the material, unlike in normal learning; if students do not understand then the teacher must explain again so students can understand so that it is less efficient;

2). Students can access the video and the material from anywhere as long as they have sufficient internet connection, can even download and are more satisfied to watch it repeatedly; 3). Efficient, because students are asked to study the material at home and while in class, students can focus more on their discussion and elaboration. The disadvantages of flipped classroom are: 1). A good internet connection is needed to access the video provided by the lecturer; 2). Students may need a lot of support to make sure they understand the material presented in the video.

Conclusion

Flipped classroom learning model is effective in improving students' reading comprehension, it indicator from increasing amount of test score before treatment (pre-flip), the mean score was 60.9524 is lower than post-flip score which was 85.9048, student vocabulary mastery, students reading habits, students reading styles, and reading speed can be increasing after using flipped classroom learning model. The researcher had summaries that there are some reasons which leads this happened: student's motivation, student's reading habits, students awareness by using this model delivered with more attractively.

As illustrated over, the flipped model may have a few advantages for language learning, and it can likewise assist understudies with getting innovation abilities in a completely coordinated manner that they may somehow or another not utilize or be presented to in class, for example, use recording programming, instructional video, learning the executives frameworks and being free perusing. It can likewise permit time for course exercises that may somehow or another be constrained out because of time imperatives in a customary

understudy focused study hall. What separates the flipped model from conventional understudy focused guidance is the joining of innovation that underpins the asset rich, lecturer as of now use to draw in their understudies in ideal learning conditions. In general, our encounters more than one semester have persuaded that it isn't about whether the study hall is flipped or not, however whether the flip addresses the issues of the objective understudies. Since it gives off an impression of being hypothetically solid as a rule doesn't imply that it ought to be actualized in light of the fact that the innovation is accessible

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