IMPROVING STUDENTS' READING COMPREHENSION AND BUILDING SELF-CONFIDENCE THROUGH FLIP LEARNING

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Abstract

In this study, it is believed that students' reading comprehension abilities will improve as they learn English in the classroom and that it will encourage them to be enthusiastic in similar circumstances. To help students become more comfortable reading, better recognize what they read, and comprehend the meaning of the expressions they read, this research focuses primarily on improving students' reading comprehension in the form of congratulation text through flip learning. Flip learning presents a learning experience for students in the process of understanding, based on the average report in cycle I, the average score of students is 62.8 and in cycle II they were declared satisfied with the average category where students were able to achieve 87.8.

Keywords: A Classroom Action Research, Flip Learning, Reading Comprehension.

Abstrak

Dalam penelitian ini, diyakini bahwa kemampuan pemahaman membaca siswa akan meningkat seiring mereka belajar bahasa Inggris di kelas dan hal ini akan mendorong mereka untuk menjadi antusias dalam situasi serupa. Untuk membantu siswa menjadi lebih nyaman membaca, lebih mengenali apa yang dibacanya, dan memahami makna ungkapan yang dibacanya, penelitian ini berfokus terutama pada peningkatan pemahaman membaca siswa dalam bentuk teks ucapan selamat melalui pembelajaran flip. Pembelajaran flip menyajikan pengalaman belajar bagi siswa dalam proses pemahaman, berdasarkan rata-rata laporan pada siklus I diperoleh nilai rata-rata siswa sebesar 62,8 dan pada siklus II dinyatakan puas dengan kategori rata-rata siswa mampu mencapai 87,8.

Kata Kunci: Penelitian Tindakan Kelas, Pembelajaran Flip, Pemahaman Membaca.

INTRODUCTION

One of the four basic language abilities is reading. By Reading, Students are going to get a lot of new information, can share information, and can convey messages from texts, magazines, newspapers, and others. The reader is reading for a purpose, be it for information, knowledge, or entertainment. Reading is a collaborative endeavour because reader uses details by both his or her prior understanding and information from the page that was printed. Reading involves interaction because it requires multiple skills to be used at once (Bojovic, 2010). Although reading skills have been taught to junior high school students for a long time, there are still many junior high school students who cannot even read and understand simple written forms in English.

In reading, not all students understand the meaning of the text they read. Many students have difficulty understanding the text they want to read, seem to read much slower compared to when they read in their mother language, they are less comfortable reading in English (Meng, 2009). Obviously, there are several potential causes, but one of them may be the reading-focused strategy used in language lessons. In actual conditions, most students when listening to other people talk or read something always attract students' attention and manage to get their attention. When they listen to a story or as they read it, they follow the plot and what happened with the individuals and their areas of interest to finding out what arises next and how the ending keeps their attention and curiosity (Hemmati et al., 2015). With their interest, they will try to find out the meaning of words and the meaning of a text they read and it will make it easier for them to understand what they read.

In this study, it is believed that students' reading comprehension abilities will improve as they learn English in the classroom and that it will encourage them to be enthusiastic in similar circumstances. To help students become more comfortable reading, better recognize what they read, and comprehend the meaning of the expressions they read, this research focuses primarily on improving students' reading comprehension in the form of congratulation text through flip learning. The researcher anticipates that this study will be useful in the future for teachers and students.

METHOD

Classroom action research (CAR) was the research method used in this study. This research applies an important method in conducting this study. Classroom Action Research (CAR) is a type of research wherein the teaching and learning process is improved through the use of action to yield better outcomes than before. Classroom Action Research (CAR) is a

methodical study designed to improve practice in a particular setting. CAR helps educators determine what works best in their particular classroom environments, thereby enabling well-informed choices regarding their instruction (Mettetal & University--South, 1998). Many teacher engage in self-reflection on their instruction, analysis what is an is not effective in the classroom and considering ways to modify their methods in order to improve student learning.

The subjects of this research were class IX students at SMPN 09 Singkawang. Students have difficulty with a small vocabulary, understanding English words, phrases and sentences, understanding the content of the text to identify main concepts, and taking a long time to interpret a short sentence, as well as other problems. To do this, researchers want to improve students' reading comprehension

In this study, researchers will use observation measurement techniques. Observation techniques are used to observe and analyze what is happening in the classroom and the conditions in the teaching and learning process. Long-term observations can provide insights and experiences that can be used to revise the research problem. This could lead to the need for new theoretical frameworks and methods in order to fully explore the problem (Ciesielska, 2018). The research employs a measurement technique to assess students' reading comprehension and reading confidence. Measurement is considered an essential process for getting reliable information about reality is measuring what can be measured, and converting immeasurable objects into ones that can be measured (Mari et al., 2012). The test in the form of a short text because the researcher is interested in learning how much the students can do in reading is and their confidence in reading.

The researcher's goal in this study was to improve reading comprehension and building students' self-confidence because these are important indicators of this research and analyzing field notes and reading comprehension tests. To understand the large amount of data obtained, data analysis is the process of reducing data (Kawulich, 2004). And for the item test, researcher used field note and reading comprehension test.

FINDING AND DISCUSSION

Findings

Reading Comprehension Score on the Students' Pre-test and Post-test

The data displayed is the post test from cycle 1 and cycle 2 then conclusions are drawn with the mean in each cycle for improvement. Less than half of the cycle 1 post-test results were at the average level. More than half of the students scored at the average level, according to the results of the post-test from cycle 2.

1) The First Cycle

It was discovered that several students were still in this situation during this cycle. The following formula was used by the researchers to determine each participant's individual scores on the reading comprehension test questions:

$$X = \frac{A}{N} \times 100$$

Where

X = Individual Score

A = The Students' Right Answer

N = The Total Number Of Test Items
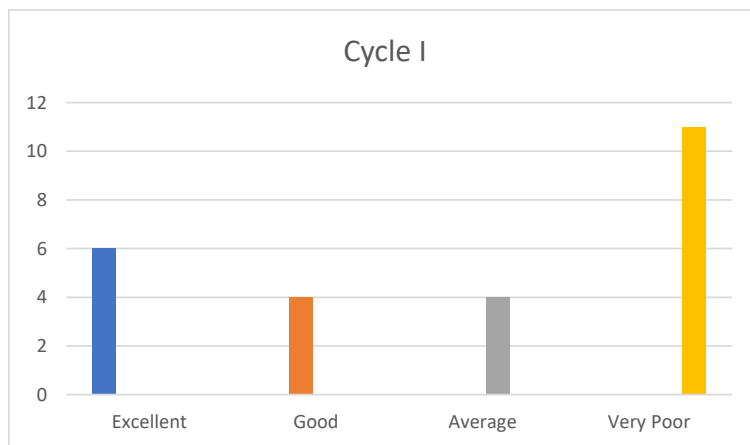
The graph below shows the student's score in more detail:

Figure 1. The Classification of Range Score in the First Cycle

From the graph above, the outcome of the examinations conducted during cycle 1, the researchers found that students had not reached the score range classification conditions. In cycle 1, the total score was 1570 and 62.8 was the average score for students. In detail, there are 4 students in the good category, 4 in the average category, 6 in the excellent category, and 11 in the very poor category. The student'S scores range from 25 to 95, with 95 being their best.

In the first cycle, the reading comprehension test scores that the researchers collected from the students were not very high. Finally, because some students have not met the requirements, the majority of students' grades have not improved. Because the reading comprehension test results from cycle I were not adequate. The researcher plans therefore to complete this cycle.

2) The Second Cycle

Some students were still in this state during this cycle, it was discovered. The technique described below was used by the researchers to determine each participant's

individual reading comprehension test scores:

$$X = \frac{A}{N} \times 100$$

Where

X = Individual Score

A = The Students' Right Answer

N = The Total Number Of Test Items

On the reading comprehension test, students' scores improved in the second cycle. As a result, this cycle's student scores have significantly increased. The graph below demonstrates it specifically:
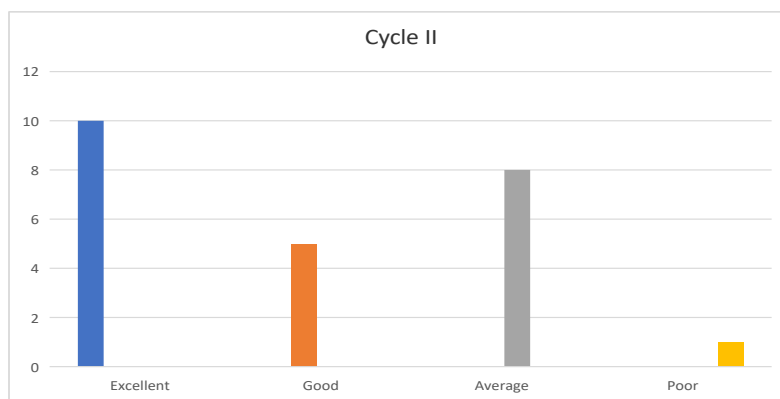

Figure 2. The Classification of Range Score in the Second Cycle

Student grades start to matter in the second cycle. 1940 students submitted scores for cycle II overall, with a 80.8 average mark. When the classification criteria for the score range are broken down into its component parts, it is clear that 10 students received excellent scores, 5 students received good scores, 1 student had a low score, while 8 students had average score. The highest score achieved by the student in 95, while the lowest score is 60.

Almost all of the 24 students saw an improvement in their reading comprehension skills. There has been a noticeable improvement, as evidenced by each student in each cycle. Each cycle, the score of each student is higher than the cycle before. The second cycle saw a considerable improvement in student results. According to the findings of the second cycle, flip learning can help students' reading comprehension.

3) Mean score for students

Students' mean score had increased from cycle to cycle, according to the results of each cycle. The graph that follows illustrates it:
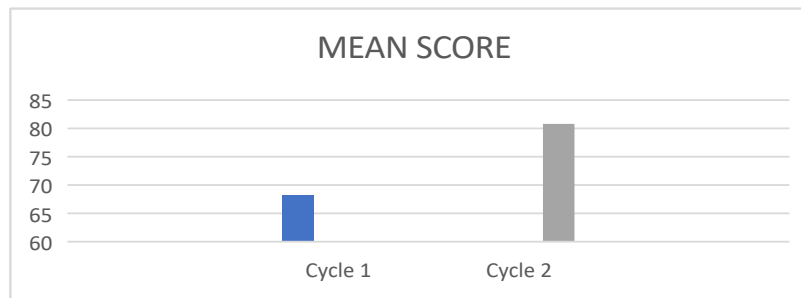
Figure 3. Mean score for students on The Cycle 1 And The Cycle 2

Specifically, it can be inferred from the image above that cycle II is quite satisfying because the findings show a significant improvement over cycle I. The average student score in cycle I was 62.8, which indicates that cycle I's results were unsatisfactory because the students did not receive a grade. The results for cycle II then came in at 80.8, which indicates that cycle II's outcomes were rated as satisfactory in the average category. As a result of employing flip learning as a teaching strategy, research findings both individual student score and mean score improved. Additionally, this advances the goal of boosting students' levels of learning process confidence

Based to the research's findings, flip learning could assist students improve their reading skills, especially in an English class. According to Kadwa & Alshenqeeti (2020) describing a classroom environment that developed over time by including practice activities that used visual-based learning into the classroom, where the study's findings explained how to develop one's thoughts quickly using specific knowledge. merely to make them more suitable composing vocabulary. Instead of merely being viewed as harmonization that enhances how the information is presented in front of the class in this study, the therapy also attempts to stimulate or introduce practitioners in the school setting, particularly students.

Additionally, before receiving treatment based on field assessments, which are behavioral and academic metrics, students are encouraged to be better involved in the learning process than previously. This is done as a reflection of the average in the class. Flip learning gives students learning opportunities to understand cognitive processes and create their own interpretations in relation to the materials they are reading.

CONCLUSION

This research was created to increase awareness of teaching and learning experiences that make it difficult for students to understand certain aspects of reading comprehension. This problem is caused by several factors during the process of teaching and learning, including

student not deliberately paying attention to the material presented by consuming more than one media source or carrying out English reading teaching using various sources that the students have. Flip learning presents learning experiences for students in the process of understanding cognitive processes to produce their own interpretations. Students are also encouraged to participate fully compared to pre-therapy teaching, in the process of teaching and learning, which are based on field assessments of their academic and behavioral behaviors.

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