

Using Flipped Learning Approach to Enhancing Students' Reading Comprehension

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Abstract

The ability to comprehend reading texts is a fundamental skill in academic and professional success. However, many of students face difficulties in understanding English texts due to limited vocabulary, lack of motivation, and passive learning environments. This research aimed to improve students' reading comprehension through the implementation of a flipped learning approach at the tenth grade of SMK Gutama Halim, Jakarta with Classroom Action Research (CAR). Comprises of three cycles, with each cycle consisting of planning, acting, observing, and reflecting. The research was conducted from 06 August – 28 August. The subject of this research is 27 students of tenth grade students. Data were collected through reading comprehension tests, observation sheets, field notes, and documentation. The results revealed significant improvement in students' reading comprehension after the implementation of the flipped learning approach. The percentage of students achieving the minimum mastery criterion (KKM) increased from 65% in Cycle I to 81% in Cycle II, and finally to 92% in Cycle III. Qualitative findings also showed higher motivation, better collaboration, and more active participation during lessons. Based on the result of the research, it can be concluded that the flipped learning approach effectively improved students' reading comprehension and fostered a more interactive, student-centered classroom environment.

Keywords: Classroom Action Research, Flipped Learning, Reading Comprehension.

1 INTRODUCTION

English has become the most widely used international language, functioning as a bridge for communication, education, business, and technology. In Indonesia, English is taught as a foreign language across all levels of education, emphasizing the four core skills: listening, speaking, reading, and writing. Among these, reading comprehension plays a fundamental role in enabling learners to access information, expand knowledge, and develop critical thinking (Grabe & Stoller, 2019). However, many Indonesian students continue to face difficulties in understanding English texts due to limited vocabulary, poor reading habits, low motivation, and ineffective teaching methods (Rahma, 2021; Sari & Prasetyo, 2021).

Preliminary observations at SMK Gutama Halim Jakarta revealed that only 65% of tenth-grade students met the minimum mastery criterion in English reading comprehension. Students often struggled to interpret the meaning of texts, make inferences, and identify main ideas. Teachers primarily used traditional teacher-centered methods, focusing on explanation and translation, which limited students' engagement and independent learning. Consequently, there was a pressing need to adopt an innovative teaching approach that fosters active learning, collaboration, and autonomy.

The flipped learning approach offers a promising solution to this issue. By reversing the traditional model, flipped learning allows students to study theoretical content at home—often through videos or digital materials—and engage in interactive, collaborative learning activities during class (Bergmann & Sams, 2012). This method encourages

students to prepare before class, freeing up classroom time for discussion, problem-solving, and deeper comprehension activities. Thus, the present study aimed to investigate how flipped learning could enhance students' reading comprehension and participation in English learning.

Reading comprehension is the process of constructing meaning from written texts through interaction between the reader's background knowledge, linguistic ability, and the information in the text (Anderson, 2013). According to Barrett's Taxonomy, comprehension occurs at three levels: literal, interpretative, and evaluative. Effective reading instruction must therefore integrate strategies that support these levels, such as skimming, scanning, predicting, summarizing, and questioning (Brown, 2007).

In Indonesia's EFL classrooms, students often face challenges in developing these strategies. Many rely heavily on teachers for translation or explanation, reducing their ability to read independently. Consequently, integrating technology-supported, student-centered approaches like flipped learning may promote greater autonomy and comprehension (Yuliana, 2020).

Flipped learning, popularized by Bergmann and Sams (2012), is a pedagogical model where traditional lecture and homework elements are reversed. Students first access instructional materials—videos, slides, or readings—outside the classroom, while in-class time is used for active learning through discussions, projects, and application tasks. The approach aligns with constructivist learning theory, which posits that learners build knowledge actively through engagement and reflection (Vygotsky, 1978).

The "FLIP" framework (Flexible environment, Learning culture, Intentional content, and Professional educator) underpins effective flipped classrooms (Flipped Learning Network, 2014). It emphasizes student autonomy, interaction, and the teacher's role as a facilitator. Studies have shown that flipped learning improves student motivation, engagement, and academic performance in various EFL contexts (Hung, 2015; Munir, Erlin, & Setiawan, 2018; Sari & Prasetyo, 2021).

Hung (2015) found that Taiwanese EFL students taught via flipped learning outperformed peers in traditional classes in reading comprehension tests. Similarly, Munir et al. (2018) demonstrated that flipped instruction improved Indonesian high school students' participation and comprehension. Yuliana (2020) reported that flipped classrooms promoted critical thinking and collaboration, while Rahma (2021) highlighted increased literal and inferential comprehension through pre-class video materials. Syamsuddin (2022) further emphasized the value of authentic materials and mobile applications like WhatsApp in supporting flipped learning.

Building upon these findings, the present study integrates flipped learning and authentic materials within a vocational high school setting to explore their combined effects on reading comprehension and engagement.

2 RESEARCH METHODS

This research employed Classroom Action Research (CAR) based on the Kemmis and McTaggart model, involving iterative cycles of planning, acting, observing, and reflecting. CAR was chosen to systematically identify problems, implement interventions, and assess their impact on students' learning outcomes in a real classroom setting.

The study was conducted at SMK Gutama Halim Jakarta, involving 27 tenth-grade students (20 males and 7 females) during the 2024/2025 academic year. The participants had similar English proficiency levels based on their previous semester grades.

Data collection methods included comprehension tests administered at the end of each cycle, observation checklists to monitor participation, and field notes to capture qualitative insights. Quantitative data were analyzed by calculating the percentage of students who met the KKM, while qualitative data were analyzed descriptively to identify changes in student behavior and engagement.

The research was conducted in three cycles over one month. Each cycle followed the four CAR stages:

- Planning: Designing flipped learning lesson plans, developing instructional videos, and distributing pre-class materials via WhatsApp.
- Acting: Implementing flipped classroom sessions—students reviewed materials at home, then engaged in group discussions, question-answer activities, and text analyses in class.
- Observing: Monitoring students' preparation, participation, and test performance.
- Reflecting: Evaluating results and refining the approach for subsequent cycles.

3 RESULT AND DISCUSSION

The findings demonstrated consistent improvement across the three cycles.

A. Cycle I

In Cycle I, only 65% of students achieved the KKM. Many students came unprepared, as they did not fully complete the pre-class tasks. As a result, classroom discussions were less interactive. Reflection at the end of the cycle suggested the need for clearer instructions and more engaging pre-class materials.

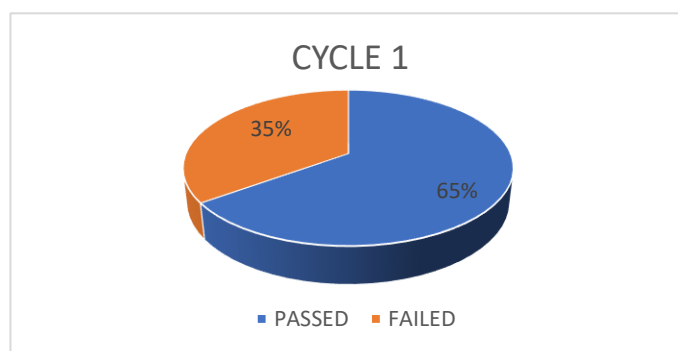


Figure 1. Result of Cycle 1

B. Cycle II

In Cycle II, adjustments were made by providing shorter videos, printed vocabulary lists, and online quizzes to ensure accountability. Student preparation improved, leading to greater participation during discussions. Achievement rose to 81%, and observation showed students were more willing to share ideas and collaborate in groups.

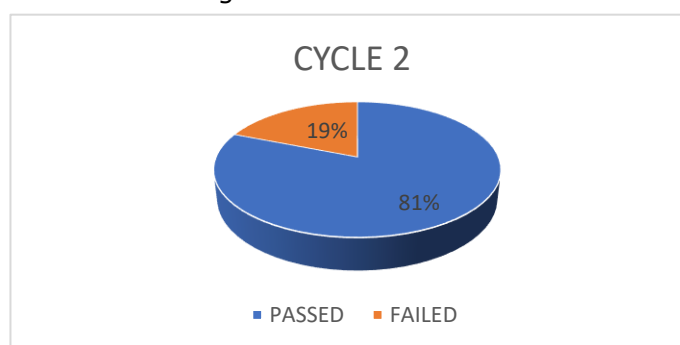


Figure 2. Result of Cycle 2

C. Cycle III

In Cycle III, additional scaffolding was provided, such as guiding questions for reflection and moral value analysis of the texts. By this stage, 92% of students achieved the KKM. Classroom interaction became more dynamic, with students demonstrating confidence, critical thinking, and improved reading strategies.

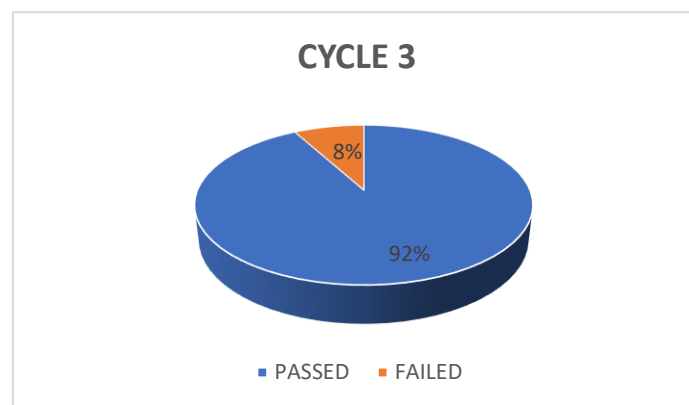


Figure 3. Result of Cycle 3

The results confirm that flipped learning effectively improves reading comprehension by promoting active learning and autonomy. Consistent with Hung (2015) and Munir et al. (2018), the study found that pre-class preparation allowed students to internalize foundational concepts, enabling more meaningful classroom discussions. Students' ability to engage in higher-order thinking, such as inference and evaluation, also improved—supporting Bloom's Taxonomy framework (Anderson & Krathwohl, 2001).

The improvement from 65% to 92% mastery aligns with Yuliana's (2020) findings that flipped learning increases comprehension and motivation. The use of WhatsApp as a digital platform further enhanced accessibility and communication, as reported by Sari and Prasetyo (2021). Moreover, incorporating authentic materials connected classroom learning with real-world contexts, enhancing relevance and student engagement (Syamsuddin, 2022).

From a pedagogical standpoint, flipped learning transforms the traditional teacher-centered classroom into a learner-centered environment. It aligns with Vygotsky's Zone of Proximal Development, wherein the teacher facilitates scaffolding through interaction and guidance. Students' metacognitive awareness increased as they learned to manage their study pace and monitor comprehension before class.

However, the study also revealed challenges. Initially, not all students completed pre-class activities due to limited internet access or lack of discipline. To overcome this, shorter videos and printed materials were introduced, ensuring equitable participation. This adjustment underscores the importance of flexibility in implementing technology-based pedagogies in diverse educational contexts.

4 CONCLUSION

This classroom action research demonstrated that the flipped learning approach significantly enhanced the reading comprehension of tenth-grade students at SMK Gutama Halim Jakarta. Through systematic implementation over three cycles, students' performance, motivation, and engagement improved notably. The flipped model allowed students to learn at their own pace, fostered collaborative classroom environments, and encouraged critical reading and independent learning. The findings reinforce the effectiveness of flipped learning as a modern pedagogical strategy for EFL contexts, particularly in vocational schools where students benefit from interactive and technology-supported instruction.

The implications of this study are clear. Teachers are encouraged to adopt flipped learning by preparing concise pre-class materials and using class time for interactive and higher-order learning. Schools should support the model by providing digital facilities and teacher training. Future researchers are advised to explore flipped learning across other

text genres and skills such as speaking, writing, and critical thinking, as well as testing more advanced digital platforms to sustain student engagement.

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