# Improving Students' Reading Comprehension through the Flipped Classroom Model in Senior High School

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## ABSTRACT

*Reading comprehension is an essential skill in English learning because it enables students to understand, interpret, and evaluate information presented in written texts. However, reading instruction in English classrooms often remains teacher-centred, limiting students' opportunities to discuss, analyse texts, and construct meaning independently. This study aimed to analyse the effectiveness of the flipped classroom model in improving Grade XI students' reading comprehension at SMAN 1 Baureno. The study employed a quantitative approach using a quasi-experimental non-equivalent control group design. The sample consisted of 65 students, with 32 students in the experimental group and 33 students in the control group. The research instrument was a reading comprehension test consisting of 20 multiple-choice questions. The data were analysed using descriptive statistics, the Shapiro-Wilk normality test, Levene's homogeneity test, paired-samples t-test, independent-samples t-test, and Cohen's d. The results showed that the experimental group's mean score increased from 81.56 to 88.28, while the control group's mean score increased from 81.21 to 83.18. The paired-samples t-test for the experimental group showed a significant improvement ($p < 0.001$), whereas the control group showed no significant improvement ($p = 0.125$). The independent-samples t-test showed a significant difference in post-test scores ($p = 0.004$), with a moderate effect size ($d = 0.743$). These findings indicate that the flipped classroom model effectively improves students' reading comprehension.*

***Keywords:*** *EFL Students; Flipped Classroom; Reading Achievement; Reading Comprehension; Senior High School Students*

## ABSTRAK

Pemahaman membaca merupakan keterampilan penting dalam pembelajaran bahasa Inggris karena memungkinkan peserta didik untuk memahami, menafsirkan, dan mengevaluasi informasi yang disajikan dalam teks tertulis. Namun, pembelajaran membaca di kelas bahasa Inggris masih sering berpusat pada guru sehingga kesempatan peserta didik untuk berdiskusi, menganalisis teks, dan membangun pemahaman secara mandiri menjadi terbatas. Penelitian ini bertujuan untuk menganalisis efektivitas model *flipped classroom* dalam meningkatkan kemampuan pemahaman membaca peserta didik kelas XI di SMAN 1 Baureno. Penelitian ini menggunakan pendekatan kuantitatif dengan desain kuasi-eksperimen *non-equivalent control group*. Sampel penelitian terdiri atas 65 peserta didik, yaitu 32 peserta didik dalam kelompok eksperimen dan 33 peserta didik dalam kelompok kontrol. Instrumen penelitian berupa tes pemahaman membaca yang terdiri atas 20 soal pilihan ganda. Data dianalisis menggunakan statistik deskriptif, uji normalitas Shapiro–Wilk, uji homogenitas Levene, uji *paired-samples t-test*, uji *independent-samples t-test*, dan Cohen's d. Hasil penelitian menunjukkan bahwa nilai rata-rata kelompok eksperimen meningkat dari 81,56 menjadi 88,28, sedangkan nilai rata-rata kelompok kontrol meningkat dari 81,21 menjadi 83,18. Hasil uji *paired-samples t-test* pada kelompok eksperimen menunjukkan peningkatan yang signifikan ($p < 0,001$), sedangkan kelompok kontrol tidak menunjukkan peningkatan yang signifikan ($p = 0,125$). Hasil uji *independent-samples t-test* menunjukkan adanya perbedaan yang signifikan pada nilai *post-test* ($p = 0,004$), dengan ukuran efek sedang ($d = 0,743$). Temuan tersebut menunjukkan bahwa model *flipped classroom* efektif dalam meningkatkan kemampuan pemahaman membaca peserta didik.

**Keywords :** *: Flipped Classroom; Kemampuan Membaca; Pemahaman Membaca; Pembelajaran EFL; Siswa SMA*

## INTRODUCTION

Reading comprehension is one of the core skills that senior high school students need to master, particularly in the context of learning English as a Foreign Language (EFL). This skill is not limited to word recognition but also includes understanding text content, interpreting information, drawing inferences, evaluating ideas, and connecting reading materials with students' prior knowledge. In English learning,

reading comprehension plays an important role because it serves as a gateway for students to obtain academic information, develop critical thinking, and support learning success across subject matter (Snow, 2002; Graesser & Whitten, 2000).

In practice, not all students are able to comprehend English texts optimally. Common difficulties include identifying main ideas, locating implicit information, understanding vocabulary from context, and evaluating the author's purpose. These difficulties become more apparent when a text has a complex structure, contains unfamiliar vocabulary, or requires comprehension beyond literal information. In conventional instruction, students often merely listen to the teacher's explanation, read texts individually, and then answer questions. This pattern provides students with limited opportunities to discuss text content, ask about difficulties, and actively construct meaning (Pressley & Afflerbach, 1995; Bonwell & Eison, 1991).

Reading instruction that is overly teacher-centred is inconsistent with the nature of reading comprehension as an active process. Reading requires students to interact with texts, activate prior knowledge, apply reading strategies, and monitor the comprehension they construct. When classroom time is used primarily for delivering material, students have limited opportunities to practise interpreting, analysing, and discussing reading content. Consequently, students may be able to answer simple questions but still struggle when asked to understand implicit meanings and justify their answers.

One instructional approach that can be used to address this problem is the flipped classroom model. This model reverses the traditional learning pattern. Students study foundational material before class through videos, digital texts, worksheets, or online learning resources, while classroom time is used for active activities such as discussion, text analysis, group work, problem-solving, and feedback. With this pattern, the classroom is not merely a place where teachers explain material but also a space for deepening understanding through interaction and guided practice (Bergmann & Sams, 2012; Lo & Hew, 2022).

Theoretically, the flipped classroom is consistent with constructivist theory, which views learning as a process of constructing knowledge through experience, interaction, and reflection. Students do not merely receive information but process it through meaningful activities with teachers and peers (Vygotsky, 1978; Bruner, 1966). This model is also aligned with Bloom's revised taxonomy because lower-order thinking activities, such as remembering and understanding introductory material, can be completed before class, whereas higher-order thinking activities, such as analysing and evaluating texts, can be conducted during classroom instruction (Anderson & Krathwohl, 2001).

Various studies have shown that the flipped classroom can improve students' engagement, motivation, learning autonomy, and academic achievement (Abeysekera & Dawson, 2015; Al-Samarraie et al., 2020; Vitta & Al-Hoorie, 2023). In language learning, the flipped classroom enables students to become familiar with reading materials in advance, giving them foundational knowledge when they enter the classroom. This condition provides teachers with greater opportunities to guide students in understanding text structure, interpreting information, and answering questions that require reasoning. Previous studies have also demonstrated that this model has the potential to support reading comprehension in EFL contexts (Evseeva & Solozhenko, 2015; Yuvita et al., 2022; Wulandari et al., 2022).

Nevertheless, empirical evidence concerning the implementation of the flipped classroom in reading comprehension instruction at Indonesian senior high schools still needs to be strengthened. Many previous studies have been conducted in higher education or other subject areas. Senior high school contexts have distinct characteristics, including limited English instructional time, variations in students' abilities, and teachers' need to create more active learning. Therefore, this study was conducted to analyse the effectiveness of the flipped classroom model in improving the reading comprehension of Grade XI students at SMAN 1 Baureno.

Based on this background, the study was directed at answering the question of how the flipped classroom model can improve students' reading comprehension in English instruction at senior high school. The purpose of this study was to determine the effectiveness of the flipped classroom model in improving students' reading comprehension. The findings are expected to provide practical benefits for English teachers in designing more active, collaborative, and student-centred reading instruction.

## RESEARCH METHOD

This study employed a quantitative approach with a quasi-experimental non-equivalent control group design. Two existing classes at the school were used as the research groups. One class was assigned as the experimental group and received instruction through the flipped classroom model, whereas the other class

served as the control group and received conventional instruction. This design was selected because the researcher could not randomly assign individual students but still needed to compare the groups to examine the effect of the treatment (Creswell, 2014; Gay et al., 2012).

The population comprised all Grade XI students at SMAN 1 Baureno in the 2025/2026 academic year. The sample was selected using purposive sampling by considering class availability, teacher recommendations, instructional schedules, and similarity in initial academic ability. The sample consisted of 65 students, including 32 students in the experimental group and 33 students in the control group. The initial equivalence of the two groups was reflected in their relatively similar mean pre-test scores, namely 81.56 for the experimental group and 81.21 for the control group.

The research design is summarised in Table 1. The table shows that both groups completed a pre-test and a post-test, but only the experimental group received the flipped classroom treatment.

**Table 1. Research Design**

| Group | Pre-test | Treatment | Post-test |
|---|---|---|---|
| Experimental | O1 | X: Instruction using the flipped classroom model | O2 |
| Control | O1 | Conventional/teacher-centred instruction | O2 |

Table 1 shows that the research design enabled comparisons of the initial and final abilities within each group. These comparisons were used to assess whether the improvement in the experimental group was greater than that in the control group.

The research instrument was a reading comprehension test consisting of two texts: a narrative text and an exposition text. These text types were selected because they corresponded to the Grade XI English curriculum. The test consisted of 20 multiple-choice questions. Each correct answer was awarded 5 points, while an incorrect or unanswered item received 0 points, resulting in a maximum score of 100. The items were designed to measure students' ability to identify main ideas, locate detailed information, make inferences, understand vocabulary from context, and interpret information in texts.

The content validity of the instrument was reviewed by two English teachers at SMAN 1 Baureno. The review assessed the appropriateness of the texts, test items, reading comprehension indicators, and learning objectives. The instrument was subsequently piloted in another class that was not included in the research sample. Reliability was analysed using Cronbach's Alpha. The reliability coefficient was 0.711 for the pre-test and 0.850 for the post-test; therefore, both exceeded the minimum threshold of 0.70 and were considered reliable for educational research (Fraenkel & Wallen, 2012).

A summary of the research instrument is presented in Table 2. The table clarifies the test format, scoring procedure, and reading ability indicators measured in the study.

**Table 2. Reading Comprehension Test Instrument**

| Aspect | Description |
|---|---|
| Test type | Multiple-choice reading comprehension test |
| Number of items | 20 items |
| Text types | Narrative text and exposition text |
| Scoring | Correct answer = 5; incorrect/unanswered item = 0 |
| Maximum score | 100 |
| Indicators | Main ideas, detailed information, inferences, contextual vocabulary, and interpretation of information |

Table 2 shows that the instrument was objectively constructed and suited to the requirements for measuring reading comprehension. The multiple-choice format was selected because it allowed consistent assessment of students' ability to comprehend several text types.

Data were collected through three main stages: the pre-test, treatment, and post-test. During the pre-test stage, both groups completed a reading comprehension test to determine their initial ability. The treatment lasted four weeks, with one meeting each week. In the experimental group, students studied the material before class through Google Classroom, instructional videos, reading texts, vocabulary lists, and worksheets. Classroom activities focused on discussion, text analysis, group work, presentations, and teacher feedback. In contrast, the control group received conventional instruction that placed greater emphasis on teacher explanations and individual exercises in class.

The treatment plan for the experimental group and the instructional plan for the control group are presented in Table 3. The table shows that both groups studied the same text types over the same period but used different instructional approaches.

**Table 3. Learning Intervention Plan**

| Week | Text Type | Experimental Group | Control Group |
|---|---|---|---|
| 1 | Narrative Text | Students watch a video about narrative text structure and read a sample text before class; in class, they identify the structure and arrange jumbled sentences. | The teacher explains narrative text structure; students read a text and answer questions individually. |
| 2 | Narrative Text | Students read a text through the LMS and identify vocabulary; in class, they practise inference, context clues, and discuss the moral message. | The teacher guides conventional narrative-text comprehension exercises. |
| 3 | Exposition Text | Students watch a video about exposition texts and write a brief opinion; in class, they identify the thesis and arguments. | The teacher explains exposition text structure and provides individual exercises. |
| 4 | Exposition Text | Students read an exposition text before class; in class, they evaluate information, identify the reiteration, and complete comprehension questions. | The teacher reviews the exposition text, and students complete reading exercises individually. |

Table 3 confirms that the principal difference between the treatments concerned the use of learning time. The experimental group engaged in learning before class and used face-to-face time for deeper comprehension activities, whereas the control group mainly followed an in-class sequence of teacher explanation and exercises.

The data were analysed using descriptive and inferential statistics. Descriptive statistics were used to describe the number of students, minimum scores, maximum scores, means, and standard deviations for the pre-test and post-test. Before hypothesis testing, the data were tested for normality using the Shapiro-Wilk test and for homogeneity using Levene's test. The Shapiro-Wilk test was selected because each group contained fewer than 50 participants.

Hypothesis testing was conducted using a paired-samples t-test to examine score improvements within the experimental and control groups. An independent-samples t-test was then used to determine differences in post-test scores between the experimental and control groups. The magnitude of the effect was analysed using Cohen's d, with values from 0.20 to less than 0.50 classified as a small effect, 0.50 to less than 0.80 as a moderate effect, and 0.80 or higher as a large effect (Cohen, 1988). Although one dataset was not fully normally distributed, parametric tests were retained because each group contained more than 30 participants and the t-test is relatively robust against moderate violations of normality (Field, 2013; Pallant, 2020).

## RESULTS AND DISCUSSION

### Research Results

The results are presented according to the sequence of data analysis: descriptive statistics, normality testing, homogeneity testing, within-group difference testing, between-group difference testing, and effect-size measurement. These analyses were used to determine whether the flipped classroom model significantly improved students' reading comprehension compared with conventional instruction.

The descriptive statistics for the pre-test and post-test are presented in Table 4. The table shows changes in the experimental and control groups' scores before and after instruction.

**Table 4. Descriptive Statistics of Pre-test and Post-test Scores**

| Group | Test | N | Minimum | Maximum | Mean | Standard Deviation |
|---|---|---|---|---|---|---|
| Experimental | Pre-test | 32 | 70 | 100 | 81.56 | 7.560 |
| Experimental | Post-test | 32 | 75 | 100 | 88.28 | 6.551 |

| Group | Test | N | Minimum | Maximum | Mean | Standard Deviation |
|---|---|---|---|---|---|---|
| Control | Pre-test | 33 | 70 | 100 | 81.21 | 7.292 |
| Control | Post-test | 33 | 70 | 100 | 83.18 | 7.161 |

Table 4 shows that the experimental group's mean score increased by 6.72 points, from 81.56 to 88.28. This improvement was accompanied by an increase in the minimum score from 70 to 75 and a decrease in the standard deviation from 7.560 to 6.551. Thus, after the treatment, the experimental group's achievement not only improved but also became more evenly distributed.

In the control group, the mean score increased from 81.21 to 83.18, representing an improvement of 1.97 points. The minimum and maximum scores remained within the range of 70 to 100, while the standard deviation decreased only slightly from 7.292 to 7.161. This comparison indicates that both groups improved, but the improvement in the experimental group was greater than that in the control group.

The results of the assumption and hypothesis tests are presented in Table 5. The table summarises the significance values used to determine normality, homogeneity, within-group differences, between-group differences, and the magnitude of the instructional model's effect.

**Table 5. Summary of Assumption and Hypothesis Tests**

| Analysis | Main Result | Decision |
|---|---|---|
| Shapiro-Wilk normality | Experimental pre-test $p = 0.011$; experimental post-test $p = 0.065$; control pre-test $p = 0.076$; control post-test $p = 0.126$ | Three datasets were normally distributed; one was not |
| Levene's homogeneity test | $p = 0.803$ | The variances of both groups were homogeneous |
| Experimental paired-samples t-test | $t = -6.758$; $df = 31$; $p < 0.001$ | There was a significant improvement |
| Control paired-samples t-test | $t = -1.577$; $df = 32$; $p = 0.125$ | There was no significant improvement |
| Post-test independent-samples t-test | $p = 0.004$ | There was a significant between-group difference |
| Cohen's d | $d = 0.743$ | Moderate effect |

Table 5 shows that the experimental group's post-test data and the control group's pre-test and post-test data were normally distributed because their p-values exceeded 0.05. By contrast, the experimental group's pre-test data were not normally distributed because $p = 0.011$. Nevertheless, parametric tests were retained because each group contained more than 30 students and the between-group variances were homogeneous. Levene's test result of 0.803 confirmed that the homogeneity assumption was satisfied.

The paired-samples t-test showed that the experimental group experienced a significant improvement, with $p < 0.001$. Conversely, the control group did not experience a significant improvement because $p = 0.125$. The independent-samples t-test on the post-test scores produced $p = 0.004$, indicating a significant difference between the experimental and control groups. Cohen's d of 0.743 indicates that the flipped classroom model had a moderate effect on students' reading comprehension.

## Discussion

The findings show that the flipped classroom model had a positive effect on students' reading comprehension. This is reflected in the greater increase in the experimental group's mean score compared with that of the control group. Before the treatment, both groups had relatively similar initial abilities. After the treatment, however, the experimental group achieved a mean score of 88.28, whereas the control group achieved 83.18. This difference indicates that the flipped classroom learning process provided learning experiences that better supported the improvement of reading ability.

The improvement in the experimental group can be explained by the main characteristics of the flipped classroom. In this model, students do not encounter the material for the first time in the classroom. They read texts, watch videos, study vocabulary, or complete introductory tasks before face-to-face instruction. This preparation builds prior knowledge that enables students to approach texts more readily. When they enter the classroom, students do not merely listen to teacher explanations; instead, they can use class time to ask questions, participate in discussions, clarify difficulties, and apply reading strategies.

This condition is consistent with constructivist theory. Learning becomes more meaningful when students are directly involved in constructing understanding through interaction with materials, teachers, and peers (Vygotsky, 1978; Bruner, 1966). In reading, this interaction is important because textual meaning is not

passively received. Students need to connect information in the text with prior knowledge, interpret relationships among ideas, and draw conclusions based on textual evidence. The flipped classroom provides space for these processes through more active and collaborative classroom activities.

The findings also support the concept of active learning. Bonwell and Eison (1991) explain that active learning engages students in performing activities and thinking about what they are doing. In this study, the experimental group's classroom activities included text discussions, structure identification, main-idea identification, inference practice, the use of context clues, and group presentations. These activities encouraged students not merely to answer questions but also to explain their reasoning, compare opinions, and refine their understanding through feedback.

Conversely, the control group showed a smaller improvement that was not statistically significant. This may have occurred because conventional instruction provided fewer opportunities for students to process texts in depth. When classroom time is dominated by teacher explanations and individual practice, students who do not yet understand a text may not always have opportunities to discuss their difficulties or construct understanding with peers. Consequently, conventional instruction may still produce improvement, but the increase is not as substantial as that achieved through interactive activities.

The findings also highlight the importance of learning autonomy. The flipped classroom encourages students to study material before class and become accustomed to taking responsibility for their learning process. Students can replay videos, reread texts, or note unfamiliar vocabulary before meeting the teacher in class. These practices help students enter the lesson with better preparation. This result is consistent with Abeysekera and Dawson (2015) and Mehring (2018), who emphasise that flipped learning can enhance students' engagement and learning autonomy.

Activating prior knowledge is an important aspect of English reading instruction. Students comprehend texts more easily when they already have an initial understanding of the topic, text structure, and essential vocabulary. Grabe (2009) and Grabe and Stoller (2011) emphasise that reading comprehension involves interaction between textual information and the reader's knowledge. Through the pre-class stage, the flipped classroom helps students build foundational knowledge before analysing texts in the classroom. Classroom activities can therefore focus on deeper comprehension rather than merely introducing basic material.

The findings support previous research. Vitta and Al-Hoorie (2023) showed that flipped learning has a positive impact on second-language education, particularly when classroom activities are designed collaboratively. Wulandari et al. (2022) and Yuvita et al. (2022) also found that the flipped classroom can improve students' reading comprehension. Thus, this study strengthens the evidence that the flipped classroom is relevant to reading instruction in senior high school EFL contexts.

Cohen's d of 0.743 indicates that the effect of the flipped classroom model was moderate. This means that the difference between the experimental and control groups was not only statistically significant but also practically meaningful for instruction. A moderate effect suggests that the model is a viable alternative for English teachers, particularly when they seek to maximise classroom time for comprehension practice, discussion, and feedback.

Although the findings show a positive impact, implementing the flipped classroom requires careful preparation. Teachers need to prepare clear, accessible pre-class materials that are aligned with learning objectives. Pre-class assignments should not be overly demanding, but they should be sufficient to build initial understanding. Teachers must also ensure that classroom activities are explicitly connected to the material students studied beforehand. Without a clear connection between pre-class and classroom activities, the model may lose its effectiveness.

Technology availability is also an important factor. Because the flipped classroom uses digital learning resources, teachers need to consider students' access to devices and the internet. Google Classroom, instructional videos, and learning management systems can support material distribution, but teachers should provide alternatives for students with limited access. With appropriate planning, technological barriers can be minimised so that the model can be implemented equitably.

Overall, the findings show that the flipped classroom creates a more active, autonomous, and collaborative learning environment. The model helps students prepare before class and use face-to-face time to construct higher levels of understanding. This pattern is highly relevant to reading comprehension instruction because students need time to read, ask questions, discuss text content, and receive feedback. The flipped classroom

can therefore be viewed as an effective instructional strategy for improving senior high school students' reading comprehension.

## CONCLUSION

Based on the findings, the flipped classroom model had a positive and significant effect on the reading comprehension of Grade XI students at SMAN 1 Baureno. This was demonstrated by the increase in the experimental group's mean score from 81.56 on the pre-test to 88.28 on the post-test. The control group also improved, but to a smaller extent, from 81.21 to 83.18, and the improvement was not statistically significant. The independent-samples t-test showed a significant difference between the experimental and control groups' post-test scores, with $p = 0.004$.

Cohen's d of 0.743 indicates that the flipped classroom model had a moderate effect on students' reading comprehension. The improvement occurred because students had opportunities to study the material before class, build prior knowledge, and use classroom time for discussion, text analysis, inference practice, and teacher feedback. Thus, the flipped classroom can serve as an effective alternative strategy for reading instruction, particularly in senior high school EFL contexts.

English teachers are advised to implement the flipped classroom systematically by preparing simple, clear, and accessible pre-class materials. Classroom activities should focus on promoting higher-order comprehension through discussion, text-structure analysis, inference, and reflection. Students should also be encouraged to take responsibility for studying the material before class so that face-to-face activities can be conducted more effectively. Future studies may involve larger samples, different education levels, or qualitative data to explore students' perceptions, motivation, and challenges in implementing the flipped classroom.

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