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The Effect of the Flipped Classroom Model on Second-Semester Students' Reading Comprehension in the Reading for Enjoyment Course at UHN I Gusti Bagus Sugriwa Denpasar

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ABSTRACT

This study sought to examine the effect of the Flipped Classroom Model on the reading comprehension of second-semester students enrolled in the Reading for Enjoyment course at UHN I Gusti Bagus Sugriwa Denpasar. A quantitative research design was applied, employing a quasi-experimental approach. The study involved participants who were from the English Language Education Department, comprising a total of 34 students who were allocated into experimental and control groups. A convenience sampling technique was chosen for the sample. The research instrument was a reading comprehension test comprising 25 multiple-choice questions. The analysis of data was conducted through descriptive statistics and Analysis of Covariance (ANCOVA), utilizing pre-test scores as the covariate to account for initial disparities in reading ability. The results indicated that the Flipped Classroom Model did not have a significant effect on students' reading comprehension achievement. The findings revealed that scores obtained in the pre-test had a substantial effect on students' post-test achievement, F (1,31) = 10.978, p = .002. However, when pre-test scores were accounted for, no statistically significant difference was observed between the experimental and control groups, F (1,31) = 0.191, p = .665. The experimental group achieved a higher mean score (M = 82.92) compared to the control group (M = 81.62), although the difference was not statistically significant. Therefore, the Flipped Classroom Model did not lead to notable enhancement in students' reading comprehension achievement compared to the traditional teaching method. Nevertheless, it may be considered a potential alternative strategy for teaching reading comprehension as it encourages students to prepare and engage with reading materials before classroom activities.

Keywords: *Flipped Classroom Approach, Reading Comprehension, Reading for Enjoyment*

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INTRODUCTION

Reading has long supported human development by allowing individuals to communicate ideas across eras and cultures. Reading is process requires focusing on written symbols, comprehending ideas, appreciating content, and interpreting meaning (Ajoke, 2017). Therefore, reading comprehension has become an essential skill for students, enabling them to understand, analyze, and interpret academic text effectively.

In the English Language Education Department (ELED), reading comprehension is a fundamental component of English education. Nevertheless, reading classes frequently depend on teacher-centered methodologies, which can restrict students' chances for active engagement, collaborative learning, and self-directed study because of limitations in classroom time.

Technology has become an important tool in enhancing students' reading comprehension. Modern technology facilitates classroom teaching, expands access to education, and students' participation (Zhou & Teo, 2017). Therefore, technology in educational settings is becoming increasingly significant in directly facilitating students' reading comprehension skills, which contributes to the evolution of contemporary educational methods, including the flipped classroom model.

The flipped classroom represents an educational approach that inverts the conventional classroom model by providing instructional content, typically delivered online before class, and subsequently involving students in collaborative learning and critical problem-solving exercises facilitated by the instructor during class time (Hashemifardnia et al., 2018). This is because the flipped approach allows students to access content beforehand, enabling them to participate more actively and meaningfully during classroom discussions and learning tasks.

Previous research has demonstrated that the flipped classroom model has the potential for students' reading comprehension. Chung Kwan (2017) conducted a critical review and found improvements in academic achievement, motivation, and understanding, particularly when supported by interactive in-class activities. This review focused on secondary-level students in Science, Technology, Engineering, and Mathematics subjects (STEM).Karabulut-Ilgu et al. (2018) reported that students expressed high satisfaction with the flipped classroom due to its flexibility and increased opportunities for interaction. Their systematic review focused on engineering education and involved higher education students rather than learners in language classrooms. Hoang Yen (2020) found that the flipped classroom model supports the development of higher-order thinking skills through structured in-class exercises in reading. Nevertheless, their study examined English as a Foreign Language reading instruction at the senior high school level. Punyasetro et al. (2021) discovered that the flipped classroom model enhanced students' engagement and achievement in English instruction. Their study was carried out at the university level, in an English for Economics course.

However, the implementation of the flipped classroom within English Language Education Departments, particularly in courses focused on reading skills, such as *Reading for Enjoyment*, remains unexplored. Therefore, the current research seeks to address this gap by examining the effect of the flipped classroom model on the reading comprehension of second-semester students in the *Reading for Enjoyment* course at Universitas Hindu Negeri I Gusti Bagus Sugriwa Denpasar.

METHODS OF RESEARCH

This research utilized a quantitative methodology, specifically a quasi-experimental design featuring a non-equivalent control group. The primary objective of the study was to investigate the impact of the Flipped Classroom Model on students' reading comprehension abilities. The experimental group was instructed using the Flipped Classroom Model, whereas the control group received traditional instructional methods. Both groups undertook a pre-test and a post-test to evaluate any changes in their reading comprehension skills.

The participants consisted of 34 second-semester students from the English Language Education Department at Universitas Hindu Negeri I Gusti Bagus Sugriwa Denpasar. A convenience sampling method was employed, resulting in 21 students being allocated to the experimental group and 13 students to the control group.

Data collection involved administering a reading comprehension test, which served as both a pre-test and a post-test. This assessment comprised 25 multiple-choice questions that evaluated five dimensions of reading comprehension: vocabulary, main idea, detailed information, inference, and reference.

The study was carried out over three instructional sessions. Students in the experimental group engaged in pre-class learning activities via Google Classroom, followed by collaborative discussions during class and assignments after class. In contrast, the control group received traditional instruction through lectures and guided reading exercises. After the instructional period, both groups completed a post-test.

The data gathered were analyzed using descriptive statistics and Analysis of Covariance (ANCOVA) with SPSS version 26. Before conducting the analysis, tests for normality and homogeneity were performed. ANCOVA was utilized to assess whether there was a statistically significant difference in post-test reading comprehension scores between the experimental and control groups, while controlling for pre-test scores.

RESULT AND DISCUSSION

Descriptive Statistics of Pre-Test

Table 1. Decriptive Statistics of the Pre-Test scores in Both Groups

Test	Group	N	Minimum Scores	Maximum Scores	Mean	Standard Deviation
Pre-test	Experimental	13	48	88	71.23	12.15
Pre-test	Control	21	44	96	71.43	14.87
Post-test	Experimental	13	64	96	82.92	9.40
Post-test	Control	21	56	96	81.62	10.69

The data showed that the lowest pre-test score in the experimental group was 48, and the highest was 88, with a mean score of 71.23 (SD = 12.15). In contrast, the control group recorded a minimum pre-test score of 44 and a maximum score of 96, a mean score of this group was 71.43 (SD = 14.87). These findings indicate that the students in both the experimental and control groups had comparable levels of reading comprehension skills prior to the treatment.

Normality Test

Table 2. Normality Test of Pre-Test Scores

Group	Test	Sig.	Intepretation
Experimental	Shapiro-Wilk	0.436	Normal
Control	Shapiro-Wilk	0.447	Normal

As indicated in the table above, the significance value for the experimental group was 0.436, whereas the control group exhibited a significance value of 0.447. Considering that the significance values for both groups surpassed 0.05, it can be inferred that the data in this study follow a normal distribution. The requirement for normality testing was satisfied in both groups.

Table 3. Normality Test of Post-Test Scores

Group	Test	Sig.	Intepretation
Experimental	Shapiro-Wilk	0.436	Normal
Control	Shapiro-Wilk	0.173	Normal

As indicated in the table above, the significance value for the experimental group is 0.436, while the control group has a significance value of 0.173. Since the significance values for both groups are greater than 0.05, we can conclude that the post-test data follows a normal distribution.

Homogeneity Test

Table 4. Homogeneity Test Results

Group	Test	Sig.	Intepretation
Pre-Test	Levene's Test	0.259	Homogeneity
Post-Test	Levene's Test	0.886	Homogeneity

The table demonstrates that the significance value derived from the average of the pre-test data was 0.259, while the post-test was 0.886. Given that this significance value surpassed 0.05, the data met the requirement for the assumption of homogeneity.

Hypothesis Testing

Table 5. ANCOVA Results

Source	Type III Sum of Squares	df	Mean Square	F	Sig.	Partial Eta Squared
Pre Test	874.981	1	874.981	10.978	.002	.262
Group	15.254	1	15.254	.191	.665	.006

The table shows that the covariate (pre-test) had a significant effect on post-test scores, F (1,31) =

10.978, p = .002, indicating that students' initial reading ability significantly influenced their final achievement.

After adjusting for the pre-test scores, the findings indicated that there was no notable difference in the post-test scores between the experimental and control groups, F (1,31) = 0.191, p = .665. The experimental group achieved a marginally higher mean score (M = 82.92) than the control group (M = 81.62); nonetheless, this difference was not statistically significant.

Discussion

This study aimed to investigate the effects of the Flipped Classroom model on the reading comprehension abilities of second-semester students participating in the Reading for Enjoyment course at Universitas Hindu Negeri I Gusti Bagus Sugriwa Denpasar. The results indicated that experimental group experienced improvements in their reading comprehension scores following the treatment. Nevertheless, the outcome of the independent samples t-test revealed that the disparity between the post-test scores of the two groups was not statistically significant.

One possible reason why there was no significant effect was that both groups demonstrated engaged involvement throughout the educational experience. Despite the experimental group employing the Flipped Classroom Model while the control group adhered to conventional teaching methods, both approaches afforded students the chance to interact with the reading materials through discussion and comprehension activities. This condition may have contributed to the relatively similar post-test results between the two groups. Furthermore, although the Flipped Classroom Model provided pre-class activities that allowed students to become familiar with the reading materials before class, the participants in this study were university students who were likely capable of learning independently. Students in the control group may have also demonstrated learner autonomy by reviewing course materials and preparing themselves outside the classroom without being explicitly assigned pre-class activities. Consequently, the benefits of the pre-class activities may not have created a substantial advantage for the experimental group, thereby reducing the likelihood of significant differences in post-test scores between the two groups. According to the constructivist theory proposed by Lev Vygotsky (Azzahra, 2025), students can develop their understanding through active interaction and discussion during the learning process. Therefore, both instructional models may have supported students' reading comprehension development in different ways.

Furthermore, the disparity in participant numbers between the experimental and control groups may have impacted the study's outcomes. The experimental group consisted of 13 students, while the control group included 21 students. Despite the pre-test findings suggesting that both groups demonstrated fairly similar reading comprehension skills before the intervention, the disparity in sample sizes could have influenced the statistical power of the research. Small and uneven sample sizes can diminish statistical power, thereby complicating the detection of statistically notable distinctions among groups (Purnomo, 2022). This situation may have played a role in the non-significant findings observed in the current study.

Based on the findings of this study, it can be concluded that the Flipped Classroom Model facilitated beneficial learning experiences for students and contributed to higher reading comprehension scores. Consequently, the Flipped Classroom Model has the potential to be regarded as a promising alternative teaching approach for enhancing reading comprehension. However, its effectiveness may depend on factors such as treatment duration, students' learning habits, classroom conditions, and the implementation process

(Diningrat et al. 2023). Nevertheless, the improvement was not significantly different from that achieved through conventional teaching methods.

The results of this research align in part with earlier studies that focus on the implementation of the Flipped Classroom Model. Ridha (2024) noted that the Flipped Classroom Model encourages students' independent engagement with reading materials and supports more meaningful reading activities through pre-class preparation and classroom interaction. In this study, students in the experimental group were additionally motivated to review the materials prior to class and engage actively in classroom discussions. This educational approach may have played a role in the elevated post-test scores observed in the experimental group.

In contrast to Ridha (2024), in the current study, there was no statistically significant difference observed between the experimental group and the control group. Consequently, although the results indicate the possible advantages of the Flipped Classroom Model in enhancing students' engagement with reading materials, they do not offer enough evidence to assert that this model was significantly more effective than traditional instruction in enhancing reading comprehension.

This study has several limitations. First, the number of participants was relatively small and unequal between the experimental and control groups, which may have affected the statistical strength of the research. Second, the length of the treatment was limited to three meetings, which may not have been adequate to completely assess the enduring effects of the Flipped Classroom model on students' learning outcomes. Third, this study only focused on one skill, namely reading comprehension, so the findings cannot be generalized to additional language skills, including speaking, listening, or writing. Ultimately, the research was carried out within a single institution. This may restrict the applicability of the findings to various educational contexts.

CONCLUSION

The findings of this study indicate that the application of the Flipped Classroom Model did not significantly affect students' reading comprehension performance in comparison to the conventional lecturing and guided discussion approach. However, the Flipped Classroom Model offered learning opportunities that could enhance students' interaction with reading materials prior to classroom activities, as well as promote active participation in classroom discussions. Consequently, the Flipped Classroom Model may still be regarded as a viable alternative teaching strategy for reading comprehension instruction. Future studies are recommended to involve a larger sampler size and longer treatment period to further investigate the effectiveness of the Flipped Classroom Model.

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