Discovering students' responses using flipped classroom model trough reading comprehension teaching

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Abstract - This research focused on Flipped classroom model in teaching reading comprehension: students' responses. The purpose of this research to find out the flipped classroom learning model is incorporated technology-assisted and then to find out the flipped classroom learning model responded to balance by students. In the search site and participants, the researchers involved 36 students, 6 students as participants from the second grade of Senior High School 1 Karawang West Java, with study objective sampling by using qualitative narrative inquiry method. To collect the data the researcher used three instruments that is a reflective journal, interview, and documentation. For the data analysis technique, the researchers used thematic analysis (Braun & Clark, 2006) which is read the data deeply, transcribe, code, categorize, and interpret the data to analyze data. The result of the research shown that students have positive responses. Five students have the same positive responses that are students' more comfortable with listening, get a better understanding of the material, make them active in the discussion in the classroom. But one of the students has a negative response that is the condition of the classroom was not conducive that make her did not understand the material. It can be concluded that the flipped classroom learning model responded to balance by students. The most of students more comfortable to learning the material first at home before teaching and learning in the classroom and make them understand better, students more active to express their ideas in discussion session and also the process of learning was more interesting and helpful.

Keywords: flipped classroom model, reading comprehension, students
                 responses

1. Introduction

The activity of getting information that is the meaning of reading. It is one of the important skills for students to learn English especially English reading comprehension. Comprehension, as it is widely known, is the ability to understand completely and be familiar with the situation, facts, etc. While on the other hand, reading comprehension is not just reading with a loud voice but also to establish and understand the meaning of words, sentences, and paragraphs sense the relationship among the ideas. According to Moreillon (2007), reading comprehension is an active process in extracting knowledge and information from the text. Thus, reading comprehension is reading whom the students can understand the content of the passages, it means he/she fails in comprehending the passage. The main focus of reading is to get comprehension. When the students read the passage, they decode written information and it is combined with the students' background of knowledge in their brains to produce comprehension. Anderson in Mckey (2006) stated reading is both process and product. The product of reading is called comprehension or an internal construction of meaning; there has been an understanding of what has been read. Thus, reading comprehension is built from their background knowledge.

Nowadays, using gadgets is very popular by most people include the students also. Now the activities of reading and learning just not by using a book, but also can use the internet on the gadget mentioned by observing in students of SMAN 1 Karawang. Data taken by the informal interview was conducted with an English teacher in SMAN 1 Karawang. He explained that the students' had some difficulties in reading comprehension ability. An active process of reading comprehension where students need to be tough strategies to read more efficiently. According to the statement of Davoudi and Yousefi (2015) in reading comprehension EFL learners' difficulties and problems such as deficits in vocabulary knowledge and background knowledge. Problem with grammatical knowledge and also poor reading strategies which is in fact very important to reduce the difficulties (Sammad et al, 2017).

Furthermore, in teaching reading comprehension the researchers try to give the best way process of teaching reading comprehension through flipped classroom model approach can be an effective solution that can help teachers observe the students. The flipped classroom is known by various names including the inverted classroom, blended learning, and more simply, the flip (Bergmann & Sams, 2012). In foreign language learning classes, a flipped language learning class can be defined as a teaching method that utilizes asynchronous language learning materials, such as videos, audios, PowerPoint presentations, hypertexts, and images to study the language outside the classroom, practice the language, and perform various activities and tasks in face-to-face classrooms (Hung, 2017) and (Wu et al, 2017). Focus on learning at home and practice or discussing in the classroom that is the flipped classroom model.

Based on the explanation above, the researcher chose the title "Flipped Classroom model on teaching reading comprehension: students' responses" The researcher wanted the students to focus on the reading comprehension learning process through flipped classroom model. This research aimed to find out the flipped classroom is incorporated technology-assisted and then to find out the flipped classroom learning model responded to balance by students.

Reading comprehension strategies are conscious and flexible plans readers apply and adapt to a variety of texts and tasks (Michael F. Graves, 2001). The main focus of reading is to get comprehension. There are several types of reading: Intensive reading and Extensive reading. Long and Richards (1987) stated that intensive reading is a "detailed in-class" analysis, led by the teacher, of vocabulary and grammar points, in a short passage." We can conclude intensive reading can use to teach or practice specific reading strategies or skills. Based on Long and Richards (1971) identified that extensive reading as "occurring when students read large amounts of high-interest material, usually out of class, concentrating on meaning, "reading for gist" and skipping unknown words". Extensive reading aims to build reader

confidence and enjoyment. Thus, extensive reading is always for the comprehension of main ideas.

Teaching is one of the jobs that not everyone can teach well including teaching reading. Teaching is not an easy job, but it is a necessary one and can be very rewarding when the teacher sees our students' progress and know that we have helped to make it happen (Harmer 2008). In teaching reading usually has two aspects. The first aspect is can be referred to as teaching learners who are learning to read for the first time. A second aspect is teaching refers to teaching learners who already have reading skills in their first language. For that, great teaching also teaching reading comprehension can bring two-aspect for the students.

Flipped Classroom Model

As we know in this era, Innovation or technology in education can be a methodology that is focused on student-centered education. The flipped classroom is an innovative teaching strategy that reverses traditional teaching rather than lecturing, teachers assign videos as homework to introduce the topic. At home, students watch the video instruction as many as they wanted to understand the topic and complete the assignment in class where is the teacher is available to assist with questions to check the students' comprehension (Kim et al, 2017; Zarrinabadi, & Ebrahimi, 2018). the students search the information and knowledge through many sources, the most are internet (search engine), In certain contexts, language instructors prefer to conduct full online language learning classes without any face-to-face interaction (Alhamami, 2018a; Satar & Akcan, 2018) also according to Berret (2012) the flipped classroom has been expanding to improve the teaching approach that requires students' preparation outside the classroom to make them active in class. The other words Flipped classroom when teachers give the material as homework to introduce the topic. At home, students learn the material to understand the topic. In the class, the teacher gives discussion, questions, and answer sessions to check the students reading comprehension.

The flipped classroom learning model can change the traditional classroom learning model strategy by delivering lessons online outside the class and moving homework into the classroom where teachers have more beneficial time to help students with their questions and one-on-one support (Bishop & Verleger, 2013). That is inversely proportional to the traditional classroom learning model. That is a picture of the differences between the traditional classroom learning model and flipped classroom learning model.
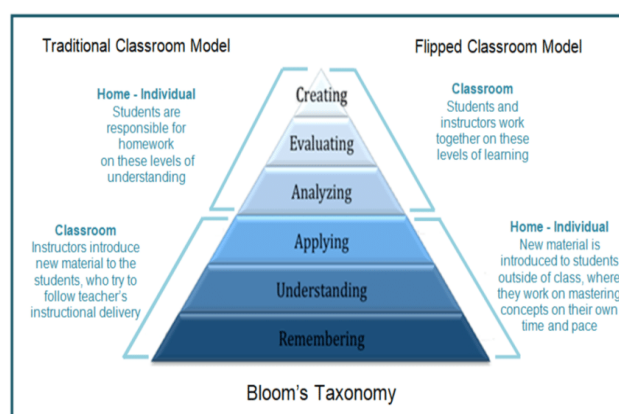
Picture 1 Anderson/Krathwohl and Flipped Classroom

In flipped classroom learning model, there are creating, evaluating, and analyzing does in the classroom where classroom students and the teachers work together on this level of learning. The next process is applying, understanding, and remembering what does at home and the teacher gives them discussion, questions, and answer sessions to check the students reading

comprehension in the classroom.

To know success or not a learning model it can be seen how the students respond to this learning model. Students' responses are verbal or non-verbal acts designed to fulfill the expectations implicit in the question, commands, or the request of others (Dunkin, 1987). Thus, students' responses are something that is done as a verbal or non-verbal reaction to the teacher's instruction during the teaching and learning process for effective class, in this research is for the reading classroom. According to Rosenberg and Hovland (1960) as cited in Azwar (2012), there are three components of attitudes that are called a tripartite model that is cognitive (understanding) is a general rationale for assessing and modifying cognition as a means of changing how people think, feel, and behave, affective (emotion) which is defined as an emotional feeling toward something, and the last conative (behaviour) it refers to someone's tendency to act in a particular manner that is congruous to his or her attitude. The measurable dependent variables from the conative component are overt action and verbal statements concerning behaviour. Thus, that are the aspects of students' responses. In this case, students' responses are essential to recognize how students' responses about the new teaching model that is flipped classroom learning model use.

2. Method

This research is a qualitative approach and narrative inquiry as a method of the research. The method was chosen because it is based on the researcher's experience of the preliminary service teacher program. Qualitative research usually is a primary concern with what is called "the human as instrument" approach (Lincoln & Guba, 1985). In other words, the focus turns to understand human beings' to describe something. Narrative inquiry is a way to understand the experience and a way to study experience (Clandinin, 2006, 2007, 2013; Clandinin & Connelly, 1990, 2000). In narrative inquiry the researchers do not observe the participants objectively; instead, they take a subjective position in connecting relationally with the participants' social and private world (Clandinin, 2006; Pinnegar & Daynes, 2007). Focus on the students and teaching experience or story of life to get the data. The object of the research is 6 students as participant purpose sampling from the eleventh-grade students of XI MIPA 1 an English class in Senior High School Karawang West Java in the academic 2019/2020. Purpose sampling is the researcher hire the participants based on the researcher study objective. The six students have a different level that is: two students for a low-interest level, two students for a middle-interest level, and two students for a high-interest level. Data collection allows us to collect information that the researchers want to collect the research objects. Sugiono (2009) explained to collect the data, the researchers use some techniques in order to make it easier in analyzing the data such as observation and interview. To obtain the data the researchers used three instruments is the reflective journal, interview, and documentation. The process of taking the data in this research by researchers experience of the preliminary service teacher program and with an application such as WhatsApp. The technique collecting data of the research used reflective journal, interview, and documentation.

In all qualitative research, the data analysis technique is the way the researcher analyzes the data. After getting all of the data from the teacher-students reflective journal, interview, and documentation to analyze the data the researcher applies the interactive model thematic analysis by Braun & Clark (2006) is presented below.
A. Read the data deeply

The first step is to read data deeply. Read the data deeply which means re-reading all of the data. The researchers need to understand and go deep into the qualitative data obtained by reading and re-reading the data in this research. The researcher got all of the data by some research instruments that as the teacher and students' reflective journal, interview guidance, and documentation that were made during the data collection process.
B. Transcribe

The next step is to transcribe the data, transcribe the data is re-write the data based on your own without change the meaning. The researchers need to transcribe the data by taking personal notes while reading reflective journals or listen to a record of the interview.

C. Code

After transcribing the data, the next process is to code the data. coding is the next step of analysis while you are organizing your data into meaningful groups as a key of data. The researchers need to arrange a code that is to signal data that is considered important so that the researcher made a signal for the important data and not important data.

D. Categorize

The next step is to Categorize which means to select the data from the teacher-students reflective journal, interview, and documentation. The researcher will be review all the data will evaluate which data is relevant or irrelevant to this research.

E. Interpret data

The last step is to describe the conclusion or verification that means the process through which data from students' reflective journals, interviews, and documentation is reviewed to arrive purpose of arriving at an informed conclusion.

3. Results and Discussion

The descriptions are related to the implementation of the flipped classroom model in teaching reading comprehension of learning report text process at Senior High School 1 Karawang. In case, related pandemic covid-19 and government instruction which is all activities must be stopped, that the researcher uses pre-service teacher experience as the data of the research. When the researcher has taken the preliminary service teacher program from campus.

The descriptions are related to the implementation of the flipped classroom learning model in teaching reading comprehension of learning report text process at Senior High School 1 Karawang, the data were obtained that consist of teacher and students reflective journal and documentation to support this research. The data of reflective journal and documentation were gained when the researcher as pre-service teacher held a preliminary service teacher program in December 2019 and students' interviews is done in May 2020.

a. Flipped Classroom Model is Incorporated Technology-Assisted

The researcher use teacher reflective journal for tells the researchers' experience about implemented flipped classroom learning model on teaching reading comprehension in the learning report text process at Senior High School 1 Karawang. Priest and Sturgess (2005) suggested that journal reflection provides an invaluable experience as it helps individuals to subject their personal beliefs to critical analysis in a safe environment. The researchers conclude reflective journals to retell the experience of observation. The explanation below is the result of the pre-service teacher retelling or implemented the flipped classroom in teaching reading comprehension of learning report text process.

In the pre-service programme, the researchers were teaching report text for two weeks. There are the first meetings in the first week and the second meetings in the second week. The steps teaching and learning process are as follows: In the first meetings is pre-service teacher explained general material of report text such as the definition of report text, generic structure of report text, and the language features of report text. After that, the researcher showed a picture to students and then the teacher made inducement questions about what they know of the picture, the researcher gave the example of report text about the animal on the picture with good and correct generic structure and language features. After the students understand the example of simple report text, the researcher showed two pictures and also the researcher gave a time for students to make the simple of the report text based on the picture individually. After the students made simple report text the researchers asked some students' come forward to read the report text that they have been made and the researcher gave some feedback for their report

text. Finally, the teacher gave a conclusion of the material at the first meetings, for the last activities the researcher asked students to learn more home about the material.
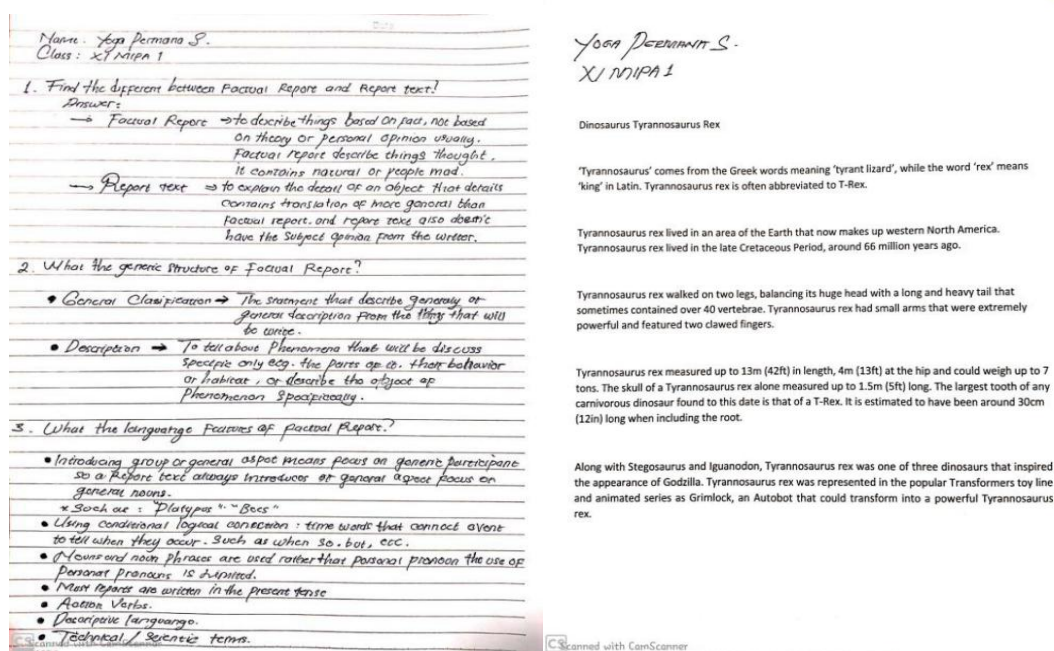
Picture 2 The result study of students at home

In the picture above is one of thirty-six result studies of students at home before teaching and learning process in the classroom. We can see that all of the students did the task and try to understand more the report text material at home. In the result of the study, at the first meeting, the pre-service teacher gave some questions for students there are (1) find the differences of factual report text and report text (2) what the generic structure of factual report (3) what the language feature of the factual report (the researcher asked all of the students to paraphrase the sentence based on your own) (4) and the last find the example of factual report text.

In the second meetings, there is the discussion session for students, they discussed the result of what they have been lean at home and then they can ask the pre-service teacher if there is do not understand and then the pre-service teacher was asking students to come forward to told what they have discussed and told the example of factual report text hat has been they find before, for the last activities in teaching and learning process researcher ask other students to listen and recount what the student told before.

At the end of the teaching and learning process and based on students' reflection, the researcher found that students' enthusiastic and comfortable in the learning process. It ca students'n from students positive responses in the teaching and learning process. Even though re are some of students do not study first at home but not an obstacle in teaching and learning process because with a discussion session with the teacher and students' can help students understand the material. Learning at home before teaching and learning process and find the solution together in the classroom it makes the learning process faster and easier. Thus, the flipped classroom model can be implemented in teaching reading comprehension.

b. Flipped Classroom Responded Balance by Students'

Related to students' responses about the flipped classroom learning model as incorporated technology assisted in learning report text material process, based on an interview with six students. The result showed in the following presentation.

1) Student 1

"In my opinion, I was quite comfortable with learning using flipped classroom model. I can discuss with my friends something from material that I don't yet understand, and also yesterday there were games that could hone my skills. In my opinion, the pre-service teacher delivers enough material."

Student 1 explained that he was enjoying the teaching and learning process used flipped classroom learning model because in flipped classroom learning model the student can discuss what they have learned at home and the difficult material with his friend. Thus, through the discussion session, they can improve their reading comprehension of the report text material.

2) Student 2
"I feel during the teaching and learning process is that it feels comfortable because we are free to discuss for express each of our opinion".

Student 2 explained that he was enjoyable in the teaching and learning process used flipped classroom learning model, because in this learning model-free discussion to express students' opinions about what they have learned and understood from the report text material.

3) Students 3
"It feels that there is a sense of pride in myself because I can better understand the text report material with the help of this flipped classroom 30 learning model and also at classroom I can   be more enthusiastic in learning this report text material."

Student 3 explained that he was proud and interested because used flipped classroom learning model that is learning and understanding at home before learning and teaching process in the classroom. Thus, he understood more the material.

4) Student 4
"For me, this flipped classroom learning model is very good because when at home I can learn about the basics and of course, when studying at home there is a lot of material that we don't understand and can be asked in class. For me learning is not monotonous, a lot of discussions with the teachers and discuss interesting things, we did not understand and can not be answered by just search in google. We also learned to think critically about learning especially about this text report, in my opinion like that."

Student 4 explained that flipped classroom learning model is good for the teaching and learning process especially learning report text material, because made teaching and learning not monotonous and made students learned critical thinking.

5) Student 5
"When I learned the report text at that time was comfortable, enjoy and better understand used the flipped classroom learning model.

Student 5 explained that she was more enjoyable learning the report text material used the flipped classroom learning model because she has learned at home and discuss in the classroom made her got understanding more.

6) Student 6
"During the learning process using the flipped classroom learning model was relaxed, not tense and fun, but the material that I delivered could not be understood because the classroom was not conducive."

Student 6 explained that she was really comfortable and happy when learning report text used flipped classroom learning model because students have learned the material first, at home and discuss what are students do not understand in the classroom. But, in learning and teaching process in the classroom not conducive make her not understand.

Based on students' responses to the interview above, flipped classroom learning model in teaching reading comprehension has good responses because 5 students have the same responses that it felt comfortable to learning, understand more the material, and made them active discussion in the classroom. But 1 of the students felt the condition of the classroom not conducive make her not understand of the material. Thus, the flipped classroom model responded to balance by students. Flipped classroom model in teaching reading comprehension has good responses because most students felt understand more the material, comfortable to learning, and make them active discussion in the classroom. According to the component of responses suggested by Rosenberg and Hovland (1960) as cited in Azwar (2012) in term of students' cognitive responses is students' more understand the material, students affective responses are students' more comfortable to learning, and students conative responses is make the students' active discussion in the classroom also when they learning use flipped classroom model was more interesting and helpful for them while learning process.

In this chapter the researcher discussed two points of research findings focus on the flipped classroom learning model is incorporated technology-assisted and then the flipped classroom learning model responded to balance by students'. In the discussion of the result discuss and present about data analyzed based on the data finding of the research. The researchers explain and describe the data relevant to the research findings above, there is an explanation of discussion:

a. Flipped Classroom Model is Incorporated Technology-Assisted

In this era, gadgets very popular by most people include the students also. The activities of reading and learning just not using a book, but also can use the internet on the gadget. The students can search for the material that they will earn in the classroom and then learning the material before being discussed by the teacher in the classroom. In the classroom, the students can asks and discuss what they do not understand when students learn independently at home. Therefore, the students can understand more the material and make them active discussing in the classroom that is the flipped classroom learning model. The flipped classroom is adapted by school instructors for making students active learners (Basal, 2015; Correa, 2015; Lee, & Wallace, 2018).

Based on the description of findings above, the flipped classroom learning model is incorporated technology-assisted because the students learn more of the report text by searching the material use internet on the gadget, while in class used for discussing with they friends and asks several things that they did not understand. To know students reading comprehension some of the students ask to tells report text that has been searched before, the researcher asks another student to listen and recount what the student tells before. Even though, some of the students do not learning the material first at home but, not an obstacle in the learning process because a discussion session can help students understand the material. Thus, students' autonomy learning is crucial in flipped classroom model. Learning at home before teaching and learning process and find the solution together in the classroom it makes the learning process faster and easier.

b. Flipped Classroom Responded Balance by Students'

To understand the students' responses on how teacher implement the flipped classroom learning model is incorporated technology assisted in teaching reading comprehension, the researcher administered from the interview with six students as a participant during communication in WhatApps. Based on the description of the interview that has been described above, the researcher can analyze the students' responses. According to Rosenberg and Hovland (1960), as cited in Azwar (2012), there are three components of attitudes that are called

a tripartite model that is cognitive, affective, and conative. Students' responses consist of verbal or non-verbal action cognitive, affective, and conative aspects.

The results of the interview showed that the students' responses towards the implementation of the flipped classroom learning model is incorporated technology assisted in teaching reading comprehension has good responses because 5 students' have the same positive responses that are the students' feel more comfortable and relax to learning, get a better understanding the material, and made them active discuss to share their opinion in the classroom. But 1 of the students felt the condition of the classroom not conducive make her not really understand the material. Thus, the flipped classroom model responded to balance by students.

4. Conclusion

The conclusion of the research that based on the findings and discussion above, it can be seen there are two conclusions. The first conclusion is concerned with how flipped classroom model has incorporated technology-assisted. The researcher conducted involve six students from the second grade of Senior High School 1 Karawang, with study objective sampling by using the qualitative method. To collect the data the researcher used three instruments there are reflective journal, interview, and documentation. Based on the data finding, analysis, and interpreting the data. In flipped classroom learning model the students could learn and understand the material first at home, discuss together to solve a problem in the difficulty of learning report text material and the teacher ask students with some questions to check the students' comprehension make the students felt more comfortable to express their opinion. Learning at home before and find the solution together in the classroom makes the learning process faster and easier. It can be concluded that the flipped classroom model can be implemented in teaching reading comprehension.

The second conclusion is concerned about flipped classroom model responded by students'. The researcher found that students' have positive responses. There are 5 students' have the same positive responses that are students' more comfortable to learning, understand more the material, and made them active discuss in the classroom. But one of the students' felt the condition of the classroom not conducive make her not understood the material. Thus, can be concluded that the flipped classroom model responded to balance by students. The most of students more comfortable to learning the material first at home before teaching and learning in the classroom make them understand better, students more active to express their though in discussion session and also the process of learning was more interesting and helpful of them. The researcher can be concluded that students' responses on how teachers implement the flipped classroom model in teaching reading comprehension the most of students felt comfortable, understand more, and make them active discussion in the classroom. The process of learning was more interesting and helpful for them.

Furthermore, based on research findings and discussion, there are suggestions for students, teachers, the school, and the next researcher. For students flipped classroom learning model for the students makes them comfortable to learn, understand more the material, and make the students active in discussion season in the classroom because students learning at home before the learning process and discuss it in the classroom. Then, the teachers especially English teachers can be approach flipped classroom learning model as a new contribution, solution, and good strategy for teaching and learning the reading comprehension process. Also, do not forget to make sure students

learn at home well before the teaching and learning process and teachers make the classroom conducive it influences the success of this learning model. Next, for the school, this presents research hopefully can give the school some benefits that are to increase quality, suggestion, process teaching and learning in the school also to help teacher for resolve difficulties teaching reading comprehension. And the last, for the other researcher this present research hopefully will also be able to give some contribution as references the study in a similar field who interest on the topic.

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