

UNLOCKING POTENTIAL: THE FLIPPED CLASSROOM'S IMPACT ON READING COMPREHENSION AND MOTIVATION

Ari Eka Zullayli¹
Universitas Terbuka

Ruminda²
Universitas Terbuka

Juhana³
Universitas Terbuka

laylibudi@gmail.com¹

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ABSTRACT

Determining the effects of the flipped classroom method on the reading comprehension and motivation of seventh-grade students at SMPN 3 Bondowoso was the goal of this study. We compared the standard method and the flipped classroom using an experimental design using cluster random sampling, with 30 students in each group. We ensured the dependability of our data by using validated motivation questionnaires and reading comprehension tests. Using independent and paired sample t-tests, we discovered that the flipped classroom not only greatly improved students' reading comprehension—outperforming the conventional approach at a significance level below 0.005—but also sparked their interest, initiative, and optimism. The flipped classroom is essentially supported by this research as a dynamic catalyst for improving both reading prowess and student engagement, paving the way for a more inspired and effective learning experience. *Keywords:* Flipped Classroom Method, Motivation, Reading Comprehension

INTRODUCTION

In a world growing increasingly interrelated by the day, English has established itself as a universal language, making proficiency in it a vital need in educational systems around the globe. English is a key component of the Indonesian national curriculum, especially in junior high school, where it develops students' academic and future professional skills. Reading holds a central place among the four fundamental language skills. It is the cornerstone around which grammatical comprehension, vocabulary growth, and overall language proficiency are constructed. Successful reading comprehension involves more than just word

decoding; it involves interacting with texts, drawing conclusions, and developing critical thinking—skills that are essential for negotiating the complexity of today's information environments.

This ideal, however, is in sharp contrast to the reality in many classrooms, including those at SMPN 3 Bondowoso. For many students, reading comprehension continues to be a major obstacle due to a combination of issues. These include having trouble understanding new words, having trouble understanding complicated textual structures, losing focus because of uninteresting material, having trouble recognizing key concepts and supporting information, and not being able to determine the author's intended goal. These challenges are more than just academic; they speak to a larger problem: the misalignment of conventional teaching approaches with the changing demands of students in the twenty-first century.

The assessment results from SMPN 3 Bondowoso support this finding, showing that seventh graders had below-average reading comprehension scores, which were mainly caused by a lack of engaging teaching strategies and a small vocabulary. This emphasizes how unquestionably student motivation and language acquisition are related. Motivation, according to Oxford and Shearin (quoted in Ametova, 2020), is the key that ignites the learning process and maintains the desire for ongoing language growth. Learning outcomes will suffer if pupils lack this internal motivation to interact with the content.

Teachers are looking more and more at creative teaching approaches that can revitalize the educational process as they realize how important it is to solve these issues. In order to foster students' curiosity, focus, and drive, teachers must adopt innovative instructional techniques, such as the brave modification of preexisting models, as Sriamah (2020) highlights. The method of flipped classrooms is one of these cutting-edge strategies that has shown promise. The flipped classroom allows students to learn at their own pace, encouraging independent study and active participation during in-class sessions by moving direct instruction outside of the typical classroom environment through online resources and lectures that have been pre-recorded. This approach promotes social interaction, collaborative learning, and deeper conceptual investigation, all of which may improve reading comprehension and increase student motivation.

With these factors in mind, the purpose of this study is to find out how effectively the flipped classroom approach works to improve seventh-grade students' reading comprehension at SMPN 3 Bondowoso. In particular, this study aims to respond to the following queries: (1) How effectively does the flipped classroom approach help seventh-grade pupils at SMPN 3 Bondowoso with their reading comprehension? (2) Do seventh-grade students at SMPN 3 Bondowoso who were taught using the flipped classroom approach and those who were taught

using traditional techniques differ significantly in their growth in reading comprehension? (3) What is the effect of the flipped classroom approach on seventh-grade students' motivation at SMPN 3 Bondowoso? By addressing these questions, this study endeavors to provide valuable insights into the potential of the flipped classroom method to revolutionize reading instruction and foster a more engaging and effective learning environment.

LITERATURE REVIEW

According to Bojovic (2010), reading is a sophisticated, deliberate, and captivating activity that requires a substantial investment of time and mental energy. It is an active search for meaning rather than just the passive decoding of symbols, requiring readers to quickly assimilate material, develop connections, and derive pertinent conclusions. The significance of reading as a fundamental ability for language learning and academic achievement is shown by this complex process. Dennis (2008) expands on this idea by defining reading comprehension as the intricate process of deciphering textual symbols and deriving their intended meaning. According to this definition, reading comprehension is a developmental process that emphasizes the steady acquisition of the abilities required to process and comprehend textual materials. But there are several difficulties with this approach. The difficulty of the text, outside social circumstances, reading comprehension anxiety, motivation and interest, decoding or phrase recognition rate, and health difficulties are some of the aspects that Dennis (2008) identified as having a substantial impact on reading comprehension.

As Dennis (2008) implies, the reader's linguistic proficiency—including vocabulary and grammatical structure knowledge—determines how challenging the text is. The acquisition of vocabulary, which in turn affects a reader's capacity to deduce meaning from context, is greatly aided by oral abilities. The learning environment is one example of an external social component that can have a big impact on understanding. While a chaotic or noisy environment impairs concentration, a conducive, peaceful, and secure environment promotes it. Anxiety related to reading comprehension can further hinder understanding by causing stress and uncertainty, especially in high-stakes scenarios like exams.

Furthermore, success in reading comprehension is significantly influenced by motivation and interest. Reading materials that are fascinating and captivating can greatly improve comprehension and memory, as Dennis (2008) points out. On the other hand, boring writing may cause readers to get disinterested and have lower comprehension levels. This emphasizes how crucial it is to choose materials that complement students' interests and provide a supportive learning environment.

Additionally, Dennis (2008) emphasizes that the decoding or phrase recognition rate is another important consideration. Strong decoding abilities enable readers to identify and absorb words more rapidly, which promotes easier understanding. On the other hand, people with poor decoding abilities have trouble identifying words, which causes them to read more slowly and comprehend less. In this process, vocabulary is important since a large vocabulary helps readers grasp texts more quickly, whereas a little vocabulary requires reliance on contextual clues, which can be laborious and error-prone.

In addition to reading comprehension, motivation is a key factor in successful language learning. In line with Gardner's socio-educational model, Winke (as stated in Riyanti, 2019) defines motivation as a multifaceted concept that includes desire, effort, and a positive outlook on language acquisition. The four main elements of motivation are the drive to succeed, dedication, initiative, and optimism, according to Cherniss and Goleman (quoted in Suhariyanti, 2021). These elements emphasize the significance of intrinsic motivation, which propels people to actively participate in their education, overcome obstacles, and pursue ongoing development.

The flipped classroom concept has become a viable substitute for traditional teaching methods in light of their shortcomings. According to Zainuddin and Perera (2018), the flipped classroom, often known as the "reverse class," uses online materials and lectures that have already been recorded to move direct instruction outside of the classroom. This enables interactive activities like group discussions, problem-solving, and peer cooperation to take place during class time.

Li, Zhang, and Hu (2018) go on to say that the flipped classroom uses technology to improve learning by fusing information-based teaching methods with traditional teaching philosophies. The flipped classroom encourages autonomous learning and active participation during class sessions by giving students the freedom to access educational materials at their own speed. By offering individualized learning experiences, encouraging active participation, and raising student enthusiasm, this strategy may be able to overcome the shortcomings of conventional reading education.

In summary, the literature underscores the complexity of reading comprehension and the crucial role of motivation in language learning. The flipped classroom method offers a promising approach to address these challenges by leveraging technology and promoting active learning. This study aims to contribute to the growing body of research on the effectiveness of the flipped classroom in enhancing reading comprehension and motivation among seventh-grade students.

METHOD

This study utilized a quantitative, quasi-experimental design to evaluate the effectiveness of the flipped classroom method on seventh-grade students' reading comprehension and motivation at SMPN 3 Bondowoso. The quasi-experimental approach was chosen due to its suitability in educational settings where random assignment is often not feasible, allowing for the comparison of pre-existing classroom groups. This design facilitated a practical assessment of the intervention's impact within a naturalistic school environment, enhancing the study's ecological validity.

The participant pool consisted of 60 seventh-grade students, divided into two groups: the experimental group (Class 7D, n=30) and the control group (Class 7C, n=30). The experimental group received instruction via the flipped classroom method, which involved pre-class video lectures and in-class interactive activities. Conversely, the control group was taught using traditional teaching methods. This division allowed for a direct comparison of the two instructional approaches, isolating the effects of the flipped classroom intervention.

Data collection involved two primary instruments: a 20-item reading comprehension test, administered before and after the intervention to both groups and a 20-item motivation questionnaire, administered post-intervention to the experimental group. These instruments were designed to measure changes in reading comprehension and assess students' motivational responses to the flipped classroom method, respectively. The use of both pre-and post-tests, as well as the motivation questionnaire, ensured a comprehensive evaluation of the intervention's impact.

Statistical analysis was conducted using SPSS version 27. Independent samples t-tests were used to compare post-test scores between the experimental and control groups, while paired samples t-tests were employed to analyze pre- and post-test score differences within each group. Additionally, frequency tables were used to summarize the motivation questionnaire data. These analytical methods provided a robust and objective evaluation of the quantitative data, allowing for valid conclusions regarding the effectiveness of the flipped classroom method.

FINDING

This section presents the findings derived from the statistical analysis of the data collected during the study. A within-subjects analysis, utilizing a paired samples t-test, was performed to quantify the variance in reading comprehension scores before and after the introduction of the flipped classroom pedagogical approach

Table 1 Paired sample t-test

Paired Samples Test									
		Paired Differences							
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper	t	df	Sig. (2-tailed)
Pair 1	Pretest - Post test	-24.500	13.477	2.461	-29.533	-19.467	-9.957	29	<.001

The statistical output indicates a 2-tailed probability value of less than 0.001, which is considerably lower than the established alpha level of 0.05. This result substantiates a statistically significant disparity between the pre-and post-intervention scores, affirming the efficacy of the flipped classroom methodology.

Table 2 Independent sample t-test

Independent Samples Test										
		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
SCORE	Equal variances assumed	.003	.954	-5.416	58	<.001	-19.333	3.570	-26.479	-12.188
	Equal variances not assumed			-5.416	57.314	<.001	-19.333	3.570	-26.481	-12.186

The results, as presented in the tabular data, demonstrate a statistically significant divergence in mean scores between the control group (7C), with a mean of 55, and the experimental group (7D), with a mean of 74.33. The associated 2-tailed probability value of < 0.001 , obtained through rigorous statistical analysis, provides empirical validation for the rejection of the null hypothesis. This finding not only confirms a statistically significant difference in reading comprehension performance but also highlights the practical relevance of the flipped classroom methodology. In an educational landscape that increasingly emphasizes active learning and student engagement, this research substantiates the efficacy of the flipped classroom methodology in enhancing student learning outcomes."

After the evaluation of the test results, which demonstrated a statistically significant improvement in reading comprehension, this research proceeded to analyze the data collected from the motivation questionnaire. This instrument, meticulously designed to align with Cherniss and Goleman's model of motivation, was specifically distributed to the experimental group. The aim was to elucidate the perceived effects of the flipped classroom method on key motivational constructs, including students' urge to achieve, commitment, initiative, and optimism.

Table 3 Student motivation in the experiment group

Category_the_urge_to_something

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Middle	15	50.0	50.0	50.0
	High	15	50.0	50.0	100.0
	Total	30	100.0	100.0	

The table provides a breakdown of student motivation in the experimental group after the flipped classroom approach was implemented. It focuses on the category of "The Urge to do Something," which indicates an innate desire to actively participate in the learning process. The data shows that there were surprisingly few "Low" answers, suggesting that the instructional strategy was successful in encouraging at least a modest level of motivation in each participant. Additionally, the replies are evenly split between "Middle" (50%) and "High" (50%), indicating that half of the pupils had a strong propensity for involvement and learning.

Table 4 Student's Responses in the Experimental Group

Category_The_Commitment

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Middle	10	33.3	33.3	33.3
	High	20	66.7	66.7	100.0
	Total	30	100.0	100.0	

The table shows how students in the experimental group responded to "The Commitment" after the flipped classroom approach was used. The data showed a strong trend toward higher levels of commitment, with 66.7% of participants (n=20) reporting a "High" level of commitment and the remaining 33.3% (n=10) reporting a "Middle" level. The flipped classroom is effective in encouraging at least a modest level of dedication from all participants, as evidenced by the striking lack of replies in the "Low" category. This distribution implies that the educational strategy was effective in instilling in the pupils a sense of commitment and tenacity, possibly as a result of the strategy's focus on active learning and independent study. The higher prevalence of "High" commitment responses implies that the flipped classroom may have effectively empowered students to take ownership of their learning, thereby enhancing their motivation to engage with the material and complete learning tasks.

Table 5 Student answers of the initiative in the Experimental Group

Category_The_Initiative		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Middle	11	36.7	36.7	36.7
	High	19	63.3	63.3	100.0
	Total	30	100.0	100.0	

The distribution of student answers in the experimental group about "The Initiative" after the flipped classroom approach was used is shown in the table, which indicates a strong preference for greater degrees of initiative. In particular, 19 individuals, or 63.3% of the total, reported having a "High" degree of initiative, whereas 11 participants, or 36.7%, reported having a "Middle" level. The flipped classroom is effective in encouraging at least a moderate level of initiative from all participants, as seen by the total lack of replies in the "Low" category.

Table 6 Student answers of the Optimistic in the Experimental Group

Category_The_Optimistic		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	low	2	6.7	6.7	6.7
	Middle	4	13.3	13.3	20.0
	High	24	80.0	80.0	100.0
	Total	30	100.0	100.0	

The distribution of responses from students in the experimental group on "The Optimistic" after the flipped classroom method was implemented is shown in the table, and it indicates a notable tendency towards higher levels of optimism. In particular, 80.0% of participants (n=24) expressed "High" optimism, 13.3% (n=4) expressed "Middle" optimism, and a negligible 6.7% (n=2) expressed "Low" optimism. The vast majority of "High" optimism responses highlight how well the flipped classroom works to instill confidence and a positive outlook in most participants. This distribution implies that the method of instruction was effective in fostering in the students a sense of self-efficacy and optimistic expectations, possibly as a result of the strategy's focus on self-paced learning and active engagement. The low percentage of "Low" optimism responses suggests that the flipped classroom may have successfully reduced students' doubts and anxieties, increasing their general self-confidence in their capacity to succeed. This result is

consistent with the ideas of positive psychology, which highlight the value of optimism in fostering well-being and academic success.

DISCUSSION

This study's results offer strong proof that the flipped classroom approach works well for improving seventh-grade students' reading comprehension and motivation. A growing body of research has shown that flipped learning improves academic achievement across a range of disciplines and educational levels (e.g., Bishop & Verleger, 2013; Flumerfelt & Green, 2013; Tune, Sturek, & Basile, 2013). This is consistent with the statistically significant improvement in reading comprehension scores as shown by the paired samples t-test. This pedagogical approach, which is typified by the reversal of conventional teaching techniques, seems to provide a deeper comprehension of the material by moving direct instruction outside of the classroom and making use of class time for cooperative learning and active learning.

Several important aspects of the flipped classroom are responsible for the noted increase in reading comprehension. Firstly, this approach enables students to learn at their own pace, going over and revising subjects as needed, by giving them access to pre-class materials like internet resources and video lectures. Individual learning styles are accommodated by this self-paced learning, which encourages a better comprehension of fundamental ideas before more difficult in-class exercises. Second, by freeing up crucial in-class time, the flipped classroom allows teachers to engage students in lively debates, group problem-solving, and practical exercises that encourage active learning and a deeper understanding of the material. To encourage meaningful learning and improve understanding, this transition from passive information reception to active knowledge creation is essential.

Additionally, the flipped classroom has a multidimensional favorable impact on a variety of motivational components, according to the study of the motivation questionnaire. The widespread "High" answers for "The Urge to Something," "The Commitment," and "The Initiative" indicate that this approach successfully promoted intrinsic motivation, which is essential for long-term learning and academic achievement. Self-determination theory (SDT), a well-known theoretical paradigm in the field of motivation, which highlights the significance of autonomy, competence, and relatedness in fostering intrinsic motivation, is in line with this conclusion (Deci & Ryan, 2000). The flipped classroom seems to generate an environment that is conducive to intrinsic motivation by giving students more control over their education, chances to show that they are competent by active involvement, and a collaborative learning environment that encourages relatedness.

The flipped classroom's focus on student-centered learning is consistent with SDT's principles. This approach encourages a sense of autonomy in students by letting them learn at their own speed and actively engage in the process, enabling them to take charge of their education. Additionally, because in-class activities are engaging and collaborative, students have the chance to show their abilities and get feedback, which boosts their self-efficacy and sense of accomplishment. As students cooperate to solve issues and build knowledge, the collaborative learning environment also cultivates a sense of relatedness, resulting in a welcoming and stimulating learning community.

The students' high levels of optimism provide more evidence of the flipped classroom's beneficial effects on their affective domain. This result is consistent with positive psychology research that emphasizes the importance of optimism in fostering well-being and academic success (Seligman & Csikszentmihalyi, 2000). The flipped classroom seems to promote a sense of self-efficacy and positive expectations among students by establishing a learning environment that promotes active involvement, teamwork, and self-directed learning. This enhances students' general well-being and drive to learn.

There are multiple reasons why the flipped classroom has a good effect on students' optimism. First of all, the approach's focus on student participation and active learning fosters a sense of empowerment and control, which boosts self-esteem and improves perspective. Second, the collaborative learning environment lessens anxiety and feelings of loneliness by fostering a sense of support and belonging. Thirdly, students' self-efficacy and belief in their capacity to succeed are bolstered by the chance to show their abilities and get feedback.

In short, this study adds to the increasing amount of data demonstrating how effectively the flipped classroom approach improves learning outcomes in both cognitive and affective domains. By giving students more authority over their education, chances for active participation, and a nurturing learning atmosphere, the flipped classroom can turn conventional classrooms into vibrant learning environments where students are inspired, involved, and equipped to achieve. The development of 21st-century skills like communication, teamwork, and critical thinking, as well as student-centered learning and active knowledge production, are all emphasized in this pedagogical approach, which is in line with current educational theories.

Nonetheless, it is critical to recognize that the flipped classroom approach is not a universally applicable solution. Careful preparation, good instructional design, and continuous evaluation are necessary for its successful execution to guarantee that it satisfies the course's learning objectives and the unique needs of the students. To optimize its implementation and maximize its potential to improve learning outcomes, future research should continue to examine the complex effects

of the flipped classroom in a variety of educational situations, taking into account variables including subject matter, teacher preparation, and student demographics.

CONCLUSION

In this study, the impact of the flipped classroom approach in improving seventh-grade students' reading comprehension and motivation was examined. This approach's pedagogical efficacy is strongly supported by the results, which were obtained via a qualitative examination of student responses to a motivation questionnaire and a quantitative analysis of reading comprehension test scores. Students' reading comprehension was enhanced by the flipped classroom, most likely as a result of its focus on self-paced learning, student-centered activities, and active learning—all of which increase comprehension of the material. Additionally, the high frequency of "High" responses across a variety of motivational dimensions suggests that the flipped classroom promoted a positive motivational climate. This implies that the flipped classroom establishes a learning environment that supports intrinsic motivation, which is essential for long-term engagement and academic achievement, by granting autonomy, encouraging competence, and cultivating relatedness. Students' optimism was also fostered by the approach, most likely as a result of its focus on collaborative activities, self-directed learning, and active participation—all of which raise students' self-efficacy and optimistic expectations.

The flipped classroom approach is an effective teaching strategy for improving learning results that are both emotive and cognitive, to sum up. By enabling students to take charge of their education through active participation, independent study, and group knowledge creation, this method creates a vibrant and encouraging learning atmosphere where students are inspired, involved, and prepared to succeed.

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