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Implementation of the Flipped Classroom Learning Model for Reading Procedure Text Material during the COVID-19

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ABSTRACT

The objectives of this research are to apply the procedures used in the implementation of the flipped classroom model in learning English reading skills to the procedure text material for 11th-grade students at SMA Muhammadiyah 1 Yogyakarta due to the pandemic situation of Covid-19 disease and to find out what activities are used in the implementation of the flipped classroom model in learning English reading skills on procedure text material for 11th-grade students at SMA Muhammadiyah 1 Yogyakarta due to the pandemic situation of Covid-19 disease. This research is based on action research. Action research is a reflective method aimed at resolving a specific teaching-learning issue that has been discovered. This research was conducted for 11th-grade students at SMA Muhammadiyah 1 Yogyakarta. The number of students in one classroom was 33, each with a background for each student. As a result, it can be seen that using the Flipped Classroom learning model generally has a very positive impact on improving students' reading ability, particularly in procedural text.

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Introduction

In Indonesia, since March, the stay-at-home policy was broken because of the COVID-19 disease; all activities, including school, were closed days off and changed to an online learning platform. Online learning means the activities of educational tool is based on and accessible by using the internet. Online learning tools are a staple of the blended learning environment, often used during class [1]. It affects teaching and learning activities in English subjects, especially reading skills.

During the pandemic, the flipped learning model is an alternative effective learning technique for improving students' capacity to read text [2]. The flipped classroom is a method of teaching and learning in which students watch video courses outside of class via distance learning and then participate in live activities in style while taking notes [3]. According to the results of the analysis conducted by the researcher, at least three problems faced by students related to the management of English learning at SMA Muhammadiyah 1 Yogyakarta. The first is the limited time of the learning process. During the pandemic, SMA Muhammadiyah 1 Yogyakarta implemented a different learning system from normal conditions. Under normal conditions, the learning duration lasts 2 hours of lessons per week. Under normal conditions, one lesson hour is 2 x 45 minutes. However, during the pandemic, the learning process time changed to 1 hour of lessons per week. During a pandemic, 1 hour of lessons was counted as 2 x 30 minutes. Due to minimal teaching hours, students were asked to be more independent in learning English, especially reading text.

The importance of learning to read text is the second point to consider. According to Ref. [4], reading is essential to learning English. According to the researcher's observations, the material examined in the computer-based written exam (*Ujian Tulis Berbasis Komputer* or UTBK) involves reading text/comprehension. Furthermore, nearly 80% of the material in 11th grade is related to the text [5]. Based on these findings, it is clear that an appropriate learning model is necessary to improve students' capacity to comprehend material linked to reading text. As a result, teachers require a learning paradigm that may improve student reading activity during a pandemic. Because the time usually spent by professors for lectures was supplied online, class activities focus more on student activities. This description shows that the Flipped Classroom paradigm is inextricably linked to e-learning [6].

Literature Review

A. Flipped Classroom

Salman Khan made a YouTube video to teach his cousin in 2004. Not long after, Salman became famous for his idea and created an academy based on freedom of learning. In the

academy he started, he included all subjects in all YouTube videos. Thus, students could study anytime and anywhere, and the teacher only monitored the learning process [1].

Many educational academics believe Bergmann Aaron Sams was the first to introduce the flipped classroom learning approach [7]. Jonathan Bergmann and Aaron Sams propose a novel approach to assisting students in comprehending teachings under particular circumstances. Furthermore, pupils in the classroom watched the recorded videos since it allowed them to study and revisit the previous day's instruction. As a result, a concept known as the flipped classroom was born [8]. The flipped classroom is a familiar concept. Consider this a "horrendous finding" because it was only discovered in our country in the mid-2000s.

Since 2014, the Flipped Learning Network (FLN) has provided a platform for educators and teachers to educate, master various abilities, and use them as a reference in classroom learning. F-L-I-P (Flexible learning environment, Learning culture, Intentional content, Professional educators) are four criteria for a successful flipped learning implementation, individualising students' skills by offering varied instructions and creative learning assignments [9],[10].

The flipped classroom is a blended learning strategy involving inverting the usual learning environment and delivering learning content outside the school (primarily online) [11]. Flipped focuses on classroom activities that were initially only centred on teaching from teachers to students as the main actors in learning activities [8].

Furthermore, Ref. [3] added a definition for the flipped classroom, arguing that it is an element of Blended learning, which combines face-to-face learning in the classroom through group discussions with distance learning outside the classroom through watching video lessons that are not online sync and collaboration. Meanwhile, according to Ref. [2], the flipped classroom is a teaching technique in which instructors reduce the amount of direct interactions while increasing interactions with one another.

B. Reading Skills

Various definitions of reading can be found in some literature. According to Ref. [12],[13], reading is looking at written symbols and deciphering their meaning. When people read, their eyes take in printed characters like letters, punctuation marks, and spaces, and their brains translate them into words, sentences, and paragraphs that provide information. However, reading is a complex process that necessitates the ability to speak so that people can pronounce the words they read. Reading is a productive talent since it allows people to receive and convey information (even if only to themselves) [14].

According to Ref. [15], reading is an active process of gaining meaning. Knowledge dominates this process, which is impacted by nonlinguistic internal and external elements. Reading can be considered a life skill relevant to immediate and long-term success, and reading

is generally used as a source of information and enjoyment. According to Ref. [16], reading can help with personal growth and give entertainment and information. Reading is an active cognitive process of interacting with print and checking comprehension of established meaning, which means that when the brain is not involved in reading, kids can receive knowledge by interpreting the message, and teachers can encourage them to read. Reading is the act of comprehending a text or paragraph. Reading aims to grasp a concept or information from a section of text. Reading comprehension is the crucial goal [17]. Another goal of reading is to find and gain knowledge about the text's contents and comprehend the meaning of the text [15]. According to Ref. [18], reading has three purposes: to develop one's vocabulary, to unwind and decompress from the day's activities, and to broaden one's worldview. According to Ref. [19], reading has four goals: obtaining the writer's overall idea and accepting a specific fact or piece of information. To thoroughly understand reading material and assess information to determine how it fits into one's belief system.

Material and Methods

A. Type of Research

This research is based on action research. Action research is a reflective method aimed at resolving a specific teaching-learning issue that has been discovered. It is also utilised to determine how effective the strategy is for students learning the topic. One of the primary goals of action research is to identify a 'difficult' circumstance or issue that the participants-including instructors, students, managers, administrators, or even parents – believe warrants further investigation.

B. The setting of the research

This research was conducted for 11th-grade students at SMA Muhammadiyah 1 Yogyakarta. Researchers conducted a study at SMA Muhammadiyah 1 Yogyakarta by considering the relevance of the needs of this study. The number of students in 1 class is 33 with different backgrounds in each student. This research was conducted in January 2022. This research will be conducted in two meetings according to the number of activities required by the researcher. The researcher employed tests, observations, interviews, and field notes to obtain data for this classroom action research.

C. Data collection technique

The data was gathered by watching the classroom situation and conditions during the teaching and learning. The observation was carried out by a researcher and a teacher who served as a collaborator. Field notes were used to record the findings of the statements made by the researcher and the collaborator. The interview enables the data to be obtained in profound and complete ways. In this case, the writer interviewed the teacher and students. The interview was also used to gain opinions, responses and feedback from the research members

before and after implementing Extensive Reading Activities (EBT). Researchers require the findings of the pretest and post-test scores assessed on each SMA Muhammadiyah 1 Yogyakarta student. After the results of the score had been collected, the researcher used a paired T-test sample to determine the influence of the flipped classroom model that has been developed on students' abilities to enhance their reading skills on procedure text material. The field note was created to record the teaching-learning process related to the weaknesses and obstacles that were found in the research. In addition, the researcher and collaborator could see and note students' reading comprehension progress in the classroom during the study.

Results

At this point, the researcher will present the action research step in two cycles. Each cycle the researcher will present describes the teaching and learning activities process.

A. Cycle I

The researcher will outline three significant actions in Cycle I: planning, activity, and reflection. Each stage of the training will be thoroughly detailed. A learning process plan must be created before teaching (in Indonesian education units, it is better known as RPP). Following the creation of the lesson plan, the researcher delivered a video of procedure text material obtained from a similar YouTube channel. One of the topics covered in the material is "how to make fried Indomie with eggs." In addition, the researcher gathered information from various sources before creating a PowerPoint presentation with the procedure text.

Because the words chosen must be clear and easy to understand by students, the order in which they are delivered is essential. The researcher has developed several more components in the PowerPoint slide, such as quizzes relating to videos and materials conveyed through the 11th-grade MIPA 8. Researchers use various steps in applying Flipped Classroom, including pre-class, in-class, and post-class. Students watch movies and prepare for class activities during pre-class activities. The researcher divided learning activities into three categories in the action stage: pre-class, while/in-class, and post-class. The researcher will review these learning activity categories' reports in depth.

The process of learning and teaching activities begins with greetings and prayers. After that, the researcher made a presence to determine the number of students attending. When the researcher made a presence, the researcher found that some students were permitted not to participate in the lesson. However, the rest of 11th-grade students were present to participate in the learning process activities. Attendance conducted at the pre-class stage aims to train students' attitudes and discipline to participate in teaching and learning activities. Before the researcher worked on teaching related to the procedure text material, the researcher talked with the students to refresh their minds.

The researcher conducted a light discussion with the students about their lives. Then, before the learning activities started, the researcher shared a YouTube video link about "How to make Fried Indomie with eggs". The video is part of an example of Procedure Text material that students will teach and discuss. In the video, the researcher chose a video link with explicit and relevant content to the procedure text material so that it was easy for students to pay attention to the intent and purpose of the video.

The researcher instructed the students to have small discussions with their peers in the action activity. Therefore, before that, the researcher asked students to make discussion groups of 7-8 people per group. The student discussion groups are divided based on the same number. It was done to be fair and reasonable. The group formation process takes a long time, which is about 15 minutes. After that, the researcher recorded the groups and the members of each group to make it easier for researchers to provide scores.

After dividing the groups, the researcher began to give detailed instructions to students. The researcher asked each group to watch the video that the researcher had shared at the opening of the class. After that, students were asked to answer several questions related to the video. The question refers to the procedure text material. The researcher gave at least four questions as material for their discussion, including what the video was about, the purpose of the video, what students knew about the procedure text, and what linguistic elements were contained in the video.

Students were allowed to participate in a 30-minute conversation led by the researcher. The researcher will invite each group to give the results of their discussion 30 minutes later. Students have the opportunity to ask researchers questions. Furthermore, all students were expected to participate actively in these discussions for the flipped classroom learning model to have a positive impression on students. The outcomes of the researchers' meetings revealed a wide range of products based on the findings of their investigation. The researcher's goal of having students conduct talks with their peers is one of the main principles of the flipped classroom learning model, in which the teacher serves merely as a facilitator.

The researchers reflected on the results conveyed in the discussion session at the end of Cycle I. The researcher also provides some basic information on the procedure text. When the researcher explained the material, they invited students to ask questions about their learning. Its goal is to ensure that the students understand the procedure text. After ensuring that all students understood the process of written material, the researcher instructed them to focus on the tasks they would perform at the following meeting (Cycle II).

The students were assigned the task of presenting procedure text material by the researcher. PowerPoint slides were required of the students. Students are divided into groups to do the work. The researcher opted to have students work in the same groups to make the

process more efficient. The researcher then asked the students if there were any questions they wanted to ask again after the learning experience. The researcher then began leading the prayer after the learning session, followed by greetings.

Table 1 shows the results of the first stage of reflection on how the flipped classroom model improved students' reading ability. The following information offers the maximum value, lowest value, total number of numerical values, and average value, among other things. Based on the numerical score received from the students of 11th-grade MIPA 8, the researcher will describe the data findings using the quantitative description approach.

Table 1. Reading Ability Score

Aspect	Score		Range
	Pretest	Cycle I	
Lowest Score	76	80	4
Highest Score	86	88	2
Sum	2739	2875	136
Mean	80.56	84.56	4

According to the data table above, the pretest score with the lowest average is 76, while the pretest score with the highest standard is 86. Additionally, there were 2739 total scores at the pretest stage, with an average score of 80.56. With the following details, the researcher concluded that this early level of reflection indicated an increase in students' ability to enhance reading skills in procedural text material through the flipped classroom model. The pretest stage has the most significant score at 88, while Cycle I has the lowest value at 80. Thus, there were 2875 scores, with an average of 84.56. Consequently, there is an improvement in the score of 4 points.

D. Cycle II

The researcher will outline three significant actions in Cycle II: planning, activity, and reflection. Each stage of the training will be thoroughly detailed. Cycle II refers to the result of the observations and gathering data on implementing Cycle I. Considering the reflection in Cycle I, we designed a set of learning activities to deal with some of the problems in Cycle I.

After deciding what to teach in the virtual classroom, the teaching materials were prepared, including procedure text. Due to the limited time for adequate teaching, the classroom activities for implementing the Flipped classroom model have been modified considering the pandemic. The teacher began the virtual class using G-Meet. Then, the teacher asked the students to pray together. In the first activity, the students were asked about their training during the weekend and what they would make about. The answers were various. Then, the teacher displayed a series of recipes about how to make something, such as how to make noodles, bake a cake, and make a Nasi Goreng. The teacher asked the students what they

thought of each sequence of pictures about the recipe. The next activity was reading about "how to make noodles" as procedure text through PowerPoint slides.

After talking about the content of the procedure text, the students studied the text's generic structure and language characteristics. Since the information was familiar to the students, the researcher planned only to give students a task. The task given to students deals with creating a point slide as a part of the flipped classroom model. Thus, students can create their model and various characteristics to explain the "procedure text". After students were given some material about the procedure text, they presented their discussion results with their respective groups through PowerPoint slides. At the same time, the other students listened when the group gave the results of the power points they had made.

Table 2 shows the score of Pretest, Cycle I and Cycle II. Researchers will present the results of the data scores collected from participants. The form of the presentation was written using quantitative descriptive.

Table 2. Reading Ability Score for all cycles

Aspect	Score			Range (P-C1)	Range (C1-C2)	Range
	Pretest	Cycle 1	Cycle 2			
Lowest Score	76	80	85	4	5	1
Highest Score	86	88	94	2	6	4
Sum	2739	2875	3058	136	183	47
Mean	80.56	84.56	89.94	4	5.38	1.38

The four items will be explained in depth, according to the results of the score table above the lowest score, the maximum score, the total number of scores, and the average score of all the data gathered. The most typical numerical value at the pretest stage was 76. Cycle I significantly increased after implementing the flipped learning model, placing it at number 80. Finally, Cycle II showed a considerable increase, putting it at 85. The pretest to Cycle I margin is 4, and the Cycle I to Cycle II margin is 5.

The results of the score table above show that even at the lowest score level, using the flipped classroom learning model can help students' reading skills. While the highest score was 86 at the pretest stage, 88 in Cycle I, and 94 in Cycle II, the other scores are as follows. Compared to the lowest score level, the highest score level dramatically increases. As a result, it can be seen that using the Flipped Classroom learning model generally has a very positive impact on improving students' reading ability, particularly in procedural text.

Discussion

In the first stage, the researcher prepares all the needs to determine the research subject and tools to collect data by conducting an observation. Before performing a teaching observation in class, the researcher shared a question related to the material topic, namely the

procedure text. Observations were carried out with only 2 x meetings, with a duration of 2 hours per meeting, where 1 hour meeting was 1 x 30 minutes. Class observations are carried out virtually through the Google Meet page media. At the first meeting, the researcher carried out the research stages following the classroom action research procedures, namely pre-, while, and post.

While applying the flipped classroom model, the researcher only provided a little stimulation or explanation because the central concept of the flipped learning model was to allow students to learn independently with other colleagues. At the end of each learning process, the researcher gave a portfolio assignment either orally or as a product. Then, in Cycle II, the researcher gave a little review of what had been discussed together at the previous meeting. After that, the researcher again gave the task as a group presentation. The results of the student presentation products are in the form of PowerPoint slides related to the text procedure material.

Reading skills are critical to education, particularly for 11th-grade students preparing for higher education and future career opportunities. This explanation will draw upon the references provided to discuss reading skills in 11th-grade students. Ref. [20] highlights the importance of skimming and scanning techniques. 11th-grade students must learn to skim and scan effectively to quickly extract critical information from texts. These techniques are precious for comprehending complex texts and help students save time conducting research or studying.

Technology plays a crucial role in enhancing reading skills in the digital age. Griffiths suggests that 11th-grade students should utilise technology tools that support reading, such as e-books, audiobooks, and educational apps [21]. These tools can make reading more engaging and accessible, catering to diverse learning styles. Ref. [22] emphasises the importance of understanding reading development. For 11th-grade students, it's essential to recognise that reading is a developmental process, and they may be at different stages in their reading proficiency. Teachers should tailor instruction to meet individual students' needs.

Ref. [23] explains factors that can lead to low reading interest among students. Understanding these factors, such as a lack of engaging reading materials or distractions from technology, can help educators address issues that might hinder 11th-grade students' reading motivation—the benefits of student-student cooperation in reading instruction. In 11th grade, promoting extensive reading through group activities or book clubs can encourage students to discuss and analyse texts collaboratively, fostering a deeper understanding of the material [24].

Intensive reading involves closely examining texts, which is particularly valuable for comprehending complex or specialised subjects [25]. 11th-grade students should develop the

ability to perform intensive tasks when tackling academic texts or conducting research. Ref. [26] introduces the idea of reading and storytelling apps. 11th-grade students can benefit from these apps to access various reading materials and explore different genres. These apps can make reading more engaging and interactive for students.

In summary, 11th-grade students should develop comprehensive reading skills, including skimming, scanning, using technology tools, understanding their reading development, addressing factors that affect reading interest, enhancing extensive and intensive reading, and leveraging reading apps. These skills will benefit them academically and prepare them for the challenges of higher education and future careers.

Conclusion

Based on the analysis and reflections of the actions conducted in two cycles, some points could be concluded that a flipped classroom model can be implemented to enhance the student's reading skills during the pandemic through procedure text material. Although the student's reading skills could have been better, their progress showed that they could improve their reading skills by learning through the Flipped classroom model. Implementing the Flipped Classroom Model has assisted students' reading skills in Grade XI MIPA 8. During the virtual class, the Flipped Classroom Model gives the students an excellent opportunity to enhance their learning experience in learning reading through procedure text material. The student's perception can be seen from their participation during the virtual class; they were willing to participate in learning the English process.

Conflict of Interest

The authors declare that there is no conflict of interest.

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