

THE EFFECT OF FLIPPED CLASSROOM MODEL TOWARD STUDENTS' READING ABILITY

*(A True-Experimental Research at Grade XI SMAN 1
Bengkulu City Academic Year 2024/2025)*

T H E S I S

Submitted as a partial requirements for the degree of *Sarjana Pendidikan* (S.Pd) in the English Education Study Program
Faculty of Tarbiyah and Tadris State Islamic University of
Fatmawati Sukarno of Bengkulu.



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2024/2025**

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THESIS

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I hereby sincerely state that the thesis entitled **“The Effect of Flipped Classroom Toward Students Reading Ability” (A True-Experimental Research at Grade XI SMAN 1 Bengkulu City Academic Year 2024/2025)**” is my real masterpiece. The things out of my masterpiece in that my thesis are signed by citation and refeed in the blibliograhphy. If later proven that my thesis has discrepancies. Iam willing to take academic sanctions in the form of repealing my thesis and academic degree.

Bengkulu, June 2025

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RATIFICATION

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Assalamu'alaikum Wr.Wb

After reading thought and giving necessary advice, as the
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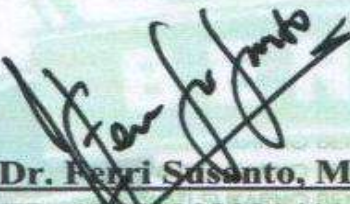
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MOTTO

“Life just took a left, we gonna tought it’s gonna go right, but life gonna took a left”

-Mark Lee-

“U don’t need to prove urself to the world to desserve your place in it”

-Tri Lestari-

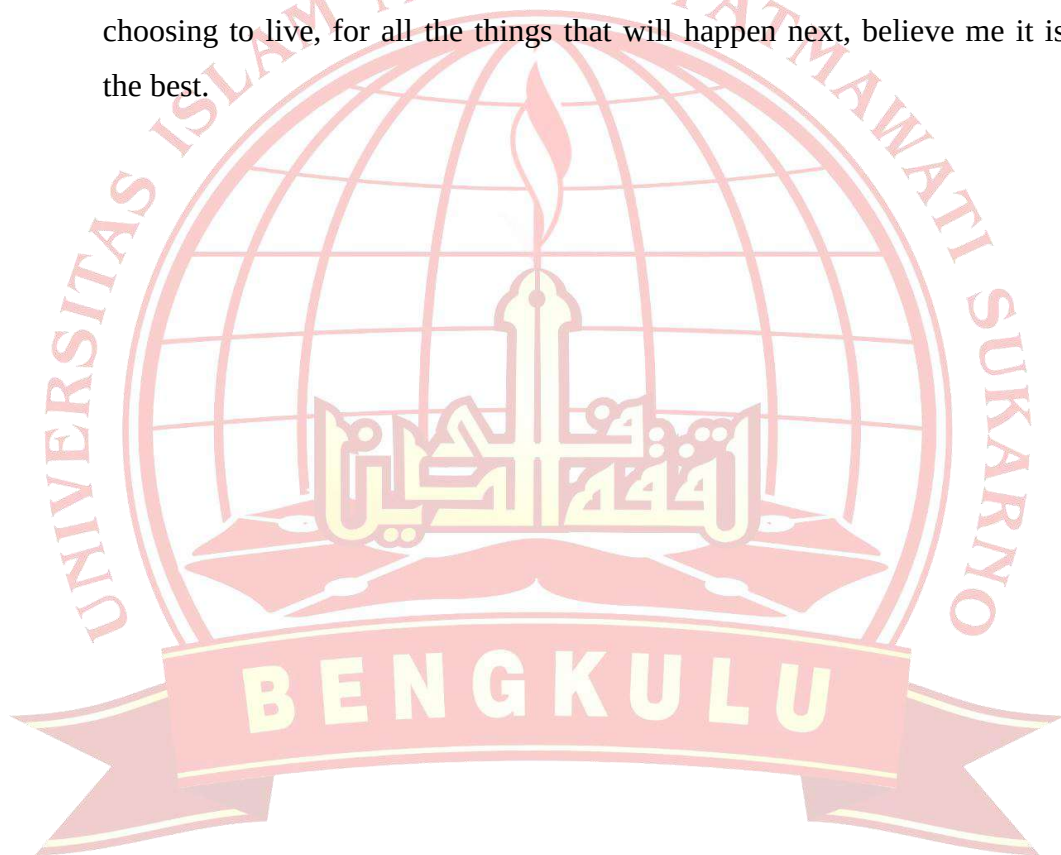


DEDICATIONS

With gratitude and Love, this thesis is dedicated to:

- ❖ Allah SWT the almighty god, thank you for allowing me to live, I am nobody without you.
- ❖ My parents, mom (Kamisa) and dad (Ramli), thank you for all the love, care and affection over the years, thank you for always trying the best for me, without you this degree and all these achievements would never have been achieved.
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6. Dedi Efrizal, M.Pd. as the second advisor, valuable advice and motivation for researchers
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Bengkulu, Juni 2025

Tri Lestari

ABSTRACT

Tri Lestari (2025): The Effect of Flipped Classroom Model Toward Students' Reading Ability (A True-Experimental Research at Grade XI SMAN 1 Bengkulu City Academic Year 2024/2025)

Advisor 1: Dr. Ferri Susanto, M.Pd

Advisor 2: Dedi Efrzal, M.Pd

This study aims to examine the effect of the Flipped Grouproom learning model on the reading ability of 11th-grade students at SMAN 1 Bengkulu City in the 2024/2025 academic year. The background of the research is based on the students' low motivation, lack of learning independence, and difficulty in understanding reading materials in English. The research method used was a true-experimental design with the Solomon Four Group design, involving two experimental group and two control group. The instrument used was a reading ability test consisting of pre-tests and post-tests. The results revealed a significant difference between students taught using the Flipped Classroom model and those taught with conventional methods. The implementation of the Flipped Classroom proved effective in enhancing students' reading skills, increasing active engagement, and encouraging independent learning. These findings reinforce previous studies and contribute valuable insights into the development of innovative instructional strategies in English language teaching. The study recommends the Flipped Classroom model as an effective alternative to improve students' academic achievement, especially in reading ability.

Keywords: *Flipped Classroom, Reading Ability, Solomon Four Group, SMAN 1 Bengkulu City*

ABSTRAK

Tri Lestari: Pengaruh Model Flipped Classroom Terhadap Kemampuan Membaca Siswa (Penelitian Eksperimen Murni di Kelas XI SMAN 1 Kota Bengkulu Tahun Ajaran 2024/2025)

Pembimbing 1: Dr. Ferri Susanto M.Pd

Pembimbing 2: Dedi Efrizal M.Pd

Penelitian ini bertujuan untuk menguji pengaruh model pembelajaran Flipped Classroom terhadap kemampuan membaca siswa kelas XI di SMAN 1 Kota Bengkulu tahun ajaran 2024/2025. Latar belakang penelitian ini didasari oleh rendahnya motivasi siswa, kurangnya kemandirian belajar, dan kesulitan dalam memahami materi bacaan dalam bahasa Inggris. Metode penelitian yang digunakan adalah true-experimental design dengan desain Solomon Four Group Design, yang melibatkan dua kelompok eksperimen dan dua kelompok kontrol. Instrumen yang digunakan adalah tes kemampuan membaca yang terdiri dari pre-test dan post-test. Hasil penelitian menunjukkan adanya perbedaan yang signifikan antara siswa yang diajar dengan menggunakan model Flipped Classroom dengan siswa yang diajar dengan metode konvensional. Penerapan Flipped Classroom terbukti efektif dalam meningkatkan kemampuan membaca siswa, meningkatkan keterlibatan aktif, dan mendorong pembelajaran mandiri. Temuan ini memperkuat penelitian sebelumnya dan memberikan kontribusi wawasan yang berharga dalam pengembangan strategi instruksional yang inovatif dalam pengajaran bahasa Inggris. Penelitian ini merekomendasikan model Flipped Classroom sebagai alternatif yang efektif untuk meningkatkan prestasi akademik siswa, terutama dalam kemampuan membaca.

Kata Kunci: *Flipped Classroom, Kemampuan Membaca, Solomon Empat Kelompok, SMAN 1 Kota Bengkulu*

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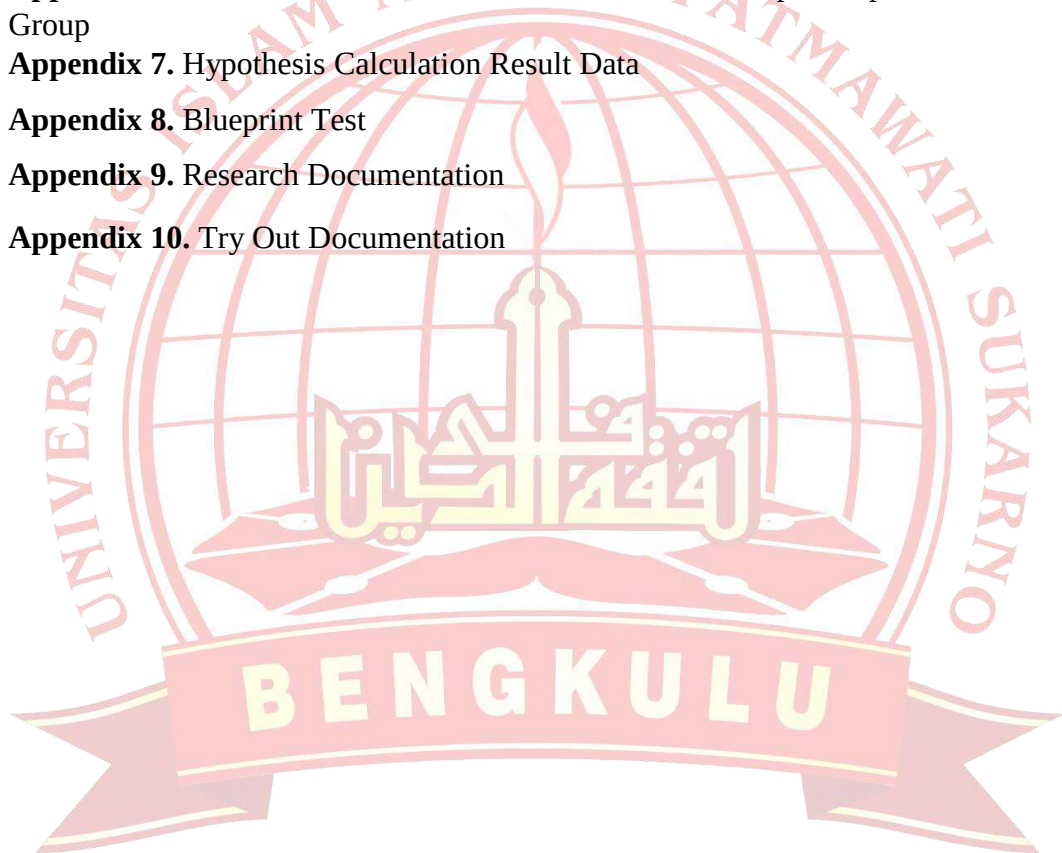
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