

THE EFFECT OF THE FLIPPED CLASSROOM MODEL ON TEACHING READING COMPREHENSION OF NARRATIVE TEXT AT THE 10th GRADE STUDENTS OF MAN PK BARITO SELATAN IN ACADEMIC YEAR 2025/2026

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Abstract

This study aims to examine the effect of the Flipped Classroom model compared to conventional teaching methods on students' reading comprehension of narrative text among the tenth-grade students of MAN PK Barito Selatan. Methodologically, this study adopted a quantitative approach with a pre-test/post-test quasi-experimental design involving two groups: an experimental class (X5, 31 students) taught using the Peer Instruction Flipped model, and a control class (X3, 30 students) taught via conventional lecturing. Data collection was carried out through valid and reliable multiple-choice test instruments designed to measure components of reading comprehension, specifically determining the main idea, literal comprehension (specific information), and inferential comprehension. Data analysis was performed using SPSS application tools, executing normality tests (Shapiro-Wilk), homogeneity tests (Levene's Test), paired samples t-tests, and independent samples t-tests. The results of the preliminary equality test demonstrated that both groups possessed an equivalent baseline capability before the treatment was administered ($p = 0.866 > 0.05$). Following the intervention, descriptive statistics showed that the mean score of the experimental class substantially rose from 37.67 in the pre-test to 80.67 in the post-test. Concurrently, the control class score increased moderately from 34.00 to 66.00. The hypothesis testing using the Independent Samples T-Test on the post-test scores yielded a 2-tailed significance value of 0.000 ($p < 0.05$), leading to the rejection of the null hypothesis (H_0) and the acceptance of the alternative hypothesis (H_a). This statistical output proves that the implementation of the Flipped Classroom model has a significant positive effect on enhancing students' reading comprehension of narrative text. The structural shifting of basic foundational content outside the class effectively optimized classroom hours for higher-order cognitive activities, student-centered discussions, and immediate feedback, which also triggered greater learner autonomy and intrinsic motivation.

Keywords: Flipped Classroom, Peer Instruction, Reading Comprehension, Narrative Text, Pedagogy

INTRODUCTION

Amid the rapid development of the Fourth Industrial Revolution, educational practices continue to experience significant transformation through the integration of technology into classroom instruction. One instructional approach that has gained increasing attention is the Flipped Classroom Model, which reverses the conventional sequence of learning activities by requiring students to study instructional materials before class, while classroom time is devoted to discussion, problem-solving, and

collaborative learning. According to Lage, Platt, and Treglia (2000), flipping the classroom means that activities traditionally conducted inside the classroom are moved outside, allowing classroom sessions to focus on active learning. Similarly, Bergmann and Sams (2012) explain that the flipped classroom enables students to acquire foundational knowledge independently before participating in deeper learning activities under the guidance of the teacher.

The development of the flipped classroom is closely associated with the

emergence of Peer Instruction, introduced by Mazur (1997) to promote active conceptual learning through structured discussion among students. In this approach, students first study learning materials independently before class and then engage in collaborative discussions to solve conceptual problems during classroom sessions. As noted by Steele (2016), integrating Peer Instruction into the flipped classroom encourages students to construct knowledge actively through peer interaction rather than relying solely on teacher explanations. Furthermore, Bishop and Verleger (2013) describe the flipped classroom as an instructional model that combines computer-assisted learning outside the classroom with interactive group learning activities during face-to-face instruction. Likewise, Abeysekera and Dawson (2015) emphasize that effective flipped learning requires students to complete meaningful pre-class activities so that classroom time can be dedicated to higher-order cognitive processes.

The pedagogical principles of the flipped classroom are closely aligned with student-centered learning and Bloom's Taxonomy. Rather than spending classroom time on remembering and understanding new concepts, students are expected to perform these lower-order cognitive tasks before class, allowing teachers to facilitate higher-order learning activities such as applying, analyzing, evaluating, and creating during classroom meetings. Consequently, the teacher's role shifts from being the primary source of information to becoming a facilitator who supports collaborative learning and critical thinking.

The implementation of innovative instructional models is particularly relevant to English language learning, where students are expected to develop various language skills simultaneously. Among these skills, reading comprehension plays a fundamental role because it enables learners to construct meaning from written texts while integrating textual information with their prior knowledge. According to Westwood (2008), reading comprehension is a fundamental

component of academic achievement because it supports learning across different subject areas. Similarly, Maman and Rajab (2016) explain that reading is one of the essential receptive language skills through which learners acquire information and expand their linguistic competence. Aziz and Yasin (2017) further argue that successful reading comprehension requires readers to combine textual information with their background knowledge to interpret meaning effectively.

This study specifically focuses on students' comprehension of narrative texts, one of the text types commonly taught in Indonesian senior high schools. According to Anderson (2003), narrative texts are written primarily to entertain readers by presenting a sequence of events involving characters and conflicts. From a linguistic perspective, Genette (1980) explains that narrative texts are organized through a structured sequence consisting of orientation, complication, sequence of events, resolution, and, in some cases, a coda containing the moral message. To comprehend narrative texts successfully, students are expected to identify the main idea, infer implicit meanings, interpret vocabulary, locate references, and recognize detailed information, as outlined by Nuttall (2000). Likewise, Barrett (1976) classifies reading comprehension into literal, inferential, and critical levels, all of which require increasingly complex cognitive processing.

Previous studies have demonstrated the positive contribution of the Flipped Classroom Model to English language learning. Afrilyasanti, Cahyono, and Astuti (2017) reported that the integration of technology within flipped learning promotes greater student engagement and supports more interactive classroom activities. More specifically, studies conducted by Salsabila (2024), Khaerani (2025), and Rochma (2025) consistently found that the Flipped Classroom Model improved students' reading comprehension by encouraging greater learner preparation before class and more active participation during classroom

discussions. These findings suggest that flipped learning creates opportunities for students to develop both conceptual understanding and collaborative learning skills.

Despite these promising findings, empirical evidence concerning the implementation of the Peer Instruction Flipped Classroom in regional educational contexts remains relatively limited, particularly at MAN PK Barito Selatan. Most previous studies have been conducted in urban schools or higher education institutions, leaving insufficient evidence regarding its effectiveness in improving reading comprehension among students in local secondary schools. This contextual gap highlights the need for further investigation to determine whether the model can produce similar learning outcomes in different educational settings.

Therefore, this study aims to examine the effect of the Peer Instruction Flipped Classroom Model on students' reading comprehension of narrative texts at the tenth grade of MAN PK Barito Selatan. Specifically, the study seeks to answer the following research question: Is there a significant effect of the Flipped Classroom Model on students' reading comprehension of narrative texts at the tenth-grade students of MAN PK Barito Selatan?

RESEARCH METHOD

This study adopted a quantitative research approach utilizing a quasi-experimental pre-test/post-test non-equivalent control group design (Creswell, 2012; Rukminingsih et al., 2020). The research was conducted over a four-week period in the 2025/2026 academic year at MAN PK Barito Selatan, located in Buntok, South Barito Regency, Central Kalimantan. The population comprised all tenth-grade students across seven separate classes ($N = 197$). Purposive sampling was used to select two classes based on strict criteria: having the same grade level, being taught by the exact same English teacher, and possessing equivalent baseline

academic scores. Class X5 (31 students) was designated as the Experimental Group, and Class X3 (30 students) served as the Control Group.

The independent variable in this study was the Flipped Classroom Model, specifically the Peer Instruction Flipped type, while the dependent variable was the students' reading comprehension of narrative texts. In the experimental group, the teacher delivered foundational learning materials outside the classroom through curated instructional videos, whereas classroom sessions were devoted to peer discussion, concept tests, and collaborative learning activities. In contrast, the control group received conventional teacher-centered instruction through direct face-to-face lectures without the use of pre-class digital learning materials.

The research instrument consisted of a 20-item multiple-choice reading comprehension test. Prior to its implementation, the instrument underwent a try-out involving 30 non-sample participants to examine its validity and reliability. Of the initial 40 test items, 20 were confirmed to be valid based on SPSS analysis, representing high and sufficient validity indices. Furthermore, the instrument demonstrated satisfactory internal consistency, with a Cronbach's Alpha coefficient of 0.723, indicating that it was sufficiently reliable for data collection.

RESULT

Descriptive Statistics and Preliminary Analysis

To examine students' reading comprehension performance, descriptive statistical analyses were first conducted for both the experimental and control groups. These analyses were intended to provide an overview of students' achievement.

The descriptive statistics include the minimum score, maximum score, mean score, and standard deviation obtained from the pre-test and post-test administrations. The results of the descriptive analysis are presented in Table 1.

Table 1. Descriptive Statistics of Pre-test and Post-test Scores

Group Session	Minimum Score	Maximum Score	Mean Score	Std. Deviation
Pre-Test Experimental (FC)	20.00	55.00	37.67	9.977
Post-Test Experimental (FC)	60.00	95.00	80.67	9.072
Pre-Test Control (Conv.)	20.00	55.00	34.00	10.822
Post-Test Control (Conv.)	55.00	80.00	66.00	6.585

As presented in Table 1, both groups demonstrated improvements in their reading comprehension scores following the instructional period. The experimental group showed a substantial increase in the mean score, rising from 37.67 in the pre-test to 80.67 in the post-test. Similarly, the control group also experienced improvement, with the mean score increasing from 34.00 to 66.00. However, the magnitude of improvement was noticeably greater in the experimental group than in the control group. In addition, both the minimum and maximum

scores increased across the two groups, indicating overall improvement in students' reading comprehension performance after the learning intervention. The standard deviation also decreased slightly in the post-test, particularly in the control group, suggesting a more consistent distribution of students' scores after instruction.

To ensure that the assumptions for parametric statistical analysis were satisfied, the normality of the data was examined using the Shapiro–Wilk test. The results of the normality test are presented in Table 2.

Table 2. Shapiro–Wilk Normality Test Results

Group	Test Session	Shapiro–Wilk Sig. (p)	Interpretation
Experimental	Pre-Test	0.198	Normally distributed
Control	Pre-Test	0.052	Normally distributed
Experimental	Post-Test	0.075	Normally distributed
Control	Post-Test	0.083	Normally distributed

As presented in Table 2, all significance values obtained from the Shapiro–Wilk test exceeded the criterion value of 0.05. The experimental group obtained significance values of 0.198 in the pre-test and 0.075 in the post-test, while the control group obtained significance values of 0.052 and 0.083, respectively. These results indicate that the distribution of the data in both groups was normal. Therefore, the assumption of normality was fulfilled, supporting the use of parametric statistical procedures for subsequent analyses.

To further verify the assumptions required for parametric testing, homogeneity of variance was examined using Levene's Test before conducting the Independent Samples t-

Test. Levene's Test produced an F-value of 0.561 with a significance value of $p = 0.457$ ($p > 0.05$), indicating that the assumption of equal variances was satisfied.

Having confirmed that the assumptions of normality and homogeneity were satisfied, an Independent Samples t-Test was conducted to determine whether the experimental and control groups possessed comparable reading comprehension ability before the intervention. The analysis yielded $t(58) = 0.169$, $p = 0.866$ ($p > 0.05$), indicating that there was no statistically significant difference between the two groups prior to the intervention. These findings confirm that the experimental and control groups possessed comparable baseline reading comprehension ability. Therefore, any

differences observed in the post-test scores can be more confidently attributed to the instructional treatment rather than to pre-existing differences between the groups.

Overall, the preliminary statistical analyses indicate that the data satisfied the assumptions required for parametric testing. In addition, the absence of a statistically significant difference between the experimental and control groups at the pre-test stage confirms that both groups were comparable prior to the intervention, providing a valid basis for evaluating the effectiveness of the Flipped Classroom Model in the subsequent analyses.

Inferential Analyses and Hypothesis Testing

To determine whether significant improvements in reading comprehension occurred within each group after the instructional intervention, a Paired Samples *t*-Test was conducted for both the experimental and control groups. This analysis was performed to evaluate the effectiveness of each instructional approach.

The paired-samples *t*-test was used to identify the extent of learning gains achieved by students in each group throughout the study. The results of the analysis are presented in Table 3.

Table 3. Paired Samples *t*-Test Results

Group	Mean Difference	<i>t</i>	Sig. (2-tailed)
Experimental	43.00	-20.362	0.000
Control	31.83	-17.217	0.000

As presented in Table 3, both the experimental and control groups demonstrated statistically significant improvements in reading comprehension after the instructional period. The experimental group achieved a mean improvement of 43.00 points, with a *t*-value of -20.362 and a significance value of $p = 0.000$. Likewise, the control group also showed significant progress, recording a mean improvement of 31.83 points, a *t*-value of -17.217 , and a significance value of $p = 0.000$.

Although both instructional approaches contributed to students' learning progress, the experimental group obtained a substantially greater increase in mean scores than the control group. These findings indicate that students who learned through the Flipped Classroom Model experienced greater improvement in reading comprehension than those who received conventional instruction.

To examine whether there was a significant difference between the experimental and control groups after the intervention, an Independent Samples *t*-Test was performed using the post-test scores. Prior to the analysis, Levene's Test was conducted to examine the assumption of

homogeneity of variance. The results of the analysis are presented in Table 4.

Table 4. Independent Samples *t*-Test Results for Post-test Scores

Statistical Test	Value
Levene's F	1.896
Levene's Sig.	0.174
<i>t</i>	7.151
df	58
Sig. (2-tailed)	0.000

As presented in Table 4, Levene's Test produced a significance value of 0.174 ($p > 0.05$), indicating that the assumption of equal variances was satisfied. The subsequent Independent Samples *t*-Test yielded a *t*-value of 7.151 with a significance value of $p = 0.000$ ($p < 0.05$). These findings indicate a statistically significant difference between the post-test scores of the experimental and control groups.

Based on these results, the null hypothesis (H_0) was rejected and the alternative hypothesis (H_1) was accepted. This finding indicates that the implementation of the Flipped Classroom Model had a statistically significant positive effect on

students' reading comprehension of narrative texts compared with the conventional teaching method.

DISCUSSION

The findings of this study demonstrate that the Flipped Classroom Model had a significant positive effect on students' reading comprehension of narrative texts. The substantial improvement in the experimental group's post-test scores indicates that shifting the initial learning process outside the classroom allowed students to engage with instructional materials more effectively before participating in collaborative classroom activities. Students were able to study the learning videos at their own pace by pausing, replaying, and reviewing difficult sections, enabling them to build a stronger understanding of vocabulary, narrative structures, and textual information before attending class. This finding supports the concept proposed by Bergmann and Sams (2012), who argue that the flipped classroom enables students to acquire foundational knowledge independently, thereby maximizing classroom time for more meaningful learning activities. Similarly, Lage et al. (2000) emphasize that reversing the traditional learning sequence accommodates diverse learning styles because students are given greater flexibility in managing their own learning process.

The present findings are also consistent with previous empirical studies investigating the effectiveness of the Flipped Classroom Model in English language learning. For example, Nisa Salsabila (2024), Khaerani (2025), and Rochma (2025) similarly reported that students taught through flipped learning achieved significantly better reading comprehension performance than those receiving conventional instruction. The current study extends these findings by demonstrating that the positive impact of the Flipped Classroom Model can also be observed among students in a regional educational context, namely MAN PK Barito Selatan. This suggests that the effectiveness

of flipped learning is not limited to schools with advanced technological environments but can also be successfully implemented in local schools where students have access to basic digital learning resources.

Another important finding concerns the role of classroom activities following the pre-class learning phase. Since students had already been introduced to the learning materials before entering the classroom, instructional time could be devoted to higher-order learning activities, including discussing narrative texts, analyzing implicit meanings, evaluating story resolutions, and solving comprehension problems collaboratively. The implementation of Peer Instruction encouraged students to exchange ideas, justify their answers, and correct misconceptions through discussion. According to Mazur (1997), peer discussion enables learners to strengthen conceptual understanding because they actively explain and defend their reasoning rather than passively receiving information from the teacher. Likewise, Bishop and Verleger (2013) explain that one of the principal advantages of the Flipped Classroom Model lies in transforming classroom sessions into active learning environments that promote interaction, collaboration, and deeper cognitive engagement.

The improvement in students' reading comprehension may also be explained through the perspective of cognitive learning. Reading comprehension requires learners not only to identify explicit information but also to infer meaning, interpret textual relationships, and integrate prior knowledge with information presented in the text (McMaster et al., 2014; Nuttall, 2000). By allowing students to complete lower-level cognitive activities before class, the Flipped Classroom Model reduced cognitive overload during classroom instruction and enabled students to devote greater attention to analytical and interpretative tasks. This interpretation is consistent with Abeysekera and Dawson (2015), who argue that flipped learning can reduce cognitive load while

simultaneously increasing students' motivation and engagement because learners arrive in class better prepared for active participation.

From a pedagogical perspective, these findings indicate that the Flipped Classroom Model offers a practical alternative to conventional reading instruction in EFL classrooms. Rather than spending most classroom time delivering explanations, teachers can focus on facilitating discussion, monitoring students' comprehension, and providing immediate feedback when misconceptions arise. Such instructional practices encourage learner autonomy while simultaneously strengthening collaborative learning experiences. Therefore, the Flipped Classroom Model may serve as an effective instructional approach for improving students' reading comprehension, particularly in narrative text learning, while fostering more student-centered and interactive classroom environments.

CONCLUSION

Based on the results of the quasi-experimental research and statistical data analysis, it is concluded that the implementation of the Flipped Classroom Model (specifically the Peer Instruction Flipped type) exerts a significant positive effect on teaching reading comprehension of narrative text among tenth-grade students at MAN PK Barito Selatan. This is supported by a post-test mean score of 80.67 for the experimental class, outperforming the control class's mean score of 66.00 by a margin of 22.23%. Hypothesis testing via the Independent Samples T-Test confirmed a 2-tailed significance value of 0.000 ($p < 0.05$), rejecting the null hypothesis. The model's success lies in its capacity to transform the classroom into an interactive environment where passive learning is moved home, leaving classroom time open for higher-order cognitive processing, active discussion, and immediate teacher feedback.

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