

**INCREASING STUDENTS' READING COMPREHENSION IN  
NARRATIVE TEXT BY USING FLIPPED CLASSROOM METHOD**

**SKRIPSI**

*Submitted in Partial Fulfillment of the Requirements*

*For the Degree of Sarjana Pendidikan (S.Pd)*

*English Educational Program*

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**UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA**

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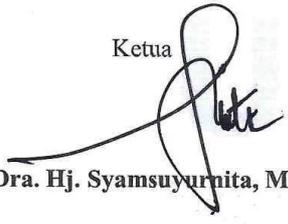
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## PERNYATAAN KEASLIAN SKRIPSI



Saya yang bertandatangan dibawah ini :

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Dengan ini saya menyatakan bahwa skripsi saya yang berjudul Increasing Students' Reading Comprehension in Narrative Text by Using Flipped Classroom Method adalah bersifat asli (Original), bukan hasil menyadur mutlak dari karya orang lain.

Bilamana dikemudian hari ditemukan ketidaksesuaian dengan pernyataan ini maka saya bersedia dituntut dan diproses sesuai dengan ketentuan yang berlaku di Universitas Muhammadiyah Sumatera Utara.

Demikian pernyataan ini dengan sesungguhnya dan dengan yang sebenarnya.

Medan, Agustus 2022  
Hormat saya  
Yang membuat pernyataan,



SULISTIANI

## ABSTRACT

**Sulistiani. 1802050001. Increasing Students' Reading Comprehension In Narrative Text By Using Flipped Classroom Method. Skripsi. English Education Department Faculty of Teacher Training and Education, Universitas Muhammadiyah Sumatera Utara. Medan 2022**

This study aimed to find out the significant increase of using Flipped Classroom method on the students' reading comprehension in narrative text by using fairy story video as a media. This research was conducted at SMPN 4 Satu Atap Panai Hulu, Kabupaten Labuhanbatu in the academic year 2021/2022. This study is quantitative and was conducted using an true-experimental research design. The subject of research were consisted of 45 students of the second grade at SMPN 4 Satu Atap Panai Hulu, Kabupaten Labuhanbatu were taken by using Random Sampling Technique, then divided in two groups. Class VIII A which consist of 23 students as Experimental group taught by using Flipped Classroom method and class VIII B which consist of 22 students as Control group taught by using conventional method. The data was collected by using pre-test and post-test and than were analyzed by using t-test formula in the SPSS version 16 application. The result showed that the level of significance was  $0.000 < 0.05$  and the difference between the post-test mean scores of the control and experimental classes was 77.64 and 85.52. In accordance with the results of the analysis, the  $H_a$  (alternative hypothesis) was approved and the (null hypothesis) was disproved. Therefore, result of this study was found that there is a significant increase on the students' reading comprehension in narrative text by using flipped classroom method at SMPN 04 Satu Atap Panai Hulu and flipped classroom method is more effective than conventional method.

**Keywords:** Flipped Classroom, Reading Comprehension, Narrative Text

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The title of this study is Increasing Students' Reading Comprehension In Narrative Text By Using Flipped Classroom Method. This skripsi is written to fulfillment one of the requirements to obtain for the Degree of Sarjana Pendidikan (S.Pd) at the Department of English Education, Faculty of Teacher Training and Education Universitas Muhammadiyah Sumatera Utara. In writing this study, there were so many problems, obstacles, and difficulties certainly, and it was impossible for the researcher for finishing this study without help from many people around. Furthermore, the researcher would like to express her grateful feeling especially for lovely Parents Mr. Zulfauji and Mrs. Rusmiati that has given great affection, prayer, strength, advices, support, material and motivation during her education process. May Allah always bless them. Therefore, the researcher would like to express her thanks to the people who have given guidance, support and spirit during the completion of this research, they are:

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The Researcher

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## **CHAPTER I**

### **INTRODUCTION**

#### **A. The Background of the Study**

Language is one of the most crucial parts of human life. Sitti Rabiah (2018) states that Everyone uses language as a tool to convey information and arguments to others on a daily basis (Rabiah, 2018). This means that language allows humans to build social bonds, interact, and exchange information in everyday life and in the education. English is currently extensively spoken all over the world as a common language. It may be a foreign language, but it has worldwide significance. English is spoken, read, and understood in almost every country on the world (Getie, 2020). English is a compulsory subject in Indonesian education which is included in the national test.

The four skills that students must master in order to acquire English are reading, writing, speaking, and listening skills. Reading comprehension is one of the most crucial skills that can help students succeed in all academic subjects. Reading is defined as comprehending the meaning, concepts, and content of reading or written material (Heryatun, 2020). This is in agreement with Samsu Somadayo's (2013) statement that reading is a process where the reader must understand the written words so that the meaning of the whole word can be known. If the reader can know the meaning of these words, the message contained in a reading can be understood (Somadayo et al., 2013). Reading, as one of the abilities of learning a language, serves as a medium for learners to receive input.

One of the reading abilities that Students should master is reading comprehension. Students with a higher comprehension level can receive the better input than those who have a weak level (Herlindayana et al., 2017). According to this definition, reading is the process of learning the meaning contained in a text in order to acquire comprehension, and then using that comprehension to re-explain the text's contents into one's own language.

However, on the basis of findings from observations made by researcher at SMPN 04 Satu Atap Panai Hulu, many students still have difficulty with reading comprehension materials, especially narrative texts. Students often have trouble reading comprehension due to a variety of factors. The first are internal factors, which are those that originate within the students. These factors include students' lack of motivation, interest, and enthusiasm in reading. This can be seen when students are asked to read a text, they often feel lazy and just skim over it without trying to understand what they are reading. Another factor that causes students to struggle is a limitation of vocabulary and insufficient time to comprehend the content cognitively, which causes them to misunderstand what they are reading. This is in consistent with the research Qrquez & Rashid (2017), which found that secondary school EFL students have difficulties with reading comprehension when confronted with ambiguous words, unfamiliar vocabulary, and limited time to comprehend the text cognitively. The second factor is an external factor that may come from the teacher's strategy or teaching media during the learning process. According to Muhammad Ediyani (2020), the use learning media to enhance the Teaching - Learning Process can develop interests and desires for

students. At the learning orientation stage, the usage of learning media will substantially aid the effectiveness of the learning process and the delivery of messages and lesson content (Ediyani et al., 2020).

Considering the issues mentioned above, The author developed an approach to facilitate learning for students to understand the text and still enjoy in learning English. The strategy is Flipped Classroom. Herlindayana, Sahlan and Alberth stated that the Flipped Classroom is educational approach where the usual teaching or assignment portions of school are "Reversed" or "Flipped," so what was previously finished in class is now completed at home, and what was previously completed as homework is now completed in class. In their research involving 32 students from SMA Kartika XX-2 Kendari, they discovered that flipped classroom has a considerable favorable impact on the students' reading comprehension, with the majority of students stating that flipped classroom has a positive impact on their learning and learning experience (Herlindayana et al., 2017). Based on the findings of this study, the author then intends to undertake research utilizing the flipped classroom method at SMPN 4 Satu Atap Panai Hulu to see if the flipped classroom has a favorable impact on students' Reading Comprehension at the Junior High School level. By using Flipped Classroom method Students can read and try to understand narrative texts at home before learning at school is carried out. In other words, students will have more time to comprehend the text and search for unfamiliar and unknown words. In addition, the author uses video text narrative as a medium to engage students' attention to the process of learning to improve their motivation and interest in reading. As

Dewi Hernawati, Asep Bayu, Dani Nandiyanto and Nazeri Mohammad (2021) have stated, the use of video as a learning medium makes learning more interesting, which can increase learning motivation and student comprehension of the material (Hernawati et al., 2021). Another perspective states that using technology in the classroom helps teachers motivating students to engage in higher-order thinking skills. The students were able to comprehend the video, which featured a simple story, as well as the sentence and content of the story. The role of a teacher is to select relevant sequences, prepare students for viewing, focus students' attention on the information, then play and replay the video (Siregar, 2020).

On the basis of the information above, it may be argued that the flipped classroom approach can support Students in improving their ability to comprehend narrative text because with this method students have more time to find the meaning of new words contained in the text. Furthermore, employing video as a teaching medium will engage students' attention, increasing their interest in and motivation for reading activities. Therefore, to find out whether using the flipped classroom method in teaching Reading Comprehension can improve Students' Reading Comprehension skill, the researcher conducted a research with the title **Increasing Students' Reading Comprehension In Narrative Text By Using Flipped Classroom Method.**

## **B. The Identification of the Problem**

There were various issues detected in this research based on the context of the study described above:

1. Students still have difficulty in comprehension narrative texts
2. Students' lack of mastery of the vocabulary
3. Students' motivation and interest in reading comprehension are low
4. Learning strategies still use traditional strategies.

## **C. Scope and Limitation**

The study's scope, focus on reading comprehension by using flipped classroom method and the research is limit in narrative text especially fairy stories by using video narrative at second years students of SMPN 4 Satu Atap Panai Hulu.

## **D. The Formulation of the Problem**

This study's formulation of the problem: Is there any significant increase of reading comprehension in narrative text by using flipped classroom method?

## **E. The Objective of the Study**

The objective of the study: To find out the significant increase of reading comprehension in narrative text by using flipped classroom method.

## **F. The Significance of the Study**

After completing the study, It is hoped that the findings would be significance for:

### 1. Theoretically

The study contributes as the valuable information in teaching strategy using the flipped classroom method especially in reading comprehension

### 2. Practically

- a. This study expected to be useful for the English teachers, to improved quality in teaching reading comprehension of narrative text by using Flipped classroom methods. They will get experience of using mind Flipped classroom methods and video animation as media in teaching and learning process that can help them solve the difficulties in teaching and learning reading comprehension of narrative text.
- b. This study expected to be helpful for Students, to improve their performance in reading comprehension especially narrative text and making them enjoyable to study.
- c. This research is expected to be useful for the other researchers, to increase knowledge about Flipped classroom methods and reading comprehension of narrative text.

## **CHAPTER II**

### **REVIEW OF LITERATURE**

#### **A. Theoretical Framework**

##### **1. Description of Reading Comprehension**

Reading is a multi-sensory experience involving the eyes, hearing, mouth, and, most importantly, the brain. Reading is defined as the ability to comprehend or find meaning of written content. Reading, according to a dictionary definition is the ability to evaluate written words and understand their meaning. So any standard definition of reading centers on comprehension (Brassell, D. and Rasinski, 2008). According to (Herlindayana et al., 2017) reading comprehension is the ability to accurately comprehend and interpret information from text. The goal is to interpret a written text's meaning. The ability to read effectively and efficiently is also necessary for reading comprehension. According to Horowitz, as quoted by (Herlindayana et al., 2017) reading comprehension is a technique for matching the assumptions with prior understanding of the reader about the text. Prior understanding of the text's topic is required for reading comprehension. The reader's past knowledge of the topic of the text serves as a guide in the reader and text interaction known as reading comprehension.

##### **a. Types of Reading**

There are two types of significant reading which can be seen as follows.

### 1) Intensive Reading

Intensive reading is a type of reading where readers other than linguistic expertise should be aware and concentrate on text context and semantic comprehension because the goal is to obtain such facts. To put it another way, intense reading requires students to locate words, recognize their meanings, and then determine an accurate reading (Rashid, Wang Hui, 2021). So it can be said that intensive reading entails students reading in detail with specified learning objectives and assignments.

### 2) Extensive Reading

According to Bamford as quoted by (Rashid, Wang Hui, 2021), Extensive Reading is a language education method in which students are required to read a lot of material to develop global comprehension. The purpose is to appreciate the books for educational purposes; educators, researchers, and reading specialists have all described comprehensive reading in different ways. To obtain a wide understanding of a language, significant reading is used. In other words, Extensive reading is a reading technique that often involves students reading a lot of text generally, for broad significance, for information, as well as for enjoyment.

#### **b. Reading Assessment Rubric**

There are various aspects to assessing reading ability. These are the things that the instructor considers when doing an assessment. The following assessment rubric is an assessment rubric that can be used to assess students' reading abilities.

**Table 2.1**  
**Table of Indicators for Evaluating Reading Comprehension**

<b>Aspect</b>	<b>Score 50</b>	<b>Score 60</b>	<b>Score 70</b>	<b>Score 80</b>
Pronunciation	Almost all pronunciation are not correct	Some of the pronunciation are correct	Most of the pronunciation are correct	All pronunciation are correct
Fluency	Often hesitates and stops while reading because of language difficulties	Several times hesitated and stopped while reading	Not very fluent in reading	Fluent in reading
Accuracy	Every words are incomprehensible	A small of words are comprehensible	The most of words are comprehensible	All words are comprehensible
Intonation	The stress/rhythm of all words is not correct	The stress/rhythm of a small part of the word is correct	The stress/rhythm of most words is correct	The stress/rhythm of all the words is correct

1. Fluently: is used to describe a student's confidence to read without hesitation.
2. Accuracy: is used to a student's ability to read correctly and understandably.
3. Pronunciation: the reader's ability to accurately enunciate each word is referred to as pronunciation.
4. Inntonation: Consonance the emphasis placed on reading in order to clarify the meaning of the material being readssment is known as inntonation.

## **2. Description of Narrative Text**

Narrative text is one type of text that tells a series of events in a chronological or interconnected system. Narrative text usually used as entertainment for the readers by various events as if the incident was really experienced by the reader (Heryatun, 2020). Narratives are usually made up of fictional stories, although they can also be factual. Narrative includes fables, myths, legends, fairy tales, mysteries, adventure, horror, romances, science fiction, historical documents, slice-of-life, ballads, and personal experience.

In terms of textual elements and rhetorical structure, each genre has its own characteristics. Narrative text has its own textual elements and rhetorical structure. Then there's the function of each textual element. The textual and rhetorical elements of narrative text consists of orientation, complication, resolution and re-orientation.

### **1) Orientation**

A narrative's orientation reveals the character's identity as well as the setting and time of the action (Sulistyo, 2013). In other words, orientation is an introduction to the story that will appointed usually there is a description of the character and other backgrounds. At this level, the goal is to create an atmosphere that will persuade students to follow the story.

### **2) Complication**

This section explains how the tale progresses. The issue that the character is dealing with. The complication adds to the story's intrigue by preventing the

protagonist from achieving his or her goals. It's right in the heart of the plot (Sulistyo, 2013). So it can be said that complication contains the main story of the story which is marked by a conflict that occurs to the characters of the story.

### 3) Resolution

It tells the reader, the process of resolving a problem is known as problem solving. A satisfying narrative we will give the resolution of the problem (Sulistyo, 2013). So resolution is the final part of a story that characterized by conflict resolution.

### 4) Re-orientation

It summarizes the plot or retells the character's story, as well as conveying a moral message to the audience. It goes into greater detail to make the story more clear and understood (Sulistyo, 2013). In this section, the writer frequently makes a personal comment as the story comes to a close. This can include the moral significance of the story.

In narrative text, those elements must be included. It gives to greater detail to make the story more clear and understood. However, readers may encounter more than one obstacle and resolution. It can happen if the difficulty (complication) in the scheme is still there or unaddressed.

### Example of Narrative Text: Three Fishes

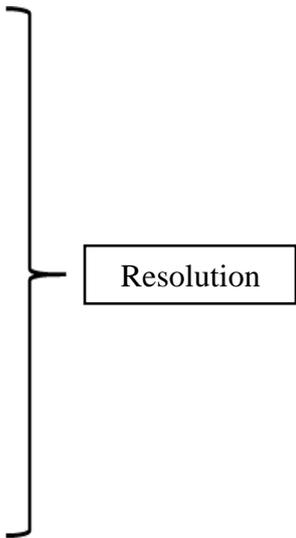
Once, three fishes lived in a pond. One evening, some fishermen passed by the pond and saw the fishes. 'This pond is full of fish', they told each other excitedly. 'We have never fished here before. We must come back tomorrow morning with our nets and catch these fish!' Then the fishermen left.

Orientation

When the eldest of the three fishes heard this, he was troubled. He called the other fishes together and said, 'Did you hear what the fishermen said? We must leave this pond at once. The fishermen will return tomorrow and kill us all!' The second of the three fishes agreed. 'You are right', he said. 'We must leave the pond'. But the youngest fish laughed. 'You are worrying without reason', he said. 'We have lived in this pond all our lives, and no fisherman has ever come here. Why should these men return? I am not going anywhere – my luck will keep me safe.'

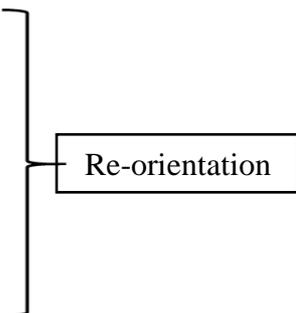
Complication

The eldest of the fishes left the pond that very evening with his entire family. The second fish saw the fishermen coming in the distance early next morning and left the pond at once with all his family. The third fish refused to leave even then. The fishermen arrived and caught all the fish left in the pond. The third fish's luck did not help him – he too was caught and killed.



Resolution

The fish who saw trouble ahead and acted before it arrived as well as the fish who acted as soon as it came both survived. But the fish who relied only on luck and did nothing at all died. So also in life.



Re-orientation

### **3. Description of Flipped Classroom Method**

Basically the concept of flipped classroom is the learning process that are typically conducted in class are now completed at home, and which are typically conducted as homework is now completed in class (Bergmann & Sams A, 2011). This means that in a Flipped Classroom, contents are distributed outside of the classroom using pre-recorded videos or videos that have been obtained from YouTube or other websites. Therefore, what would normally be homework now counts as classwork (Herlindayana et al., 2017). The Flipped Classroom Method is a new approach to getting students interested in learning and improving the

learning process' effectiveness. Students are more motivated when they are in a classroom that is flipped. Teachers can engage in one on one tutorial setting with students (Hamdan et al, 2013) to help them take ownership of their learning and before going to class to apply their learning, so that they may assimilate concepts, think about them and broaden their knowledge. Using flipped learning strategies, students study the material at home before it is explained, and then in a student class with the teacher, which addresses the issues that arise from home learning. Individual students' active participation in the classroom entails immersing themselves in the course materials outside of the classroom for an indefinite amount of time prior to the start of class, promoting students' growth as active and independent learners. Students who have difficulty with their home studies are assisted during class time to aid in their learning (Astuti et al., 2019).

**a. Procedure of Teaching Reading by Using Flipped Classroom Method**

The flipped classroom model's teaching approach is separated into two phases: the Before Class and the During Class. Consequently, the following models was used in this study:

- 1) The Pre-class Section is the section where the teacher will provide screencasts, reading materials, worksheets and video narrative texts to Students. Students are instructed to read the content and screencast at home. Following that, at the finish of the session, students have to take notes and complete quiz or worksheets.

- 2) In-class Section, which is where the teacher will ask students to collect and give the teacher the outcomes of their worksheets. Then the teacher and students discuss it together in class to solve the problems experienced by students about understanding narrative text reading. The teacher will also ask questions about the things that are contained in the material or text that students are studying in Pre-class Section. This is done as feedback which aims to determine students' understanding of the learning material.

**b. The Advantages of Teaching Reading by Using Flipped Classroom Method**

The Flipped Classroom Method has several advantages when it comes to teaching reading, particularly narrative text:

- 1) Flipping classroom increases student–teacher interaction. We assume that flipped classroom encourages teachers to use technology to boost student interaction. Students' lives are significantly impacted by their teachers. Students' lives are profoundly impacted by their teachers. They serve as guides, professionals and friends. For students, interacting with teachers in person is a precious experience (Bergmann & Sams A, 2011).
- 2) Flipped Classroom modifications managing the classroom. There are certain students that consistently do not pay attention in class when instruction is done using a traditional paradigm. These students frequently caused the rest of the class to become distracted and had a negative effect on everyone's ability to learn. They usually restlessness or just plain bored. We

discovered something fantastic when we flipped the classroom. Several of the issues classroom management vanished since we weren't just standing around talking at the kids. There was no longer a place for students who needed an audience. Cause the majority of the students' class time is spent engaged in practical tasks or small group work, those students who were previously a distraction are no longer an issue. They either didn't have an audience or they weren't bored any longer and were eager to get started learning (Bergmann & Sams A, 2011).

- 3) Flipping classroom educates parents. There were numerous instances of parents studying alongside their children, and there were conversations between parents and children regarding the things we were teaching (Bergmann & Sams A, 2011).
- 4) Flipped classroom helps students to better understand the learning material by giving more time to study the material at home and making students more active in learning activities.

**c. The Disadvantages of Teaching Reading by Using Flipped Classroom Method**

The Flipped Classroom Method has several disadvantages when it comes to teaching reading, particularly narrative text:

- 1) An effective flip needs meticulous planning, so the time and work required to record and/or write the course material, It is in agreement with (Hamdan et al., 2013) who believe that the time spent making materials is the biggest barrier of flipped learning for teachers. The teacher must consider

the integration of out-of-class and in-class parts while preparing lecture materials so that students have a clear understanding of the model's flow and are encouraged to prepare for class.

- 2) On the learner side, students must be highly motivated and pushed to read materials at home, just as they must be motivated to study textbooks and complete assignments (Herlindayana et al., 2017).

#### **4. Video Narrative Text in Flipped Classroom Method**

Many researchers agree that using technology aids FL learners in learning English better and faster since they can control their own learning speed and time (Bui, 2022). The most appropriate media for learning Flipped Classroom is a video or podcast, but if the teacher is still not ready to produce the video, they can collect content from the Internet (Astuti et al., 2019). Many videos from the internet that can be accessed and can be used in a flipped classroom. Using videos in the flipped classroom is effective. Because students have watched home learning videos, it may increase interaction and communication in class. The fundamental purpose of preferable flipped learning is to give opportunities for Students to speak and interact with their peers and teachers during class time (Bui, 2022).

Narrative videos can be identified based on language features which are usually found in Narrative Texts, it is they Descriptive words to describe the character and setting, specific characters, time words that connect to explain when they occur, verbs to illustrate the action that takes place in the story, and time words that connect to show when they occur (Lubis, 2017). According to

Seymour Chatman in his book “Reading Narrative Fiction” quoted by (Hidayat et al., 2020), some language features that can be found in narrative text are as follows:

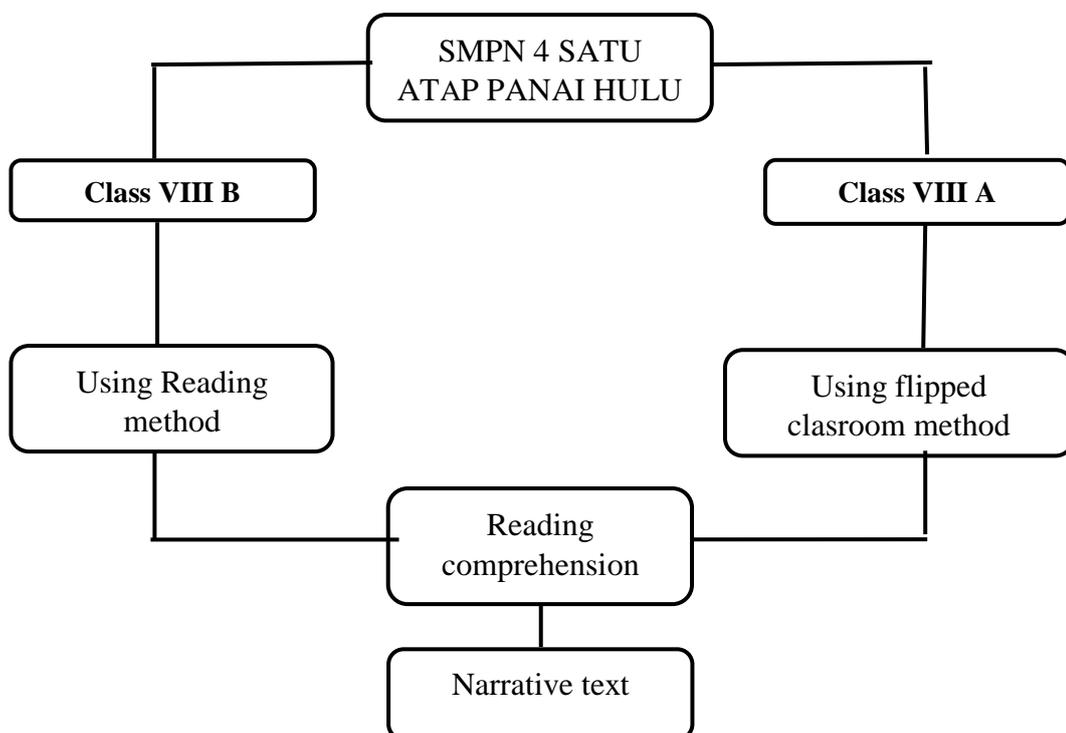
- 1) Specific nouns, pronouns, animals, and tale elements, such as maid, stepsister, and housekeeping.
- 2) Adjectives that add to the length of a noun phrase, such as long black hair and two apples.
- 3) Use time connectives and conjunctions to order occurrences, such as then, before, soon, next, and so on.
- 4) Adverbs and adverbial phrases like there, here, in the, mountain, pleasantly, etc. to indicate place and time of occurrences
- 5) Past tense action verbs, such as stayed, climbed, jumped, etc.
- 6) Verbs that indicate an utterance, such as stated, told, or promised; and verbs that indicate how a character feels or perceives something, such as thought, understood, felt, seemed, etc.
- 7) Using the past tense

## **B. Conceptual Framework**

In teaching English, reading is a basic need which is one of the important things to learn English. Reading refers to the ability to understand or find the meaning of a written text. When viewed from the dictionary definition, the word reading means the ability to examine and understand the meaning of written words. Reading involves two main things, namely the process of identifying

words and understanding connected texts. To be able to understand the meaning of reading well, students need to learn effectively strategies to identify all the words in print and to understand the text. But reading lessons are one of the boring lessons for students if the teacher only provides material about reading without using some strategies or methods and media.

Teachers must have alternative methods or strategies and use media to teach this subject, one of which is the flipped classroom method to give students more time to identify each word and understand the entire reading text. In addition, the use of video text media can also increase their motivation in reading skills. With this method students will become more active during the learning process in class because they already have background knowledge about the material to be studied.



### **C. Hypothesis of Research**

Hypothesis is a provisional conjecture, a temporary thesis that must be verified by scientific inquiry. The following is a statement of the hypothesis for this study:

Ha: There is an increase from the use of the flipped classroom method on students' abilities in reading comprehension of narrative text

H<sub>0</sub>: There is no increase from the use of the flipped classroom method on students' abilities in reading comprehension of narrative text

### **D. Previous Related Study**

It was relevant to the earlier research in this case. The following three earlier studies were relevant to my research:

Hamad Alsowat (2016) in his research, studied the effects of the EFL-FCTM on graduate students' higher-order thinking skills (HOTS), engagement, and satisfaction with the subject of English. Additionally, it looked into the connection between engagement, contentment, and higher-order thinking abilities. A pre-post HOTS test and two 5-Likert scale surveys were also completed. They created and disseminated an engagement scale and a satisfaction scale. The EFL-FCTM resulted in a high degree of student satisfaction, according to the study's findings. (Alsowat, 2016).

Kiwan Sung (2015) in his research, investigates a Flipped English content-based course in which 12 participating college students were enrolled and met all requirements for the course in the spring of 2014. The course was English Curriculum and Evaluation. The results of the investigation indicated that despite initial difficulties orienting themselves to it, participants had a favourable perspective of flipped learning. They believe that flipped teaching can be a good force for change in current ELT despite its drawbacks, such as test-oriented teaching methods, learner differences in prior learning experiences and English proficiency levels, the time and effort required for teachers to prepare, and the lack of institutional support (Kiwan Sung, 2015).

The subsequent study entitled “The Use Of Flipped Classroom Model In Reading Comprehension” looks at how teachers use the flipped classroom method in the classroom to read narrative texts and how students feel about the learning method. The research design used in this study was a qualitative case study. The participants in this study were twenty-three students in grade ten (X AK-1) and an English teacher from a vocational school in Cilacap, Indonesia. To collect more reliable data, the author uses a triangulation technique, in which the data is evaluated using multiple resources. The study's findings revealed that the teacher uses the reverse class method to teach reading narrative material in four stages. In terms of student perspectives, all stages and activities in the flipped classroom method are viewed positively by students. Students regard the flipped classroom as a pleasant learning method that encourages them to become more active learners and helps them overcome their shortcomings (Rizal et al., 2020).

## **CHAPTER III**

### **RESEARCH METHOD**

#### **A. Location of the Research**

The research was conducted at SMPN 04 Satu Atap Panai Hulu. The location is in Desa Meranti Paham, Panai Hulu, Labuhanbatu, Sumatera Utara. This research was focused on grade VIII students in the 2021/2022 academic year. This school was selected because the researcher discovered certain issues with teaching reading, particularly narrative text, and since the flipped classroom method had not yet been used at this school.

#### **B. Population and Sample**

##### **1. Population**

Population refers to people or objects with specific qualities and characteristics that researchers select to be researched and then conclusions are drawn (Sugiyono, 2019). The population for this study was collected from eighth-graders in the school year 2021–2022 at SMPN 04 Satu Atap Panai Hulu which consisted of three classes such as VIII A consisted 23 students, VIII B consisted 22 students and VIII C consisted 27 students so the entire of the students consisted 72 students.

**Table 3.1**  
**Table of Population**

<b>Class</b>	<b>Population</b>
VIII A	23
VIII B	22
VIII C	27
<b>Total</b>	<b>72</b>

## 2. Sample

The sample is an accurate reflection of the size and character of the population. This study employed simple random sampling, in which the population was sampled at random without taking into account the population's strata (Sugiyono, 2019). In this study, VIII B served as the control class and VIII A as the experimental class. A total of 45 students were sampled, with 22 students in the Control Class and 23 students in the Experimental Class.

**Table 3.2**  
**Sample of Research**

<b>Class</b>	<b>Population</b>	<b>Sample</b>
VIII B	22	22
VIII A	23	23
<b>Total</b>	<b>45</b>	<b>45</b>

## C. Research Design

This study was conducted by True-Experimental research, utilizing a pretest-posttest control group design. The internal validity was excellent because true-experimental research gave the researcher complete control over all external factors that could have an impact on the outcome of the experiment. Two groups

were randomly selected for the pretest-posttest control group design, and a pretest was given to determine whether there was any initial difference between the Experimental Group and the Control Group (Sugiyono, 2019). While teaching in the experimental class, the researcher used the flipped classroom method in contrast to the reading method in the control class. In both the Experimental and Control classes, the researcher utilized a Pre-Test and Post-Test design. The Pre-Test and Post-Test results for the Experimental Class and Control Class were compared in order to determine the increase of the Flipped Classroom Method. This research's methodology was illustrated:

**Table 3.3**  
**Research Design**

<b>Group</b>	<b>Pre-test</b>	<b>Treatment</b>	<b>Post-test</b>
Experimental	✓	Flipped Classroom Method	✓
Control	✓	Reading Method	✓

#### **D. Instrument of Research**

The research instrument was used written test to find out students' comprehension of information that is directly stated in the text. Pre-test, Treatment, and Post-Test components were given to each group. The content in the written test is that students were asked to answer questions about narrative text that consisted of 3 question for multiple choice and 4 question for essay. While, the source of this test was taken from Buku Penunjang Bahasa Inggris Untuk Kelas VIII-1 SMP/Mts. After they finished, the answer sheets were collected for further evaluation.

## **E. Technique of Collecting Data**

The researcher used some techniques for data collection in order to determine the validity of the data, including:

### **1. Giving Pre-Test to Experimental and Control Group**

A Pre-Test is a test that was given before the Treatment process begins. The aimed of the test was to find out the reading comprehension of students and to find out the Control and Experimental groups' mean scores.

### **2. Giving a Treatment to Experimental Group**

The students received treatment, the Experimental group was educated by used Flipped Classroom Method and used video narrative text from Dyggie & George youtube channel: <https://youtu.be/N4taZ3iHeSk>, while the control group was educated used the usual teaching and learning process.

### **3. Test Giving Post-Test to Experimental and Control Group.**

The Post-Test was administered following the treatment. The objective of the post-test was to gauge the students' proficiency. Next, to determine whether the mean score for the Control and Experimental groups differed. Additionally, it was utilized to assess the students' reading comprehension following the treatment.

## **F. Technique of Analysis Data**

The researcher used the data analysis method described Prof. Drs. Anas Sudijono's in *Buku Pengantar Statistik Pendidikan* to analyze the data (Anas Sudijono, 2017). The data was analyzed by using the SPSS statistic 16.0. The SPSS program was used to generate several types of statistics such as mean, median, sum and others from the quantitative data collected via the pretest and posttest. The study's hypothesis was tested using a T-test analysis to see if there is a significant increase of flipped classroom on students' reading comprehension (Herlindayana et al., 2017). The researcher performed paired sample t-test and independent sample t-test analysis to determine the increase of it. When comparing the means of two independent groups, the independent sample t-test was employed to assess whether there was statistical evidence that the linked population means were statistically significantly different from the means of the two paired samples (Nuryadi et al., 2017).

## **CHAPTER IV**

### **DATA AND DATA ANALYSIS**

#### **A. Data**

The researcher employed the flipped classroom learning method in this study. The researcher outlined in the prior chapter that the skill of reading, which involves the eyes, ears, lips and brain, entails finding or understanding the meaning of written material. To find the meaning contained in a text is not an easy thing to do, especially with limited learning time at school. This certainly affects students' interest in learning reading comprehension. Therefore, to solve this problem the teacher must use new methods and media that can facilitate and attract students' interest to reading comprehension learning. The flipped classroom method can give students more time to understand the text at home before the school learning process takes place and video as a medium used to attract students' interest. As explained in the previous chapter, Rizal et al., 2020 in his research entitled "The Use Of Flipped Classroom Model In Reading Comprehension" used the observation, the interview and the questionnaire instruments which involved twenty-three tenth grade students (X AK-1) and English teacher from a vocational school in Cilacap, Indonesia said that Each statement in the questionnaire received more than 80% of positive replies, with 82.6 percent being the lowest percentage. In other words, students view the flipped classroom as a pleasant learning strategy that motivates them to become more engaged students and aids in their self improvement.

This study used a quantitative approach. Several research methods were carried out to obtain the expected data. Pre-test and post-test instruments were used in this research, and they were distributed to the control and experimental classes. Class VIII B SMPN 4 Satu Atap Panai Hulu which is the control class in this study totaled 22 students consisting of 12 girls and 10 boys who had done pre and post test which was executed in the wake of learning process with narrative text materials using conventional method. Meanwhile, class VIII of SMPN 4 Satu Atap Panai Hulu, which became the experimental class, consisted of 23 students consisting of 10 girls and 13 boys. They did pre and post test which was executed in the wake of learning process with narrative text materials using the Flipped Classroom Method.

The following data are:

**Table 4.1**  
**Student Learning Outcomes**

No	Control Class	
	Pre-test	Post-test
1	55	76
2	49	66
3	66	83
4	59	76
5	52	83
6	59	76
7	63	80
8	63	72
9	72	90
10	66	83
11	66	80
12	59	66
13	63	79
14	66	83
15	66	73

<b>16</b>	59	73
<b>17</b>	59	66
<b>18</b>	66	79
<b>19</b>	62	79
<b>20</b>	62	80
<b>21</b>	63	86
<b>22</b>	52	79

The data table above demonstrates that the control class's pre-test results were 1 student scored below 50, 8 students scored below 60, 12 students scored below 70 and 1 student scored below 80. Then the post-test scores of control class, 1 student who scored below 50 increased to below 70. 8 students who scored below 60, 2 of them increased to below 70, 5 of them increased to below 80 and 1 of them increased to below 90. 12 students scored below 70, 5 of them increased to below 80 and 7 of them increased to below 90. And then 1 student who scored below 80 increased to below 100. So the post test scores from control class 3 students scored below 70, 10 students scored below 80, 8 students scored below 90 and 1 student scored below 100. From these data, there were 22 students who experienced an increased in scores, 0 student were constant, and 0 student decreased.

**Table 4.2**  
**Student Learning Outcomes**

<b>No</b>	<b>Experimental Class</b>	
	<b>Pre-test</b>	<b>Post-test</b>
<b>1</b>	55	76
<b>2</b>	72	90
<b>3</b>	66	86
<b>4</b>	52	80

<b>5</b>	66	90
<b>6</b>	55	80
<b>7</b>	59	93
<b>8</b>	72	86
<b>9</b>	66	86
<b>10</b>	59	83
<b>11</b>	66	86
<b>12</b>	72	86
<b>13</b>	59	93
<b>14</b>	52	83
<b>15</b>	59	83
<b>16</b>	72	93
<b>17</b>	59	93
<b>18</b>	66	86
<b>19</b>	62	90
<b>20</b>	62	83
<b>21</b>	63	83
<b>22</b>	52	79
<b>23</b>	52	79

In comparison, the Experimental Class's pre-test results obtained were 11 students scored below 60, 8 students scored below 70 and 4 students scored below 80. Then the post-test scores of experimental class, 11 students who scored below 60, 3 of them increased to below 80, 5 of them increased to below 90 and 3 of them increased to below 100. 8 students who scored below 70, 6 of them increased to below 90 and 2 of them increased to below 100. And then 4 students scored below 80, 2 of them increased to below 90 and 2 of them increased to below 100. So from these data there were 23 students who experienced an increase in scores, 0 student were constant, and 0 student decreased.

## 1. Data Descriptive Statistics

**Table 4.3**  
**Descriptive Statistics**

	N	Minimum	Maximum	Sum	Mean	Std. Deviation
Pre-test control	22	49	72	1347	61.23	5.563
Post-test control	22	66	90	1708	77.64	6.366
Pre-test experimental	23	52	72	1418	61.65	6.813
Post-test experimental	23	76	93	1967	85.52	5.017
Valid N (listwise)	22					

There are a total of 22 students in the Control Class. Pre-Test mean scores for the Control Class is 61.23, with a minimum grade of 49 and a maximum grade of 72. The control class's post-test mean score is 77.64, with a minimum grade of 66 and a maximum grade of 90. It's clear from this that the grade has improved after learning process is carried out using conventional method, with a 16.41 difference between the average Pre-Test and Post-Test's scores. Meanwhile in the experimental class with a total of 23 students, the average pre-test score was 61.65 with a minimum grade of 52 and a maximum grade of 72. Post-test average score is 85.52 with a minimum grade of 76 and a maximum grade of 93. With a mean score difference of 23.87 between the Pre-Test and Post-Test, this shows that there has been a great increase in student learning outcomes following the use of flipped classroom in the learning process. It is clear from these numbers that

student scores between the two classes differ. The flipped classroom method produced better results than the conventional method.

## 2. Test of Normality

A data distribution's normalcy can be ascertained using the Test of Normality. The modus, mean, and median are in the middle of the symmetrical normal distribution. There is a decision-making guideline that can be used to determine if a data distribution is normal or not. If the value of Sig. or the significance or probability value is less than 0.05, the distribution is not normal, and if it is greater than 0.05, the distribution is normal. (Nuryadi et al., 2017).

With the use of the SPSS 16.0 application, the researcher utilized the Kolmogorov-Smirnov and Shapiro-Wilk tests in this investigation to determine whether the data were normal:

**Table 4.4**  
**Tests of Normality**

Class		Kolmogorov-Smirnov <sup>a</sup>			Shapiro-Wilk		
		Statistic	Df	Sig.	Statistic	df	Sig.
Student learning outcomes	Pre-Test Control Class (Conventional)	.163	22	.135	.932	22	.136
	Post-Test Control Class (Conventional)	.176	22	.076	.942	22	.214
	Pre-Test Experimental Class (Flipped Classroom)	.130	23	.200*	.915	23	.052
	Post-Test Experimental Class (Flipped Classroom)	.158	23	.143	.935	23	.141

a. Lilliefors Significance Correction

\*. This is a lower bound of the true significance.

It may be inferred from the result above that the study data is normally distributed because the significance value (sig) for all data on the Kolmogorof-Smimov Test and the Shapiro-Wilk Test is larger than 0.05.

### 3. Paired Sample T-test

A technique for evaluating hypotheses when the data being utilized are not independent (pairs) is the paired sample T-test (Nuryadi et al., 2017). The average of two paired samples can be compared using the Paired Sample T-test to see if there is a difference. In order to determine whether there is a difference in the mean scores between the two paired samples, the researcher in this study performed a Paired Sample T-test on the data from the Control Class Pre-Test and the Control Class Post-Test (conventional) and the data from the Experimental Pre-Test and the Experimental Post-Test (flipped classroom). With the aid of the SPSS 16.0 application, the test is conducted as follows:

**Table 4.5**  
**Paired Samples Test**

	Paired Differences					t	df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
Pair 1 Pre-test – Post-test Control Class	-16.409	7.122	1.519	-19.567	-13.251	-10.806	21	.000
Pair 2 Pre-test - Post-test Experimental Class	-23.870	5.810	1.211	-26.382	-21.357	-19.703	22	.000

The output pair 1's value of sig. (2 tailed) of  $0.000 < 0.5$  indicates that there is a difference in the mean student score between the Pre-Test Control Class and

the Post-Test Control Class (conventional). Following that, it can be inferred that there is a difference in the mean score of the students for the Pre-Test Experimental Class and Post-Test Experimental Class (flipped classroom) based on the result of pair 2 and the sig value (2 tailed) of  $0.000 < 0.5$ . Therefore, it is possible to draw the conclusion that the flipped classroom learning technique has an effect on student learning outcomes in reading comprehension of narrative text based on the discussion of output pair 1.

**Table 4.6**  
**Paired Samples Statistics**

	Mean	N	Std. Deviation	Std. Error Mean
Pair 1 Pre-Test Control	61.23	22	5.563	1.186
Post-Test Control	77.64	22	6.366	1.357
Pair 2 Pre-Test Experimental	61.65	23	6.813	1.421
Post-Test Experimental	85.52	23	5.017	1.046

It is clear from the output above that the experimental class's average score on the Pre-Test and Post-Test has increased significantly. In other words, it may be said that the flipped classroom method significantly increases reading comprehension in narrative texts.

#### 4. Test of Homogeneity

A statistical technique called the Test of Homogeneity aims to demonstrate that two or more groupings of sample data originate from populations with the same variance (Nuryadi et al., 2017). The homogeneity test is thus utilized in this study to examine if the post-test data groups for the control class (conventional)

and the post-test experimental class (flipped classroom) are homogenous (same) or heterogeneous (not the same). In order to determine if data are homogeneous according to the homogeneity test, the significance value must be more than 0.05; otherwise, the data cannot be considered homogeneous. With the aid of the SPSS 16.0 application, the test is conducted as follows:

**Table 4.7**  
**Test of Homogeneity of Variance**

		Levene Statistic	df1	df2	Sig.
Student Learning Outcomes	Based on Mean	.905	1	43	.347
	Based on Median	.479	1	43	.492
	Based on Median and with adjusted df	.479	1	38.081	.493
	Based on trimmed mean	.931	1	43	.340

It can be inferred from the output above that the variance of the post-test data for the experimental class and the control class is homogenous or equal because the significance value (sig) based on the mean is known to be  $0.347 > 0.05$ .

#### 5. Independent Sample T-Test

To calculate the average difference between two independent populations/data sets, the Independent Sample T-Test is utilized (Nuryadi et al., 2017). This Independent Sample t-test has assumptions/conditions that must be met, namely the data is normally distributed, the two groups of data are independent (free) and the variables are linked numeric and categorical form (with only 2 groups). The Independent Sample t-test was used in this study to see if

there were any differences between how well students learned to read narrative texts using the conventional method and the flipped classroom method. Using the SPSS 16.0 program, this test was conducted on post-test data for the experimental class (flipped classroom) and post-test data for the control class (conventional):

**Table 4.8**  
**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
Student Learning Outcomes	Equal variances assumed	.905	.347	4.626	43	.000	7.885	1.705	4.448	11.323
	Equal variances not assumed			4.602	39.915	.000	7.885	1.714	4.422	11.349

It can be concluded from the output above that there is a difference between the average post-test of students utilizing the conventional method and the flipped classroom method because the value of sig. (2 tailed) is  $0.000 < 0.05$ .

**Table 4.9**  
**Group Statistics**

Kelas		N	Mean	Std. Deviation	Std. Error Mean
Student Learning Outcomes	Post-Test Experimental Class (Flipped Classroom)	23	85.52	5.017	1.046
	Post-Test Control Class (Conventional)	22	77.64	6.366	1.357

The output shows that the average post-test scores for the experimental

class (flipped classroom) are higher than the average post-test scores for the control class (conventional). Therefore, it can be said that the flipped classroom approach is more successful than the conventional approach.

## **B. Data Analysis**

The purpose of this study was to ascertain whether employing the flipped classroom method, students' reading comprehension skills had improved. Research that has been conducted by researcher shows that in general there is a significant effect of using flipped classroom learning method on the results of the class's learning in VIII students at SMPN 04 Satu Atap Panai Hulu on reading comprehension in narrative text based on data management obtained from the value of sig. (2 tailed) for the paired sample t-test is  $0.000 < 0.5$ . If the significance result for the paired sample t-test is less than 0.05, it is assumed that the X variable impacts the Y variable; however, if the significance value is more than 0.05, it is assumed that the X variable has no impact on the Y variable (Nuryadi et al., 2017). Therefore, it can be inferred that the flipped classroom learning approach has an impact on students' learning outcomes in narrative text reading comprehension. The difference between the experimental class's mean pre- and post-test scores demonstrates the size of this effect. The experimental class's average pre- and post-test scores increased from 61.83 to 85.52. In other words, it may be said that the flipped classroom method significantly improves reading comprehension in narrative texts. The alternative hypothesis is approved, while the null hypothesis is disproved, due to an increase in the average value of student learning outcomes from the paired sample t-test statistics. It meant, there is an

increase from the use of Flipped Classroom Method on students' abilities in Reading Comprehension of narrative text.

According to the Independent Samples T-Test, students who used the Conventional Method and those who used the Flipped Classroom Method had different average post-test scores, with a sig.(2 tailed) value of  $0.000 < 0.05$ . The table of group statistics clearly shows how much the two groups differed; the post-test average scores for the Experimental Class (flipped classroom) and Control Class (conventional classroom) are 77.64 and 85.52, respectively. When compared to the Control Class(conventional), the Experimental Class's mean post-test score (flipped classroom) is greater. Therefore, it can be said that the Flipped Classroom Method to learning is more successful than Conventional Method.

The findings of this study are consistent with those of a prior investigation entitled "Flipped Classroom Model to Enhance Students' Reading Comprehension". This research intends to examined the various effects of two non-conventional approaches on the learning of reading. This study uses a true experimental design with 65 EFL students in the second grade at a senior high school in Pesawaran serve as samples: 15 males and 50 females. In experimental group (the flipped classroom model integrated with jigsaw IV) there were 32 students and in control group (the original flipped classroom model) there were 33 students. In SPSS version 26, the Independent sample t-test was used to examine the data from this study, which were collected from the pre- and post-tests. According to the findings, both classrooms' students' reading comprehension is improved by using a flipped classroom model. When using either the Original

Flipped Classroom Model or the Flipped Classroom Model linked with Jigsaw IV, students' pre-test to post-test scores improved (Wulandari et al., 2022).

Some studies also examine the use of flipped classrooms at universities, such as a study entitled "The Effect of Flipped Classroom Model Towards Students' Reading Comprehension". This study's main goal is to find out whether second-semester reading comprehension among students at Universitas Pancasakti Tegal in the 2020–2021 academic year is improved by the flipped classroom paradigm. One group is the experimental group (flipped classroom), while the other group is the control group (conventional classroom), both groups consisting of 17 students each were randomly selected from a sample of 39 students. Pre-test and post-test data were acquired, and paired sample t-test and independent sample t-test were used to examine the data. Additionally, according to the study's findings, the experimental group significantly outperformed the control group on the Post-Test ( $p < 0.05$ ). So in other words students' comprehension of what they read improved significantly when used Flipped Classroom Method. (Yuvita et al., 2022).

## CHAPTER V

### CONCLUSION AND SUGGESTION

#### A. Conclusion

In accordance with the objective of the study, it can be claimed that using the Flipped Classroom Method has significantly increased students' reading comprehension of narrative texts, as demonstrated by paired sample t-test analysis. The results of the paired sample t-test of the two samples are there is an influence from the use of the flipped classroom method on students' reading comprehension in narrative text. The magnitude of this effect is evident from the mean score Post-Test of the Experimental Class which has improved from 61.83 to 85.52. So it can be said that there is a significant increase in reading comprehension of narrative texts by using the flipped classroom method. This means that the null hypothesis is rejected and the alternative hypothesis is accepted. Following the results of the Independent Sample T-Test, students who used conventional method and those who used the flipped classroom method had different average Post-Test scores with a large distinction between the mean score Post-Test of students using conventional method and flipped classroom method are 77.64 and 85.52. So it can be said that the Flipped Classroom Method is more successful than Conventional Method. As a result, it may be said that there is a significant increase in reading comprehension of Narrative Text by using flipped classroom method in class VIII SMPN 04 Satu Atap Panai Hulu and the Flipped Classroom Method is more successful than Conventional Method.

## **B. Suggestion**

For further research, The researcher recommends conducting more in-depth research on the advantages and use of the flipped classroom approach. Researchers should pay more attention to student activity when learning activities take place, for example such as asking questions or providing opportunities to raise inquiries regarding material that has not been fully grasped. This is done to investigate whether students really understand the learning material or not. Further research can also investigate other factors were not found in this study that can improve students' ability in reading comprehension. Furthermore, it is advised for the other researchers that future research should pay special attention to the video that will be used in the use of the Flipped Classroom. Ensure the video is easy for students to understand and attracts attention so that students are interested in seeing and learning it. Further research can also use other media in the flipped classroom learning process in order to attract students' attention.

In connection with the foregoing conclusion, the following suggestions are also made:

1. To students

There were some students who were passive during the learning process., maybe because they did not study the material and videos that had been given previously. Therefore, students must practice their honesty for the sake of learning and progress in their education because students must

participate actively in the process of learning as well as open a mind set, not hesitate or be ashamed to ask questions and express their opinions.

## 2. To Teachers

The flipped classroom approach can help English teachers increase their students' learning ability, focus, motivation, and independence especially when it comes to reading comprehension in narrative texts. Cooperation and interaction between teacher and students during learning must be considered so that the learning atmosphere becomes more conducive, and students can more easily understand learning materials.

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# **APPENDICES**

## APPENDIX 1

### Students Profile:

1. Some of the parents of the students work as farmers, others as builders and fishermen.
2. Most of the students like watching videos and others like stories.
3. Students tend to prefer to discuss.

### Learning Objectives:

1. Through the activity of watching narrative text video before learning activities, students can search/find information from narrative text video correctly so that they can actively participate in learning activities.
2. Through discussion activities in class, students can explain the social function of narrative text and identify/understand the generic structure of narrative text
3. Through observation activities, students can analyze the sentence patterns of narrative text provided

### Teaching Strategy:

1. Read the material and discuss
2. Answering some questions from observing learning material

### Evidence And Assessment:

#### Evidence:

The ability to absorb the information heard

#### Assessment:

1. Responsibility
2. Confident
3. Written test results regarding narrative text material

### Coverage:

1. Buku Penunjang BAHASA INGGRIS Untuk Kelas VIII-1 SMP/Mts edisi 2017
2. Narrative text material handout

**LEARNING IMPLEMENTATION PLAN  
(CONTROL CLASS)**

Education Unit : Junior High School

Subjects : English

Grade : VIII/2

Main Material : Narrative Text

Time Allocation : 2 JP x 45 minutes

**A. LEARNING OBJECTIVES:**

1. Through reading narrative text, students can search/find information from narrative text correctly so that they can actively participate in learning activities.
2. Through discussion activities in class, students can explain the social function of narrative text and identify/understand the generic structure of narrative text
3. Through observation activities, students can analyze the sentence patterns of narrative text provided properly and correctly.

**B. LEARNING ACTIVITIES**

Activities	Activities Description	Time Allocation
<b>Preliminary</b>	<ol style="list-style-type: none"> <li>1. The teacher greets the students</li> <li>2. The teacher starts the activity by praying together</li> <li>3. The teacher checks student attendance <b>(Orientation)</b></li> <li>4. The teacher explains the learning objectives or basic competencies to be achieved</li> <li>5. The teacher relates the previous material to the material to be studied and is expected to be able to associate it with the student's experience <b>(Apperception)</b></li> <li>6. The teacher provides an overview of the benefits of studying the lessons to be learned in everyday life <b>(Motivation)</b></li> </ol>	10 minutes
<b>Content</b>	<ul style="list-style-type: none"> <li>• Students observe the information contained in the narrative text and answer several questions regarding the information contained in the narrative text.</li> <li>• Students exchange information with their classmates and analyze each other's information.</li> <li>• Students ask some things that are not understood related to the material given.</li> <li>• Students analyze information and social functions in narrative text. <b>(Literacy)</b></li> <li>• Students explain information and social functions in narrative text. <b>(Creativity and Innovation)</b></li> </ul> <p><b>According to the students profile “discuss”</b></p> <ul style="list-style-type: none"> <li>• Students are divided into groups, each consisting of 4-5 students. <b>(Mutual cooperation)</b></li> <li>• Each group discusses the generic structure and sentence patterns contained in the narrative text.</li> </ul> <p><b>According to the students profile “like stories”</b></p> <ul style="list-style-type: none"> <li>• Students are given a story in the form of a</li> </ul>	70 Minutes

	narrative text and some questions related to the story in the form of a narrative text <ul style="list-style-type: none"> <li>• Students independently seek/find information from the story in the form of a narrative text to answer the questions given. <b>(Creativity and Innovation)</b></li> </ul>	
<b>Closing</b>	<ul style="list-style-type: none"> <li>• Students and teachers reflect and evaluate learning activities and the benefits of learning.</li> <li>• The teacher provides information about the lesson plan for the next meeting.</li> <li>• Students and teachers say goodbye.</li> </ul>	10 Minutes

## ASSESSMENT

Assessment of this material can be done according to the needs of the teacher, namely from observation of attitudes, knowledge tests and presentations of performance or work/projects with an assessment rubric.

Labuhanbatu, Juni 2022

Peneliti

Sulistiani

1802050001

### ASSESSMENT RUBRIC

No	Rated Aspect	Score	Rubric
1.	<b>Knowledge About Narrative Text</b>	4	Can answer all questions properly and correctly
		3	Can answer most of the questions properly and correctly
		2	Can answer a small number of questions properly and correctly
		1	Unable to answer questions properly and correctly
2.	<b>Vocabulary</b>	4	The use of vocabulary is broad and precise
		3	The use of vocabulary is quite broad and precise
		2	The use of vocabulary is not enough broad and precise
		1	The use of vocabulary is not broad and precise
2.	<b>Precision</b>	4	Students observe the material carefully
		3	Students do not pay close attention to the material
		2	Students slightly observe the material carefully
		1	Students do not observe the material carefully

## STUDENT TEST RESULTS

ENY PRIATNA

VIII B

**Exercise:** Choose The Correct Answer!

1. What is the title of that text?
  - a. Cinderella
  - b. Timun Mas
  - c. Princess
  - d. TinkerBell
  
2. What is the character of Queen Clarion?
  - a. Kind
  - b. Good
  - c. Wise
  - d. Friendly
  
3. Who is tinker's friend as a light fairy?
  - a. Silvermist
  - b. Iridessa
  - c. Fawn
  - d. Vidia
  
4. What kind of work should TinkerBell in Pixie Hollow?
  - a. Tinker fairy
  - b. Animal fairy
  - c. Water fairy
  - d. Light fairy
  
5. What TinkerBell has to go to a ?
  - a. Expensive shoes
  - b. The music box
  - c. Glass shoes
  - d. A broken music box
  
6. What kind of text above?
  - a. Descriptive text
  - b. Recount text
  - c. Narrative text
  - d. Explanation text
  
7. Who is the main character in that text?
  - a. Queen Clarion
  - b. TinkerBell
  - c. Vidia
  - d. Fairy Mary

Pre-test and Post-test

Read the following text to answer questions number 1 to 3

Long, long ago, a terrible dragon came to the kingdom of Taranis. It carried away the princess.  
"Oh, oh, oh save my princess." The King of Taranis shouted. "Who can save Princess Tara?"  
"I can save Princess Tara. I'm the bravest knight in your kingdom," Prince Gregor said proudly.  
"I can save her too, but I'm the poorest boy in your kingdom," Thomas said humbly.  
"You? Ha...ha...ha..." Princess Gregor laughed loudly. "How can you save the Princess, beggar boy."  
Ready! Get set! Charge! The terrible dragon roared! Prince Gregor and his soldiers ran away. But Thomas did not run away. He opened his basket and took out a ladder, a flute, a rope, a piece of meat, a spear and a blanket. Then, Thomas ran into the cave and saved Princess Tara.

1. How do you think of Prince Gregor's characteristic?
  - a. Appreciative
  - b. Boasting
  - c. Brave
  - d. Daring
2. Thomas used the following things to save the princess, except ...
  - a. Sword
  - b. Ladder
  - c. Rope
  - d. Blanket
3. From the story we can learn that ...
  - a. The braver the luckier
  - b. The poor will always get nothing
  - c. The bold never save the princess
  - d. Action is better than talk only

Read the following text and answer the questions number 4 to 8

BUGGY RACES

Once upon a time there lived two best friends, the hare and tortoise. They liked to race against each other, but the hare always won.

One day, the hare asked the tortoise to race down to the beach. The tortoise refused, he said that he felt sorry about it.

But the next day, the hare found a way to race the tortoise that would be fair and lots fun too. He asked tortoise to come with him. The tortoise was slowly plodding over the sand hill towards the beach. Now the two friends can race against each other all day and something tells me that the tortoise might win this time.

4. Who were the two friends?
5. What did the hare ask the tortoise?
6. What happened next?
7. How did the hare find a way to race?
8. How was the end of the story?

(jwb)

4. the hare and tortoise

5. to race down to the beach

6. the hare found a way to race the tortoise that would be fair and lots fun too.

7. now the two friends can race

8. each other all day and something

the tortoise that would be fair and

## APPENDIX 2

### Students Profile:

1. Some of the parents of the students work as farmers, others as builders and fishermen.
2. Most of the students like watching videos and others like stories.
3. Students tend to prefer to discuss.

### Learning Objectives:

1. Through the activity of watching narrative text video before learning activities, students can search/find information from narrative text video correctly so that they can actively participate in learning activities.
2. Through discussion activities in class, students can explain the social function of narrative text and identify/understand the generic structure of narrative text
3. Through observation activities, students can analyze the sentence patterns of narrative text provided

### Teaching Strategy:

1. Share a narrative text video link
2. Read the material and discuss
3. Answering some questions from observing learning material

### Evidence And Assessment:

Evidence:

The ability to absorb the information heard

Assessment:

1. Responsibility
2. Confident
3. Written test results regarding narrative text material

### Coverage:

1. Buku Penunjang BAHASA INGGRIS Untuk Kelas VIII-1 SMP/Mts edisi 2017
2. Narrative text material handout
3. Video narrative text (Fairy story):  
<https://youtu.be/N4taZ3iHeSk>

**LEARNING IMPLEMENTATION PLAN  
(EXPERIMENTAL CLASS)**

Education Unit : Junior High School

Subjects : English

Grade : VIII/2

Main Material : Narrative Text

Time Allocation : 2 JP x 45 minutes

**C. LEARNING OBJECTIVES:**

1. Through the activity of watching narrative text video before learning activities, students can search/find information from narrative text video correctly so that they can actively participate in learning activities.
2. Through discussion activities in class, students can explain the social function of narrative text and identify/understand the generic structure of narrative text
3. Through observation activities, students can analyze the sentence patterns of narrative text provided properly and correctly.

**D. LEARNING ACTIVITIES**

Activities	Activities Description	Time Allocation
<b>Preliminary</b>	<ol style="list-style-type: none"> <li>1. The teacher greets the students</li> <li>2. The teacher starts the activity by praying together</li> <li>3. The teacher checks student attendance <b>(Orientation)</b></li> <li>4. The teacher explains the learning objectives or basic competencies to be achieved</li> <li>5. The teacher relates the previous material to the material to be studied and is expected to be able to associate it with the student's experience <b>(Apperception)</b></li> <li>6. The teacher provides an overview of the benefits of studying the lessons to be learned in everyday life <b>(Motivation)</b></li> </ol>	10 minutes
<b>Content</b>	<ul style="list-style-type: none"> <li>• Students observe the information contained in the narrative text through the video that has been given via whatsapp (at home).</li> <li>• Students answer several questions regarding the information contained in the narrative text based on the content of the video (at home).</li> <li>• Students exchange information with their classmates and analyze each other's information.</li> <li>• Students ask some things that are not understood related to the material given.</li> <li>• Students analyze information and social functions in narrative text. <b>(Literacy)</b></li> </ul>	70 Minutes

	<ul style="list-style-type: none"> <li>• Students explain information and social functions in narrative text. <b>(Creativity and Innovation)</b></li> </ul> <p><b>According to the students profile “discuss”</b></p> <ul style="list-style-type: none"> <li>• Students are divided into groups, each consisting of 4-5 students. <b>(Mutual cooperation)</b></li> <li>• Each group discusses the generic structure and sentence patterns contained in the narrative text.</li> </ul> <p><b>According to the students profile “like stories”</b></p> <ul style="list-style-type: none"> <li>• Students are given a story in the form of a narrative text and some questions related to the story in the form of a narrative text</li> <li>• Students independently seek/find information from the story in the form of a narrative text to answer the questions given. <b>(Creativity and Innovation)</b></li> </ul>	
<b>Closing</b>	<ul style="list-style-type: none"> <li>• Students and teachers reflect and evaluate learning activities and the benefits of learning.</li> <li>• The teacher provides information about the lesson plan for the next meeting.</li> <li>• Students and teachers say goodbye.</li> </ul>	10 Minutes

## ASSESSMENT

Assessment of this material can be done according to the needs of the teacher, namely from observation of attitudes, knowledge tests and presentations of performance or work/projects with an assessment rubric.

Labuhanbatu, Juni 2022

Peneliti

Sulistiani

1802050001

### ASSESSMENT RUBRIC

No	Rated Aspect	Score	Rubric
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		3	The use of vocabulary is quite broad and precise
		2	The use of vocabulary is not enough broad and precise
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2.	<b>Precision</b>	4	Students observe the material carefully
		3	Students do not pay close attention to the material
		2	Students slightly observe the material carefully
		1	Students do not observe the material carefully

## STUDENT TEST RESULTS

Nanna Niswah  
10/10

**Exercise:** Choose The Correct Answer!

1. What is the title of that text?
  - a. Cinderella
  - b. Timun Mas
  - c. Princess
  - d. TinkerBell
  
2. What is the character of Queen Clarion?
  - a. Kind
  - b. Good
  - c. Wise
  - d. Friendly
  
3. Who is tinker's friend as a light fairy?
  - a. Silvermist
  - b. Indessa
  - c. Fawn
  - d. Vidia
  
4. What kind of work should TinkerBell in Pixie Hollow?
  - a. Tinker fairy
  - b. Animal fairy
  - c. Water fairy
  - d. Light fairy
  
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  - c. Glass shoes
  - d. A broken music box
  
6. What kind of text above?
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  - b. Recount text
  - c. Narrative text
  - d. Explanation text
  
7. Who is the main character in that text?
  - a. Queen Clarion
  - b. TinkerBell
  - c. Vidia
  - d. Fairy Mary

Nama : Abi Praranta  
Kelas : VIII A

### Pre-test and Post-test

Read the following text to answer questions number 1 to 3

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"Oh, oh, oh save my princess." The King of Taranis shouted. "Who can save Princess Tara?"  
"I can save Princess Tara. I'm the bravest knight in your kingdom," Prince Gregor said proudly.  
"I can save her too, but I'm the poorest boy in your kingdom," Thomas said humbly.  
"You? Ha...ha...ha..." Princess Gregor laughed loudly. "How can you save the Princess, beggar boy."  
Ready! Get set! Charge! The terrible dragon roared! Prince Gregor and his soldiers ran away. But Thomas did not run away. He opened his basket and took out a ladder, a flute, a rope, a piece of meat, a spear and a blanket. Then, Thomas ran into the cave and saved Princess Tara.

1. How do you think of Prince Gregor's characteristic?  
 a. Appreciative  
 b. Boasting  
 c. Brave  
 d. Daring
2. Thomas used the following things to save the princess, except ...  
 a. Sword  
 b. Ladder  
 c. Rope  
 d. Blanket
3. From the story we can learn that ...  
 a. The braver the luckier  
 b. The poor will always get nothing  
 c. The bold never save the princess  
 d. Action is better than talk only

Read the following text and answer the questions number 4 to 8

**BUGGY RACES**  
Once upon a time there lived two best friends, the hare and tortoise. They liked to race against each other, but the hare always won.  
One day, the hare asked the tortoise to race down to the beach. The tortoise refused, he said that he felt sorry about it.  
But the next day, the hare found a way to race the tortoise that would be fair and lots fun too. He asked tortoise to come with him. The tortoise was slowly plodding over the sand hill towards the beach. Now the two friends can race against each other all day and something tells me that the tortoise might win this time.

4. Who were the two friends?
5. What did the hare ask the tortoise?
6. What happened next?
7. How did the hare find a way to race?
8. How was the end of the story?

### Jawab

4. Hare and tortoise
5. Hare ask tortoise to race down to the beach
6. The tortoise refused, he said that he felt sorry about it
7. The hare found a way to race the tortoise that would be fair and lots fun too.
8. Now two friends can race against each other all day and something tells me that the tortoise might win this time

## APPENDIX 3

### Pre-Test And Post-Test

Read the following text to answer questions number 1 to 3

Long, long ago, a terrible dragon came to the kingdom of Taranian. It carried away the princess.

“Oh, oh, oh save my princess.” The King of Taranian shouted. “Who can save Princess Tara?”

“I can save Princess Tara. I’m the bravest knight in your kingdom,” Prince Gregor said proudly.

“I can save her too, but I’m the poorest boy in your kingdom,” Thomas said humbly.

“You? Ha...ha...ha...,” Princess Gregor laughed loudly. “How can you save the Princess, beggar boy.”

Ready! Get set! Charge! The terrible dragon roared! Prince Gregor and his soldiers ran away. But Thomas did not run away. He opened his basket and took out a ladder, a flute, a rope, a piece of meat, a spear and a blanket. Then, Thomas ran into the cave and saved Princess Tara.

1. How do you think of Prince Gregor’s characteristic?
  - a. Appreciative
  - b. Boasting
  - c. Brave
  - d. Daring
  
2. Thomas used the following things to save the princess, except . . .
  - a. Sword
  - b. Ladder
  - c. Rope
  - d. Blanket

3. From the story we can learn that . . .
  - a. The braver the luckier
  - b. The poor will always get nothing
  - c. The bold never save the princess
  - d. Action is better than talk only

Read the following text and answer the questions number 4 to 8

### BUGGY RACES

Once upon a time there lived two best friends, the hare and tortoise. They liked to race against each other, but the hare always won.

One day, the hare asked the tortoise to race down to the beach. The tortoise refused, he said that he felt sorry about it.

But the next day, the hare found a way to race the tortoise that would be fair and lots fun too. He asked tortoise to come with him. The tortoise was slowly plodding over the sand hill towards the beach. Now the two friends can race against each other all day and something tells me that the tortoise might win this time.

4. Who were the two friends?
5. What did the hare ask the tortoise?
6. What happened next?
7. How did the hare find a way to race?
8. How was the end of the story?

### Answer Key

1. B
2. A
3. D
4. The hare and tortoise
5. Race down to the beach

6. The tortoise refused, he said that he felt sorry about it
7. Be fair and lots fun
8. The two friends can race against each other all day and something tells me that the tortoise might win this time

## APPENDIX 4

### Online Test

Exercise: Choose The Correct Answer!

1. What is the title of that text?
  - a. Cinderella
  - b. Timun Mas
  - c. Princess
  - d. TinkerBell
  
2. What is the character of Queen Clarion?
  - a. Kind
  - b. Good
  - c. Wise
  - d. Friendly
  
3. Who is tinker's friend as a light fairy?
  - a. Silvermist
  - b. Iridessa
  - c. Fawn
  - d. Vidia
  
4. What kind of work should TinkerBell in Pixie Hollow?
  - a. Tinker fairy
  - b. Animal fairy
  - c. Water fairy
  - d. Light fairy

5. What TinkerBell has to go to a Neverland ?
  - a. Expensive shoes
  - b. The music box
  - c. Glass shoes
  - d. A broken music box
  
6. What kind of text above?
  - a. Descriptive text
  - b. Recount text
  - c. Narrative text
  - d. Explanation text
  
7. Who is the main character in that text?
  - a. Queen Clarion
  - b. TinkerBell
  - c. Vidia
  - d. Fairy Mary

Answer Key:

1. d. TinkerBell
2. c. Wise
3. b. Iridessa
4. a. Tinker fairy
5. d. A broken music box
6. c. Narrative text
7. b. TinkerBell

## APPENDIX 5

### Description Of Narrative Text Material

#### CHAPTER 8

Standar Kompetensi	8. Memahami makna dalam percakapan transaksional dan interpersonal pendek sederhana untuk berinteraksi dengan lingkungan sekitar
Kompetensi Dasar	8.2 Merespon makna yang terdapat dalam monolog pendek sederhana secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan sekitar dalam teks berbentuk <i>narrative</i> dan <i>recount</i>
Indikator	8. Mengidentifikasi berbagai informasi dalam teks fungsional pendek <ul style="list-style-type: none"><li>• Berbentuk <i>narrative</i> dan <i>recount</i></li></ul> 9. Mengidentifikasi tujuan komunikatif teks fungsional pendek
Tujuan Pembelajaran	<ul style="list-style-type: none"><li>• Pada akhir pembelajaran siswa dapat mengidentifikasi berbagai informasi dalam teks fungsional pendek berupa <i>narrative</i>.</li><li>• Pada akhir pembelajaran siswa dapat mengidentifikasi tujuan komunikatif teks fungsional pendek berupa <i>narrative</i>.</li></ul>

#### Uraian Materi

#### Narrative Text

A narrative is a piece of writing that tells a story. The story can be imaginary or based on real incident. A narrative always deals with some problems which lead to the climax and then turn into a solution to the problem.

Communicative purpose:

- To tell a story about something or someone.
- To amuse or entertain the readers or listeners.

Text Organization:

- **Orientation** sets the scene (where and when the story happen) and introduces the participants of the story (who and what is involved in the story)
- **Complication** tells the beginning of the problem which leads to the crisis (climax) of the main participants.
- **Resolution** provides solution to the problem either in a happy ending or in a sad (tragic) ending.
- **Re-orientation** (optional) gives a closing remark to the story. It consists of a moral lesson or advice.

**Note:** *sometimes, a writer puts his judgment on a certain participant or a certain event. This is called evaluation, e.g. there was once a mouse travelling through the forest. He was small but kind-hearted (evaluation).*

Language Features:

- Past tense, e.g. The lion woke up and grabbed the mouse in his sharp claws.
- Nouns, e.g. lion, mouse, hunter, etc.
- Pronouns, e.g. it, you, he, etc.
- Noun Phrases, e.g. a sleeping lion, the grateful mouse, a strong net, etc.
- Time connectives and conjunctions, e.g. one day, some time later, then, a long time ago, when, first, finally, etc.
- Adjectives, e.g. small, helpless, etc.
- Adverbs, e.g. sadly, angrily, etc.
- Adverbial phrases of time and place, e.g. a few days ago, in the forest, etc.
- Material process (action verbs), e.g. grabbed, ran, arrived, ate, went, laughed, etc.
- Verbal processes (saying verbs), e.g. asked, said, told, etc.
- Thinking verbs, feeling verbs, verbs of senses, e.g. the lion **felt** hungry; the mouse **thought** he was clever; the hunter **smelt** something burning.
- Direct speech, e.g. "Please, don't eat me!" begged the mouse.
- Indirect speech, e.g. The mouse begged the lion not to eat him.

**Examples of Narrative texts:** short stories, folk tales, legends, myths, fables, novels, cartoon strips, picture books.

**Example 1.**

**The Lion and the Mouse**

A LION was awakened from sleep by a Mouse running over his face. Rising up angrily, he caught him and was about to kill him, when the Mouse piteously entreated, saying: "If you would only spare my life, I would be sure to repay your kindness." The Lion laughed and let him go. It happened shortly after this that the Lion was caught by some hunters, who bound him by ropes to the ground. The Mouse, recognizing his roar, came gnawed the rope with his teeth, and set him free, exclaim "You ridiculed the idea of my ever being able to help you, expecting to receive from me any repayment of your favor; I now you know that it is possible for even a Mouse to con benefits on a Lion."

Orientation

Complication  
Re-solution

**The Man and His Two Sweethearts**

A MIDDLE-AGED MAN, whose hair had begun to turn gray, courted two women at the same time. One of them was young, and the other well advanced in years. The elder woman, ashamed to be courted by a man younger than herself, made a point, whenever her admirer visited her, to pull out some portion of his black hairs. The younger, on the contrary, not wishing to become the wife of an old man, was equally zealous in removing every gray hair she could find. Thus it came to pass that between them both he very soon found that he had not a hair left on his head.

**Example 3.**

**Cinderella**

Once upon a time there was a beautiful girl called Cinderella. She lived with her stepsister and stepmother. They were very bossy. She had to do all the homework.

One day an invitation to the ball came to the family. Her stepsister did not let her go. Cinderella was very sad. The stepsister went to the ball without her.

## APPENDIX 6

### Research Documentation





Grup b Inggris 🍷

Eny, Tika, +62 812-6228-...



Assalamualaikum 12.21 ✓



TinkerBell with English Subtitle -  
Bedtime Story

#tinkerbell #englishbedtimestory

www.youtube.com

<https://youtu.be/N4taZ3iHeSk>

12.21 ✓

Eny

Anda

Assalamualaikum

Walaikumsalam buk 12.21

Itu link video buat tugas yang ibu bagi  
tadi yaa, tolong di kerjakan. Besok  
insyaallah kita periksa sama-sama 🙏



12.22 ✓



Ketik pesan





# Grup b Inggris 🥰



**Anda**

Admin Grup

You're gonna be alright 🙄



**Via Fatimah**

Admin Grup



**Revi Mariska**

Admin Grup

Sibuk



**+62 812-6228-8986**

Mbak L



**+62 812-6695-3687**

07\_06\_2022 Dea 🥰



**+62 813-6096-7244**

Sibuk



**+62 813-6140-7716**

Waa



**+62 821-7312-6828**



**+62 821-8113-2394**

MBK Liot 💜

← Cari...



+62 822-7456-8551  
Sibuk



+62 822-7479-5828  
Joki balap 160 🏁

~Begal



+62 822-7662-0457  
🙄.



+62 822-8441-2527  
Alone 🙄📞



+62 822-8593-1844  
.



+62 852-6198-1164



+62 852-6297-0544  
My is kalem! 🙄



+62 852-6972-2521  
Still single 💔



+62 853-2446-8311  
Yukem 💜



## Appendix 7 Form K-1



MAJELIS PENDIDIKAN TINGGI  
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA  
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN  
Jl. Kapten Mukhtar Basri No.3 Telp.(061)6619056 Medan 20238  
Website :<http://www.fkip.umsu.ac.id> E-mail: [fkip@umsu.ac.id](mailto:fkip@umsu.ac.id)

Yth : Bapak/Ibu Ketua & Sekretaris  
Program Studi Pendidikan Bahasa Inggris  
FKIP UMSU

Perihal : **PERMOHONAN PERSETUJUAN JUDUL SKRIPSI**

Dengan hormat, yang bertanda tangan di bawah ini :

Nama : Sulistiani  
NPM : 1802050001  
Program Studi : Pendidikan Bahasa Inggris  
IPK Kumulatif : 3,63 IPK = 3,63

Persetujuan Ketua/Sek Prodi	Judul yang diajukan	Disyahkan Oleh Dekan Fakultas
<i>01/02/2022</i> 	Increasing Students' Reading Comprehension In Narrative Text by Using Flipped Classroom Method	<i>11/2/22</i> 
	The Teachers Perception of The Use of English Learning Media In An Effort to Increase Students' Learning Motivation	
	An Analysis of Soliloquy Speech In The Lord of The Ring Movie (The Followship of The Ring)	

Demikianlah permohonan ini saya sampaikan untuk dapat pemeriksaan dan persetujuan serta pengesahan, atas kesediaan Bapak/Ibu saya ucapkan terima kasih.

Medan, 21 Februari 2022

Hormat Pemohon,

Sulistiani

Dibuat Rangkap 3 :  
- Untuk Dekan/Fakultas  
- Untuk Ketua/Sekretaris Prodi  
- Untuk Mahasiswa yang bersangkutan

## Appendix 8 Form K-2



MAJELIS PENDIDIKAN TINGGI  
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA  
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN  
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Website :<http://www.fkip.umsu.ac.id> E-mail: [fkip@umsu.ac.id](mailto:fkip@umsu.ac.id)

Kepada Yth : Bapak/Ibu Ketua & Sekretaris  
Program Studi Pendidikan Bahasa Inggris  
FKIP UMSU

Assalamu'alaikum Wr. Wb.

Dengan hormat, yang bertanda tangan di bawah ini :

Nama : Sulistiani  
NPM : 1802050001  
Program Studi : Pendidikan Bahasa Inggris

Mengajukan permohonan persetujuan proyek proposal/risalah/makalah/skripsi sebagai tercantum di bawah ini dengan judul sebagai berikut :

Increasing Students' Reading Comprehension In Narrative Text by Using Flipped Classroom Method

Sekaligus saya mengusulkan/menunjuk Bapak/Ibu sebagai :

Dosen Pembimbing : Alfitriani Siregar, S.Pd., M.Ed.

Sebagai Dosen Pembimbing proposal/risalah/makalah/skripsi saya

Demikianlah permohonan ini saya sampaikan untuk dapat pengurusan selanjutnya. Akhirnya atas perhatian dan kesediaan Bapak/Ibu saya ucapkan terima kasih.

Medan, 21 Februari 2022  
Hormat Pemohon,

Sulistiani

Dibuat Rangkap 3 :  
- Untuk Dekan/Fakultas  
- Untuk Ketua/Sekretaris Prodi  
- Untuk Mahasiswa yang bersangkutan

Appendix 9 Form K-3



MAJELIS PENDIDIKAN TINGGI  
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA  
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Website :<http://www.fkip.umsu.ac.id> E-mail: [fkip@umsu.ac.id](mailto:fkip@umsu.ac.id)

PERMOHONA PERSETUJUAN JUDUL SKRIPSI

Nama : Sulistiani  
NPM : 1802050001  
ProgramStudi : Pendidikan Bahasa Inggris

JUDUL	DITERIMA
Increasing Students' Reading Comprehension In Narrative Text by Using Flipped Classroom Method	

Bermohon kepada Dosen Pembimbing untuk mengesahkan Judul yang diajukan kepada Program Studi Pendidikan Bahasa Inggris

Medan, 21 Februari 2022

Disetujui oleh  
Dosen Pembimbing

  
(Alfitrani Siregar, S.Pd., M.Ed.)

Hormat Pemohon

  
(Sulistiani)

## Appendix 10 Permohonan Persetujuan Judul



**FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN**  
**UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA**  
Jl. Mukthar Basri BA No. 3 Telp 6622400 Medan 20217 Form K3

Nomor : 559 /II.3-AU/UMSU-02/F/2022  
Lamp : ---  
Hal : Pengesahan Proyek Proposal  
Dan Dosen Pembimbing

Assalamu'alaikum Warahmatuullahi Wabarakatuh

Dekan Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Sumatera Utara menetapkan proyek proposal/risalah/makalah/skripsi dan dosen pembimbing bagi mahasiswa yang tersebut di bawah ini :

Nama Mahasiswa : Sulistiani  
NPM : 1802050001  
Program Studi : Pendidikan Bahasa Inggris  
Judul Penelitian : Increasing Students' Reading Comprehension In Narrative Text By Using Flipped Classroom Method.

Dosen Pembimbing : Alfitriani Siregar, S.Pd, M.Ed

Dengan demikian mahasiswa tersebut di atas diizinkan menulis proposal/risalah/makalah/skripsi dengan ketentuan sebagai berikut :

1. Penulis berpedoman kepada ketentuan yang telah ditetapkan oleh Dekan
2. Proyek proposal/risalah/makalah/skripsi dinyatakan BATAL apabila tidak selesai pada waktu yang telah ditentukan
3. Masa Perpanjangan tanggal : 4 Maret 2023

Wa'alaikumsalam Warahmatullahi Wabarakatuh.

Medan, 01 Sya'ban 1443 H  
04 Maret 2022 M



  
Dekan  
**Dra. Hj. Svamsuurnita, M.Pd**  
NIP : 19670604 199303 2 002

Dibuat rangkap 4 (empat)

1. Fakultas (Dekan)
  2. Ketua Program Studi
  3. Pembimbing
  4. Mahasiswa yang bersangkutan
- WAJIB MENGGUTI SEMINAR

## Appendix 11 Berita Acara Bimbingan Proposal



MAJELIS PENDIDIKAN TINGGI  
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA  
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN  
Jl. Kapten Mukhtar Basri No. 3 Telp. (061) 6619056 Medan 20238  
Website : <http://www.fkip.umsu.ac.id> E-mail : [fkip@umsu.ac.id](mailto:fkip@umsu.ac.id)

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

### BERITA ACARA BIMBINGAN PROPOSAL

Perguruan Tinggi : Universitas Muhammadiyah Sumatera Utara  
Fakultas : Keguruan dan Ilmu Pendidikan  
Jurusan/Prog.Studi : Pendidikan Bahasa Inggris  
Nama Mahasiswa : Sulistiani  
NPM : 1802050001  
Judul Proposal : Increasing Students' Reading Comprehension In Narrative Text By Using Flipped Classroom Method At Eight Grade of SMPN 4 Satu Atap Panai Hulu

Tanggal	Deskripsi Hasil Bimbingan Proposal	Tanda Tangan
8 Maret 2022	Chapter I: Background of the Study, Identification of the Problem, Scope and Limitation, Formulation of the Problem, Objectives of the Study	
17 Maret 2022	Chapter II: Theoretical Framework, Conceptual Framework	
24 Maret 2022	Chapter III: Population and Sample, Research Design, Technique of Collecting Data, References	
29 Maret 2022	Chapter IV : <i>www research experimantal</i>	

AEC

Diketahui/Disetujui  
Ketua Prodi Pendidikan Bahasa Inggris

Pirman Ginting, S.Pd., M.Hum

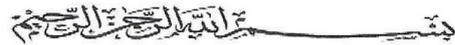
Medan, 29 Maret 2022  
Dosen Pembimbing

Alfitriani Siregar, S.Pd., M.Ed.

## Appendix 12 Berita Acara Seminar Proposal



MAJELIS PENDIDIKAN TINGGI  
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA  
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN  
Jl. Kapten Mukhtar Basri No. 3 Telp. (061) 6619056 Medan 20238  
Website : <http://www.fkip.umsu.ac.id> E-mail : [fkip@umsu.ac.id](mailto:fkip@umsu.ac.id)



### BERITA ACARA SEMINAR PROPOSAL

Pada hari ini Sabtu Tanggal 16 April Tahun 2022 diselenggarakan seminar Prodi Pendidikan Bahasa Inggris menerangkan bahwa :

Nama : Sulistiani  
N P M : 1802050001  
Program Studi : Pendidikan Bahasa Inggris  
Judul Penelitian : Increasing Students' Reading Comprehension In Narrative Text By Using Flipped Classroom Method at Eight Grade Of SMPN 4 Satu Atap Panai Hulu

NO	MASUKAN / SARAN
BAB I	Review : The Background.
BAB II	Review : Do not need to put level of comprehension.
BAB III	Review : Instrument of test Form of test
LAINNYA	Review the title of proposal. Pay attention of systematic of writing
KESIMPULAN	( ) Disetujui ( ) Ditolak ( <input checked="" type="checkbox"/> ) Disetujui Dengan Adanya Perbaikan

Medan, 16 April 2022

Dosen Pembahas

Rita Harisma, S.Pd., M.Hum

Dosen Pembimbing

Alfitriani Siregar, S.Pd., M.Ed.

#### PANITIA PELAKSANA

Ketua

Pirman Ginting, S.Pd., M.Hum

Sekretaris

Rita Harisma, S.Pd., M.Hum

## Appendix 13 Pengesahan Proposal



MAJELIS PENDIDIKAN TINGGI  
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA  
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN  
Jl. Kapten Mukhtar Basri No.3 Telp.(061)6619056 Medan 20238  
Website :<http://www.fkip.umsu.ac.id> E-mail: [fkip@umsu.ac.id](mailto:fkip@umsu.ac.id)



### PENGESAHAN PROPOSAL

Dengan diterimanya proposal yang telah diseminarkan oleh mahasiswa dibawah ini :

Nama : Sulistiani  
NPM : 1802050001  
Program Studi : Pendidikan Bahasa Inggris  
Judul Proposal : Increasing Students' Reading Comprehension In Narrative Text By Using Flipped Classroom Method At Eight Grade Of Smpn 4 Satu Atap Panai Hulu

Panitia Proposal Penelitian Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Sumatera Utara dengan ini menerangkan bahwa mahasiswa tersebut dapat diizinkan untuk melakukan riset di lapangan.

Medan, Mei 2022

Disetujui oleh :

Dosen Pembahas

Rita Harisma, S.Pd., M.Hum

Dosen Pembimbing

Alfitriani Siregar, S.Pd., M.Ed

Diketahui oleh :

Ketua Program Studi Pendidikan Bahasa Inggris

Pirman Ginting, S.Pd., M.Hum.

## Appendix 14 Surat Keterangan



MAJELIS PENDIDIKAN TINGGI  
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA  
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN  
Jl. KaptenMughtarBasri No .3 Telp. (061) 6619056 Medan 20238  
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### SURAT KETERANGAN

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

Ketua Program Studi Pendidikan Bahasa Inggris Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Sumatera Utara dengan ini menerangkan bahwa :

Nama Mahasiswa : Sulistiani  
NPM : 1802050001  
Program Studi : Pendidikan Bahasa Inggris

Adalah benar telah melaksanakan Seminar Proposal Skripsi pada :

Hari : Sabtu  
Tanggal : 16 April 2022  
Dengan Judul Proposal : Increasing Students' Reading Comprehension In Narrative Text By Using Flipped Classroom Method at Eight Grade Of SMPN 4 Satu Atap Panai Hulu

Demikianlah surat keterangan ini kami keluarkan/diberikan Kepada Mahasiswa yang bersangkutan, semoga Bapak/Ibu Pimpinan Fakultas dapat segera mengeluarkan surat izin riset mahasiswa tersebut. Atas kesediaan dan kerjasama yang baik kami ucapkan banyak terimakasih. Akhirnya selamat sejahteralah kita semuanya. Amin.

Dikeluarkan di : Medan  
Pada Tanggal : 16 April 2022

Wassalam  
Ketua Program Studi  
Pendidikan Bahasa Inggris

Pirman Ginting, S.Pd.,M.Hum.

## Appendix 15 Surat Pernyataan



MAJELIS PENDIDIKAN TINGGI  
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA  
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN  
Jl. Kapten Muchtar Basri No. 3 Telp. (061) 6619056 Medan 20238  
Website : <http://www.fkip.umsu.ac.id> Email: [fkip@umsu.ac.id](mailto:fkip@umsu.ac.id)

### SURAT PERNYATAAN

Assalamu'alaikum Warahmatullahi Wabarakaatuh  
Saya yang bertanda tangan dibawah ini :

Nama Mahasiswa : Sulistiani  
NPM : 1802050001  
Program Studi : Pendidikan Bahasa Inggris  
Judul Penelitian : Increasing Students' Reading Comprehension In Narrative  
Text By Using Flipped Classroom Method At Eight Grade Of  
Smpn 4 Satu Atap Panai Hulu

Dengan ini saya menyatakan bahwa :

1. Penelitian yang saya lakukan dengan judul di atas belum pernah diteliti di Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Sumatera Utara.
2. Penelitian ini akan saya lakukan sendiri tanpa ada bantuan dari pihak manapun dengan kata lain penelitian ini tidak saya tempahkan (dibuat) oleh orang lain dan juga tidak tergolong plagiat.
3. Apabila point 1 dan 2 di atas saya langgar maka saya bersedia untuk dilakukan pembatalan terhadap penelitian tersebut dan saya bersedia mengulang kembali mengajukan judul penelitian yang baru dengan catatan mengulang seminar kembali.

Demikian surat pernyataan ini saya perbuat tanpa ada paksaan dari pihak manapun juga, dan dapat di gunakan sebagaimana mestinya.

Medan, Mei 2022

Diketahui oleh  
Ketua Program Studi Pendidikan Bahasa Inggris

Pirman Ginting, S.Pd., M.Hum

Hormat saya  
Yang membuat Pernyataan

Sulistiani

## Appendix 16 Surat Permohonan Perubahan Judul



**MAJELIS PENDIDIKAN TINGGI**  
**UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA**  
**FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN**  
**Jl. Kapten Mukhtar Basri No.3 Telp.(061)6619056 Medan 20238**  
Website : <http://www.fkip.umsu.ac.id> E-mail: [fkip@umsu.ac.id](mailto:fkip@umsu.ac.id)

Kepada Yth : Bapak/Ibu Ketua & Sekretaris  
Program Studi Pendidikan Bahasa Inggris  
FKIP UMSU

Perihal : Permohonan Perubahan Judul Skripsi

**Bismillahirrahmaanirrahim**  
**Assalamu'alaikum Wr. Wb.**

Dengan hormat, yang bertanda tangan di bawah ini :

Nama : Sulistiani  
NPM : 1802050001  
Program Studi : Pendidikan Bahasa Inggris

Mengajukan permohonan perubahan judul skripsi sebagai tercantum di bawah ini dengan judul sebagai berikut :

**Judul Pertama :**

**Increasing Students' Reading Comprehension In Narrative Text By Using Flipped Classroom Method At Eight Grade of SMPN 4 Satu Atap Panai Hulu**

**Menjadi :**

**Increasing Students' Reading Comprehension In Narrative Text By Using Flipped Classroom Method**

Demikianlah permohonan ini saya sampaikan untuk dapat pengurusan selanjutnya. Akhirnya atas perhatian dan kesediaan Bapak/Ibu saya ucapkan terima kasih.

Ketua Program Studi  
Pendidikan Bahasa Inggris

**Pirman Ginting, S. Pd., M.Hum**

Medan, Mei 2022  
Hormat Pemohon

**Sulistiani**

Dosen Pembahas

**Rita Harisma, S.Pd.,M.Hum.**

Dosen Pembimbing

**Alfitriani Siregar, S.Pd.,M.Ed.**

## Appendix 17 Surat Izin Riset



**MAJELIS PENDIDIKAN TINGGI PENELITIAN & PENGEMBANGAN**  
**UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA**  
**FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN**

Jalan Kapten Mochtar Basri No. 3 Medan 20238 Telp. (061) 6622400  
Website : <http://fkip.umsu.ac.id> E-mail : [fkip@yahoo.co.id](mailto:fkip@yahoo.co.id)

Bila menjawab surat ini agar disebutkan nomor dan tanggalnya

Nomor : 1161/IL.3.AU/UMSU-02/F/2022  
Lamp : ---  
Hal : Permohonan Riset

Medan, 10 Dzulqaidah 1443 H  
10 Juni 2022 M

Kepada Yth, Bapak/Ibu Kepala  
SMPN 4 Satu Atap Panai Hulu  
di  
Tempat

*Bismillahirrahmanirrahim*  
*Assalamualaikum Wr. Wb.*

Wa ba'du, semoga kita semua sehat wal'afiat dalam melaksanakan kegiatan/aktifitas sehari-hari, sehubungan dengan semester akhir bagi mahasiswa wajib melakukan penelitian/riset untuk pembuatan skripsi sebagai salah satu syarat penyelesaian Sarjana Pendidikan, maka kami mohon kepada Bapak/Ibu memberikan izin kepada mahasiswa kami untuk melakukan penelitian/riset di sekolah yang Bapak/Ibu pimpin, Adapun data mahasiswa kami tersebut sebagai berikut :

Nama Lengkap : Sulistiani  
NPM : 1802050001  
Program Studi : Pendidikan Bahasa Inggris  
Judul Skripsi : Increasing Students' Reading Comprehension In Narrative Text  
By Using Flipped Classroom Method.

Demikian hal ini kami sampaikan. Atas perhatian dan kesediaan serta kerjasama yang baik dari Bapak/Ibu kami ucapkan terima kasih, Akhirnya selamat sejahteralah kita semuanya. Amin



**Dra. Hj. Svanisvurnita, M.Pd**  
NIDN : 0004066701

**\*\*Pentinggal\*\***



## Appendix 18 Surat Balasan Izin Riset



PEMERINTAH KABUPATEN LABUHANBATU  
DINAS PENDIDIKAN  
**SMP NEGERI 4 SATU ATAP PANAI HULU**

JL. BETENG DESA MERANTI PAHAM KEC. PANAI HULU KODE POS : 21472  
NSS : 201070718132 NPSN : 69725557 Telp.  
email : smpnempat.satap@yahoo.co.id <https://web.facebook.com/smpnempat.smpnempat>

**SURAT KETERANGAN RISET**  
**Nomor: 422.2/ 005/ SMPN.4-PH/2022**

Saya yang bertanda tangan dibawah ini :

Nama : Nurmala Siagian,S.Pd  
NIP : 19680514 199103 2 003  
Pangkat/Gol/Ruang : Pembina Tk.I / IV.b  
Jabatan : Kepala Sekolah

Dengan ini menyatakan bawa :

Nama : **SULISTIANI**  
NPM : 1802050001

Adalah benar melaksanakan Riset di SMPN 4 Satu Atap Panai Hulu berdasarkan surat **Permohonan Riset** dari Universitas Muhammadiyah Sumatera Utara dengan Nomor : 1161/II.3.AU/UMSU-02/F/2022 Tanggal 10 Juni 2022 dengan Judul Skripsi "*Incrasasing Students' Reading Comprehension In Narrative Text By Using Fipped Classroom Method*".

Demikian Surat keterangan ini di buat dengan sesungguhnya , untuk dapat di pergunakan sebagai mana mestinya.

Meranti Paham, 11 Juli 2022  
Kepala Sekolah

**NURMALA SIAGIAN,S.Pd**  
**NIP.19680514 199103 2 003.**

## Appendix 19 Berita Acara Bimbingan Skripsi



MAJELIS PENDIDIKAN TINGGI  
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA  
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN  
Jl. Kapten Mukhtar Basri No. 3 Telp. (061) 6619056 Medan 20238  
Website: <http://www.fkip.umstu.ac.id> E-mail: [fkip@umstu.ac.id](mailto:fkip@umstu.ac.id)



### BERITA ACARA BIMBINGAN SKRIPSI

Perguruan Tinggi : Universitas Muhammadiyah Sumatera Utara  
Fakultas : Keguruan dan Ilmu Pendidikan  
Jurusan/Prog. Studi : Pendidikan Bahasa Inggris

Nama : Sulistiani  
NPM : 1802050001  
Program Studi : Pendidikan Bahasa Inggris  
Judul Skripsi : Increasing Students' Reading Comprehension in Narrative Text by Using Flipped Classroom Method

Tanggal	Deskripsi Hasil Bimbingan Skripsi	Tanda Tangan
20 Juni 2022	Chapter IV : - Result - Discussion	
23 Juni 2022	Chapter IV : - Result - Discussion	
25 Juni 2022	Chapter IV : - Result - Discussion	
15 Juli 2022	Chapter V : - Conclusion - Suggestion , Abstract	
18 Juli 2022	Chapter V : - Conclusion - suggestion - Abstract	

Diketahui oleh:  
Ketua Prodi

(Pirman Ginting, S.Pd, M.Hum)

Medan, Agustus 2022

Dosen Pembimbing

(Alfitriani Siregar, S.Pd, M.Ed)

## Appendix 20 Surat Permohonan Ujian Skripsi

**UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA**  
**Fakultas Keguruan dan Ilmu Pendidikan**

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**PERMOHONAN UJIAN SKRIPSI**

Kepada Yth : Medan, Agustus 2022  
Bapak/Ibu Dekan \*)  
di  
Medan

**Assalamu'alaikum Wr. Wb**

Dengan hormat, saya yang bertanda tangan di bawah ini:

Nama : **SULISTIANI**  
NPM : 1802050001  
Program studi : Pendidikan Bahasa Inggris  
Alamat : Jl. Alfalah IV No.A Medan

Mengajukan permohonan mengikuti ujian skripsi, bersama ini saya lampirkan persyaratan:

1. Transkrip/Daftar nilai kumulatif (membawa KHS asli Sem 1 s/d terakhir dan Nilai Semester Pendek (kalau ada sp). Apabila KHS asli hilang, maka KHS Foto Copy harus dileges di Biro FKIP UMSU).
2. Foto copy STTB/Ijazah terakhir dilegalisir 3 rangkap (Boleh yang baru dan boleh yang lama)
3. Pas foto ukuran 4 x 6 cm, 15 lembar.
4. Bukti lunas SPP tahap berjalan (difotocopy rangkap 3)
5. Foto copy compri 3 lembar
6. Foto copy toefl 3 lembar
7. Foto copy kompetensi kewirausahaan 3 lembar
8. Surat keterangan bebas perpustakaan
9. Surat permohonan sidang yang sudah ditanda tangani oleh pimpinan Fakultas
10. Skripsi yang telah ACC Ketua dan Sekretaris Program Studi serta sudah ditandatangani oleh dekan fakultas.

Demikianlah permohonan saya untuk pengurusan selanjutnya. Terima kasih, wassalam.

Pemohon,



**SULISTIANI**

Medan, Agustus 2022

Disetujui oleh:

A.n. Rektor  
Wakil Rektor I

**Prof. Dr. MUHAMMAD ARIFIN, S.H., M.Hum**

Medan, Agustus 2022

Dekan



**Dra. Hj. SYAMSUYURNITA, M.Pd**

## **Curriculum Vitae**

### 1. Personal Information

Name : Sulistiani  
SIN : 1802050001  
Place/Date of Birth : Ajamu, 24 June 2000  
Gender : Female  
Religion : Islam  
Nationality : Indonesian  
Address : Jl. Teluk Sentosa Dusun VII, Panai Hulu,  
Labuhanbatu, Sumatera Utara  
Study Program : English Education  
Phone number : 082237691434  
Email : sulistianisiregar87@gmail.com

### 2. Parents' Information

Father : Zulfauji  
Mother : Rusmiati  
Address : Jl. Teluk Sentosa Dusun VII, Panai Hulu,  
Labuhanbatu, Sumatera Utara

### 3. Education

2006-2012 : SDN 112209 Ajamu  
2012-2015 : MTs Al-Ikhlas Kebun Ajamu  
2015-2018 : SMA Swasta Karya Tani Panai T S E  
2018-2022 : Universitas Muhammadiyah Sumatera Utara