

## The Effectiveness of the Flipped Classroom Model in Improving English Reading Comprehension of Seventh-Grade Junior High School Students

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**Citation:** Pamungkas, A., Dewantari, T., Tohir, A., Sulistianah, Soraya, R. (2026). The Effectiveness of the Flipped Classroom Model in Improving English Reading Comprehension of Seventh-Grade Junior High School Students, *Journal of Cultural Analysis and Social Change*, 11(1), 999-1006. <https://doi.org/10.64753/jcasc.v11i1.4009>

**Published:** January 05, 2026

### ABSTRACT

This study aimed to examine the effect of the Flipped Classroom model on English reading comprehension among seventh-grade students at SMP Negeri 7 Kotabumi. The research employed a quantitative, quasi-experimental design with a nonequivalent control group. A total of 40 students participated in the study, 20 in the experimental group and 20 in the control group. The experimental group was taught using the Flipped Classroom model, while the control group received conventional instruction. Data were collected through a reading comprehension test administered as a pretest and posttest. The results revealed that both groups improved; however, students in the experimental group achieved significantly higher posttest scores than those in the control group. Inferential analysis using an independent samples t-test indicated a statistically significant difference in reading comprehension achievement between the two groups. The findings suggest that the Flipped Classroom model effectively enhances students' English reading comprehension by promoting active learning, learner autonomy, and meaningful classroom interaction. By allowing students to access learning materials before class and using classroom time for guided practice and discussion, the model creates a more engaging, student-centered learning environment. Therefore, the Flipped Classroom model is recommended as an effective instructional strategy for improving English reading comprehension at the junior high school level.

**Keywords:** Flipped Classroom, Reading Comprehension, English Language Learning, Junior High School

### INTRODUCTION

The rapid development of information and communication technology has driven significant transformations in educational practices across all levels of schooling. The learning paradigm, which was traditionally teacher-centered, has gradually shifted toward a student-centered approach, where learners are expected to be active, independent, and reflective in constructing their knowledge. This paradigm shift requires the implementation of innovative learning models that effectively integrate technology with sound pedagogical strategies. One instructional model that has gained increasing attention and widespread adoption in recent years is the Flipped Classroom model (Namaziandost, 2020; Pratiwi, 2023; Yu, 2022).

The Flipped Classroom model reverses conventional instructional practices by transferring content delivery activities to the pre-class phase through digital media such as instructional videos, online modules, and interactive learning platforms. Consequently, face-to-face classroom time is utilized for higher-order learning activities, including discussions, problem-solving exercises, and collaborative tasks (Fahmi et al., 2024; Keskin, 2023; Mohammaddockht & Fathi, 2022; Reflianto et al., 2021; Yahya et al., 2024). This approach allows students to engage with learning materials at their own pace before classroom interaction, thereby promoting deeper, more meaningful learning experiences.

The implementation of the Flipped Classroom model aligns closely with the demands of 21st-century education, which emphasize critical thinking, communication, collaboration, and creativity skills (Diningrat et al., 2023; Jantakoon et al., 2024; Sasa et al., 2024; Yulian, 2021). In the context of English language learning at the junior high school level, this model is considered a promising strategy for addressing students' low comprehension of linguistic structures and meanings. According to the English Proficiency Index (EF-EPI) 2024, Indonesia's English proficiency remains at a lower–intermediate level among Southeast Asian countries. This condition underscores the urgent need to strengthen English instruction, particularly at the basic and secondary education levels, which form the foundation for higher-level language proficiency.

Similar challenges are evident at SMP Negeri 7 Kotabumi. Learning evaluations indicate that students' comprehension of English materials especially in reading comprehension and grammar usage remains relatively low. Instructional practices dominated by lecture-based methods tend to limit students' active engagement in the learning process, resulting in weak conceptual understanding and limited ability to apply English in basic communicative contexts (Ortega-Dela Cruz & Lopez, 2022; Parati et al., 2023; Şimşek & Bakır, 2024). These conditions underscore the need to adopt innovative instructional strategies that enhance student engagement while simultaneously improving learning outcomes.

From a theoretical perspective, the Flipped Classroom model is grounded in social constructivist theory, which emphasizes that knowledge is constructed through active learning experiences and meaningful social interactions (Afzali & Izadpanah, 2021; Etemadfar et al., 2020; Gok et al., 2021; Samiei & Ebadi, 2021). In language-learning contexts, this approach enables students to process linguistic input independently before classroom interaction, allowing in-class activities to focus more effectively on practice and communication. Additionally, Cognitive Load Theory supports the use of the Flipped Classroom model, as pre-class learning helps manage students' cognitive load, enabling them to concentrate more fully on applying concepts and solving complex linguistic problems during classroom sessions (Ahmed et al., 2022; Han, 2022; Liman Kaban & Karadeniz, 2021; Mubarok et al., 2022; Su Ping et al., 2019; Turan & Akdag-Cimen, 2019).

Numerous previous studies have demonstrated the effectiveness of the Flipped Classroom model in improving learning outcomes and student engagement. Bergmann and Sams, as pioneers of the model, reported increased student autonomy and participation in technology-enhanced learning environments (ALTAS & MEDE, 2020; Andoko et al., 2020; Imbaquingo & Cárdenas, 2023). Other studies have found that the Flipped Classroom model enhances critical thinking skills and conceptual understanding across various subject areas (Fathi & Rahimi, 2020; Fisher et al., 2024; Zain, 2022). In the field of English language education, several studies have shown that students taught using the Flipped Classroom approach achieve better reading and writing skills than those taught through conventional instructional methods (Ebadi & Ashrafabadi, 2022).

Despite these positive findings, most existing research on the Flipped Classroom model has focused on higher education or senior high school contexts. Empirical studies that specifically examine the effectiveness of the Flipped Classroom model in improving English comprehension among junior high school students, particularly seventh-grade learners, remain limited. This gap is significant, as students at this level possess distinct cognitive and developmental characteristics that may influence the effectiveness of instructional models.

Addressing this research gap, the present study offers a novel investigation of the effect of the Flipped Classroom model on English comprehension among seventh-grade junior high school students in a formal educational setting. The study aims to compare the effectiveness of the Flipped Classroom model and conventional instructional methods in enhancing students' English comprehension at SMP Negeri 7 Kotabumi. Employing a quasi-experimental research design with experimental and control groups, this study seeks to provide objective, measurable empirical evidence on the instructional effectiveness of the Flipped Classroom model.

Based on the research objectives, the following hypotheses are proposed:

**H<sub>0</sub>:** There is no significant difference in posttest English comprehension scores between students taught using the Flipped Classroom model and those taught using conventional instructional methods.

**H<sub>1</sub>:** There is a significant difference in posttest English comprehension scores between students taught using the Flipped Classroom model and those taught using conventional instructional methods.

## RESEARCH METHODOLOGY

### Research Design

This study employed a quantitative, quasi-experimental research design to examine the effect of the Flipped Classroom model on students' English reading comprehension. A quasi-experimental design was selected because random assignment of participants was not feasible in the school setting, yet it still allowed for valid comparisons between groups (Septian, Inayah, & Berliana, 2022).

The specific design used was a nonequivalent pretest–posttest control group design, with one experimental group and one control group. Both groups were administered a pretest prior to the intervention and a posttest after the intervention to measure changes in English reading comprehension.

**Table 1.** Research Design

Group	Pretest	Treatment	Posttest
Experimental Group	T <sub>1</sub>	X	T <sub>2</sub>
Control Group	T <sub>1</sub>	–	T <sub>2</sub>

The experimental group received instruction using the Flipped Classroom model, while the control group was taught using conventional teaching methods commonly applied at the school (Riyanti & Setyawan, 2021).

### Participants

The participants in this study were 40 seventh-grade students at SMP Negeri 7 Kotabumi during the academic year 2025/2026. The students were divided into two groups: 20 students in the experimental group and 20 students in the control group.

The sampling technique used was purposive sampling, based on students' initial English proficiency, classroom availability, and approval from the English subject teacher, to ensure comparability between groups (Mirlanda et al., 2020).

### Research Instrument

Data were collected using an English reading comprehension test developed based on the national curriculum indicators. The test consisted of 30 multiple-choice items designed to measure students' ability to understand reading texts, grammatical structures, and contextual meanings (Rivai et al., 2021).

The instrument underwent content validity evaluation by English education experts. Reliability testing showed a satisfactory coefficient, indicating that the instrument was consistent and reliable for measuring students' reading comprehension.

### Research Procedure

The study was conducted over six instructional meetings. In the experimental group, students accessed learning materials such as instructional videos and digital content outside the classroom prior to face-to-face sessions (Rais et al., 2025). Classroom time was then used for guided discussions, reading comprehension exercises, and collaborative activities facilitated by the teacher.

In contrast, the control group received instruction through conventional teaching methods, where the teacher explained the material directly during class sessions, followed by individual exercises.

### Data Analysis

Data were analyzed using inferential statistical analysis with the assistance of SPSS software. Prior to hypothesis testing, normality and homogeneity tests were conducted to ensure that the data met the assumptions for parametric testing (Angraini et al., 2023).

An independent-samples t-test was used to examine differences in posttest mean scores between the experimental and control groups. In addition, gain score analysis was conducted to determine the level of improvement in students' English reading comprehension after the intervention.

## RESULTS AND DISCUSSION

### Results

#### *Descriptive Statistics*

Prior to inferential analysis, descriptive statistics were calculated to examine students' English reading comprehension scores before and after the intervention. Table 2 presents the descriptive statistics of pretest and posttest scores for both the experimental and control groups.

**Table 2.** Descriptive Statistics of Pretest and Posttest Scores

Group	N	Test	Min	Max	Mean	SD
Experimental (Flipped Classroom)	20	Pretest	3	37	15.22	9.42
Experimental (Flipped Classroom)	20	Posttest	51	91	76.11	9.99

Control (Conventional)	20	Pretest	3	27	12.17	7.28
Control (Conventional)	20	Posttest	40	81	62.67	14.41

The descriptive results show that both groups improved; however, the experimental group showed a substantially greater increase. The mean score of the experimental group rose from 15.22 to 76.11, while the control group increased from 12.17 to 62.67. This indicates that students who learned through the Flipped Classroom model achieved better reading comprehension outcomes than those taught using conventional methods (SIK & ZEHIR TOPKAYA, 2024).

Normality testing revealed that the experimental group's posttest scores were normally distributed ( $p > 0.05$ ), whereas the control group showed minor deviations from normality ( $p > 0.05$ ). Levene's test indicated unequal variances among groups ( $p < 0.05$ ); therefore, Welch's independent-samples t-test was applied.

The inferential analysis revealed a statistically significant difference between the posttest scores of the experimental and control groups ( $t = 3.253$ ,  $p = 0.003$ ). This result indicates that the Flipped Classroom model significantly improved students' English reading comprehension (Purwanti et al., 2022).

In addition to statistical significance, the magnitude of the treatment effect was examined using Cohen's  $d$ . The analysis yielded an effect size of approximately 1.08, indicating a large effect (Nurmahanani, 2023). This indicates that the Flipped Classroom model had a substantial practical impact on students' English reading comprehension.

## DISCUSSION

The results of this study indicate that the Flipped Classroom model has a significant positive effect on students' English reading comprehension at the junior high school level. Students in the experimental group achieved higher posttest scores than those in the control group, demonstrating that shifting direct instruction outside the classroom and maximizing in-class activities can enhance learning outcomes in English language instruction (Al-Abdullatif, 2020; Ebadi & Ashrafabadi, 2022; Khazaie & Ebadi, 2023; Putri et al., 2023).

From a pedagogical perspective, the effectiveness of the Flipped Classroom stems from its ability to promote active learning and learner autonomy. By engaging with reading materials and instructional videos before classroom sessions, students had the opportunity to process texts, vocabulary, and basic language structures at their own pace. This pre-class exposure reduced the cognitive burden during face-to-face learning and allowed classroom time to be devoted to guided reading practice, clarification of meaning, and collaborative discussion (Namaziandost et al., 2020; Wang, 2023; Yazán-Guamá et al., 2023; Zakaria & Yunus, 2020). Such activities are essential for developing reading comprehension, which requires not only decoding text but also constructing meaning through interaction and reflection.

The findings are particularly relevant for seventh-grade students, who are in a transitional phase from primary to secondary education. At this stage, learners often face increased academic demands while still relying on teacher guidance. The Flipped Classroom model provides a balanced learning environment by fostering independent learning outside the classroom while maintaining structured support during in-class activities (Anggoro & Khasanah, 2022; El Sadik & Al Abdulmonem, 2020; Fan, 2022; Lo et al., 2021; Tai & Chen, 2021). This balance helps students gradually develop responsibility for their own learning without feeling overwhelmed, especially in reading tasks that involve unfamiliar vocabulary and text structures.

From a theoretical standpoint, the results align with constructivist learning theory, which emphasizes that knowledge is actively constructed through meaningful engagement and social interaction. In the Flipped Classroom setting, students arrive in class with a preliminary understanding, enabling them to participate more actively in reading-related discussions and problem-solving activities (Chang et al., 2020; Chou et al., 2021; Halim et al., 2020; Mohammad & Khan, 2023; Oo et al., 2021). This active engagement facilitates deeper comprehension and supports the internalization of reading strategies. Additionally, the model aligns with cognitive load theory, as pre-class access to learning materials allows students to manage information processing more effectively, leaving classroom time for higher-order cognitive activities.

These findings are consistent with previous studies reporting that Flipped Classroom instruction improves learning outcomes and student engagement in foreign language learning contexts (Bishop & Verleger, 2013; Zainuddin & Halili, 2016; Irianti et al., 2020). Compared to conventional teacher-centered instruction, the Flipped Classroom encourages greater interaction, reflection, and learner participation, all of which are critical for improving reading comprehension skills.

Overall, this study demonstrates that the Flipped Classroom model is not only effective in improving students' reading comprehension but also creates a more engaging and supportive learning environment for junior high school students (AKBARI et al., 2021; Nur et al., 2020; Ropiah et al., 2023; Sharom & Na, 2022). Its

implementation can serve as a practical instructional strategy to address common challenges in English reading instruction, particularly in contexts where students are low-motivated and have limited exposure to English outside the classroom (AYDIN et al., 2020; Ghufron & Nurdianingsih, 2021; Kazemi et al., 2020).

The large effect size further suggests that the Flipped Classroom model is not only statistically effective but also pedagogically meaningful in improving students' reading comprehension.

## CONCLUSION

This study examined the effect of the Flipped Classroom model on the English reading comprehension of seventh-grade students at SMP Negeri 7 Kotabumi. The findings reveal that students taught using the Flipped Classroom model achieved significantly higher reading comprehension scores than those taught using conventional instruction.

The results indicate that the Flipped Classroom model effectively enhances students' reading comprehension by promoting active learning, learner autonomy, and meaningful classroom interaction. By allowing students to engage with instructional materials before class and utilizing classroom time for discussion and guided practice, the model supports deeper understanding and more consistent learning outcomes.

Based on these findings, it can be concluded that the Flipped Classroom model is a viable and effective instructional approach for English reading instruction at the junior high school level. Teachers are encouraged to integrate this model into English language instruction to create a more student-centered learning environment and improve students' reading comprehension.

Future research is recommended to explore the long-term impact of the Flipped Classroom model on other language skills, such as writing and speaking, as well as its implementation in different educational contexts and grade levels.

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