

**THE EFFECTIVENESS OF USING THE FLIPPED ENGLISH
CLASSROOM (FEC) STRATEGY TO IMPROVE STUDENTS'
READING COMPREHENSION SKILL AT ELEVEN GRADE
UPT SMA NEGERI 17 BONE**





بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

LEMBAR PENGESAHAN

Skripsi atas nama **Astiani NIM 105351107318**, diterima dan disahkan oleh panitia ujian skripsi berdasarkan surat Keputusan Rektor Universitas Muhammadiyah Makassar Nomor, 403 Tahun 1443 H/ 2022 M, tanggal 19 Dzulqa'idah 1443 H/ 19 Juni 2022 M, sebagai salah satu syarat guna memperoleh gelar **Sarjana Pendidikan** pada Program Studi Pendidikan Bahasa Inggris Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Makassar pada hari **Sabtu 23 Juli 2022**.

Makassar, 24 Dzulhijjah 1443 H
23 Juli 2022 M

Panitia Ujian:

1. Pengawas Umum : Prof. Dr. H. Ambo Asse, M.Ag.
2. Ketua : Erwin Akib, M.Pd., Ph.D.
3. Sekretaris : Dr. Baharullah, M.Pd.
4. Dosen Penguji :
 1. Dr. Idris, M.Pd.
 2. Ariana, S.Pd., M.Pd.
 3. Dr. Saiful, M.Pd.
 4. Dr. St. Asriati AM, S.Ed., M.Hum.

Disahkan Oleh:
Dekan FKIP Universitas Muhammadiyah Makassar

Erwin Akib, S.Pd., M.Pd., Ph.D.

NBM. 960 934





بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

APPROVAL SHEET

Title : The Effectiveness of Using the Flipped English Classroom
(FEC) Strategy to Improve Students' Reading Comprehension
Skills at Eleven Grade UPT SMA NEGERI 17 BONE

Name : Astiani

Reg. Number : 105351107318

Programmer : English Education Department Strata I (S1)

Faculty : Teacher Training and Education

Makassar, 23 Juli 2022

Approved By:

Consultant I

Consultant II

Dr. Eny Syatriana, M.Pd.
NIDN. 0918103401

Firman, S.Pd., M.Pd.
NIDN. 0912613402

Dean of FKIP
Makassar Muhammadiyah University

Head of
English Education Department

Erwin Akib, M.Pd., Ph.D.
NBM. 860434

Dr. Ummi Khaerati Syam, S.Pd., M.Pd.
NBM. 977807





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UNIVERSITAS MUHAMMADIYAH MAKASSAR
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
PRODI PENDIDIKAN BAHASA INGGRIS

COUNSELING SHEET FOR THESIS CONSULTATION

Name : Azzumi
NIM : 105351107318
Department : English Education Department
Title : The Effectiveness Of Using the Flipped English Classroom (FEC) Strategy at Eleven Grade UPT SMA NEGERI 17 BONE
Consultant I : Dr. Ummi Khaerati Syam, M.Pd.

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Makassar, 15 August 2022
Approved by
Head of English Education Department

Dr. Ummi Khaerati Syam, S.Pd., M.Pd.
NBM. 977 807



Universitas Muhammadiyah Makassar



MAHJES DIRTILITRANG: PT MUHAMMADIYAH
UNIVERSITAS MUHAMMADIYAH MAKASSAR
FAKULTAS KECERURUAN DAN ILMU PENDIDIKAN
PRODI PENDIDIKAN BAHASA INGGRIS

COUNSELING SHEET FOR THESIS CONSULTATION

Name : Ariani
NIM : 105351107318
Department : English Education Department
Title : The Effectiveness Of Using the Flipped English Classroom (FEC) Strategy at Eleven Grade UPT SMA NEGERI 17
Consultant II : HENDRI
Firmansyah, S.Pd., M.Pd.

Day	Date	Chapter	Sign
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Approved by:
Head of English Education Department

Dr. Umni Khachati Syam, S.Pd., M.Pd.
NIM. 977 807



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FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
PRODI PENDIDIKAN BAHASA INGGRIS

Jalan Seiden Alauddin No. 296 Makassar
Telp. (0411) 4792101 (Sekretes)
Email: prodi@umuhm.ac.id
Web: http://umuhm.ac.id

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

SURAT PERNYATAAN

Saya yang bertanda tangan di bawah ini:

Nama : Astiani

Stambuk : 105351107318

Jurusan : Pendidikan Bahasa Inggris

Judul Skripsi : "The Effectiveness of Using the Flipped English Classroom (FEC) Strategy to Improve Students' Reading Comprehension Skill at Eleven Grade UPT SMA NEGERI 17 BONE"

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SURAT PERJANJIAN

Saya yang bertanda tangan di bawah ini:

Nama : Astiani

Stambuk : 105351107318

Jurusan : Pendidikan Bahasa Inggris

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Astiani

ABSTRACT

ASTIANI 2022. Department of English Education, Faculty of Teacher Training and Education, Universitas Muhammadiyah Makassar. *"The Effectiveness of Using the Flipped English Classroom (FEC) Strategy to Improve Students' Reading Comprehension Skill at Eleven Grade UPT SMA NEGERI 17 BONE."* under the guidance of Eny Syatriana and Firman.

This study aims to determine the effectiveness of using the Flipped English Classroom strategy to improve students' literal reading comprehension skills of eleven UPT SMA NEGERI 17 BONE.

This research was a Pre-Experimental research, with a One-Group Pre-Test Post-Test research design. The population in this study were students of class XI UPT SMA NEGERI 17 BONE which consisted of 6 classes of 22-27 students each. The sample of this study was 22 students who were selected using the Purposive Sampling Technique. The instruments used are pre-test and post-test.

The results of this study indicated that the use of the Flipped English Classroom (FEC) Learning Strategy is effective in improving students' literal reading comprehension skills. This is evidenced by the mean score of students on the Pre-Test and Post-Test for Generic Structure. The mean score of students on the Pre-Test or before the treatment showed a value of 31.14 to 51.14, while the mean score of students on the Pre-Test and Post-Test for Content. The mean score of students on the Pre-Test or before the treatment showed a value of 26.59 to 46.59. In addition, based on the results of the Paired sample t-test analysis which shows the results of Sig. (2-tailed) 0.000, which is lower than 0.05. (0.000 < 0.05). Thus, it can be concluded that the Flipped English Classroom (FEC) learning strategy effectively improves students' reading comprehension skills in analytical exposition text.

Keywords: *Flipped English Classroom (FEC), Reading Comprehension, Analytical Exposition Text, Learning Strategies*

ABSTRAK

ASTIANI 2022. Jurusan Pendidikan Bahasa Inggris, Fakultas Keguruan dan Ilmu Pendidikan, Universitas Muhammadiyah Makassar. "Efektivitas Penggunaan Strategi Flipped English Classroom (FEC) untuk Meningkatkan Kemampuan Pemahaman Membaca Siswa Kelas Sebelas UPT SMA NEGERI 17 BONE." di bawah bimbingan Eny Syatriana dan Firman.

Penelitian ini bertujuan untuk mengetahui keefektifan penggunaan strategi Flipped English Classroom untuk meningkatkan kemampuan pemahaman membaca literal siswa kelas sebelas UPT SMA NEGERI 17 BONE.

Penelitian ini merupakan penelitian Pre-Experimental, dengan desain penelitian One-Group Pre-Test Post-Test. Populasi dalam penelitian ini adalah siswa kelas XI UPT SMA NEGERI 17 BONE yang terdiri dari 6 kelas masing-masing 22-27 siswa. Sampel penelitian ini adalah 22 siswa yang dipilih dengan menggunakan Teknik Purposive Sampling. Instrumen yang digunakan adalah pre-test dan post-test.

Hasil penelitian ini menunjukkan bahwa penggunaan Strategi Pembelajaran Flipped English Classroom (FEC) efektif dalam meningkatkan kemampuan pemahaman membaca literal siswa. Hal ini dibuktikan dengan nilai rata-rata siswa pada Pre-Test dan Post-Test untuk Struktur Generik. Rerata skor siswa pada Pre-Test atau sebelum perlakuan menunjukkan nilai 31,14 hingga 51,14, sedangkan rerata skor siswa pada Pre-Test dan Post-Test untuk Isi. Rerata skor siswa pada Pre-Test atau sebelum perlakuan menunjukkan nilai 26,59 sampai 46,59. Selain itu, berdasarkan hasil analisis Paired sample t-test yang menunjukkan hasil Sig. (2-tailed) 0,000, yang lebih rendah dari 0,05, ($0,000 < 0,05$). Dengan demikian, dapat disimpulkan bahwa strategi pembelajaran Flipped English Classroom (FEC) efektif meningkatkan kemampuan pemahaman membaca siswa dalam teks eksposisi analitis.

Kata kunci: *Flipped English Classroom (FEC), Pemahaman Membaca, Analytical Exposition Text, Strategi Pembelajaran*

MOTTO

PROVE YOURSELF TO YOURSELF, NOT OTHERS

DON'T FORGET TO BE YOURSELF AND LOVE YOURSELF

LIFE GOES ON; DON'T FEEL ALONE



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Astiani

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CHAPTER I

INTRODUCTION

A. Background

In this millennial era, humans grow and develop with technology in their lives and also need language to establish communication with others. Among so many languages, English is recognized as one of the languages used by people worldwide to communicate. Learning English is mainstream in some parts of the world. This shows that English is widely used as an intermediary to share with others as an international language according to Arianto, 2011.

In Indonesia, English is used as one of the subjects taught to students from the university level, high school, junior high school, to elementary school Arianto, 2011. However, teaching methodologies sometimes do not match the needs of students. It is still often taught traditionally, which causes students to feel uninterested and not understand the Teacher's material. Innovative and creative teachers will seek methodologies to enhance student learning and motivation to create outstanding students.

In education, classical learning strategies where the Teacher is at the center of the learning process and explains material to students are not in the current digital era Prensky, 2005 in Ruby, 2022. In the digital age, teachers and lecturers are no longer the center of the learning process but have shifted to students who are the center of the learning process (*students center*).

Azis, 2019. Digital learning is carried out freely and can be accessed through computers, mobile phones, or iPods, published in animated videos and interesting articles to attract students' interest and motivation to learn.

The choice of learning strategies is essential for teachers to improve student's learning abilities. According to Firdaus, 2019:4 Learning Strategy is a form of learning activity used by educators contextually, in the community environment, school conditions, and learning objectives that are formulated explicitly and follow the characteristics of students. Azis, 2019 states that the Learning Strategy is a general pattern of learning activities between teachers and students to realize the teaching and learning process to achieve the goals to be completed.

Flipped English Classroom (FEC) is a didactic method consisting of video lectures (videos obtained and obtained from the internet, YouTube, or the Teacher's previous recordings). Students then watch their respective times and ways before entering the class they are participating in. Then, in groups, they ask questions, and the teacher answers them according to Stone, 2012 in Ruby, 2022. Similar to Scott Chen Hsieh et al., 2016, Flipped Classroom is a unique approach in which class activities and homework are done outside the classroom or at home. In Flipped English Classroom learning, students gain knowledge and understanding at home, such as through videos made by the Teacher or articles, then practiced and discussed in class so that teachers can

monitor and provide corrections to students. Singh et al., 2018 states that the Flipped Classroom's purpose is to change learning from passive learning to accelerated or active learning to cultivate skills at a cognitively demanding level, such as analysis, synthesis, and evaluation. This can have a positive effect on improving student learning abilities. Based on the above considerations, researchers are interested in conducting this research because the school where the researcher is used as the research location, namely UPT SMA Negeri 17 Bone, has not applied the Flipped Classroom learning process in the teaching and learning process. Therefore, researchers conducted the research by the title *"The Effectiveness of Using the Flipped English Classroom (FEC) Strategy to Improve Students' Reading Comprehension Skill at Eleven Grade UPT SMA NEGERI 17 BONE."*

B. Research Question

Based on the introduction above, the researcher would formulate a research question: Does the Flipped English Classroom (FEC) Strategy effectively improve students' literal reading comprehension in analytical exposition text at Eleven Grade of UPT SMA Negeri 17 Bone?

C. The Objective of the Research

Based on the problem question above, the researcher would know whether using the Flipped English Classroom Strategy effectively improves

students' literal reading comprehension skills in Analytical Exposition Text at student 11th-grade UPT SMA Negeri 17 Bone.

D. Significance of Study

1. Theoretically

Theoretically, this research provided more knowledge about using the Flipped English Classroom (FEC) strategy in the learning process.

2. Practically

The researcher hopes that this research can be a reference for future researchers. For educators, this research can be used as material to improve student learning and motivate teachers to be more creative and innovative in choosing learning strategies. For students, researchers expect to help and be easy input for students in the learning process.

E. Scope of Research

This study focuses on the effectiveness of using Flipped English Classroom (FEC) Strategy in reading comprehension skills to determine the literal reading comprehension. In this study, the researcher took one class from the 11th grade of UPT SMA Negeri 17 Bone. To limit the research, the researcher chose Analytical Exposition Text as the teaching material used to evaluate the effectiveness of Flipped English Classroom Strategy in the Learning Process.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Review of Related Research Findings

The researcher took some preview studies related to this research. They are as follows: First, from Ruby, 2022 "*An Investigation of the Use of the 'Flipped Classroom' Pedagogy in Secondary English Language Classroom,*" this study aimed to examine the use of the flipped Classroom in English subjects in the middle class in Hong Kong. This study involved 57 students from two grades 2 and 3 of high school and two teachers interested in teaching in both categories. In this study, qualitative data analysis and qualitative were conducted. This study showed that students showed positive results in implementing the Flipped Classroom. On the other hand, teachers think reverse classroom pedagogy is creative. But they believe it is only helpful for teaching grammar in English class.

The next researcher from Allaser, 2017, "*Effectiveness of Using Flipped Classroom Strategy in Academic Achievement and Self-Efficacy among Education Students of Princess Nourah bint Abdulrahman University*" In this study, the study used a pre-post test design. It included two experimental groups (n=62). The results of this study indicate that the experimental group is superior to the Control class in the post-test test. As well as showing a positive collation on the self-efficacy scale.

Another researcher was Abdelshaheed, 2017, *"Using Flipped Learning Model in Teaching the English Language among Female English Majors in Majmaah University Bothnia"* This study used a one-group pre-test post-test design. The results of this study are students like the flipped learning model and feel interested in using it. And there is a significant increase from the pre-test value to the post-test value after treatment.

The next researcher was Kvashnina & Martynko, 2016, *"Analyzing the Potential of Flipped Classroom in ESL Teaching."* This paper contributes to the field of research in the inverted classroom, which aims to analyze and briefly examine the results of experiments at Tomsk Polytechnic University in English classes for engineering programs. The result of this research is that there are some significant benefits of using reverse courses in teaching ESL, including improving students' overall performance in class, increasing their self-study skills, and increasing students' motivation.

Another researcher from Basal, 2015 studied about *"The Implementation of a Flipped Classroom in Foreign Language Teaching"* The purpose of this study was to introduce the use of the flipped Classroom in English classes and to find out the responses of prospective English teachers at a public university in Turkey about the flipped classroom. This study uses a qualitative research design by collecting data through open-end questions involving as many as 47 prospective English teachers. The results of this study are four categories based on content analysis of responses from pre-service English teachers in the use of reverse classes: overcoming time

constraints in class, learning at their own pace, improving student preparation, and increasing class participation.

Based on the conclusions outlined from the previous research above, there are similarities and differences related to the research carried out in this study. In terms of similarities, the general similarities between the previous research and the research to be carried out are both using or implementing Flipped Classroom as a learning strategy to improve students' abilities, both in terms of students' ability to motivate themselves to study independently, increase activity in class, or ability in terms of increasing their self-efficacy. Meanwhile, in terms of differences, this study and previous research only focus on using the flipped English classroom strategy to improve students' reading comprehension skills.

B. Some Basic Concept

1. Concept of Reading

a. Definition of Reading

Reading is one of several English language skills that can provide knowledge and acquire knowledge from anonymous information. In line with Ashari, 2021, Reading is one of the English learning skills that may be offered publicly accessible knowledge, insight, or information previously unavailable. Ariana, 2021 suggesting that reading is a step to obtain information written by someone. According to Prasetyo et al., 2018, reading is an activity of analyzing and interpreting, which is done by the

reader to obtain the message contained in the reading that the author wants to convey to the reader in written form.

According to Neumann et al., 2008, Reading is the key to gaining knowledge or knowledge; then, he continues his statement that without reading, students cannot get information. From reading, students can also improve morals and behaviors practiced in the community's everyday life. According to Hamra & Syatriana, 2010, reading is essential to improve student learning outcomes in various fields of study. Amaliyyah, 2021 states that Reading is one of the crucial skills in education to obtain information and increase knowledge. Tallasa et al., 2021 states that Reading is one of the perceptive skills of several English skills, namely speaking, writing, and listening; students must master that.

According to Tallasa et al., 2021, reading is a process carried out by readers to obtain information, which technique is used to communicate with others and increase self-awareness to convey the meaning contained or suggested in the form of written symbols. Ashari, 2021 also stated that reading is the process of transcribing and understanding written material. In contrast, the transcript is the process of changing the symbols used in the writing system into words that interpret them. At the same time, comprehension is influenced by the character of the text, the context of the reading, the purpose of reading, as well as the knowledge and techniques of the reader.

According to Ardiana, 2015, Reading is a flexible activity for students because they can get information from the texts they have read. Furthermore, reading is an activity that is also a process carried out by a person to be active in identifying a critical idea and then managing and comparing them. Juniati, A. Azis, 2019 states that Reading is essential for students or English learners because reading can broaden horizons, vocabulary, knowledge, and information. From reading, students can gain a complete understanding of the content or meaning of the text. From the previous researcher's explanation, the researcher can argue that reading is a process where the reader gains knowledge, understanding, and information from the results of reading it in the form of written symbols.

b. Types of Reading

Ashari, 2021 states that there are six types of reading, namely as follows:

1) Scanning

Scanning is a component of the reading technique that is intended to assist students in overcoming problems in reading and improving students reading comprehension skills. As an English teacher, making strategies in teaching reading can help students improve their reading skills while preventing students from becoming bored or lacking interest in the teaching and learning process. Therefore, when reading a book or dictating to students, the teacher must

demonstrate how to use the scanning method effectively, especially in analyzing certain information. Students must also know and understand that reading is not necessary to read the entire contents of the text.

2) Skimming

Skimming is a process of reading technique that is used when the reader wants to find the main idea or main topic as a whole in a reading text. In this technique, the reader does not read the entire text or the text word for word but by jumping from one section to another, which aims to see the topic or central idea of the reading text.

3) Skipping

Skipping is a reading technique in which readers overlook or ignore parts they think are unimportant or unnecessary. This technique is devoted to those who have understood the contents of the reading section.

4) Glancing

In this reading technique, the reader reads the text briefly or by looking at it at a glance. The speed of reading with the speed of the reader opening the next page is the same. This reading technique aims to identify important variables in a reading text.

5) Searching

This searching technique is where the reader quickly moves the page to a particular page component to complete the understanding he has obtained.

6) Rereading

Rereading is a type of reading technique often appearing in tables to emphasize any possible kind of reading. Or a reading technique to reaffirm the information obtained.

e. Concept of Reading Comprehension

Comprehension is the ability of the mind to understand the ideas obtained. It refers to the deep mental process of recognizing and appreciating the critical information obtained in the text. Therefore, the reader can draw the information obtained directly or indirectly stated in the text to understand the intent and purpose according to Rodriguez, 2017.

Juniati, A. Azis, 2019 states that Reading Comprehension is very important for every student who wants to broaden their horizons, knowledge, and information about something. However, some students find it challenging to understand the content or content in the reading texts they read, so they do not get information from the reading texts. So teachers or educators must pay attention to this problem.

Hardiana, 2021 Reading Comprehension is the process by which the reader forms meaning from the written text that the student reads and then

connects the student's prior knowledge with the text about the topic. Reading comprehension can also be defined as understanding what is told in a text, knowing the details of the text, knowing the main issue or idea, then combining it with their knowledge of the topics discussed in the text.

As previously known, comprehension is the ability of the mind or ability to understand ideas which refers to a deep mental process to recognize and appreciate important information obtained in the text. Therefore, it can be seen that reading comprehension is the ability of the reader to understand a text which contains a meaning either directly or indirectly stated in the text to understand the intent and purpose of the reading text or the ability to obtain information obtained from reading a textbook. In line with Ashari, 2021 stated that Reading Comprehension is the ability to understand a text, which involves not only the ability to read words or fluency in reading but also the capacity to gain insight and broad information from the text read.

d. Level of Reading Comprehension

According to Heilman 1998: 246 in Hardiana, 2021, the role of the reader is actively involved in the level of reading comprehension, namely as follows:

a) Literal Comprehension

At this level of reading comprehension, it represents little involvement on the part of the reader. This is the usual understanding

of the author's ideas or words. At this level, the message from the author is received but not evaluated or checked.

b) Interpretive Comprehension

At this level, the reader not only knows what the author is saying but goes beyond literal knowledge. This involves finding relationships, knowing the order, comparing personal experience with the facts, seeing the relationship between cause and effect, and generally interpreting the meaning of the text. At this level the reader more actively participates.

c) Applied Comprehension

In this section, the reader does not only do more than interpret meaning and accept meaning, but the reader evaluates the author's ideas whether to accept, apply or reject them according to the new situation.

d) Critical Comprehension

At this level, the reader evaluates, analyzes, identifies, and personally responds to the information contained in the reading. In general, this level of understanding aims to lead the reader to critical understanding to create concepts or ideas based on existing readings.

e. Analytical Exposition Text

a. Definition of Analytical Exposition Text

According to Br Sitepu, 2022, Analytical exposition is a text that describes the author's thoughts about the phenomena around him. When writing this text, the author's opinion is involved because to make it

easier for readers to understand the meaning of the text, it must be appropriately arranged using correct grammar.

According to Permatasari et al., 2018 claim that analytical exposition is a text that explains the author's ideas about the phenomena around him with a social function of persuading the reader that the concept is an important issue. In line with Corina et al., 2021, states that analytical exposition text is a text based on reality that invites people to participate in social life.

Bisma, 2022 states that analytical exposition text is a text that contains the author's opinion about the things that happen around him. Be it an object, place, or event, without inviting the reader to do something. Furthermore Rahmanyah, 2021 says that Analytical exposition is a type of text that will explain in detail the author's opinion on the phenomenon or issue that occurs without intending to influence the reader to agree or do something. According to English Tips.com, 2020 Analytical exposition text is an essay that shows the writer's opinion about things they care about or what is happening around them, such as events, objects, or places. Which serves to convince the reader that the topic stated is important

According to Setyawati, 2022, Analytical Exposition is a type of text that belongs to the Argumentation Text type, containing the author's detailed thoughts about a phenomenon that is around. Kevin,

2022, states that Therefore, analytical exposition can be interpreted as a type of text or writing that contains the author's views or opinions that are described carefully and carefully.

According to Hilda, 2021 Analytical exposition text is an English text whose purpose is to convey the author's view on an issue. Not only in newspaper articles, analytical exposition text is usually found in journals, scientific works, and so on. This text is part of an argumentative text that seeks to convince the reader that the issues discussed are important issues. In addition to pouring out the author's thoughts, analytical exposition text also aims to provide readers with another point of view.

British Course, 2017 states that Analytical Exposition is a text that describes the author's ideas about the surrounding phenomena. Its social function is to persuade the reader that the idea is important, and to analyze the topic for which the thesis/opinion is correct by developing arguments to support it. Therefore, it can be seen that analytical exposition text is a text that contains the opinion of the author on the phenomena around him or around him without inviting the reader to do something accompanied by supporting arguments so that the reader believes that the opinion expressed by the author is true.

b. Structure of Analytical Exposition Text

Br Sitepu, 2022, state that the structure of an analytical exposition text consists of thesis, arguments, and reiteration, namely:

1) Thesis

The thesis is the part that is always placed in the first paragraph and is the main idea or topic that will be discussed in the analytical exposure text. In this section, the thesis is the part that tells the reader about the main topic and the author's point of view. In this section, readers can also see why the author gives an opinion on the issue according to Bisma, 2022. According to English Tips.com,2020 a thesis always starts in the first paragraph; without a clear idea, an opinion will be read less strongly. Therefore, a hypothesis must be strengthened by the facts around it by providing several supporting sentences.

2) Argument

The argument is usually in the second paragraph, which presents a statement or opinion to support the author's main idea. Usually, there are more than two or more arguments in an analytical exposition text. The more arguments are given the more interesting the reader's interest because the discussion topic is crucial and needs intensive attention. In writing an argument, the author must explain the discussed topic in more detail. The opinions described in this

argumentation section must be related to those mentioned in the previous section, namely the thesis, to focus and avoid too broad a discussion.

3) Reiteration

Reiteration is the last item that contains a restatement of the main idea in the first paragraph (thesis). It can also be interpreted as reaffirming the author's position and opinion on the main topic. It can also be said to the conclusion of the whole text. It can also aim to make it easier for readers to understand the content of the author's opinions.

c. Language Features of Analytical Exposition Text

According to Rahmadiyah, 2021, there are several points to determine the language features of an analytical exposition text as follows:

- 1) This text discusses facts or things that happen in the present, so using the simple present tense is necessary.
- 2) The author expresses his opinion by using words to express what the author feels or thinks, such as phenomena, experience, seem, feel, know, think, realize, sense, etc.
- 3) In expressing opinions, sometimes connecting one sentence with another clause is necessary. Therefore, we need a conjunction/

conjunction. The following is a group of conjunctions:

- a) To add an idea or opinion: in addition to, besides, furthermore.

students are asked to be involved and complete some early learning materials online independently at home as one of the preparations for face-to-face learning in class.

Hatmanti & Septianingrum, 2020 states that Learning Strategies based on the Flipped Classroom provide a vibrant learning atmosphere for students by involving students in solving problems encountered in teaching and learning activities at the school, using things that have been learned and known at home through the material previously given to the lecturer or Teacher. According to Zatalini et al., 2017 Flipped Classroom is a learning strategy that utilizes technology that provides additional media that supports learning materials for students that can be accessed online. It is done to minimize the time usually done in traditional classroom learning.

Rohmah et al., 2019 said Flipped Classroom, is the opposite of traditional learning procedures, where what is usually done in class in formal learning becomes carried out at home in a flipped classroom, and what is generally carried out at home as homework in traditional education becomes carried out in class in a flipped classroom.



Figure 2.1 The difference between flipped English classroom learning strategies and traditional learning adapted from Knewton 2011 in Rohmah et al., 2019

According to Abdullah et al., 2019, reverse class is a learning activity where students are instructed to watch videos or read articles outside of class or before entering class. This allows students to study at their own time and pace before class starts. In addition, it will enable teachers to use class time for more discussion, practice, and interaction in the classroom.

b. Steps of Flipped Classroom

According to Basal, 2015, many models are presented in the literature for flipped classrooms, i.e., no single model has been accepted and defined. Therefore, it can be said that there are many approaches to flipped classrooms, according to the number of researchers who have conducted research that applies to flipped classrooms.

The term flipped classroom is used for classes that apply previously recorded peer-to-peer videos used in learning. The flipped classroom can be divided into two learning environments: outside and inside the classroom. Both must be perfectly attached for this strategy to be effective. According to Basal, 2015 Several steps in implementing the use of flipped classrooms are:

- a. Step 1: For the teacher to make a detailed plan of what to do in each environment.
- b. Step 2: The teacher selects appropriate activities to meet the needs of all students. This strategy provides broad learning opportunities for students with different learning styles (according to the class).

- c. Step 3: The teacher determines how to integrate the activities and tasks given in the two environments. This step is important because the reverse class is a mixed approach.
- d. Step 4: Using a Learning Management System (LMS) in presenting all organized activities. In this case, LMS is an integrated part of Flipped Classroom as a bridge between the outer and inner classes.

Meanwhile, according to Singh et al., 2018, there are three crucial steps in implementing the learning process using the flipped classroom learning strategy, namely:



Figure 2.2 Essential steps in Flipped Classroom adapted from Singh et al., 2018

c. Structure of Flipped Classroom

Hwang et al., 2015 found that in the Flipped Classroom Learning Strategy, the Teacher's role should be to direct students to discuss and think and provide professional feedback and suggestions. Good quality self-study can lead to discussion and improve good problem-solving skills. Therefore, in the flipped classroom process, students act as active learners and make good use of the assistance provided by experts to explain relevant concepts. Teachers become assistants and facilitators, not instructors. With the increasing emphasis on Flipped classrooms, technology teaching ideas have shifted from implementation in schools to self-study at home. Independent practice and homework at home become interactions between teachers at school, students, and peers.

According to Huan, 2016, the Flipped Classroom is a new teaching style that presents a new way of reforming education in universities and colleges. Huan, 2016 states that Robert Talbert is a teacher who has often applied Flipped Classroom in many lessons. He has shown promising results. As the result of years of experience Robert Talbert provides a delineated of the structure of the Flipped Classroom as follows

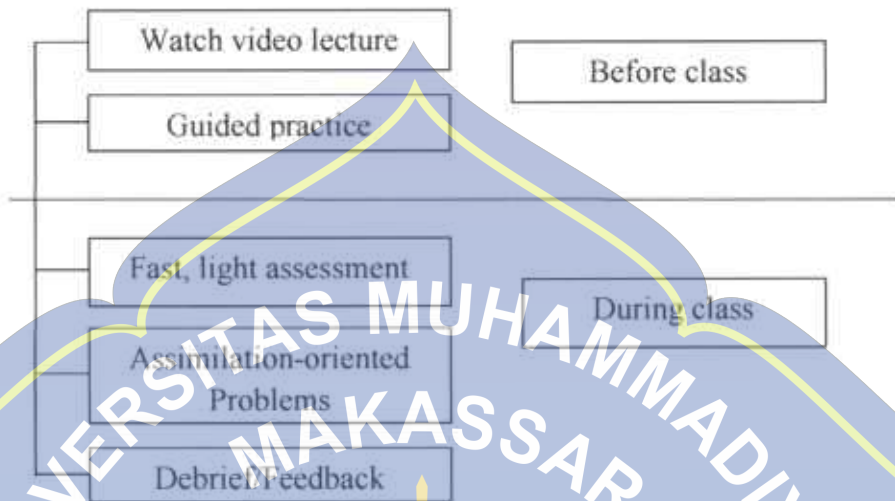


Figure 2.3 Structure model of flipped classroom adapted from Robert Talbert

While according to Singh et al., 2018, The flipped classroom learning model has three essential components contained in (Figure 2.1). The process is described based on pedagogical principles and Bloom's revised taxonomy (Figure 2.3). The design of using Flipped Classroom must include conducting a needs assessment, selecting appropriate educational and appraisal methods, and determining content and learning outcomes. The depiction of the comparison between the use of traditional classes and Flipped classroom follows Bloom's taxonomy:

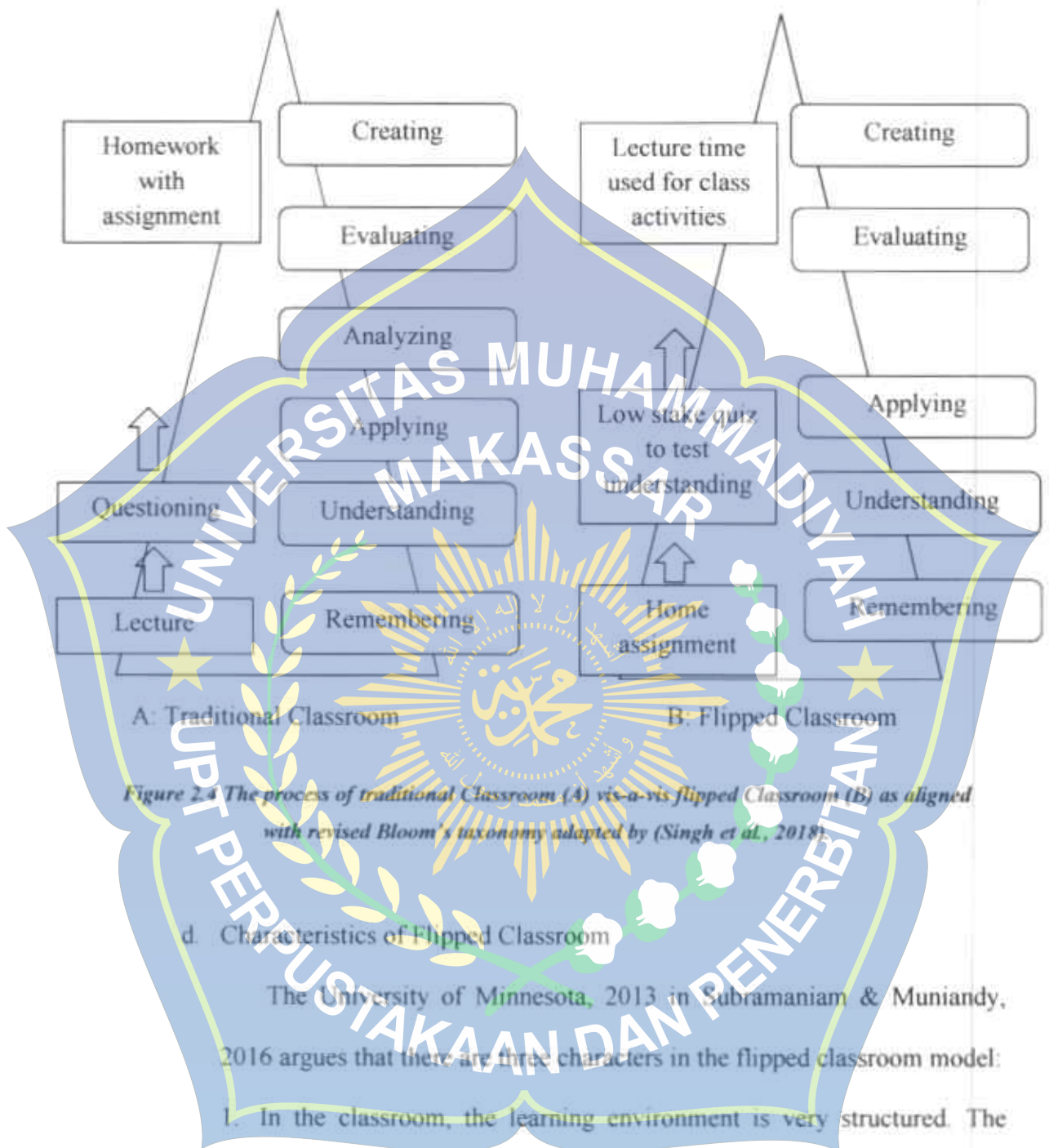


Figure 2.4 The process of traditional Classroom (A) vis-a-vis flipped Classroom (B) as aligned with revised Bloom's taxonomy adapted by (Singh et al., 2018).

d. Characteristics of Flipped Classroom

The University of Minnesota, 2013 in Subramaniam & Muniandy, 2016 argues that there are three characters in the flipped classroom model:

1. In the classroom, the learning environment is very structured. The Teacher must make a lesson plan every minute so students can participate actively in learning.

2. Classroom learning activities need to be designed as well as possible so that students can answer quizzes, solve problems, and make short videos related to the material studied previously.
3. Students are graded according to their activity in class. The Teacher hopes students do all the assignments before entering the course and attend the class directly.

However,

According to Alexander, 2021, Flipped classroom learning fosters individual commitment and involvement in independent teaching. Among its main characteristics are as follows:

1. Students have unlimited use of classroom resources to acquire knowledge and learn independently.
 2. Teachers can have a better follow-up with students. And also Teachers can offer personalized instructions to guide and direct students when getting into trouble.
 3. Families can be involved in the learning process so that students can be monitored in their learning process at home.
- e. The Four Basics in Flipped Classroom

According to Hamdan et al., 2013 in Subramaniam & Muniandy, 2016, there is no list of "ways" related to the flipped learning model. He stated a unifying theme that can identify the four pillars of F-L-I-P: an acronym for the flexible environment, intentional content, learning culture, and

professional educators. Scott Chen Hsieh et al., 2016 analyze these four bases and argue that:

- 1) In terms of a flexible environment, the researcher prepared online study group facilities and physical in-class directions for students to learn about specific content and demonstrate mastery of that content.
- 2) Learning culture, the Flipped Classroom learning procedure used in this study is a student-centered strategy that actively participates in activities outside the classroom, namely speaking and writing (verbal or non-verbal) that collaborate and are meaningful in online learning groups.
- 3) Intentional or pre-arranged content, on teacher-generated videos or articles teachers send to students through online learning before entering physical classrooms, is intentionally created for students to explore and study to gain knowledge from what they read.
- 4) The last are professional teachers, teachers continuously monitor student improvement, provide feedback, and assess student performance either online or in person in the class.

f. Component of Flipped Classroom

According to Mohammadi et al., 2019, The inverted class model has two components:

- 1) Direct teaching using video lectures or articles outside the classroom.
- Learning using videos or reports provided by the teacher is carried out outside the classroom through online applications such as WhatsApp

steps adopted from Sigh. This study focuses on the effectiveness of using the flipped classroom strategy to improve students' reading comprehension skills in exposition texts in the eleventh grade of UPT SMA Negeri 17 Bone.

D. Hypothesis

Based on the explanation above, the hypothesis of this research is as follows:

Ho (Null Hypothesis) : There is no effect of using the flipped classroom strategy to improve students' literal reading comprehension skills in analytical exposition text.

Ha (Alternative Hypothesis) : There is the effectiveness of using the flipped classroom strategy to improve students' literal reading comprehension skills in analytical exposition text.



CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

Alderson et al., 1992, states that research is analyzing, interpreting, and collecting information to answer questions. The method that the researcher in this study used was experimental. An Experimental approach aims to determine the cause and effect between one variable (independent) and another (dependent), or where the independent variable affects the dependent variable.

This experimental research method is a form of quantitative research method. According to National et al., 2012:249, in empirical research, researchers manipulate at least one independent variable, control other dependent variables and observe effects on or more dependent variables. Meanwhile, Uusitalo, 2014:89 states that suggests three crucial elements in an experiment: control, manipulation, and observation.

This research was designed using Pre-Experimental Research with a one-group pre-test post-test design. There are some steps in one group, pre-test post-test design:

5. The Classification of Students' Score of Reading Comprehension

Table 3.2 Classification of the score of students' Reading Comprehension

Classifications	Score
Very good	90-100
Good	81-90
Fairly	71-80
Poor	61-70
Very Poor	0-60

Depdiknas,2006

CHAPTER IV

FINDINGS AND DISCUSSION

A. FINDINGS

The analysis obtained from this study on the effectiveness of using the Flipped English classroom (FEC) Strategy in improving students' literal reading comprehension showed a significant increase. This can be seen in the data obtained from this study using pre-test and post-test. Student progress can be seen through the data, which is described below:

1. The Increase in Students' Literal Comprehension using the Flipped English Classroom of Generic Structure

a. Table of Mean Scores of Pre-Test and Post-Test

In literal comprehension, students have differences in pre-test and post-test scores, which at the time of the pre-test, students did not understand the indicators related to literal understanding of generic structure in analytical exposition text.

Table 4.1 The Increase Students' Literal Comprehension of Generic Sturture

Literal Comprehension	Pre-Test	Post-Test	Improvement (%)
	31.14	51.14	Pre-Test Post Test 64.2%

Based on the table above, In the pre-test, it can be seen that the students' literal comprehension ability obtained a mean score of 31.14, after being given treatment using the Flipped English Classroom learning strategy, the mean score on the post-test increased to 51.14, so that an increase in the score between the pre-test and post-test of students was obtained 64.2%.

Therefore, the researcher concludes that there is an increase in literal comprehension skills in generic structure in analytical exposition texts using the Flipped English Classroom learning strategy which can be seen from the mean score presented in the table above.

b. Graph of Mean Score of Pre-Test and Post-Test of Generic Structure

Based on the explanation of the previous table related to inrease students' literal comprehension of generic structure seen from the mean scores of the pre-test and post-test for more details, it can be seen in the following graph:

Generic Sturucture

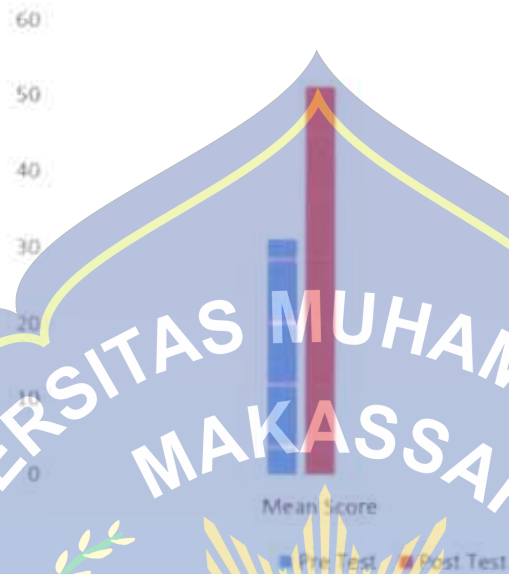


Figure 4.1 Graph of Mean Score of Pre-Test and Post-Test

Based on the graph above, the bar graph shows that the pre-test is in the range of 31.14 and for the post-test it is in the range of 51.14. This shows that there is a significant increase in students' literal understanding after being given treatment.

c. The Rate Percentage and Frequency of the Students' Score

The following table shows the results of student presentations before receiving treatment using the Flipped English Classroom learning strategy and after receiving treatment using the Flipped English Classroom learning strategy.

Table. 4.2 The Rate Percentage and Frequency of the Students' Score

No.	Classification	Range	Pre-Test		Post-Test	
			F	%	F	%
1.	Very good	90-100	0	0%	0	0%
2.	Good	81-90	0	0%	0	0%
3.	Fairly	71-80	0	0%	3	13.6%
4.	Poor	61-70	0	0%	4	18.2%
5.	Very poor	0-60	22	100%	15	67.5%
Total			22	100%	22	100%

The table above shows that in the Pre-Test, 22 (100%) students out of 22 students were classified as scoring "Very Poor." In addition, there were no students classified as "Poor," "Fairly," "Good," or "Very Good." At the same time, the Post-Test table shows that there are 15 (67.5%) students classified as "Very Poor," 4 (18.2%) students are classified as "Poor," 3 (13.6%) students are classified as "Fairly," and there are no students who are "Very Good" and "Good." Therefore, for more details, it can be seen in the following graph:

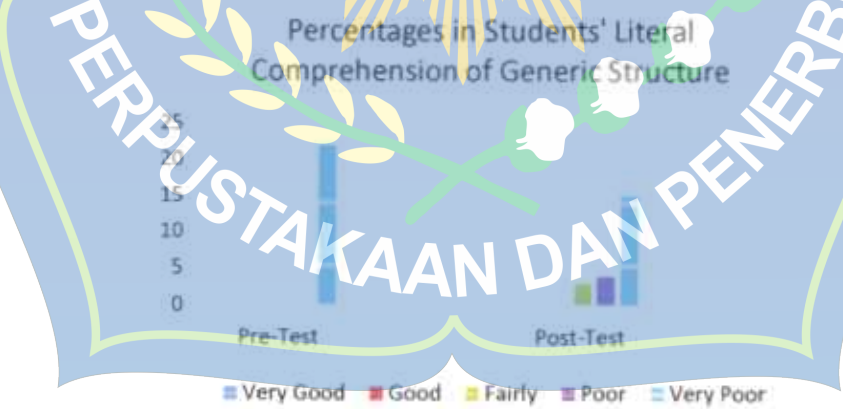


Figure 4.2 Graph of Percentages in Students' Literal Comprehension of Generic Structure

2. The Increase in Students' Literal Comprehension using the Flipped English Classroom of Content

a. Table of Mean Scores of Pre-Test and Post-Test

In literal comprehension, students have differences in pre-test and post-test scores, which at the time of the pre-test, students did not understand the indicators related to literal understanding of content in analytical exposition text.

Table 4.3 The Increase Students' Literal Comprehension of Content

Literal Comprehension	Pre-Test	Post-Test	Improvement (%)	
			Pre-Test	Post Test
	26.59	46.59		75.2%

Based on the table above, In the pre-test, it can be seen that the students' literal comprehension ability obtained a mean score of 26.59, after being given treatment using the Flipped English Classroom learning strategy, the mean score on the post-test increased to 46.59, so that an increase in the score between the pre-test and post-test of students was obtained 75.2%. Therefore, the researcher concludes that there is an increase in literal comprehension skills in generic structure in analytical exposition texts using the Flipped English Classroom learning strategy which can be seen from the mean score presented in the table above.

b. Graph of Mean Score of Pre-Test and Post-Test of Content

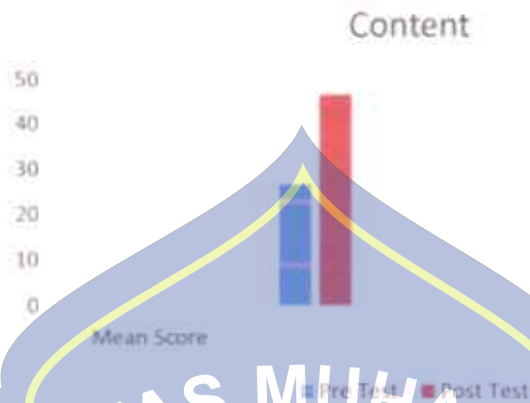


Figure 4.3 Graph of Mean Score of Pre-Test and Post-Test

Based on the graph above shows the bar graph of the pre-test showing the mean score of 26.59 and for the post-test the mean score is in the range of 46.59. This shows that there is a significant increase in literal understanding in the content of students' analytical exposition texts after being given treatment.

c. The Rate Percentage and Frequency of the Students' Score

Table 4.4 The Rate Percentage and Frequency of the Students' Score of Content

No.	Classification	Range	Pre-Test		Post-Test	
			F	%	F	%
1.	Very good	90-100	0	0%	0	0%
2.	Good	81-90	0	0%	0	0%
3.	Fairly	71-80	0	0%	2	9.1%
4.	Poor	61-70	0	0%	3	13.6%
5.	Very poor	0-60	22	100%	17	77.2%
Total			22	100%	22	100%

The table above shows that in the Pre-Test, 22 (100%) students out of 22 students were classified as scoring “Very Poor.” In addition, there were no students classified as “Poor,” “Fairly,” “Good,” or “Very Good.” At the same time, the Post-Test table shows that there were 17 (77.2%) students classified as “Very Poor,” 3 (13.6%) students are classified as “Poor,” 2 (9.1%) students are classified as “Fairly,” and there were no students who were “Very Good” and “Good.” Therefore, for more details, it can be seen in the following graph:



Figure 4.4 Graph of Percentages in Students' Literal Comprehension of Content

3. Hypothesis Test

In the results of this study, a test test was carried out using a t-test inferential analysis format called the Paired-Sample Test, namely to test the difference or comparative test to determine the significant difference between two learning outcomes in paired samples, in this case the data processed were pre-test and post-test is paired data. With the decision making criteria based on

the probability value obtained. If the significance value of sig. (2-tailed) > 0.05 then H0 is accepted Ha is rejected. Meanwhile, if the significance value of sig. (2-tailed) < 0.05 then H0 is rejected and Ha is accepted. The results of the students' t-test analysis in reading comprehension using the Flipped English Classroom learning strategy are as follows:

a. Literal Comprehension of Generic Structure

Table 4.5 T-Test of Students' Literal Comprehension of Generic Structure

		Paired Samples Test					t	df	Sig. (2-tailed)
		Paired Differences							
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Literal Comprehension	Pre Test - Post Test (Generic Structure)	-20.000	14.639	3.121	-26.496	-13.510	-6.408	21	.000

Based on the results obtained in the table above, it can be seen that Sig. (2-tailed) showed a value of 0.000 < 0.05 where H0 is rejected and Ha is accepted. it can be concluded that there is a significant improvement in the literal comprehension of generic structure used the Flipped English Classroom Strategy.

b. Literal Comprehension of Content

Table 4.6 T-Test of Students' Literal Comprehension of Content

		Paired Samples Test							
		Paired Differences					t	df	Sig. (2-tailed)
					95% Confidence Interval of the Difference				
		Mean	Std. Deviation	Std. Error Mean	Lower	Upper			
Literal Comprehension	Pre Test - Post Test (Content)	-20.000	17.728	3.780	-27.860	-12.140	-5.292	21	.000

Based on the results obtained in the table above, it can be seen that Sig. (2-tailed) showed a value of $0.000 < 0.05$ where H_0 is rejected and H_a is accepted. It can be concluded that there is a significant improvement in the literal comprehension of content used the Flipped English Classroom Strategy.

B. DISCUSSION

Based on the research that has been described in the findings above, the use of the Flipped English Classroom learning strategy can improve the reading comprehension ability of students in class XI UPT SMA Negeri 17 Bone. Before being given treatment, students did not know about determining the generic structure and content of the analytical exposition text. This is evidenced by the mean score of students in reading comprehension in the very poor category. Then after receiving treatment using the Flipped English Classroom Learning Strategy during the understanding comprehension learning process, the average student

reading comprehension score increased by 64.2% and 75.2% according to the information listed in tables 4.1 and 4.2.

It can be seen from the table above 4.5 and table 4.6, it can be said that H_0 is rejected and H_a is accepted, so it can be concluded that there is an average difference between Pre-Test and Post-Test, which means that the Flipped English Classroom (FEC) strategy is used to improve the reading comprehension skills of class XI MIPA 1 students in the generic structure and content of analytical exposition text. Based on these results, the theory (Fatmanti & Septianingrum, 2020) says that the flipped classroom-based learning strategy provides a lively learning atmosphere for students by involving students in solving problems encountered in teaching and learning activities at school, using things that have been learned and known. At home, through material previously given to the lecturer or Teacher. In line with that (Oktaria et al., 2019) said that in the Flipped Classroom Learning Strategy, students were asked to engage and complete some initial learning materials independently at home as one of the preparations for face-to-face learning in class. This shows a significant increase in student learning after implementing the Flipped English Classroom Learning Strategy that is proven appropriate and correct with the learning outcomes obtained by students.

Therefore, it can be concluded that to accept H_a , applying the Flipped English Classroom learning strategy effectively improves students' reading comprehension skills in analytical exposition text.

CHAPTER V

CONCLUSION AND SUGGESTION

a. CONCLUSION

Based on the results of data analysis from the findings and discussion in the previous chapter, researchers can conclude that in improving students' literal comprehension in generic structure and content of analytical exposition text, it is necessary to support the selection of appropriate learning strategies to achieve the desired goals. Based on the results of this study, it can also be concluded that the Flipped English Classroom Learning Strategy is proven to be effective in improving the specific ability of students to improve reading comprehension skills. This can be seen from the results of the study, which explained that before being given the treatment, a Pre-Test reading comprehension ability was given, especially in the generic structure analytical exposition; all respondents were still in the "Very Poor" criteria of 100%, seen from the results of the percentage and frequency of the students' Pre-test scores, with a Mean value of 31.14 to 51.14.

Then, after being given treatment or the Post-Test, there was a significant improvement in the student's reading comprehension ability. The results of the content in the pre-test showed a mean score of 26.59 before being given treatment, after being given treatment at Post-Test, the mean score showed a significant increase in value from 26.59 to 46.59. not only that but the decision making is

also based on the results of the Paired sample t-test analysis which shows the results of Sig. (2-tailed) 0.000, which is lower than 0.05. ($0.000 < 0.05$). Thus, it can be concluded that the Flipped English Classroom (FEC) learning strategy effectively improves students' reading comprehension skills in analytical exposition text.

b. SUGGESTION

In line with the conclusions presented above, the researcher can provide the following suggestions:

1) For Teacher

As a teacher, it is necessary to always pay attention to the learning strategies that are carried out to attract the attention and interest of students. Learning strategies are needed to improve student's abilities in various subject areas, especially in learning English.

2) For Researchers

For future researchers, using the Flipped English Classroom (FEC) strategy to improve students' learning abilities is one category of good learning strategies for improving student learning outcomes. Then the researcher suggests using a more innovative and innovative learning strategy in choosing a learning strategy under the research method that will be used to facilitate a more effective and efficient research process.

APPENDIX 1
(LESSON PLAN)

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Satuan Pendidikan : UPT SMA Negeri 17 Bone

Mata Pelajaran : Bahasa Inggris

Kelas/Semester : XI/1

Materi Pokok : Analytical Exposition Text

Alokasi Waktu : 4 X 2JP (4 Pertemuan)

A. Kompetensi Inti

- KI 1 Menghayati dan mengamalkan ajaran agama yang dianutnya. Menghayati dan mengamalkan perilaku jujur, disiplin, santun, peduli (gotong royong, kerjasama, toleran, damai), bertanggung jawab, responsif, dan pro-aktif dalam berinteraksi secara efektif sesuai dengan perkembangan anak di lingkungan, keluarga, sekolah, masyarakat dan lingkungan alam sekitar, bangsa, negara, kawasan regional, dan kawasan internasional".
- KI 2
- KI 3 Memahami, menerapkan, dan menganalisis pengetahuan faktual, konseptual, prosedural, dan metakognitif berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.
- KI 4 Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, bertindak secara efektif dan kreatif, serta mampu menggunakan metode sesuai kaidah keilmuan.

B. Kompetensi Dasar dan Indikator Pencapaian Kompetensi (IPK)

Kompetensi Dasar (KD)	Indikator Pencapaian Kompetensi (IPK)
-----------------------	---------------------------------------

	<ol style="list-style-type: none"> 3. Guru menyiapkan fisik dan psikis peserta didik dalam mengawali kegiatan pembelajaran 4. Guru memberikan <i>Ice breaking</i> 5. Guru menyampaikan tujuan pembelajaran 	
Inti	<p>Stimulation</p> <ol style="list-style-type: none"> 1. Peserta didik diberi motivasi atau rangsangan untuk memusatkan perhatian pada topik materi <i>Analytical Exposition Text</i> dengan cara melihat, mengamati, membaca melalui tayangan yang ditampilkan. <p>Problem Identification</p> <ol style="list-style-type: none"> 1. Dengan bimbingan dan arahan dari guru, guru memberikan kesempatan pada peserta didik untuk mengajukan pertanyaan yang telah dikumpulkan berkaitan dengan teks yang disajikan dan akan dijawab melalui kegiatan belajar khususnya pada materi <i>Analytical Exposition Text</i>. <p>Data Collection</p> <ol style="list-style-type: none"> 1. Guru memberi kesempatan kepada peserta didik untuk berdiskusi dengan kelompoknya dan juga memberikan kesempatan untuk mengumpulkan data atau informasi dari contoh <i>Analytical Exposition Text</i> yang diberikan. 2. Dengan bimbingan dan arahan dari guru, peserta didik secara berkelompok mengidentifikasi struktur teks yang terdapat dalam sebuah <i>Analytical Exposition Text</i> yang diberikan sebelumnya. 3. Peserta didik membandingkan antara hasil identifikasi mereka dengan informasi atau data yang telah mereka kumpulkan. 	70Menit

	<p>Verification</p> <ol style="list-style-type: none"> 1. Peserta didik mendiskusikan <i>Analytical Exposition Text</i> yang diberikan guru dari segi struktur dan kebahasaan. <p>Generalisasi</p> <ol style="list-style-type: none"> 1. Peserta didik menganalisis <i>Analytical Exposition Text</i> yang diberikan guru dari segi struktur dan kebahasaan 	
Penutup	<ol style="list-style-type: none"> 1. Guru memberikan umpan balik kepada peserta didik untuk proses serta hasil pembelajaran. 2. Guru beserta peserta didik membuat kesimpulan tentang materi apa yang telah didiskusikan selama pembelajaran 3. Guru menginformasikan rencana kegiatan untuk pertemuan berikutnya 4. Guru menutup kelas. <p>KEGIATAN PASCA KELAS (Post-Class)</p> <ol style="list-style-type: none"> 1. Memotivasi siswa untuk menerapkan pengetahuan yang telah mereka peroleh di luar kelas. 2. Guru menilai hasil belajar siswa dari kuis sebelumnya. 3. Guru memberikan umpan balik kepada siswa berupa penjelasan singkat materi yang masih belum dipahami oleh siswa. 4. Memberikan video/artikel pembelajaran untuk pertemuan selanjutnya. 	10 menit

PERTEMUAN KETIGA

	<p>PERSIAPAN (Pre-Class)</p> <ol style="list-style-type: none"> 1. Memberikan pengarah singkat selama kegiatan awal dalam flipped class. 2. Guru memberikan arahan kepada siswa untuk mengumpulkan informasi dasar sebagai penangan informasi untuk proses belajar mengajar kegiatan pembelajaran di masa depan. 3. Guru memberikan kuis berupa google form untuk mengetahui peningkatan kemampuan pemahaman membaca siswa dibandingkan pertemuan berikutnya. <p>KEGIATAN DI KELAS (In Class)</p>
--	--

Kegiatan	Deskripsi Kegiatan	Alokasi waktu
Pendahuluan	<ol style="list-style-type: none"> 1. Guru melakukan pembukaan dengan salam pembuka dan berdoa bersama untuk memulai pembelajaran 2. Guru memeriksa kehadiran peserta didik sebagai sikap disiplin 3. Guru menyiapkan fisik dan psikis peserta didik dalam mengawali kegiatan pembelajaran 4. Guru memberikan <i>Ice breaking</i> 5. Guru menyampaikan tujuan pembelajaran 	10 menit
Inti	<p>Stimulation</p> <ol style="list-style-type: none"> 1. Peserta didik diberi motivasi atau rangsangan untuk memusatkan perhatian pada topik materi <i>Analytical Exposition Text</i> dengan cara melihat, mengamati, membaca melalui tayangan yang ditampilkan. <p>Problem Identification</p> <ol style="list-style-type: none"> 1. Dengan bimbingan dan arahan dari guru, guru memberikan kesempatan pada peserta didik untuk mengajukan pertanyaan yang telah dikumpulkan berkaitan dengan teks yang disajikan dan akan dijawab melalui kegiatan belajar khususnya pada materi <i>Analytical Exposition Text</i>. <p>Data Collection</p> <ol style="list-style-type: none"> 1. Guru memberi kesempatan kepada peserta didik untuk berdiskusi dengan kelompoknya dan juga memberikan kesempatan untuk mengumpulkan data atau informasi dari contoh <i>Analytical Exposition Text</i> yang diberikan. 2. Dengan bimbingan dan arahan dari guru, peserta didik secara berkelompok Menemukan 	70Menit

informasi rinci tersirat dan atau tersurat yang terdapat dalam sebuah *Analytical Exposition Text*.

3. Peserta didik membandingkan antara hasil identifikasi mereka dengan informasi atau data yang telah mereka kumpulkan.

Verification

1. Peserta didik mendiskusikan *Analytical Exposition Text* yang diberikan guru dari segi struktur dan kebahasaan.

Generalisasi

1. Peserta didik menganalisis *Analytical Exposition Text* yang diberikan guru dari segi struktur dan kebahasaan.

1. Guru memberikan umpan balik kepada peserta didik untuk proses serta hasil pembelajaran.

2. Guru beserta peserta didik membuat kesimpulan tentang materi apa yang telah didiskusikan selama pembelajaran.

3. Guru menginformasikan rencana kegiatan untuk pertemuan berikutnya.

4. Guru menutup kelas.

Penutup

10 menit

KEGIATAN PASCA KELAS (Post-Class)

1. Memotivasi siswa untuk menerapkan pengetahuan yang telah mereka peroleh di luar kelas.
2. Guru menilai hasil belajar siswa dari kuis sebelumnya.
3. Guru memberikan umpan balik kepada siswa berupa penjelasan singkat materi yang masih belum dipahami oleh siswa.
4. Memberikan video pembelajaran untuk pertemuan selanjutnya/

PERTEMUAN KEEMPAT

PERSIAPAN (Pre-Class)		
<ol style="list-style-type: none"> 1. Memberikan pengarahan singkat selama kegiatan awal dalam flipped class. 2. Guru memberikan arahan kepada siswa untuk mengumpulkan informasi dasar sebagai penangan informasi untuk proses belajar mengajar kegiatan pembelajaran di masa depan. 3. Guru memberikan kuis berupa google form untuk mengetahui peningkatan kemampuan pemahaman membaca siswa dibandingkan pertemuan berikutnya. 		
KEGIATAN DI KELAS (In Class)		
Kegiatan	Deskripsi Kegiatan	Alokasi waktu
Pendahuluan	<ol style="list-style-type: none"> 1. Guru melakukan pembukaan dengan salam pembuka dan berdoa bersama untuk memulai pembelajaran 2. Guru memeriksa kehadiran peserta didik sebagai sikap disiplin 3. Guru menyiapkan fisik dan psikis peserta didik dalam mengawali kegiatan pembelajaran 4. Guru memberikan <i>Ice breaking</i> 5. Guru menyampaikan tujuan pembelajaran 	10 menit
Inti	<p>Stimulation</p> <ol style="list-style-type: none"> 1. Peserta didik diberi motivasi atau rangsangan untuk memusatkan perhatian pada topik materi <i>Analytical Exposition Text</i> dengan cara melihat, mengamati, membaca melalui tayangan yang ditampilkan. <p>Problem Identification</p> <ol style="list-style-type: none"> 1. Dengan bimbingan dan arahan dari guru, guru memberikan kesempatan pada peserta didik untuk mengajukan pertanyaan yang telah dikumpulkan berkaitan dengan teks yang disajikan dan akan dijawab melalui kegiatan belajar khususnya pada materi <i>Analytical Exposition Text</i>. 	70Menit

	<p>Data Collection</p> <ol style="list-style-type: none"> 1. Guru membagi peserta didik dalam beberapa kelompok yang terdiri dari 4-5 orang. 2. Guru memberi kesempatan kepada peserta didik untuk berdiskusi dengan kelompoknya dan juga memberikan kesempatan untuk mengumpulkan data atau informasi dari contoh <i>Analytical Exposition Text</i> yang diberikan. 3. Dengan bimbingan dan arahan dari guru, peserta didik secara berkelompok mengidentifikasi fungsi sosial dan struktur teks yang terdapat dalam sebuah <i>Analytical Exposition Text</i>. 4. Peserta didik membandingkan antara hasil identifikasi mereka dengan informasi atau data yang telah mereka kumpulkan. <p>Verification</p> <ol style="list-style-type: none"> 1. Peserta didik mendiskusikan <i>Analytical Exposition Text</i> yang diberikan guru dari segi struktur dan kebahasaan. <p>Generalisasi</p> <ol style="list-style-type: none"> 1. Peserta didik menganalisis <i>Analytical Exposition Text</i> yang diberikan guru dari segi struktur dan kebahasaan. 	
Penutup	<ol style="list-style-type: none"> 1. Guru memberikan umpan balik kepada peserta didik untuk proses serta hasil pembelajaran. 2. Guru beserta peserta didik membuat kesimpulan tentang materi apa yang telah didiskusikan selama pembelajaran. 	10 menit

	3. Guru menginformasikan rencana kegiatan untuk pertemuan berikutnya.	
	4. Guru menutup kelas.	
KEGIATAN PASCA KELAS (Post-Class)		
1.	Memotivasi siswa untuk menerapkan pengetahuan yang telah mereka peroleh di luar kelas	
2.	Guru menilai hasil belajar siswa dari kuis sebelumnya.	
3.	Guru memberikan umpan balik kepada siswa berupa penjelasan singkat materi yang masih belum dipahami oleh siswa.	

H. PENILAIAN HASIL BELAJAR

1. Kriteria Penilaian:

- Pencapaian fungsi sosial
- Kelengkapan dan keurutan struktur *Analytical Exposition Text*
- Ketepatan unsur kebahasaan menggunakan simple present tense, menggunakan kata-kata yang mengekspresikan pikiran atau perasaan penulis, Menggunakan connective words.
- Kesesuaian format penulisan/penyampaian.

Makassar, 17 April
2022

Mengetahui,
Guru Bahasa Inggris

Peneliti

Fitriani, S.Pd.I.
NIP.

Astiani

UNIVERSITAS MUHAMMADIYAH
MAKASSAR
UNIT PERPUSTAKAAN DAN PENERBITAN

APPENDIX 2

TEACHING MATERIAL

E. PENGERTIAN ANALYTICAL EXPOSITION TEXT

Exposition text adalah sebuah teks yang menyajikan satu sudut pandang tentang sebuah isu. Exposition text umumnya dapat kita temukan di artikel ilmiah, jurnal, majalah, dan bagian tajuk rencana atau editorial suatu koran / media massa. Sedangkan analytical exposition text adalah sebuah teks yang berisikan pendapat penulis tentang hal-hal yang terjadi di sekitarnya. Baik itu suatu benda, tempat, ataupun kejadian, tanpa mengajak pembaca untuk melakukan sesuatu.

F. GENERIC STRUCTURE ANALYTICAL EXPOSITION TEXT

1. Thesis

Pada bagian ini, thesis adalah bagian yang memberitahu pembaca tentang topik utama dan sudut pandang penulis. Thesis selalu bisa kamu temukan di paragraf pertama teks.

Di bagian ini, pembaca juga bisa melihat mengapa penulis memberikan pendapat terhadap hal yang menjadi topiknya.

2. Arguments

Di paragraf selanjutnya, kamu bisa menemukan bagian arguments. Arguments adalah pendapat untuk mendukung topik utama yang telah disampaikan sebelumnya. Biasanya dalam analytical exposition terdapat lebih dari dua argumen.

Semakin banyak argumen yang ditampilkan, pembaca akan semakin percaya bahwa topik yang dibahas adalah topik yang penting atau membutuhkan perhatian.

3. Reiteration

Setelah bagian thesis dan arguments sudah dipaparkan, tentu saja ditutup dengan kesimpulan atau reiteration. Bagian ini selalu terletak di akhir teks dan menjadi paragraf penutup tulisan.

Reiteration adalah penegasan kembali posisi dan pendapat penulis terhadap topik utama. Reiteration juga sering disebut sebagai conclusion, yang mana artinya adalah kesimpulan.

G. LANGUAGE FEATURES OF ANALYTICAL EXPOSITION TEXT

Kaidah kebahasaan atau language features dalam penulisan analytical exposition text. Kaidah kebahasaannya adalah berikut ini:

- d. Penulisan analytical exposition text menggunakan simple present tense.
- e. Menggunakan kata-kata yang mengekspresikan pikiran atau perasaan penulis, contohnya experience, feel, know, realize, sense, think, dll.
- f. Menggunakan connective words yaitu kata penghubung. Penggunaan connective words bertujuan untuk menghubungkan antar ide, baik itu frasa, klausa, kalimat, maupun paragraf.

- Connective words ini banyak fungsinya. 3 fungsi dari kata hubung yang paling sering dipakai dalam analytical exposition text adalah:

- Adding information, yaitu menambahkan informasi. Contohnya seperti and, moreover, in addition, dan also.
- Contrasting information, yaitu mengkontraskan sesuatu. Contohnya seperti but, however, dan even though.
- Causality, yaitu menunjukkan sebab-akibat. Contohnya seperti because, therefore, thus, consequently, despite, due to, for that reason, dll.

H. PURPOSE OF ANALYTICAL EXPOSITION TEXT

Tujuan dari analytical exposition text yakni untuk meyakinkan pembaca bahwa topik yang dihadirkan adalah topik yang penting untuk dibahas.

Pertemuan Kedua

The Importance of Breakfast

Why is breakfast important? "Breakfast like a King, Lunch like a Prince and Dine like a Pauper" It's a well known phrase, but do you follow it?

Breakfast provides many benefits to our health and wellbeing. Breakfast provides the body and brain with fuel after an overnight fast – that's where its name originates, breaking the fast! Without breakfast you are effectively running on empty, like trying to start the car with no petrol!

Breakfast support cognitive function. Breakfast also restores glucose levels, an essential carbohydrate that is needed for the brain to function. Breakfast provides energy, studies have shown how eating breakfast can improve memory and

concentration levels and it can also make us happier as it can improve mood and lower stress levels.

Breakfast provides energy needs. People's energy needs vary depending on activity levels and life stage but typically men require more energy than women. Growing children require a lot of energy, as an example boys aged 7-10 years should consume approximately 1970 kcals per day, and girls aged 7-10 years should consume approximately 1740 kcals.

Source: <http://www.shakeupyourwakeup.com/why-is-breakfast-important>

Unsur Generic Structure pada contoh analytical exposition singkat adalah:

1. Thesis: Having breakfast is important
2. Arguments: Breakfast provides body fuel. Breakfast support cognitive function. Breakfast provides energy
3. Reiteration: optional. Its excluded.

Pertemuan ke Tiga

The importance of Sleep

Sleep plays a vital role in good health and well-being throughout your life. Getting enough quality sleep at the right times can help protect your mental health, physical health, quality of life, and safety. Why Is Sleep Important?

Sleep helps your brain work properly. While you're sleeping, your brain is preparing for the next day. It's forming new pathways to help you learn and remember information.

Studies show that a good night's sleep improves learning. Whether you're learning math, how to play the piano, how to perfect your golf swing, or how to drive a car, sleep helps enhance your learning and problem-solving skills. Sleep also helps you pay attention, make decisions, and be creative.

Physical Health often relate to quality sleep. It plays an important role in your physical health. For example, sleep is involved in healing and repair of your heart and blood vessels. Ongoing sleep deficiency is linked to an increased risk of heart disease, kidney disease, high blood pressure, diabetes, and stroke.

Besides that, sleep also helps maintain a healthy balance of the hormones that make you feel hungry (ghrelin) or full (leptin). When you don't get enough sleep, your level of ghrelin goes up and your level of leptin goes down. This makes you feel hungrier than when you're well-rested.

Source: <http://www.nhlbi.nih.gov/health/health-topics/topics/sdd/why>

Unsur Generic Structure pada contoh analytical exposition singkat adalah:

1. Thesis: Getting quality sleep is important
2. Arguments: Sleep helps your brain work properly. Wuality sleep has important role in physical health. sleep also helps maintain a healthy balance
3. Reiteration: It is not included. It's optional

Pertemuan keempat

The Importance of Exercise

We all know that exercise is important in our daily lives, but we may not know why or what exercise can do for us. Here are some benefits of exercises.

Exercise increases energy levels. Exercise improves both the strength and the efficiency of your cardiovascular system to get the oxygen and nutrients to your muscles. When your cardiovascular system works better everything seems easier and you have more energy for the fun stuff in life.

Exercise improves muscle strength. Staying active keeps muscles strong and joints, tendons and ligaments flexible, allowing you to move more easily and avoid injury. Strong muscles and ligaments reduce your risk of joint and lower back pain by keeping joints in proper alignment. They also improve coordination and balance. Exercise can help you to maintain a healthy weight. The more you exercise, the more calories you burn. In addition, the more muscle you develop, the higher your metabolic rate becomes, so you burn more calories even when you're not exercising. The result? You may lose weight and look better physically which will boost your self-esteem.

Exercise improves brain function. Exercise increases blood flow and oxygen levels in the brain. It also encourages the release of the brain chemicals (hormones) that are responsible for the production of cells in the hippocampus, the part of the brain that controls memory and learning. This, in turn, boosts concentration levels

APPENDIX 3 INSTRUMEN PENELITIAN (PRE-TEST)

Name :
ID :
Class :

Read the text below!

Management of trash

Management of trash is crucial in Indonesia. As one of the countries with a significant amount of waste from many sectors, proper management is necessary.

Firstly, it is crucial to provide a healthy environment. When the trash is not handled well, it will create an area where bacteria can be alive.

Moreover, it can cause some health problems, and breathing problems become one of them caused by the foul smell of the trash. Furthermore, inadequate management of junk can lead to a flood. When it is not managed well, rubble can block water flow.

As a result, water debt can increase during the rainy season, and the water channels cannot deliver the water well. That is why it is crucial to manage the trash, and it is better to promote the recycling process.

1. What kind of the text above?
 - a. Descriptive text
 - b. Narrative text
 - c. Argumentative text
 - d. Analytical exposition text
2. Why is the management of trash important in Indonesia?
 - a. It's essential to protect ourselves from germs

- b. It doesn't smell
 - c. **Very important to provide a healthy environment**
 - d. So as not to flood
3. What problems will occur if the management of trash is not good?
- i. Less waste production
 - ii. **Breeding ground for Bacteria**
 - iii. Resulting in a landslide
 - iv. The environment becomes clean without any garbage
4. "Firstly, it is crucial to provide a healthy environment."

The word "it" from the snippet above refers to...

- e. Rubbish
 - f. Health problems
 - e. Healthy environment
 - f. **Management of trash**
5. Which part of the thesis is included in the text above?
- a. **Paragraph 1**
 - b. Paragraph 2
 - c. Paragraph 3
 - d. Paragraph 4

Read the text below and answer the question!

The Importance of Physical Fitness

Physical activity is essential to prevent and reduce the risks of many diseases and improve physical and mental health. It can even help you live longer—research from the American Journal of Preventative Medicine indicates that regular exercise can add up to five years to your life.

Physical activity also keeps you in shape to enjoy leisure activities and safely perform work and home chores. It offers great mental and social benefits as well. The Lancet released a series of studies that attribute positive outcomes to physical activity,

APPENDIX 4

Student's Paper for Pre-Test

PRE-TEST

1. Perhatikan gambar berikut!

2. Perhatikan gambar berikut!

3. Perhatikan gambar berikut!

4. Perhatikan gambar berikut!

Daftar Pustaka

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APPENDIX 5
INSTRUMENT PENELITIAN
(POST-TEST)

Name :

Class :

ID :

Read the text below to answer numbers 1-7!

Learning from Television

Traditionally, educators have perceived television as not particularly beneficial to literacy development. Concerns were fueled by findings suggesting that people spend less time reading books and reading scores decline with the introduction of television. However, as our society is striving to make adjustments to the decline in literacy skills, new ways of learning and teaching are being explored, and educators are becoming interested in exploring the educational potential of television.

Therefore, the interest in television as an educational medium has increased for several reasons. First, existing educational television programs that were developed to enhance the literacy development of both children and adults have been quite successful in achieving their intended outcomes. It has been reported in several types of research dealing with such things as television-supported distance learning programs from the Open University in Great Britain.

Second, because television is a very accessible medium, it has the potential to reach learners that have not been able to participate in traditional adult literacy

concentration. It can also make us happier by enhancing our mood and lower stress levels.

Breakfast provides energy needs. People's energy needs vary depending on activity levels and life stage, but typically men require more energy than women. Growing children require a lot of energy. For example, boys aged 7-10 years should consume approximately 1970 kcals per day, and girls aged 7-10 years should consume around 1740 kcals.

8. In the second paragraph of the analytical exposition text above, explain that?
- Important benefits of breakfast**
 - Breakfast makes fresh
 - The advantages of breakfast
 - Breakfast is muscle fuel
9. "It can also make us happier by enhancing our mood and lower stress levels." The word "It" refers to...
- Health
 - Wellbeing
 - Breakfast**
 - Playground
10. How many calories do boys and girls ages 7-10 need?
- 1790 and 1407
 - 1709 and 1047
 - 1970 and 1704
 - 1970 and 1740**
11. Which of the following statements does not match the text above?
- Breakfast provides the body and brain with fuel after an overnight fast
 - Breakfast provides the body having an extra fat**
 - Breakfast enhances mood and lower stress level
 - Breakfast can improve memory and concentration

12. In the first paragraph, we can say as....

- a. Reiteration
- b. Argumentative
- c. Thesis
- d. Argument

Read the text below to answer numbers 13-17

Everybody should change their way of life to reduce global warming. There are several things that we can do. One of them is buying and consuming fresh local groceries as much as possible. It, of course, includes local vegetables, fruits, bread, etc.

Local groceries don't need much transportation to get into the market. Of course, the carbon dioxide produced is less than the groceries from other regions. Therefore, by buying local groceries, we are helping reduce the amount of carbon dioxide made.

Consuming fresh groceries instead of frozen ones is healthier for us. Furthermore, fresh food or groceries means no requirements for it to be frozen up. No electricity is needed, and saving energy means reducing carbon dioxide and money.

So, we should consume fresh local groceries to reduce global warming.

13. What title fits the text above?

- a. Dangerous of global warming
- b. Global warming
- c. The result of global warming
- d. Consume fresh foods, reduce global warming

14. "One of them is buying and consuming fresh local groceries as much as possible." The word that underlines has a similar meaning

- a. Fresh foods
- b. Local food
- c. Foodstuffs
- d. Consume fresh food

15. What information is contained in the text above?
- The effect of global warming
 - The benefits of knowing about global warming
 - The ways to reduce global warming**
 - The importance of consuming local groceries
16. What can be done to reduce global warming?
- Consume import food
 - Consume fresh food**
 - Consume frozen food
 - Buy food from another country
17. What happens when we consume local fresh food?
- Reduce global warming**
 - Health for body
 - Reduce transportation costs
 - Reduce pollution

Read the text below to answer numbers 18-20

The use of formalin and other dangerous preservatives in food has been a severe problem for three reasons. Firstly, formalin is not for human beings but biological specimens and experiments. Formalin in Biology is a 10% solution of formaldehyde in water, usually used as a disinfectant or to preserve biological samples. Thus, it is not for food preservatives. Of course, when used as a food preservative, it will be hazardous to the human.

The second reason is that there is no tight control from the government. This condition puts people's health a threat. When the power was weak and the use of formalin was spread wide all over the Indonesian regions, and these days it has happened, the citizen's bodies are badly contaminated with the poisons. Fish or food traders still sell their products which contain formalin and dangerous preservatives. Can you imagine that our digestive system absorbs the substance that should be for the human and animal corpses?

Considering the reasons, we can conclude that formalin and other preservatives are a severe problem if it is not resolved immediately.

18. What is the generic structure of the text above?
- Argument-Reiteration-Thesis
 - Reiteration-Thesis-Argument
 - Thesis-Argument-Reiteration**

d. Argument-Thesis-Reiteration

19. Which one is not the information contained in the text above?

- a. Formalin is very dangerous for health
- b. The government cannot control the sale of formalin
- c. The use of formalin is specifically for biological experiments
- d. **Formalin is very beneficial for the body**

20. Why is formaldehyde harmful to the human body?

- a. **It is not a food preservative**
- b. It is a disinfectant for humans
- c. Used to preserve biological specimens
- d. It is a 10% solution of formaldehyde in water

Adopted from Mahfuddin, 2019



APPENDIX 6

Student's Paper for Post Test



APPENDIX 7

The student score literal comprehension of generic structure in analytical exposition text in Pre-Test and Post-Test

No.	Name	Pre-test	Post-test
1.	AD	20	40
2.	AM	30	30
3.	AG	40	75
4.	ARS	35	40
5.	ARM	30	40
6.	AS	50	60
7.	EAS	40	80
8.	EM	30	70
9.	ER	45	75
10.	HE	35	65
11.	II	35	50
12.	MA	25	50
13.	NA	45	45
14.	NAC	10	40
15.	NS	50	55
16.	NU	20	30
17.	NK	20	70
18.	PE	30	25
19.	PA	15	35
20.	RI	15	40
21.	SNI	20	45
22.	VY	45	65
TOTAL		685	1125

APPENDIX 8

The students score literal comprehension of content in analytical exposition text in pre-test and post-test

No.	Name	Pre-test	Post-test
1.	AD	20	20
2.	AM	10	25
3.	AG	30	25
4.	ARS	25	30
5.	ARM	10	20
6.	AS	40	50
7.	EAS	30	60
8.	EM	10	80
9.	ER	35	75
10.	HE	25	55
11.	II	25	30
12.	MA	35	70
13.	NA	35	45
14.	NAC	30	40
15.	NS	50	65
16.	NU	30	40
17.	NK	20	70
18.	PE	20	55
19.	PA	25	45
20.	RI	25	40
21.	SNI	20	40
22.	VY	35	45
TOTAL		585	1025

APPENDIX 9

Scoring classification of the students Pre-Test and Post-Test in Generic Structure

No.	Respondents	Complication			
		Pre-Test	Classification	Post-Test	Classification
1.	AD	20	Very Poor	40	Very Poor
2.	AM	30	Very Poor	30	Very Poor
3.	AG	40	Very Poor	75	Fairly
4.	ARS	35	Very Poor	40	Very Poor
5.	ARM	30	Very Poor	40	Very Poor
6.	AS	50	Very Poor	60	Very Poor
7.	EAS	40	Very Poor	80	Fairly
8.	EM	30	Very Poor	70	Poor
9.	ER	45	Very Poor	75	Fairly
10.	HE	35	Very Poor	65	Very Poor
11.	II	35	Very Poor	50	Very Poor
12.	MA	25	Very Poor	50	Very Poor
13.	NA	45	Very Poor	45	Very Poor
14.	NAC	10	Very Poor	40	Very Poor
15.	NS	50	Very Poor	55	Very Poor
16.	NU	20	Very Poor	30	Very Poor
17.	NK	20	Very Poor	70	Poor
18.	PE	30	Very Poor	25	Very Poor
19.	PA	15	Very Poor	35	Very Poor
20.	RI	15	Very Poor	40	Very Poor
21.	SNI	20	Very Poor	45	Very Poor
22.	VY	45	Very Poor	65	Poor

APPENDIX 10

Scoring classification of the students Pre-Test and Post-Test in Content

No.	Respondents	Complication			
		Pre-Test	Classification	Post-Test	Classification
1.	AD	20	Very Poor	20	Very Poor
2.	AM	10	Very Poor	25	Very Poor
3.	AG	30	Very Poor	25	Very Poor
4.	ARS	25	Very Poor	30	Very Poor
5.	ARM	10	Very Poor	20	Very Poor
6.	AS	40	Very Poor	50	Very Poor
7.	EAS	30	Very Poor	60	Very Poor
8.	EM	10	Very Poor	80	Fairly
9.	ER	35	Very Poor	75	Fairly
10.	HE	25	Very Poor	55	Very Poor
11.	II	25	Very Poor	30	Very Poor
12.	MA	35	Very Poor	70	Very Poor
13.	NA	35	Very Poor	45	Very Poor
14.	NAC	30	Very Poor	40	Very Poor
15.	NS	50	Very Poor	65	Very Poor
16.	NU	30	Very Poor	40	Very Poor
17.	NK	20	Very Poor	70	Poor
18.	PE	20	Very Poor	55	Very Poor
19.	PA	25	Very Poor	45	Very Poor
20.	RI	25	Very Poor	40	Very Poor
21.	SN	20	Very Poor	40	Very Poor
22.	VY	35	Very Poor	45	Very Poor

APPENDIX 11

Frequency tables of Pre-Test and Post-Test in Generic Structure

Pre Test				
		Frequency	Percent	Cumulative Percent
Valid	10	1	4.5	4.5
	15	2	9.1	13.6
	20	4	18.2	31.8
	25	1	4.5	36.4
	30	4	18.2	54.5
	35	3	13.6	68.2
	40	2	9.1	77.3
	45	3	13.6	90.9
	50	2	9.1	100.0
	Total	22	100.0	100.0

Post Test				
		Frequency	Percent	Cumulative Percent
Valid	25	1	4.5	4.5
	30	2	9.1	13.6
	35	1	4.5	18.2
	40	5	22.7	40.9
	45	2	9.1	50.0
	50	2	9.1	59.1
	55	1	4.5	63.6
	60	1	4.5	68.2
	65	2	9.1	77.3
	70	2	9.1	86.4
	75	2	9.1	95.5
	80	1	4.5	100.0
	Total	22	100.0	100.0

APPENDIX 12

Frequency tables of Pre-Test and Post-Test in Conten

Pre Test					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	10	3	13.6	13.6	13.6
	20	4	18.2	18.2	31.8
	25	5	22.7	22.7	54.5
	30	4	18.2	18.2	72.7
	35	4	18.2	18.2	90.9
	40	1	4.5	4.5	95.5
	50	1	4.5	4.5	100.0
	Total	22	100.0	100.0	

Post Test					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	20	2	9.1	9.1	9.1
	25	2	9.1	9.1	18.2
	30	2	9.1	9.1	27.3
	40	4	18.2	18.2	45.5
	45	3	13.6	13.6	59.1
	50	1	4.5	4.5	63.6
	55	2	9.1	9.1	72.7
	60	1	4.5	4.5	77.3
	65	1	4.5	4.5	81.8
	70	2	9.1	9.1	90.9
	75	1	4.5	4.5	95.5
	80	1	4.5	4.5	100.0
	Total	22	100.0	100.0	

APPENDIX 13

Hypothesis Test using Paired Sample T-test score of Pre-Test and Post-Test in Generic Structure

Paired Samples Statistics

	Mean	N	Std. Deviation	Std. Error Mean
Pre Test	31.14	22	11.945	2.547
Post Test	51.14	22	16.470	3.511

Paired Samples Correlations

	N	Correlation	Sig.
Pre Test & Post Test	22	.507	.016

Paired Samples Test

		Paired Differences				t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference			
		n			Lower Upper			
Literal Comprehension	Pre Test - Post Test (Generic Structure)	20.000	14.639	3.121	-26.490 -13.510	-6.408	21	.000

APPENDIX 14

Hypothesis Test using Paired Sample T-test score of Pre-Test and Post-Test in Content

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pre Test	26.59	22	9.927	2.116
	Post Test	46.59	22	17.954	3.828

Paired Samples Correlations

		N	Correlation	Sig.
Pair 1	Pre Test & Post Test	22	.299	.176

Paired Samples Test

		Paired Differences				t	df	Sig. (2-tailed)	
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
			n		Lower	Upper			
Literal Comprehension	Pre Test - Post Test (Content)	20.000	17.728	3.780	-27.860	12.140	-5.292	21	.000

APPENDIX 15
Surat Bebas Plagiasi



MAJELIS PENDIDIKAN TINGGI PIMPINAN PUSAT MUHAMMADIYAH
UNIVERSITAS MUHAMMADIYAH MAKASSAR
UPT PERPUSTAKAAN DAN PENERBITAN

Jurnal Asasari, J. Bulhan, Asasari, 2012, Makassar, Indonesia. Telp. 0811 180072, 901 041, Fax. 0811 1800000

SURAT KETERANGAN BEBAS PLAGIAT

UPT Perpustakaan dan Penerbitan Universitas Muhammadiyah Makassar
Menyatakan bahwa skripsi yang berjudul "..." di bawah ini:

Nama : Anan
NPM : 1051511001
Program Studi : Pendidikan Bahasa Indonesia
Tahun masuk : 2015

No	Item	Angka	Persentase
1	Daftar	10	10%
2	Halaman	25	25%
3	Daftar	10	10%
4	Daftar	10	10%
5	Daftar	10	10%

Dikatakan telah melakukan plagiarisme yang dilakukan oleh UPT Perpustakaan dan Penerbitan
Universitas Muhammadiyah Makassar menggunakan Aplikasi Turnitin.

Dikatakan surat keterangan ini diberikan kepada yang bersangkutan untuk dipergunakan
sebagaimana mestinya.

Menghitung



UNIVERSITAS MUHAMMADIYAH
MAKASSAR
UPT PERPUSTAKAAN DAN PENERBITAN

APPENDIX 16
Pengantar Penelitian



MAJELIS PENDIDIKAN TINGGI PIMPINAN PUSAT MUHAMMADIYAH
UNIVERSITAS MUHAMMADIYAH MAKASSAR
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN

Jalan ...
No. ...
Kota ...

Nomor: 10557/PKID/4-11/VI/0443/2022
Lampiran: 1 (Satu Lembar)
Revisi: 0 (Tidak ada Revisi)

Kepada Yang Terhormat,
Ketua KPM Unismuh Makassar
Di Makassar

Assalamu Alaikum Warahmatullahi Wabarakatuh

Sehubungan dengan kegiatan Pengantar Penelitian Universitas Muhammadiyah
Makassar, saya beranggotakan bahwa saya telah melakukan penelitian

Nama: ...
Tempat: ...
Tanggal Studi: ...
Tgl. Studi/Tanggal Lahir: ...
Alamat: ...
Jl. ...
Makassar

Adapun yang bersangkutan akan mengadakan penelitian dan menyelesaikan skripsi
dengan judul: The Effectiveness of ...
Integrated ...

Sebagai pengantar skripsi, busti atas pengesahannya dihatikan Jazakallahu
Kulluhain

Wassalamu
Warahmatullahi
Wabarakatuh



Erwin Akib, M.Pd., Ph.D.
NBM 3160 934

APPENDIX 17
Izin Penelitian LP3M Unismuh Makassar



MAJELIS PENDIDIKAN TINGGI PIMPINAN PUSAT MUHAMMADIYAH
UNIVERSITAS MUHAMMADIYAH MAKASSAR

LEMBAGA PENELITIAN PENGEMBANGAN DAN PENGABDIAN KEPADA MASYARAKAT
Jl. Sultan Abdulha No. 219 Telp. 860712 Fax. 0411/861558 Makassar 90221 E-mail: ip3m@unismuh.ac.id



Nomor : 2006/05/C.4-VIII/VI/40/2022
Lamp : 1 (satu) Rangkaian Proposal
Hal : Permohonan Izin Penelitian

05 Dzulq'adah 1443 H
04 June 2022 M

Kepada Yth.

Bapak Gubernur Prov. Sul-Sel

Cq. Kepala Dinas Penanaman Modal dan PTSP Prov. Sul-Sel

di -

Makassar

Berdasarkan surat Dekan Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Makassar, nomor: 10057/FKIP/A.4-II/VI/1443/2022 tanggal 4 Juni 2022, menerangkan bahwa mahasiswa tersebut di bawah ini:

Nama : ASTIANI

No. Stambek : 10535 1107318

Fakultas : Fakultas Keguruan dan Ilmu Pendidikan

Jurusan : Pendidikan Bahasa Inggris

Pelajaran : Mahasiswa

Bermaksud melaksanakan penelitian pengumpulan data dalam rangka penulisan Skripsi dengan judul:

"The Effectiveness of Using The Flipped English Classroom (FEC) Strategy in Asynchronous Learning"

Yang akan dilaksanakan dari tanggal 7 Juni 2022 sd 7 Agustus 2022.

Sehubungan dengan maksud di atas, kiranya Mahasiswa tersebut diberikan izin untuk melakukan penelitian sesuai ketentuan yang berlaku. Demikian, atas perhatian dan kerjasamanya diucapkan *Insha'allahu* khusnul-khatiraa.

التسليم والتقدير

Ketua LP3M,

Dr. Abubakar Idhan, MP.

NPM 101 7716

APPENDIX 18
Izin Penelitian Dinas Penanaman Modal Penprov Makassar


PEMERINTAH PROVINSI SULAWESI SELATAN
DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU SATU PINTU
Jl. Boulevard No.5 Telp: (0411) 441077 Fax: (0411) 448036
Website : <http://smap-nms.sulselprov.go.id> Email : plp@sulselprov.go.id
Makassar 90231

Nomor : 2454/S.01/PTSP/2022
Lampiran :
Perihal : Izin penelitian

Kepada Yth.
Kepala Dinas Pendidikan Prov. Sulsel
di
Tempat

Berdasarkan surat Ketua LP3M UNISMUH Makassar nomor : 2008.05/C.4-VIII/VI/02/2022 tanggal 04 Juni 2022 perihal tersebut diatas, maka iniwa peneliti dibawah ini

Nama : ASTIANI
Nomor Pokok : 405351107318
Program Studi : Pendidikan Bahasa Inggris
Pekerjaan/Lembaga : Mahasiswa (S1)
Alamat : Jl. Sri Alauddin No. 259, Makassar

PEMERINTAH PROVINSI SULAWESI SELATAN

Bermaksud untuk melakukan penelitian di daerah/kantor saudara dalam rangka menyusun SKRIPSI, dengan judul :

" THE EFFECTIVENESS OF USING THE FLIPPED ENGLISH CLASSROOM (FEC) STRATEGY IN ASYNCHRONOUS LEARNING "

Yang akan dilaksanakan dari : Tgl. 07 Juni s.d 07 Agustus 2022

Sehubungan dengan hal tersebut diatas, pada prinsipnya kami *menyetujui* kegiatan dimaksud dengan ketentuan yang tertera di belakang surat izin penelitian.

Demikian Surat Keterangan ini diberikan agar dipergunakan sebagaimana mestinya.

Diberikan di Makassar
Pada Tanggal 07 Juni 2022

A.n GUBERNUR SULAWESI SELATAN
PLT. KEPALA DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU
SATU PINTU PROVINSI SULAWESI SELATAN

 Dra. H. SUKARNIATY KONDOLELE, M.M.
Pangkat : PEMBINA UTAMA MADYA
Np : 19650606 199003 2 011

Tembusan Yth:

1. Ketua LP3M UNISMUH Makassar di Makassar.
2. Penitipgkat

APPENDIX 19 Kontrol Pelaksanaan Penelitian



KONTROL PELAKSANAAN PENELITIAN

Nama Mahasiswa: FASTENAT
 NIM: 11052510212
 Jenis Penelitian: THE EFFECTIVENESS OF USING THE BLANKED ENGLISH CLASSROOM (PBL) STRATEGY AT
 Tanggal Ujian Pustaka: 21 April 2022
 Tempat Ujian Pustaka: UPT DHA NEDERA 17 MAK

No	Kategori	Kegiatan Penelitian	Nama Dosen/Pustakawan	Pasal Dosen/Pustakawan
1	20/7/2022	DISCUSSION	Firman, S.Pd.I.	
2	27/7/2022	DISCUSSION	Firman, S.Pd.I.	
3	27/7/2022	DISCUSSION	Firman, S.Pd.I.	
4	27/7/2022	DISCUSSION	Firman, S.Pd.I.	
5	27/7/2022	DISCUSSION	Firman, S.Pd.I.	
6	27/7/2022	DISCUSSION	Firman, S.Pd.I.	

Ketua Program Studi: Dr. Feni Kharwati Satrio, S.Pd., M.Pd.
 Penguji: Dr. Feni Kharwati Satrio, S.Pd., M.Pd.
 Penguji: Dr. Feni Kharwati Satrio, S.Pd., M.Pd.

APPENDIX 20
Surat Keterangan Telah Melaksanakan Penelitian



PEMERINTAH PROVINSI SULAWESI SELATAN
DINAS PENDIDIKAN
UPT SMA NEGERI 17 BONE

Jalan Poros Sappeng Kel. Lalebata Kinc. Lamuru Kab. Bone 92764



SURAT KETERANGAN PENELITIAN

Nomor: 420.140/SLAN.17/BONE/2022

Yang bertanda tangan di bawah ini, Kepala UPT SMA Negeri 17 Bone menerangkan bahwa

NAMA

ATTIAH

NIM

105351107319

FAK/PROG/JURUSAN

FAKULTAS PENDIDIKAN BAHASA INGGRIS

telah melaksanakan penelitian di UPT SMA Negeri 17 Bone yang dilaksanakan mulai tanggal

18 Juli s.d. 4 Agustus 2022 dalam rangka penyusunan skripsi (S1) sesuai Surat Izin yang

dikeluarkan oleh Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu dengan nomor

surat 2454/S-01/PSIP/2022. Demikian surat ini dibuat.

**THE EFFECTIVENESS OF USING THE FLIPPED ENGLISH CLASSROOM (FEC)
STRATEGY AT ELEVEN GRADE UPT SMA NEGERI 17 BONE**

Dengan surat keterangan penelitian ini diberikan untuk digunakan sebagaimana mestinya

di Bone, 4 Agustus 2022

Sebelum,



HAJAH MAHDI NUS, S.Pd., S.Pd.

NIP. 19700730 199412 1 003

APPENDIX 21
LoA (*Letter of Acceptance*)



MAJELIS DIKTILITRANG UPT MUHAMMADIYAH
UNIVERSITAS MUHAMMADIYAH MAKASSAR
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
PRODI PENDIDIKAN BAHASA INGGRIS

Universitas Muhammadiyah Makassar
Jl. ... 70700 (Pusat)
Email: ...
Web: ...

LETTER OF ACCEPTANCE

0589/BG-FKIP/LOA/B/VIII/1444/2022

Dear ASTIANI

It is our pleasure to inform you that, after reviewing your paper:
**THE EFFECTIVENESS OF USING THE FLIPPED ENGLISH CLASSROOM
(FEC) STRATEGY AT ELEVEN GRADE UPT SMA NEGERI 17 BONE**

The manuscript ID: 316

Below checklist:

Checklist	Yes	No
The author has sent the manuscript by using the institutional email	<input checked="" type="checkbox"/>	<input type="checkbox"/>
the author has submitted the manuscript through the open journal system (OJS)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
The manuscript according to the limitations or descriptions of the journal	<input checked="" type="checkbox"/>	<input type="checkbox"/>
LoA has been submitted by the author	<input checked="" type="checkbox"/>	<input type="checkbox"/>
The manuscript has followed the journal templates	<input checked="" type="checkbox"/>	<input type="checkbox"/>
The article processing charge (APC) has been submitted by the author	<input checked="" type="checkbox"/>	<input type="checkbox"/>

has been ACCEPTED to publish with **Journal of Computer Interaction in Education**, ISSN (paper) 2616-5218 ISSN (online) 2612-2418. We appreciate your contribution.

We will let you know if you must make any modification as the reviewer's comments. Once your manuscript is moved to publishing, our production editor will inform you. Please feel free to email us with any questions at unismuhmakkassar.ac.id

Makassar, 20 August 2022 M
23 Muhi 1444 H

Head of English Education Department
Faculty of Teacher Training and Education


Dr. Ummi Khairati Syam, S.Pd., M.Pd.
NBM: 977 807

DOCUMENTATION



Picture 1. Students do the Pre-Test



Picture 2. Group Discussion



Picture 3. Students do Post-Test

CURRICULUM VITAE



ASTIANI was born in Pising on March 4 2000. Her Father's name is Kisman, and her Mother's is Hajrah. Her sister is Ayu Lestari, S. P. The writer began in elementary school at SDN 160 Mattampa Walie and finished on 2012. In the same year, the writer continued her study at SMP Negeri 1 Lamuru and spent it on 2015. And continues her study at UPT SMA Negeri 17 Bone at the same time and finished in 2018. And in the same year registered as a student in the English Department at Universitas Muhammadiyah Makassar.

